

The Hellenistic Period

335 B.C.–145 B.C.



A gold coin showing Philip II of Macedonia



◀ Alexander the Great

338 B.C.

Philip becomes ruler of Greece

336 B.C.

Alexander the Great rules Greece

323 B.C.

Alexander the Great dies in Persia

146 B.C.

Rome rules most Greek city-states

Chapter Focus



Read to Discover

- How the spread of Greek culture influenced people from Gibraltar to India.
- How Philip II of Macedonia gained control of Greece.
- How Alexander attempted to bring unity to his empire.
- How Alexander's empire changed after his death.

Chapter Overview

Visit the *Human Heritage* Web site at humanheritage.glencoe.com and click on **Chapter 12—Chapter Overviews** to preview this chapter.



Terms to Learn

hostage
phalanx
alliances
orator
barbaroi
factories
emigrated



People to Know

Philip of Macedonia
Demosthenes
Alexander the Great



Places to Locate

Macedonia
Persia
Alexandria



Why It's Important

After the Greek city-states lost their independence, many changes took place. The new rulers of Greece built empires and increased trade. At the same time, they spread Greek culture and customs. Before long, Greek ideas were influencing people from Gibraltar (juh broh' tuhr) to India.

The Greek language came to be spoken by many people. Greek architecture was copied for new buildings. Students studied Greek literature in school. People used Greek furniture in their homes. Greek plays became a popular form of entertainment. Business people took up Greek ways of banking.

The period in which all this took place has come to be called the Hellenistic (hel uh nis' tik) Age. The term "Hellenistic" means "like the Hellenes, or the Greeks."

SECTION 1 Philip II of Macedonia

By 338 B.C., Greece had a new ruler, Philip II of Macedonia. Macedonia was a small, mountainous country north of Greece. Most Macedonians were farmers. They cared little for the Greeks and had fought them in the Persian Wars. Macedonian kings, however, were of Greek descent and admired Greek culture.

Philip became ruler of Macedonia in 359 B.C. During his youth, he was a **hostage** (hos' tij), or a person held by an enemy until certain promises are carried out, for three years in Thebes. In those



Reading Check

What is a **hostage**?

years, he learned to love Greek culture. However, he learned to dislike the weaknesses of the Greek form of government.

Philip believed it was his destiny to unify the Greek city-states and spread Greek culture. As soon as he became ruler of Macedonia, he set out to fulfill that destiny. It took him a little over 20 years.

Philip went about reaching his goal in many ways. For example, until his time, the Macedonian army was made up of volunteers, who fought only in the summer. Philip turned this part-time volunteer army into a year-round, well-organized, professional one.

Philip developed an infantry formation called a **phalanx** (fā' langks). Foot soldiers formed a solid body some 16 rows deep. Those in each line stayed so close together that their shields overlapped. This gave them added protection. The phalanx charged as a group, which gave it more striking power.

Philip also armed his soldiers with spears that were 14 feet, or over 4 meters, long. This was twice as long as ordinary spears. He

 **Reading Check**
Why was a phalanx powerful?

People in History

Demosthenes
383 B.C.–322 B.C.

Greek Orator

Demosthenes, born into a wealthy Athenian family, was a great speaker and politician. He is most famous for a series of speeches called "Philippics," in which he warned the Greek people about King Philip of Macedonia. By 338 B.C., however, Philip had conquered Greece, and the city-states had lost their independence.

DEMOSTHENES Demosthenes worked to preserve the freedom of the Greek city-states. He was known for his ability as a public speaker. It is said he trained himself by shouting above the roar of the ocean waves with his mouth full of pebbles. What did Demosthenes try to tell the Greeks about Philip of Macedonia?




added soldiers trained in the use of slingshots and bows and arrows. These soldiers could fight in hilly areas where the phalanx was not able to go.

Philip flattered local Greek officials and gave them gold. He found ways to cause disagreements among Greek city-states. Then, when city-states were weak from fighting each other, his army moved in and conquered them.

Philip made treaties with Greek leaders only to break them when the Greeks let down their guard. He saw marriage as a way of forming political **alliances** (uh lī' uhn siz), or partnerships. He married six or seven times for this reason.

Demosthenes (di mahs' thuh nēz), an Athenian **orator** (ōr' uh ter), or public speaker, tried to warn the Greeks that Philip was dangerous, but most would not listen. They were unhappy with their local governments and thought Philip would improve things.

When Philip led his soldiers into central Greece in 338 B.C., Thebes and Athens raised a small army to stop the invasion. The Greek army, however, was not strong enough and was defeated at the Battle of Chaeronea (ker uh nē' uh). Having gained control of Greece, Philip began preparing for a campaign against Persia. However, in 336 B.C., in the middle of his preparations, he was killed, and his son Alexander took over the throne.

 **Reading Check**
How did Philip II use **alliances**?
What is an **orator**?

Section 1 Assessment

- 1. Define:** hostage, phalanx, alliances, orator.
- Why was Philip able to defeat the Greek city-states?
- Who was Demosthenes?

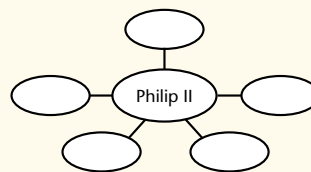
Critical Thinking

- 4. Making Inferences** How do you think a Greek citizen living under the

rule of Philip II would describe him as a ruler?

Graphic Organizer Activity

- 5.** Use a web diagram like the one shown to list the achievements of Philip II.



SECTION 2 Alexander the Great

Alexander took over Philip's throne at the age of 20. He had been a commander in the army since he was 16. Upon becoming a commander, he cut his shoulder-length hair and ordered his soldiers to shave their beards. This, he said, would keep enemy soldiers from grabbing them in close combat.

Alexander was physically strong and good-looking. He also had developed his mind. For three years, Aristotle had taught him literature, political science, geography, and biology. Because of this, Alexander included philosophers and scientists in his army.

The scientists collected plant and animal samples from newly conquered lands and sent them to Aristotle for examination.

Alexander was a great general who feared nothing. He crushed the Persian Empire and then marched as far east as northern India. He would have gone farther, but his troops refused. In the course of his conquests, Alexander covered more than 22,000 miles, or over 35,200 kilometers, from the Nile to the Indus rivers. Through all that territory, he never lost a battle.



MAP STUDY

THE WORLD IN SPATIAL TERMS

At the time of his death, Alexander the Great ruled over much of the classical world.

Why do you think Alexander founded his capital, Alexandria, where he did?

Alexander's Empire Alexander had a dream of a world-wide state in which all people would live together in peace. He wanted to bring unity and justice to his empire.

Alexander believed the only way to achieve his goal was to unite the Macedonians, the Greeks, and the Persians. He began by taking Persian soldiers into his army. Next, he married a Persian woman and had 80 of his leading army officers marry Persian women, too. Then, he began to dress in Persian fashion and to follow some Persian customs.

One custom was for rulers to claim they were gods. So, Alexander claimed he was a god and insisted that people treat him that way. The Macedonians and Greeks, however, refused to do so. The Greeks also objected to equal treatment for the Persians. They looked down on all people who did not speak Greek or

The Empire of Alexander the Great





LIGHTHOUSE OF ALEXANDRIA The lighthouse of Alexandria was one of the Seven Wonders of the Ancient World. It towered over Alexandria's two excellent harbors. A fire on top provided light to guide ships into port. **Why was Alexandria also considered a center for learning?**


follow Greek customs. They called such people *barbaroi* (bar' buh roi), from which the word "barbarians" comes. Because of such feelings, Alexander's attempt to achieve unity among the people in his empire was not successful.

Alexandria During his rule, Alexander founded about 70 cities, 16 of which were named Alexandria (al ig zan' drē uh) after himself. He encouraged Greeks and Macedonians to settle in the new cities, which were scattered throughout the empire.

The most noted Alexandria was in Egypt. Within 70 years after its founding, it had become a center of trade and learning. Greeks from throughout the eastern Mediterranean came there. They wanted to make the most of its economic opportunities and to be a part of its intellectual and social life.

Alexandria had two great harbors. They were protected by *breakwaters*, or barriers that break the force of waves. A lighthouse 400 feet, or about 122 meters, tall dominated the harbors. It is considered one of the Seven Wonders of the Ancient World.

Looking out over the chief harbor was a palace and a school with a library. The school was known as the Museum. It became a center for poets, writers, philosophers, and scientists. The library had the largest collection of books in ancient times. There, Euclid (ū' kluhd) wrote his geometry book. There, Eratosthenes (er uh

 **Reading Check**
What English word is derived from *barbaroi*?

HISTORY
Online 

Student Web Activity

Visit the *Human Heritage* Web site at humanheritage.glencoe.com and click on **Chapter 12—Student Web Activities** to find out more about Alexandria.


CLICK HERE

Fun Facts

Alexander's Hero

The mother of Alexander the Great told her son that Achilles, a hero of the Trojan War, was his ancestor. He learned Homer's *Iliad*—which tells Achilles' story—by heart and always carried a copy of it with him.



ALEXANDER THE GREAT Alexander conquered tremendous amounts of territory. His empire stretched from Greece to northern India. This painting of Alexander shows him leading his army ashore in Asia Minor and claiming all lands to the east as his own. **Why was Alexander unable to continue his conquests beyond India?**

tahs' thuh nēz) reasoned that a ship could reach India by sailing west from Spain. There, Archimedes (ar kuh mēd' ēz) and Hero (hē' rō) invented several machines.

Then... & Now

Greek Translation In about 250 B.C., Jewish scholars in Alexandria translated the Hebrew Bible into Greek, a version known as the Septuagint. The Eastern Orthodox Church still uses the Septuagint version of the Old Testament.

End of the Empire In 323 B.C., when Alexander was in Babylon, he became ill and died. He was 33 years old and had ruled for 13 years. His body was wrapped in gold and placed in a glass coffin in the Royal Tombs of Alexandria, Egypt. After his death, Alexander became a romantic legend. More than 80 versions of his life have been written in more than 20 languages.

After Alexander's death, fights broke out over who was to rule the empire. The areas Alexander had conquered in India returned to their original rulers. Three of Alexander's generals divided the rest of the empire among themselves. Antigonus (an tig' uh nuhs) became king of Macedonia. Ptolemy (tahl' uh mē) established the dynasty of the Ptolemies in Egypt. Seleucus (suh lū' kuhs) formed the Seleucid Empire in Persia. Athens and

Sparta again became independent city-states. Most other Greek city-states banded together into one of two leagues, but neither league had much power or importance.

Greek cultural influence, however, became stronger than ever after Alexander's death. The rulers who took Alexander's place adopted Greek as their language and used Alexander's titles. They even used his portrait on their coins.

Trade grew. From Africa and Asia came spices, ivory, incense, pearls, and rare woods. From Syria and Egypt came glass, metals, and linen. From Greece came olive oil, wine, and pottery. From Sicily and Egypt came wheat.

The cities that had been part of Alexander's empire now existed chiefly for trade and grew along with it. City officials made their laws, language, calendar, and coins Greek. Teachers brought Greek customs and ideas into schools. Merchants and bankers used Greek methods to run their businesses.

Fun Facts . . .

Greek Discoveries

Greek scientists at Alexandria made several key discoveries. Eratosthenes calculated the earth's circumference to within 1 percent of its actual size. Archimedes invented a watering tool that Egyptian farmers used for nearly 2,000 years.

Linking Across Time

Hellenistic Influence The columns of an ancient Greek temple (left) influenced the style of this United States government building (right). Why do you think the Hellenistic style of art and architecture is often used on present-day government buildings?



Reading Check

What are **factories**? What happened to city-states when many young Greeks **emigrated**?

The Greek city-states, however, were never the same again. Although they kept their political independence, they could not gain back the power of the past. In time, economic conditions grew worse. Great **factories**, or places where goods are made, had been built in the new Hellenistic cities. Greek manufacturers now found they could not compete with these factories. Because of this, more and more young Greeks **emigrated** (em' uh grāt ed), or left one place to settle in another. Population in the Greek city-states fell. There were not enough people to work the land, and many farms once again became wilderness. By 146 B.C., most of the Greek city-states were under Roman control.

Section 2 Assessment

1. **Define:** *barbaroi*, factories, emigrated.
2. Who was Alexander the Great?
3. What conquests did Alexander make?
4. How did Greek influence continue to grow and spread after Alexander's death?

Critical Thinking

5. **Forming Conclusions** How successful would Alexander's dream of unit-

ing the world in peace be today? Explain.

Graphic Organizer Activity

6. Draw a time line like this one, and use it to show the major events in the life of Alexander the Great.



Chapter Summary & Study Guide

1. Philip II believed it was his destiny to unify the Greek city-states and spread Greek culture.
2. Philip II was able to conquer Greece in 338 B.C.
3. When Philip II died in 336 B.C., his son Alexander took over power.
4. Alexander was a great general whose conquests stretched from the Nile to the Indus.
5. Alexander tried without success to unite the Macedonians, the Greeks, and the Persians.
6. The most famous city founded by Alexander was Alexandria, Egypt.
7. After Alexander died in 323 B.C., his empire was divided among three of his generals.
8. Despite Alexander's death, Greek cultural influence became stronger.
9. Although the Greek city-states again became independent following Alexander's death, economic conditions in Greece grew worse.
10. Most Greek city-states were under Roman control by 146 B.C.



Self-Check Quiz

Visit the *Human Heritage* Web site at humanheritage.glencoe.com and click on **Chapter 12—Self-Check Quiz** to assess your understanding of this chapter.

CLICK HERE

CHAPTER 12 Assessment

Using Key Terms

Use the following words to write a short paragraph about how Philip II gained control of Greece. Then write a paragraph about what helped cause the end of the city-states.

hostage phalanx alliances
orator *barbaroi* factories
emigrated

Understanding Main Ideas

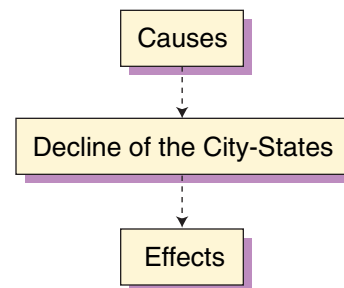
1. What changes did Philip II make in his army?
2. How did Philip II view marriage?
3. Why did the Greeks refuse to listen to Demosthenes' warnings?
4. What did Aristotle teach Alexander?
5. Why was Alexander unable to achieve unity among the people of his empire?
6. Why did many Greeks go to Alexandria, Egypt?
7. How did the physical features of Alexandria, Egypt, help trade?
8. What had happened to the Greek city-states by 146 B.C.?

Critical Thinking

1. Do you think Philip II was a successful military leader? Explain.
2. What other names might historians have given Alexander besides "the Great"?
3. What do you think Alexander could have done differently to achieve unity among the people in his empire? Explain.
4. In what ways can customs be spread without conquest?

Graphic Organizer Activity

Economics Create a cause-and-effect chart like this one, and use it to show reasons why the Greek city-states declined and the effects of their decline.



Geography in History

Environment and Society What geographical features had an impact on the Greek economy? Note especially the development of manufacturing over farming and the Greeks' constant travel and trade.

Using Your Journal

Review any details you may have noted about the ideas developed during the Hellenistic period. Imagine you are living in a Greek city-state during Alexander's rule. Write a letter to a friend in another part of the world describing your hopes for the future.

THE NUBIANS

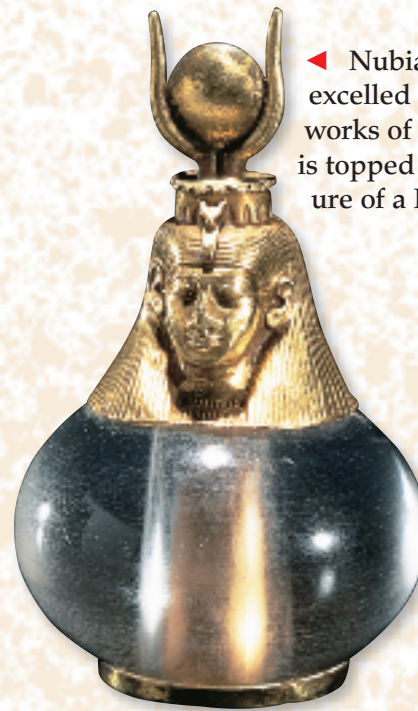
Tales of Nubia—the vast land south of Egypt—fascinated the Greeks. They learned of its existence from stories told by the Egyptians or by the Nubians who lived in Egypt. However, few non-Africans visited Nubia until the rule of the Ptolemies, the Greek rulers of Egypt from 332 B.C. to 30 B.C. Under the Ptolemies, the Greeks got a firsthand look at one of the oldest civilizations in the ancient world.

Today, many archaeologists believe the Nubians may have developed their first culture around 8000 B.C. The Nubians also established a series of kingdoms in the area, such as Kush, that challenged the power of Egypt, Greece, and Rome. By the time Kush fell in 350 A.D., the Greek city-states had been under Roman rule for almost 500 years.

Ancient Nubia



▲ Geographical features, such as strong rapids and blazing deserts, protected the Nubians from unwanted visitors.



◀ Nubian craftworkers excelled at creating fine works of art. This pendant is topped with a gold figure of a Nubian ruler.

the World



▲ The animals of inland Africa, such as lions, elephants, and giraffes, inspired Nubian artists. This bottle shows a bound oryx—a large African antelope prized by the Nubians for their beautiful long straight horns.

These figures of Nubian bowmen were found in the grave of a wealthy Egyptian buried around 2000 B.C.

The Nubians were such skilled archers that the Egyptians ▲ called Nubia the “Land of the Bow.” In times of peace, the Egyptians hired the Nubians as bodyguards.



The Nubians learned to work in bronze thousands of years ago. This statue of a Nubian king shows the skullcap and headband worn by the rulers of Kush. ▼

This bronze statue of a ► Nubian king, dating from about 700 B.C., was found in Cairo, Egypt, in 1929.



Taking Another Look

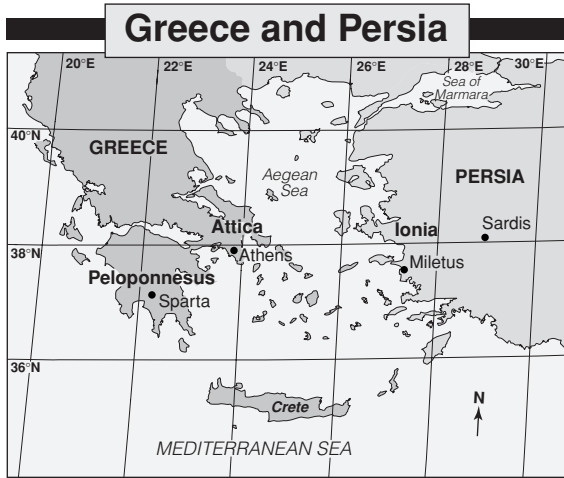
1. Where was Nubia located?
2. How did Nubia’s location prevent the ancient non-African world from knowing much about its accomplishments?

Hands-On Activity

Creating an Advertisement Create a newspaper advertisement announcing a tour of Nubian artworks around the United States.

Standardized Test Practice

Directions: Choose the *best* answer to each of the following multiple choice questions. If you have trouble answering a question, use the process of elimination to narrow your choices. Write your answers on a separate piece of paper.



1. Along which line of longitude is Athens located?

- A 22°E
- B 24°E
- C 38°N
- D 36°N

Test-Taking Tip: Lines of longitude, or meridians, are used to measure distances east and west. They run from the North Pole to the South Pole. Be careful not to confuse longitude and latitude.

2. The Constitution of the United States has much in common with the constitution of ancient Athens. Which of the following provisions of the Athenian constitution is NOT part of the United States Constitution?

- F Freedom of speech
- G Choosing members of government by lottery
- H Limits on the terms of elected officials
- J Two separate bodies of government

Test-Taking Tip: Remember that the correct answer is true of the Athenian constitution but not true of the U.S. Constitution. Therefore, you can eliminate any answer that you know to be true of the U.S. Constitution. For instance, the United States Constitution *does* provide for freedom of speech, and so answer F cannot be the correct choice.

3. To protect themselves from attacks by the Persians, many Greek city-states joined the Delian League. This alliance allowed them to work together to defend themselves. Why did the Delian League eventually fall apart?

- A The League suspended the voting rights of the Athenians.
- B Most city-states decided that they would rather defend themselves alone.
- C Athens took over the League, which made Athens too powerful.
- D Athens stopped giving money to the League, so the League went bankrupt.

Test-Taking Tip: This question requires you to remember a *fact* about the Delian League. Make sure that you read the question and *all* of the answer choices carefully before selecting the *best* answer.

4. Socrates made several contributions to the fields of philosophy and science. Why was he sentenced to death in 399 B.C.?

- F Many people thought that he gave the rulers of Athens bad advice.
- G He designed a plan to overthrow the government of Greece.
- H He encouraged all people to leave their jobs and go in search of truth.
- J Many Athenians felt threatened by him because he pointed out their mistakes.

Test-Taking Tip: Eliminate answers that do not make sense. Socrates was not interested in overthrowing the government; therefore, you can eliminate answer G.

5. The goal of early Greek philosophers was

- A to create new inventions to improve Greek society
- B to look for truths by using logic
- C to find ways to spread Christianity throughout the world
- D to redesign the military to be more effective

Test-Taking Tip: It is important to remember what *philosophers* are. Although they are a type of scientist, their goal is not to *create new inventions* (answer A). The word *philosopher* means “lover of knowledge.” Which answer choice fits best with this information?

6. Socrates’ method of reaching a conclusion came to be called the Socratic method. However, this technique is not the only way to reach a conclusion. The scientific method is another way. How are the Socratic method and the scientific method similar?

- F Both require performing experiments with chemicals in a laboratory.
- G Both rely on following a step-by-step process to come to a conclusion.
- H Both place an emphasis on trusting instincts and ideas over physical evidence.
- J Both have been replaced by more advanced methods today.

Test-Taking Tip: This question requires you to make a *comparison*. That means you must choose the answer that is true for *both* methods. Since the Socratic method does *not* use chemicals, and the scientific method *does* rely on physical evidence, you can rule out answers F and H.

7. Which of the following contributed to the end of the Greek empire?

- A Alexander the Great, a powerful and well-liked ruler, died.
- B People started moving out of Greek city-states, creating a shortage of workers.
- C There were conflicts about who would rule over the empire.
- D All of the above.

Test-Taking Tip: Do not choose the first answer that “makes sense.” Always read *all* of the answer choices before choosing the *best* one, especially when one of your choices is “all of the above” or “none of the above.”

