

The Mediterranean World



DIDACTIC TOOL FOR THE HUMAN SCIENCES PROGRAMME



SECONDARY 3RD YEAR



Postkart Post Card Carte Postale

Dear Students,

Join us on a trip through the Mediterranean!

We will explore the historical and geographical aspects of this area together.

You are invited to share the joy and passion of geographical issues and historical facts.

Enjoy, explore, investigate, learn and develop whilst working on your skills and language.

We will encourage you to think for yourself, develop your team work and research techniques.

Best wishes,

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General Introduction

Learning Objectives

At the end of S3, you should be able to,	Tick if you feel you have achieved these
understand different Geographical and Historical perspectives;	
use Geographical and Historical information from varied sources,	
demonstrate inter-cultural understanding and exchange;	
develop a sense of location on various scales;	
develop a sense of time over different Historical periods;	
use the fundamental ideas and concepts of Geography and History;	
develop the appropriate terminology in L2;	
begin to understand that the world is complex and diverse;	
understand the legacy of past civilisations on European culture and development;	
understand the Geographical features of Europe;	
realise the existence of direct and indirect links between History and Geography;	
use Geographical and Historical knowledge and skills in new situations;	
developing research skills of locating and selecting relevant and appropriate evidence from books, articles, websites and audio-visual resources;	
effectively use ICT;	
present information effectively;	
recognise the distinctions between different kinds of evidence: primary and secondary, textual, audio-visual, oral, graphic, tabular.	

Activity Levels and Differentiation

Activities in the blue boxes should be completed by all students. These are the basic activities that all students should complete

In the orange boxes you will find extension activities for those of you who successfully complete all the activities in the blue boxes. These activities are more demanding and require more depth and detail. These extension tasks should help you develop your knowledge and understanding.

Key Competences for Lifelong Learning

https://www.eursc.eu/PublishingImages/key_competence_en.jpg



Learning Types: *Throughout this book you will be given the opportunity to use different learning styles.*



https://images-cdn.9gag.com/photo/aPvVrbR_700b_v1.jpg

Assessment

Self and Peer-Assessment

In this book you will use self and peer-assessment, this will help you develop your key competences and become an independent learner.

At the end of some chapters, you will complete the self and peer-assessment sheet using emojis, ticks or letters to indicate if each part of the assessment has been completed.

Has the student,	SELF <i>You</i>	PEER Why ? <i>Your friend or another student in your class</i>
<p><i>Instructions for each task can be found in the first box.</i></p> <p><i>You will be given a list of all the aspects you must include in your assessment.</i></p> <p><i>Make sure you study this well before starting any assessment.</i></p>	<p>The student who created the work draws an emoji to show how well they have achieved each step of the task.</p>	<p>The friend or person next the student will also add an emoji or a tick and a reason for it.</p>

Below, is the template where you will be asked to reflect on your own performance and that of your peer. You should use kind words when giving feedback to your peer. Try to be constructive and suggest what went well (WWW) and how it could be even better if (EBI).

Self- Assessment	Peer-Assessment
<p>WWW?</p> <p>What went well?</p>	<p>WWW?</p> <p>What the strengths of the student?</p>
<p>EBI..</p> <p>Even better if...</p>	<p>EBI..</p> <p>How could the student improve?</p>

What are the command words we use in Human Sciences?

www.aqa.co.uk/resources

Command word	Explanation
Annotate	add to an image, graphic or diagram a number of words that describe and/ or explain features
Define	state the precise meaning of an idea or concept
Describe	give an account in words of a phenomenon, an event or a graph
Outline / summarise	provide a brief account of important information
Label	simply name something
Identify	establish or indicate who or what (someone or something) is
Clarify	make something clear
Compare	discuss two or more things in terms of their similarities
Contrast	to compare in order to show unlikeness or differences
Sketch	make a rough drawing of something
Locate	place something in the correct place in time or in Geographical location
Analyse	break down the content of a topic or issue into its important elements to demonstrate your understanding
Calculate	work out the value of something
Explain / why/ suggest reasons	set out the causes of a phenomenon and / or the factors which influence its form
Assess	consider several options or arguments and conclude their effectiveness or validity
Judge	show or prove to be right or reasonable
Justify	give reasons for the validity of a view or an idea why some action should be undertaken
Evaluate	consider several options, ideas or arguments and come to a conclusion
Apply	Use your knowledge to perform a task
Discuss	Talk about something with a person or people
Match	Link two things together
Complete	Fill something in
Create	Make something

Chapter 1.

Introduction to History and Geography

What is Geography?

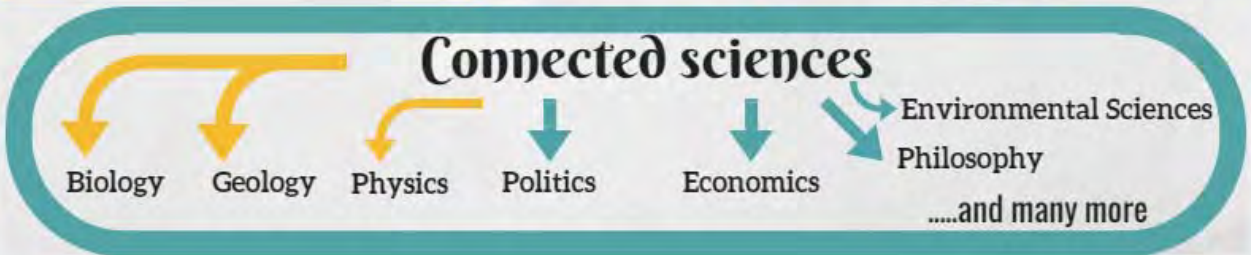
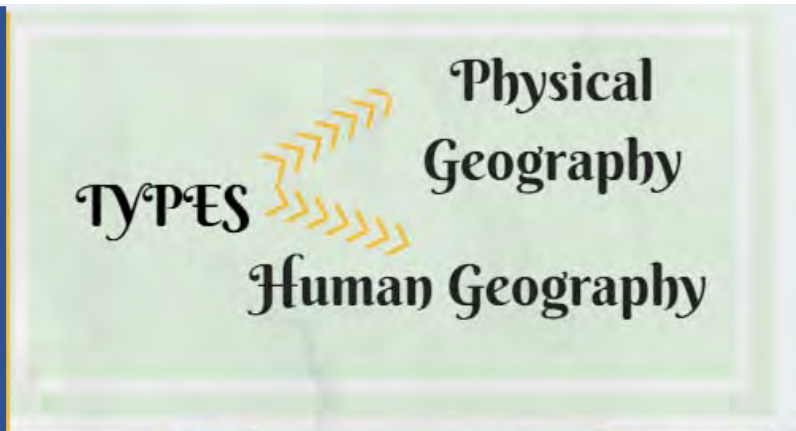
In the Greek language "γεωγραφία" is divided into two meanings: Geo=Earth and Graph= description. This science was founded in Ancient Greece and the first person to be connected to the word was Eratosthenes (276–194 BC).

Geography is the science that describes the Earth. It is an all-encompassing discipline that seeks to understand the natural environment, human activities and their connections to each other. There are two types of geography, human and physical.

Geography operates on various levels and deals with the creation, usage and analysis of many different sources such as maps, graphs, models, written sources etc.

AIMS

- Identify the problems;
- Locate the problems;
- Explain the location;
- Identify the scales involved;
- Be able to connect both aspects of geography;
- Understand the evolution of the issue;
- Seek solutions to the problems.



Geography: Skills

What are the different types of Geography?

Types of Geography

.....
.....
.....
.....
.....
.....
.....
.....
.....

Document 1.1.



Activities

1. For each picture
(documents 1.1-1.3), identify the answers to the following questions,
 a. **What** does the photo show? **When** was it taken? **Why** was it taken? **Where** was it taken? **Who** are the people involved in the landscape?
 b. Discuss your answers in groups.

2. What are the different types of Geography shown and how do they interact with each other?

Document 1.2.

<https://www.flickr.com/photos/barcelonadigital/5450729060>



Document 1.3

<http://www.dailymail.co.uk/news/article-4196010/150-000-migrants-life-jackets-lie-piled-Lesbos-coast.html>



Skills: Using the atlas and self-assessment

<p>Using the atlas, can you find the following information? <i>Write all the information down.</i></p>	<p>SELF Tick when completed</p>
<p>On which page in your atlas can you find a good map of the Mediterranean? Is this map a political map, a physical map, or both?</p>	
<p>Can you find Heraklion in your atlas? Can you write down the coordinates (the longitude and latitude) for Heraklion?</p>	
<p>Can you find a map that gives you information about the economy of Tunisia? On what page is this map? What information have you found?</p>	

<p>What is the distance between,</p> <ul style="list-style-type: none"> • The North of Egypt and the South of Italy? • Gibraltar and Eilat (Eilat)? 	
<p>Can you locate two examples of <u>physical Geography</u> in the Mediterranean? Can you name them and write down their coordinates?</p> <p>Can you locate two examples of <u>human Geography</u> in the Mediterranean? Can you name them and write down their coordinates?</p>	
<p>Can you discover any more information from the atlas about the Mediterranean? Write down what you have discovered and where you found the information.</p>	
<p>Self-assessment: Assess yourself by answering the following questions:</p> <ul style="list-style-type: none"> • What were your strengths in this activity? • What were your weaknesses? • How can you improve your performance? 	

Skills: Researching data and drawing graphs

Can I draw an appropriate graph to represent the data I have research?

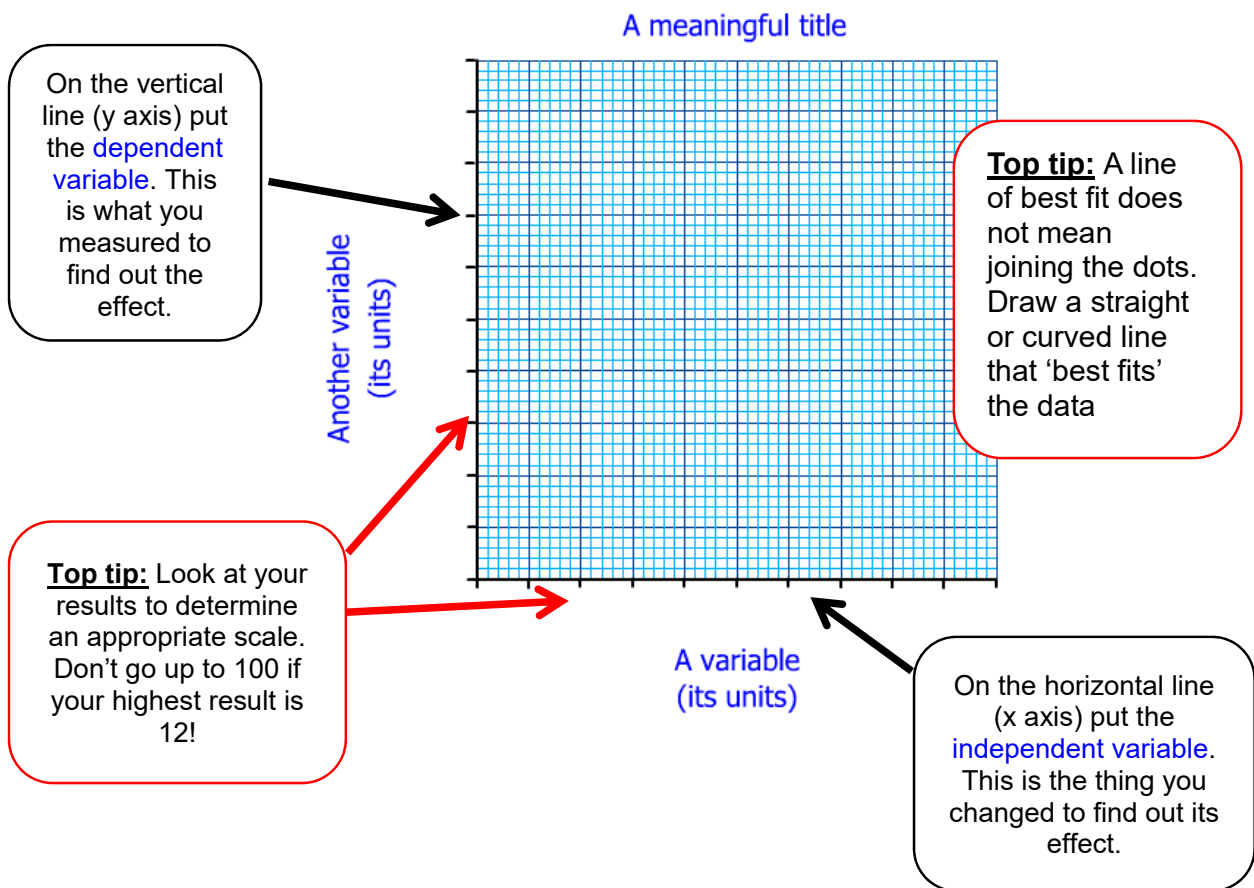
Activities

1. Write down a list of all the countries you have visited in the Mediterranean region.
2. As a class and with the help of your teacher, create a table and collect the data from each student. You should have a list of all the countries and the number of people within the class who have visited that country.
3. Create an appropriate and accurate graph to show the data you have collected.
4. Describe your graph.
5. Analyse the patterns shown in your graph.

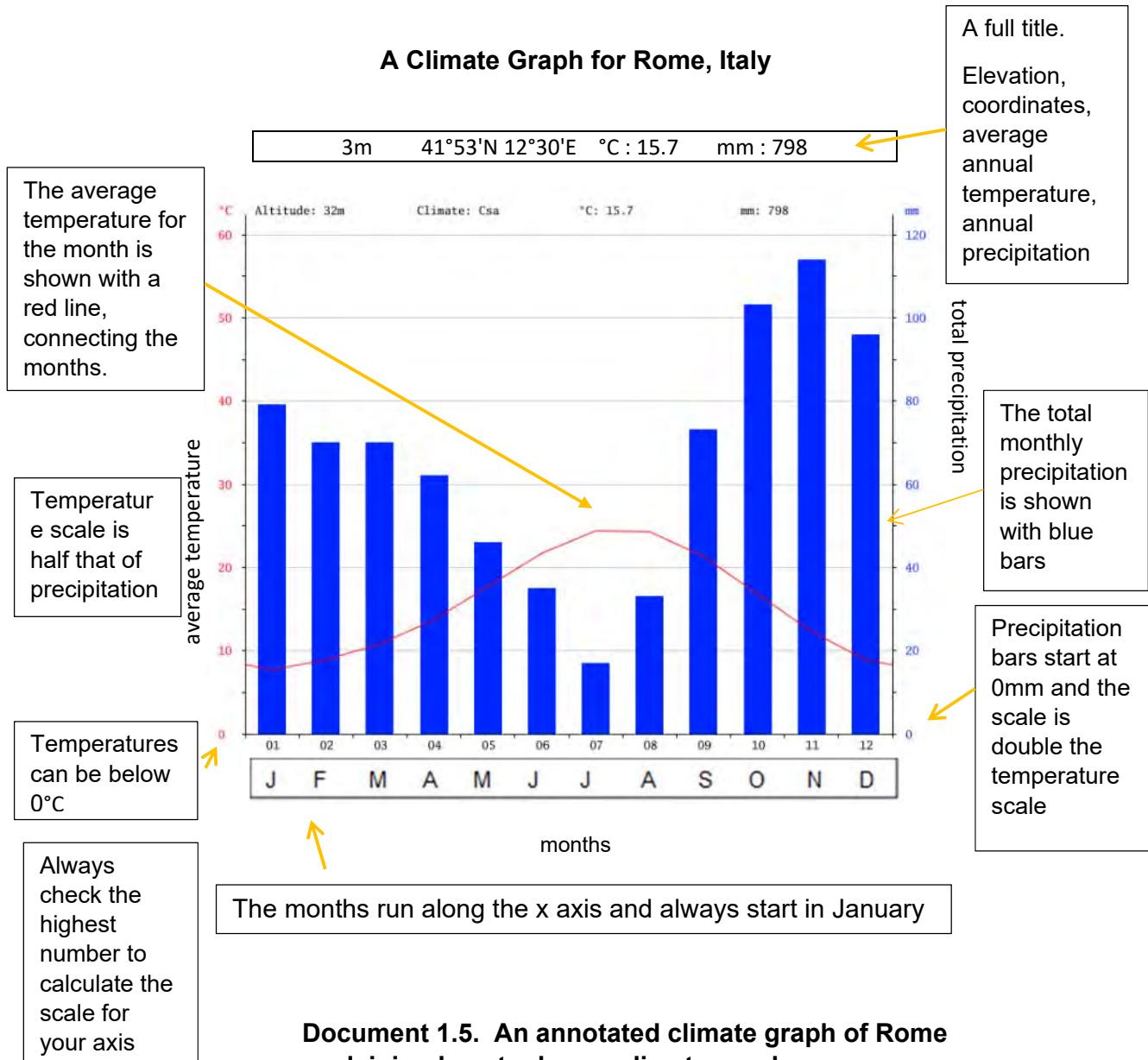
Document 1.4. Tips for drawing graphs

1. Use a sharp pencil
2. Use a ruler
3. Draw two axis
4. Write the numbers or categories on the axis
5. Label the axis eg. population
6. Plot the data on the graph
7. Draw a line of best fit if applicable
8. Add a title and underline it

You might want to start your title 'A graph to show...'



Skill: How can I draw a climate graph?



Document 1.5. An annotated climate graph of Rome explaining how to draw a climate graph

<https://en.climate-data.org/location/1185/>

Heraklion		
Month	mm	[° C]
Jan	90	12.0
Feb	77	12.1
Mar	56	13.4
Apr	30	16.3
May	16	19.8
Jun	3	23.5
Jul	1	25.7
Aug	1	25.6
Sep	18	23.1
Oct	76	19.7
Nov	59	16.6
Dec	74	13.8

Document 1.6. Climate data for Heraklion, Crete, Greece

<http://www.klimadiagramme.de/Europa/italien.html>

Elevation 39 metres

Coordinates 35°20'N 25°11'E

Annual average temperature ____ °C

How can I describe a climate graph?

Document 1.7.

The Temperature

The annual average temperature is...

This is calculated by the sum of the monthly temperatures divided by 12.

The month with the highest average temperature is...

The month with the lowest average temperature is...

The temperature range (the highest minus the lowest) is...

The Precipitation

The total annual precipitation is...

This is the sum of monthly precipitation...

The month with the highest precipitation is...

The month with the lowest precipitation is...

Is there a period of drought?

Drought is the scarcity of water in an area. By studying the climate graph we can identify drought on the climate graph where the red line overtakes the blue precipitation bars.

Conclusion

The Mediterranean climate characteristics change during the different seasons.

In Summer...

In Winter and Autumn...

Activities

1. Draw a climate graph for Heraklion using the climate data (**document 1.6**) and the example of Rome (**document 1.5**) to help you.
2. Describe the characteristics of the climate in Rome and Heraklion (you can use **document 1.7** to help you)
3. Compare the similarities and differences. You can use the table below to compare the climate information for Rome and Heraklion.

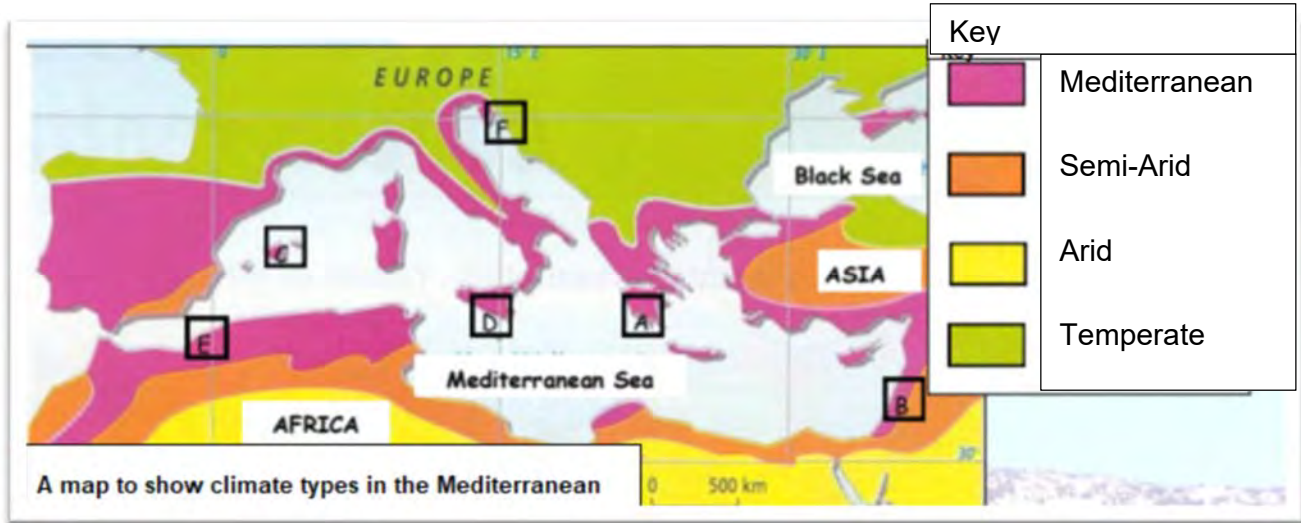
Similarities

Differences

3. Shade the drought period in yellow on the Rome and Heraklion climate graph.

4. Analyse the effects of drought in the Mediterranean.

How does climate vary across the Mediterranean region?



Document 1.8. A map to show climates in the Mediterranean

Source: The Mediterranean World (old manual)

Station	Palma		Oran		Split		Athens		Eilat		Catania	
T&P	°C	mm	°C	mm	°C	mm	°C	mm	°C	mm	°C	mm
Jan	9	37	12	70	7	79	9	55	12	4	10	90
Feb	10	35	14	54	8	68	11	40	14	10	11	78
Mar	11	36	15	35	11	75	14	35	15	2	13	91
Apr	13	39	17	33	14	66	16	20	17	14	16	42
May	16	30	20	19	19	56	20	20	20	1	20	7
Jun	21	14	22	7	23	52	24	15	22	0	25	2
Jul	24	9	25	1	26	28	29	5	27	0	28	3
Aug	24	20	29	3	25	48	30	10	29	0	29	5
Sep	22	50	26	16	22	60	23	32	26	0	28	22
Oct	18	63	20	42	17	78	20	43	20	1	20	45
Nov	13	47	15	45	12	110	17	71	15	2	15	62
Dec	10	44	12	67	9	105	10	71	12	8	11	102
Year												

Document 1.9. Climate data at various stations in the Mediterranean

The Mediterranean World (old manual)

Activities

Using **documents 1.8, 1.9** and your atlas,

1. Identify the climate which is found in the south of the Mediterranean.
2. Locate and name at least three other places in the world with a Mediterranean climate.
3. Identify the correct letters that correspond to the names of the 6 climatic stations.
4. Calculate the average annual temperatures and the annual rainfall for each recording station in **document 1.9**.
5. Now add the location of Rome and Heraklion to your map.

6. Contrast the Mediterranean climate from West to East and North to South.

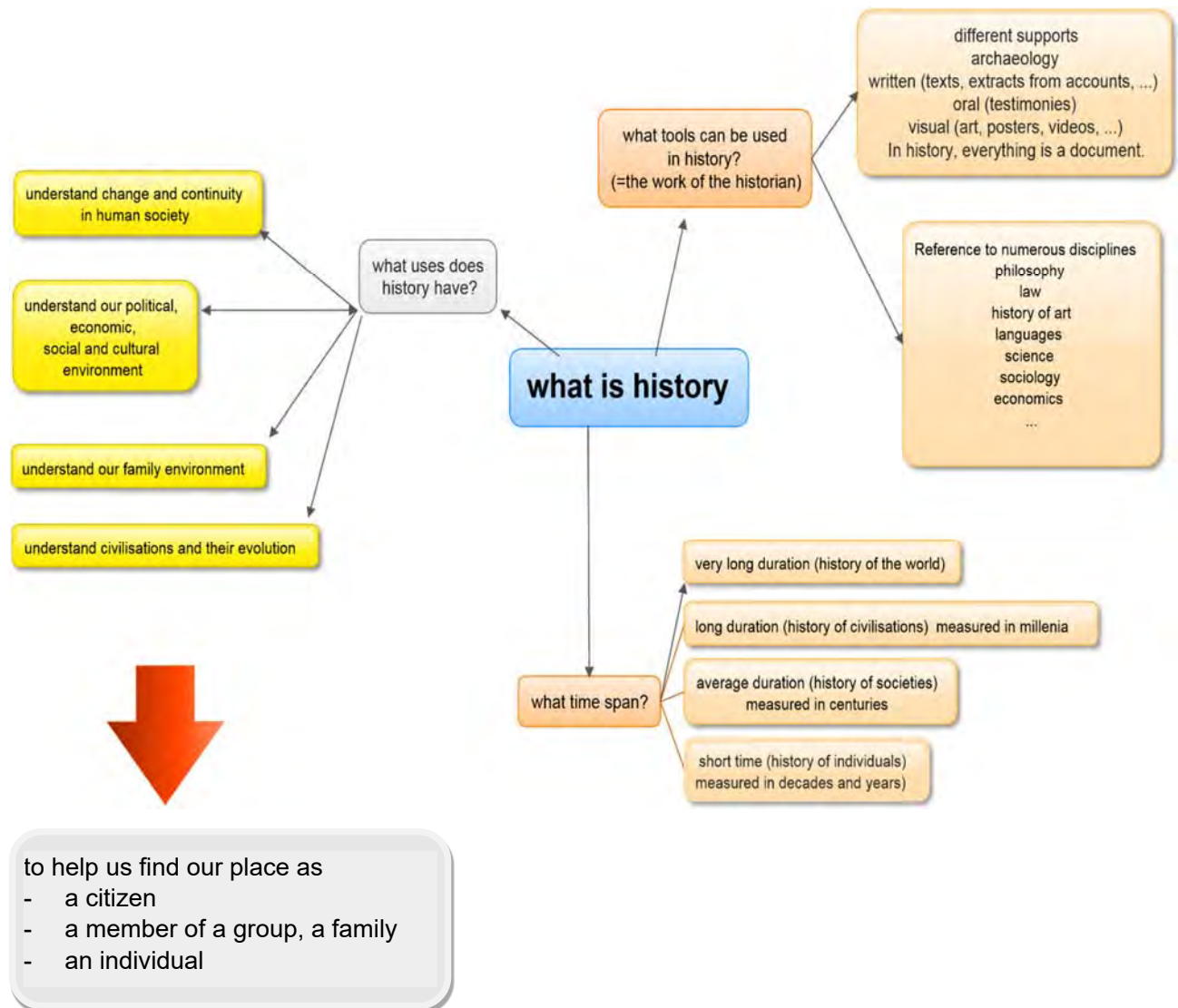
7. Explain the reasons for these similarities and differences.

What is history?

History is a study of what men and women did in the past and the way in which they used to live. History began with the invention of writing (approximately 3000 years before Christ).

Before that it is Prehistory. Prehistory began with the appearance of man approximately three million years ago in East Africa. Prehistory ended when history began. The term history therefore has two meanings: the study of man's past (events and evolution of human society) and the study of a given period.

What is history?



History Methodology

What are the working methods of a historian?

How can historians know what happened in the past?

Document 1.10 The different types of historical sources

There are written sources, picture sources and oral sources.

Written sources can be found on clay tables, on stone, in manuscripts and in print. They also include different types of document such as legal texts, newspaper articles, letters, bills...

There are various picture sources. These may or may not be accompanied by text. They are often the sources for the History of Art. Included among picture sources are paintings, sculpture, coins, illustrations on vases (ceramic and pottery), frescoes, photographs, drawings, caricatures. Picture sources dating from more ancient times are sometimes damaged or fragmented.

Historians also use many oral sources. In modern times they are kept on sound recordings or on videos. For more ancient times, they are often stories handed down from generation to generation, and which were sometimes written down. This was the case of the *Iliad* and the *Odyssey*. They are compilations of older stories which were written down in the 9th century BC. This is also the case for the Book of Deuteronomy (the first five books of the Bible), which were written during the exile in Babylon between the 8th and 5th Centuries BC. The book talks about a much older time.




Historians focus on original documents, the eye witness testimonies of the past, to reconstruct events which took place during a time in the past. These documents are called "primary sources" because they are the first piece of evidence of what happened, of what people thought or said.




Primary sources were created at the time of the event or a short while afterwards. These sources are often rare and unique. However, certain primary sources can exist in multiple copies if they were popular or easy to get at the time of their creation. A primary source can be prejudiced or biased depending on its author.

Secondary sources are the second hand accounts. They were created after the primary sources and they often use primary sources or talk about them. Secondary sources can give other opinions about an event in the past or a primary source, and sometimes they misrepresent the facts. There are often many copies of secondary sources which can be found in libraries, schools, universities

Be careful not to confuse history with archaeology. Archaeologists mostly contribute to knowledge of prehistory as a result of their digs and the discovery of the foundations of buildings, of objects, of skeletons. They also give complementary information to historians about past societies. An example of this is the excavations of Troy. Objects found in archaeological sites are called artefacts. These were not left there deliberately, unlike primary sources.

In order to collect information about our history, archaeologists and historians work with objects, records and pictures from the past – these are called sources and artefacts.

<p>Document 1.11. Clay tablet, Mesopotamia, 2800BC, Louvre Museum</p> 	<p>Document 1.12. Papyrus, Ani curs, 13th Century BC, extract from the <i>Book of the Dead</i></p> 	<p>Document 1.13. Carolingian Manuscript from the 9th Century</p> 
<p>Ivnel, M. (sous la dir.), <i>Manuel Histoire-Géographie 6^{ème}</i>, Hatier 2004, p.17.</p>	<p>https://c8.alamy.com/comp/D8D3DB/papyrus-ani-curs-hiero-D8D3DB.jpg</p>	<p>http://expositions.bnf.fr/carolingiens/grand/037.htm</p>

<p>Document 1.14. Fresco from the Tomb of Nebamon, Thebes, c. 1500BC, British Museum, London</p>	<p>Document 1.15. Mosaic from Hadrian's Villa, Rome, 2nd Century AD. (Capitoline Museum Rome)</p>	<p>Document 1.16. Attic (Athenian) Amphora with black figures, 550-530BC. By Exekias, Louvre Museum, Paris</p>
		
<p>http://peccadille.net/2014/11/09/la-tombe-de-nebamon-british-museum/</p>	<p>https://www.akg-images.fr/archive/-2UMDHUNEHSZN.html</p>	<p>https://www.louvre.fr/routes/la-ceramique-grecque</p>

Activities

1. Classify the type of source in the documents. Justify your answer.

Document	Type of source	justification
1.11		
1.12		
1.13		
1.14		

2. Using the information from documents 1.10 to 1.15 create a mind map showing the different types of historical documents.

Document 1.17. How to write history, according to Lucien, 160AD

Lucien of Samosota was a Greek author, originally from Anatolia, who lived during the 2nd Century AD (c. 120-180). He is considered to be the father of critical thought.

This, as I have said, is the one thing peculiar to history, and only to Truth must sacrifice be made. When a man is going to write history, everything else he must ignore. In short, the one standard, the one yardstick is to keep in view not your present audience but those who will meet your work hereafter.

That, then, is the sort of man the historian should be : fearless, incorruptible, free, a friend of free expression and the truth, intent, as the comic poet says, on calling a fig a fig and a trough a trough, giving nothing to hatred or to friendship, sparing no one, showing neither pity nor shame nor obsequiousness, an impartial judge, well disposed to all men up to the point of not giving one side more than its due, in his books a stranger and a man without a country, independent, subject to no sovereign, not reckoning what this or that man will think, but stating the facts.

Source: the Works of Lucian, How to Write History in "LUCIAN WITH AN ENGLISH TRANSLATION BY K. KILBURN IN EIGHT VOLUMES, Harvard Press, 1959.
https://archive.org/stream/luciankilb06luciuoft/luciankilb06luciuoft_djvu.txt

Document 1.18. Detail of the Alexander Mosaic showing Alexander in the thick of battle. Mosaic from Pompeii, c. 150-100BC



https://commons.wikimedia.org/wiki/File:Alexander_the_Great_mosaic.jpg

Source 1.19. Quotation from the Report of Julius Caesar on the Gallic War (*Commentarii de Bello Gallico*) (58-51/50BC)

“Veni, vidi, vici”


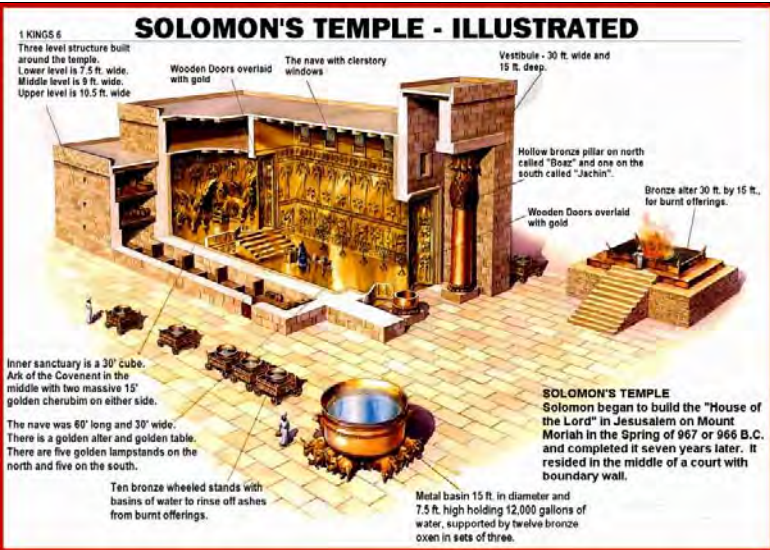
[“I came, I saw, I conquered.”]



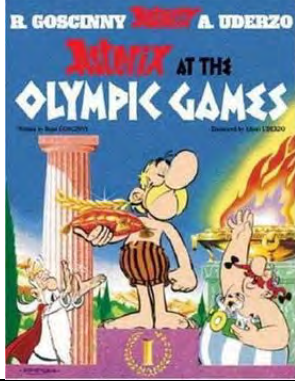
Activities

1.


Describing and analysing sources			
	Formal analysis	1.18	1.19
1	Author		
2	Type of source		
3	Title		
4	Place of origin		
5	Publication date		
6	audience		
	Analysis of content		
7	basic Content/description		
8	Intention and perspective (of the author)		

2. According to **documents 1.10 and 1.17** explain the precautions a historian should take when analysing sources? Justify your response.

<p>Document 1.20. The funeral mask of Tutankhamun, c. 1350BC. Egyptian Museum, Cairo</p>	<p>Document 1.21. The reconstruction of the Temple of Jerusalem in the 1st Century BC according to the descriptions in the Bible</p>
	
<p>https://fr.wikipedia.org/wiki/Tout%C3%A22nkhamon#/media/File:Tutanchamun_Maske.jpg</p>	<p>https://freegrace4kids.files.wordpress.com/2018/01/solomons-temple-illustrated-12x9.jpg</p>

<p>Document 1.22. Remains of the Temple of Vesta in the Roman Forum, 7th Century BC</p>	<p>Document 1.24. Marble bust of Pericles, 5th century BC (British Museum)</p>	<p>Document 1.25. Cover page of Goscinny and Uderzo's Asterix at the Olympic Games (1968, English Translation in 1972).</p>
 <p>http://www.rome-roma.net/info/site/forum-romain/</p>	 <p>http://www.britishmuseum.org/research/collection_online/collection_object_details.aspx?objectId=461658&partid=1</p>	 <p>https://upload.wikimedia.org/wikipedia/en/4/4d/Asterixcover-12.jpg</p>
<p>Document 1.23. The Temple of Vesta (in Latin "Aedes Vestae") is a Roman temple dedicated to Vesta, the goddess of the hearth. It is situated at the Roman Forum. This ancient little round temple was built in Rome under the reign of Numa Pompilius in the 7th century BC, during the Roman monarchy. https://fr.wikipedia.org/wiki/Temple_de_Vesta_(Rome)</p>	<p>http://www.britishmuseum.org/research/collection_online/collection_object_details.aspx?objectId=461658&partid=1</p>	<p>https://upload.wikimedia.org/wikipedia/en/4/4d/Asterixcover-12.jpg</p>

<p>Document 1.26. Parisii coin, dating c. 100-50 BC</p>	<p>Document 1.27. Extract from Caesar's "Gallic Wars", 1st Century BC</p>
	<p>Vercingetorix (...) summoned together his dependents, and easily excited them (...) he exhorts them to take up arms in</p>

	<p>behalf of the general freedom. (...) He quickly attaches to his interests the Parisii, Pictones, Cadurci, Turones and all the others who border on the ocean; the supreme command is conferred on him by unanimous consent. (...) He orders a fixed number of soldiers to be sent to him immediately; he determines what quantity of arms each state shall prepare at home, (...); he pays particular attention to the cavalry. To the utmost vigilance he adds the utmost rigor of authority; and by the severity of his punishments brings over the wavering: for on the commission of a greater crime he puts the perpetrators to death by fire and every sort of tortures; for a slighter cause, he sends home the offenders with their ears cut off, or one of their eyes put out, that they may be an example to the rest, and frighten others by the severity of their punishment.</p>
<p>http://www.larousse.fr/encyclopedie/images/Monnaie_gauloise_des_Parisii/1311440</p>	<p>http://classics.mit.edu/Caesar/gallic.7.7.html</p>

Activities

1. Classify documents **1.20, 1.21, 1.22, 1.24, 1.25 and 1.26** according to the type of source, using the information given in **document 1.10**.

2. Evaluate the reliability of **documents 1.27** with the help of **document 1.10**

Terminology

Site: the initial location of a place (cities, villages, central square, churches, etc.) It is situated on a local scale, with reference to the natural features (topography: relief, waterways, coastlines, natural vegetation) of this place and its immediate surroundings.

Situation: the location of a place in relation to other places or scales (global, national, regional, local) and according to the means of communication that links this place to others. The situation of a place may vary over time.



Document 1.30. Satellite image of urban Rome

<http://visibleearth.nasa.gov/>



Document 1.31. A map of Italy

<https://www.informagiovani-italia.com>



Activities

1. Using the atlas, locate the position (geographical coordinates) of the city of Rome.
2. What is the real distance from Rome to Naples? Calculate the distance using the scale in **document 1.31** or using your atlas.
3. Using the **documents 1.29-1.33**, explain the site of Rome.
4. Using **document 1.32**, explain situation of Ancient Rome (from the beginning and during the Roman Empire)?
5. With the help of the atlas and **documents 1.29-1.33**, answer the following:

What is the current situation of Rome? Explain the situation of Rome using various scales: globally, nationally, regionally and locally. Use directions and real distances to help you.

6. Compare (outline the similarities and differences) the site and situation of Rome from its foundation, during the Empire. You can start by completing the table below.

Time period	Site	Situation
Foundation of Rome		
During the Empire		
Today		

Chapter 2.

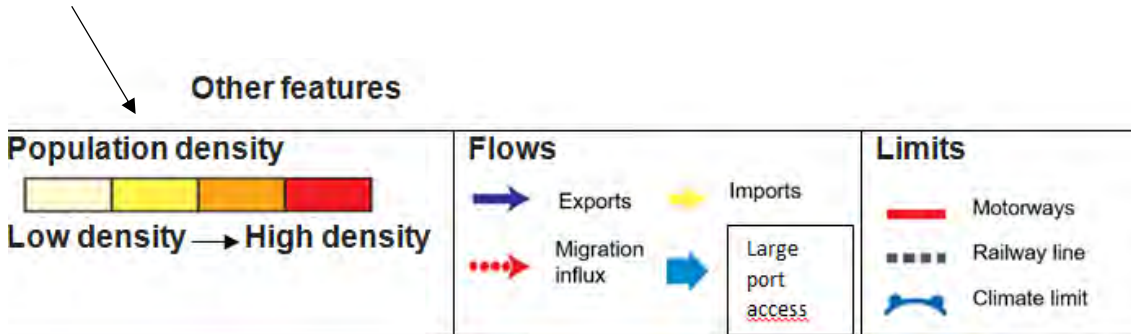
Mapping the Mediterranean Region

Document 2.1. The language of mapping

<https://www.worldatlas.com/r/h600/img/country/spain/physical.png>



A **key** will show you the symbols used for important human and physical features.



Creating political and physical maps

Activities : With the help of an atlas, the map below and personal research create 2 maps, a physical and a political map of the Mediterranean. The two boxes below give you detailed instructions on the features you must include.

Create a map that shows the **human geography** of the Mediterranean, this is called a **political map**.

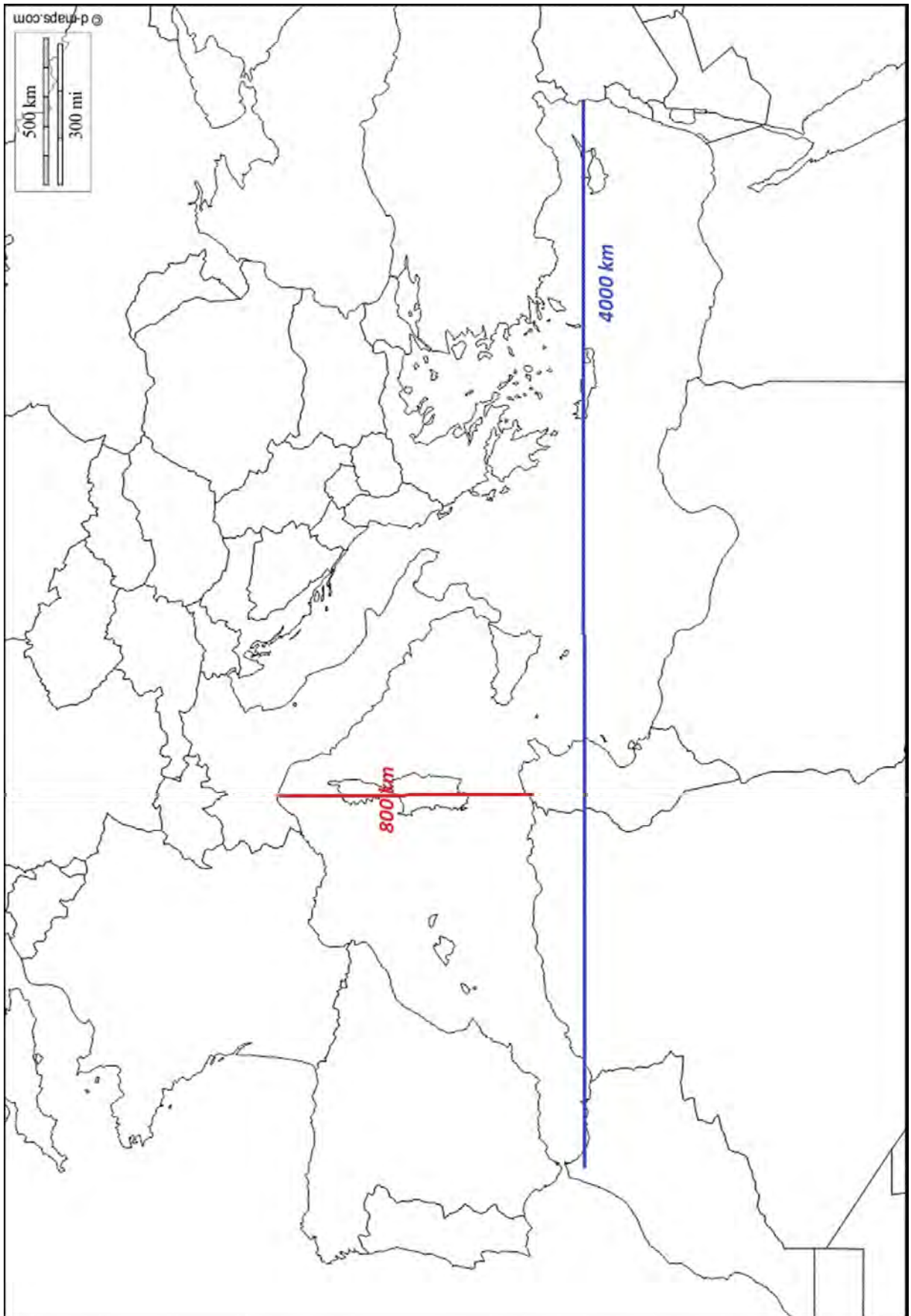
- ✓ Identify the following three continents, Europe, Asia, Africa.
- ✓ Name all the countries that border the Mediterranean Sea;
- ✓ Identify the countries that belong to the European Union;
- ✓ Label the large cities that border the Mediterranean Sea;
- ✓ Select some touristic areas around the Mediterranean Sea and locate places you have visited as a tourist;
- ✓ Label the largest ports in the Mediterranean and the major industrial zones;
- ✓ Locate the areas that have a dense population (Dense > 100 people/km²)
- ✓ Identify the borders between Muslim and Christian societies;
- ✓ Create a neat key with using categories, for example **political** for the continents, the EU countries, **economy** for the touristic areas (and the locations of past holidays, industrial areas and ports, **demography** (or population) for the large cities, the densely populated areas and the cultural divisions.

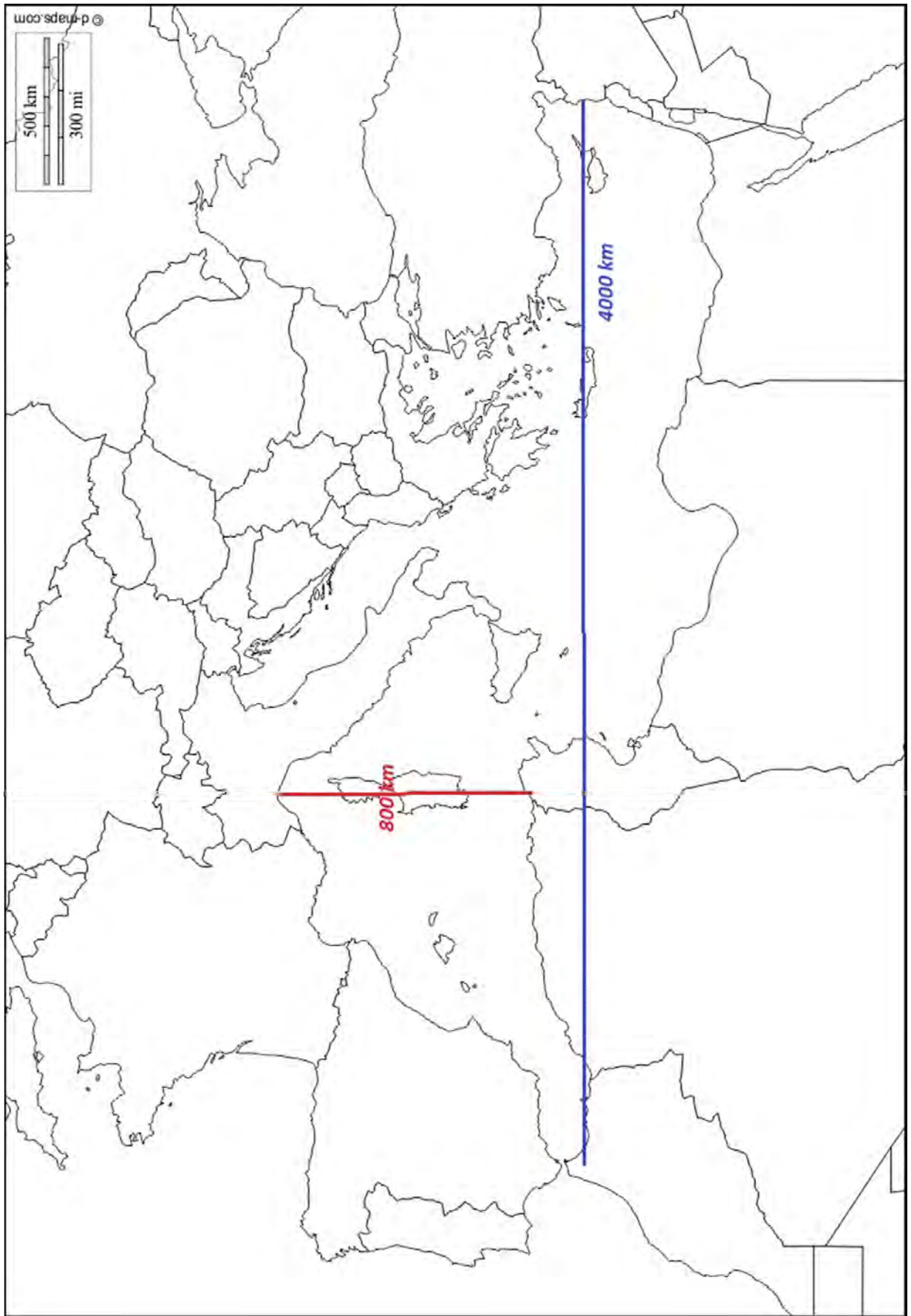
Create a map that shows the **physical geography** of the Mediterranean.

- ✓ Identify the Mediterranean Sea and the smaller seas (Alboran, Ligurian, Tyrrhenian, Ionian, Sicilian, Adriatic, Aegean, Cretan, Libyan, Marmara).
- ✓ Identify the big islands or archipelagos: Balearic Islands, Corsica, Sardinia, Sicily, Malta, Cyclades, Rhodes, Cyprus.
- ✓ Identify the straits: Gibraltar, Messina, Dardanelles and Bosphorus.
- ✓ Identify the gulfs: Lion, Genoa, Gabes, Sirte and Antalya.
- ✓ Identify the major rivers (and possibly their delta) with their mouths in the Mediterranean;
- ✓ Identify mountain ranges: Sierra Morena, Sierra Nevada, Pyrenees, Massif Central, Alps, Apennines, Dinaric Alps, Balkans, Taurus Mountains, Atlas Mountains;
- ✓ Identify some major volcanoes in the Mediterranean;
- ✓ Identify the boundaries of tectonic plates;
- ✓ Outline the Mediterranean climate zone.

For both maps,

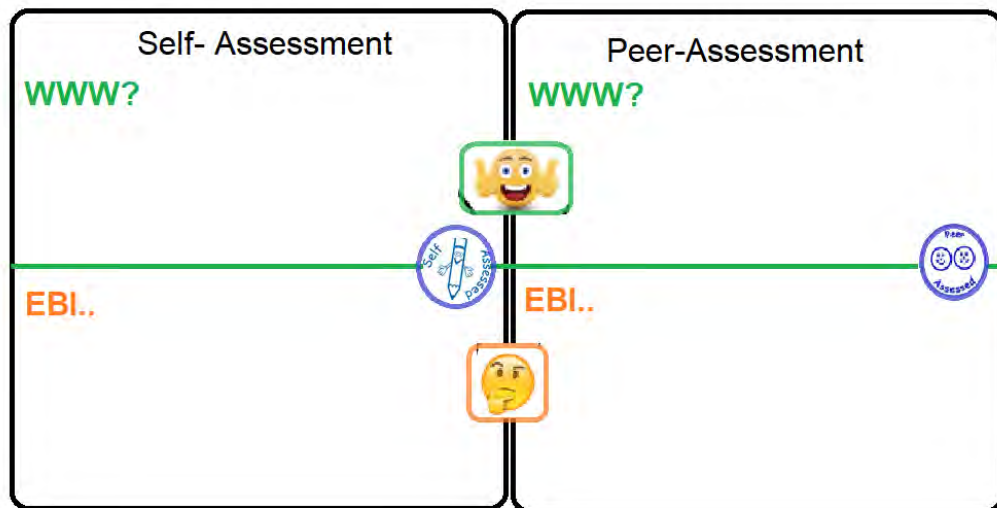
- ✓ Write an appropriate title for your map;
- ✓ Ensure your map is clear, neat and accurate;
- ✓ For each step in creating your map and key, follow document 2.1 'The language of mapping';
- ✓ Feel free to use letters or numbers for the different aspects of the map;
- ✓ Locate each item using its correct symbol on a blank map.





Self and peer-assessment task: Mapping the political features of the Mediterranean

Has the student,	SELF	PEER Why?
Completed the work in the time frame? Due date:		
Followed all the instructions accurately and completed all sections of the task and added an appropriate key for each aspect?		
Political <ul style="list-style-type: none"> ✓ Identified three continents: Europe, Asia and Africa; ✓ Correctly named the countries that border the Mediterranean sea; 		
Economy <ul style="list-style-type: none"> ✓ Correctly labelled the large cities that border the Mediterranean sea; ✓ Identified touristic areas around the Mediterranean sea and located places that they have visited as a tourist ✓ Labelled the largest ports in the Mediterranean and the major industrial zones; 		
Demography/Population <ul style="list-style-type: none"> ✓ Located the areas that have a dense population > 100 people/km²; ✓ Identify the borders between Muslim and Christian societies; 		
Organisation and presentation <ul style="list-style-type: none"> ✓ For each step in creating the map and key, the student has followed the ideas in document 2.1; ✓ Located each item using its correct symbol on the blank map; ✓ Written an appropriate title for the map. 		
Completed a well organised and professional piece of work?		
Presented the work well?		



Self and peer-assessment task: Mapping the physical features of the Mediterranean

Has the student,	SELF	PEER Why ?
Completed the work in the time frame? Due date:		
Followed all the instructions accurately and completed all sections of the task and added an appropriate key for each aspect?		
Water bodies <ul style="list-style-type: none"> ✓ Identify the Mediterranean Sea and the smaller seas (Alboran, Ligurian, Tyrrhenian, Ionian, Sicilian, Adriatic, Aegean, Cretan, Libyan, Marmara). ✓ Identify the big islands or archipelagos: Balearic Islands, Corsica, Sardinia, Sicily, Malta, Cyclades, Rhodes, Cyprus. ✓ Identify the straits: Gibraltar, Messina, Dardanelles and Bosphorus. ✓ Identify the gulfs: Lion, Genoa, Gabes, Sirte and Antalya. ✓ Identify the major rivers (and possibly their delta) with their mouths in the Mediterranean. 		
Relief and tectonics <ul style="list-style-type: none"> ✓ Identify mountain ranges: Sierra Morena, Sierra Nevada, Pyrenees, Massif Central, Alps, Apennines, Dinaric Alps, Balkans, Taurus Mountains, Atlas Mountains; ✓ Identify some major volcanoes in the Mediterranean; ✓ Identify the boundaries of tectonic plates. 		
Climate <ul style="list-style-type: none"> ✓ Outlined the Mediterranean climate zone. 		
Organisation and presentation <ul style="list-style-type: none"> ✓ For each step in creating the map and key, the student has followed the ideas in document 2.1; ✓ Located each item using its correct symbol on the blank map; ✓ Written an appropriate title for the map. 		
Completed a well organised and professional piece of work?		

Following the instructions above, create a map associating the elements of human and physical geography of the Mediterranean regions.

Chapter 3.

Economic disparities in the Mediterranean region

What is development and how do we measure it?

Document 3.1. What is development?

Development is the process by which the economic, political, and social well-being improves. There are different levels of development within countries and between countries. The Mediterranean region is unique, as it straddles three continents and levels of development differ greatly, due to historic, environmental, economic, political and social factors.

We use 'development indicators' to measure the level of development in a country.

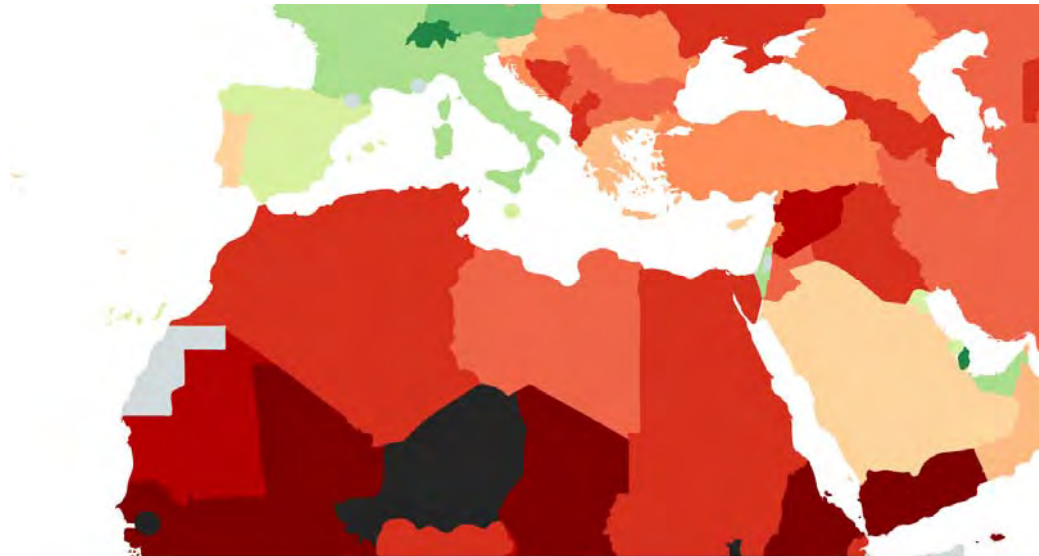
Document 3.2. Development indicators

Literacy rate	Gross domestic product per person. The amount of money made within the country, divided by the total population.
GDP per capita	How advanced a country is in terms of its wealth and social development.
Infant mortality rate	The % of people that can read and write in a country.
Life expectancy	The average age somebody is expected to live from birth in a country.
Development	Low Income Country. A poor country that has a low level of social, economic and political development.
LIC	High Income Country. A rich country that has a high level of social, economic and political development.
MIC	The number of infants that die before their second birthday, per 1000 of live births.
HIC	Middle Income Country. A country such as China and Turkey that have a rapidly growing economy but that lacks social and political development.

Document 3.3: A map to show GDP per capita in the Mediterranean region

(2017) <https://i.redd.it/no56pwwj4zt01.png>

GDP per capita measures the economic situation in a country. Below you can see a map that shows the different levels of 'economic development' in the Mediterranean region.



Key

GDP Per Capita (per country)

- >60,000 US Dollars
- 50,000-59,999 US Dollars
- 40,000-49,999 US Dollars
- 30,000-39,999 US Dollars
- 25,000-29,999 US Dollars
- 20,000-24,999 US Dollars
- 15,000-19,999 US Dollars
- 10,000-14,999 US Dollars
- 5,000-9,999 US Dollars
- 2,000-4,999 US Dollars
- 1,000-1,999 US Dollars
- 500-999 US Dollars
- <500 US Dollars
- No Data

Highest levels	GDP in US dollars
Lowest levels	

Activities

1. Read **document 3.1** and define development in your own words.
2. Study **document 3.2**, identify the correct definition for each word.
3. Using **document 3.3**, in the table below the map, compare the highest and lowest levels of GDP per capita in the Mediterranean.

Why do development levels differ across the Mediterranean?

Document 3.4. Photos

Photo A Monte Carlo

<http://4.bp.blogspot.com/l2vU41dv3fE/UXVCrP7Zqbl/AAAAAAAhO8/6LwRwWEIZzk/s1600/Monte+Carlo+Monaco+98.jpg>



Photo B The Planta Solar Farm

<https://www.lifegate.com/people/lifestyle/worlds-most-beautiful-solar-farms>



Photo C The Atlas Mountains

http://wildmorocco.com/wpcontent/uplads/2016/03/Atlas_Mountains_iStock_000003045076_Large.jpg



the Geography – climate, location, resources, infrastructure, geopolitics.

The history

PESC – politics, economy, society, culture

Activities

1. Look at the images in document 3.4 and describe the level of development in each image.

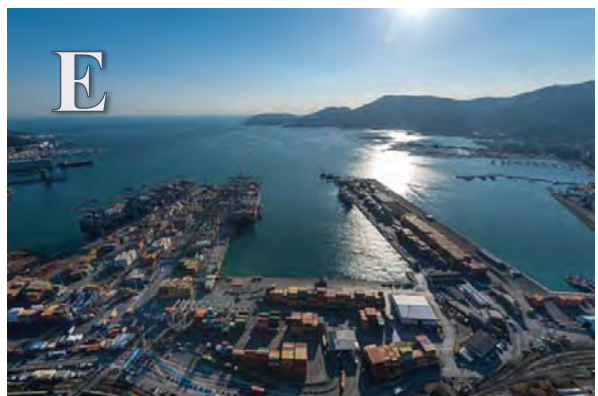
2. “The Mediterranean Region in the past was completely different.” Discuss this idea with a partner using your own knowledge and the historical factors that may have affected the present situation.



Photo D The Gaza Strip

<https://www.presstv.com/Detail/2017/03/18/514824/Israel-airstrikes-Gaza-Strip-Sudaniya-Beit-Lahia>

Photo E La Spezia Port /https://www.joc.com/rail-intermodal/international-rail/europe/european-shippers-turn-med-ports-mitigate-risk_20171129.html



3. Assess the factors affecting development in order of importance.

4. Justify the order you've decided on above.

Skill: How can we show the level of development on a map of the Mediterranean?

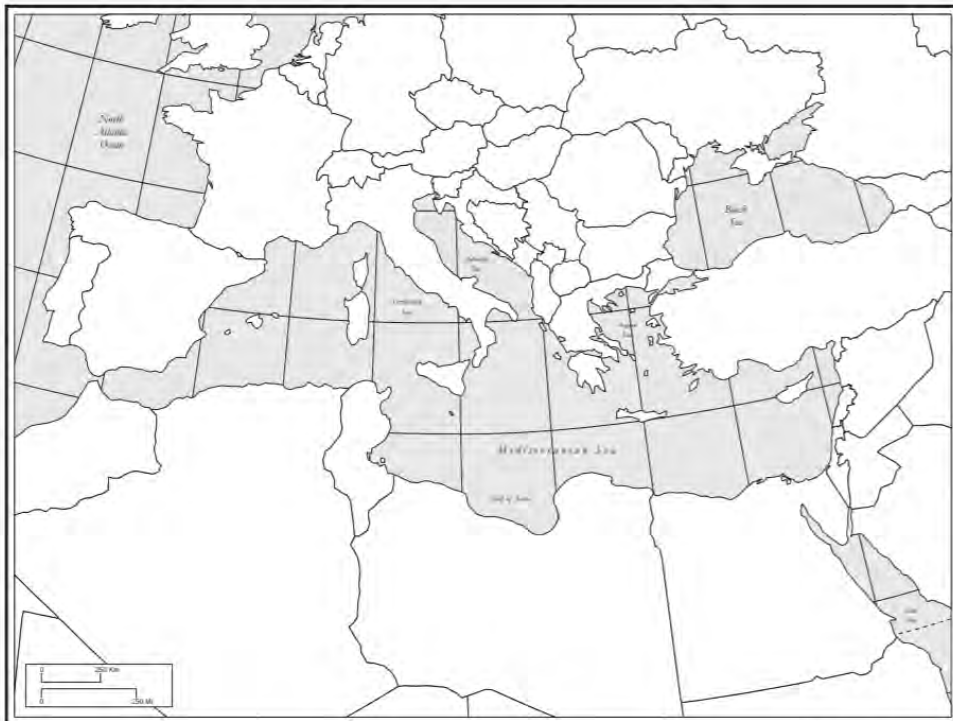
Activities

1. Choose one indicator eg. Life expectancy, Literacy rate etc (not GDP) and research the data for each country of the Mediterranean and add it to a table like this,

Country	Data	Rank

2. Use one colour or similar colours and create a key (at least 3 shades). The key should show various levels of your indicator (use the map in **document 3.3** to guide you).
3. Locate the countries and shade them according to their data.
4. Describe the patterns on the map. You can include the highest and lowest levels.

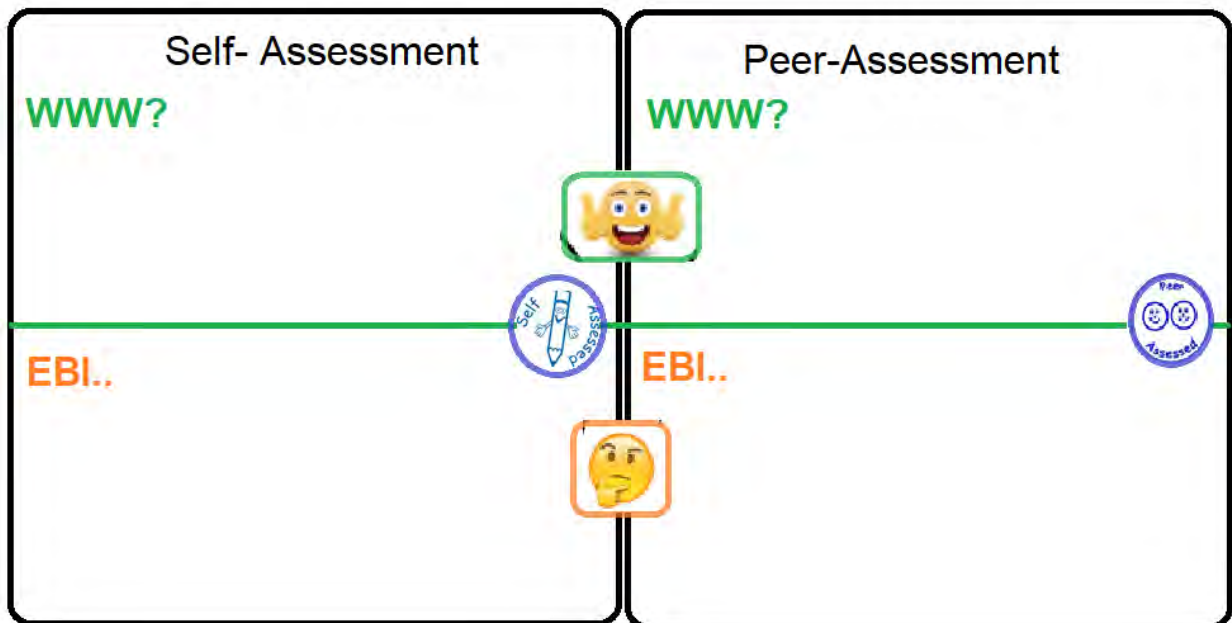
5. Explain the reasons for the patterns you have described.



Produced by the Cartographic Research Lab
University of Alabama

Self and peer-assessment task: Mapping Development in the Mediterranean

Has the student,	SELF	PEER Why?
Completed the work in the time frame? Due date:		
Followed all the instructions accurately and completed all sections of the task? (below)		
Successfully researched all the data for the map and added it to a neat table?		
Added a title and a clear key for the map?		
Shaded each country according to the development data?		
Described the patterns and given data and countries to demonstrate the highest and lowest data?		
Completed a well organised and professional piece of work?		
Presented the work well?		



Essay Planner

DUE DATE:

Question: Compare and contrast the development of three countries in the Mediterranean region.

INTRODUCTION

Development is ...

There are three levels of development...

We measure development by using indicators such as...

PARAGRAPH 1

The development levels in the Mediterranean differ, for example...

(use data and examples for 3 countries)

PARAGRAPH 2

The geographical reasons for the different levels of development in the Mediterranean are...

PARAGRAPH 3

The historical reasons for the different levels of development in the Mediterranean are...

CONCLUSION

Therefore I conclude that...

Two ways to improve development in the Mediterranean are...

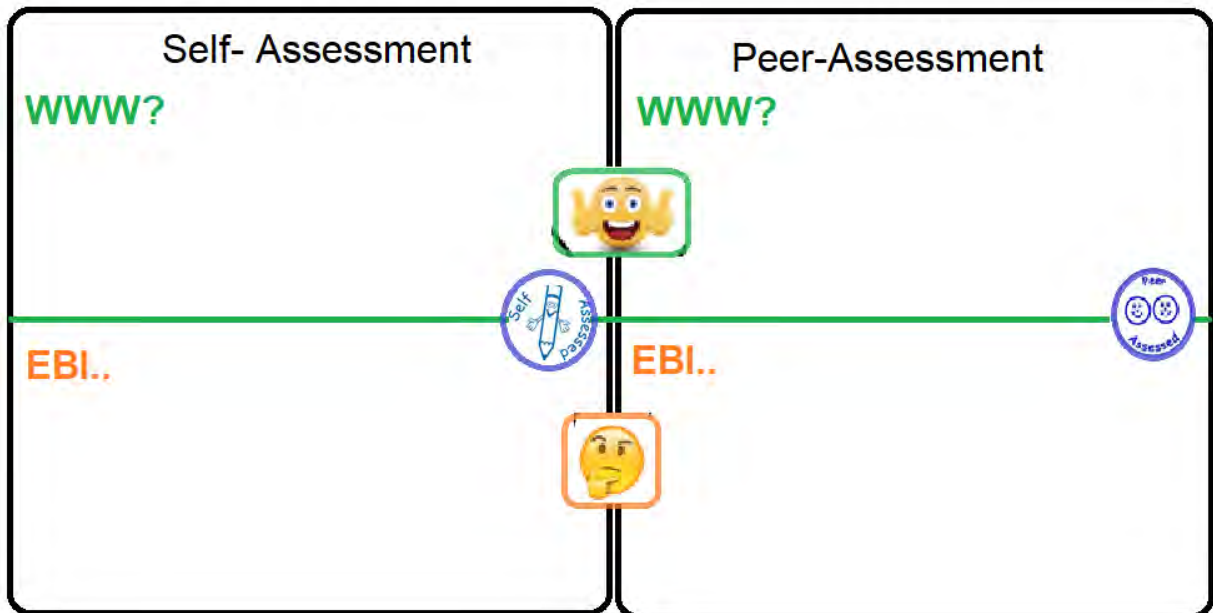
Homework Task: Internet Research and Assessment Activity

Use a website, for example CIA fact book (<https://www.cia.gov/library/publications/the-world-factbook>) or Eurostat, research the data for the development indicators in **document 3.2** (a total of 4 indicators). Choose 6 countries from the Mediterranean, 2 from Europe, 2 from Asia and 2 from Africa.

Self and peer-assessment task: A short essay

Question: Compare and contrast the development of three countries in the Mediterranean region.

Has the student,	SELF	PEER	Why?
Handed the work in on time? Due date:			
Included an introduction and conclusion?			
Used clear paragraphs and organised arguments effectively?			
Used 3 case studies and key factual data to support arguments?			

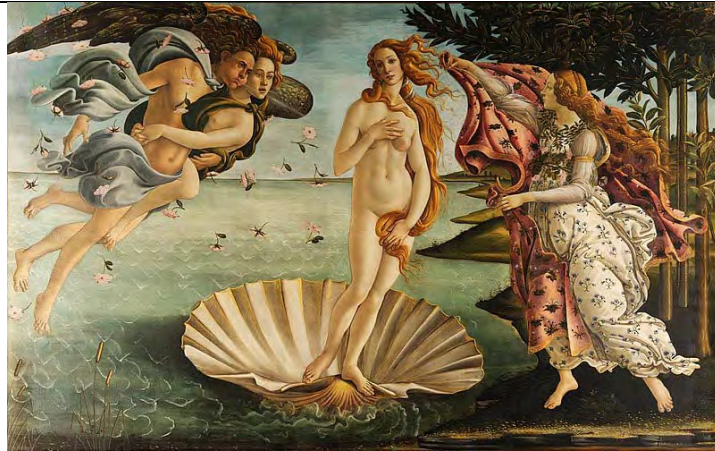


Chapter 4.

Myths and foundations of the Civilisations

Document 4.1	What is the difference between myth, legend and fact?
<p><i>elaboration</i> further explanation</p>	<p>“A myth is generally described as a story which is the result of the imagination. However, myths were more than just folk tales to the Ancient Greeks. The stories told in the Greek myths formed part of the religion of Ancient Greece. Some of their myths tried to explain things that nowadays can be described scientifically, such as how the world began or earthquakes. Ancient people had little scientific knowledge so they used their imaginations to fill the gap. Other myths seem to be <i>elaborations</i> of historical events in which human kings or heroes became like gods and did things no person could really do. This type of story is often called a legend.”</p>
<p>Cover page of Homer's Odyssey</p>  <p>https://i1.sndcdn.com/artworks-000082293120-dt2ktg-t500x500.jpg</p>	<p><i>Usborne Illustrated guide to Greek Myths and Legends.</i> Cheryl Evans & Dr. Anne Millard, London, 2007</p> <p>A fact refers to an event that happened in the past or a historic person who actually existed. This is supported by archaeological evidence and/or historical sources. For example the German archaeologist Heinrich Schliemann found the site of the city of Troy based on geographical information in the Iliad.</p>
<p>Homer (c. 9th or 8th century B.C.) Greek poet</p> <p>Virgil (b.70 B.C.) Roman writer.</p>	<p>Myths are interesting stories and they have also inspired and influenced our history. During the Renaissance in the 1400s Italian and other Western European scholars became interested in the culture and history of ancient civilisations especially the world of Ancient Greece and Rome. This influenced a change in how people thought about the world.</p> <p>The literature of the Classical time, such as the Iliad or the Odyssey by Homer or the Aeneid by Virgil, was a source of inspiration for Renaissance writers. They began to write stories, plays and poems in which human beings, their adventures, experiences and emotions were very important. This reflected the central role of Gods, heroes and humans in classical mythology. Artists were inspired to paint scenes from Ancient mythology. Sculptors made statues of Ancient Greek or Roman gods or heroes.</p>

Document 4.2. Botticelli (1485-1487), The Birth of Venus.



Venus was the Roman goddess of love.

https://commons.wikimedia.org/wiki/File:Sandro_Botticelli_-_La_nascita_di_Venere_-_Google_Art_Project_-_edited.jpg

Document 4.3. Michelangelo (1496-1497), Bacchus with Pan, Museo del Bargello, Florence, Italy.



Bacchus was the Roman God of wine.

https://en.wikipedia.org/wiki/File:Michelangelo_Bacchus.jpg

Document 4.4

Francesco Primaticcio (1530-1539), The Abduction of Helen

Helen was the wife of King Menelaus of Sparta. Paris, son of King Priam of Troy, fell in love with Helen and brought her to Troy. According to the legend of Troy this was the reason for the Trojan war.





https://commons.wikimedia.org/wiki/File:Francesco_Primaticcio_003.jpg

Activity

1. Justify whether **documents 4.2 and 4.3** are primary sources for Ancient Greece and Rome.
2. Describe **document 4.4** and explain the background story of the painting.

The legend of the Minotaur Myth or Fact?

Document 4.5	An edited version of the legend of the Minotaur
<p><i>maze</i> labyrinth</p> <p><i>roar</i> a sound a hungry lion makes</p> <p>Theseus and the Minotaur, detail from Greek pottery dating 440-430 BC.</p>  <p>http://www.britishmuseum.org/collection/images/AN00086/AN00086362_001_1.jpg</p> <p><i>reluctantly</i> not wanting to</p> <p><i>ball of string</i></p>  <p>https://cdn.pixabay.com/photo/2014/04/05/11/05/string-314346_960_720.jpg</p> <p><i>grief and sorrow</i> deep sadness</p>	<p>On the island of Crete lived a rich and influential king, feared by many, called Minos (The King of Crete was called Minos. Some experts think however that Minos may have been a title (like king or pharaoh); therefore all Cretan kings may have been known as Minos). He lived in a magnificent palace, with a huge and complicated <i>maze</i> underneath it, where he kept a monster, half-man, and half-bull – “the Minotaur”. The Minotaur would <i>roar</i> terribly from his underground home every few years when he was hungry. He was fed on seven young men and seven young women sent from Athens and then sent down into the maze one by one. If they were not sent then Minos would have invaded Athens.</p> <p>In Athens, Theseus, the young son of the king Aegeus, asked his father’s permission to let him replace one of the victims. <i>Reluctantly</i> Aegeus agreed but he made Theseus agree to change the black sails on his ship for white ones if he survived.</p> <p>In Crete, Minos’ daughter Ariadne fell in love with Theseus and agreed to help him. One night she gave him a sword to kill the Minotaur and a <i>ball of string</i> so that he could find his way back out of the maze. He tied up one end of the wool and headed off into the maze all the time unwinding the wool. He followed the hungry roaring of the Minotaur echoing through the darkness and then surprised and attacked it. After a long and hard fight Theseus killed the monster and rewound the wool to find his way back.</p> <p>As Theseus and Ariadne escaped towards the port there was a terrible roaring noise, as if the Minotaur was still alive, but they soon realised that this was a huge earthquake. The palace was collapsing and soon flames destroyed the rest of the palace in a terrible fire. Minos’s power in Crete and elsewhere was finished.</p> <p>Theseus was so happy at killing the Minotaur that as he sailed back to Athens he forgot to change the sails from black to white. King Aegeus, desperate for news of his son, looked out to sea and saw the black sails approaching. Theseus was surely dead. Overwhelmed by <i>grief and sorrow</i> at the loss of his son, Aegeus jumped off the cliff, killing himself.</p>

Activity

Read Document 4.5 and answer the questions that follow.

1. Identify

The king of Athens

(i) Theseus (ii) Minos (iii) Aegis (iv) Ariadne

The king of Crete

(i) Theseus (ii) Minos (iii) Aegis (iv) Ariadne

The son of the king of Athens

(i) Theseus (ii) Minos (iii) Aegis (iv) Ariadne

The daughter of the king of Crete

(i) Theseus (ii) Minos (iii) Aegis (iv) Ariadne

Paragraph 1

2. On document 4.6 circle the place in Greece where the story of the Minotaur takes place.

3. What was underneath the palace of King Minos?

4. What did King Minos keep underneath the palace?

5. Why was there roaring every few years?

6. Why did 7 young men and 7 young women from Athens go there?

7. Who volunteered to go with these people one year?

Document 4.6. Map of Mycenaean and Minoan civilisations



<https://www.wwnorton.com/college/history/ralph/resource/greece.htm>

Paragraph 2

8. Who helped this person (6)?

9. Why? *(6) Refers to the answer to question

10. How did she help (6)?

11. What did (6) do?

Paragraph 3

12. What happened after they left?

Paragraph 4

13. What happened to King Aegeus? Why?

Document 4.7. Coins from Crete showing the Minotaur and the labyrinth, c. 440 BC



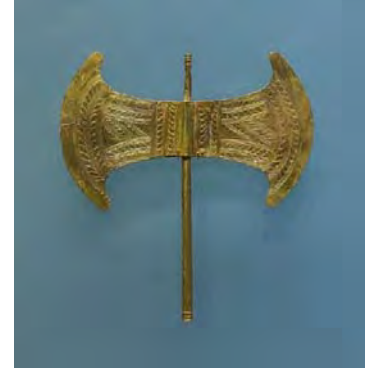
<http://www.ancientcoinage.org/uploads/3/4/3/4/34340153/2667806.jpg?360>

Document 4.8. Detail on vase showing Theseus killing the minotaur, c. 6th century BC



<https://commons.wikimedia.org/wiki/File:Minotaur.jpg>

Document 4.9. A double headed Minoan axe "labrys". 1700-1450 BC



https://commons.wikimedia.org/wiki/File:Small_golden_double_head_minoan_axe_archmus_Heraklion.jpg

Document 4.10. Floor Plan of the Palace at Knossos

The excavation of Knossos by Sir Arthur Evans revealed a large complex of 20,000 square metres based around a central courtyard containing more than 1000 interlinking rooms, including royal quarters, a throne room, banquet halls, workshops, storerooms, **shrines**, wine presses and *grain mills*. It was built using very advanced architectural techniques.
<https://archaeologynewsnetwork.blogspot.be/2010/06/palace-of-knossos-discovery-and.html#xz4TmOD4oqPPhdFJ.97>

Some walls seem to have been earthquake proof. The buildings show signs of damage from a major earthquake and from various fires.

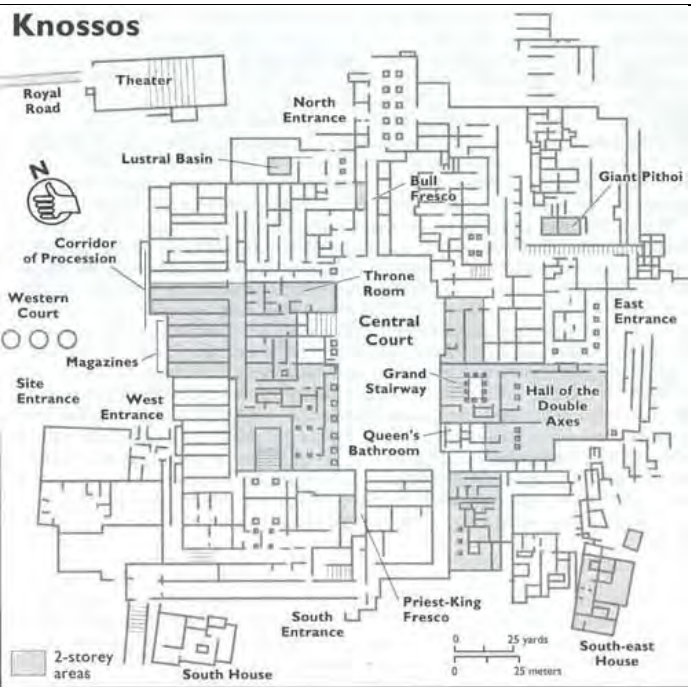
Scientists have discovered that around 1620BC there was a volcanic eruption in Thera (now known as Santorini). Soon after the palaces on Crete were destroyed, probably by the huge tidal waves and earthquakes and tremors caused by the eruption

Vocabulary
Shrine

an altar to a god where you could pray to a God or leave an offering

Grain mill

a place where wheat is ground into flour



http://www.ancient-wisdom.com/Images/countries/Greek%20pics/Knossos_map500.jpg

Document 4.11. The drainage system in Knossos



<http://www.minoancrete.com/knossos3.htm>

The palace at Knossos had a complex pipe system for sanitation, water supply and heating.

The maze-like appearance of the drainage system reminded Evans of the legend of Minos and the Minotaur, and so he called this civilisation the Minoans.

Document 4.12. A Fresco of bull leaping from the Palace at Knossos, 1500-1400 BC.



http://heraklionmuseum.gr/?page_id=1619&lang=en

Frescos were found on the walls of the palace.

As can be seen on the Fresco young men jumped over the horns and back of a bull. It has been suggested that this was part of a religious ceremony. This could indicate the importance of the bull to the Minoans.

fresco

a painting done on wet plaster.

Activity

1. Use **documents 4.5 to 4.12** to collect archaeological evidence to support historical facts for the legend of the Minotaur.
2. Discuss whether the “The Minotaur” is a myth, a legend or historical fact. Justify your arguments with the documents from this chapter.

Romulus and Remus: The Founding of Roman Civilisation. Myth or fact?

Document 4.13	Extract from Titus Livius, <i>Roman History</i>, 1st Century BC
<p><i>to abandon</i> to leave behind</p> <p>augurs priests who interpreted signs from the Gods.</p> <p><i>vultures</i> birds that eat dead animals</p> <p><i>scarcely</i> hardly</p> <p><i>taunt</i> teasing</p>	<p>Romulus and Remus planned to found a city at the place where they had been <i>abandoned</i> and raised. They called on the gods to decide which twin would give his name to the new city and govern it. The augurs would interpret the sign given by the Gods. Romulus went to the Palatine Hill and Remus to the Aventine Hill. The first sign appeared to Remus: six <i>vultures</i>. <i>Scarcely</i> had he wanted to announce it when Romulus saw two more than him. According to one version of the story, the conversation turned into a bloody fight. Beaten to death, Remus fell. Another more popular version suggests that to <i>taunt</i> his brother, Remus jumped over the temporary walls and in his anger, Romulus killed him. He is reputed to have said, "Thus shall perish everyone who attempts to cross these walls."</p> <p>In this way Romulus became the founder of the city that had his name.</p> <p style="text-align: right;">Titus Livius was a Roman Historian (59 B. C. – 17 A.D.).</p>

Document 4.14. The voyage of Aeneas according to the Aeneid, Virgil, 1st Century BC.



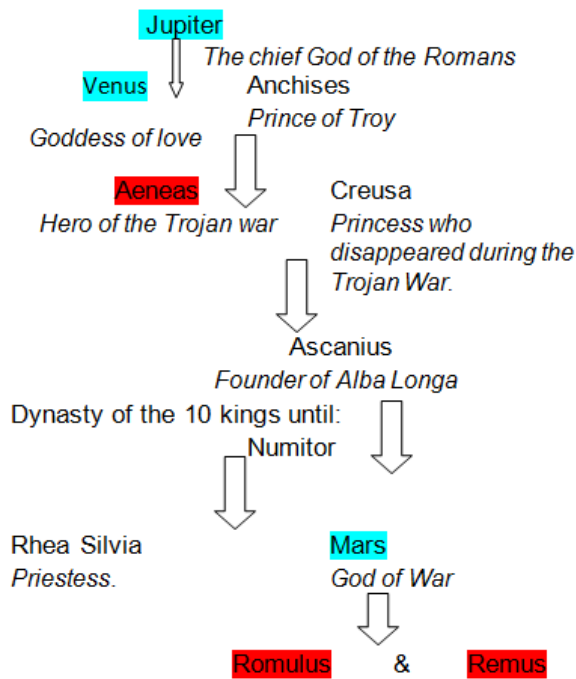
<http://www.mythfolklore.net/3043mythfolklore/images/aeneid/map.gif>

Document 4.15. Virgil, "The arrival of Aeneas in Latium." in *Latium. Aeneid, Book III*, 1st century B. C.

Aeneas and the Trojans landed in Latium and sent a delegation to meet Latinus, the king.

"King, our king, the Trojan Aeneas, himself is closest to the blood of Jupiter. Carried across vast seas, we ask for a modest home, a peaceful shore, air and water."

Document 4.16. Family tree of Romulus and Remus



Document 4.17. The founding of Rome

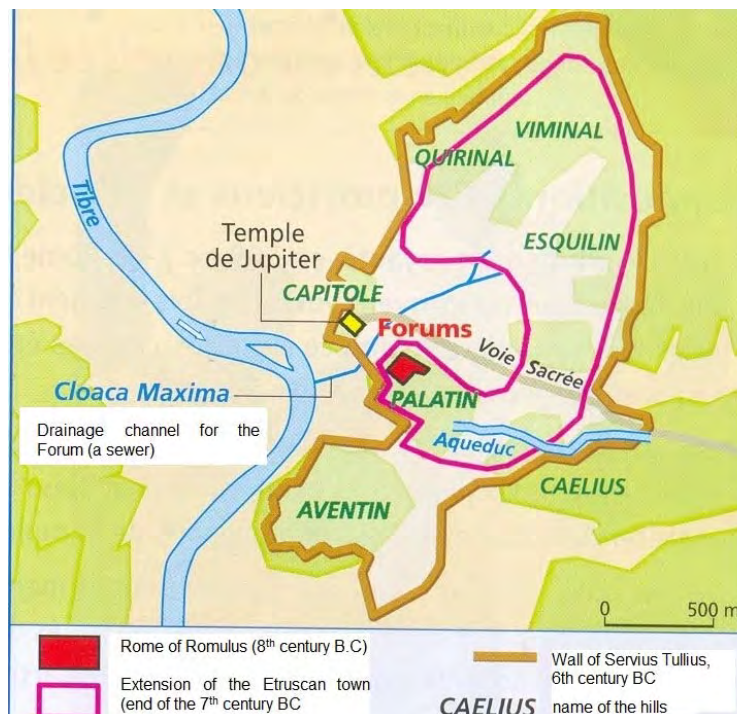


The Capitoline Wolf dates from c. 5th century BC. The twins were added in the 15th century.

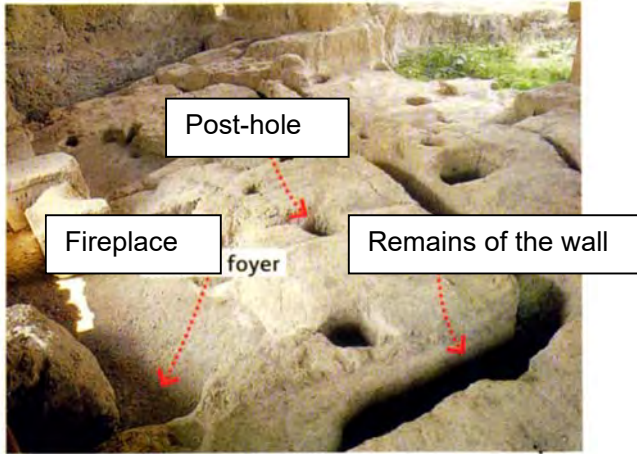
http://www.museicapitolini.org/sites/default/files/storage/imagenes/musei/musei_capitolini/collezioni/percorsi_per_sale/apartamento_dei_conservatori/sala_della_lupa/lupa_capitolina/11491-19-ita-IT/lupa_capitolina.jpg

Document 4.18. Rome from the 8th to the 7th Century BC

<http://lewebpedagogique.com/asoulabaille1/files/2016/04/Rome-aux-origines.jpg>



Document 4.19. The foundation of a Latin cabin of the Palatine (8th Century BC)



Source: Ivernel, M. (sous la dir.), *Manuel d'Histoire-Géographie 6^{ème}*, Hatier 2004, p.120.

Document 4.20. Reconstruction of a cabin in the Palatine



Source : Ivernel, M. (sous la dir.), *Manuel d'Histoire-Géographie 6^{ème}*, Hatier 2004, p.120.

Activities.

1. Find elements which show the legendary, mythical and factual origins of Rome in documents 4.13 to 4.20.

documents	Legendary origins	Mythical origins	fact

Copy the table and then classify the elements in it.

2. Identify the people settled on the site of Rome in the 8th Century BC?
3. Discuss the importance of the legend of Romulus and Remus for the Romans.

Chapter 5. Tectonics and Pompeii

What are the historical aspects of Pliny's observations?


Document 5.1.	First letter of Pliny the Younger (61-113AD) to Tacitus. (79AD)
<p>Vocabulary</p> <p>ash: ...</p> <p>pumice: a type of volcanic rock</p> <p>shattered: ...</p> <p>debris: ...</p> <p>vidid: ...</p> <p>tremors: ...</p> <p>write down any other words you do not know and find the definition yourself.</p>	<p>He (Pliny the Elder) was at Misenum in his capacity as commander of the fleet on the 24th of August [sc. in 79 AD], when between 2 and 3 in the afternoon my mother drew his attention to a cloud of unusual size and appearance. [...] The cloud was rising from a mountain-at such a distance we couldn't tell which, but afterwards learned that it was Vesuvius. I can best describe its shape by likening it to a pine tree. It rose into the sky on a very long "trunk" from which spread some "branches." Some of the cloud was white, in other parts there were dark patches of dirt and ash. The sight of it made the scientist in my uncle determined to see it from closer at hand. [...]</p> <p>Ash was falling onto the ships now, darker and denser the closer they went. Now it was bits of pumice, and rocks that were blackened and burned and shattered by the fire. [...] Debris from the mountain blocks the shore. [...]</p> <p>At Stabiae, [...] meanwhile, broad sheets of flame were lighting up many parts of Vesuvius; their light and brightness were the more vidid for the darkness of the night. [...] The ground outside his room rose so high with the mixture of ash and stones that if he had spent any more time there, escape would have been impossible. [...] The buildings were being rocked by a series of strong tremors, and appeared to have come loose from their foundations and to be sliding this way and that. Outside, however, there was danger from the rocks that were coming down, light and fire-consumed as these bits of pumice were.</p> <p>They tied pillows on top of their heads as protection against the shower of rock. It was daylight now elsewhere in the world, but there the darkness was darker and thicker than any night. But they had torches and other lights. [...] Then came a smell of sulfur, announcing the flames, and the flames themselves, sending others into flight but reviving him. Supported by two small slaves he stood up, and immediately collapsed. When daylight came again 2 days after he died, his body was found untouched, unharmed, in the clothing that he had had on. He looked more asleep than dead.</p> <p style="text-align: right;"><small>http://www.volcanolive.com/pliny.html</small></p>

Activities

1. Draw the cloud that Pliny described (**document 5.1**).
2. Gather evidence about the eruption from **document 5.1** in a mind map.
3. Match the statements showing the different stages of Fiorelli's method of making body casts to the pictures (**Document 5.5**).
4. Explain, using evidence from **documents 5.1, 5.2, 5.3, 5.4** and **5.5** how the eruption affected people in the area.



https://upload.wikimedia.org/wikipedia/commons/3/3f/Mt_Vesuvius_79_AD_eruption.svg

<p>Document 5.3. “Casts of 86 Pompeii Victims go on show.”</p>	<p>Document 5.4. Cast of Victim in Pompeii.</p>
<p>“Teeth protrude from lips stretched from pain. Smoldering, encrusted skin, protruding skulls and bones, exposed jaws were all caught in the moment of death, when a glowing, 300C cloud seared surfaces of the bodies in a single stroke, leaving their insides soft, and burying them under ash and stones.”</p> <p>Redazione ANSA, 22 May 2015</p>	
<p>http://www.ansa.it/english/news/lifestyle/arts/2015/05/20/casts-of-86-pompeii-victims-go-on-show_9996b8ef-992a-448a-a688-237c36e0eaf.html</p>	<p>http://www.ancient-origins.net/news-historyarchaeology/frozen-time-casts-pompeii-reveal-last-moments-volcano-victims-003117</p>



Document 5.5. The different stages of Fiorelli’s method of making body casts.

1. The ash and pumice slowly hardened around the body. Over time the body rotted away leaving a hollow space (and sometimes a skeleton) where the body was.
2. The plaster has hardened. The archaeologists chip away the rock-like ash. A cast of the body is left.
3. Archaeologists find the body. They pour plaster through a small hole into the body-shaped cavity.
4. In AD79 the dead body is buried by falling ash and pumice from Vesuvius.

Tectonics in the Mediterranean Region

What are the geographical aspects of Pliny's observations?
What are the causes of volcanic eruptions?

Document 5.6: The structure of the Earth

The Earth's structure consists of three parts, the **crust**, **mantle** and **core**. The crust is on the outside, while the mantle is in the middle and the core is the innermost section. The core is divided into two parts, the inner core and the outer core.

The structure of the Earth is similar to that of an egg. The Earth's crust is like the shell of an egg, its mantle is like egg white and the core is like yolk.

Convection currents that are active in the mantle are caused from heat from the core. These currents slowly move the crust around, in some places the crust is destroyed due to **subduction**, in other places new crust is formed. Earthquakes and volcanoes are primarily found at **plate boundaries**. The tectonic plates are like giant rafts that slowly move around, their movement is driven by convection currents in the mantle. The mantle is much hotter than the crust and its rock is molten. At the boundaries between plates, magma can force its way to the surface and escape as lava.

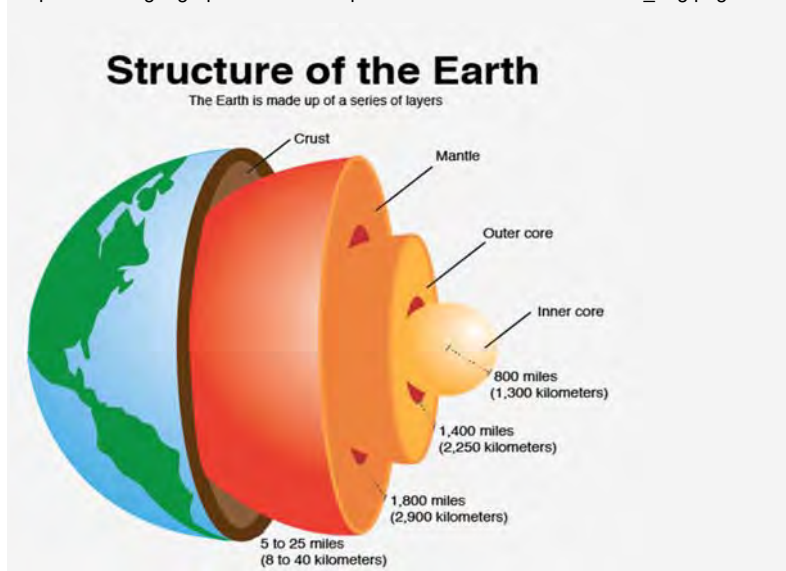
<http://mocomi.com/earths-structure/www.bbc.co.uk>

Activities

1. Using the information to help you in document 5.6, label the core, mantle, crust and convection currents on document 5.7

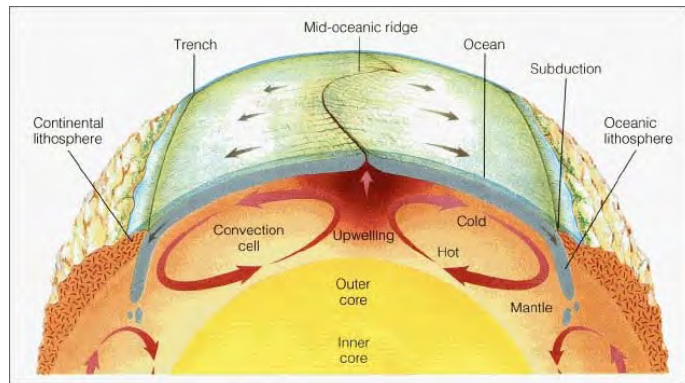
Document 5.7. A model to show the structure of the Earth

http://www.thegeographeronline.net/uploads/2/6/6/2/26629356/590077_orig.png



Document 5.8. A cross-section of the Earth

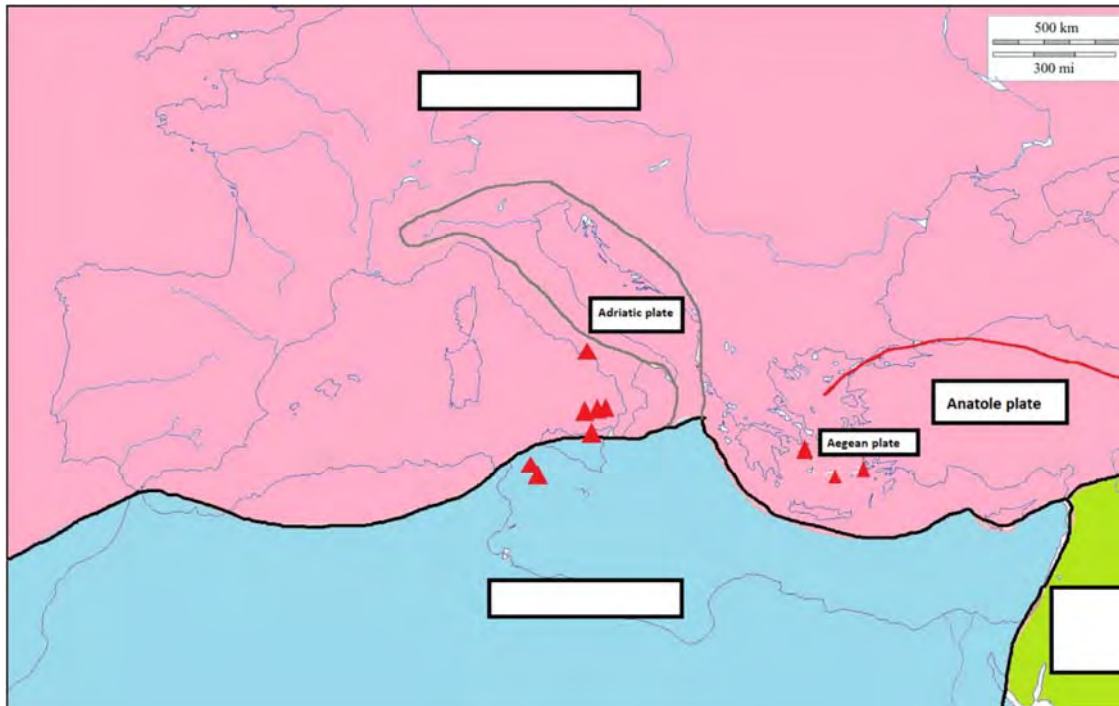
<https://www.sms-tsunami-warning.com/theme/tsunami/img/earth-convection-currents.jpg>



3. Using the information on the model, describe the characteristics of the different parts of the Earth (document 5.7)

4. In pairs, discuss the consequences of the Earth's structure.

Where are the Mediterranean volcanoes located?



Document 5.9. A map to show tectonic plates in the Mediterranean region

Geographical terminology

Tectonic plate

Oceanic plate

Continental plate

Volcano

Subduction

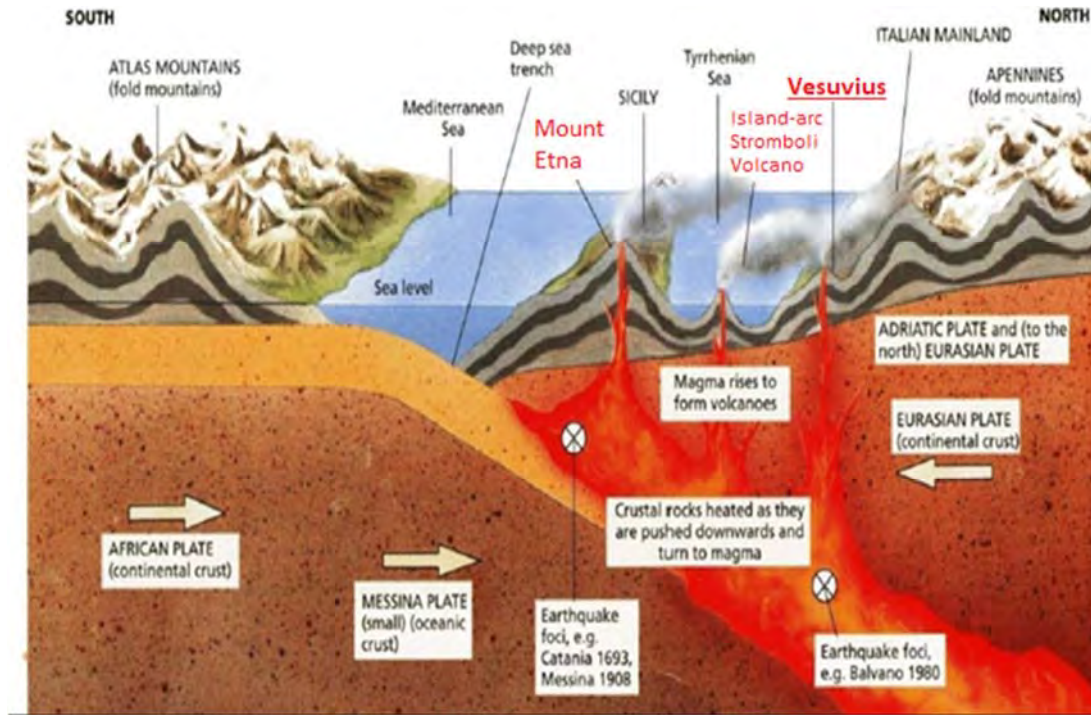
Document 5.10. Why are the Mediterranean volcanoes situated in this location?

Volcanoes occur where two tectonic plates meet. The heavier oceanic plate (African plate) subducts underneath the continental plate (Eurasian plate). The oceanic plate is melted in the mantle and magma rises through cracks or weaknesses in the Earth's crust. Pressure builds up inside the Earth and when this pressure is released, as a result of plate movement, magma explodes to the surface causing a volcanic eruption. Gases and ash are released, the lava from the eruption cool to form new crust. Over time, after several eruptions, the rock builds up and a volcano forms.

Source:http://www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/volcanoes_rev1.shtml

Document 5.11. A model to show tectonic plates in the Mediterranean region

Source : Adapted from *The Earth institute, Columbia University* (document 4)



Document 5.12. A map to show tectonic plates in the Italian peninsula

Source : Coté S. et al., 2017 – Géographie 4^e-5^e, École Européenne de Luxembourg II, p.76, ISBN 979-10-90729-25-4



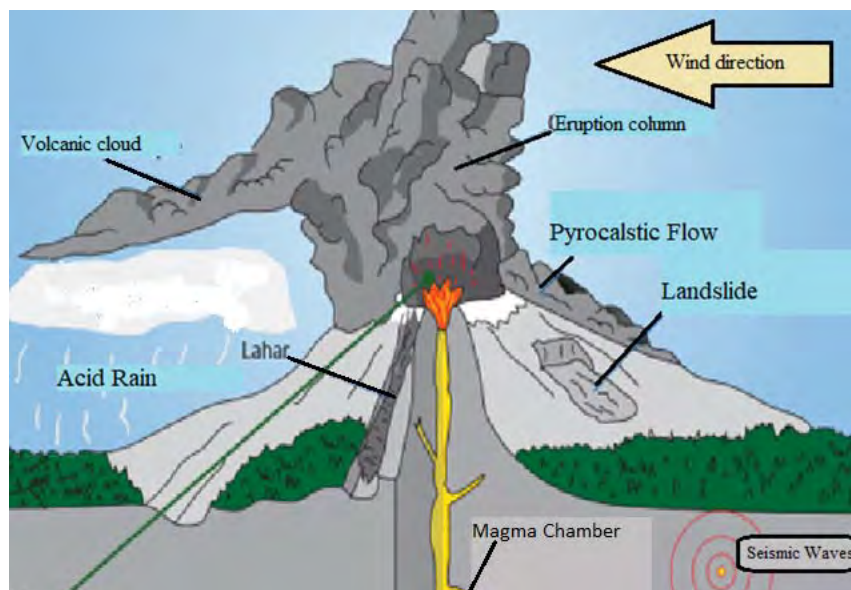
Activities

1. ON the map (document 5.9), label the three major plates, **African, Eurasian and Arabic** plates.
2. On the same map, draw arrows to show the direction of plate movement.
3. Label 4 volcanoes on the map and name the m with the help of an atlas

4. Using the information in documents 5.9 and 5.11, write a short paragraph to describe and explain the formation of a volcano in the Mediterranean.
Use as much geographical terminology as possible in your writing.

How did Vesuvius erupt in Pompeii in 79 AD?

Document 5.13.
A labelled diagram of an explosive volcanic eruption.
Source : idem page 73



Document 5.14. A description of a Plinian Eruption

In this type of eruption, gases boiling out of gas-rich magma generate enormous and nearly continuous jetting blasts that core out the magma conduit and rip it apart. The rising gases and volcanic fragments resemble a gigantic rocket blast directed vertically upward. Plinian eruption clouds can rise into the stratosphere and are sometimes continuously produced for several hours. Lightning strikes caused by a buildup of static electricity are common close to Plinian ash clouds, adding one more element of terror to the eruption.

Source: <https://www.britannica.com/science/Plinian-eruption>

Document 5.15. A description and explanation of pyroclastic flow

Pyroclastic flows contain a mix of hot lava blocks, pumice, ash and volcanic gas. They move at very high speed down volcanic slopes. With rock fragments ranging in size from ash to boulders that travel across the ground at speeds typically greater than 80 km per hour, pyroclastic flows knock down, destroy, bury or carry away nearly all objects and structures in their path.

The extreme temperatures of rocks and gas inside pyroclastic flows, generally between 200°C and 700°C can ignite fires, burn people to death in seconds. Pyroclastic flows vary considerably in size and speed, but even relatively small flows that move less than 5 km from a volcano can destroy buildings, forests, and farmland. On the margins of pyroclastic flows, death and serious injury to people and animals may result from burns and inhalation of hot ash and gases.

Pyroclastic flows are created in different ways,

-Collapse of eruption column: during a highly explosive eruption, the column ejected upwards into the atmosphere cools and can become too cool and dense to maintain upward momentum.

- "Boiling over" from eruptive vent: during an explosive eruption, material is erupted without forming a high plume and rapidly moves down slope.

-Collapse of lava domes or flows: The fronts of lava flows or domes can become so steep that they collapse due to gravitational force.

https://volcanoes.usgs.gov/vhp/pyroclastic_flows.html

Activities

With the use of documents 5.13, 5.14 and 5.15, answer the following questions.

1. Describe 3 characteristics of a Plinian eruption.
2. Describe the contents of pyroclastic flow.
3. Identify the speed of the pyroclastic flow.
4. Identify the temperature of the rocks and gas within the pyroclastic flow..
5. Explain the impacts of a pyroclastic flow.

6. Explain the three ways pyroclastic flows are created in your own words.

Document 5.16. Why did/do people live near volcanoes?

Volcano activities are often disastrous, but they can also have many positive effects. Volcanic soils are rich and fertile so many people like to farm on or near volcanoes. The hot magma that reaches the surface of the earth erupts through the vent and flows down the volcano as lava. The lava cools and turns into solid rock which is rich in valuable minerals such as gold, copper and nickel. The rock is also used for building materials for roads or houses. Additionally, there is a vast potential source of renewable energy from the hot water springs near volcanoes. Countries are exploiting the beautiful scenery and the spectacular sites for tourism.

Source Diercke Geography Vol 1 page 21

Document 5.17. Images to show the positive impacts of volcanic regions





Document 5.18. Images to show the negative impacts of volcanoes

Activities

1. Explain the reason why people live near volcanoes with the help of **document 5.16** and the images in **document 5.17**. For each image write a sentence to explain the reason why people live near volcanoes.
2. Name three negative impacts of volcanic eruptions with the help of the images in **document 5.18** to and the diary extract of Pliny from the previous pages.

3. Imagine that you live near a volcano. Write a letter to a friend in another place explaining the positive and negative aspects of living near a volcano.

Daily Life in Pompeii

Fresco: a painting done on wet plaster

Lararium: altar to the Gods in a Roman home

Atrium- an open air courtyard

Viticulture: cultivation of grapes

Excavation: when archaeologists dig in the ground to find evidence of the past

Jupiter: roman God of the sky and protector of the Roman Empire



Document 5.19. Fresco of Bacchus and Mount Vesuvius (c68-79AD)

This **fresco** was discovered in the **lararium** in the **atrium** of the House of the Centenary in Pompeii during excavations in 1880.

Note how the slopes of the mountain are covered by rows of vines supported by stakes, indicating that **viticulture** took place around Vesuvius.

<https://www.museoarcheologicoNapoli.it/wp-content/uploads/2016/08/112286-BACCO-E-IL-VESUVIO-AFFRESCO-mosaici-museo-napoli-735x1024.jpg>

Document 5.20 Pietro Fabris (active 1756-1779), The excavation of the Temple of Isis in Pompeii

The temple of Isis at Pompeii was buried under pumice and other volcanic matter. This small and almost intact temple was among one of the first discoveries during the excavation of Pompeii in 1764.



http://speical.lib.gla.ac.uk/images/exhibitions/month/Bm1/Bm.1.1_41

Forum: an open space at the centre of Roman towns. It was a market place and meeting place in Roman towns. Leaders held ceremonies or victory parades

Triumphal arch. An arch built to celebrate a Roman victory

Document 5.21. The Temple of Jupiter at the Forum in Pompeii

It was initially built during the second century BC. Then it was extended twice prior to 79 AD. On the left is the Drusus triumphal arch.



<https://ssl.c.photoshelter.com/imgget2/I0000kJU40Oe5BTE/fit=1000x750/Italy-Pompeii-Forum-Temple-of-Jupiter.jpg>

Document 5.22 Extract from “Frozen in Time: Casts of Pompeii Reveal Last Moments of Volcano Victims”

<http://www.ancient-origins.net/news-history-archaeology/frozen-time-casts-pompeii-reveal-last-moments-volcano-victims-003117>

Pompeii was a flourishing Roman city from the 6th century BC until it became frozen in time, preserved by the layers of ash that spewed out from the great eruption of Mount Vesuvius in the 1st century AD. Although Pompeii was initially rediscovered at the end of the 16th century, it was only properly excavated in the 18th century.

When excavations resumed nearly two centuries later, archaeologists found the city almost entirely intact – loaves of bread still sat in the oven, bodies of men, women, children, and pets were found frozen in their last moments, the expressions of fear still etched on their faces, and the remains of meals remained discarded on the pavement. The astounding discovery meant that researchers could piece together exactly what life was like for the ancient Romans of Pompeii – the food they ate, the jobs they performed and the houses they lived in.

Document 5.23. The amphitheatre in Pompeii

The Amphitheatre in Pompeii is the earliest known permanent stone amphitheatre in Italy (and the rest of the Roman world). It was constructed after 70 BC



<http://www.cndp.fr/archive-musagora/voyages/naples/amphitheatre.htm>

Document 5.24. Roman Thermopolia (shop or bar that sold food)



<http://leboutdumonde.canalblog.com/archives/2006/09/27/2772599.html>

Document 5.25. Roman baths



<https://iteritalicum.blog4ever.com/articles/les-thermes-de-pompei>

Roman baths were for more than getting clean. Some also contained gyms (Palaestra) where men could exercise and play games. They were also places to meet with friends, chat and relax.

Document 5.26. The theatre in Pompeii, c. 2nd century BC



<http://www.italymagazine.com/sites/default/files/story/teatro-grande-pompei.jpg>

Document 5.27. Buying bread.



Shops often were on the ground floor of a domus where the window opened onto the street.

https://commons.wikimedia.org/wiki/File:Sale_bread_MAN_Napoli_Inv9071_n2.jpg



Document 5.28. Cave Canem (beware of the dog) mosaic, Pompeii

<http://en.theoutlook.com.ua/uploads/images/2/3756/55b2206e8fc15.jpeg>

Mosaic: flooring made up of thousands of small ceramic tiles arranged to form a picture or pattern

Activity

1. Identify and match up the rooms of the Domus listed in document 5.29.
2. Select and refer to at least 3 (named) documents (documents 5.19 to 5.29 inclusive) to write a paragraph about daily life in Pompeii. Use the first person singular "I".

Vestibulum: the area beside the entrance. Like a hall

Atrium: an open air courtyard. This is where guests were received / welcomed

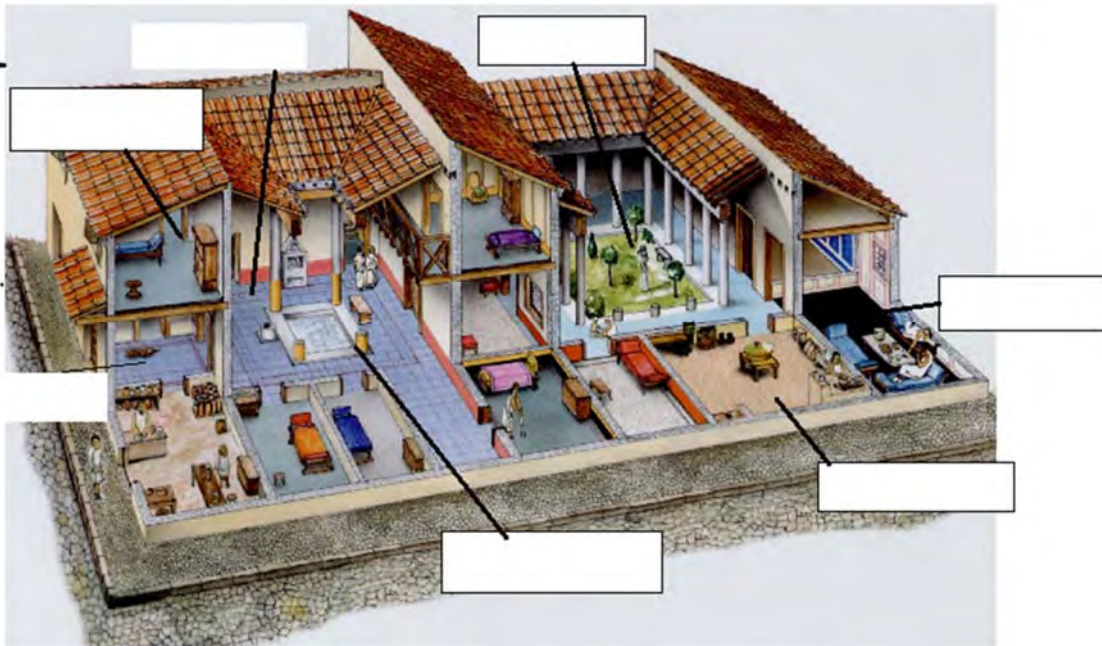
Triclinium: a dining room with couches where guests could recline while eating

Cubiculum: a bedroom where people slept on low beds or couches

Peristylum: a courtyard surrounded by columns and covered walkways

Culina: the kitchen, where slaves prepared the food

Impluvium: a pool for collecting rainwater from the sloping roofs



What is the current situation of Vesuvius?

Document 5.30. When was the last time Vesuvius erupted?

The last time Vesuvius erupted was on March 17th 1944 and it was the worst eruption of the volcano since 1872, 72 years prior. The 1944 eruption lasted for a week and a half and rained down rocks the size of basketballs, covered some areas with up to a metre of ash, and released a slow-moving wall of volcanic rock, lava and debris that crushed and burned everything in its path. The eruption killed 26 Italian civilians and displaced 12,000 people.

<https://www.earthmagazine.org/article/benchmarks-march-17-1944-most-recent-eruption-mount-vesuvius>

Document 5.31 A picture of the 1944 eruption of Vesuvius



<https://www.earthmagazine.org/article/benchmarks-march-17-1944-most-recent-eruption-mount-vesuvius>

Document 5.32. An image of Naples and Vesuvius today



<https://www.planetdeadly.com/nature/worlds-dangerous-volcanoes/2>

Document 5.33. Will Vesuvius erupt again?

Even though Vesuvius hasn't erupted since 1944, living near this volcano is still dangerous. In May 1998, after 30 hours of continuous rain, ash deposits from previous eruptions turned into debris flows near the town of Sarno, about 15 kilometers from Vesuvius, killing 150 people.

Vesuvius is one of the longest-studied volcanoes in the world. Researchers and volcanologists that keep a watchful eye on Vesuvius have discovered that 8-10 kilometres down into the volcano there is an active magma reservoir, which could produce large-scale 'plinian'-style explosions. The first rumblings of activity at Vesuvius could come weeks to years before an eruption, but there might be little, if any, warning of the eruption itself. Continued research and evacuation preparation should ensure the future safety of the roughly 3.5 million people who live on and near the volcano's slopes. The city of Naples is just 12 kilometers away — a distance, that can be traversed by a pyroclastic flow in about two and a half minutes.

<https://www.earthmagazine.org/article/benchmarks-march-17-1944-most-recent-eruption-mount-vesuvius>

Geographical terminology

Pyroclastic flow

Ash

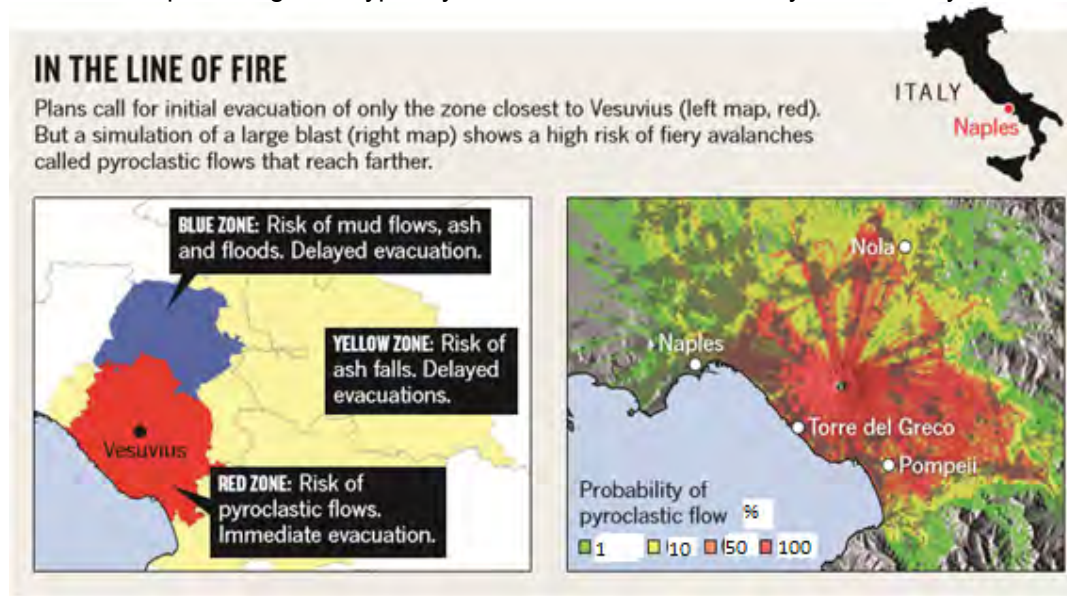
Evacuation

Risk

Refugees

Document 5.34. National Emergency Plan for Vesuvius

National Emergency Plan for Vesuvius. The plan, first developed in 1995, the plan divides the area around the volcano into three regions according to the type of hazard expected. The red zone, closest to Vesuvius, is deemed most at risk from pyroclastic flows, so the plan calls for the evacuation of all 600,000 residents in this area before an eruption starts (see 'In the line of fire'). The main danger in the yellow zone comes from falling ash and small rocks. Officials would wait until the eruption starts, and the wind direction is known, before ordering an evacuation of regions in yellow zones downwind of the volcano. The blue zone is at risk from floods and mud flows triggered by the eruption, and would be evacuated according to the same plan. The city of Naples was excluded from any of the hazard zones because the prevailing wind typically blows ash to the east, away from the city



Many people believe that the evacuation procedure is insufficient. To evacuate everyone in danger could take 72 hours. If this was achieved, there would be still 3.5 million refugees and could change climate and weather patterns.

<http://www.nature.com/news/2011/110511/pdf/473140a.pdf>

Activities

Using documents 5.32 to 5.34 to help you, choose one of the following ways to present the information,

Option 1: You are a journalist during the eruption of Vesuvius today, create a news report explaining what has happened. It can be presented orally or as a written newspaper article.

Option 2: Create a poster to show an evacuation plan for the residents living in Naples to help them prepare for the eruption of Vesuvius

The eruption of Mount Vesuvius and its consequences

Ash – atrium – baths – bodies - cubiculum – danger – disappear - door - domi – excavations
- floor - Herculaneum – hollow space – Misenum – mosaic – Naples – 19th – Pompeii – pool
- pumice -pyroclastic – Rome – room - 79 – Tacitus – theatre – triclinium – vestibulum –
Vesuvius – younger

In the year AD the volcano Mount erupted. The cities and
were covered by the ashes and of the eruption.

Pliny the reports to the oratorabout the events he observed
from in a letter.

Many people were overcome by surges and died within seconds. Their
..... were covered by a layer of, shattered rocks and pumice and their shape
remained as a under the layer of ash and pumice.

Houses, so called were preserved the same way. Archaeologists discovered that
you entered these houses through the Typical for the structure of
these domi was also an containing a in its middle in order to
cool down the air inside of the house. Meals were eaten together in the In
the evenings people retired to the

Archeologists started at the end of the century.

Apart from houses, the amphi-, and many items of the daily life,
they discovered art artefacts like the with the title *cave canem*.

The newest research shows that there is still a great threat, that Mount Vesuvius will erupt
again soon. Therefore it is still a especially for the people living in cities close
to the volcano, like

Chapter 6. Politics and social structure in Ancient Greece and Rome

What kind of political structures developed in Athens and Sparta?	
Document 6.1	The Greek city states: Athens and Sparta
<p>polis city state</p> <p>monarchy rule by a king</p> <p>aristocracy rule by the nobles</p> <p>democracy rule by the people</p> <p>Attic from Athens</p> <p>the Assembly a meeting</p> <p>rhetoric the art of public speaking</p> <p>Council law-making body in Sparta comprising two kings and 28 councillors.</p> <p>Helots slaves who were in public ownership.</p>	<p>Many ancient Greek cities were first dictatorships ruled by one man. In the course of time different forms of government developed, such as in Athens and Sparta.</p> <p>Athens Athens was the largest Greek polis. Within the course of approximately four hundred years Athens changed from being a monarchy to an aristocracy to a democracy. The most important element of Athenian (Attic) democracy was the Assembly. All freeborn male who were adults, the citizens could take part in it. Women, foreigners (metics), slaves and the youth were not citizens. The Assembly met four times a month on a hill called the Pnyx to discuss and make decisions. They decided matters of war and peace and made laws.</p> <p>All boys in Athens were sent to a school from the age of seven. They learned reading, writing and maths. In addition to that they also did sports and practised rhetoric and poetry.</p> <p>Sparta Sparta was a monarchy with two kings. One responsibility of the king was to lead the army during war. The king also had religious responsibilities in society. Five “ephors” governed the state. They were elected by the assembly once a year. All male citizens over thirty were allowed to sit in the assembly which was called the “Apella”. They could not discuss laws, only vote on them. The Council took all the decisions about new laws and they also acted as judges. Members of the Council were men who were older than sixty.</p> <p>Life in Sparta was different to that in Athens. It was characterised by fighting and war in order to ensure their rule in the Peloponnese. When a child was born, he/she was examined by the elders. If weak or malformed, the child would be abandoned.</p> <p>When boys were seven they left their mothers and lived together in groups under the strict guidance of a young person. Boys learned discipline, obedience and perseverance. They did a lot of sport and learned how to cope with hunger, thirst and tough corporal punishment. Their ambition was increased by competition. Cowardice in battle led to loss of citizenship. Men only finished their military service when they were sixty years old.</p> <p>Girls were raised to keep their bodies strong so that they would be able to have healthy children, as weak children were abandoned. Women in Sparta had more freedom than those in other Greek states. Much of the land belonged to them. They managed the estates independently and oversaw the helots, who worked on the land.</p>

Document 6.2. Tools of Athenian Democracy

____ (A)	____ (B)	____ (C)
<p>Ostracism was about exiling men who had abused the power of their position. Once a year all of the citizens met and wrote the name of such a man on a shard of pottery. If more than 6000 Athenians had carved the same name into the shard, this man would be sent into exile for ten years.</p>	<p>Every speaker got the same amount of time to talk. A water clock showed the time.</p>	<p>Hundreds of people formed a court together. With the help of voting disc people could vote anonymously. Everyone got two discs, one with a hole (guilty) and one without a hole (innocent). When putting the disc into the ballot box, the part with the hole was held with two fingers. This way no-one could see which disc you threw in and how you had voted.</p>

(1) (2) (3)

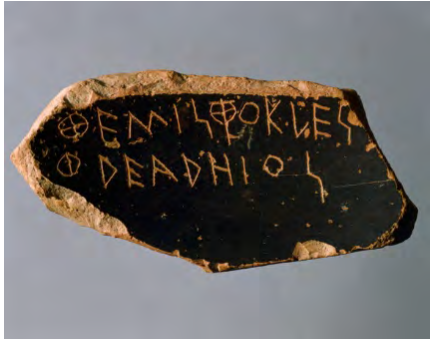
Document 6.3
http://downloads.bbc.co.uk/rmhttp/schools/primaryhistory/images/ancient_greeks/athens/g_replica_pots_klepsydra.jpg

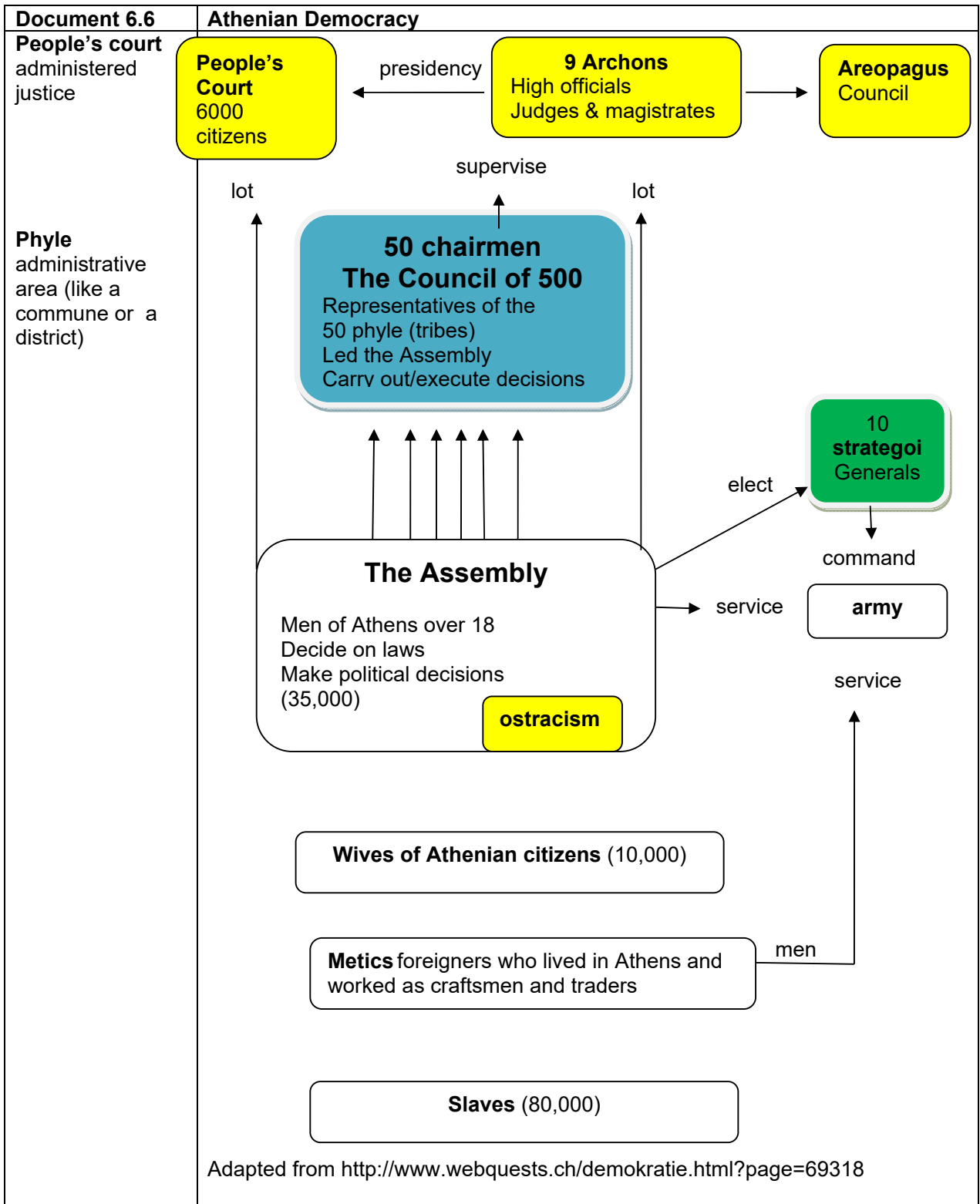


Document 6.4
https://i2.wp.com/s2.e-monsite.com/2010/02/24/06/resize_550_550//FS_m-jeton.jpg



Document 6.5
http://downloads.bbc.co.uk/rmhttp/schools/primaryhistory/images/ancient_greeks/athens/g_ostrakon_of_themistocles.jpg





Document 6.7. Quiz on Athenian Democracy

At least 50% of the population was permitted to vote

yes no

All men over 18 were permitted to vote

yes no

The Assembly passed new laws

yes no

The Assembly chose the Strategoi

yes no

Only the Metics fought in the army

yes no

There were two courts

yes no

Only the Areopagus could impose the death penalty

yes no

There was a type of prime minister

yes no

The Archons controlled the courts

yes no

The Archons had the most power

yes no

The Council of 500 had the most power

yes no

The Assembly was in command of the army

yes no

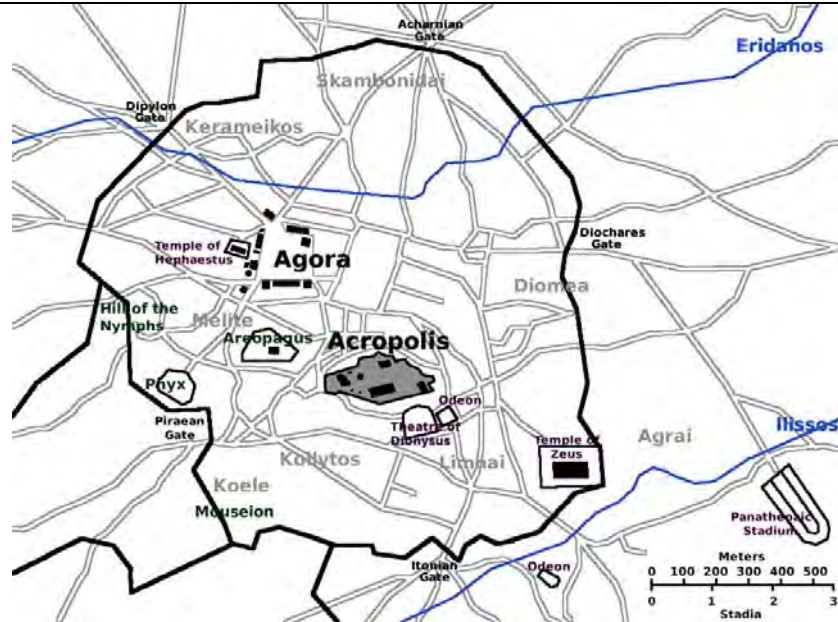
People entitled to vote could vote from the time they were eighteen

yes no

The Assembly was in command of the army

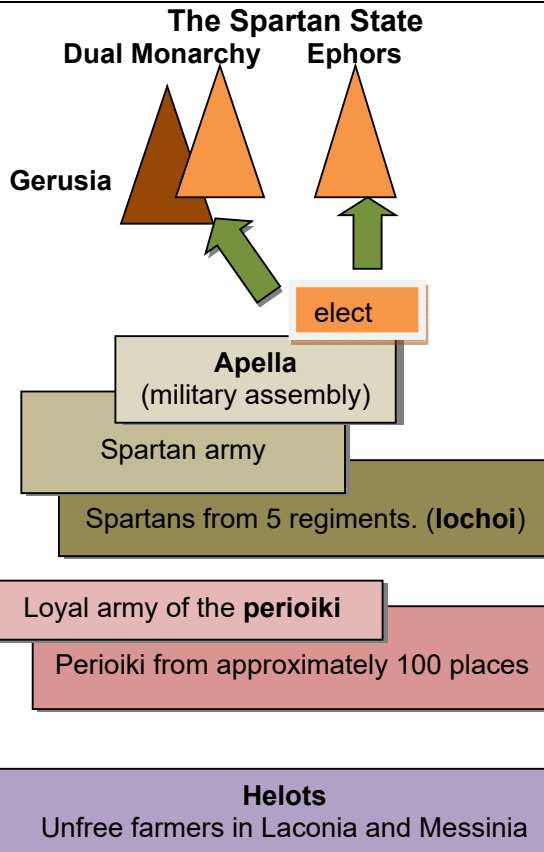
yes no

Document 6.8. City map of Ancient Athens, c. 430 BC



https://en.wikipedia.org/wiki/Classical_Athens#/media/File:Map_ancient_athens.png

Document 6.9. Political constitution and Social Structure in Sparta



Based on <https://www.lernhelfer.de/schuelerlexikon/geschichte/artikel/leben-sparta>

Exercises


1. Match the images (6.3, 6.4 and 6.5) with the correct text in **Document 6.2**.
2. Analyse **Document 6.6** and using the information from **Document 6.6** select the correct answer in **Document 6.7**
3. Indicate the meeting place of the Assembly in **Document 6.8**.
4. Compare the structure of life in Athens and Sparta using the information from **documents 6.1, 6.3 and 6.9**. To do this, copy the table below into your copybook.

	Athens	Sparta
Political structure		
Social structure / structure of society		
Culture (education und ideals)		

You could also do this exercise in pairs or in groups and share the work.

5. Locate the Acropolis and the Agora on the map in **Document 6.8**. Research the meaning and function of these places in Ancient Athens.
6. Write a short biography of Pericles. Do research for this in the library or on the internet.

	Pericles
Date of birth and death	
Where he lived	
profession	
Successes	

<p>Document 6.10</p>	<p>The importance of the army as a strategic power for political change during the Persian Wars</p>
<p>hoplite Greek foot soldier. They fought with a spear, a sword and a round shield in a block formation called a phalanx. In this way they could protect themselves with their shields and spears against the enemy and advance like a massive human tank against the enemy. The phalanx was far more effective in combat than the archers and cavalry.</p> <p>phalanx battle formation (see documents 6.12 and 6.13)</p> <p><i>evacuate</i> to get the inhabitants of Athens to leave the city for safety elsewhere</p> <p>Trireme</p>  <p>http://www.dusekshipkits.com/files/files/producty/trireme02_1414427516.jpg</p> <p>Delian League defence union of Greek poleis organized by Athens</p>	<p>By the late sixth century B.C., the Persian empire reached as far as Asia Minor, where it took over Greek colonies, such as Ionia. Between 500 and 499 B.C. Athens and Eretria helped Ionia revolt against the Persians, but the Persian army was much stronger than the Greeks, so the revolt was crushed.</p> <p>Darius, the King of Persia, was angry that the Greeks had helped the Ionians revolt against him so in 490 B.C. he attacked Eretria, and then moved towards Athens. The Athenians raised an army of 10,000 led by a general called Miltiades (a strategos). They sent a messenger, Philippides, to Sparta to get help from Sparta, however they were in the middle of a religious festival and so were unable to give their help. The Athenians fought the Persians on the Plains of Marathon and as a result of their cunning strategy and the strength of their hoplite phalanx they won the battle.</p> <p>The Persians were not happy about their defeat. Ten years later in 480 BC, Xerxes, the son of Darius, decided it was time for some payback... He had his army construct a bridge across the Hellespont.</p> <p>Greek city states united against a common enemy. Sparta was a state that had the equivalent of a professional army. They were rarely defeated in battle, and were willing to fight until the last man. It is not surprising therefore that when the Greek states raised an army to fight against the Persians it consisted mainly of soldiers from Athens and Sparta. Their first job would be to stop the Persians from getting to Athens. They would stop them at the narrow gap at Thermopylae.</p> <p>For three days, approximately 300 Spartans fought bravely against the much larger Persian army. However a Greek traitor showed the Persians a way through the mountains, which allowed them to attack the Spartans from behind and defeat the Spartans.</p> <p>This gave Themistocles (the leader of Athens) time to <i>evacuate</i> the city of Athens. He also gathered the Greek fleet in Salamis and tricked the Persian navy into shallow water. Athenian triremes trapped the Persians. There were so many Persian ships that they had no room to move, and so when the Athenians rammed Persian ships it resulted in a domino reaction, where Persian ships crashed into each other.</p> <p>Xerxes lost so many ships at the Battle of Salamis he could no longer bring food and weapons to his army, and he had to retreat all the way back to Persia.</p> <p>After 480 BC, Persia was no longer a threat to Greece. Nonetheless some Greek states still were afraid of the Persians coming back, and so they formed an alliance called the Delian League.</p>

Document 6.11. The Greek World during the Persian Wars (500-479 BC)



https://commons.wikimedia.org/wiki/File:Map_Greco-Persian_Wars-en.svg

Document 6.12. The Greek Hoplite. Detail from the Chigi Vase, 7th century BC

1. Hoplon (Shield)
2. long spear
3. helmet
4. greaves



https://upload.wikimedia.org/wikipedia/commons/9/9a/Detail_from_the_Chigi-vase.jpg

Document 6.13. The Greek hoplite phalanx



<https://cpb-us-e1.wpmucdn.com/sites.psu.edu/dist/2/10736/files/2014/04/00006081.jpg>

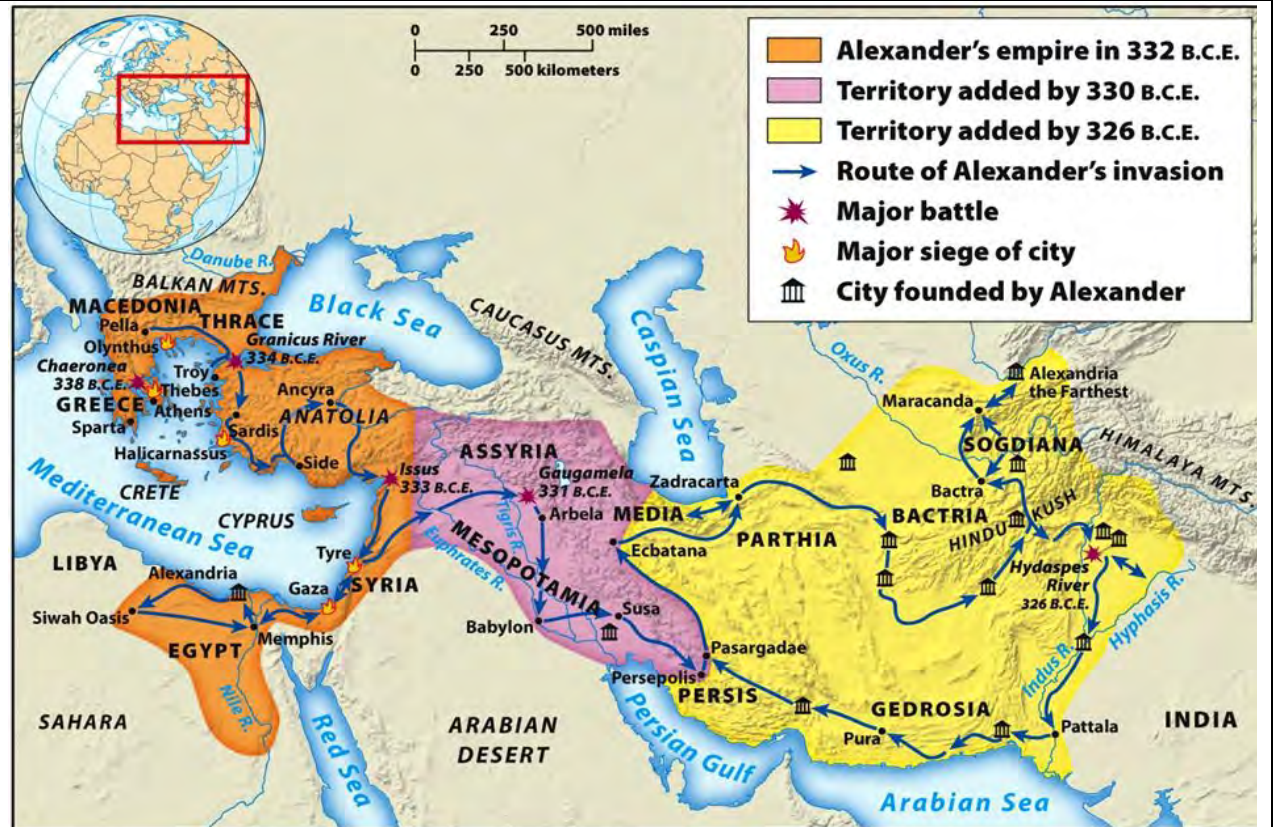
Document 6.14	Herodotus, "The Histories" (c. 425 BC)
Herodotus (circa 484 - 420 BC) Greek historian who wrote an account of the Persian Wars based on eyewitness statements	<p>Demaratus said, [to the Persian king] "(...) these men have come to fight us for possession of the pass, and for that struggle they are preparing. It is the custom of the Spartans to pay careful attention to their hair when they are about to risk their lives... (...)</p> <p>Just then, a man from Malis, Ephialtes, son of Eurydemus, came, in hope of rich reward, to tell the king about the track which led over the hills to Thermopylae. (...)</p> <p>It is said that Leonidas himself dismissed them (the other Greek soldiers), to spare their lives, but thought it unbecoming for the Spartans under his command to desert the post which they had originally come to guard.</p> <p>Here (on a little hill) they resisted to the last, with their swords, if they had them, and, if not, with their hands and teeth, until the Persians, coming on from the front over the ruins of the wall and closing in from behind, finally overwhelmed them with missile weapons."</p>

1. Locate and indicate in **Document 6.11** Marathon, Thermopylae and Salamis.
2. Identify the equipment of the hoplite soldiers in **Document 6.12**.
3. Assess why the Hoplite phalanx of the Greeks was so successful in battle. Refer to **Documents 6.10 and 6.12**.
4. Research the Battle of Thermopylae based on the information given in **Document 6.14** and present it as a flow chart.
5. Explain if Herodotus' "The Histories" (**Document 6.14**) is a primary or a secondary source for the Persian Wars.

6. Explain whether **Document 6.14** is an objective account of the events.
7. Identify information about Spartan customs in **Document 6.14**.

<p>Document 6.15</p>	<p>The importance of the army as a strategic power for political change under Alexander the Great</p>
	<p>Macedonia was a state in northeast Greece. Under the reign of Philip II (359 BC-336 BC) and Alexander the Great (336 – 323 BC) Macedonia grew more powerful and extended its influence beyond its borders. Philip II started to expand his power in 357 BC by invading and conquering other Greek city-states. As a result of this Athens began to fear for the survival of their democratic state and formed an alliance with Thebes and the remaining Greek states against Macedonia. This alliance was called the Hellenic League.</p> <p>In 338 BC Philip II defeated the Hellenic League at the Battle of Chaeronea and united Greece under his control in the League of Corinth. A war against the common enemy, Persia, was supposed to strengthen the bond of the league.</p> <p>When Philip II was assassinated in 336 BC his son Alexander succeeded him on the throne. Under his rule, Macedonia would take over literally the whole of the Middle East. In 334 BC Alexander led his army into Asia Minor to attack the Persians. This campaign lasted 11 years.</p> <ul style="list-style-type: none"> • _____ defeat of the Persian governors of Asia Minor • _____ Alexander defeated the Persians led by King Darius at the Battle of Issus • _____ he conquered Egypt and founded the city of Alexandria • In 331 BC he defeated the Persians. Alexander became the King of the Persians. <p>Alexander realised that it was not practical to try to rule all of his new territories directly from Macedonia. Therefore he appointed governors in the new territories.. Greeks settled in these areas in order to spread Greek language and culture.</p> <p>He also included Persians in the government of his empire, and essentially gave the conquered peoples equal rights. His empire would have one official language – Greek, and one currency. Alexander himself adopted the Persian way of dressing and also married a Persian noblewoman called Roxane.</p> <p>By 323 BC Alexander’s empire stretched as far as the Indus River. His army had not lost a single battle. However Alexander’s soldiers were tired from constant battle. They wanted to go back home to their families. Alexander took their wishes to hear. However he got sick and died on the return journey.</p> <p>A struggle broke out among his generals (diadochi). They went to war with each other. Alexander’s Empire was divided in three, each part ruled by one diadochus. One diadochus, Ptolemy ruled in Egypt. He was the ancestor of the famous Pharaoh queen Cleopatra.</p> <p>Ultimately all areas of Alexander’s Empire were taken over or put under the control of the up-and-coming Roman Empire.</p>

Document 6.16. Alexander's Empire and successor states



http://images.slideplayer.com/24/7352982/slides/slide_21.jpg

Exercises

1. Complete the missing years in **Document 6.15** using the information from the map in **Document 6.16**.

2. Alexander's Empire (**Document 6.16**)

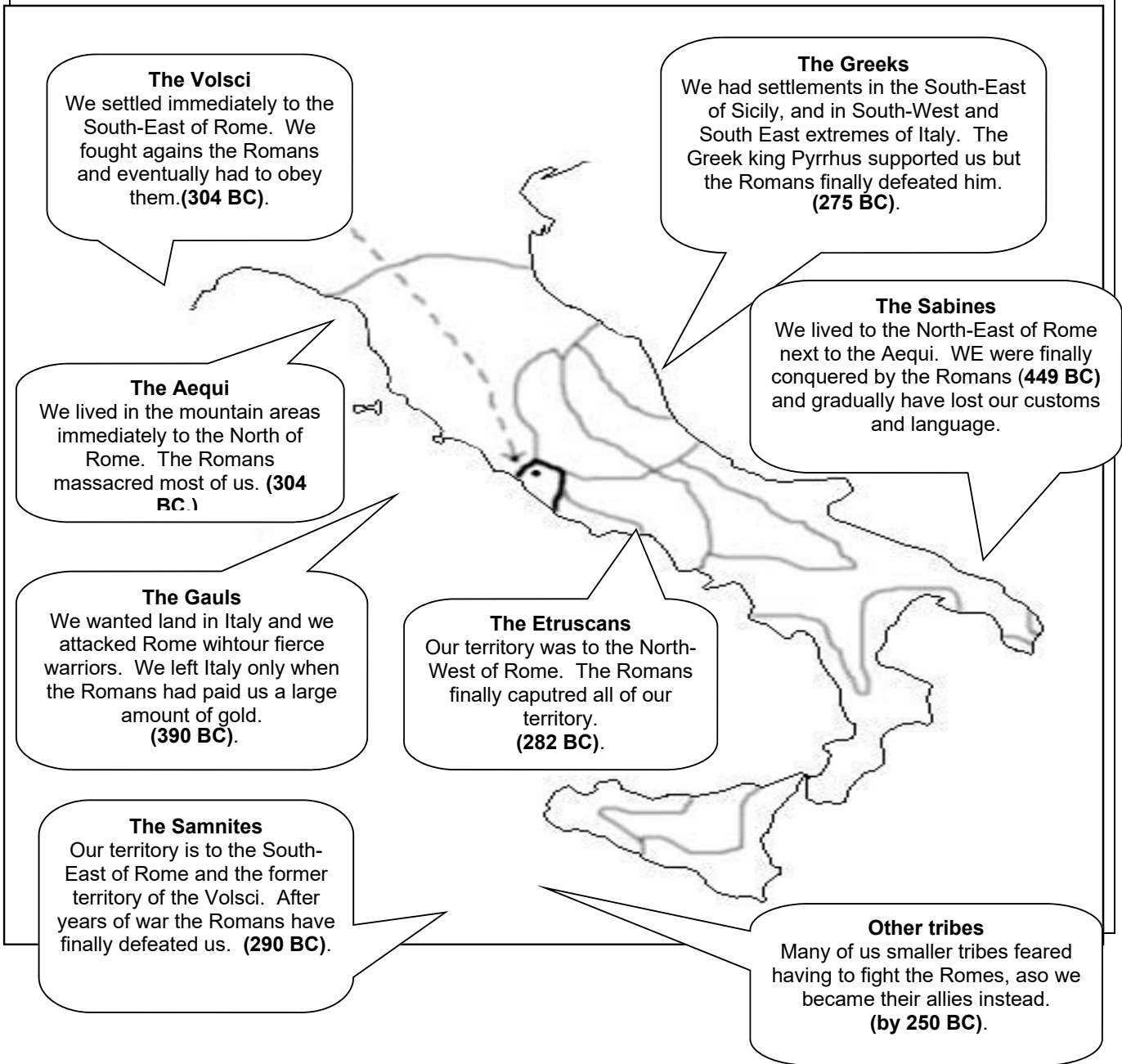
a) With the help of an atlas, identify the current names of at least three countries which were part of the Empire of Alexander the Great.

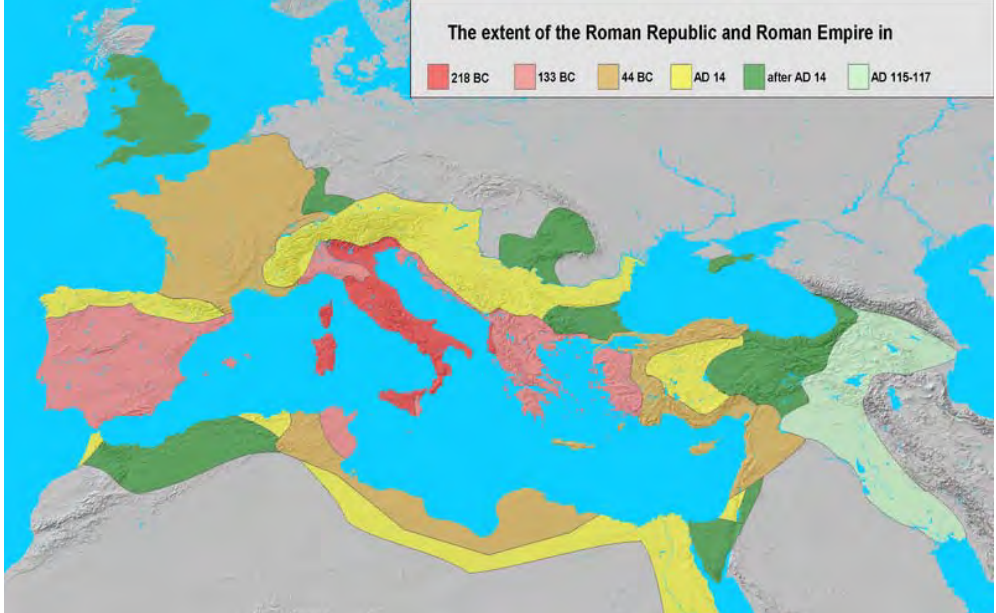
b) Identify in chronological order when they were conquered by Alexander.



3. Research the name and location of two successor states using the internet. Mark these territories in **Document 6.16**.



How did the Roman Republic become an Empire?	
Document 6.17	The Roman Empire
	<p>The Development of the Empire</p> <p>According to legend Rome was founded in 753 BC by Romulus who was the first king of Rome. Findings from archaeological excavations reveal that the city is much older. Already by 1000 BC Latins and Sabines moved into the area of current-day Rome. The Etruscans came later taking power as kings and developed the village on the river Tiber into a town. With their expulsion in 509 BC the monarchy became a republic.</p>
<p>Punic North African peoples</p> <p>Mare Nostrum (Latin for “our sea”) Claim of the Romans to supremacy in the Mediterranean after the First Punic War.</p>	<p>The wars which Rome waged in the following centuries led first to power over Italy and finally over the entire Mediterranean area. Army commanders and absolute dictators such as Marius, Sulla, Pompey and Caesar further increased the Roman sphere of control through numerous campaigns in the 1st century BC. The battles of the three Punic Wars against the north African town of Carthage in the 3rd and 2nd centuries BC were particularly bitter. As a result of copying Carthaginian ships, the Romans were able to decisively defeat the army commander Hamilcar Barkas in a sea battle, thus winning the competition for control over the Mediterranean (264-241BC). After a spectacular march over the Alps with this army and elephants (218-201 BC), Hamilcar’s son Hannibal almost brought Rome to its knees at the Battle of Cannae. In the end the Romans marched to Carthage (149-146 BC) and razed it to the ground. The Roman army commander, Scipio got the nickname Africanus for this.</p> <p>With the invasion of border tribes and migration the Empire began to disintegrate in the 3rd and 4th centuries AD. With the removal of the last Roman Emperor, Romulus Augustulus by the Odacer, the general of the army in Italy, the Western Roman Empire fell under his control.</p>
<p>provinces conquered Roman territory outside Italy</p> <p>forts fortified army barracks in the border provinces</p> <p>Limes artificial Roman border fortifications from the 2nd century AD. They comprised a wall, a ditch, a fence and later watchtower.</p>	<p>Protecting and government of the Empire</p> <p>After the murder of Caesar in 44 BC Octavian (later Emperor Augustus) secured total power for himself. The Empire began with him. The Roman Empire became an empire with many provinces. It stretched as far as Great Britain. The provinces were administered by a governor however Rome was still in charge.</p> <p>The protection of the borders was ensured by soldiers in the forts of the border areas and the army buildings like the Limes in Europe, the Middle East and North Africa. Hadrian’s Wall near to the contemporary border between Scotland and England marked the limits of the territory the Romans had conquered and could maintain control over. As a result of the legionaries and the building of many provincial towns there was romanisation: Roman law, language, way of life and technology spread in the provinces.</p> <p>In the Republic every free Roman citizen had to do military service. In the time of Augustus however there was a professional army. Besides the Legions there were auxiliaries. These came from the conquered territories and could become citizens after their military service.</p>


Document 6.18. Roman expansion in Italy



Document 6.19	The Provinces of the Roman Empire up to 117 AD
	 <p>The extent of the Roman Republic and Roman Empire in</p> <p>218 BC 133 BC 44 BC AD 14 after AD 14 AD 115-117</p>
	<p>https://upload.wikimedia.org/wikipedia/commons/7/71/Extent_of_the_Roman_Republic_and_the_Roman_Empire_between_218_BC_and_117_AD.png</p>

Document 6.20. The protection and the Defence of the borders in the Roman Empire.		
	Name	Description
<p>1</p>  <p>http://www.maquetland.com/v2/images_articles/11limes_dessinneu.jpg</p>	<p>Upper Germanic-Rhaetian Limes</p>	<p>These Limes connect the Rhine with the Danube for over 500km. The northern part was mostly made of walls and wooden palisades, whereas the southern part was protected by a stone wall. With approximately sixty forts and at least 900 watch towers the purpose of this Limes was to keep watch on the border. Today this border facility represents the largest archaeological site monument of Central Europe.</p>
<p>2</p>  <p>https://upload.wikimedia.org/wikipedia/commons/thumb/4/47/Milecastle_39_on_Hadrian%27s_Wall_2.jpg/400pxMilecastle_39_on_Hadrian%27s_Wall_2.jpg</p>	<p>Hadrian's Wall</p>	<p>The Romans built this border wall in approximately 122 B.C. during the reign of Emperor Hadrian. It was the most fortified border in the whole empire and its purpose was to keep the Scottish tribe of the Picts away. The wall was between four and five metres high and along with the many garrisons, towers and gates was for a long time the northernmost expansion boundary of the Romans.</p>

<p>3</p> <p>Reproduced from: Campbell DB, Roman Roman Legionary fortresses 27 BC - AD 378. Fortress Series 43. Osprey Military Publishing, 2007. P. 63.</p>  <p>https://2.bp.blogspot.com/hU2mb1nlc8/U7gkmCDIM9I/AAAAAABI_Y/Gpj_GhA_AkY/s1600/11limes_arabicus_06.jpg</p>	<p>Limes Arabicus</p>	<p>This border installation ran for approximately 1500km from Syria in the north to the Palestine in the south. It marked the eastern boundary of the Roman province of Syria and also the natural border between the fertile farmland and the desert. The cost of this installation with smaller fortified towers and a few large forts must have been enormous. Nonetheless these investments paid off as Syria and Arabia were considered amongst the richest provinces.</p>
<p>4</p> <p>Reconstruction of a Roman watch tower, 4-5th century. Archeopark, Polgár, Hungary.</p>  <p>https://upload.wikimedia.org/wikipedia/commons/thumb/b/b9/Limes_watchtower.JPG/450px-Limes_watchtower.JPG</p>	<p>Pannonian Limes</p>	<p>This limes was located in area of Slovakia and Hungary. The Danube formed a natural border, which was easy to defend. Therefore mostly only small towers were built instead of larger forts. The most important legionary camp – Carnuntum – was located 40km east of Vienna right on the southern bank of the river.</p>

Document 6.21	<p style="text-align: center;">The Roman Legionary Marius Mule?</p> <p style="text-align: center;">The equipment of a legionary after the army reform under the seven-time consul, C. Marius in 107 B.C. weighed on average 50 kilos.</p>	
<ul style="list-style-type: none"> • Scutum (shield), • Canteen (water bottle) • Gladius (sword) • Pilum (spear) • wool socks • rusk • oil lamp • basket • onions • chainmail • wall spear • linen tunic • cloak • cheese • spoon and knife • Caligae (leather sandals with iron nailed soles) • Saw and cords • bacon • axe • belt • bread • pickaxe • bronze pot • Arm protectors and greaves • Chisel and spade • saucepan • Pugio (dagger) • Supporting bar • Helmet. 		<u>Weapons</u>
		<u>Tools</u>
		<u>Clothes</u>
		<u>Supplies (food)</u>

The Mediterranean World, A Roman Soldier, "Marius Mule"? p159

Activity



1. Using the information in **Document 6.17**, compile a flowchart of the Three Punic Wars.

2. Roman expansion in Italy (**Document 6.18**)
 - 2(a). Label the original territory of the city Rome (c. 500 BC) in **Document 6.18**.
 - 2(b). Number the speech bubbles in the order of their conquest. Indicate the territories concerned with different colours.

3. The Provinces of the Roman Empire (**Document 6.19**)
 - 3(a). Identify the names of the following Roman Provinces in **Document 6.19**: *Aegyptus – Africa - Asia – Britannia - Gallia – Hispania - Syria*
 - 3(b). Research what the current names of these countries are with an atlas.
 - 3(c). With the help of Document 6.19, classify the phase of expansion to which your selected provinces belong.

4. Roman legionaries (**Document 6.21**)
 - 4(a). Match the terms to the correct boxes.
 - 4(b). Explain the nickname “Marius Mule” with the help of the information given in **Document 6.21**.

5. Research the Roman border installations in **Document 6.20**. Using the numbers given, draw them in **Document 6.19**.

Document 6.22	Establishment and the Structure of the Roman State
<p>Senate council of the elders</p> <p>Magistrate Official with various responsibilities</p> <p>Acronym shortened version of the first letter of words of a phrase.</p> <p>SPQR Senatus Populus Romanus: the Senate and the People of Rome.</p> <p>Gaius Julius Caesar. (100-44 BC).</p>  <p>https://commons.wikimedia.org/g/w/index.php?curid=49885704 elected consul in 59 BC and conquered the Gauls (58-51 BC).</p> <p>Augustus the Exalted</p>  <p>https://upload.wikimedia.org/wikipedia/commons/thumb/0/0b/Augustus_Bevilacqua_Glyptot hek_Munich_317.jpg/415px-Augustus_Bevilacqua_Glyptot hek_Munich_317.jpg</p> <p><i>Primus inter pares</i> First among equals.</p>	<p>The Republic When the last Etruscan king, Lucius Tarquinius Superbus was banned from the city of Rome in 509 BC, Rome developed into a republic from a monarchy. Noble Patrician families had influence over the Senate. This body had 300 (and from 80 BC, 600) members and at the time of the Roman monarchy it was a consultative chamber. Also during the Roman Republic the Senate gave advice which was not legally binding. Nonetheless senators had a lot of political influence. Former magistrates were chosen by the censors to be Senators for life. At the end of their career, quaestors automatically served in the Senate. The majority of the population (farmers, craftsmen and tradesmen) initially had little political say in the state. After the Plebeian Revolt (the Conflict of the Orders), the Plebeians could elect their own tribunes (elected representatives). However they were not allowed to elect higher magistrates or to exercise these offices themselves. At the head of the state there were two consuls. They were elected for a year and were supported in government by officials, the magistrates, and they were advised by the Senate. The tribunes elected by the Plebeians could appeal (veto) the decisions of the Senate. In the assembly men with Roman citizenship could vote on laws, war and peace. In times of need a temporary dictator could save the Republic. This happened in 82 BC, when Lucius Cornelius Sulla was made dictator during the Roman Civil War and restored the power of the Senate. In 79BC he gave up his dictatorial power. The Republican constitution is reflected in the acronym SPQR, which was displayed on all public buildings and on Roman standards.</p> <p>Dictatorship and Empire The rise of Rome to a world power in the 3rd and 2nd centuries BC led not only to external power but also to crises and a period of civil war between 133 and 30 BC. Dictators such Gaius Julius Caesar tried to seize power during this time. He was appointed dictator for life in 45 BC, but he was murdered by senators a year later. His nephew Octavian succeeded in securing his sole rule as Princeps (leader). As with Julius Caesar, he held the office of Consul without any time limit and without a second consul, who could have monitored him. Also he was the first among equals (<i>primus inter pares</i>) in the Senate and he had the right to directly control a number of important provinces (such as Egypt, etc.) and the soldiers who were stationed there. In 27 BC he was given the title "Augustus". With the establishment of this emperorship the transition from the Republic to a monarchy was complete. Political power was now held by the emperors. However these did not succeed in stabilising the Empire. Constantine the Great founded "a new Rome" in the city of Byzantium, and gave Christians in his kingdom freedom of religious expression.</p>

Document 6.23. The political order of the Roman Republic

The Senate

Approximately 300 members, former Magistrates.
The Senate advised officials in all State affairs, especially in foreign and economic policy; its decisions were considered as binding by the officials.

supervise

veto the Magistrates

Magistrates

2 censors	2 consuls	6 Praetors	2 curule Aediles	2 Plebeian Aediles	Quaestors
Appraisal of assets	Guiding the state. Commanders of the army	Represent the consuls. Courts	City official. Supervision of public buildings and festivals.	Supervision of	financial responsibilities, assisted consuls

10 tribunes of the people

Assembly of the people

Comitia Centuriata

Assembly of soldiers based on wealth and equipment they could provide for military service

Elected higher officials, passed laws, decided on war and peace

Tribune Committee

Assembly of citizens based on geographical location rather than wealth.

Elected lower officials (quaestors, curule aediles. Judged trials for non-capital punishment cases, legal proceedings.

Plebeian Council

Assembly of plebeians based on geographical location.

In charge of plebiscites, elections and legal proceedings.

— elect

— convocation, guidance and determining the agenda

The Roman people

Adapted from <http://stupor.heimat.eu/GeschichteLk/Rom.gif>


Document 6.24	Greek and Roman Constitution
	<p>In Athens the _____ decided on laws and drew lots for the members of the government from their ranks. In Rome the _____ had a similar function regarding legislation and the election of magistrates. Also in Athens the so-called _____ helped the government with the running of the polis.</p> <p>Whilst the government of the polis in Athens was done by the _____ with the help of the magistrates, in Rome two _____ took over this role. At the same time they had command of the army. In Athens this power did not lie with the Council of 500 but with ten _____.</p> <p>Also jurisdiction in Athens, which was in a separate area of control, was different to that in Rome. Depending on the severity of the offence the _____ took over the blood jurisdiction. In other cases that would be decided directly with by _____ in the Assembly.</p>
	<p><i>Archons - Areopagus – Consuls - Magistrate – Quaestor – Council of 500 – ostracism – senators - Strategoi –Assembly of the People - Assembly</i></p>

Activity

1. Pair work.
Fill in the sentences in document 6.24. For this use the information from **documents 6.22 and 6.23** as well as from the beginning of the chapter (**document 6.6 on Athenian Democracy**).
There are three words too many..

2. Match the bodies of the Roman Constitution to the following tasks:
 - legislative (legislation) →...
 - judicial (administration of justice) →...
 - executive (government) → ...
31. Identify which body of the Roman constitution represented an aristocratic group that was not legitimised by elections. Use the information from **Documents 6.22 and 6.23**.

Social Structure in Ancient Rome

Document 6.25	Society and Family
<p>Patrician</p> <p>Plebeian (from Latin <i>plebs</i>: the crowd) the working class population of Rome</p> <p>equestrians (Latin: <i>eques Romanus</i>: a member of the Roman cavalry, wealthy enough to buy their own horses) high social status, a rich official, a step below that of Senator</p> <p>Proletariat (Latin. <i>Proles</i>: producing offspring). The Proletariat owned little or nothing beyond their children.</p> <p>Paterfamilias male head of the household who had absolute power over his wife, children and servants</p> <p>slave collar (4th-5th century AD</p>  <p>https://i.redd.it/xa7jaj905br11.jpg https://i.redd.it/xa7jaj905br11.jpg</p>	<p>Roman Society Roman society was divided into different classes, which were differentiated according to birth, property or rights. For a long time the noble patricians had a leading role in the state. Only those who had rich and aristocratic origins belonged to this group. The majority of the population were plebeians. They were free farmers, craftsmen, traders and merchants. As clients they got support from their patrons, the patricians who had a lot influence, if they had lawsuits or in financial emergencies. In return the clients represented the interests of their patrons in elections and assemblies. They also belonged to the family of the patron although they did not live in his house.</p> <p>Changes in society Only in the course of the Conflict of the Orders (494-287 BC) did the Plebeians get political power and the right to a say in state matters. Through this a new upper layer of society emerged (nobility). Plebeians could now rise by becoming equestrians. At the same time many plebeian small farmers became impoverished. As a result of their long military service they could no longer tend to their fields and they were replaced by slaves as cheap labour. These small farmers thus became landless beggars, the proletariat.</p> <p>The family The father was the head of a noble family. He had unlimited power over all the members of the family. Immediate family included the wife and children, and also the families of married sons. The mother was in charge of the household: she supervised slaves and looked after the education of the children. In the Empire although they enjoyed more freedom they nonetheless remained excluded from public office. Slaves as well as clients and their families were also considered part of Roman families.</p> <p>Slavery In the Roman Empire slaves took on work in agriculture, in the household, as personal slaves, gladiators or tutors. They were considered personal property and could be bought or sold as goods. However, they could also be freed or could buy their own freedom. They then remained as clients of their former owners. People became slaves as a result of debt, being a prisoner of war or through kidnapping. Children were born into slavery. The mistreatment of slaves led to repeated uprisings, such as that of Spartacus (73-71 BC). People like the philosopher and politician Seneca, in turn, advocated treating slaves like human beings.</p>

Document 6.27	The Change of Roman Society in the time of the Republic
	<p>The diagram illustrates social advancement in Roman society. On the left, three blue rounded rectangular boxes are stacked vertically, labeled <u>Patrician</u>, <u>Plebeian</u>, and <u>slave</u> from top to bottom. On the right, there are four blue rounded rectangular boxes. The top three boxes are stacked vertically, and the bottom one is separate. Three arrows labeled "Social advancement" originate from the Patrician and Plebeian boxes and point to the top three boxes on the right. A fourth arrow labeled "Social advancement" originates from the slave box and points to the bottom-most box on the right.</p>

Exercises

- 1(a) Read **document 6.25**
- 1(b) Describe life in the *familia* from the perspective of a person from the Pyramid (**document 6.26**). Consider the following key points, among others: Clothing, daily routine, activities, relationship with other members of the familia, worries and desires. ...

Write this in the "I" form. Get information from **document 6.25** about the relationship between the patron and client. Draw this relationship with the inscribed arrows from **document 6.27**.

Chapter 7. Economy

Colonisation in Ancient Greece and Rome


Document 7.1	Greek colonisation and economy in the Mediterranean
<p>barren Nothing grows</p> <p>polis is the greek term for a city state, therefore a state which was limited to a town and its surrounding area. Every polis was independent in politics and economy.</p> <p>the mother city the original settlement of the Greeks in Greece.</p> <p>the daughter city.....</p>	<p>Greece is characterised by mountains, barren plains and many islands. As a result of this, a unified state with a capital did not develop. Instead it led to many individual communities, the Polis. Important Poli were Athens, Sparta, Korinth and Thebes.</p> <p>In the 8th century BC there were famines in some city states as a result of over-population and failed harvests. In other city states it was the result of political persecution or the inhabitants were unhappy with the existing political system. Between 750 and 550 BC many Greeks left their homes because of famine and political dissatisfaction. These Greeks founded "daughter cities", or colonies on the coast of the Black Sea and the Mediterranean. A busy trade often developed between the mother city and the daughter city, or colony. Through these contacts Greek culture (language, religion, way of life) and economy structure (coins, etc.) spread, especially in the Mediterranean area.</p>

Document 7.2	Map of Greek colonisation
<p>Kleinasien Asia Minor</p> <p>Phonizi Phoenicia</p> <p>Aegypten Egypt</p> <p>Libyen = Libya</p> <p>Mittelmeer Mediterranean</p> <p>Sardinien Sardinia</p> <p>Syrakus Syracuse</p> <p>Byzantion Byzantium</p> <p>Zypern = Cyprus</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Greek colonisation</p> <p style="text-align: center;"> ★ Mother city ● daughter city Greece and Greek area of colonisation </p> <p style="text-align: center;"> https://www.lernhelfer.de/schuelerlexikon/kunst/artikel/das-antike-griechenland </p> </div>

Document 7.3	Roman infrastructure and economic development
	<p>Greece: Both a point of departure for Migration and a centre for trade</p> <p>Due to its location (many small islands, high mountains) the Greeks had few _____ plains where they could cultivate agricultural products. The Athenians therefore began to use the _____ in their area to make _____. In this way they could travel around the Black Sea and the Mediterranean.</p> <p>They did a lot of _____ with others. They manufactured _____ (swords, helmets, hammers, saws) with the _____ coming from these countries. They then sometimes sold these goods abroad.</p> <p>Most Athenian citizens were _____. Through the sale of craft products some wholesale merchants made huge _____. At the time Athens was a hub in the Mediterranean.</p> <p>poor, ships, finished products, trees, coastal states, fertile, areas, business, profit, trade, raw materials.</p> <p>https://www.aufgabenfuchs.de/geschichte/antikes-griechenland.shtml</p>

Activities

1. Locate the following daughter cities on the map in **Document 7.2**: Massalia, Neapolis, Nikai, Catania, Byzantium, Odessa, Posidonia.
 2. Research the present day names for these Daughter cities and write them down.
 3. Complete the blanks in **Document 7.3**.
 4. Identify the reasons for the migration of the Greeks (Use documents 7.1 and 7.3)
5. Explain with the help of the introduction text (**document 7.1**) the meaning of the names of the cities of *Neapolis* and *Posidonia*.
 6. Identify reasons for, the means of and the results of colonisation from **document 7.3** and show them in a diagram.

Document 7.4.	Trade in Ancient Rome
<p><i>trade</i> the buying and selling of goods</p> <p><i>income</i> money or earnings.</p> <p><i>To import</i> goods bought from another country</p> <p><i>to export</i> goods that are sold to another country.</p> <p>globalisation the Roman world became interconnected by trade and culture exchange.</p> <p>infrastructure the basic structures (e.g. roads and bridges) that are needed for a country, region, or organization to function properly</p> <p>Mare Nostrum The Romans referred to the Mediterranean Sea as “mare nostrum”.</p> <p>Alexandria A city in Egypt annexed by Rome in 80BC. It was the location of an important granary and port.</p> <p><i>customs dues</i> taxes on goods brought into Rome or those being sold from Rome</p> <p>aqueduct</p>  <p>https://upload.wikimedia.org/wikipedia/commons/thumb/4/42/Pont_du_Gard_BLS.jpg/800px-Pont_du_Gard_BLS.jpg</p>	<p>Trade was encouraged by many years of peace within the empire (Pax Romana). <i>Trade</i> was important in the Roman Empire as it was a big source of <i>income</i> to the Empire, and this was needed to help to run the Empire (cost of the army, for example).</p> <p>Certain goods were not easily available or were in short supply in Rome, and therefore had to be <i>imported</i> from other parts of the Empire (such as wheat, which was imported from Africa). Spain, France, the Middle East and North Africa were Rome’s main trading partners. They bought goods such as wheat, beef, corn, timber, lead, iron, silver, silk, spices, purple dye, silk and perfume. Rome then <i>exported</i> their agricultural products, such as olive oil and wine to other parts of the Empire (such as Britain). Trade in the Ancient Roman Empire meant that Rome was becoming interconnected with areas outside the Roman Peninsula. This was globalisation.</p> <p>The Roman Empire was criss-crossed with trade routes. There were sea routes that covered the Mediterranean and Black Seas and many land routes using the roads built by the Romans. Trade was made easier in the Roman Empire by improving the infrastructure on land and making sea routes safer for merchant ships. The Romans had built roads that linked the city of Rome with the rest of the Empire. These roads allowed for the movement of troops, goods and supplies around the Empire. Bridges were built across rivers and gorges as part of this road system. The road system was marked with milestones to show distance. There were rest stops along the way with places where travellers could rest and eat and where horses could be fed and watered. Roads were patrolled by troops keeping travellers safe.</p> <p>The Romans did what they could to make sea journeys safe. Lighthouses were built along the coast. Safe harbours and docks were also constructed. The Roman Navy did what it could to make the Mediterranean Sea safe from pirates. Ostia was the main trade port and was 15km from Rome.</p> <p>The Romans made trade as easy as possible. There was only one currency used and there were no complicated <i>customs dues</i>. Coins were minted (made) by the emperor, mainly to pay the soldiers and collect taxes. These coins had images on them, such as emperors, gods and important events or buildings.</p> <p>Aqueducts were built to supply cities and towns with water. They were also used as a source of power for mills and mines.</p>

Document 7.9. Coins dating from AD 286-293, found in Somerset, England.



http://www.britishmuseum.org/images/from_hoard_944.jpg

Document 7.10. Unloading amphorae from a ship. Portus Relief, 2nd-3rd century AD.



The three seated persons seem to take notes about the cargo on wax tablets, joined together like a book.

<http://www.ostia-antica.org/portus/portus06.jpg>

Document 7.11.

“Five ancient Roman shipwrecks found off Italy coast” Alessandra Rizzo, Associated Press, Rome.

<https://abcnews.go.com/Technology/story?id=8170309&page=1>

Amphora



https://www.britishmuseum.org/collectionimages/AN16130/AN1613046060_1.jpg?width=304

Archaeologists have found five well-preserved Roman shipwrecks deep under the sea off a small Mediterranean island, with their cargo of vases, pots and other objects largely intact, officials said Friday. (...)

The ships, which date from between the 1st century B.C. and the 4th century, carried *amphorae* — vases used for holding wine, olive oil and other products — as well as kitchen tools and metal and glass objects that have yet to be identified, Italy's Culture Ministry said. (...) The finding also sheds light on the trade routes of ancient Rome, marking the area as a major commercial crossroads, she said.

The oldest of the ships has a cargo of wine amphorae from southern Italy, some stacked in their original position. Another one was carrying mortararia, large bowls used to grind grains. Another was loaded with African amphorae carrying garum, a fish sauce that was a delicacy in ancient Rome.




Activities

1. Using the information given in **Document 7.5**, identify the goods that were imported by Rome and where these goods came from.
2. Explain what happened to goods once they got to port using the information from **document 7.10**.
3. Using the information from **Document 7.6**, describe the stages in the construction of Roman roads.
4. Assess the usefulness of **documents 7.4, 7.5, 7.6, 7.7, and 7.8** as sources of information about trade in Ancient Rome.
5. Describe the journey of a product imported to Rome, from its place of origin to Rome. This is a self and peer-assessment task.

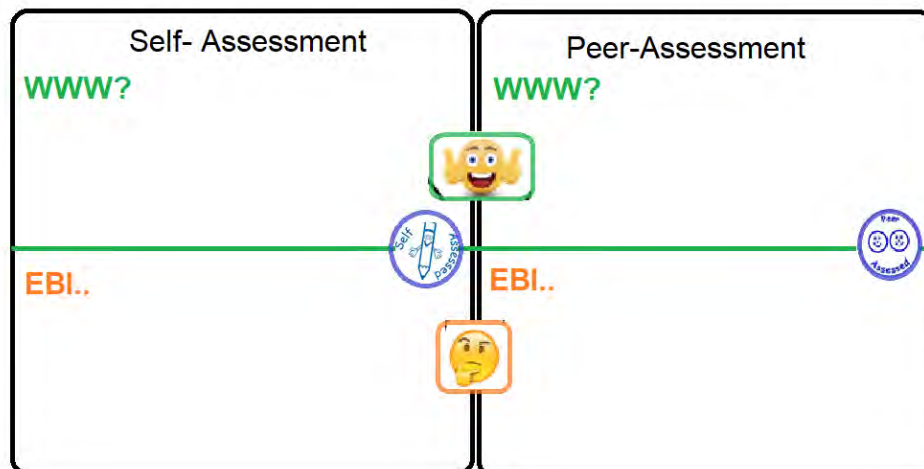
Ensure include details about the product – name, place of origin – the mode of transport used and the possible time of the journey.
Include a map where you clearly show the route taken by the product.

Self and peer- assessment task: Describe the journey of a product imported to Rome, from its place of origin to Rome

Put in the appropriate emoji

task has been completed	task is not fully complete	task is not complete
		
https://clipart.info/emoji-png-icon-happy-large-4728	https://clipart.info/neutral-emoji-png-transparent-background-4729	https://clipart.info/crying-emoji-png-icon-4723

Has the student,	SELF	PEER Why?
Completed the task on time?		
Named the product?		
Given the place of origin of the product.		
Mentioned the mode of transport used		
Indicated the possible time of the journey		
Included a map showing the route taken by the product		
Included a legend for the map		



Chapter 8. Religion in Ancient Greece and Rome

Document 8.1.	What is polytheism in Greece and Rome? Religion in Ancient Greece
<p>polytheism the belief in many gods.</p> <p>Mount Olympus.</p>  <p>https://i.grasssets.com/images/S/compressed.photo.googleodreads.com/hostedimages/1384101027i/6774548._SX540_.jpg</p> <p>temple a building dedicated to a specific god. Often there were smaller temples close to a bigger temple so that the other gods would not get jealous.</p> <p><i>Panathenaic festival</i> took place every year in honour of Athena.</p> <p><i>The Olympic Games</i> were held every four years in honour of Zeus at Olympia</p> <p><i>Saturnalia</i> a Roman religious festival in honour of Saturn, starting 17 December and lasting 7 days.</p> <p><i>Oracle</i> The priestess who gave a message, the message or the place where the message was transmitted</p>	<p>The Ancient Greeks and Romans were religious and believed in many gods and goddesses. Each god and goddess was in charge of a different part of life or death. People believed that the gods looked like humans and that the gods felt human emotions (like love and anger). The Ancient Greeks believed that the gods lived above the clouds over Mount Olympus, the highest mountain in Greece. People believed that the gods had magical powers and that they were immortal (they could not die). They thought that the gods influenced all parts of human life. Each god or goddess had a different job. People prayed to a specific god for help depending on what they needed. To keep on the good side of the gods people made sacrifices to the gods and said prayers to them.</p> <p>Temples (like a church) were built in honour of the gods. The temple contained a statue of the god to whom it was dedicated. The ancient Greek temple was not like a modern day church (or synagogue or mosque) where people went to pray and attend religious services together. Instead they were seen as a place for the gods and goddesses to live comfortably when they visited earth. In Ancient Rome temples were dedicated to a particular god. They were often built by emperors or generals in thanks for a victory. As in Ancient Greece, people did not go inside temples to worship the Gods – rather they worshipped and made sacrifices outside the temple. Priests and priestesses had access to the temple.</p> <p>There were many religious festivals in Ancient Greece. The most important ones were the <i>Panathenaic festival</i> and the <i>Olympic Games</i>. There were many religious festivals in the Ancient Roman Empire also. These were known as <i>feriae</i>, and during the festivals all business stopped. During <i>Saturnalia</i>, for example, all work stopped, slaves got temporary release, and gifts were exchanged.</p> <p>In Ancient Greece, people used to ask the advice of the Gods before making an important decision. To find out what the gods thought, they would consult an oracle. The most famous oracle in Greece was at Delphi at the Temple of Apollo. It was believed that Apollo spoke through his priestess (called the Pythia).</p> <p>There were specific rules about praying. Priests and priestesses were at temples to make sure that the rites and rules were followed correctly (when praying or offering a sacrifice) so that</p>

Priestess
A female priest.

libation
an offering of wine to a god

**The Chi-Rho
Imperial standard of
Constantine. Detail
from a coin (c. 350
AD).**



The emblem of Christ was formed from the two Greek letters which began Christ's name: Chi (X) and Rho (P).

<https://www.guildford.gov.uk/museumcollection/archaeology/constantius2coin/image>

the god or goddess would not be offended. Each god had a different preference for the type of animal to be offered as a sacrifice. The priest or *priestess* was there to make sure that the rules for how the animal was to be killed or sacrificed were followed. There were altars to the gods in homes and families would pour a *libation* (an offering of wine) over the altar and would pray to the god. Most Romans had an altar to the gods in their homes. The head of the family (the father) would make an offering of milk and wine in honour of the household gods, the lares.

Around 30 AD, a new religion began in Judea, a troublesome part of the Roman empire. This religion was Christianity. It spread across the eastern part of the empire. About the middle of the 1st century AD Christians began to arrive in Rome to spread their faith. As Romans already had their fair share of Gods, they didn't welcome the arrival of another one (who claimed that he was the only god). The Roman emperor was also considered a God, and didn't want a rival and so the Roman emperors began to persecute the Christians – executing (killing) them, or sending them to fight in the amphitheatre.

Why did Constantine adopt Christianity?

In the 4th century AD, Emperor Constantine (c. 272-337 AD) converted to Christianity. When fighting for recognition of his father's claim to the western Empire, he had a vision in which he saw a cross of light in front of the sun, and the words "In this sign conquer!" That very night he had a vision of Christ who commanded him to make the cross his standard in war. Constantine had his soldiers paint this cross on their shields, and after his army won the victory, he believed that God had chosen him to rule the Roman empire. In 306 AD he was named Emperor of the West. After defeating rival emperors in a Civil War he became Emperor of the Eastern and Western Empire in 324 AD. .

What are the consequences of Christianity as a state religion?

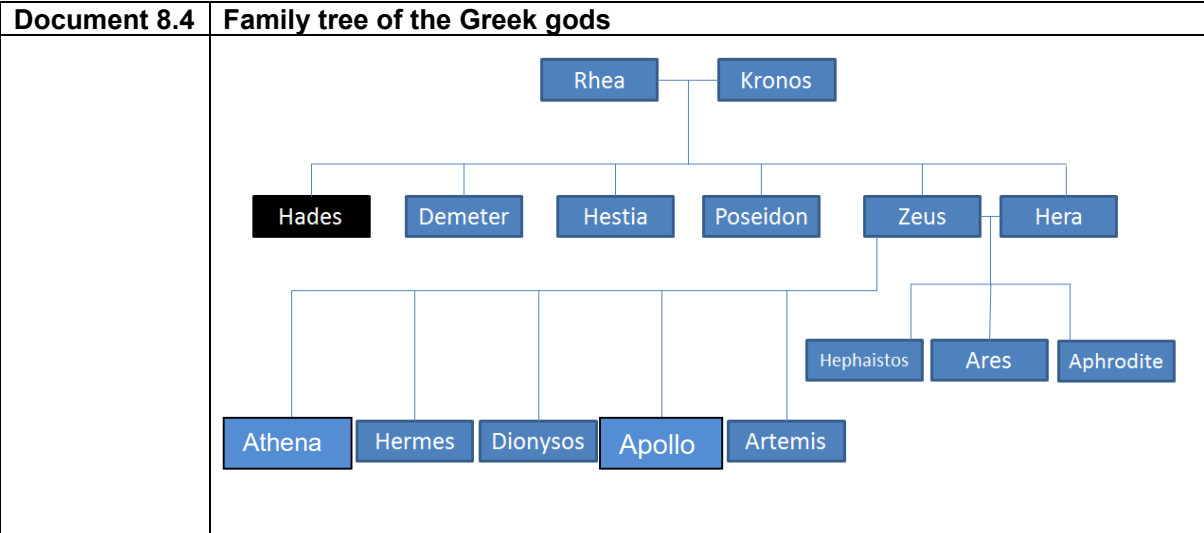
The Edict of Milan (313 AD) ended the persecution of Christians. Christianity became the main religion in Rome and the empire. Constantine gave privileges to the church and the clergy, such as donating land to the Bishop of Rome. He believed that it was his mission to spread the true religion, and to ensure that there was unity in matters of church ceremony and Christian belief. These issues were discussed in the Council of Nicaea took place (325 AD), summoned by Constantine and attended all the Christian bishops. Rome became the capital of the Christian world.

Document 8.2	<p>The Greek Gods From Heike Bruchertsifer, Martin Fritze, Carola Gruner, Doris Thammer, Josef Zißler (editors). <i>Basistrainer Geschichte. Von der Altsteinzeit bis zum Frühen Mittelalter.</i> Cornelsen, Berlin 2006. p.21.</p>
	<p>Zeus wanted to see his children and siblings united again at a meal for the gods. Therefore he summoned Hermes, the messenger for the gods and told him to put on his winged sandals and to bring his brothers and sisters back because Zeus, with his wife Hera, wanted to give a meal for the gods.</p> <p>Hermes first went to Hephaestos, the god of fire. He was making great weapons at his forge. The beautiful Aphrodite was his wife. She took one last look in her mirror and then set off for Olympus. Her husband, who walked with a limp, could not keep up with her.</p> <p>Athena, Zeus's favourite daughter, met Hermes in the city of which she was the patron goddess. She took a spear and a shield and rushed to her father.</p> <p>Ares, the god of war, was the last one that Hermes found. Hermes accompanied Ares to Olympus and his siblings as he found him – with a spear and shield.</p> <p>The brothers of Zeus also came. Poseidon, the god of the sea, and Hades, the god of the underworld. By accepting the invitation, Hades had left his throne. He left Cerberus, the three headed dog behind to protect the Underworld.</p>

Document 8.3. Representations of the Greek gods. Using the information from document 2, please name each of the Gods.

Hera				
				
https://commons.wikimedia.org/wiki/File:Hera_Campana_Louvre_Ma2283.jpg	https://upload.wikimedia.org/wikipedia/commons/c/c8/Jupiter_Smyrna_Louvre_Ma13.jpg	http://www.theoi.com/image/K11.11Hermes.jpg	http://www.theoi.com/image/K9.4Ares.jpg	http://www.theoi.com/image/K8.8Athena.jpg

			
https://upload.wikimedia.org/wikipedia/commons/7/71/Hades-et-Cerberus-III.jpg	http://www.theoi.com/image/K10.16Aphrodite.jpg	http://www.theoi.com/image/F7.1Hephaistos.jpg	http://www.theoi.com/image/Z2.2Poseidon.jpg



Document 8.6.	Roman religion																						
	<p>Just like the Ancient Greeks the Romans were polytheists. This meant that they worshipped many gods. They also worshipped past emperors, who were often made into Gods when they died.</p> <p>Roman religion blended many different traditions, rituals, ideas and superstitions together. As the Empire expanded, the Romans also “borrowed” beliefs, traditions and gods from the places they had conquered. By 146 BC parts of Greece had come under Roman control and there were also Greek colonies in southern parts of Italy. As the two cultures mixed, the gods and goddesses of the Greek religion were absorbed into Roman religion. The Romans however changed the Greek names and used old Etruscan or Latin names, for example Zeus, (the Greek father of the Gods) became Jupiter, while Artemis (the Greek goddess of hunting) became Diana.</p> <p>Each Roman god or goddess had a specific function:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">Jupiter</td> <td>the king of the gods, and the god of the sky</td> </tr> <tr> <td>Juno</td> <td>the wife of Jupiter, the goddess of women and marriage</td> </tr> <tr> <td>Mars</td> <td>the god of war</td> </tr> <tr> <td>Neptune</td> <td>the god of the seas</td> </tr> <tr> <td>Cupid</td> <td>the god of love</td> </tr> <tr> <td>Saturn</td> <td>the god of the harvest</td> </tr> <tr> <td>Venus</td> <td>the goddess of love and beauty</td> </tr> <tr> <td>Vesta</td> <td>the goddess of the hearth (fireplace/the home)</td> </tr> <tr> <td>Minerva</td> <td>the goddess of war, handicrafts and wisdom</td> </tr> <tr> <td>Mercury</td> <td>the winged messenger of the gods</td> </tr> <tr> <td>Vulcan</td> <td>the god of fire and the forge</td> </tr> </table>	Jupiter	the king of the gods, and the god of the sky	Juno	the wife of Jupiter, the goddess of women and marriage	Mars	the god of war	Neptune	the god of the seas	Cupid	the god of love	Saturn	the god of the harvest	Venus	the goddess of love and beauty	Vesta	the goddess of the hearth (fireplace/the home)	Minerva	the goddess of war, handicrafts and wisdom	Mercury	the winged messenger of the gods	Vulcan	the god of fire and the forge
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Vulcan	the god of fire and the forge																						

Document 8.7. Greek and Roman gods and their function.		
Match the Greek Gods and the Roman gods to their function in the grid below.		
Extension activity: research the symbols of each of the Gods		
Greek God	Function	Roman God
1. Demeter	(i) Father of the gods	A. Juno
2. Dionysus	(ii) Wisdom	B. Neptune
3. Zeus	(iii) Fire	C. Mercury
4. Aphrodite	(iv) Sea	D. Vulcan
5. Hephaestos	(v) hunting	E. Venus
6. Ares	(vi) War	F. Minerva
7. Hera	(vii) Messenger	G. Ceres
8. Athena	(viii) Love	H. Bacchus
9. Hermes	(ix) Wine	I. Jupiter
10. Poseidon	(x) Women and marriage	J. Diana
11. Artemis	(xi) Harvest	K. Mars

Greek God	3										
function	i	ii	iii	iv	v	vi	vii	viii	ix	x	xi
Roman God	I										

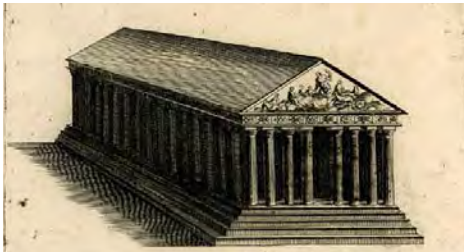
Greek Temples (architecture)

Document 8.8a. The Parthenon on the Acropolis, Athens



https://upload.wikimedia.org/wikipedia/commons/thumb/d/da/The_Parthenon_in_Athens.jpg/800px-The_Parthenon_in_Athens.jpg

Document 8.8b. Vincenzo Coronelli (1650-1718), The Parthenon of Minerva in Athens. 1688



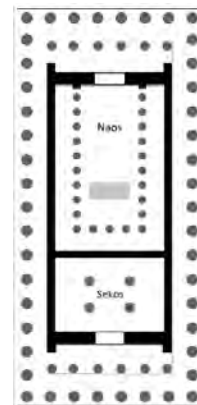
https://upload.wikimedia.org/wikipedia/commons/thumb/d/df/Parthenon%2C_o_Tempio_di_Minerva_a_Atene_-_Coronelli_Vincenzo_-_1688.jpg/800px-Parthenon%2C_o_Tempio_di_Minerva_a_Atene_-_Coronelli_Vincenzo_-_1688.jpg

Document 8.9. The Parthenon, detail of a column



https://upload.wikimedia.org/wikipedia/commons/thumb/b/bc/Parthenon_east_Acropolis%2C_Athens%2C_Greece.jpg/395px-Parthenon_east_Acropolis%2C_Athens%2C_Greece.jpg

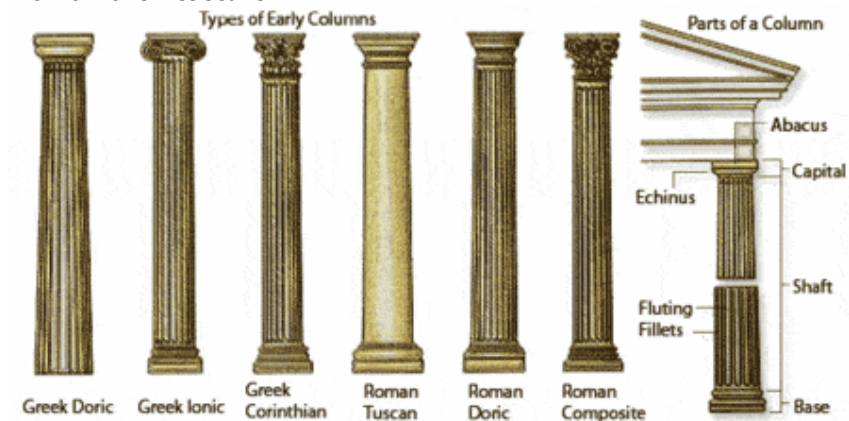
Document 8.10. Floor plan of the Parthenon



https://upload.wikimedia.org/wikipedia/commons/thumb/b/b2/Parthenon_plan.png/351px-Parthenon_plan.png

The **Naos** was the temple or sanctuary where the cultic image (statue) of the god was. The **sekos** was a room which was used a treasury or storage for offerings. It could only be entered by a priest or a priestess.

Document 8.11. Types of column used in ancient Greek and Roman architecture.



<https://www.ancient.eu/img/r/p/500x600/948.gif?v=1485682866>

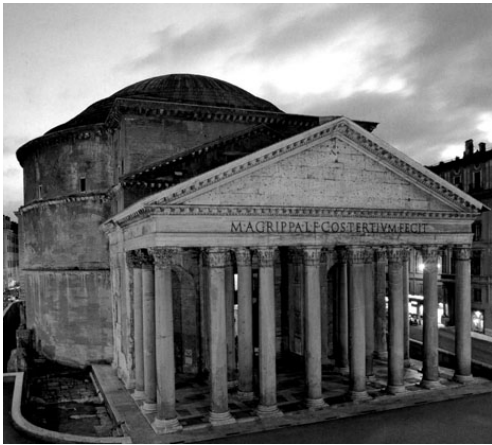
Greek Doric 600-400 BC

Greek Ionic 750-480BC

Greek Corinthian 300-100 BC

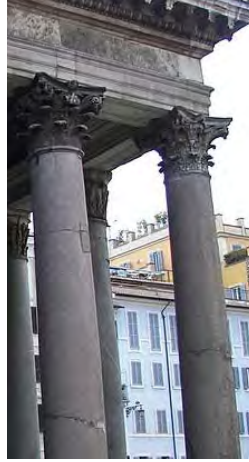
Roman Temples (architecture)

Document 8.12. The Pantheon, Rome



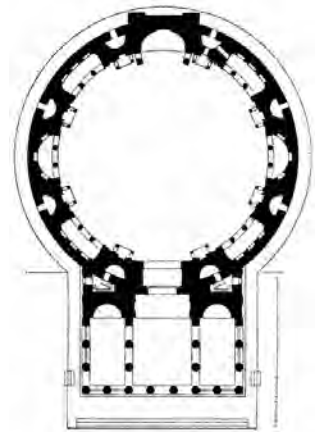
https://courses.umass.edu/latour/Italy/Pantheon/roman_pantheon.jpg

Document 8.13. The Pantheon, Rome, detail of exterior column



https://upload.wikimedia.org/wikipedia/commons/thumb/f/fc/Pantheon_%28Rome%29_E_6.jpg/800px-Pantheon_%28Rome%29_E_6.jpg

Document 8.14. The Pantheon floor plan.



https://upload.wikimedia.org/wikipedia/commons/6/67/Dehio_1_Pantheon_Floor_plan.jpg

Activities

1. Read **document 8.2** carefully and complete the correct god's name in **document 8.3**.
2. Locate Mount Olympus and Delphi in an atlas and locate them in on the map in **document 8.5**
3. Using the information in **documents 8.8 to 8.14 inclusive** compare and contrast the architecture of the Parthenon and the Pantheon.
4. Explain the relationships of the gods with the help of **document 8.4**
5. Explain what Titans are and identify them in **document 8.4**.

Document 8.15. From Polytheism to monotheism - the origins of Christianity	
Judaism	The population of the Roman Republic and then the Empire was polytheist, which had integrated numerous gods from the conquered Mediterranean provinces. They also had contact with monotheist religions, such as Judaism. Their relations with Judaism were sometimes difficult in Palestine, which became Roman territory.
monotheism	In the 1 st century AD a new monotheist religion appeared in Palestine: Christianity . A Jewish preacher, Jesus, developed this new religion. Jesus was considered by many disciples as the Messiah, the saviour (<i>Christos</i> in Greek). He traveled around Palestine, spreading a message of love and promising eternal life. He was considered as an agitator by the Romans and as a false prophet by the Jews. Jesus was imprisoned, judged and crucified by the Romans. His disciples thought and proclaimed that he would rise three days after his death.
Christianity	
disciple	
prophet	
	The spread of Christianity
apostle	After the death of Jesus, the new doctrine developed in Palestine and then in the Mediterranean basin thanks to his disciples, namely the apostles Peter and Paul. They founded many communities in Greece, Asia Minor and in Rome. Christianity progressively adopted rituals which differentiated it from Judaism: there was no circumcision, a communal meeting on Sunday with Communion , the rite of baptism . The Gospels , a written record of the public life of Jesus and his message, in addition to other writings such as the letters of certain apostles formed the New Testament , which was different to the Old Testament of the Jews.
baptism.	
communion	
Gospel	
New Testament	Christians in the Empire
Old Testament	Judaism and Christianity are religions in which a single god is worshipped. Neither faith permitted the representation of god (in a graven image) or the worship of idols.
	Christians therefore refused to worship the emperor (who was considered a god) and to make sacrifices to Roman gods. They were thus considered as troublemakers and were regularly persecuted by roman emperors from Nero up to the 3 rd century. They were arrested and judged. Sometimes they were crucified or thrown to the wild animals (in amphitheatres). Early Christians became martyrs . Despite the persecution, the new faith spread progressively throughout the whole empire. In the 4 th century Emperor Constantin published an Edict of tolerance in 313 giving Christians the freedom to practice their religion. Constantine himself converted to Christianity. One of his successors, Theodosius, established Christianity as the state religion of the Roman Empire in 392 AD and forbade polytheism.
martyr	
	The organization of the Christian church.
bishop	The early church was structured in communities. A bishop was the head of the community, and he was assisted by priests for worship. Certain Christians isolated themselves or gathered in monasteries to live a life of prayer. These were the first monks . From the 4 th century onwards the emperors summoned the bishops to meetings, called councils , in order to fix and unify the doctrine of the Christian faith.
priest	
monastery	
monk	
council	Christians joined together on Sunday to worship in big basilicas . Christianity developed especially in towns. In the countryside polytheist practices were mostly kept.
basilica	

Document 8.16. Extract from Tertullien (145-200) “Apology” (translated by S. Thelwall) 197 AD, Chapter XXXIII.

<http://www.logoslibrary.org/tertullian/apology/33.html>

Tertullien was a Christian Roman writer.

But why dwell longer on the reverence and sacred respect of Christians to the emperor, whom we cannot but look up to as called by our Lord to his office? So that on valid grounds I might say Cæsar is more ours than yours, for our God has appointed him. (...) Never will I call the emperor God, and that either because it is not in me to be guilty of falsehood; or that I dare not turn him into ridicule; or that not even himself will desire to have that high name applied to him. If he is but a man, it is his interest as man to give God His higher place. Let him think it enough to bear the name of emperor. That, too, is a great name of God’s giving. To call him God is to rob him of his title. If he is not a man, emperor he cannot be. Even when, amid the honours of a triumph, he sits on that lofty chariot, he is reminded that he is only human. A voice at his back keeps whispering in his ear, “Look behind thee; remember thou art but a man.” And it only adds to his exultation, that he shines with a glory so surpassing as to require an admonitory reference to his condition. (...).

Document 8.17. The Edict of Milan, 313.

<https://sourcebooks.fordham.edu/source/edict-milan.asp>

We thought (...) that we might grant Christians and others full authority to observe the religion which each preferred; so that any Divinity whatsoever in the seat of the heavens may be propitious and kindly disposed to us and to all who are placed under our rule. Therefore, your Worship should know that it has pleased us that anyone one of these who wishes to observe Christian religion may do so freely and openly without molestation*. (...)

Moreover, those places where Christians were previously accustomed to assemble... the same shall be restored to the Christians...”

*Molestation = subject to physical violence.

Document 8.18. The Edict of Theodosius, 392 AD.

Quoted in Ivernel, M. (dir.), *Histoire-Géographie 6^{ème}*, Hatier 2014, p.162.

“That no-one should sacrifice an innocent animal, that no-one should go into sanctuaries, frequent temples or adore man-made statues on pain of divine and human sanctions. (...). We desire that all the people under the rule of our clemency should live by that religion which divine Peter the apostle is said to have given to the Romans.”

Document 8.19. The Spread of Christianity in the Roman World to 500 AD.



Document 8.20. The organization of the early Church.

Bishop

From the Greek work *episcopos* meaning “supervisor”

Elected to lead each community.

The priests

From the Greek *presbyteros* “old”

Helped the bishop by managing religious ceremonies.

The deacons

From the Greek *diaconos* “servant”

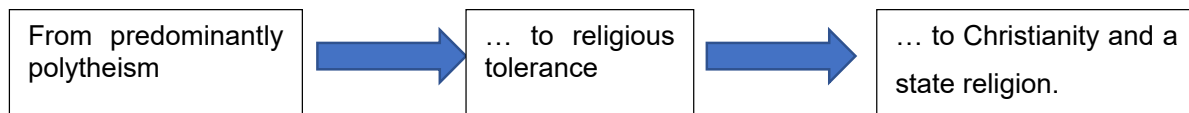
Helped the priest.

The local meeting of Christians


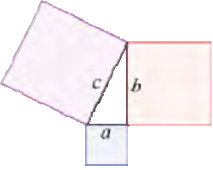
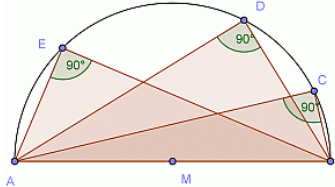
Activity

Group Work

1. Form a group of three students.
In each group one student is responsible for a document (**document 8.16, 8.17 or 8.18**).
- 1(a). Analyse the relations between the Christians and the Romans in the document you are responsible for.
- 1(b). Present your analysis to your group members.
- 1(c). Fill in the summary chart below, also using information from **documents 8.19 and 8.20**



Chapter 9. Culture in Ancient Greece and Rome

Document 9.1	Culture in Greece
<p>capital Top of a column</p> <p>dramas, tragedies and comedies</p> <p>masks for Greek theatre</p>  <p>http://brfencing.org/honors311/Tragedy.html</p> <p>philosopher “friend of wisdom” (Greek <i>Sophia</i>=wisdom).</p> <p>Pythagoras’ Theorem</p>  <p>https://upload.wikimedia.org/wikipedia/commons/thumb/d/d2/Pythagorean.svg/260px-Pythagorean.svg.png</p> $a^2 + b^2 = c^2$ <p>Theorem of Thales</p>  <p>http://www.austromath.at/medienvielfalt/materialien/merkwuerdige_punkte/lermpfad/content/stunde_1_dreieck2.html</p>	<p>To honour the gods there were big religious festivals and sports competitions. The most famous of these was the Olympic Games.</p> <p>The Olympic Games were first held in 776 BC. In the 5th century AD they were forbidden by the Christian church but since 1896 they were held every four years.</p> <p>The achievements of the Greeks in the areas of art and science served as an example for the whole of Europe for centuries. Until the 20th century, for example, public buildings were often decorated with columns with Doric, Ionic or Corinthian capitals based on Greek models.</p> <p>The theatre is also a heritage of Ancient Greece. In Athens especially dramas, tragedies and comedies reflect the proper functioning of democratic institutions.</p> <p>Athens was considered the cradle of knowledge. At the marketplace in Athens the philosopher Socrates, through his questions, made his conversation partners think about their lives. He was particularly concerned about the question of what was right and wrong. His student Plato wrote about these conversations and other things. He also wrote a book about ideal politics and was convinced that that all earthly things existed in a pure and perfect form in a parallel higher world.</p> <p>Homer told stories about heroic battles and the victory of the Greeks over Troy in his works, the “Iliad” and the “Odyssey”. Mathematicians such as Pythagoras or Thales of Miletus discovered mathematical laws.</p> <p>The physician Hippocrates closely observed the symptoms of illness and found ways and methods of curing it. Even today the Hippocratic oath, in which doctors pledge confidentiality and reject euthanasia, is still respected. Herodotus is regarded as the first historian – he wrote the history of the Persian Wars.</p>

Rhetoric

The art of oratory (talking)

Villa



<http://archeologie.culture.fr/fr/a-propos/villa-villae-gaule-romaine>

Insula (insulae)



<https://i.pinimg.com/564x/25/77/85/257785ce2e34caa8b14a165c5f3fa30c.jpg?b=t>

panem et circenses

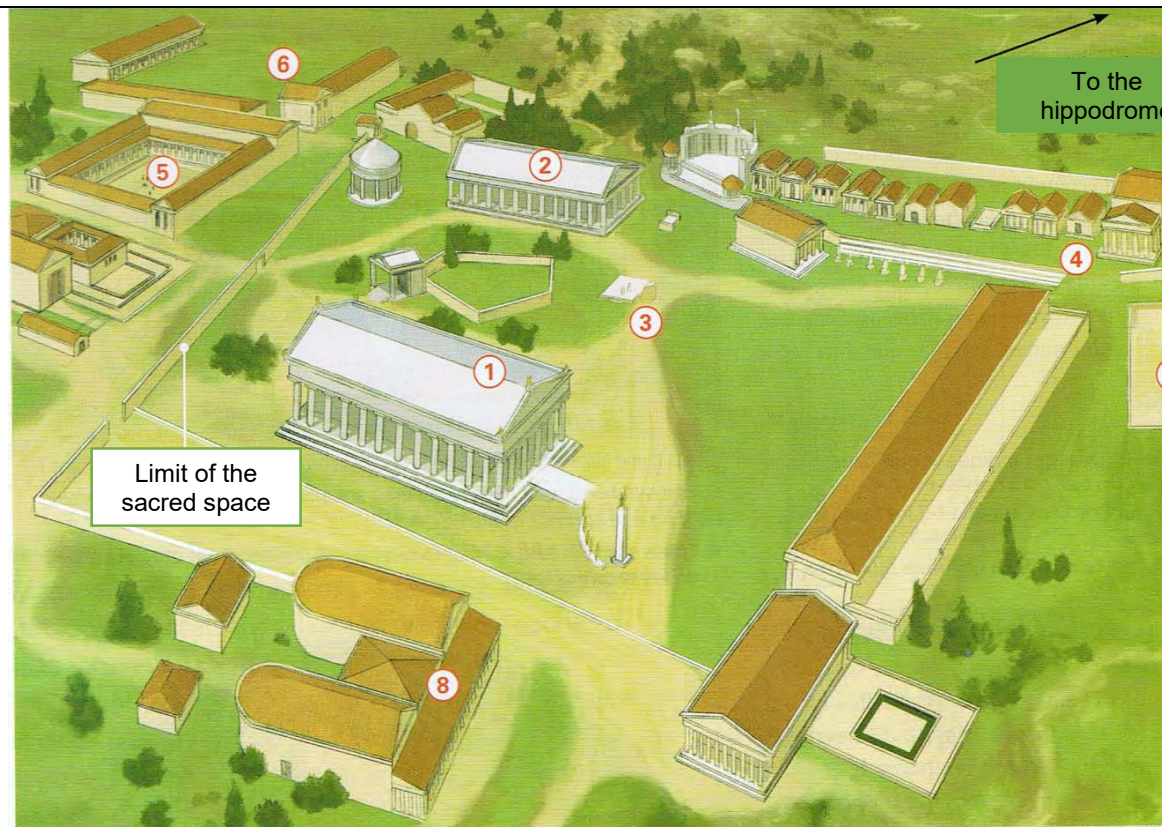
(lat.) bread et games

Culture in Rome

In Roman art, there were many similarities between Roman culture and Greek culture, especially as regards theatre and the organisation of games. With **rhetoric** the Romans created their own art form with famous orators such as Cicero (106-43 BC). Above all, however, the Romans created many impressive buildings, monuments and sculpture.

Whilst the richest people had a comfortable life in luxurious **villas**, the majority of people lived in **insulae**, which were under constant threat of collapse. The emperor had bread delivered to poor workers and also to many of the unemployed in Rome. He also foresaw entertainment for Romans by organising games (**panem et circenses**). These different games were much appreciated: chariot races in the **Circus Maximus**, gladiator and animal fights in an **amphitheatre**, the **Colosseum**. There were also comedies and pantomimes performed in numerous theatres in the town. Romans also regularly went to the **baths**. Every emperor tried to leave his mark and embellished the city by building prestigious buildings showing the extent of his power. Rome became the model of all the Roman towns in the Empire and was referred to as "**Urbs**", the city.

Document 9.2. Reconstruction of the Sanctuary of Olympia



DOC. 1 Reconstitution du sanctuaire d'Olympie

1. Temple of Zeus. 2. Temple of Hera. 3. The Altar of Zeus. 4. The treasury (treasures of cities for offerings). 5. Palaestra (for long jumping and fighting). 6. Gymnasium (for practising javelin and discus). 7. Stadium (for races). 8. The seat of the Olympic Council.

In Martin Ivernel, *Histoire Géographique 6^{ème}*, Hatier, Paris, 2009, p. 42.

Document 9.3. Seven Days of Games

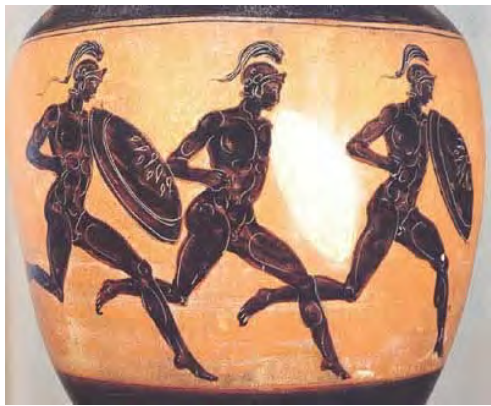
Rémi Knafou, Valéry Eanghellini, *Histoire-Géographie, Sixième*, Belin, 1996, p. 125.



6th century BC, Louvre Museum, Paris.



6th century BC, Louvre Museum, Paris.



6th century BC, Kunsthistorisches Museum, Vienna



6th century BC, Louvre Museum, Paris.

Document 9.4. Rewarding the winner. Isabelle Didierjean, *La culture grecque*, Paris, 2002.

It was the moment to distribute the rewards. There were no second or third places: only the winner was crowned. The “Olympian” (victor) received a crown from the sacred olive tree; a band of wool was tied around his forehead. After the sacrifices, the procession went to the temple of Zeus. Then the procession went to the Prytaneum for a banquet. The name of the Olympians was engraved on the official catalogue in the gymnasium.

Prytaneum. The place where the priests and judges reside. It sheltered the Olympic flame (the altar of Hestia)

Document 9.5. Rewarding the winner. Rémi Knafou, Valéry Eanghellini, *Histoire-Géographie, Sixième*, Belin, 1996, p. 125.



6th century BC, Kunsthistorisches Museum, Vienna.

Document 9.6 **The Olympic games as seen by Goscinny et Uderzo**



The victors go up on the podium to get their awards....

And it's the big day! The spectators arrive from all corners of the known world... the spectators, and not any women, because women are not allowed to attend the Olympic Games...



One day, you'll see! Women will participate in the Games! And not as spectators!

Yeah right! And they'll drive chariots!

In Goscinny et Uderzo, *Asterix aux Jeux Olympiques*, 1968

Comprehension of documents

1. Using document 9.2, complete the table below.

Religious buildings	Buildings for sport activities.	Other buildings.

2. Match the images to the different events and write the name of the event in the table (document 9.3).
3. Identify how the Olympic victors were rewarded (document 9.4).
4. Identify the anomalies in Goscinny and Uderzo's cartoon strip (document 9.6).

5. You are an athlete sent by a city to the Olympic Games. It's your first time to participate in the Games. Discuss your experience from the moment you leave your city to the moment you return from the Games.

Document 9.7. Greek and Roman theatres, prestigious buildings?



Theatre in Epidauros, Greece, 4th century BC.
https://upload.wikimedia.org/wikipedia/commons/thumb/5/5b/The_great_theater_of_Epidauros%2C_designed_by_Polykleitos_the_Younger_in_the_4th_century_BC%2C_Sanctuary_of_Asklepeios_at_Epidauros%2C_Greece_%2814015010416%29.jpg/800pxThe_great_theater_of_Epidauros%2C_designed_by_Polykleitos_the_Younger_in_the_4th_century_BC%2C_Sanctuary_of_Asklepeios_at_Epidauros%2C_Greece_%2814015010416%29.jpg



Theatre in Orange, France. 1st century BC.
https://fr.wikipedia.org/wiki/Th%C3%A9%C3%A2tre_antique_d%27Orange

Document 9.8	Civic education through the theatre?
Document 9.8a	<p>Euripides describes the political regime in Athens (5th century BC). <i>Theseus, the hero who founded the Athenian community, addresses the representative of the city of Thebes.</i></p> <p><i>Theseus:</i> There is no “ruler” here. (...) It is ruled by the citizens themselves, rich and poor alike and it is they who hold the various offices of the State, in annual turns. Rich and poor are equal here.</p> <p><i>The Theban herald:</i> (...) My city, the city that has sent me here, is ruled by one man and one man only, not by a whole herd of them. It is a city which allows no one to trick its people with sweet words, trick them into doing now one thing, now another – into doing things that suit his own purposes.</p> <p><i>Theseus:</i> There’s no heavier burden for a city to bear than a monarch (...). Written laws, however, give this equal treatment to all, rich and poor. (...) He who has a good idea for the city will gain praise. The others are free to stay silent. Is there a greater exhibition of fairness than this?</p> <p>Euripides (Athenian citizen and author of tragedies), <i>Suppliant Women</i>, c. 423 BC. https://www.poetryintranslation.com/PITBR/Greek/SuppliantWomen.php</p>
Document 9.8b	<p>Aristophanes criticises Athenian democracy (5th century BC).</p> <p>Aristophanes, an Athenian citizen and author of comedies, mocks Cleon who is a rich Athenian, a tanner, who dominates Athenian political life because of his excellent speeches.</p> <p><i>The Servant:</i> To govern the people a man with good culture and good education is not necessary. It takes an ignorant man and a rascal (...)</p> <p><i>The offal monger:</i> But I do not see how I would be capable of governing the people.</p> <p><i>The servant:</i> Nothing easier. Don’t stop doing what you do. You only have</p>

	<p>to meddle in business, to mix everything together and as regards the people, to reconcile them, all you have to do is cook them up a nice speech. For the rest, you have all you need to lead them, namely: a scoundrel's voice, poor origins, a vagabond's manners. I'm telling you that you have everything that you need for politics.”</p> <p>Aristophanes, <i>the Knights</i>, 424 BC.</p> <p>In Sébastien Cote (sous la direction), <i>Histoire Secondes</i>, Nathan, 2019, p. 51.</p>
Document 9.8c	<p>Varron denounces the excess of entertainment (1st century BC)</p> <p>Varron, a Roman writer from the 1st century BC, explains the reasons for which the economy of the Roman Republic is in danger.</p> <p>Today almost all the heads of families have slipped into Rome, abandoning scythe and plough and preferring to use their hands in the circus and the theatre rather than on the land and in the vineyards. We are reduced to transporting wheat from Africa to feed ourselves.</p> <p>dans Yves Borowice, Colette Leblanc, <i>Histoire-Géographie, Sixième</i>, Magnard, 1990, p. 199.</p>

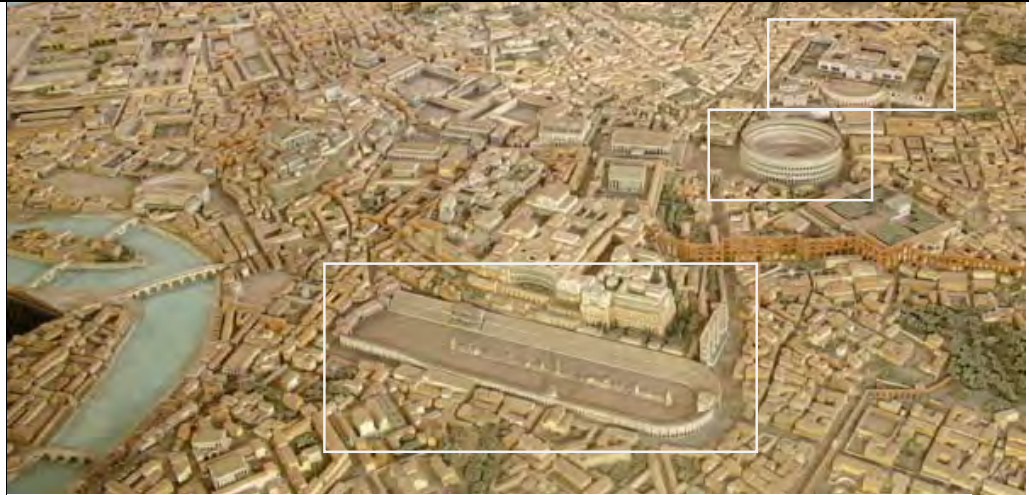
Activity

6. Compare and contrast Greek and Roman theatres (document 9.7)
7. Identify the political regime which was defended by each of the characters in Euripides's text (document 9.8a)
8. Identify how Aristophanes is very critical of how democracy functions in Athens (document 9.8b)

9. Discuss the function of theatre in Ancient Greece and Rome (documents 9.8a, b and c) in a structured answer (organised in several paragraphs)

Be careful! Organise your work on the basis of themes rather than the origin of the document.

Document 9.9



Model by Italo Gismondi 1933-1937, 1/250, kept at the Musées Royaux d'Art et d'Histoire, Brussels
https://www.unicaen.fr/cireve/rome/pdr_maquette.php?fichier=maquettesComplettes

1. Colosseum

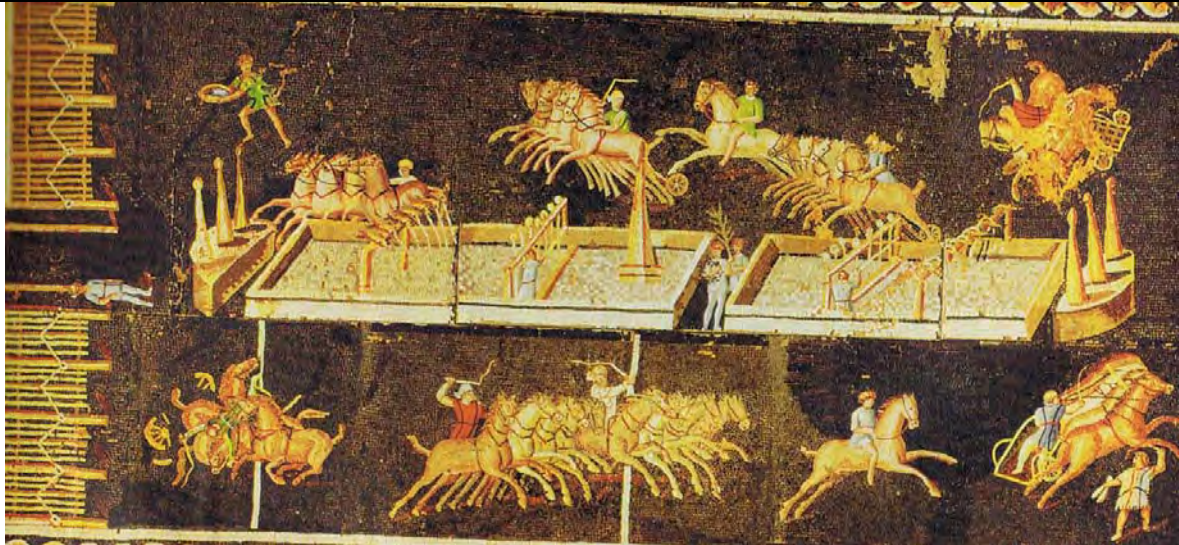
2. Hippodrome

3. Baths

Document 9.10

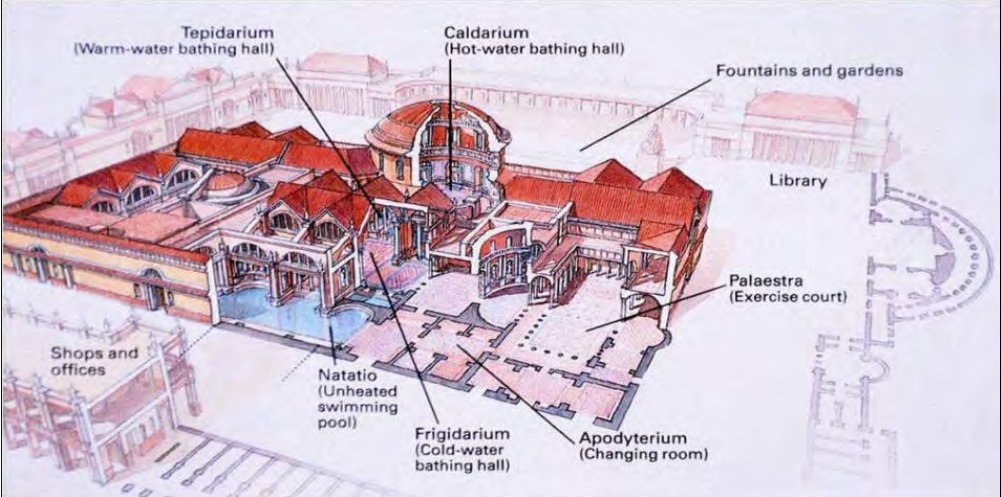
The Games at the Circus: Chariot racing.

Mosaic from the end of the 2nd century AD, Gallo-Roman museum, Lyon.



from Sébastien Cote, Histoire, Secondes, Nathan, 2019, p. 73.

Document 9.11	The Games in the Amphitheatre: gladiator combats.
<p>Seneca criticises fighting in the amphitheatre.</p> <p>"I turned in to the games one mid-day hoping for a little wit and humour there. I was bitterly disappointed. It was really mere butchery. The morning's show was merciful compared to it. Then men were thrown to lions and to bears: but at midday to the audience.</p> <p>Seneca, Letters to Lucilius, 1st century AD. https://www.qcaa.qld.edu.au/downloads/senior/snr_anc_history_04_ass_sample_2.pdf</p>	

Document 9.12	 <p>https://rome.us/wp-content/uploads/baths-of_caracalla-map.jpg The Baths of Caracalla in Rome was a huge complex, 220 metres long</p>
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Document 9.13	The Birth of History.
<p>The historian Thucydides explains his role in his major text, “The War in the Peloponnese.” 5th century BC.</p> <p>I did not report the events of war based on the word of the first person to come nor on my own opinion; I wrote only what I knew from information that was as accurate as possible. This research was not without difficulty because those who participated in the events did not report them in the same way. (...) The absence of wonderful things in my accounts will perhaps make it less pleasant. It is enough for me that those who want to see clearly in the past my find my story useful.</p> <p>Yves Borowice, Colette Leblanc, <i>Histoire-Géographie</i>, Sixième, Magnard, 1990, p. 183.</p>	




Activity



10. Number the monuments on the model of Rome (document 9.9).
11. Contrast the Roman and Greek games (documents 9.3, 9.10 and 9.11).
12. Identify the different activities which Romans could carry out in the baths (document 9.12).
13. Create a profile for a philosopher of your choice using document 9.1 and information from the library/internet.

14. In Rome the games could last several weeks. They cost a lot of money. Nonetheless the emperors organised them. Explain why you think they did that.
15. The word “history” means “investigation” in Greece. Based on Thucydides’ text (document 9.13), justify the reasons for this.

Culture- Legacy and continuity

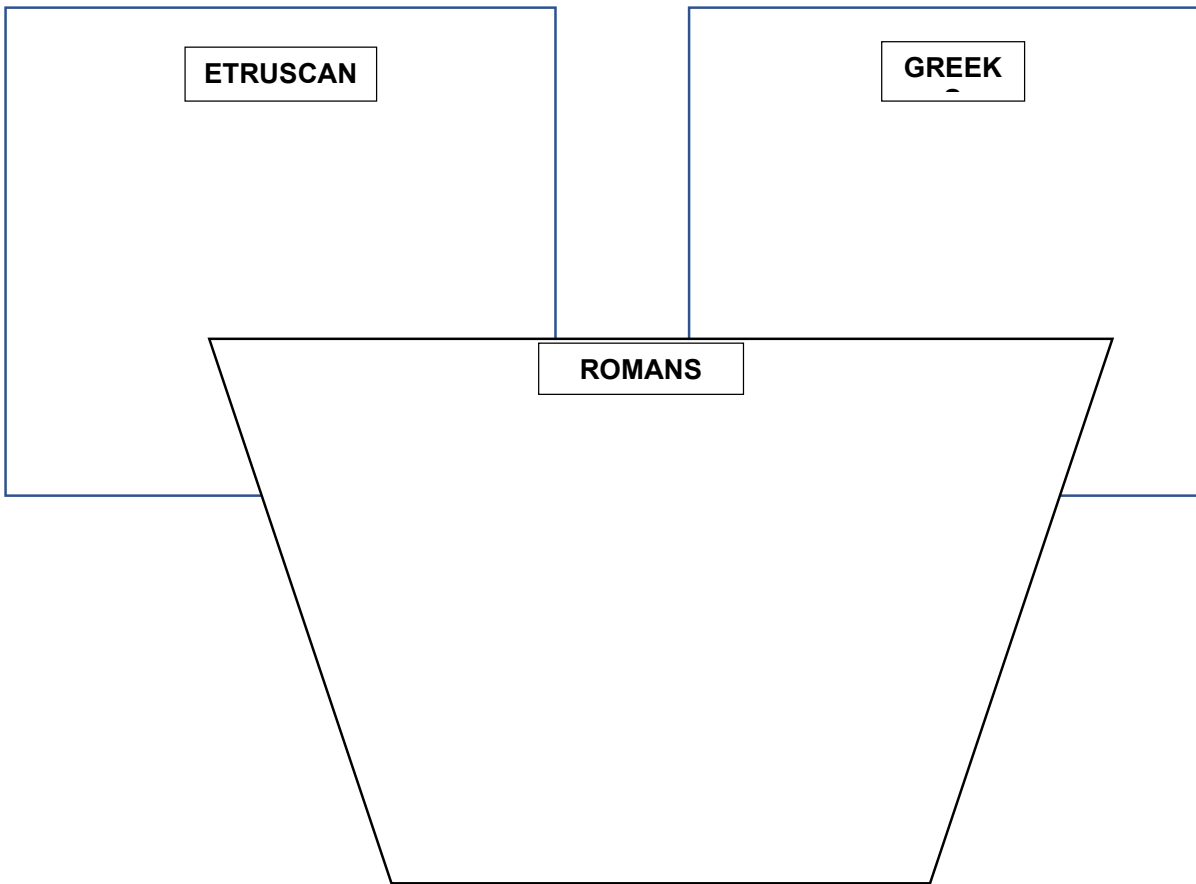
Document 9.14	The opinion of Dominique Briquel, an Etruscan expert.
<p><i>legacy= heritage = what is left to us</i></p>	<p>What the Romans got from the Etruscans The account (of the founding of Rome by Titus-Livius perfectly recalls the Etruscan ritual of the foundation of the city. 1. Consulting the will of the gods (...); 2. Romulus proclaimed himself victor and ploughed the foundation path marking the sacred site of the future city (...). According to Titus Livius, there were three successive Etruscan kings who made Rome into a real city: Tarquin the Ancient (616-578) who was responsible for the opening of the Forum following its drainage by the sewers of the Cloaca Maxima); Sevirius Tullius (578-534) responsible for the construction of a larger wall and for military reform and Tarquin the Proud (534-509) who was responsible for the construction of the temple of Jupiter on the Capitoline Hill and the stands of the Circus Maximus.</p>
<p>Augur: a priest responsible for observing and interpreting certain signs.</p> <div style="text-align: center;">  </div> <p>https://fr.wikidia.org/wiki/Augure</p>	<p>The Political legacy Above all, the Romans borrowed the emblems of power from the Etruscans. A golden crown and an ivory sceptre topped with an eagle were the ensigns of Etruscan princes. The purple cloak of the kings and triumphant generals, a toga with a wide purple band of the senators (<i>tunica laticlavica</i>): a toga with a narrow purple band of the magistrates (<i>toga praetexta</i>). Triumph: a ceremony for a victorious military leader.</p> <p>The military legacy. The Romans learned the art of naval war from the Carthaginians, the art of siege warfare from the Greeks and the flexible tactics of the Samnites, the use of javelin and long shield. The Etruscans (...) taught the Romans the hoplite formation which they had learned from the Greeks. Military music, horns and trumpets, comes from the Etruscans.</p> <p>The cultural legacy. The main Etruscan contribution is that of divination (with) the Roman Augurs. A fact that cannot be disputed and which is very significant is the Latin alphabet (our one). This alphabet comes from the Etruscan and not the Greek one. (...) The Etruscan influence is strongest in the area of "athletic" performance, especially or the status of actors: socially inferior professionals, even if some get celebrity status. (...) There is no discussion needed for the origin of chariot racing in the Circus Maximus- there everything had Etruscan origins.</p> <p><small>Dominique Briquel, in https://www.arretetonchar.fr/etrusques-et-romains-le-leg-%C3%A9trusque/</small></p>

Document 9.15. Architectural influences.	
<p>Reconstruction of an Etruscan Temple</p>  <p>https://www.arretetonchar.fr/architecture-et-urbanisme-%C3%A9trusque</p>	<p>The Parthenon, the Acropolis, Athens.</p>  <p>https://www.arretetonchar.fr/les-temples-grecs-avant-et-apr%C3%A8s-leur-grande-%C3%A9poque/</p>
<p>Reconstruction of the Temple of Jupiter, Capitoline Hill, Rome.</p>  <p>https://www.unicaen.fr/cireve/rome/pdr_maquette.php?fichier=visite_temple_jupiter</p>	

Document 9.16.	Similar representations?
 <p>Greek coin Drachma of Philip of Macedonia http://www.horizonfr.com/les_dossiers_numismatiques/images/drachmes/macedoine-philippe-tetradrachme-359a.jpg</p>	 <p>Roman coin, circa 225-216 http://www.sacra-moneta.com/Numismatique-romaine/Jupiter-sur-les-monnaies-romaines.html</p>
<p>The Etruscan god of the sky Ani was often shown with two faces.</p>	

Activity

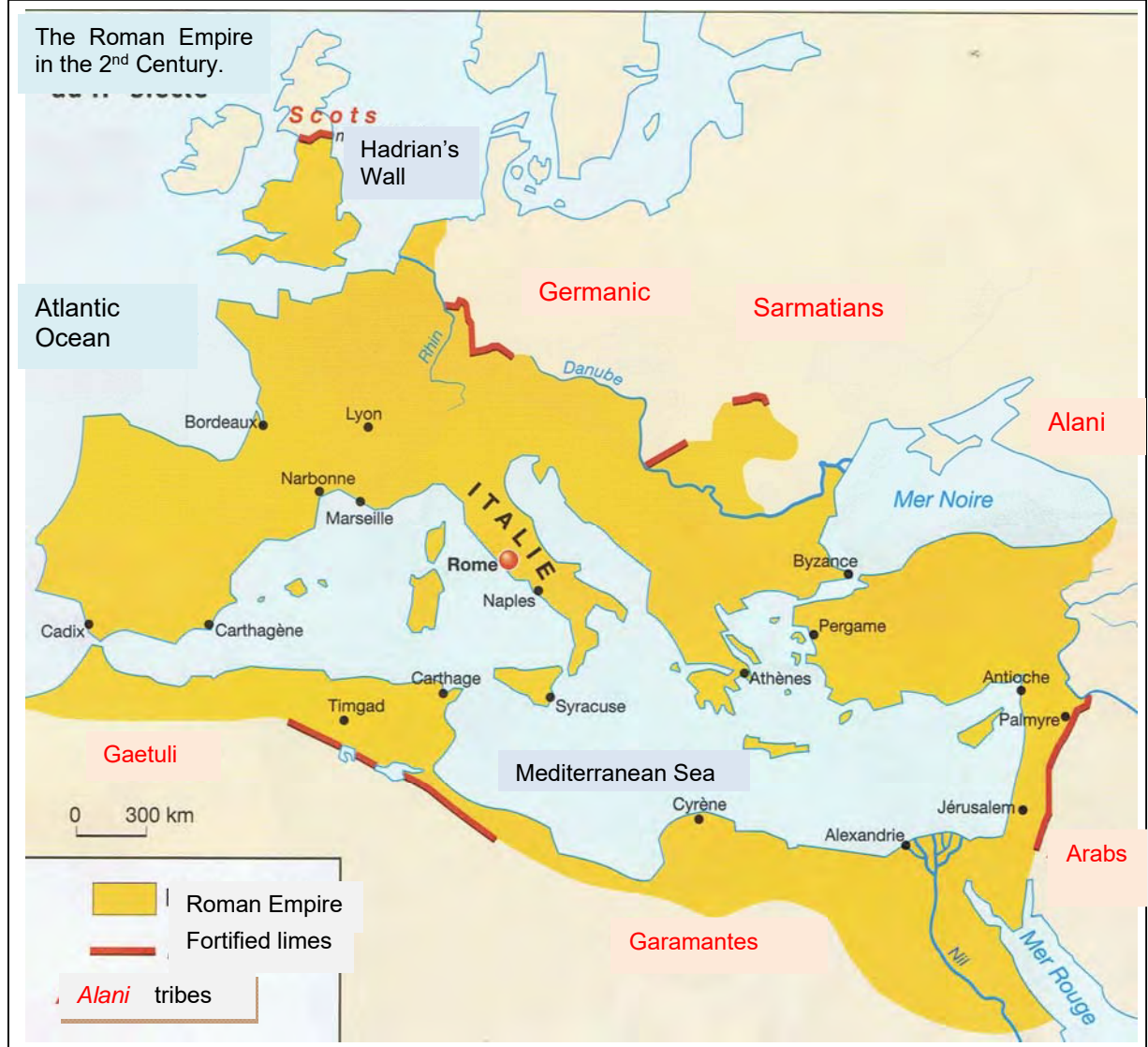
1. Underline the common points between Etruscan and Roman civilisation in document 9.14.
2. Using all the documents, complete the diagram below
 - a) List the characteristics of Etruscans, Greek and Romans.
 - b) Indicate the links between the three civilisations using coloured arguments.



Chapter 10. The Fall of the Western Roman Empire

Document 10.1	Why did the Roman Empire fall?
<p>Tax agent: a civil servant who collects tax money.</p>	<p>In the 2nd century AD and then in the 4th century AD the Roman empire experienced many difficulties, internal as well as external.</p> <p>From the mid-3rd century AD onwards, the Empire was weakened by civil wars: the generals were fighting against each other. The neighbouring peoples were becoming a bigger threat. In the east, the Sassanid Persians were building a powerful empire which was against the Romans. They imprisoned the Emperor Valerian in 260, which was a shock as it was the first time that a Roman emperor was a prisoner. In the west the Romans appealed to the Germanic tribes (the barbarians) to defend the borders. This situation was very dangerous: Barbarians were defending the empire against other barbarian tribes; certain Barbarians, taken on as mercenaries in the Roman army got the right to settle in the Roman Empire and even succeeded in getting important positions in the administration of the provinces. This represented the barbarisation of society.</p> <p>This disruption had serious economic consequences. As a result of the wars, peasants left the countryside to find refuge on the towns (which were already overpopulated). As a result of this harvests diminished and the supplying cereals to the population became more and more complicated.</p> <p>In order to deal with the expenses of war and supplying food, emperors increased taxes. Tax agents collected these taxes, often with force. Revolt amongst the population grew. In Rome the politicians were more and more corrupt. The empire was in decline.</p> <p>To ensure the survival of the Empire, after the death of Emperor Theodosius in 395AD, it was divided in two: the Western Roman Empire whose capital remained Rome, and where Latin was spoken; and the Eastern Roman Empire whose capital was Constantinople (nowadays Istanbul) and where Greek was spoken.</p> <p>After 400, the Huns, a tribe that came from Asia, caused a significant movement of people. To escape from the Huns led by their chief Attila, the Germanic peoples headed towards the west. They reach the Rhine in December 406. From this date onwards the Barbarians progressively entered the Western Roman Empire.</p> <p>Rome was sacked on two occasions, in 410 by the Visigoths and in 455 by the Vandals. The Emperors of the west no longer had any power. The Empire slowly disappeared and in 476 the Barbarian chief Odoacer deposed the young emperor (who was still an infant) and sent the imperial ensign to Constantinople.</p> <p>476 marked the end of the Western Roman Empire and the end of Antiquity. The west entered into a new era – the Middle Ages, which was characterised by a new culture influenced by the Roman and the Germanic culture. The Roman Empire survived in the Eastern Roman Empire, which only fell in 1453, when the Ottomans took power.</p>

Document 10.2. The Roman world in the 2nd century.

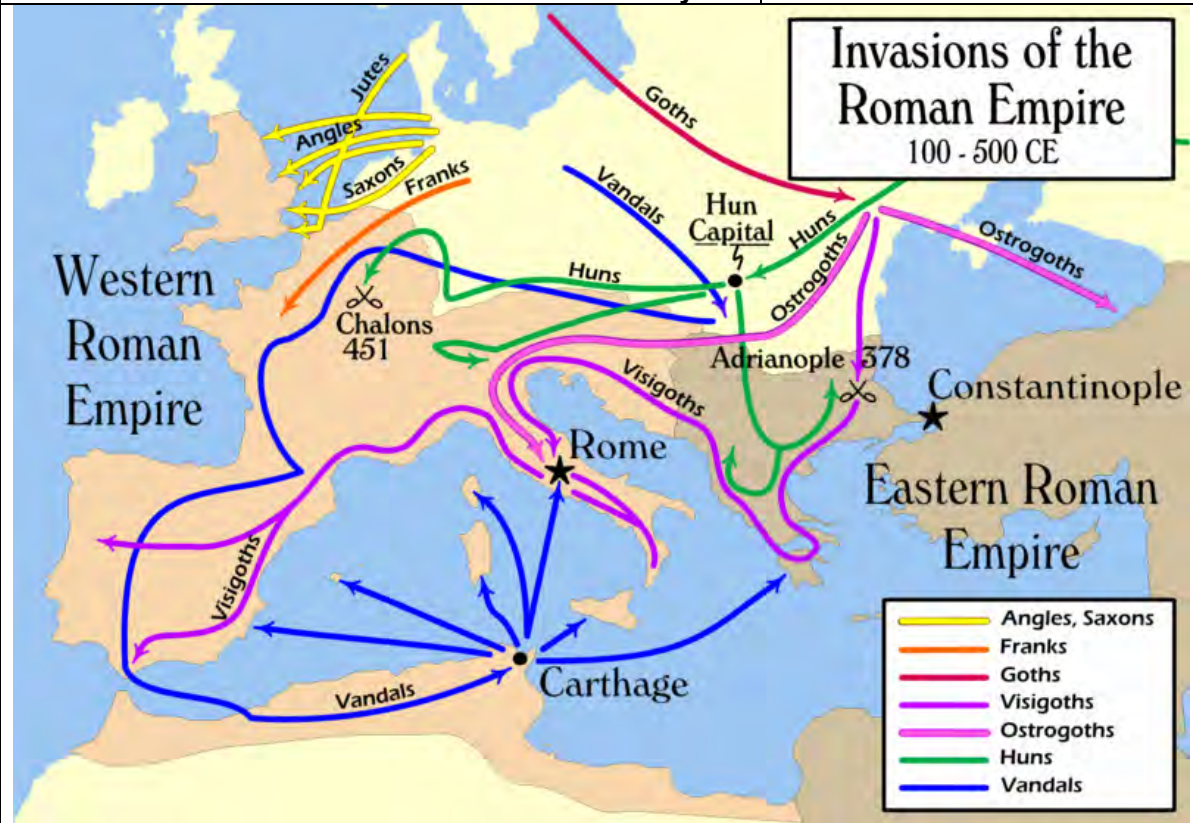


Martin Ivernel, Histoire-Géographie 5^{ème}, Hatier, 2005, p. 10.

Activity

1. Compare the documents 10.2 and 10.3 and explain the changes of the borders of the Roman Empire.

Document 10.3. The Roman world in the 5th century



https://upload.wikimedia.org/wikipedia/commons/thumb/2/2d/Invasions_of_the_Roman_Empire_1.png/800px-Invasions_of_the_Roman_Empire_1.png

Document 10.4 | The barbarisation of Roman society?

Is it not surprising to see these blond Germans giving us orders in public life? We made them allies in war; we made them participate in magistracy: we give these corruptions portions of Roman territory. Emboldened, they scorn us.

Synesius of Cyrene. *De regno*. End of the 4th century

Document 10.5 | The sack of Rome in 410.

A frightening rumour reached us: Rome was taken. The citizens were buying their lives for gold; but having lost their possessions, they then had to lose their lives. My voice breaks and sobs interrupt me as I dictate these words. It has been conquered, this city which conquered the universe! It pains me so to see this ancient power, this wealth, end up in such misery.

From Jerome, Letters.

Sack = pillage

Comprehension of the texts

2. Evaluate the reliability of documents 10.4 and 10.5. Pay attention to the origins of the authors.
3. What role did the Romans give to the Germanic people (document 10.4)?
4. Justify the title given to document 10.4, "The barbarisation of Roman society."
5. Using documents 10.4 and 10.5, explain the fall of the Western Roman Empire.

Document 10.6. The Huns, as seen by a Roman	
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They have closely knit and strong limbs and (...) a thick neck, but they are so misshapen and badly formed that they could be taken for two-legged beasts. They live on the roots of such herbs as they get in the fields or the half-raw flesh of any animal (...). They wear linen clothes or else garments made of the skins of field-mice.. Once they have put on one of their disgusting tunics it is never taken off or changed until, from long decay, it becomes so ragged as to fall to pieces. (...) They have no settled abode, but are homeless and lawless, perpetually wandering with their waggons, which they make their homes. The Hun cannot respond when he is asked, "where are you from?". On horseback this people buy and sell, eat and drink, sleep and dream.

Adapted from C.D Younge's (1911) translation of Ammien Marcellin, *the Roman History of Ammien Marcellin*, p. 579, c. 376.

<http://www.gutenberg.org/files/28587/28587-h/28587-h.htm>

6. Ammien Marcellin judges the Huns severely (document 10.6). Roman authors often describe the Huns and the Germanic tribes with exaggerated stereotypes.

You are a Barbarian. Describe a Roman.

Chapter 11. Mediterranean landscapes and change

A coastline and the rural land in the Mediterranean

What are the effects of different landscapes in the Mediterranean and how have they developed?

A tourist coastline in the Mediterranean: the Balearic Island

Document 11.1 A photo of Costa Calma, Mallorca



Document 11.2. A map of Spain to locate Mallorca



Document 11.3. A satellite image of Mallorca

Document 11.4. A google Earth satellite to locate Costa Calma, Mallorca

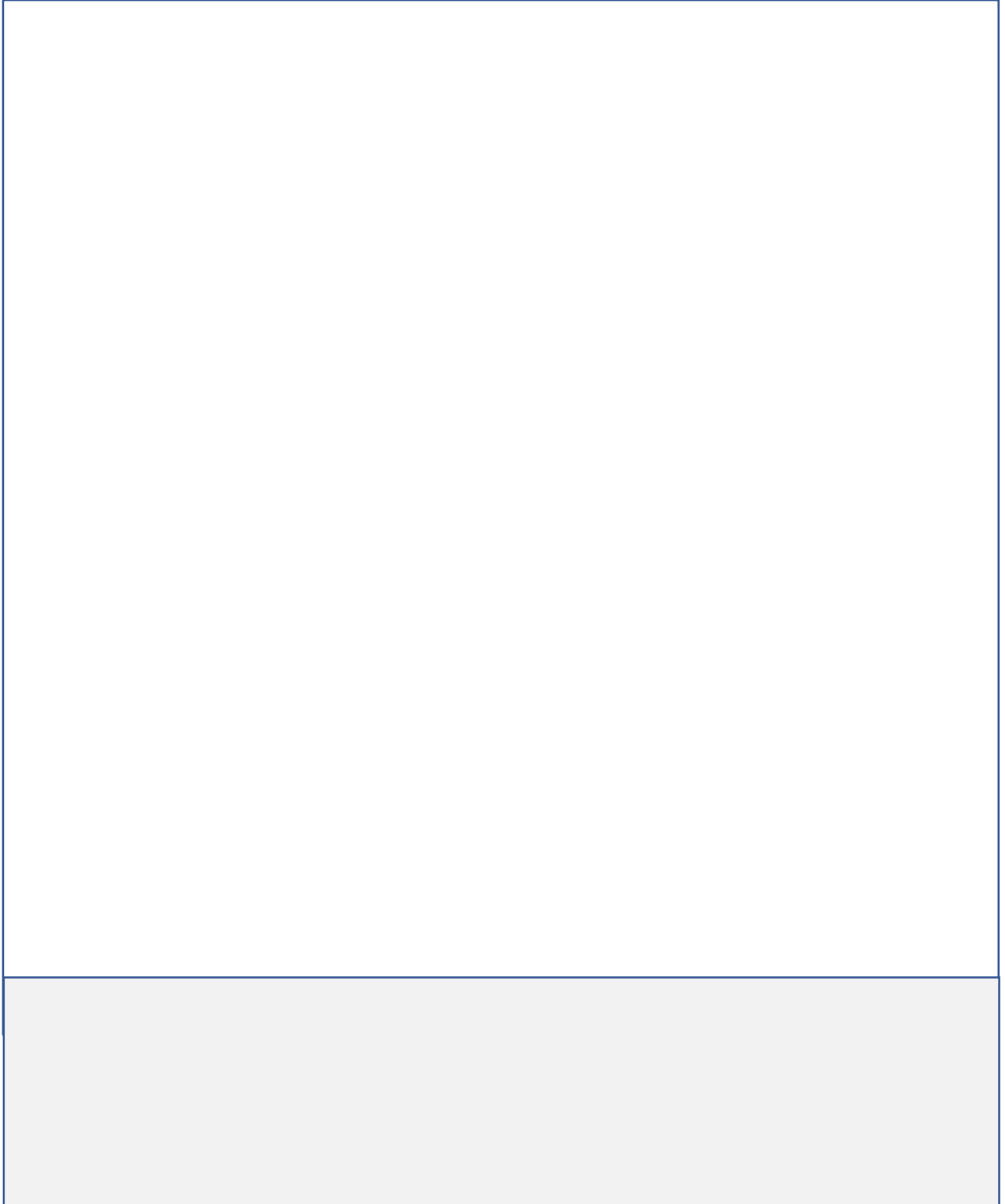


Document 11.5. A google Earth image of Costa Calma, Mallorca



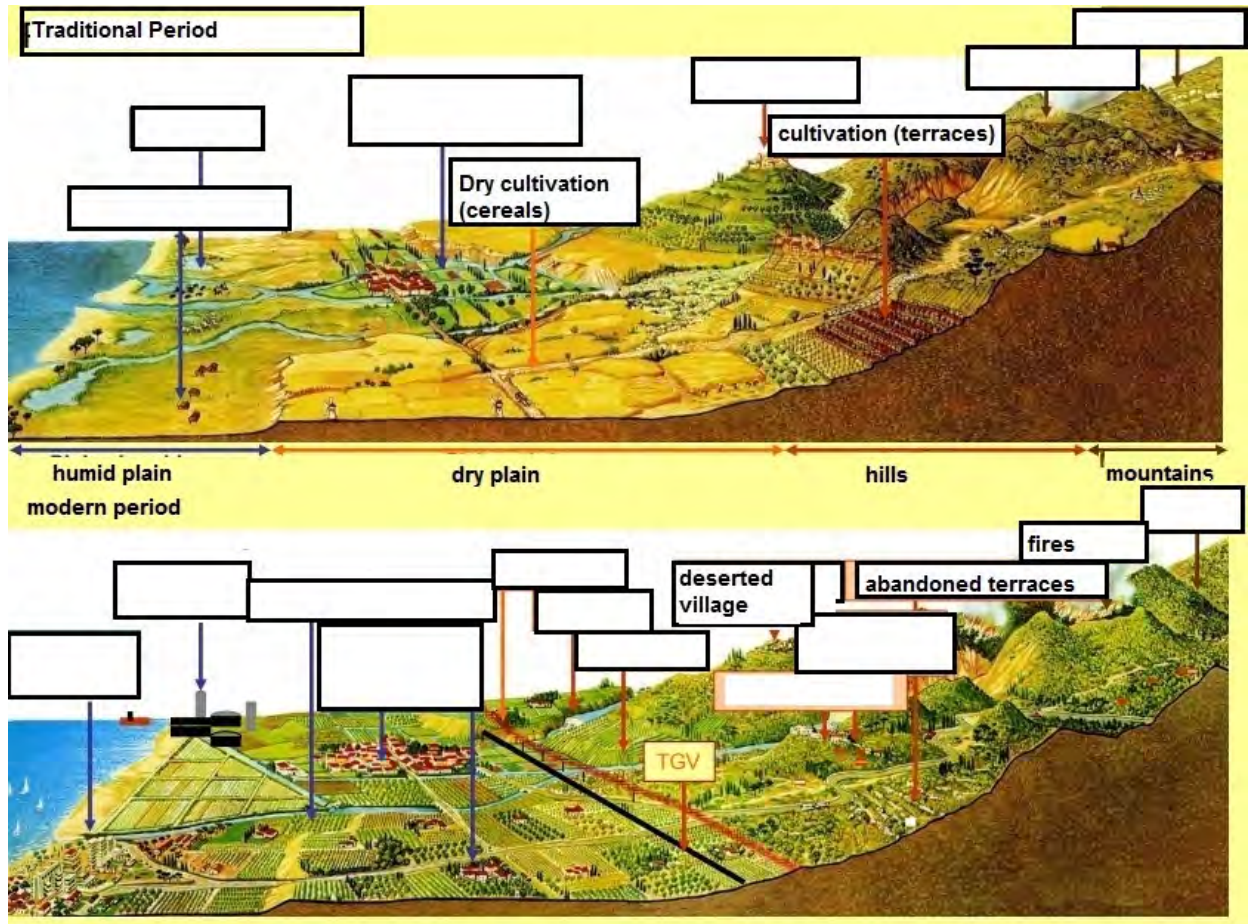
Document 11.6 Sketch of the landscape (to complete)

Title: A sketch of _____

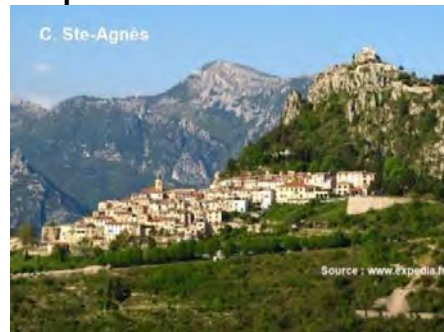


Document 11.7. Topographic profile of the land and the land use

Jacques Christian, CEFOSCIMGEO, FUNDP, 2010



Document 11.8. Images of Mediterranean landscapes



Document 11.9. Mass Tourism in the Balearic Islands

At the start of the 1960s, they started to develop many seaside resorts on the coast of the Balearic Islands. In 1986, just on the Island of Mallorca, the number of beds available was 290,000 (hotels and apartments); today, there are 430, 000. The immense beaches of sand, the sea which is always turquoise (330 days of sunshine per year), the beautiful mountains also seduce the mass of tourism. Most of the tourists originate from the North of Europe. Most people book a two week holiday with tour operators, who organise the reservation of the transportation and the hotels / apartments. The summer season commences in April/ May and the flights from all over Europe, continue to arrive in succession.

© Hachette Livre 1999. Paysages géographiques pour le collège, reproduction autorisée pour une classe seulement

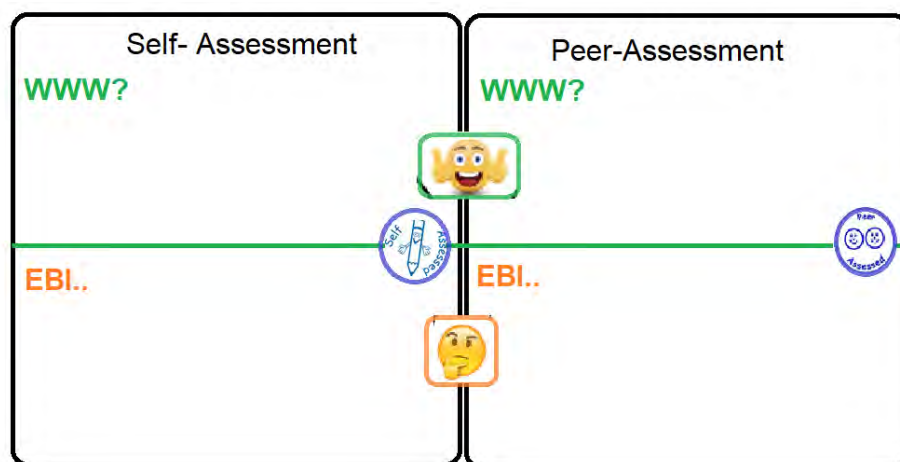
Activities

1. Using **document 11.1 and 11.3**, name and describe the location of the place (in which country? Which chain of islands? Which island? Next to which sea?).
2. Describe the landscapes in **document 11.4, A, B and C**.
3. Identify the type of landscapes that attract tourists.
4. Identify elements of the landscape indicate that there is mass tourism.
5. On **document 11.6** sketch the image found in **document 11.5** of a coastal landscape.
6. Add a title to your sketch.
7. Label the following features on your sketch; cliffs, vegetation, the Mediterranean sea, coastline, cultural zones and tourist infrastructure.
8. Use a key to identify physical and human features on the sketch.
9. Read the text in **document 11.9** and answer the following questions,
 - a. When did mass tourism start to develop in Mallorca?
 - b. Where do most tourists come from?
 - c. What are the attractions of the Balearic Islands?
 - d. Which major infrastructure has been constructed to allow a large number of tourists?

10. Complete the missing words on the topographic image (**document 11.7**) and place the photos from **document 11.8 A, B, C** in the correct location. *Use the internet to help you.*
11. Describe the changes in the development of Mediterranean land use between the tradition and modern period (**document 11.7**).
 - ✓ Create a comparison table.
 - ✓ Compare the development of the different areas of the landscape.

S3 Self and peer- assessment group task: An oral presentation about a Mediterranean tourist destination of choice

Have the students,	SELF	PEER	Why?
Completed the work in the time frame? Due date:			
Followed all the instructions accurately and completed all sections of the task?			
✓ Located the tourist destination on various scale, using various maps;			
✓ Included a precise description of the climate in the region			
✓ Used photographic evidence of different zones on the landscape;			
✓ Included a description of the touristic infrastructure available;			
✓ Identified interesting aspects of human geography in the region;			
✓ Identified interesting aspects of physical geography in the region;			
✓ Included a local recipe from the region;			
✓ Included other characteristics that make the region special;			
Presented the work in a professional and organised manner?			



Chapter 12. SWOT analysis in the Mediterranean region

Study Strengths, Weaknesses, Opportunities and Threats (SWOT)

Document A. Applying SWOT analysis: What are the advantages and disadvantages of the Mediterranean region today and in the future?

<p>Strengths Positive points, advantages, geographical characteristics (natural and socio-economic) of the territories concerned which belong to their internal organization (past and present)</p>	<p>Weaknesses Negative points, disadvantages, geographical characteristics (natural and socio-economic) of the territories concerned which concern their internal organization (past and present).</p>
<p>Opportunities → Future Opportunities are the positive external opportunities that can be taken advantage of in the context of current strengths and weaknesses. They develop outside the territorial sphere of influence or at the margin</p>	<p>Threats → Challenges for the future Threats are external problems, obstacles or limitations that can prevent or limit the development of the territory or sector (eg industry). They are often outside the territorial sphere of influence or at the margin (eg consumer disaffection for an important product of the country, energy price rising sharply, general decline in development aid, etc.)</p>

Document 12.1. SWOT analysis model

<https://egyptinnovate.com/sites/default/files/SWOT-Eng-lamb.png>



Migration and Refugees

Migration is the movement of people from one place to another.

Document 12.2. Key words

Legal migration

A person is forced to move from ones country of origin because of war, persecution, famine or other reasons.

Illegal migration

A person who is moving to another country for financial reasons.

Economic Migrant

The movement of people from one place to another with permission.

Refugee

The movement of people from one place to another without permission.

Document 12.3. Photos of migration





<http://www.unhcr.org/>

Sources: <https://libraryeuroparl.files.wordpress.com/2017/03/eprs-briefing-599298-european-travel-authorisation-systemfinal.jpg>, <http://www.unhcr.org/thumb1/4f438d116.jpg>, <https://d3m1fygrfdi2i.cloudfront.net/2862/unhcr-2.jpg> http://cdn.staticeconomist.com/sites/default/files/images/2015/01/articles/main/20150110_and111.jpg, http://i.dailymail.co.uk/i/pix/2014/11/06/1415232880295_wps_30_An_Immigration_officer_pi.jpg

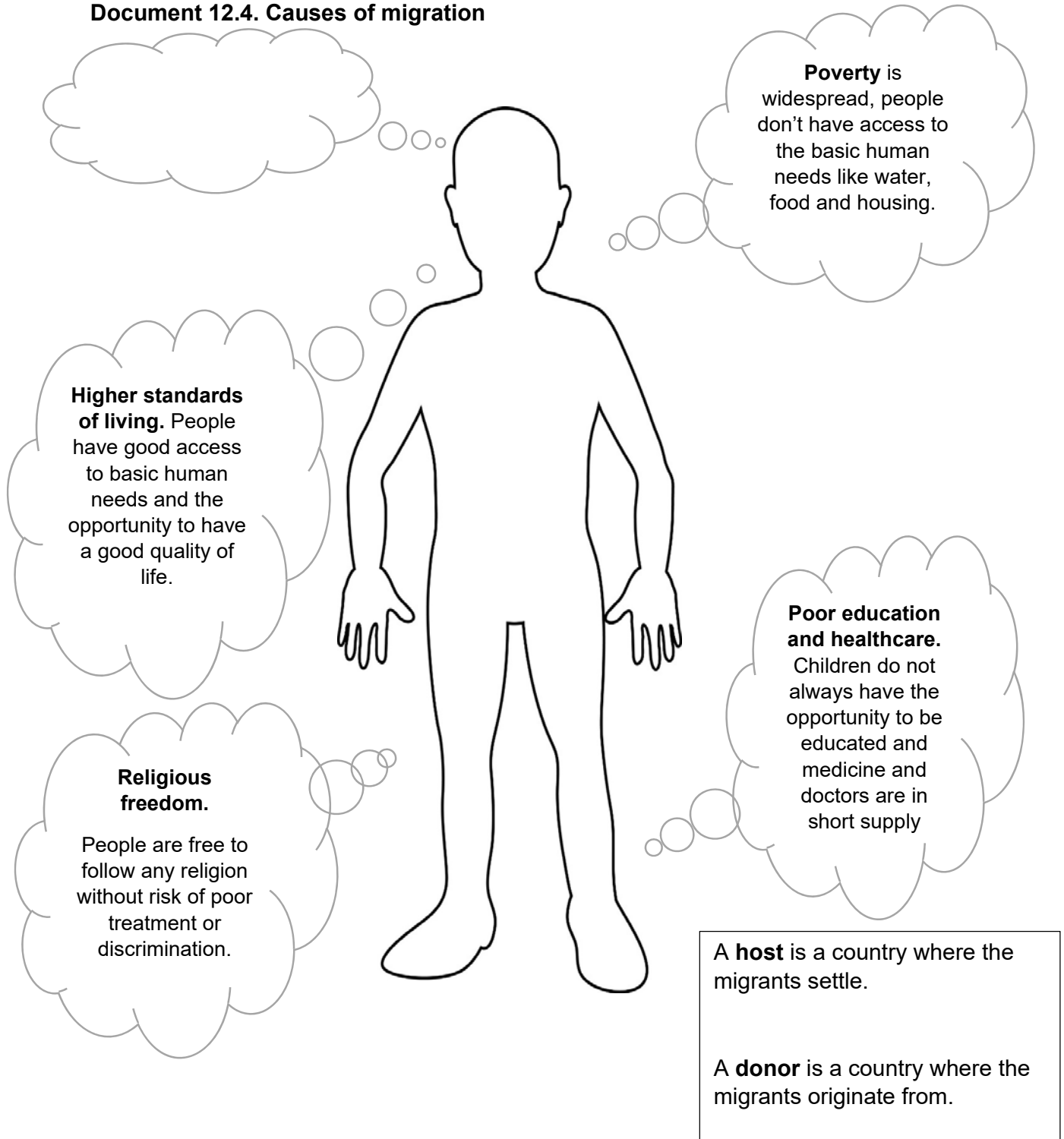
Activities

- 1 Match the correct word to the correct definition in **document 12.2**.
- 2 Match the images (A-H) in **document 12.3** and correspond them to the following definitions, *legal migration, refugee, economic migrant or illegal migration*.

3. Write a caption for each image in **document 12.3**. An example for **document 12.3 A** could be, "A *bursting boat*"

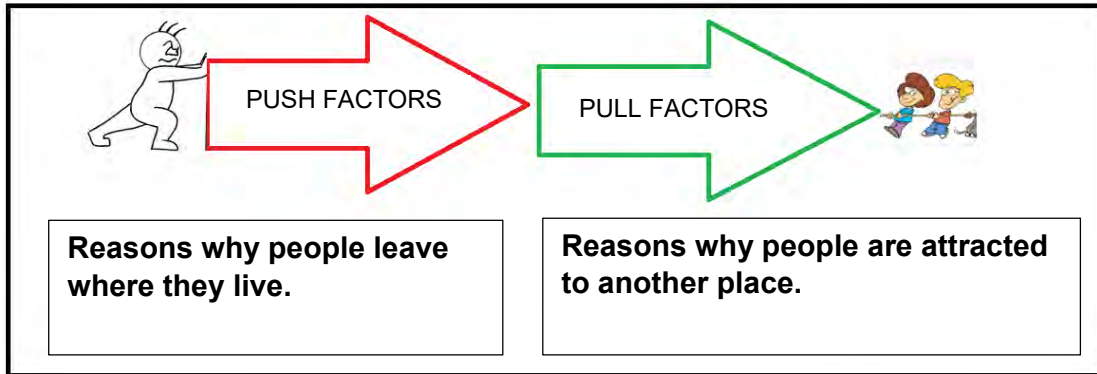
Why do people migrate?

Document 12.4. Causes of migration



Why do people migrate?

Document 12.5. A table of push and pull factors



No job opportunities.	Many job opportunities.
Key	

Activities

1. Study **document 12.4** and identify whether they refer to push or pull factors.
2. Identify and write another push or pull factor in the thought bubble.
3. Discuss with your teacher and classmates, now complete the table with other push and pull factors.

3. Now try to decide if your push and pull factors are,

- social reasons
- economic reasons
- political reasons
- environmental reasons

Colour code them in your table and add a key

4. Homework Task: Research a person that has migrated into or from the Mediterranean region. Create a small case study and include,

- the migration route they took;
- their origin and their destination;
- two specific push factors and two specific pull factors.

Document 12.6. A map to show migration in the Mediterranean between 2013 and 2017

Migration by the Mediterranean: Italy under pressure

Migrants and refugees arriving in Europe by sea, according to the International Organisation for Migration



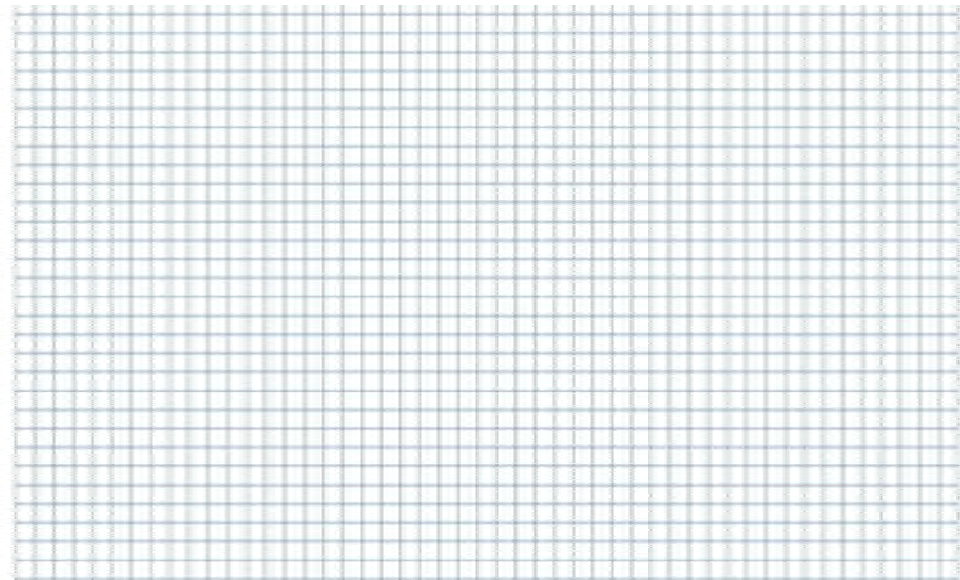
Activities

1. Using the map on **document 12.6**, complete the following activities,

- a. Calculate the total arrivals into the Mediterranean by sea in 2017.
- b. Identify the country which received the most migrants in 2017. Explain why.
- c. Calculate the total deaths /missing people in Mediterranean Sea in 2017.
- d. Identify the year which had the most deaths / missing people. Explain why and give data to support your answer.
- e. Identify the year which least deaths / missing people? Explain why and give data to support your answer.

Document 12.7. An outline map of the Mediterranean

http://d-maps.com/carte.php?num_car=3139&lang=en

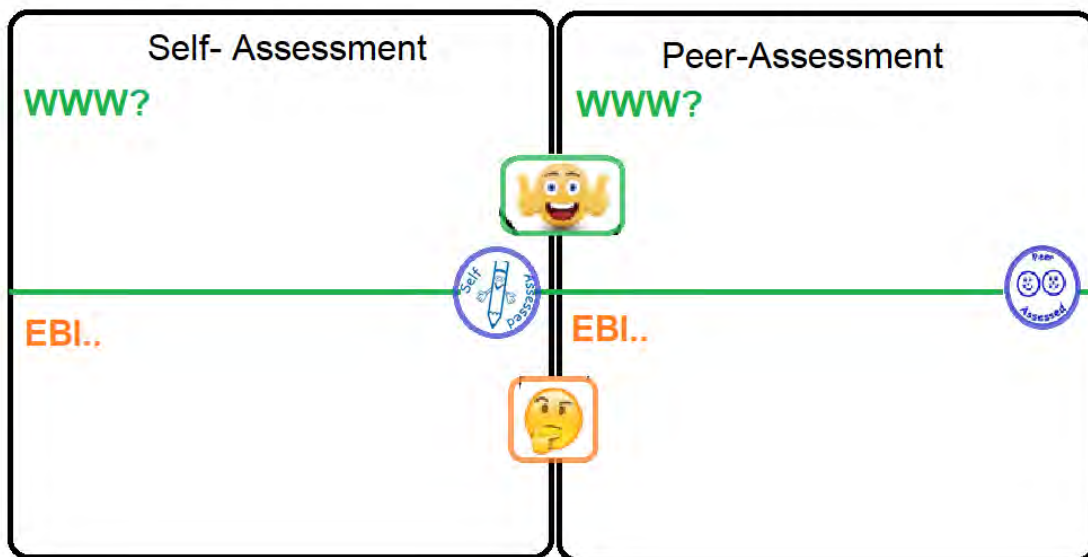


Activities

1. Using **document 12.6**, create a similar map and graphs using recent data on **document 12.7**.

Self and peer-assessment task: Mapping Migration

Has the student,	SELF	PEER Why?
Completed the work in the time frame?		
Followed all the instructions accurately and completed all sections of the task? (below)		
1. Successfully researched all the data for the map.		
2. Added a title and a clear key for the map.		
3. Created a bar graph to show the number of deaths/ missing people for the last three years		
4. Drawn accurate, proportional circles or squares on the correct place on the map to show the number of migrant arrivals for last year in Greece, Italy, Cyprus and Spain		
5. Drawn a line graph to show the number of migrant arrivals into Europe over the last three years.		
Completed a well organised and professional piece of work?		
Presented the work well ?		





Question about the photo	Your answer	The real answer
Who is this person?		
How old is he?		
Where is he from?		
What is he doing?		

Document 12.9. Mahmoud's Story, Syria

<http://stories.unhcr.org/mahmouds-story-syria-p59914.html>

Mahmoud was one of more than 300,000 Syrian refugees who have sought safety in Egypt since the conflict in his homeland began in 2011. The nine-year-old was so desperate to attend school that he risked his life to get to Europe. He was stopped and sent back to Egypt but is now making a fresh start in Sweden.

Long before the conflict began, many Syrians complained about high unemployment, widespread corruption, a lack of political freedom and state repression under President Bashar al-Assad, who succeeded his father, Hafez, in 2000.

In March 2011, pro-democracy demonstrations inspired by the Arab Spring erupted in the southern city of Deraa. The government's use of deadly force to crush the issue soon triggered nationwide protests demanding the president's resignation.

Almost 85% of Syrians live in poverty, with more than two-thirds of the population in either extreme poverty. More than 12.8 million people in Syria require health assistance and more than seven million are food insecure amid rising prices and food shortages. Households spend up to a quarter of their income just on water. Some 1.75 million children are out of school.

In 2012, Mahmoud and his family fled their hometown of Aleppo, in Syria, as civil war raged in the country. They settled in Egypt, renting a small flat in the suburbs of Cairo. Not long afterwards though, with the huge unrest in the country and removal of President Mohamed Morsi, public opinion turned against Syrians seeking refuge in Egypt. Mahmoud became the victim of bullies and was physically attacked. Afraid and unable to attend school, the young boy refused to leave his family's apartment. Mahmoud's father Mohamed Farid also saw no future for his eldest child in Egypt and eventually took the upsetting decision to put his son on an illegal boat to Italy, alone. However, the boat Mahmoud took was fired upon before it even left Egyptian waters.

The young boy then spent the next five days in a detention centre without his family.

When he returned to Cairo the bullying continued.....The Office of the United Nations High Commissioner for Refugees (UNHCR) presented Mahmoud's case to the Swedish government after it began accepting Syrian refugees and in December 2013, Mahmoud and his family were informed they were being relocated. In January 2014, the family flew to Sweden and travelled to the small town of Torsby where they would start their new lives.

Document 12.10.

Key words

The Arab Spring- also referred to as **Arab revolutions** was a revolutionary wave of both violent and non-violent protests and riots.
Resignation- when somebody quits ones job.



Income- money earned for a job.

Poverty- the state of being extremely poor.



Civil war – A war / conflict between people within a country

Detention Centre- a sort of prison where people who enter a country illegally are kept while a decision is made about what to do with them.



Document 12.11. Migrant Profile: Mahmoud

Name	
Nationality	
Age	
Migration route	
Refugee or economic migrant? Why?	
Push Factors	
Pull factors	
Effects of their migration	
Management of the issue?	



Activities

1. Look at the picture in **document 12.8** and complete the questions. Write down some more questions and guess the answers.
2. With the help of **documents 12.8, 12.9 and 12.10**, complete the migrant profile table for Mahmoud below (**document 12.11**).
3. Write a tweet of 140 characters about how we can reduce the issues concerning refugees.

Case Study: SWOT analysis of migration in a host country: Lebanon

Activities

1. On an A3 sheet you need to draw the SWOT table (see page)
2. You must use the documents (12.12-12.21) on the following pages to create a detailed SWOT analysis for immigration in Lebanon.

Aspect of SWOT	Document
strengths	12.12, 12.13
weaknesses	12.12, 12.13
opportunities	12.17b, 12.17d, 12.22, 12.23
challenges	12.14, 12.15, 12.16, 12.17a, 12.17c, 12.18, 12.19, 12.20, 12.21

Document 12.12. A map of Lebanon (the host) and surrounding countries

http://www.countrywatch.com/Content/Images/vCOUNTRY/97_map.gif



Document 12.13. A table of push and pull factors from Syria to Lebanon

Push	Pull
War and conflict	Same language (Arabic)
Destruction of homes and infrastructure	Bordering country
Persecution	Similar culture
	Space available
	Cheapest and quickest route out of Syria
	Geopolitical stability (relative)

Document 12.14. A photo of refugees in Lebanon (unhr)

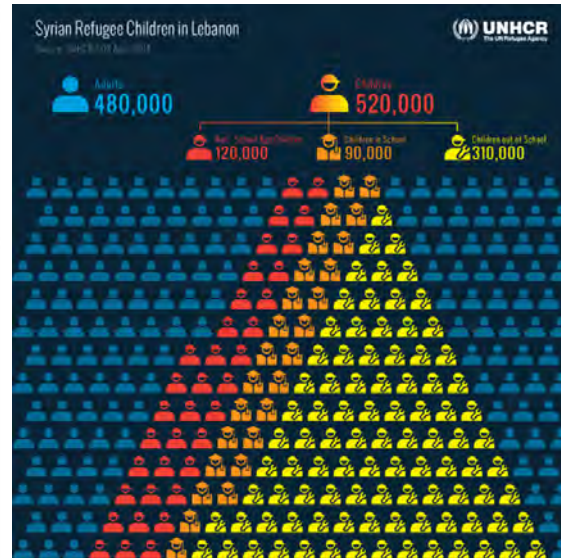


Document 12.15. A table to show the number and origin countries of migrants in Lebanon in 2015

Persons of concern registered by UNHCR in Lebanon, by status and nationality (December 2015)				
Country of origin	Refugees (incl. refugee-like situations)	Asylum-seekers (pending cases)	Others of concern	Total Population
Syrian Arab Rep.	1,062,690	15	2,242	1,064,947
Iraq	7,234	9,929	17	17,231
Palestinian	7	8	2,420	2,435
Sudan	646	1,409	0	2,055
Ethiopia	13	288	184	485
Egypt	45	123	52	220
Jordan	22	32	92	146
Eritrea	20	67	0	87
Iran	20	44	8	72
Yemen	7	56	6	69
Philippines	0	5	57	62
South Sudan	49	*	0	49
Afghanistan	20	14	0	34
Other countries	71	118	130	319
Total	1,070,844	12,108	5,208	1,088,211

Source: UNHCR Population Statistics Reference Database.

Document 12.16. An Infograph about Syrian refugees



Document 12.17. Photos of Syrian refugees in Lebanon

A



Mohammad Jassem, 12, is one of many Syrian refugee children selling flowers and other items on Hamra Street in Beirut. He has not been in school for the past three years. Bryan Denton for The New York Times

B



Inside Mezian, a busy bar and restaurant in Beirut, Milan Amin, a bartender from Syria, serves fellow Syrians — poets, activists and doctors. Bryan Denton for The New York Times

C



Members of the Jassem and Ibo families in Beirut. Fifteen-year-old Hala Jassem, center, has forgone her studies to work at a hair salon. Bryan Denton for The New York Times

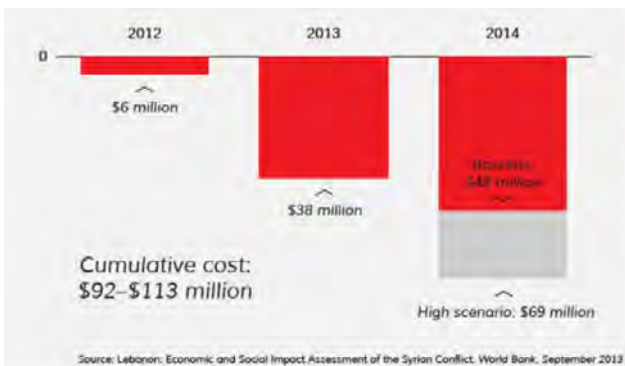
D



More than half the children in the morning shift at the Sobhi Saleh Mixed Intermediate School, just south of Beirut, are Syrian. A new second shift, in the evening, is all Syrian. Nationwide, Syrians make up 41 percent of public school students, according to Unicef. Bryan Denton for The New York Times

Document 12.18. A bar graph to show the cost of the Syrian War on Lebanon's health system

<https://www.nytimes.com/2015/11/13/world/middleeast/a-refugee-crisis-in-lebanon-hides-in-plain-sight.ht>



Document 12.19. An image to show the strain of Syrian refugees on the Lebanese healthcare system



Document 12.20. The effects of refugees

<https://www.bbc.com/news/world-23813975>

In some towns, the population has doubled. This has been putting a lot of pressure on health services and educational services. Waste management is not enough to cope. If you talk to Lebanese, many say they have lost their jobs because Syrians are willing to work for less. Or that they have been evicted because Syrians share housing with many people, and so can afford rents that Lebanese cannot. There are space issues too, and there are not enough teachers. Some schools send Lebanese children home after half a day and then teach Syrians in the second half.

Document 12.21. Challenges of refugees in Lebanon

<https://www.wilsoncenter.org/event/humanitarian-crisis-impact-syrian-refugees-lebanon>

For example, the Lebanese education system can only accommodate 100,000 of the 300,000 Syrian refugee children, even after some expansions in the education sector. Kelley indicated that Lebanon’s welcoming of Syrian refugees will not be sustainable because of these economic and infrastructural pressures.

Document 12.22. Facts and figures about humanitarian funding to Lebanon

https://ec.europa.eu/echo/files/aid/countries/factsheets/lebanon_syrian_crisis_en.pdf (2018)



Lebanon



FACTS & FIGURES

Number of registered refugees:
More than **1 million** from Syria
30 675 Palestinians from Syria
174 000 from Palestine
6000 from Iraq

EU humanitarian funding:
More than **€1 billion**,
including **€519 million** from the humanitarian budget for Syrian refugees and host communities

© EU/ECHO/Peter Biro

Document 12.23. An explanation of how the funding from the EU is being used in Lebanon https://ec.europa.eu/echo/files/aid/countries/factsheets/lebanon_syrian_crisis_en.pdf (2018)

How are we helping?

Since 2011, the European Commission has provided €519 million in humanitarian funding for Lebanon to respond to the Syria crisis. The humanitarian assistance has been aimed at refugees faced with dire levels of poverty, and who are living on the margins of society, often in substandard accommodation. The EU humanitarian response to Syrian refugees in Lebanon has for the most part been in the form of cash assistance to help people with basic necessities, and providing health care, shelter, water and sanitation. The EU also provides protection assistance for refugees faced with legal concerns or for Syrians who have suffered violence and harassment.

Considering the protracted nature of the crisis and the increasingly difficult living conditions refugees face in Lebanon, the EU Commission is increasing its focus on improving access to protection assistance and improved quality services, such as legal assistance, counseling and case management. The EU is also setting up an emergency "rapid response mechanism", enabling the EU and its partners to quickly respond to sudden crises affecting refugees and the host communities. Furthermore, given the protracted nature of the Palestinian refugee crisis in Lebanon, other EU funding streams have continued to provide support to this population.

Applying the SWOT analysis method to other issues

Document A. Problems in the Mediterranean



WWF

Activities: Group work

1. In groups of 4, your teacher will give you a problem in the Mediterranean

(see the **documents** on the following pages: conflict of use of water between agriculture and mass tourism in the Mediterranean basin, pollution in the Mediterranean, climate change, coastal erosion in the Mediterranean)

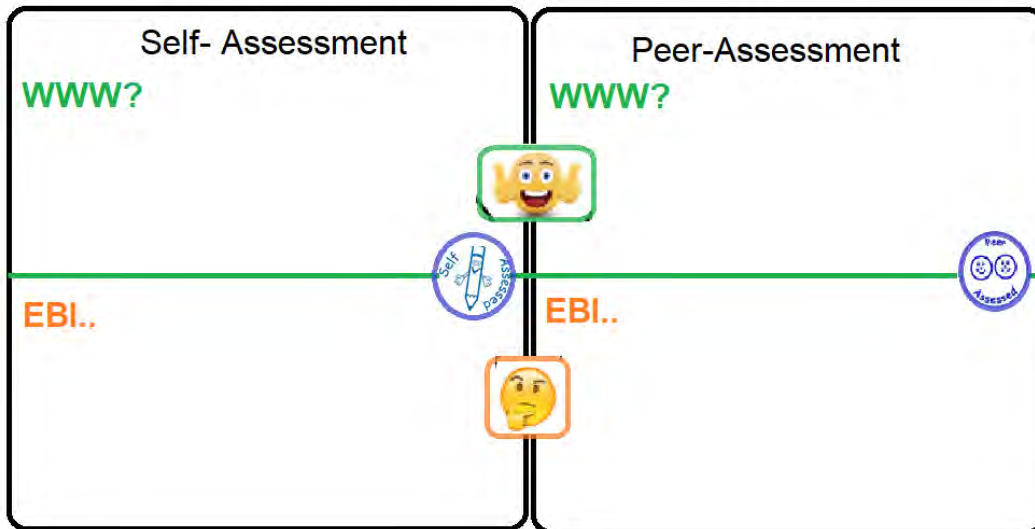
2. Identify the **strengths, weaknesses, opportunities and threats** in the Mediterranean region.

3. Select information from the documents and / or in others from a supplementary search. In this case, quote your sources in a coherent and relevant way.

4. Choose an appropriate way to present your SWOT study of the problem to the rest of the class.

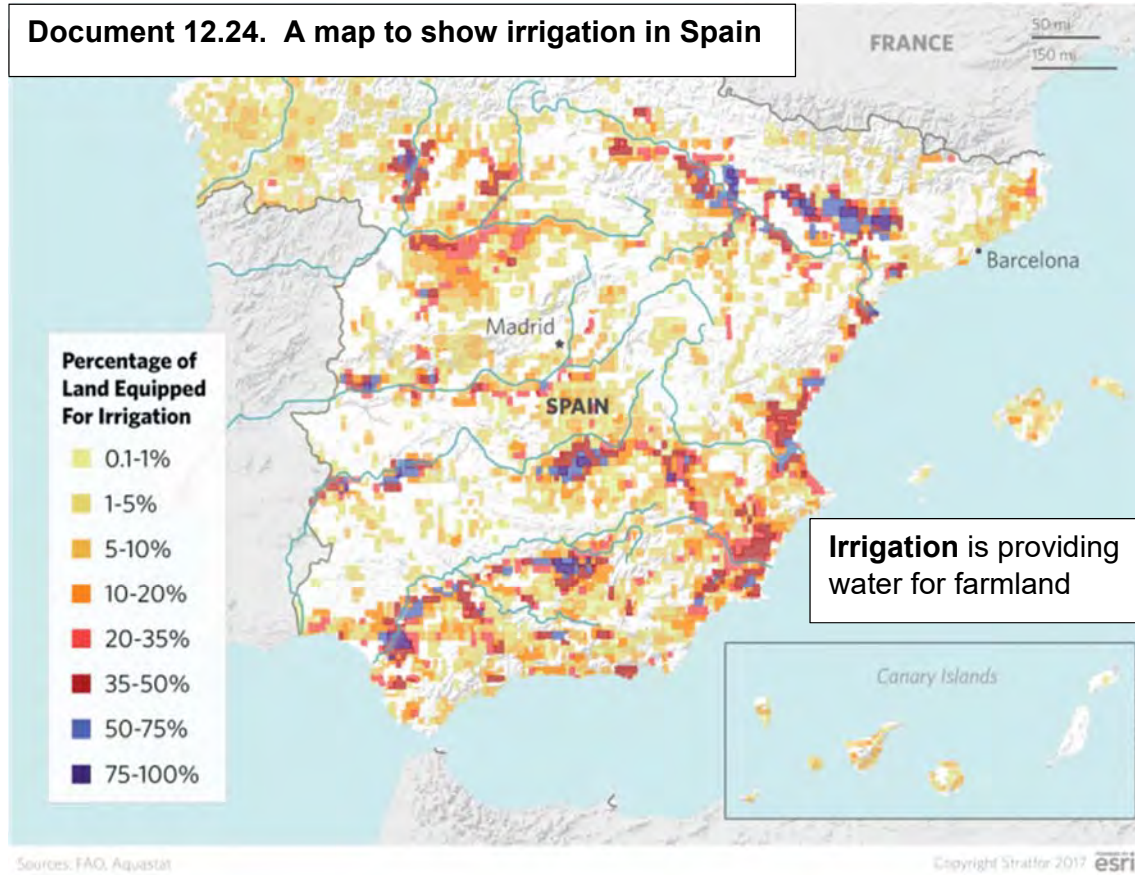
Self and peer- assessment group task: A SWOT analysis of a problem in the Mediterranean

Has the student,	SELF	PEER	Why?
Completed the work in the time frame? Due date:			
Followed all the instructions accurately and completed all sections of the task?			
<ul style="list-style-type: none"> ✓ Explained the problem in the Mediterranean, referencing information from various sources; 			
SWOT ANALYSIS: Using valid sources and, <ul style="list-style-type: none"> ✓ Explained the strengths ✓ Explained the weaknesses ✓ Explained the opportunities ✓ Explained the challenges 			
Organisation and presentation <ul style="list-style-type: none"> ✓ Planned their time effectively; ✓ Worked well in a team situation; ✓ Presented the information in a clear, interesting and appropriate manner. 			
Completed a well organised and professional piece of work?			
Presented the work well?			

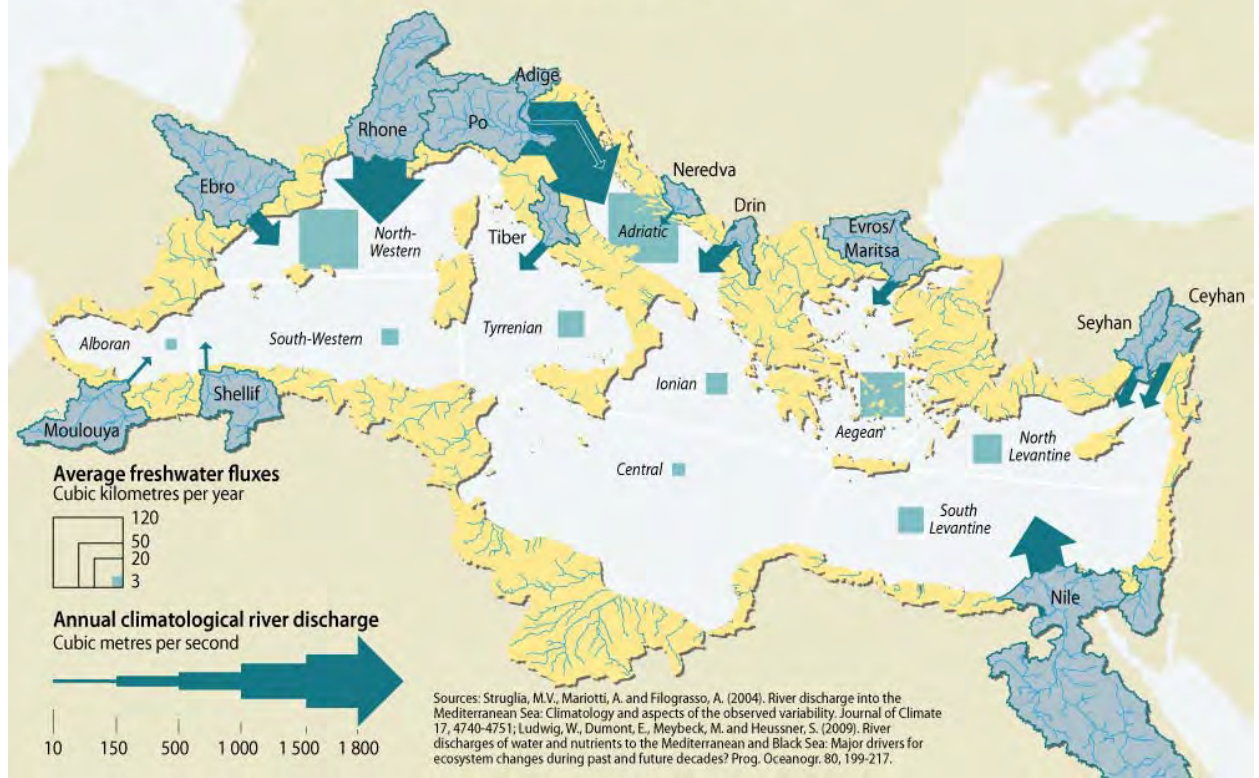


Problem 1: Conflict of use of water / agriculture - mass tourism

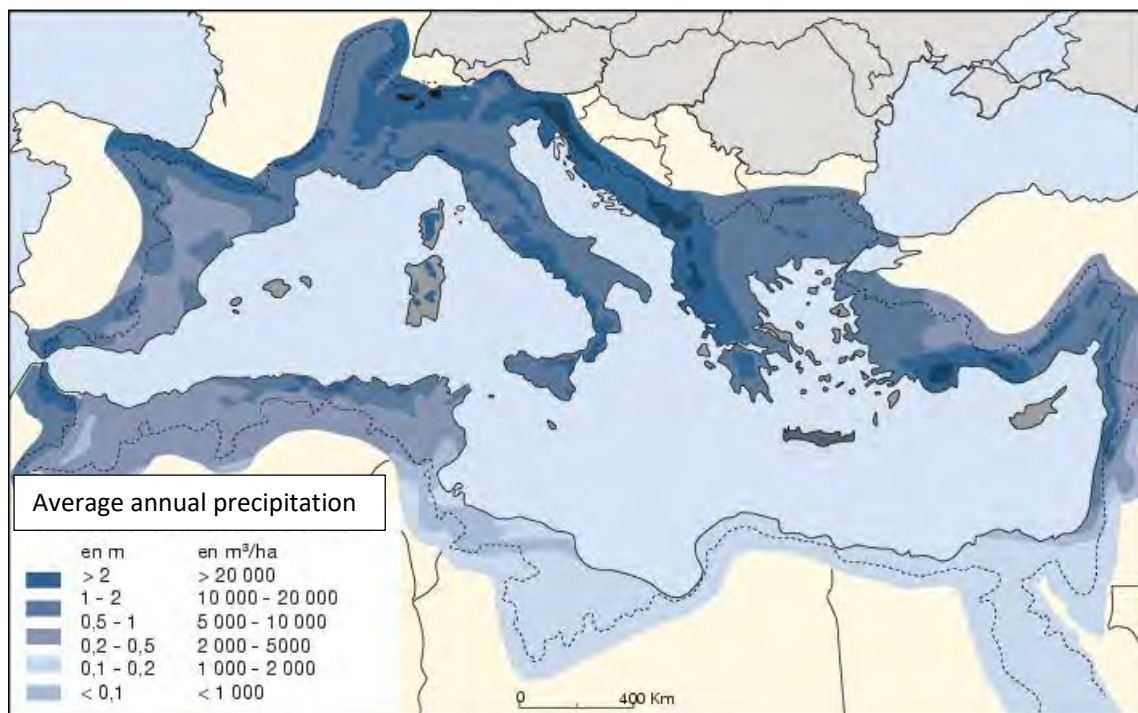
Document 12.24. A map to show irrigation in Spain



Document 12.25. A map to show river discharge of freshwater in the Mediterranean



Document 12.26. Rainfall data Margat J, 2013 – Blue plan



Document 12.27. Irrigated valleys in Andalusia

Humbert A., 2003. - La question hydraulique espagnole : concurrences et nouvelles donnes, Université Nancy 2 in <http://archives-fig-st-die.cndp.fr>



Document 12.28. Greenhouse Crops on the Costa del Sol: Llano de Carchuna



Document 12.29. Series of pivots of a large livestock farm on the right bank of Rio Duero in the province of Zamora (2002)



Document 12.30. Residential suburbs of Cordoba and its pools used for tourism

Humbert A., 2003. - The Spanish hydraulic question: competition and new data, University Nancy 2 in <http://archives-fig-st-die.cndp.fr>

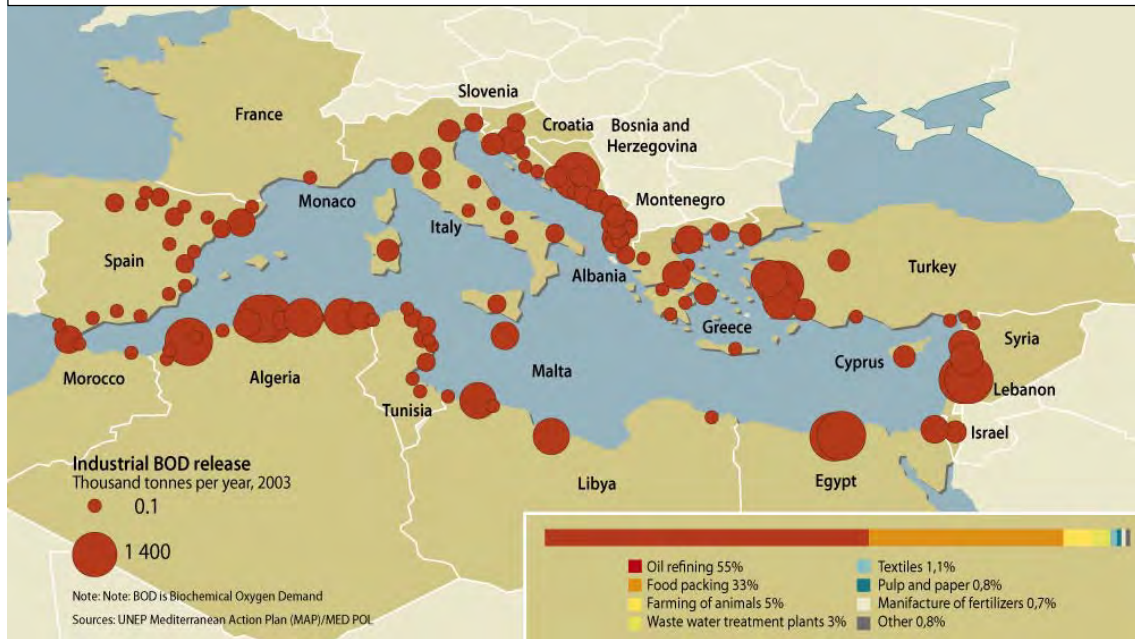


Problem 2: Pollution in the Mediterranean

Document 12.31: Images of pollution in the Mediterranean



Document 12.32. A map to show water pollution in the Mediterranean
https://farm1.staticflickr.com/357/32323440356_14d30d259b_b.jpg



Document 12.33. A map to show the impact of pollution in the Mediterranean



Document 12.34. A campaign to reduce plastic

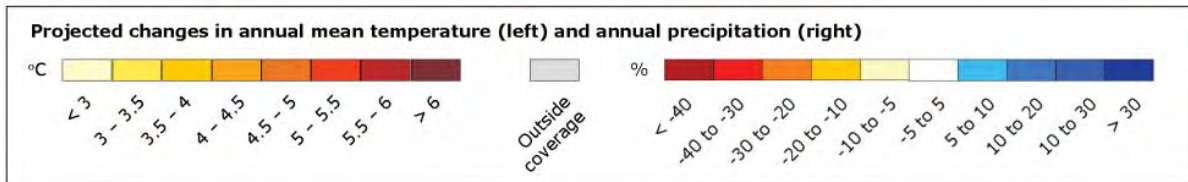
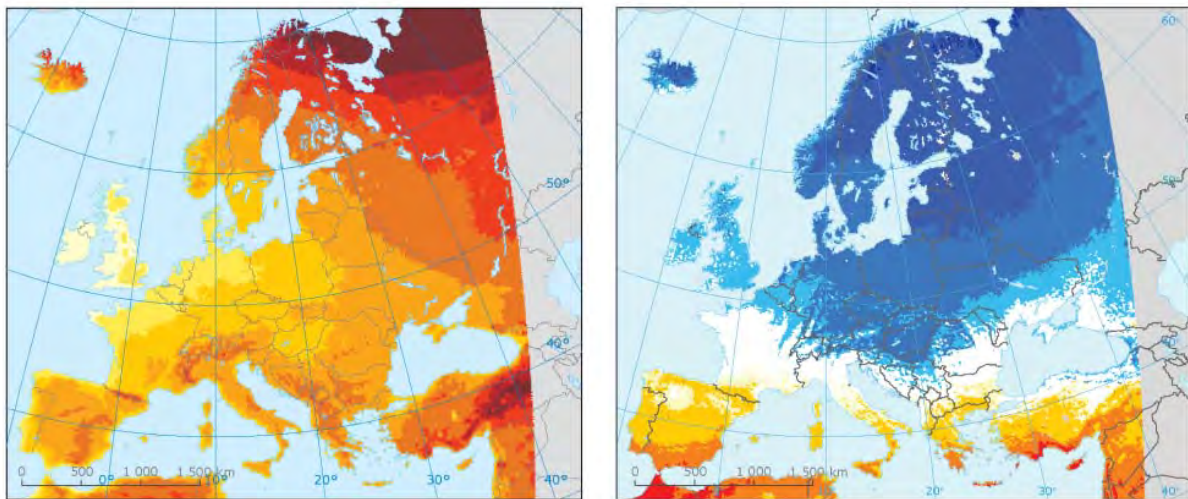
<https://www.surfrider.eu/wp-content/uploads/2013/07/PostcardENG.jpg>



Problem 3: Climate Change

Document 12.35. A map to show the consequences of climate change on precipitation and temperatures

https://www.eea.europa.eu/data-and-maps/figures/projected-change-in-annual-mean/18932_clim001_fig02.eps/image_original



Document 12.36. An image of coastal flooding

<https://grist.files.wordpress.com/2012/11/screen-shot-2012-11-21-at-1-49-55-pm.png>



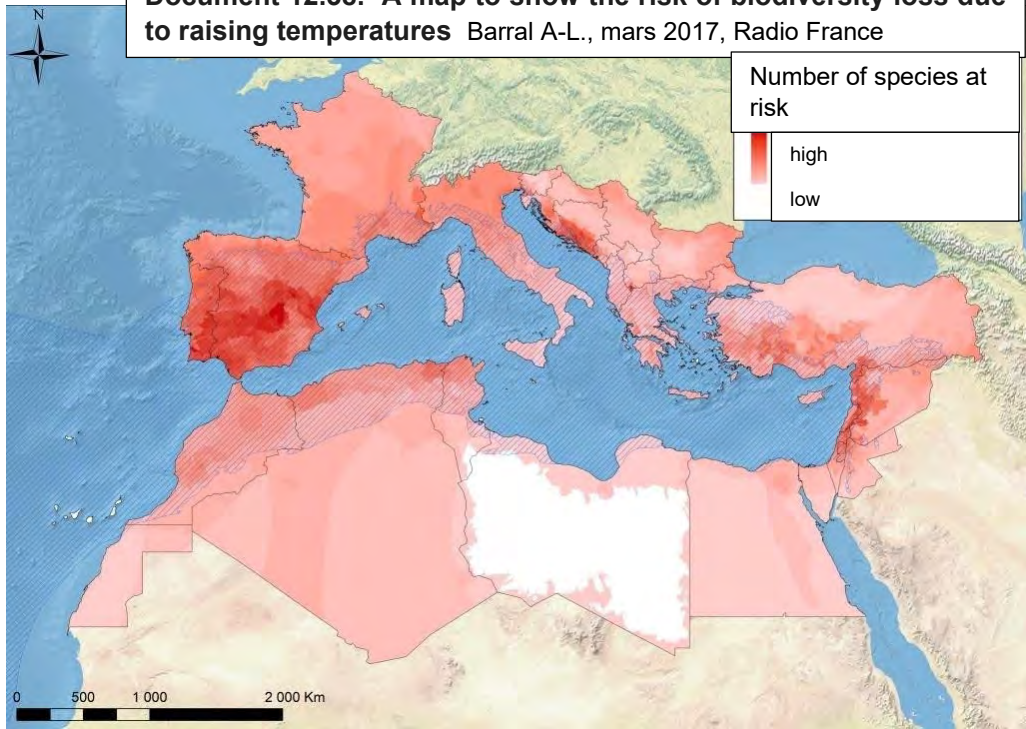
Document 12.37. The consequences of climate change in the Mediterranean

EUROSTAT



Mediterranean region		
Temperature rise larger than European average	Increasing water demand for agriculture	Expansion of habitats for southern disease vectors
Decrease in annual precipitation	Decrease in crop yields	Decrease in hydropower potential
Decrease in annual river flow	Increasing risk of forest fire	Decrease in summer tourism and potential increase in other seasons
Increasing risk of biodiversity loss	Increase in mortality from heat waves	
Increasing risk of desertification		

Document 12.38. A map to show the risk of biodiversity loss due to raising temperatures Barral A-L., mars 2017, Radio France



Problem 4: Coastal Erosion

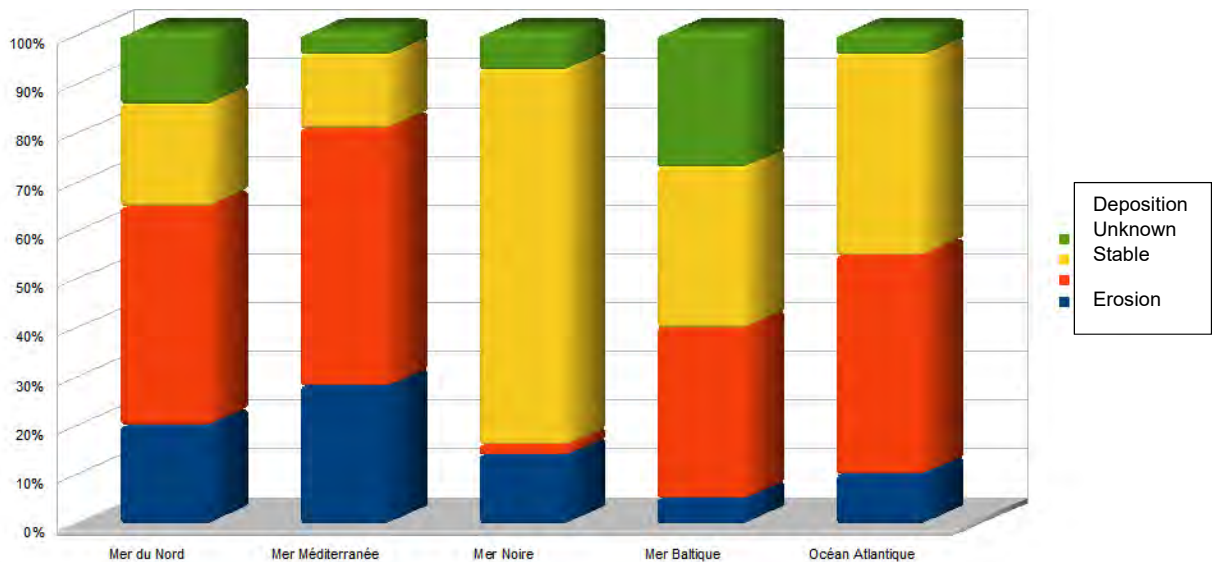
Document 12.39. Coastal erosion and fragile ecosystems in the Mediterranean

<http://coastalcare.org/wp-content/uploads/2014/02/europe-coastal-erosion-map.jpg>



Document 12.40. A graph to erosion in different seas and oceans

<http://wikhydro.developpement-durable.gouv.fr>



Document 12.41. Image of coastal erosion

<http://www.rcinet.ca/eye-on-the-arctic/wp-content/uploads/sites/30/2015/07/>



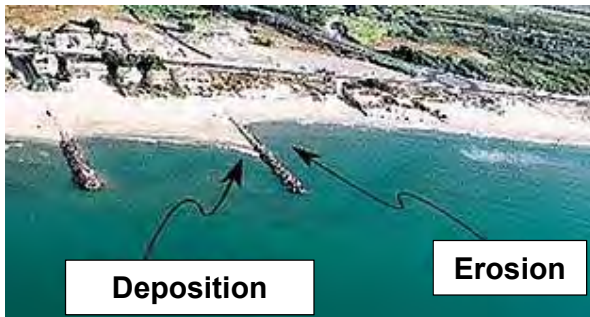
Document 12.42. An image of coastal deposition

https://www.gns.cri.nz/var/ezwebin_site/storage/images/media/images/farewell-spit-deposition/45085-1-eng-GB/Farewell-Spit-Deposition.jpg



Erosion is when the power of the sea takes away the sediment on the coastline.

Deposition is when the sediment that is eroded by the sea is placed somewhere else.



Document 12.43. An image of erosion and deposition Plan Bleu

Document 12.44. Coastal management in Sardinia

Plan Bleu / crédit photographique : Faraci L., 2001 – Université de Liège



A sea wall



Boulders

Document 12.45. Coastal defences in Sitges, Spain

<http://www.euroSION.org/shoreline/53sitges.jpg>



How can we sustainably respond to the opportunities and challenges of the Mediterranean region?

Document B. The model of sustainable territorial development

https://blog.schneider-electric.com/wp-content/uploads/2014/08/Image_Nine-Ways-Sustainability-Drives-Profit.jpg



Skill activity:

On the basis of the various case studies related to the Mediterranean territories (SWOT analysis), reproduce the sustainable development scheme (document B) by including concrete solutions to ensure optimum social, economic and environmental development of the Mediterranean basin.

Glossary

Glossary: This is a list of key words that you will find throughout the book

To be completed by the students with or without the help of the teacher

Key word	Definition	Mother tongue
Myth	A story which is the result of the imagination.	
Fact	An event that happened in the past or a historic person that actually existed.	
Ancient civilisation		
Romulus and Remus		
The Minotaur		
Archaeological evidence		
Literature		
Strait		
Sea		
Island		
African plate		
Eurasian plate		
Subduction		
Volcanoes		
Tectonics		
Precipitation		
Climate		
Temperature		
Vegetation		
Topography		
Development indicators		

Strengths		
Weaknesses		
Opportunities		
Challenges		
Development		
Demographic pressure		
Economic activities		
Traditional agriculture		
Polis (City state)		
Tyranny		
Perikles		
Democracy		
Monarch		
Empire		
Alexander the Great		
Republic		
Citizen		
Stranger		
The Assembly		
The Council		
The Ecclesia		
The Senate		
Caesar		
Octavian /Augustus		
Battle of Marathon		

Battle of Salamis		
Delian League		
Battle of Actium		
Colonisation		
Globalisation		
Infrastructure		
Aqueduct		
Roads		
Mare nostrum		
Alexandria		
Wheat/ wine		
Hierarchy		
Citizenship		
Patronage		
Slave		
Roman Empire		
Dysfunction and decadence		
The Dark Ages		
Barbarian		
The Huns		
The Germanic tribes		
The Vandals		
Modern agriculture		
Greek Tragedy		
Theatre (Architecture)		

Socrates		
Plato		
Aristotle		
Ancient Greek		
Latin		
Olympics		
Gladiator		
Baths		
Tourism		
Industry		
Globalisation		
Water scarcity		
Drought		
Sustainability: (water,energy, tourism)		
Resource conflict		
Polytheism		
Monotheism		
Temple (Architecture)		
Rituals		
Christianity		
Christianism		
Old testament		
New testament		
Jesus Christ		
Jerusalem		
Church as an institution		