



#3664

THE SPARTANS

#3565 THE ASSYRIANS

#3633 THE MACEDONIANS

Grade Levels: 8-13+

26 minutes

AMBROSE VIDEO PUBLISHING 1998

DESCRIPTION

Assyrians

The ancient Assyrians' greatest power and dominance lasted from 745-612 B.C. Ruthless, cruel warriors, their skill and organization at war was unmatched. When king Tiglath-pileser established a standing army, their kingdom began to expand. Uses the defeat of Elam in 655 B.C. and siege of Jerusalem in 701 B.C. to illustrate their battles, weapons, and strategies.



Macedonians

By 338 B.C., Philip II of Macedonia created an army of fearsome reputation as he forged his empire. His phalanxes of infantry and cavalry were refined by his son Alexander the Great. Reenactments, graphics, and artifacts illustrate battle strategies. Follows a typical soldier's training, weapons, and life. The siege and defeat of Tyre captures the Macedonians' determination to win.



SPARTANS

The ancient Greek city-state Sparta lived its life as an armed camp, training its men from birth to become fierce soldiers. Depicts the life of a typical Spartan soldier--training, clothing, everyday life, weapons, armor, and barracks life. The battle of Thermopylae in 480 B.C. serves as an example of Spartan philosophy and battle strategy--hardship willingly endured against impossible odds. Some live action, graphics, and artifacts add flavor.

ACADEMIC STANDARDS

Subject Area: World History

- ◆ Standard: Understands technological and cultural innovation and change from 1000 to 600 BCE
 - Benchmark: Understands characteristics of the Assyrian and Babylonian empires (e.g., the geographic extent of the Assyrian and Babylonian empires and sources of their power and wealth, the significance of geographic features to the success of these empires, what Assyrian art indicates about Assyrian culture and society)
 - Benchmark: Understands cultural elements of Kush society and their interaction with Egyptian civilization (e.g., the linguistic, architectural, and artistic achievements of Kush in the Meroitic period; how Assyrian and Kushite invasions affected Egyptian society; the social and political consequences of economic contacts between Kush and Egypt)

Subject Area: World History

- ◆ Standard: Understands how Aegean civilization emerged and how interrelations developed among peoples of the eastern Mediterranean and southwest Asia from 600 to 200 BCE
 - Benchmark: Understands Alexander's achievements as a military and political leader (e.g., reasons for the disintegration of the empire into smaller areas after his rule; the campaigns, battles, and cities founded in Alexander's imperial conquests)
 - Benchmark: Understands elements of Alexander of Macedon's legacy (e.g., the scope and success of his imperial conquests; his rise to power, methods used to unite the empire)
 - Benchmark: Understands the impact and achievements of the Hellenistic period (e.g., major lasting achievements of Hellenistic art, mathematics, science, philosophy, and political thought; the impact of Hellenism on Indian art; how architecture in west Asia after the conquests of Alexander reflected Greek and Macedonian influence)
 - Benchmark: Understands how conquest influenced cultural life during the Hellenistic era (e.g., the cultural diffusion of Greek, Egyptian, Persian, and Indian art and architecture through assimilation, conquest, migration, and trade; the benefits and costs of Alexander's conquests on numerous cultures, and the extent to which these conquests brought about cultural mixing and exchange)
 - Benchmark: Understands the social and political characteristics of Greek city-states (e.g., significant similarities and differences between Athenian democracy and Spartan military aristocracy; hierarchical relationships in Greek societies and the civic, economic, and social tasks performed by men and women of different classes; the location and political structure of the major Greek city-states)

INSTRUCTIONAL GOALS

1. To examine the cultural values of ancient tribes that flourished in eastern Mediterranean and southwest Asia before the Roman Empire.
2. To present the achievement and characteristics of the Spartans, the Macedonians and the Assyrians.
3. To compare the cultural values and warring methods of these ancient peoples.
4. To introduce the conquests and leadership of Alexander of Macedon.

VOCABULARY

1. city-state (Macedonians and Spartans)
2. sarissa (Macedonians)
3. phalanx (Macedonians and Spartans)
4. impale (Assyrians)
5. battering ram (Assyrians)
6. siege engines (Assyrians)
7. subjugation (Assyrians)
8. vassal (Assyrians)
9. wickerwork (Assyrians)
10. Helots (Spartans)
11. bulwark (Spartans)
12. archrival (Spartans)



BEFORE SHOWING

1. Discuss ancient peoples of the eastern Mediterranean and southwest Asia using a K-W-L chart.
 - a. List all the facts known in the "K" column.
 - b. List questions that are wanted to be known in the "W" column.
 - c. See AFTER SHOWING #1 to complete this activity.
2. Locate the following place names on a map. Note which places exist on current maps and which places only exist on historical maps.
 - a. The Macedonians
 - (1) Greece: Thebes, Athens
 - (2) Chaeronea
 - (3) Persia
 - (4) Lebanon: Tyre
 - b. The Assyrians
 - (1) The Mediterranean Sea
 - (2) Babylon
 - (3) Israel: Jerusalem, Lachish, Judah
 - (4) Egypt
 - (5) Iraq: Elam
 - (6) The Persian Gulf

- (7) Ninevah
- (8) Ashur
- (9) The Tigris River
- (10) Iran
- (11) Sumeria
- c. The Spartans
 - (1) Greece: Thermopylae, Mount Taygetus, Thespieae, Salamis, Plataea
 - (2) Persia

DURING SHOWING

Discussion Items and Questions

1. View the video more than once, with one showing uninterrupted.
2. Compare the Spartans, the Assyrians and the Macedonians by comparing the characteristics of their civilizations.

AFTER SHOWING

Discussion Items and Questions

1. Complete the K-W-L chart began in BEFORE SHOWING #1.
 - a. Check each item in the known column, "K," to be sure that the statements are accurate. Change inaccurate statements to make them true.
 - b. Answer questions from the "W," want to know, column.
 - c. List any newly learned information in the "L," learned column.
2. Discuss the Spartans.
 - a. Why is the word spartan synonymous for hardship willingly endured?
 - b. Why are there few monuments left to this mightiest state in ancient Greece?
 - c. How were the fertile valleys of the Spartans shielded?
 - d. How were the Helots the greatest menace to Spartan society? How were they kept in check?
 - e. What caused the Greeks to stop fighting among themselves?
 - f. Why were lands easier to win than to rule for Sparta?
 - g. What brought about Sparta's demise?
3. Describe how the entire nation of Sparta lived like an army.
 - a. Why was a Spartan infant examined at birth by the city's elders?
 - b. Why was a Spartan infant bathed in wine?
 - c. How was a Spartan child raised by a slave nurse?
 - d. What were the goals of Spartan schooling?
 - e. In what ways were the lives of Spartan children deliberately physically difficult?
 - f. What were Spartan children taught regarding stealing food?
 - g. At age 12, what weapons were Spartan boys trained to use?
 - h. Why were Spartan warriors told to come back with their shields or on them?
 - i. Why was the rite of passage of joining a mess at age 20 a privilege?

- j. What was the greatest glory for a Spartan?
 - k. How was Spartan fierce loyalty forged?
 - l. What was the last stage of a Spartan's education that ended at age 30?
 - m. What happened to a Spartan man who retired at age 55?
4. Discuss the battle between Xerxes and the Greeks.
 - a. Which side was Sparta fighting for? Why?
 - b. What surprised Xerxes' spy when he spied on the Spartans?
 - c. How did Xerxes misjudge the battle and the Spartans?
 - d. Why did Xerxes send in his elite infantry, "The Immortals"?
 - e. Why did the Spartan king, Leonidas, order retreat?
 - f. How did the Persian luck turn?
 - g. What did the Spartans do when their Greek allies retreated?
 - h. What caused Aristodemus' disgrace?
 - i. How did King Leonidas' death influence the battle?
 - j. How did the poet Simonides immortalize the Spartans who died in battle?
 - k. How did the Spartans' stance against the Persians ultimately stop Xerxes?
 5. Discuss Philip's leadership of the Macedonians.
 - a. What was King Philip's bold dream?
 - b. How did Philip mold the nation?
 - c. How did the Macedonians benefit from Philip's early captivity in Thebes?
 - d. Why did Philip wage war year-round?
 - e. What was revolutionary about Philip's march toward the Greek heartland in 339 B.C.?
 - f. What revolutionary tactics did the Macedonians employ in battle? Describe the use of the phalanx, the horsemen and the sarissa.
 - g. How could Philip field such a large army?
 - h. What did Philip mean when he remarked, "The Greeks don't know how to win."
 6. Consider Alexander of Macedon.
 - a. How did Alexander receive his military training?
 - b. How did Alexander come to lead the Macedonians?
 - c. What difficulties did Alexander face in Persia?
 - d. What ended Alexander's life? The Macedonian empire?
 7. Discuss the conflict between the Macedonians and the Persian city of Tyre.
 - a. Why is Tyre described as an object that would not yield to the Macedonians?
 - b. How did hot sand kill many Macedonian soldiers?
 - c. What unprecedented feats led to the Macedonian's victory over Tyre?
 - d. What happened to the inhabitants of Tyre?
 8. Discuss Kenus of Macedon.
 - a. Why was Kenus destined to serve his king?
 - b. How did Kenus and his men celebrate their victory over the Theban Sacred Band?
 - c. How did Kenus benefit from Alexander's coming to power?
 - d. What role did Kenus play in ending the Macedonian conquest?
 9. Discuss the Assyrians.

- a. In what ways were the Assyrians the cruelest in warfare?
 - b. What was the fate of Teumman, king of Elam? How did his followers suffer?
 - c. How was the king of Assyria divinely sanctioned to wage war?
 - d. How did Tiglath-pileser III keep his vow to make Assyria forever strong?
 - e. In what way was iron the backbone of Assyria?
 - f. Why did the king inspect the army at the festival of the new year?
 - g. How did the Assyrians use ingenuity to surmount a natural obstacle like a river?
 - h. How did the Assyrian king avoid the limitations of soldiers living off the land?
 - i. Why did the Assyrians avoid shooting horses?
 - j. How did the Assyrians develop the horseman to be as valuable in war as the chariot?
 - k. What are the possible offensive and defensive strategies in a siege?
 - l. Why did the Assyrian king, Sennacherib, mobilize his army against Judah?
 - m. How was the goddess of war, Ishtar, valuable to the Assyrians?
 - n. How did the Assyrians possess mobility rare in neighboring civilizations?
 - o. What written book still read today documents the prowess and the weakness of the Assyrians?
 - p. What caused the Assyrians' demise?
10. Describe the Assyrian military on the move.
- a. What kinds of craftsmen were included in the supply train?
 - b. What hierarchy of prestige determined the order of participants in the chain?

Applications and Activities

1. Research and compare the Spartans, Macedonians and the Assyrians to the Athenians, the Vikings, the Aztecs, and the Egyptians.
 - a. What were these societies to the birth of a child and child-rearing?
 - b. What was the method of earning a living and the basis for the economy in these societies?
 - c. What were these societies' means of warfare?
2. Read *The Giver* by Lois Lowry. Compare the efficiency of the society and methods of child-rearing to that of the Spartans.
3. Compare the Helot-Spartan conflicts with the conflicts of the Jews and Egyptians in the time of Moses.
4. Compare Shakespeare's *Seven Ages of Man* from *As You Like It* to the seven stages of a Spartan man's life.
5. Evaluate the Spartan warriors: Uritas and Aristodemus. Justify the decision while ill to put on armor or stay behind.
6. Investigate King Xerxes and the Persians.
 - a. What were the great triumphs and achievements of these peoples?
 - b. What led to their defeats to the Greeks and the Macedonians?
7. Research weapons and tactics of warfare.
8. Read Kenus' speech to Alexander.

"Sir I do not propose to speak as an officer, but for the common soldier. My age, the repute which, by your favor, I enjoy amongst my comrades, and the

unhesitating courage I have displayed in all danger and difficulties, give me the right to declare what I believe the soundest policy. Only a few from that great army are left—a small remnant, broken in health, their old vigor and determination gone. Every man of them longs to see his parents again, if they still survive, or his wife, or his children. All are yearning for the familiar earth of home, hoping, pardonably enough, to live and revisit it, no longer in poverty and obscurity, but famous and enriched by the treasure you have enabled them to win. Sir, if there is one thing above all others a successful man should know, it is when to stop.”

- a. How do the ending years of the Macedonia empire differ from many ancient tribes?
 - b. What might have happened if Kenus’ words had been rejected by Alexander?
9. Debate statements from the videos using examples from ancient tribes.
10. Examine the similarities and differences between modern media and Assyrian works of art.
- a. In what ways do both glorify violence?
 - b. What are the purposes and effects of these art forms?
11. Evaluate which of these three ancient tribes that lived in the years B.C. were the greatest. Consider their cultural values, their achievements, their leaders and the attainment of their goals.
12. Compare the Assyrian siege of Jerusalem to the siege of Constantinople in 1453.

RELATED RESOURCES

Captioned Media Program

- The Aztecs #3567
- The Siege of Constantinople #1453
- The Spanish Armada #3663



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid-safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **ASSYRIA ONLINE**

<http://www.aina.org/aol/>

This comprehensive, searchable page covers not only ancient history but current information about modern Assyrian peoples. Topics covered include a map of Assyrian homeland, the Assyrian flag, and information regarding religion, language and current newsworthy items.

- **ASSYRIA PAGE**

<http://www.assyrianet.org/ap/>

In addition to detailed historical information, includes information regarding Assyrian language, literature, art, architecture and links to 50 other top Assyrian sites.

- **HISTORY OF MACEDONIA**

<http://www.macedonia.com/english/history/>

This comprehensive site copyrighted by the Pan-Macedonia Network includes maps, images and text, tracing the history of Macedonia.

- **EVERYTHING SPARTAN, LAKONIAN, AND MESSENIAN**

<http://www.geocities.com/Athens/Aegean/7849/>

Although text-heavy, it includes a discussion group, is continually updated and includes comprehensive information regarding Spartan poetry, art, women, fact and a time line.