



## Module 8

# Ancient Greece



### Essential Question

Why might historians consider ancient Greece the first Western civilization?



**About the Photo:** The ruins shown in this photo are from the Parthenon, a beautiful temple built to honor the Greek goddess Athena.

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- ✓ Image with Hotspots: The Parthenon
- ✓ Image Carousel: Government in Athens

In this module you will study Greece—home to one of the great ancient civilizations.

### What You Will Learn...

#### **Lesson 1: Geography and the Early Greeks. . . . . 256**

**The Big Idea** Greece's geography and its nearness to the sea strongly influenced the development of trade and the growth of city-states.

#### **Lesson 2: The Glory of Athens . . . . . 264**

**The Big Idea** The people of Athens endured war and tried many different forms of government before creating a democracy.

#### **Lesson 3: Athens and Sparta. . . . . 272**

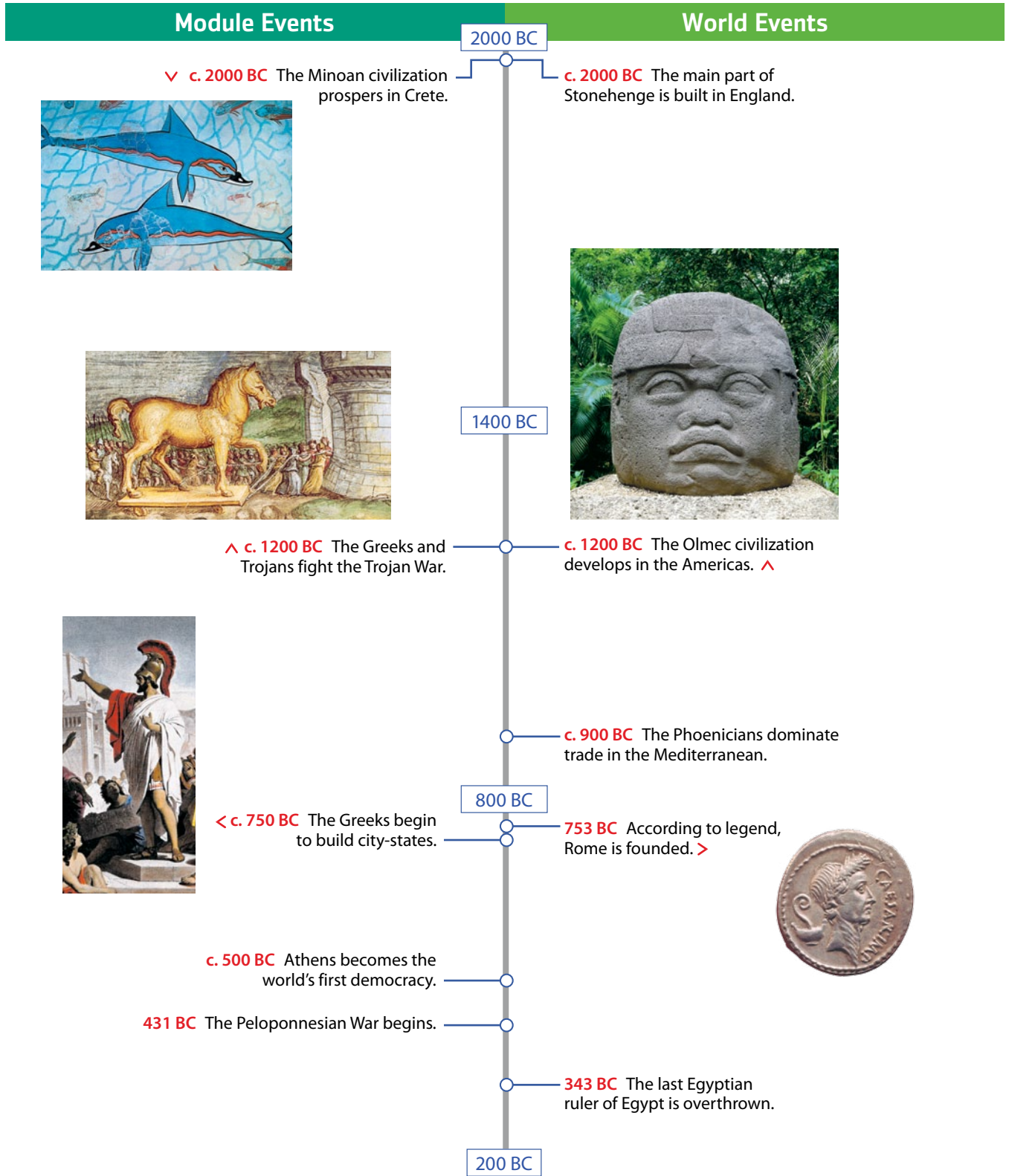
**The Big Idea** The two most powerful city-states in Greece, Sparta and Athens, had very different cultures and became bitter enemies in the 400s BC.

#### **Lesson 4: Greek Mythology and Literature. . . . . 280**

**The Big Idea** The ancient Greeks created great myths and works of literature that influence the way we speak and write today.

#### **Lesson 5: Greek Art, Philosophy, and Science . . . . . 292**

**The Big Idea** Ancient Greeks made lasting contributions in the arts, philosophy, and science.



# Reading Social Studies

## THEME FOCUS:

## Geography, Politics, Society and Culture

In this module you will follow the development of ancient Greece from 2000 BC through about 300 BC. You will learn about the geography and politics of ancient Greece, including the development of early democracy and government. You will find out that Athens and Sparta were two powerful societies in conflict with each other. You will study advances in Greek society and culture.

## READING FOCUS:

## Preview Text

To preview means to “look at before.” When you are reading a history book, you can look at the ways that words and images are organized before you read the entire page of information. This will give you a general idea of what you will be reading.

**Understanding Headings** History books use text features such as headings, subheadings, and captions to organize information. Bold type and highlighting are used to draw your attention to a word, name, or term.

### Heading

A heading is a word or phrase that tells you what you will read about on this part of the page. The heading for this section is *Aristocrats and Tyrants Rule*.

## Aristocrats and Tyrants Rule

Greece is the birthplace of democracy, a type of government in which people rule themselves. The word “democracy” comes from Greek words meaning “rule of the people.” But Greek city-states didn’t start as democracies, and not all became democratic.

### Subheading

Subheadings are used where there is a lot of information about a topic. The subheading in this section is *Rule By a Few People*, which means you will read about a form of rule. The subheading indicates this form of rule is related to the development of democracy in Greece.

### Rule by a Few People

Even Athens, the city where democracy was born, began with a different kind of government. In early Athens, kings ruled the city-state. Later, a group of rich landowners, or **aristocrats** (uh-RIS-tuh-krats), took power.



### Oligarchy

Early Athens was governed by a small group of aristocrats, shown here. This type of government is an oligarchy.

### Bold Type and Highlighting

Bold type and highlighting are used to draw your attention to a specific word or phrase. In this case, the bold type draws your attention to a word: *aristocrats*.

### Caption

Captions are words that describe images. Captions are usually over, under, or next to an image. This caption describes a painting.

# You Try It!

Read the following passage and then answer the questions below.

## Philosophy

The ancient Greeks worshipped gods and goddesses whose actions explained many of the mysteries of the world. But by around 500 BC a few people had begun to think about other explanations. We call these people philosophers.

**Aristotle** Perhaps the greatest Greek thinker was **Aristotle** (ar-uh-STAH-tuhl), Plato's student. He taught that people should live lives of moderation, or balance. For example, people should not be greedy, but neither should they give away everything they own. Instead, people should find a balance between these two extremes.



This drawing shows how one artist imagined Plato (left), Aristotle (center), and Socrates (right) to look.

Answer these questions based on the passage you just read.

1. Identify the following text features in the passage: heading, subheading, and caption.
2. What is the purpose of the bold type and highlighting in the passage?

**As you read this module**, look at the ways that headings, subheadings, bold type and highlighting, and captions are used to organize information before you begin to read.

## Key Terms and People

### Lesson 1

polis  
acropolis

### Lesson 2

democracy  
aristocrats  
oligarchy  
aristocracy  
citizens  
tyrant  
Pericles

### Lesson 3

alliance  
Peloponnesian War

### Lesson 4

mythology  
Homer  
Sappho  
Aesop  
fables

### Lesson 5

Socrates  
Plato  
Aristotle  
reason  
Euclid  
Hippocrates



# Geography and the Early Greeks

## The Big Idea

Greece's geography and its nearness to the sea strongly influenced the development of trade and the growth of city-states.

## Main Ideas

- Geography helped shape early Greek civilization.
- Trading cultures developed in the Minoan and Mycenaean civilizations.
- The Greeks created city-states for protection and security.

## Key Terms and People

polis  
acropolis

Greece is a land of rugged mountains, rocky coastlines, and beautiful islands. The trees you see are olive trees. The early Greeks grew olives for food and oil.

## If YOU were there . . .

You live on the rocky coast of a bright blue sea. Across the water you can see dozens of islands and points of land jutting out into the sea. Rugged mountains rise steeply behind your village. It is hard to travel across the mountains in order to visit other villages or towns. Near your home on the coast is a sheltered cove where it's easy to anchor a boat.

**What could you do to make a living here?**

## Geography Shapes Greek Civilization

The Greeks lived on rocky, mountainous lands surrounded by water. The mainland of Greece is a peninsula, an area of land surrounded on three sides by water. But the Greek peninsula is very irregular. It's one big peninsula made up of a series of smaller peninsulas. The land and sea intertwine like your hand and fingers in a bowl of water. In addition, there are many islands. Look at the map of Greece and notice the rugged coastline.

In your mind, picture those peninsulas and islands dominated by mountains that run almost to the sea. Just a few small valleys and coastal plains provide flat land for farming and villages. Now you have an image of Greece, a land where one of the world's greatest civilizations developed.



**Mountains and Settlements** The Greeks lived in villages and towns separated by mountains and seas. Because mountains cover much of Greece, there are few flat areas for farmland. However, villages still thrived where people could use the landscape to their advantage. People in the mountains settled in the flat areas of the river valleys they could use for farmland. Others found flat areas along the coast.

Travel across the mountains and seas was difficult, so communities were isolated from one another. As a result, the people created their own governments and ways of life. Even though they spoke the same language, Greek communities saw themselves as separate countries.

**Seas and Ships** Since travel inland across the rugged mountains was so difficult, the early Greeks turned to the seas. On the south was the huge Mediterranean Sea, to the west was the Ionian (eye-OH-nee-uhn) Sea, and to the east was the Aegean (ee-JEE-uhn) Sea.

It's not surprising that the early Greeks used the sea as a source for food and as a way of trading with other communities.

The Greeks became skilled shipbuilders and sailors. Their ships sailed to Asia Minor (present-day Turkey), to Egypt, and to the islands of the Mediterranean and Aegean seas. As they traveled around these seas, they found sources of food and other products they needed. They also exchanged ideas with other cultures.

**Reading Check**  
**Draw Conclusions**  
 How did mountains affect the location of Greek settlements?

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**Academic Vocabulary**

influence change, or have an effect on

## Trading Cultures Develop

Many cultures settled and developed in Greece. Two of the earliest were the Minoans (muh-NOH-uhnz) and the Mycenaeans (my-suh-NEE-uhns). By 2000 BC the Minoans had built an advanced society on the island of Crete. Crete lay south of the Aegean in the eastern Mediterranean. Later, the Mycenaeans built towns on the Greek mainland. These civilizations **influenced** the Aegean region and helped shape later cultures in Greece.

**The Minoans** Because they lived on an island, the Minoans spent much of their time at sea. They were among the best shipbuilders of their time. Minoan ships carried goods such as wood, olive oil, and pottery all around the eastern Mediterranean. They traded these goods for copper, gold, silver, and jewels.

Although Crete's location was excellent for Minoan traders, its geography had its dangers. Sometime in the 1600s BC a huge volcano erupted just north of Crete. This eruption created a giant wave that flooded much of Crete. In addition, the eruption threw up huge clouds of ash, ruining crops and burying cities. This eruption may have led to the end of Minoan civilization.

### Early Trading Cultures

The Minoans and Mycenaeans were expert shipbuilders and seafarers. They sailed throughout the eastern Mediterranean to trade.



The Mycenaeans  
After Minoan civilization declined, the Mycenaeans became the major traders in the eastern Mediterranean. This beautiful gold mask was found in a tomb in Mycenae.



The Minoans  
The Minoans traded goods like this vase decorated with an octopus. Trade made the Minoans rich enough to build magnificent buildings. These are the ruins (left) of a great palace in the Minoan city of Knossos, on the island of Crete.

#### Analyze Visuals

For what did the Minoans and Mycenaeans use their ships?

**The Mycenaeans** Although they lived in what is now Greece and influenced Greek society, historians don't consider the Minoans to be Greek. This is because the Minoans didn't speak the Greek language. The first people to speak Greek, and therefore the first to be considered Greek, were the Mycenaeans.

While the Minoans were sailing the Mediterranean, the Mycenaeans were building fortresses all over the Greek mainland. The largest and most powerful fortress was Mycenae (my-SEE-nee), after which the Mycenaeans were named.

By the mid-1400s, Minoan society had declined. That decline allowed the Mycenaeans to take over Crete and become the major traders in the eastern Mediterranean. They set up colonies in northern Greece and Italy from which they shipped goods to markets around the Mediterranean and Black Seas.

The Mycenaeans didn't think trade had to be conducted peacefully. They often attacked other kingdoms. Some historians think the Mycenaeans attacked the city of Troy, possibly starting the legendary Trojan War, which is featured in many works of literature.

Mycenaean society began to fall apart in the 1200s BC when invaders from Europe swept into Greece. At the same time, earthquakes destroyed many cities. As Mycenaean civilization crumbled, Greece slid into a period of warfare and disorder, a period called the Dark Age.

### Reading Check

#### Find Main Ideas

To what regions did Minoan and Mycenaean traders travel?

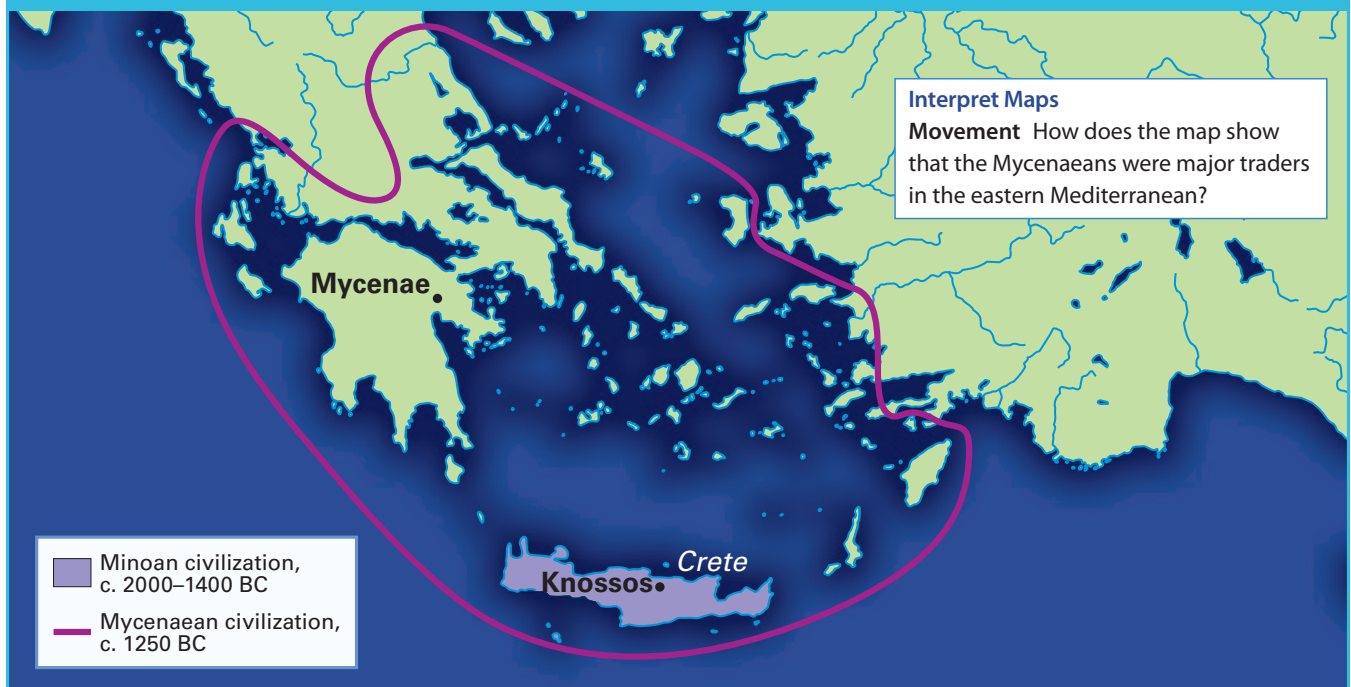
## Greeks Create City-States

The Greeks of the Dark Age left no written records. All that we know about the period comes from archaeological findings.

About 300 years after the Mycenaean civilization crumbled, the Greeks started to join together in small groups for protection and stability. Over time, these groups set up independent city-states. The Greek word for a

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### Minoan and Mycenaean Civilizations





city-state is **polis** (PAH-luhs). The creation of city-states marked the beginning of what is known as Greece's classical era. During this era, the number and size of civilizations around the world began to increase. In Greece, this era saw the rise of dominant city-states.

**Life in a City-State** A Greek city-state was usually built around a strong fortress. This fortress often stood on top of a high hill called the **acropolis** (uh-KRAH-puh-luhs). The town around the acropolis was surrounded by walls for added protection.

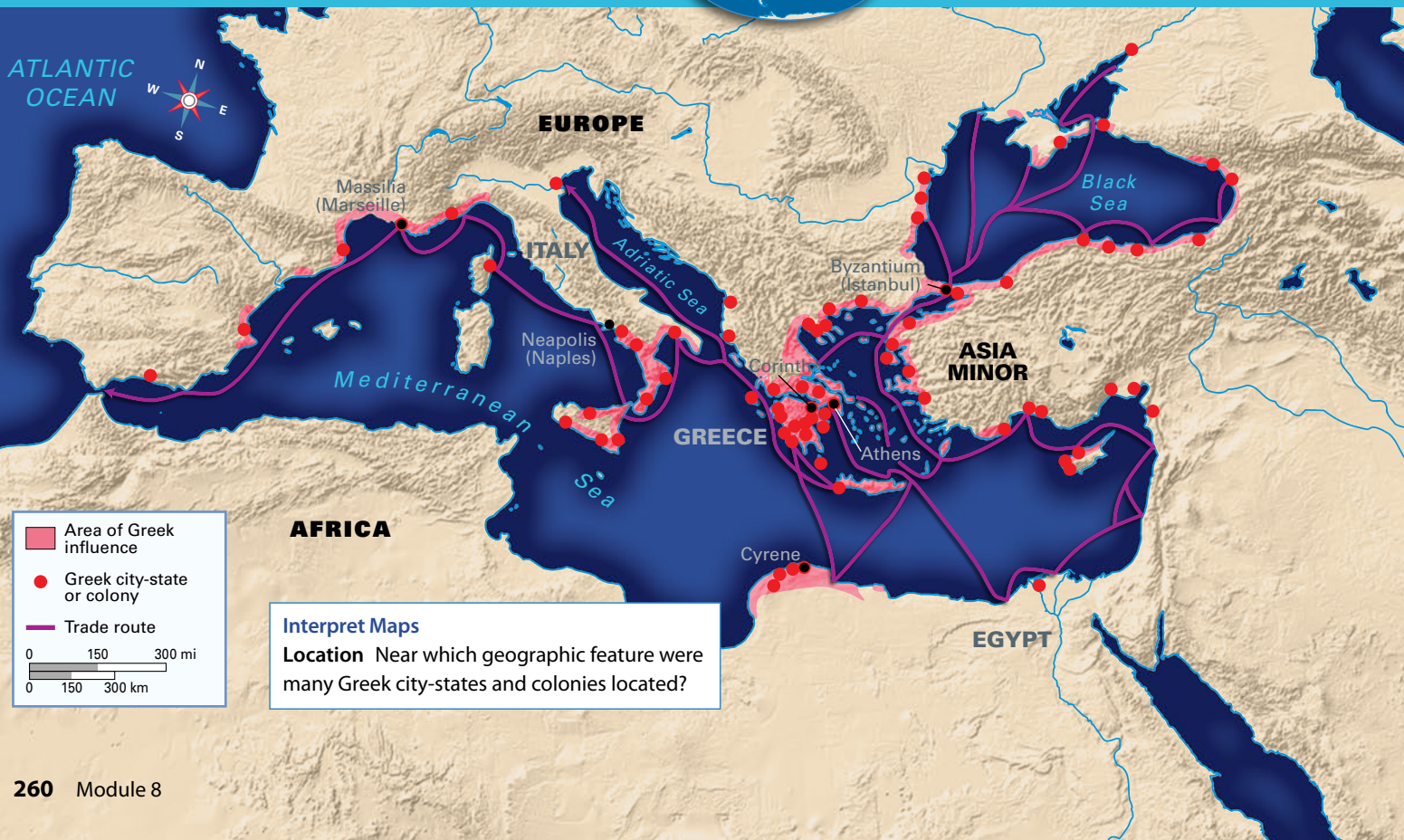
Not everyone who lived in the city-state actually lived inside the city walls. Farmers, for example, usually lived near their fields outside the walls. In times of war, however, women, children, and elderly people all gathered inside the city walls for protection. As a result, they remained safe while the men of the polis formed an army to fight off its enemies.

Life in the city often focused on the marketplace, or *agora* (a-guh-ruh) in Greek. Farmers brought their crops to the market to trade for goods made by craftsmen in the town. Because it was a large open space, the market also served as a meeting place. People held both political and religious assemblies in the market. It often contained shops as well.

The city-state became the foundation of Greek civilization. Besides providing security for its people, the city gave them an identity. People thought of themselves as residents of a city, not as Greeks. Because the city-state was so central to their lives, the Greeks expected people to participate in its affairs, especially in its economy and its government.

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## Greek City-States and Colonies, c. 600 BC



### Interpret Maps

**Location** Near which geographic feature were many Greek city-states and colonies located?

**City-States and Colonization** Life in Greece eventually became more settled. People no longer had to fear raiders swooping down on their cities. As a result, they were free to think about things other than defense. Some Greeks began to dream of becoming rich through trade. Others became curious about neighboring lands around the Mediterranean Sea. Some also worried about how to deal with Greece's growing population. Despite their different reasons, all these people eventually reached the same idea: the Greeks should establish colonies.

Before long, groups from city-states around Greece began to set up colonies in distant lands. Afterwards, Greek colonies became independent. In other words, each colony became a new polis. In fact, some cities that began as colonies began to create colonies of their own. This meant that Greece continued to expand. This territorial expansion increased opportunities for trade, so Greece's economy grew as well. Eventually, Greek colonies spread all around the Mediterranean and Black Seas. Many big cities around the Mediterranean today began as Greek colonies. Among them are Istanbul (is-tahn-BOOL) in Turkey, Marseille (mahr-SAY) in France, and Naples in Italy.

The sea provided early Greeks with food and a way to trade with other people.



**Reading Check**  
Analyze Causes  
Why did the Greeks develop city-states?

**Patterns of Trade** Although the colonies were independent, they often traded with city-states in Greece. This trade was based on the supply and demand of certain goods with uniform, or agreed upon, value. For example, the colonies' location gave them access to resources that the city-states wanted. The colonies specialized in the production of metals, such as copper and iron, that were sent to mainland Greece. In return, the Greek city-states sent wine, olive oil, and other products to the colonies.

Trade made the city-states much richer. Because of their locations, some city-states became great trading centers. By 550 BC, the Greeks had become the greatest traders in the whole Aegean region. Greek ships sailed to Egypt and cities around the Black Sea.

**Summary and Preview** In this lesson you learned about the creation of city-states and how they affected Greek society. In the next lesson, you will read about how the government of one city-state changed as people became more interested in how they were ruled.

## Lesson 1 Assessment

### Review Ideas, Terms, and People

- a. Summarize** What kinds of landforms are found in Greece?  
**b. Synthesize** How did the sea help shape early Greek society?  
**c. Predict Effects** How might the difficulty of mountain travel have been a benefit to the Greeks?
- a. Summarize** What was the first major civilization to develop in Greece?  
**b. Compare** How were the Minoans and Mycenaeans similar?

- a. Summarize** What is a polis?  
**b. Draw Conclusions** Why do you think the Greeks built their cities around a high acropolis?

### Critical Thinking

- Summarize** Using your notes, write one sentence that describes Greece's geography and one sentence that describes its trade. Then write two sentences to summarize the influence of geography on trade.



# History and Geography

## Natural Disaster!

Nature is a powerful force. Throughout history, great natural disasters have affected civilizations. One natural disaster was so devastating that it may have contributed to the destruction of the entire Minoan civilization.

In the 1600s BC, a volcano on the Greek island of Thera erupted. The colossal explosion was one of the largest in history. It was so powerful that people could see and hear it from hundreds of miles away. In a moment of nature's fury, the history of the Mediterranean world was changed forever.

The explosion produced a massive cloud of ash that smothered crops, cities, and people. However, that ash also preserved much of the town of Akrotiri for archaeologists and historians to study today.



For centuries, the Minoans had thrived on the island of Crete. They often sailed to the nearby island of Thera, now known as Santorini, where the town of Akrotiri was located.

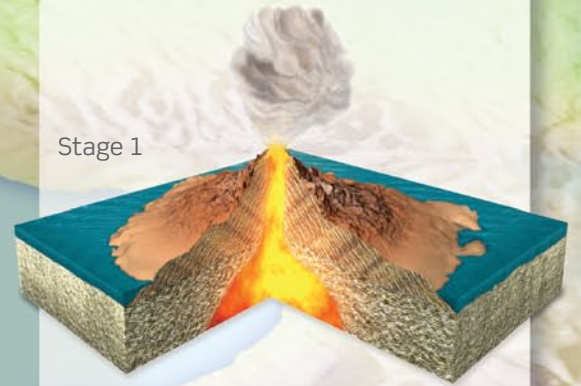
The eruption of Thera produced fast-moving waves called tsunamis (soo-NAH-meas) in the Mediterranean Sea. Scientists today estimate that the waves may have traveled at about 200 miles an hour.



Tsunami waves and powerful earthquakes struck Akrotiri before the eruption. The huge gap on Santorini's western side and the water in the middle are evidence of the explosion more than 3,500 years ago.

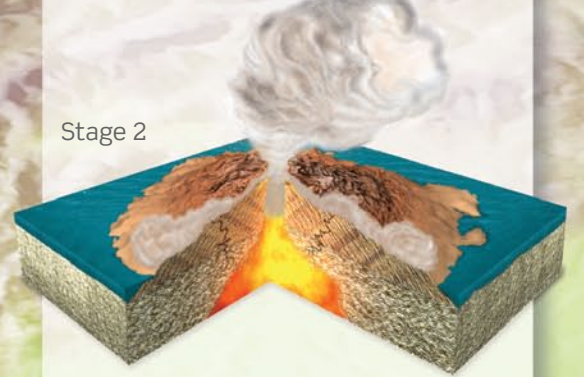
### Three Stages of Disaster

Stage 1



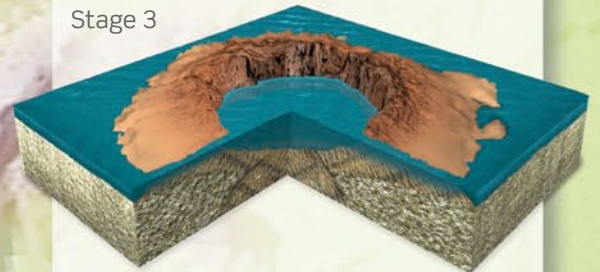
**Warning Signs** Following a series of earthquakes, the volcano begins to shoot ash into the sky. People flee the island in fear.

Stage 2



**Explosion** Ash and rock are flung into the air and sweep down the volcano's sides, destroying everything in their path. Cracks through the island rock begin to form from the powerful explosions.

Stage 3



**Collapse** The volcano collapses and falls into the sea, creating massive waves. The powerful waves slam into Crete, flooding coastal areas.

Aleppo

Jericho

CYPRUS

#### Interpret Maps

- 1. Location** What direction did the ash cloud travel after the island's eruption?
- 2. Human-Environment Interactions** How might the effects of the ash cloud have influenced Minoan civilization?

E G Y P T



# The Glory of Athens

## The Big Idea

The people of Athens endured war and tried many different forms of government before creating a democracy.

## Main Ideas

- Aristocrats and tyrants ruled early Athens.
- Athens created the world's first democracy.
- Ancient democracy was different than modern democracy.

## Key Terms and People

democracy  
aristocrats  
oligarchy  
aristocracy  
citizens  
tyrant  
Pericles

## If YOU were there . . .

For many years, your city has been ruled by a small group of rich men. They have generally been good leaders. They have built new buildings and protected the city from enemies. But now a new leader wants to let all free men help run the government. It won't matter whether they are rich or poor. Some people, however, worry about giving power to ordinary people.

**What do you think of this new government?**

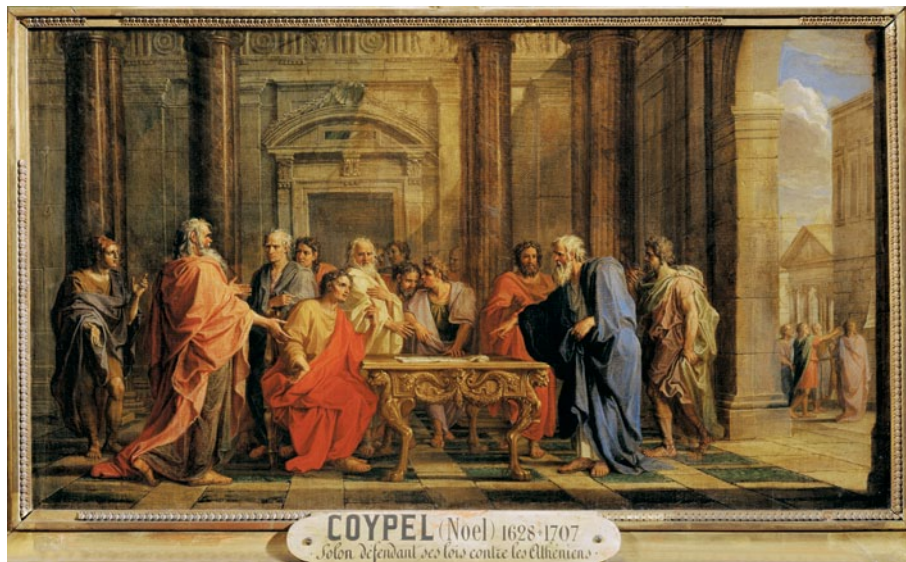
## Aristocrats and Tyrants Rule

Greece is the birthplace of **democracy**, a type of government in which people rule themselves. The word *democracy* comes from Greek words meaning “rule of the people.” But Greek city-states didn't start as democracies and not all became democratic.

**Rule by a Few People** Even Athens, the city where democracy was born, began with a different kind of government. In early Athens, kings ruled the city-state. Later, a group of rich landowners, or **aristocrats** (uh-RIS-tuh-krats), took power. A government in which only a few people have power is called an **oligarchy** (AH-luh-gar-kee).

### Oligarchy

Early Athens was governed by a small group of powerful aristocrats. This type of government is called an oligarchy, which means “rule by a few.”





## Tyranny

Peisistratus overthrew the oligarchy in 546 BC, and Athens became a tyranny. *Tyranny* means “rule by a tyrant” — a strong leader who has power.

At the time, Athenian society was also known as an **aristocracy** (uh-RIS-tuh-kra-see), because only those from the highest social class had power. The aristocrats dominated Athenian society. As the richest men in town, they were the only ones who could be elected to office. These men ran the city’s economy. They also served as its generals and judges. Common people had little say in the government.

In the 600s BC, a group of rebels tried to overthrow the aristocrats. They failed. Possibly as a result of their attempt, however, a man named Draco (DRAY-koh) created a new set of laws for Athens. These laws brought very harsh order to the city. For example, Draco’s laws made minor crimes such as loitering punishable by death.

Many in Athens thought Draco’s laws were so strict that they unfairly put limits on individual rights. In the 590s BC, a man named Solon (SOH-luhn) created a set of laws that were much less harsh and gave more rights to nonaristocrats. Under Solon’s laws, all free men living in Athens became **citizens**, people who had the right to participate in government. But his efforts were not enough for the Athenians. They were ready to end the rule of the aristocracy.

**The Rise of the Tyrants** Because the Athenians weren’t pleased with the rule of the aristocrats, they wanted a new government. In 546 BC, a noble named Peisistratus (py-SIS-truht-uhs) overthrew the oligarchy. He became the ruler of Athens. Peisistratus was called a **tyrant**, which meant he was a leader who held power through the use of force.

Today the word *tyrant* means a ruler who is harsh, but the word had a different meaning in ancient Greece. Athenian tyrants were usually good leaders. Tyrants were able to stay in power because they had strong armies and because the people supported them.

Peisistratus brought peace and prosperity to the city. He began new policies meant to unify the city. He created new festivals and built temples and monuments. During his rule, many improvements were made in Athens.

After Peisistratus died, his son took over as tyrant. Many aristocrats, however, were unhappy because their power was gone. Some of these aristocrats convinced a rival city-state to attack Athens. As a result of this invasion, the tyrants lost power and, for a short time, aristocrats returned to power in Athens.

**The Use of Common Currency** Greek tyrants also encouraged the development of a common currency, or unit of money, to make trade easier. Silver coins were minted and a common standard of weights and measures was established. Many people accepted the value of these coins, which made it easier to trade in the region.

Many city-states, such as Athens, minted their own coins. As Athens became more powerful, its currency did as well. Soon its coins, known as *tetradrachm*, were being used widely throughout Greece.

Corinth also minted its own coins. Corinth was an important center of trade in the region. Its location allowed the tyrants of Corinth to control trade routes on land and over water. The decision to use a common currency and Corinth's geographic location helped it become a wealthy, dominant city-state.

### Reading Check

#### Find Main Ideas

What was a tyrant in ancient Greece?

### Democracy

Around 500 BC, Athens became a democracy. *Democracy* means "rule by the people." For the first time in history, a government was based on the voices of its free citizens.



## Democracy in Action

Ancient Athens was the birthplace of democracy—the system of government in which the people rule themselves. Democracy was perhaps the greatest achievement of ancient Athens. In time, it became the Greeks' greatest gift to the world. The Athenian assembly met on a hill called the Pnyx (pah-NIKS). Only free male citizens of Athens were members of the assembly with the right to vote. Women, slaves, and foreigners could not participate.

In Athenian democracy, people debated issues in the open air, and these debates were noisy affairs.



Voting was usually done by a show of hands, but sometimes assembly members wrote their votes on broken pieces of pottery.

Men spoke before the assembly to support or argue against different issues. Persuasive speakers often convinced others to pass laws they supported.

### Analyze Visuals

How were the public debates in the assembly useful sources of political information for citizens?

## Athens Creates Democracy

Around 500 BC, a new leader named Cleisthenes (KLYS-thuh-neeZ) gained power in Athens. Although he was a member of one of the most powerful families in Athens, Cleisthenes didn't want aristocrats to run the government. He thought they already had too much influence. By calling on the support of the people, Cleisthenes was able to overthrow the aristocracy once and for all. In its place, he established a completely new form of government. Under Cleisthenes' leadership, Athens developed the world's first democracy. For this reason, he is sometimes called the father of democracy.

**Democracy under Cleisthenes** In a democracy, the role of government is to encourage individual freedoms and to give citizens the opportunity to rule themselves. So all citizens in Athens had the right to participate in the assembly. This was a significant responsibility for citizens because this gathering created the city's laws. The assembly met outdoors on a hillside so that everyone could attend the meetings.

Citizens not only had the right to attend the assembly and vote on laws, but they also had the right to voice their opinions. In fact, the Athenians encouraged people to speak. During meetings, people stood



before the crowd and gave speeches on political issues. Many wanted to hear these thoughts and debated about them. After the speeches were over, the assembly voted. Voting was usually done by a show of hands, but sometimes the Athenians used secret ballots. The creation of public assemblies established a principle known as rule of law. Rule of law means that a government and its citizens are accountable to agreed-upon law. Creating laws with public discussion helped make government accountable to the people.

The number of people who voted in the assembly changed from day to day. For major decisions, however, the assembly needed about 6,000 people to vote. But it wasn't always easy to gather that many people together in one place.

According to one Greek writer, the government sent slaves to the market to round up more citizens if necessary. In one of the writer's plays, slaves walked through the market holding a long rope between them. The rope was covered in red dye and would mark the clothing of anyone it touched. Any citizen with red dye on his clothing had to go to the assembly meeting or pay a large fine.

Because the assembly was so large, it was sometimes difficult to make decisions. The Athenians therefore selected citizens to be city officials and to serve on a smaller council. These officials decided which laws the assembly should discuss. This helped the government run more smoothly.

## DOCUMENT-BASED INVESTIGATION Historical Source

### Pericles' Funeral Oration

In 430 BC, Pericles addressed the people of Athens at a funeral for soldiers who had died in battle. In his speech, Pericles tried to comfort the Athenians by reminding them of the greatness of their government.



Pericles is praising the Athenians for creating a democracy.

Athenian government was open to all free men, not just a few.

*“Our form of government does not enter into rivalry with the institutions of others. We do not copy our neighbors, but are an example to them. It is true that we are called a democracy, for the administration is in the hands of the many and not of the few. . . . There is no exclusiveness [snobbery] in our public life, and . . . we are not suspicious of one another. . . .”*

—Pericles, quoted in Thucydides, *History of the Peloponnesian War*

#### Analyze Historical Sources

How do you think Pericles felt Athenian government compared to other cities' governments?

### The Rights of Citizens

Aristotle discusses how many people were not treated equally under the law before democracy developed in Athens.

#### Analyze Historical Sources

What evidence from the text shows that some people had few rights under the Athenian constitution?

*“After this event there was contention for a long time between the upper classes and the populace. Not only was the constitution at this time oligarchical in every respect, but the poorer classes, men, women, and children, were the serfs of the rich. . . . The whole country was in the hands of a few persons, and if the tenants failed to pay their rent they were liable to be hauled into slavery, and their children with them. . . . But the hardest and bitterest part of the constitution in the eyes of the masses was their state of serfdom. Not but what they were also discontented with every other feature of their lot; for, to speak generally, they had no part nor share in anything.”*

—Section 1, Part 2 of *The Athenian Constitution* by Aristotle; translated by Sir Frederic G. Kenyon

**Changes in Athenian Democracy** As time passed, the role of Athenian citizens expanded to include more significant powers. For example, citizens had the responsibility to serve on juries and decide court cases. Juries had anywhere from 200 to 6,000 people, though juries of about 500 people were much more common. Most juries had an odd number of members to prevent ties.

Athens remained a democracy for about 170 years. It reached its height under a brilliant elected leader named **Pericles** (PER-uh-kleez). He led the government from about 460 BC until his death in 429 BC.

Pericles encouraged the people of Athens to introduce democracy into other parts of Greece. He also championed a sense of civic duty and pride. He wanted the Athenians to be responsible for their city. Pericles believed that participating in government was just as important as defending Athens in war. To encourage more citizens to participate in government, he paid those who served in public offices or on juries. Many modern governments continue these practices today.

**Greek Constitutions** The Greeks created constitutions in which laws were written. A constitution is a set of beliefs and laws that are used to govern a state, nation, or organization. The philosopher Aristotle collected the constitutions of over 150 Greek city-states and wrote comments about each. One of these well-known texts is *The Athenian Constitution*. Sections of the original papyrus document still exist.

**Reading Check**  
Summarize Which two examples show that civic participation was important to the Athenians?

**End of Democracy in Athens** Eventually, the great age of Athenian democracy came to an end. In the mid-330s BC Athens was conquered by the Macedonians from north of Greece. After the conquest, Athens fell under strong Macedonian influence.

Even after being conquered by Macedonia, Athens kept its democratic government. But it was a democracy with very limited powers. The Macedonian king ruled his country like a dictator, a ruler who held all the power. No one could make any decisions without his approval.

In Athens, the assembly still met to make laws, but it had to be careful not to upset the king. The Athenians didn't dare make any drastic changes to their laws without the king's consent. They weren't happy with this situation, but they feared the king's powerful army. Before long, though, the Athenians lost even this limited democracy. In the 320s BC, a new king took over Greece and ended Athenian democracy.

## Ancient Democracy Differs from Modern Democracy

Like ancient Athens, the United States has a democratic government in which the people hold power. But our modern democracy is very different from the ancient Athenians' democracy.

**Direct Democracy** All citizens in Athens could participate directly in the government. We call this form of government a direct democracy. It is called direct democracy because each person's decision directly affects the outcome of a vote. In Athens, citizens gathered together to discuss issues and vote on them. Each person's vote counted, and the majority ruled.

They believed that citizens should also have the ability to vote, and they believed in the idea of majority rule. Greek ideals of direct democracy and rule of law influenced the founders of the United States. However, the United States was too large for direct democracy to work for the whole country. For example, it was impossible for all citizens to gather in one place for a debate. Instead, the founders of the United States set up a different kind of democracy.

### Quick Facts

#### Democracy Then and Now

##### In Athenian Direct Democracy . . .

- All citizens met as a group to debate and vote directly on every issue.
- There was no separation of powers. Citizens created laws, enforced laws, and acted as judges.
- Only free male citizens could vote. Women and slaves could not vote.

##### In American Representative Democracy . . .

- Citizens elect representatives to debate and vote on issues for them.
- There is a separation of powers. Citizens elect some people to create laws, others to enforce laws, and others to be judges.
- Men and women who are citizens have the right to vote.



The United States Supreme Court building was designed to look similar to Greek buildings, like the Parthenon.

**Reading Check**  
Compare and Contrast How are direct democracy and representative democracy different?

**Representative Democracy** The United States is a representative democracy, or democratic republic. In this system, citizens elect officials to represent them in the government. These elected officials then meet to make the laws that govern the nation and the decisions about how to enforce them.

In Athens, some people were treated equally and others were not. For example, women and slaves had few, if any, political rights. Similar ideas about equality existed when the U.S. Constitution was first written. Over time, however, ideas about equality and liberty in the United States changed. Citizens who are old enough are eligible to participate in the political process. The ideas about democracy and government that began in ancient Greece continue to influence democracy in the United States.

**Summary and Preview** In this lesson, you learned about the development and decline of democracy in Athens. You also learned how Athenian democracy influenced the government of the United States. Another city-state, Sparta, was also influential in the region. In the next lesson, you will learn what happened when Athens and Sparta became enemies.

## Lesson 2 Assessment

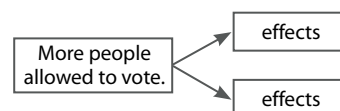
### Review Ideas, Terms, and People

- a. Contrast** How are oligarchy and tyranny different?  
**b. Synthesize** Describe the relationship between the power that Athens had and the way its currency was used in trade.
- a. Analyze** How did Pericles champion Athenian democracy?  
**b. Explain** How do we know that written constitutions developed in ancient Greece?  
**c. Summarize** How was rule of law used to govern Athens?

- Analyze** What type of democracy did Athens have? How did this later affect the creation of American democracy?

### Critical Thinking

- Predict Effects** Debate as though you are discussing an issue in the Athens assembly. How might Athens be affected if women, slaves, and foreigners were allowed to vote? Present speeches about the potential effects of this decision.





# Athens and Sparta

## The Big Idea

The two most powerful city-states in Greece, Sparta and Athens, had very different cultures and became bitter enemies in the 400s BC.

## Main Ideas

- The Spartans built a military society to provide security and protection.
- The Athenians admired the mind and the arts in addition to physical abilities.
- Sparta and Athens fought over who should have power and influence in Greece.

## Key Terms

alliance  
Peloponnesian War

## If YOU were there . . .

Your father, a wandering trader, has decided it is time to settle down. He offers the family a choice between two cities. In one city, everyone wants to be athletic, tough, and strong. They're good at enduring hardships and following orders. The other city is different. There, you'd be admired if you could think deeply and speak persuasively, if you knew a lot about astronomy or history, or if you sang and played beautiful music.

**Which city do you choose? Why?**

## Spartans Build a Military Society

Spartan society was dominated by the military. According to Spartan tradition, the city's social system was created between 900 and 600 BC by a man named Lycurgus (ly-KUHR-guhs) after a slave revolt. To keep such a revolt from happening again, he increased the military's role in society. The Spartans believed that military power was the way to provide security and protection for their city. Daily life in Sparta reflected this belief.

**Boys and Men in Sparta** Daily life in Sparta was dominated by the army. Even the lives of children reflected this domination. When a boy was born, government officials came to look at him. If the baby was not healthy, he was taken outside of the city and left to die. Healthy boys were trained from an early age to be soldiers.

As part of their training, boys ran, jumped, swam, and threw javelins to increase their strength. They also learned to endure the hardships they would face as soldiers. For example, boys weren't given shoes or heavy clothes, even in winter. They also weren't given much food. Boys were allowed to steal food if they could, but if they were caught, they were whipped. At least one boy chose to die rather than admit to his theft.

“One youth, having stolen a fox and hidden it under his coat, allowed it to tear out his very bowels [organs] with its claws and teeth and died rather than betray his theft.”

—Plutarch, from *Life of Lycurgus*

To this boy—and to most Spartan soldiers— courage and strength were more important than one’s own safety.

Soldiers between the ages of 20 and 30 lived in army barracks and only occasionally visited their families. Spartan men stayed in the army until they turned 60.

The Spartans believed that the most important qualities of good soldiers were self-discipline and obedience. To reinforce self-discipline they required soldiers to live tough lives free from comforts. For example, the Spartans didn’t have such luxuries as soft furniture and expensive food. They thought such comforts made people weak. Even the Spartans’ enemies admired their discipline and obedience.

## Quick Facts



## Life in Sparta

The Spartans valued discipline, obedience, and courage above all else. Spartan men learned these values at an early age, when they were trained to be soldiers. Spartan women were also expected to be strong, athletic, and disciplined.

## The Life of a Spartan Soldier

**Ages 7–12: Values training** Boys left home and got a basic education.

**Ages 12–18: Physical training** Boys developed physical skills through exercise.

**Ages 18–20: Military training** Men learned how to fight as part of the army.

**Ages 20–30: Military service** Soldiers formed the body of the Spartan army.

**Age 30: Full citizenship** Soldiers could participate in the assembly and move back home.

**Girls and Women in Sparta** Because Spartan men were often away at war, Spartan women had more rights than other Greek women. Some women owned land in Sparta and ran their households when their husbands were gone. Unlike women in other Greek cities, Spartan women didn't spend time spinning cloth or weaving. They thought of those tasks as the jobs of slaves, unsuitable for the wives and mothers of soldiers.

Spartan women also received physical training. Like the men, they learned how to run, jump, wrestle, and throw javelins. The Spartans believed this training would help women bear healthy children.

**Government** Sparta was officially ruled by two kings who jointly led the army. But elected officials actually had more power than the kings. These officials ran Sparta's day-to-day activities. They also handled dealings between Sparta and other city-states.

Sparta's government was set up to control the city's helots (HEL-uhts), or slaves. The helots were government-owned slaves who grew all the city's crops and did other agricultural jobs in order to feed the people. They were also used as servants and could be forced to fight during war. Their lives were miserable, and they couldn't leave their land. Although slaves greatly outnumbered Spartan citizens, fear of the Spartan army kept them from rebelling. This slave economy in Sparta helped the city-state become rich, powerful, and prosperous. Some foreigners, who lived freely, also lived in Sparta and contributed to the economy. However, they could be forced to leave at any time.

**Reading Check**  
Summarize What was the most important element of Spartan society?

## Historical Source

### Xenophon's Picture of an Ideal Household

Xenophon, who studied with Socrates, wrote a story about an average day for someone in Athens.

*"After this, usually I mount my horse and take a canter. I put him through his paces, suiting these, so far as possible, to those inevitable in war — in other words, I avoid neither steep slope, nor sheer incline, neither trench nor runnel, only giving my uttermost heed the while so as not to lame my horse while exercising him. When that is over, the boy gives the horse a roll, and leads him homeward, taking at the same time from the country to town whatever we may chance to need. Meanwhile I am off for home, partly walking, partly running, and having reached home I take a bath. . . ."*

—from "Xenophon's Picture of an Ideal Household" in *Readings in Ancient History*, by William Sterns Davis.

### Analyze Historical Sources

What evidence from the text shows that the speaker is most likely an aristocrat and a man?

## Athenians Admire the Mind

Sparta's main rival in Greece was Athens. Like Sparta, Athens had been a leader in the Persian Wars and had a powerful army. But life in Athens was very different from life in Sparta. In addition to physical training, the Athenians valued education, clear thinking, and the arts.

**Boys and Men in Athens** From a young age, Athenian boys from rich families worked to improve both their bodies and their minds. Like Spartan boys, Athenian boys had to learn to run, jump, and fight. But this training was not as harsh or as long as the training in Sparta.

Unlike Spartan men, Athenian men didn't have to devote their whole lives to the army. All men in Athens joined the army, but for only two years. They helped defend the city between the ages of 18 and 20. Older men only had to serve in the army in times of war.

In addition to their physical training, Athenian students, unlike the Spartans, also learned other skills. They learned to read, write, and count as well as sing and play musical instruments. Boys also learned about Greek history and legend. For example, they studied the *Iliad*, the *Odyssey*, and other works of Greek literature.

### DOCUMENT-BASED INVESTIGATION Historical Source

#### Views of Education

Plato, an Athenian, thought that education for young boys should train both the mind and the body. Lycurgus, a Spartan lawgiver, thought education for boys should teach them how to fight.

*“And what shall be their education? Can we find a better division than the traditional sort?—and this has two divisions, gymnastics for the body, and music for the soul.”*

—Plato from *The Republic*

*“Reading and writing they gave them, just enough to serve their turn; their chief care was to make them good subjects, and to teach them to endure pain and conquer in battle.”*

—Plutarch from *Life of Lycurgus*



#### Analyze Historical Sources

How do the viewpoints of Plato and Lycurgus reflect the ideals of Athens and Sparta?



Boys from very rich families often continued their education with private tutors. These tutors taught their students about philosophy, geometry, astronomy, and other subjects. They also taught the boys how to be good public speakers. This training prepared boys for participation in the Athenian assembly.

Very few boys had the opportunity to receive this much education, however. Boys from poor families usually didn't get any education, though most of them could read and write at least a little. Most of the boys from poor families became farmers and grew food for the city's richer citizens. A few went to work with craftspeople to learn other trades.

**Girls and Women in Athens** Although many boys in Athens received good educations, girls didn't. In fact, girls received almost no education. Athenian men didn't think girls needed to be educated. A few girls were taught how to read and write at home by private tutors. However, most girls only learned household tasks like weaving and sewing.

Despite Athens's reputation for freedom and democracy, women there had fewer rights than women in many other city-states. Athenian women could not:

- serve in any part of the city's government, including the assembly and juries
- leave their homes, except on special occasions
- buy anything or own property
- disobey their husbands or fathers

In fact, women in Athens had almost no rights at all.

## Quick Facts



## Life in Athens

The Athenians valued education and the arts and believed that educated people made the best citizens.

- Boys from wealthy families were taught how to read, how to speak, and even how to think properly.
- Some boys were required to memorize long passages of plays or poems. Some had to commit both the *Iliad* and the *Odyssey* to memory.
- Very few girls, however, received educations.

### Reading Check

#### Draw Conclusions

Why did girls in Athens receive little education?

**Limited Rights in Athenian Society** Although Athens was a democracy, Athenian rulers did not protect the rights of everyone who lived there. Athenian women did not have the same rights as in other Greek city-states. They also did not have the same rights as women in other ancient governments. For example, women in the Persian Empire were permitted to own property.

Other people also had limited rights. Athens had three classes of slaves. Slaves in the highest class could work as tutors or police officers. Next were slaves who worked as servants for families. They could sometimes buy their freedom and their masters often treated them well during festivals. The lowest level of Athenian slaves worked in nearby silver mines, where most slaves died during their work.

Foreigners in Athens were known as *metics*. Many metics were Greeks from other city-states. They were free people who worked in sanitation, maintenance, and rowing, but metics were not citizens of Athens. Therefore, they were not allowed to participate in government.

## Sparta and Athens Fight

As you learned earlier, Sparta and Athens worked together to win the Persian Wars. The Spartans fought most of the battles on land, and the Athenians fought at sea. After the war, the powerful Athenian fleet continued to protect Greece from the Persian navy. As a result, Athens had a great influence over much of Greece.

**Athenian Power** After the Persian Wars ended in 480 BC, many city-states formed an **alliance**, or an agreement to work together. They wanted to punish the Persians for attacking Greece. They also agreed to help defend each other and to protect trade in the Aegean Sea. To pay for this defense, each city-state gave money to the alliance. Because the money was kept on the island of Delos, historians call the alliance the Delian League.

With its navy protecting the islands, Athens was the strongest member of the league. As a result, the Athenians began to treat other league members as their subjects. They refused to let members quit the league and forced more cities to join it. The Athenians even used the league's money to pay for buildings in Athens. Without even fighting, the Athenians made the Delian League an Athenian empire.

**The Peloponnesian War** The Delian League was not the only alliance in Greece. After the Persian Wars, many cities in southern Greece, including Sparta, banded together as well. This alliance was called the Peloponnesian League after the peninsula on which the cities were located.

The growth of Athenian power worried many cities in the Peloponnesian League. Finally, to stop the growth of Athens, Sparta declared war.

This declaration of war began the **Peloponnesian War**, a war between Athens and Sparta that threatened to tear all of Greece apart. In 431 BC the Spartan army marched north to Athens. They surrounded the city, waiting for the Athenians to come out and fight. But the Athenians stayed in the city, hoping that the Spartans would leave. Instead, the Spartans

During the Peloponnesian War, sailors and soldiers rowed warships called triremes, which carried about 200 people.



began to burn the crops in the fields around Athens. They hoped that Athens would run out of food and be forced to surrender.

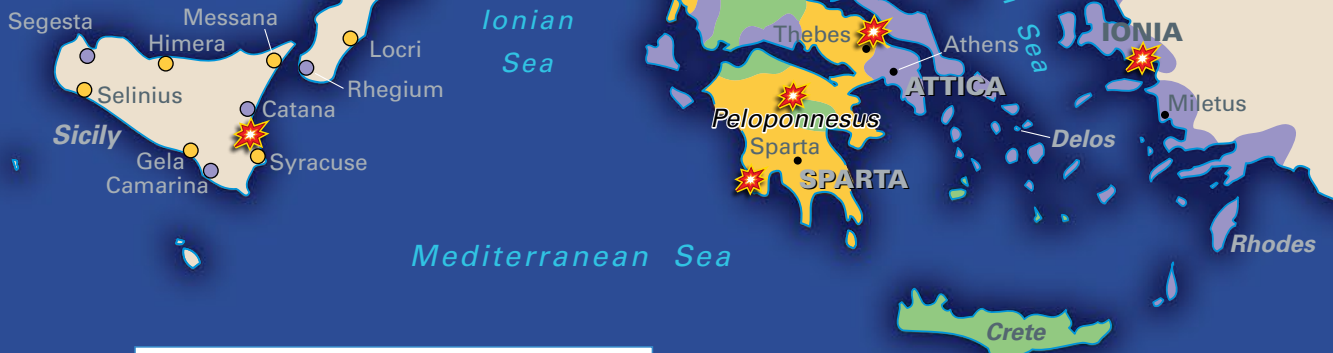
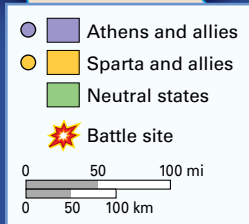
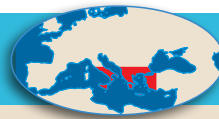
The Spartans were in for a surprise. The Athenian navy escorted merchant ships to Athens, bringing plenty of food to the city. The navy also attacked Sparta's allies, forcing the Spartans to send troops to defend other Greek cities. At the same time, though, disease swept through Athens, killing thousands. For 10 years neither side could gain an advantage over the other. Eventually, they agreed to a truce. Athens kept its empire, and the Spartans went home.

A few years later, in 415 BC, Athens tried again to expand its empire. It sent its army and navy to conquer the island of Sicily. This effort failed. The entire Athenian army was defeated by Sicilian allies of Sparta and taken prisoner. Even worse, these Sicilians also destroyed most of the Athenian navy.

Taking advantage of Athens's weakness, Sparta attacked Athens, and the war started up once more. Although the Athenians fought bravely, the Spartans won. They cut off the supply of food to Athens completely. In 404 BC, the people of Athens, starving and surrounded, surrendered. The Peloponnesian War was over, and Sparta was in control.

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## The Peloponnesian War, c. 431–404 BC



### Interpret Maps

- 1. Region** Most islands in the Aegean Sea were allied with which city?
- 2. Movement** About how far did Athenian ships have to sail from Athens to invade Sicily?

### Reading Check

#### Analyze Effects

What effect did the end of the Peloponnesian War have on Sparta?

**Fighting Among the City-States** With the defeat of Athens, Sparta became the most powerful city-state in Greece. For about 30 years, the Spartans controlled nearly all of Greece, until other city-states started to resent them. This resentment led to a period of war. Control of Greece shifted from city-state to city-state. The fighting went on for many years, which weakened Greece and left it open to attack from outside.

**Summary and Preview** In this lesson, you studied the similarities and differences between Athens and Sparta. You also read about conflicts among city-states for control of Greece. In the next lesson, you will learn about Greek mythology and literature.

## Lesson 3 Assessment

### Review Ideas, Terms, and People

- a. **Recall** How long did Spartan men stay in the army?

b. **Summarize** How did the army affect life in Sparta?
- a. **Identify** What skills did rich Athenian boys learn in school?

b. **Elaborate** How might the government of Athens have influenced the growth of its educational system?
- a. **Identify** Which city-state won the Peloponnesian War?

b. **Explain** Why did many city-states form an alliance against Athens?

### Critical Thinking

- Contrast** Identify the differences between the people of Athens and Sparta in the text. Create a table like this to organize the information.

People	Athens	Sparta
foreigners		
slaves		
women		



# Greek Mythology and Literature

## The Big Idea

The ancient Greeks created great myths and works of literature that influence the way we speak and write today.

## Main Ideas

- The Greeks created myths to explain the world.
- Ancient Greek literature provides some of the world's greatest poems and stories.
- Greek literature lives on and influences our world even today.

## Key Terms and People

mythology

Homer

Sappho

Aesop

fables

## If YOU were there . . .

As a farmer in ancient Greece, your way of life depends on events in nature. The crops you grow need sunshine and rain, though thunder and lightning scare you. When you look up at the night sky, you wonder about the twinkling lights you see there. You know that at certain times of the year, the weather will turn cold and gray and plants will die. Then, a few months later, green plants will grow again.

**How might you explain these natural events?**

## Myths Explain the World

The ancient Greeks believed in many gods. These gods were at the center of Greek **mythology**—a body of stories about gods and heroes that try to explain how the world works. Each story, or myth, explained natural or historical events. Greek mythology is part of the cultural landscape of Greece. A cultural landscape describes how natural resources and wildlife relate to events and people. The ancient Greeks used myths to explain natural events such as thunder or earthquakes. They explained these events as acts of the gods.

**Greek Gods** People in ancient Greece believed their gods caused events like volcanic eruptions to happen. They created myths to explain the gods' actions.

The most important Greek gods included:

- Zeus, king of the gods
- Hera, queen of the gods
- Poseidon, god of the sea
- Hades, god of the underworld
- Athena, goddess of wisdom
- Apollo, god of the sun
- Ares, god of war
- Aphrodite, goddess of love
- Dionysus, god of celebration
- Hermes, the messenger god

**Deities, Titans, Gods, and Mythology** According to Greek mythology, Gaea and Uranus were the first two deities in the world. A deity is any being that a culture believes has divine power over its people. The children and grandchildren of Gaea and Uranus were known as the Titans. The next generation of deities rebelled against the titans. Gods and Titans battled in a war known as Titanomachy, and the Titans were defeated. The young victorious deities took control of Mount Olympus and became the Olympian gods.

The Greeks saw the work of these gods in events all around them. For example, the Greeks lived in an area where volcanic eruptions were common. To explain these eruptions, they told stories about the god Hephaestus (hi-FES-tuhs), who lived underground. The fire and lava that poured out of volcanoes, the Greeks said, came from the huge fires of the god's forge. At this forge he created weapons and armor for the other gods.

The Greeks did not think the gods spent all their time creating disasters, though. They also believed the gods caused daily events. For example, they believed the goddess of agriculture, Demeter (di-MEE-tuhr), created the seasons. According to Greek myth, Demeter had a daughter who was kidnapped by another god. The desperate goddess begged the god to let her daughter go, and eventually he agreed to let her return to her mother for six months every year. During the winter, Demeter is separated from her daughter and misses her. In her grief, she doesn't let plants grow. When her daughter comes home, the goddess is happy, and summer comes to Greece. To the Greeks, this story explained why winter came every year.

To keep the gods happy, the Greeks built great temples to honor them all around Greece. In return, however, they expected the gods to give them help when they needed it. For example, many Greeks in need of advice traveled to Delphi, a city in central Greece. There they spoke to the oracle,

The actions of the gods explained natural events, such as the change of seasons and severe storms. As you can see here, the gods also possessed human qualities and emotions, to which the Greeks could relate.



a female priest of Apollo to whom they thought the god gave answers. The oracle at Delphi was so respected that Greek leaders sometimes asked her for advice about how to rule their cities.

**Heroes and Mythology** Not all Greek myths were about gods. Many told about the adventures of great heroes. Some of these heroes were real people, while others were not. The Greeks loved to tell the stories of heroes who had special abilities and faced terrible monsters. The people of each city had their favorite hero, usually someone from there.

The people of Athens, for example, told stories about the hero Theseus. According to legend, he traveled to Crete and killed the Minotaur, a terrible monster that was half human and half bull. People from northern Greece told myths about Jason and how he sailed across the seas in search of a great treasure, fighting enemies the whole way.

Perhaps the most famous of all Greek heroes was a man called Hercules. The myths explain how Hercules fought many monsters and performed nearly impossible tasks. For example, he fought and killed the hydra, a huge snake with nine heads and poisonous fangs. Every time Hercules cut off one of the monster's heads, two more heads grew in its place. In the end, Hercules had to burn the hydra's neck each time he cut off a head to keep a new head from growing. People from all parts of Greece enjoyed stories about Hercules and his great deeds.

### Reading Check

**Compare and Contrast** How were the Titans and the Olympian gods the same? In what ways were they different?

### Link to Today

#### Let the Games Begin!

One way the ancient Greeks honored their gods was by holding sporting contests. The largest took place every four years at Olympia, a city in southern Greece. Held in honor of Zeus, this event was called the Olympic Games. Athletes competed in four sports. Only men could compete. The Greeks held these games every four years for more than 1,000 years, until the AD 320s.

The first modern Olympics took place in Athens in 1896. Since then, athletes from many nations have assembled in cities around the world to compete. Today the Olympics include 28 sports, and both men and women participate. They are still held every four years. In 2004, the Olympic Games were held in their birthplace, Greece.

#### Analyze Information

How do you think the modern Olympics honors the influence of the Greek gods?





### Theseus the Hero

According to legend, Athens had to send 14 people to Crete every year to be eaten by the Minotaur, a terrible monster. But Theseus, a hero from Athens, traveled to Crete and killed the Minotaur, freeing the people of Athens from this burden.

## Ancient Greek Literature

Because the Greeks loved myths and stories, it is no surprise that they created great works of literature. Early Greek writers produced long epic poems, romantic poetry, and some of the world's most famous stories.

**Homer and Epic Poetry** Among the earliest Greek writings are two great epic poems, the *Iliad* and the *Odyssey*, by a poet named **Homer**. Like most epics, both poems describe the deeds of great heroes. The heroes in Homer's poems fought in the Trojan War. In this war, the Mycenaean Greeks fought the Trojans, people of the city called Troy.

### BIOGRAPHY

#### *Homer* 800–700s BC

Historians know nothing about Homer, but he is considered the greatest poet of the ancient world. Some don't think such a person ever lived. The ancient Greeks believed he had, and, according to ancient legend, Homer was blind and recited the *Iliad* and the *Odyssey* aloud. It wasn't until much later that the poems were written down.

#### Form Generalizations

Why might scholars not be sure that Homer existed?





The *Iliad* tells the story of the last years of the Trojan War. It focuses on the deeds of the Greeks, especially Achilles (uh-KIL-eez), the greatest of all Greek warriors. It describes in great detail the battles between the Greeks and their Trojan enemies.

The *Odyssey* describes the challenges the Greek hero Odysseus (oh-DI-see-uhs) faced on his way home from the war. For 10 years after the war ends, Odysseus tries to get home, but many obstacles stand in his way. He has to fight his way past terrible monsters, powerful magicians, and even angry gods.

Both the *Iliad* and the *Odyssey* are great tales of adventure. But to the Greeks Homer's epic poems were much more than just entertainment. They were central to the ancient Greek education system. People memorized long passages of the poems as part of their lessons. They admired Homer's poems and the heroes described in them as symbols of Greece's great history.

Homer's epic poems influenced later writers. They copied his writing styles and borrowed some of the stories and ideas he wrote about in his works. Homer's poems are considered some of the greatest literary works ever produced.

**Lyric Poetry** Other poets wrote poems that were often set to music. During a performance, the poet played a stringed instrument called a lyre while reading a poem. These poets were called lyric poets after their instrument, the lyre. Today, the words of songs are called lyrics after these ancient Greek poets.

In Homer's *Odyssey*, the half woman and half-bird Sirens sang sweet songs that made passing sailors forget everything and crash their ships. To get past the Sirens, Odysseus plugged his crew's ears with wax and had himself tied to his ship's mast.



Most poets in Greece were men, but the most famous lyric poet was a woman named **Sappho** (SAF-oh). Her poems were beautiful and emotional. Most of her poems were about love and relationships with her friends and family.

**Fables** Other Greeks told stories to teach people important lessons. **Aesop** (EE-sahp), for example, is famous for his fables. **Fables** are short stories that teach the reader lessons about life or give advice on how to live. Historians don't know for sure if Aesop really lived, but many ancient legends are told about him. According to one story, Aesop was a slave in about 500 BC. Another story says he was an adviser to a king. Some historians think that the fables credited to Aesop were actually written by many different people and collected together under a single name. In most of Aesop's fables, animals are the main characters. The animals talk and act like humans. One of Aesop's most famous stories is the tale of the ants and the grasshopper.

“The Ants were spending a fine winter's day drying grain collected in the summertime. A Grasshopper, perishing [dying] with famine [hunger], passed by and earnestly [eagerly] begged for a little food. The Ants inquired [asked] of him, “Why did you not treasure up food during the summer?” He replied, “I had not leisure enough. I passed the days in singing.” They then said in derision: “If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter.”

—Aesop, from “The Ants and the Grasshopper”

The lesson in this fable is that people shouldn't waste time instead of working. Those who do, Aesop says, will be sorry.

Another popular fable by Aesop, “The Tortoise and the Hare,” teaches that it is better to work slowly and carefully than to hurry and make mistakes. “The Boy Who Cried Wolf” warns readers not to play pranks on others. Since we still read these fables, you may be familiar with them.

**Reading Check**  
Summarize Why did the Greeks tell fables?

## BIOGRAPHY

**Aesop** before 400 BC

Many legends have been told about Aesop, so many in fact that most believe that this person didn't exist. Whether Aesop existed or not, many stories associated with him have been passed down from generation to generation. Today, they are generally published under one name: *Aesop's Fables*. Each of these stories offers a lesson about the choices people make in their lives.

### Make Inferences

Why have *Aesop's Fables* remained popular over time?



## Greek Literature Lives

The works of ancient Greek writers such as Homer, Sappho, and Aesop are still alive and popular today. In fact, Greek literature has influenced modern language, literature, and art. Did you know that some of the words you use and some of the stories you hear come from ancient Greece?

**Language** The Greeks modified, or changed, the Phoenician writing system to create their own alphabet. The Phoenician alphabet did not have any vowels in it, so the Greeks developed a complete alphabet with symbols that could be used as both consonants and vowels. These symbols were written in an order that followed the direction of a line. Today the Greek alphabet is the basis for most of the writing systems in the Western world.

Probably the most obvious way we see the influence of the Greeks is in our language. Many English words and expressions come from Greek mythology. For example, we call a long journey an *odyssey* after Odysseus, the wandering hero of Homer's poem. Something very large and powerful is called *titanic*. This word comes from the Titans, a group of large and powerful gods in Greek myth.



The influence of Greek stories and culture can still be seen in names. Astronomers named one of Jupiter's moons Io (EYE-oh) after a woman from Greek mythology. Sports teams also use Greek names. This college mascot is dressed like a Trojan warrior.

Many places around the world today are also named after figures from Greek myths. For example, Athens is named for Athena, the goddess of wisdom. Africa's Atlas Mountains were named after a giant from Greek mythology who held up the sky. The name of the Aegean Sea comes from Aegeus, a legendary Greek king. Europe itself was named after a figure from Greek myth, the princess Europa. Even places in space bear names from mythology. For example, Jupiter's moon Io was named after a goddess's daughter.

### Greek Influence on Language

In Greek Literature and Mythology . . .	Today . . .
<ul style="list-style-type: none"> <li>• Achilles was a great warrior who was killed when an arrow struck his heel.</li> </ul>	<ul style="list-style-type: none"> <li>• An "Achilles heel" is a person's weak spot.</li> </ul>
<ul style="list-style-type: none"> <li>• Hercules was the strongest man on earth who completed 12 almost-impossible tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• When a person has a really hard job to do it is called a "Herculean" task.</li> </ul>
<ul style="list-style-type: none"> <li>• A fox wanted to eat some grapes, but he couldn't reach the branch they were on. So he said, "Those grapes are probably sour anyway."</li> </ul>	<ul style="list-style-type: none"> <li>• When people pretend they don't want something after they find out they can't have it, they are said to have "sour grapes."</li> </ul>
<ul style="list-style-type: none"> <li>• King Midas was granted one wish by the god Dionysus, so he wished that everything he touched turned to gold.</li> </ul>	<ul style="list-style-type: none"> <li>• A person who seems to get rich easily is said to have a "Midas touch."</li> </ul>
<ul style="list-style-type: none"> <li>• Tantalus was punished for offending the gods. He had to stand up to his chin in water and he was always thirsty, but if he tried to drink the water it went away.</li> </ul>	<ul style="list-style-type: none"> <li>• Something is "tantalizing" if you want it but it's just out of your reach.</li> </ul>

**New Forms of Writing** The Greeks are known for their sculpture, painting, and architecture. As you have learned, the Greeks are also known for their literature. In fact, Greek writers created many new writing forms, including drama and history.

The Greeks created drama, or plays, as part of their religious ceremonies. Actors and singers performed scenes in honor of the gods and heroes. These plays became a popular form of entertainment, especially in Athens.

In the 400s BC, Athenian writers created many of the greatest plays of the ancient world. Some writers produced tragedies, which described the hardships faced by Greek heroes. Among the best tragedy writers were Aeschylus (ES-kuh-luhs), Sophocles (SAHF-uh-kleez), and Euripides (yoo-RI-puh-deez). Each made lasting contributions to drama.

Aeschylus changed the way plays were written. Previously, plays revealed the main idea, or climax, in an early scene. Aeschylus, however, made the audience wait for the climax until later in the play in order to add tension. He also introduced the practice of having a second actor on the stage to improve dialogue.

Sophocles made further innovations to play writing. In some of his plays, a third actor appeared on stage. This made dialogue and plot more complex. Sophocles also wanted the audience to know what would happen in a play before the characters did. This created additional tension for the audience and kept them engaged with the characters and the story. Sophocles used this technique in one of his most famous plays, *Oedipus Rex* (ED-uh-puhs REKS). In this play, he wrote about a Greek hero who mistakenly killed his own father. The audience knew this before the hero realized what he had done.

Euripides' plays showed the flaws or weaknesses of the gods' personalities. His myths focused on such dark themes as suffering or revenge. One of his best-known plays is *Medea*. This play focuses on women who have experienced injustice. Other Greek dramatists focused on comedies, which made fun of people and ideas. One famous comedy writer was Aristophanes (ar-uh-STAHF-uh-nee-z). He used his comedy to make serious points about war, courts of law, and famous people.

The Greeks were also among the first people to write about history. They were interested in the lessons it could teach. One of the foremost Greek historians was Herodotus (hi-ROD-uh-tuhs). He is credited as the author of a great piece of narrative writing that told the history of the Persian Wars and described the Persian Empire in detail.

Thucydides (thoo-SID-uh-deez) was also an early historian. His history of the Peloponnesian War was based, in part, on his experiences as an Athenian soldier. Even though he was from Athens, Thucydides tried to be **neutral** in his writing. He studied the war and tried to figure out what had caused it. He may have hoped the Greeks could learn from their mistakes and avoid similar wars in the future. Many later historians modeled their works after his.

#### Academic Vocabulary

**neutral** unbiased, not favoring either side in a conflict



The ancient Greek epics still influence our culture. For example, in 2014, the movie *300: The Rise of an Empire* retold the story of naval battles between the Greeks and the Persians.

**Reading Check**  
Summarize What evidence from the text shows that the Greeks influenced the English language?

**Literature and the Arts** Greek myths have inspired artists for centuries. Great painters and sculptors have used gods and heroes as the subjects of their works. Writers have retold ancient stories, sometimes set in modern times. Movie makers have also borrowed stories from ancient myths. Hercules, for example, has been the subject of dozens of films. These films range from early classics to a Disney cartoon.

Mythological references are also common in today's popular culture. Many sports teams have adopted the names of powerful figures from myths, like Titans or Trojans. Businesses frequently use images or symbols from mythology in their advertising. Although people no longer believe in the Greek gods, mythological ideas can still be seen all around us.

**Summary and Preview** The myths, stories, and poems of ancient Greece have shaped how people today speak, read, and write. Like democracy, these myths, stories, and poems are part of ancient Greece's gift to the world. In the next lesson, you will learn more about life and culture in ancient Greece.

### Lesson 4 Assessment

#### Review Ideas, Terms, and People

- a. **Summarize** What is mythology?

b. **Summarize** Why did the ancient Greeks create myths?
- a. **Summarize** What are Homer's most famous works?

b. **Contrast** How are fables different from myths?
- a. **Summarize** Who is one ancient Greek playwright? Who is one ancient Greek historian?

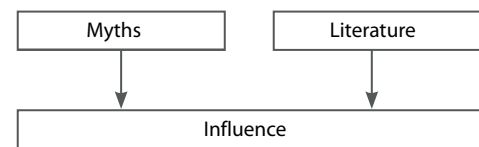
b. **Form Generalizations** In what areas have Greek myths influenced our culture?

c. **Analyze** Why do you think mythological references are popular today?

- d. **Evaluate** Why do you think Greek literature has been so influential throughout history?

#### Critical Thinking

4. **Organize Information** Using your notes and a chart like this, explain the influence of myths and literature on the world today.



# Literature in History

## The Epic Poetry of Homer

### Word Help

**main** strength  
**resolute** determined  
**imploring** begging

- 1 To what is Achilles being compared?
- 2 Priam, Hector's father, knows that the gods have protected and strengthened Achilles.
- 3 Achilles' armor was made by the god of metalworking. Why might the very sight of this armor make Priam afraid?

**About the Reading** The *Iliad* describes one part of a ten-year war between the Greeks and the city of Troy. As the poem opens, the Greek hero Achilles (uh-KIL-eez) has left the battle to wait for help from the gods. When he learns that his best friend Patroclus is dead, however, Achilles springs back into action. In this passage, the angry Achilles sprints across the plain toward Troy—and Hector, the Trojan warrior who has killed his friend.

**As You Read** Look for words and actions that tell you Achilles is a hero.

### From *the Iliad*

by Homer  
as translated by Robert Fitzgerald

Then toward the town with might and main  
he ran magnificent, like a racing chariot horse  
that holds its form at full stretch on the plain. ❶  
So light-footed Achilles held the pace.  
And aging Priam was the first to see him  
sparkling on the plain, bright as that star  
in autumn rising, whose unclouded rays  
shine out amid a throng of stars at dusk—  
the one they call Orion's dog, most brilliant. . . . ❷  
So pure and bright the bronze gear blazed  
upon him as he ran. The old man gave a cry. ❸  
With both his hands thrown up on high he  
struck his head, then shouted, groaning,  
appealing to his dear son. Unmoved, Lord  
Hector stood in the gateway, resolute to  
fight Achilles.

Stretching out his hands,  
old Priam said, imploring him:  
“No, Hector!  
. . . don't try to hold your ground against this man,  
or soon you'll meet the shock of doom. . . .”



The painting on this vase shows soldiers fighting in the Trojan War.

## Word Help

**travail** pain

**dire gorge** terrible throat

**spume** foam or froth

**maelstrom** whirlpool

**blanched** grew pale

**anguish** great suffering

❶ Odysseus is the speaker. He is referring to himself and his crew. *Why might the crew be sobbing?*

❷ Three times a day, the monster Charybdis (cuh-RIB-duhs) takes in water and then spits it out.

❸ Like many Greek monsters, Scylla (SIL-uh) is part human and part animal. She has the body of a woman, six heads with snakelike necks, and twelve feet.

**About the Reading** The *Odyssey* takes place after the Trojan War has ended. It describes the adventures of another hero, Odysseus (oh-DIS-ee-uhs), as he makes his way home to Ithaca. His voyage is full of obstacles, including the two sea monsters described here. The idea for these monsters probably came from a strait in the Mediterranean, with a jagged cliff on one side and dangerous whirlpools on the other.

**As You Read** Try to picture the action in your mind.

## From *the Odyssey*

by Homer  
as translated by Robert Fitzgerald

And all this time,  
in travail, sobbing, gaining on the current,  
we rowed into the strait—Scylla to port  
and on our starboard beam Charybdis, dire  
gorge of the salt sea tide. ❶ By heaven! when she  
vomited, all the sea was like a cauldron  
seething over intense fire, when the mixture  
suddenly heaves and rises.

The shot spume  
soared to the landside heights, and fell like rain.  
But when she swallowed the sea water down  
we saw the funnel of the maelstrom, heard  
the rock bellowing all around, and dark  
sand raged on the bottom far below. ❷  
My men all blanched against the gloom, our eyes  
were fixed upon that yawning mouth in fear  
of being devoured.

Then Scylla made her strike,  
whisking six of my best men from the ship.  
I happened to glance aft at ship and oarsmen  
and caught sight of their arms and legs, dangling  
high overhead. Voices came down to me  
in anguish, calling my name for the last time. . . . ❸

We rowed on.

The Rocks were now behind; Charybdis, too,  
and Scylla dropped astern.

## Connect Literature to History

1. **Compare** Many Greek myths were about heroes who had special abilities. What heroic abilities or traits do Achilles, Hector, and Odysseus share?
2. **Analyze** The Greeks used myths to explain the natural world. How does the *Odyssey* passage illustrate this?





# Greek Art, Philosophy, and Science

## The Big Idea

Ancient Greeks made lasting contributions in the arts, philosophy, and science.

## Main Ideas

- The Greeks made great contributions to the arts.
- The teachings of Socrates, Plato, and Aristotle are the basis of modern philosophy.
- In science, the Greeks made key discoveries in math, medicine, and engineering.

## Key Terms and People

Socrates  
Plato  
Aristotle  
reason  
Euclid  
Hippocrates

## If YOU were there . . .

Everyone in Athens has been talking about a philosopher and teacher named Socrates, so you decide to go and see him for yourself. You find him sitting under a tree, surrounded by his students. “Teach me about life,” you say. But instead of answering, he asks you, “What is life?” You struggle to reply. He asks another question, and another. If he’s such a great teacher, you wonder, shouldn’t he have all the answers? Instead, all he seems to have are questions.

**What do you think of Socrates?**

## The Arts

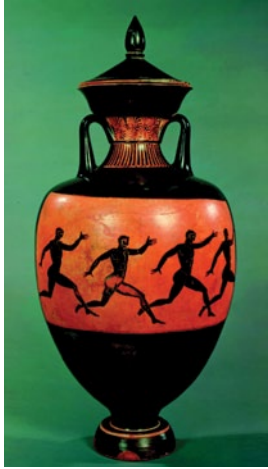
Among the most notable achievements of the ancient Greeks were those in the arts. These included sculptures, paintings, different types of architecture, and writings. These great works shaped Greek civilization. Many modern societies continue to hold ancient Greek art in high regard.

**Statues and Paintings** The ancient Greeks were master artists. Their paintings and statues have been admired for hundreds of years. Examples of these works are still displayed in museums around the world.

Greek statues are so admired because the sculptors who made them tried to make them look perfect. They wanted their statues to show how beautiful people could be. To improve



Greek sculpture is admired for its realism, natural look, and details.



This vase features highly detailed paintings of Greek athletes.

### Reading Check

#### Analyze Motives

Why did ancient Greek designers take such care with the design of buildings?

their art, these sculptors carefully studied the human body, especially how it looked when it was moving. Then, using what they had learned, they carved stone and marble statues. As a result, many Greek statues look as though they could come to life at any moment.

The Greeks also made statues of various gods and goddesses for religious purposes. The Greeks considered a temple to be a god or goddess's home—the location where he or she lived. A statue was not simply an artistic expression of faith in or honor to a deity; it was the place in the temple where the god or goddess was thought to be or rest.

Greek painting is also admired for its realism and detail. For example, Greek artists painted detailed scenes on vases, pots, and other vessels using only two colors, black and red. These scenes often reflected Greece's geographic features, such as mountains and seas. These vessels often showed scenes from myths or athletic competitions as well.

The wall paintings at Akrotiri also are realistic representations of nature. Some feature different animals. Others show religious ceremonies. The paintings are one of the many reasons why Akrotiri remains a significant site for study.

**Greek Architecture** If you went to Greece today, you would see the ruins of many ancient buildings. Old columns still hold up parts of broken roofs, and ancient carvings decorate fallen walls. These remains give us an idea of the beauty of ancient Greek buildings.

The Greeks took great care in designing their buildings, especially their temples. Rows of tall columns surrounded the temples, making the temples look stately and inspiring. Greek designers were very careful when they measured these columns. They knew that columns standing in a long row often looked as though they curved in the middle. To prevent this optical illusion, they made their columns bulge slightly in the middle. As a result, Greek columns look perfectly straight.

Ancient Greek designers took such care because they wanted their buildings to reflect the greatness of their cities. One example is the Temple of Apollo at Delphi, which represents several Greek myths. Many ancient Greeks considered Delphi to be the center of earth.

The most impressive of all ancient Greek buildings was the Parthenon (PAHR-thuh-nahn) in Athens. The Parthenon was a beautiful temple built for the goddess Athena, whom the people of Athens considered their protector. The temple stood on the Acropolis, a fortified part of the city built on a hilltop. The Parthenon, built by Pericles, is still one of the most famous buildings in the world.

## Philosophy

The ancient Greeks worshipped gods and goddesses whose actions explained many of the mysteries of the world. But by around 500 BC a few people had begun to think about other explanations. We call these people philosophers. They believed in the power of the human mind to think, explain, and understand life.

## The Parthenon

The Parthenon was built on a hilltop in Athens. It was a center of Athenian cultural life.

The carvings on the west side of the Parthenon show a contest between Athena and the god Poseidon to decide who would be honored in the city.

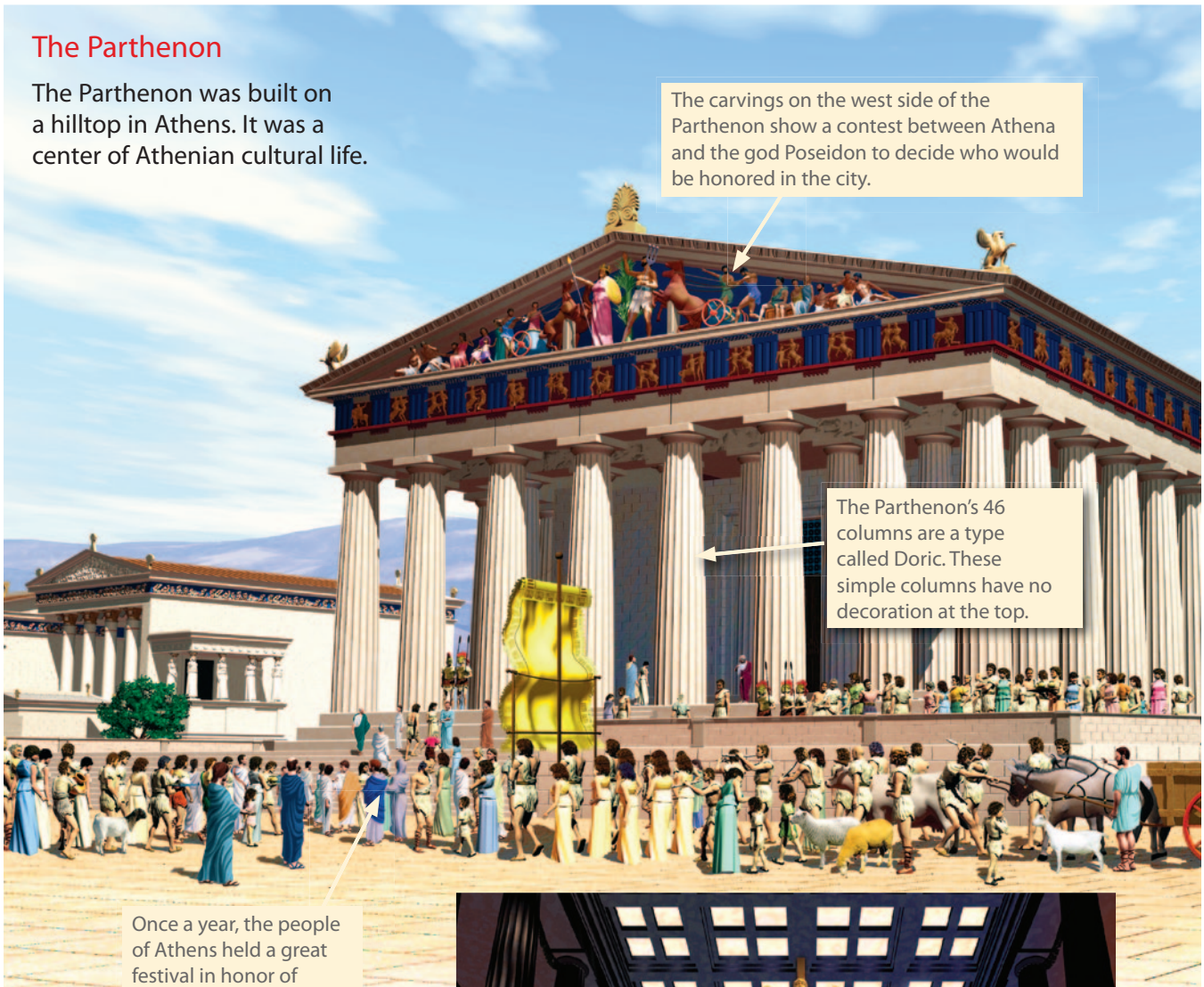
The Parthenon's 46 columns are a type called Doric. These simple columns have no decoration at the top.

Once a year, the people of Athens held a great festival in honor of Athena. Part of the festival included a great procession that wound through the city.

Inside the Parthenon was a magnificent statue of Athena by the sculptor Phidias, whom many considered the greatest sculptor in all of Greece.

### Analyze Visuals

Why do you think people are bringing animals and goods with them to the temple?



**Training the Body and the Mind** In Greece, a gymnasium was a public place where wealthy males over the age of 18 exercised, played sports, and trained for competitions. Discussions and lectures about philosophy, literature, and music also took place at a gymnasium.

The Lyceum was the name of a specific gymnasium in Athens. Named after the “wolf god” Apollo Lyceus and located in a sacred grove, this was the place where Aristotle wrote and debated philosophy. After Aristotle left the Lyceum, the school continued to function as a place to study philosophy for centuries to come.

**Socrates** Among the greatest of these thinkers was a man named **Socrates** (SAHK-ruh-teez). He believed that people must never stop looking for knowledge. Socrates was a teacher as well as a thinker. Today we call his type of teaching the Socratic method.

Socrates taught by asking questions. His questions were about human qualities such as love and courage. He would ask, “What is courage?” When people answered, he challenged their answers with more questions.

Socrates wanted to make people think and question their own beliefs. But he made people angry, even frightened. They accused him of questioning the authority of the gods. For these reasons, he was arrested and condemned to death. His friends and students watched him calmly accept his death. He took the poison he was given, drank it, and died.

**Plato** **Plato** (PLAYT-oh) was a student of Socrates. Like Socrates, he was a teacher as well as a philosopher. Plato created a school, the Academy, to which students, philosophers, and scientists could come to discuss ideas.

## Historical Source

### The Death of Socrates

In 399 BC, Socrates was arrested and charged with corrupting the young people of Athens and ignoring religious traditions. He was sentenced to die by drinking poison. Socrates spent his last hours surrounded by his students. One of them, Plato, later described the event in detail.

#### Analyze Historical Sources

How does Socrates tell his students to act when they see him drink the poison?

Socrates himself does not protest against his sentence but willingly drinks the poison.

The students and friends who have visited Socrates, including the narrator, are much less calm than he is.

“Then raising the cup to his lips, quite readily and cheerfully he drank off the poison. And hitherto most of us had been able to control our sorrow; but now when we saw him drinking . . . my own tears were flowing fast; so that I covered my face and wept. . . . Socrates alone retained his calmness: What is this strange outcry? he said. . . I have been told that a man should die in peace. Be quiet then, and have patience.”

—Plato, from *Phaedo*

Although Plato spent much of his time running the Academy, he also wrote many works. The most famous of these works is called *The Republic*. It describes Plato's idea of an ideal society. This society would be based on justice and fairness to everyone. To ensure this fairness, Plato argued, society should be run by philosophers. He thought that only they could understand what was best for everyone.

**Aristotle** Perhaps the greatest Greek thinker was **Aristotle** (ar-uh-STAH-tuhl), Plato's student. He taught that people should live lives of moderation, or balance. For example, people should not be greedy, but neither should they give away everything they own. Instead, people should find a balance between these two extremes.

Aristotle believed that moderation was based on **reason**, or clear and ordered thinking. He thought that people should use reason to govern their lives. In other words, people should think about their actions and how they will affect others.

Aristotle also made great advances in the field of logic, the process of making inferences. He argued that you could use facts you knew to figure out new facts. For example, if you know that Socrates lives in Athens and that Athens is in Greece, you can conclude that Socrates lives in Greece. Aristotle's ideas about logic helped inspire many later Greek scientists.

Socrates, Plato, and Aristotle thought about the world and searched for knowledge, wisdom, and truth. Between them they created the Socratic method of learning, the first book of political science, and a method of scientific reasoning. Even today, people admire their ideas. Their teachings are at the root of modern philosophy and science.

### Reading Check

#### Make Inferences

Do you think these philosophers would have been as influential if they had lived in a different city? Why or why not?



This drawing shows how one artist imagined Plato (left), Aristotle (center), and Socrates (right) to look.

## Science

Aristotle's works inspired many Greek scientists. They began to look closely at the world to see how it worked.

**Mathematics** Some Greeks spent their lives studying mathematics. One of these people was **Euclid** (YOO-kluhd). He was interested in geometry. Euclid is considered one of the world's greatest mathematicians. He wrote about the relationship between mathematics and other fields, including astronomy and music. But it is for geometry that he is best known. In fact, his works were so influential that the branch of geometry we study in school—the study of flat shapes and lines—is called Euclidean geometry.

### BIOGRAPHY

#### *Euclid* c. 300 BC

Euclid is considered one of the world's greatest mathematicians. He lived and taught in Alexandria, Egypt, a great center of learning. Euclid's work survives in the *Elements*, a series of books about mathematical theories. Over the centuries, many scholars have read translations of the *Elements* to help them with their own work.

#### Draw Conclusions

Why is Euclid considered a great mathematician?



Thales (THAY-leez) was another Greek mathematician who studied geometry. He is credited with developing five theorems. Historians also believe that Thales accurately predicted a solar eclipse.

Influenced by the work of Thales, Pythagoras (puh-THAG-uh-ruhs) proved that in a right triangle, the square of the hypotenuse is equal to the sum of the squares of the other two sides. Other Greek mathematicians included a geographer who used mathematics to accurately calculate the size of the earth. Years later, in the AD 300s and 400s, a woman named Hypatia (hy-PAY-shuh) taught about mathematics and astronomy.

**Medicine and Engineering** Not all Greek scientists studied numbers. Some studied other areas of science, such as medicine and engineering.

Greek doctors studied the human body to understand how it worked. In trying to cure diseases and keep people healthy, Greek doctors made many discoveries.

The greatest Greek doctor was **Hippocrates** (hip-AHK-ruh-teez). He wanted to figure out what caused diseases so he could better treat them.

### Reading Check

#### Draw Conclusions

Why do you think a branch of geometry is named after Euclid and a theorem is named after Pythagoras?

Hippocrates is better known today, though, for his ideas about how doctors should behave.

Greek engineers also made great discoveries. Some devices they invented continue to impact the world today. For instance, farmers in many countries still use water screws to bring water to their fields. This example of early technology, which brings water from a lower level to a higher one, was invented by a Greek scientist named Archimedes (ahr-kuh-MEED-eez) in the 200s BC.

**Summary** Through their art, philosophy, and science, the Greeks have greatly influenced Western civilization.

## Lesson 5 Assessment

### Review Ideas, Terms, and People

- a. Summarize** What two types of drama did the Greeks invent?

**b. Summarize** Why did Greek columns bulge in the middle?

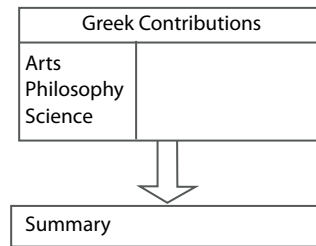
**c. Draw Conclusions** How did studying the human body help Greek artists make their statues look real?
- a. Analyze** How do Greek gymnasiums and the Lyceum show the importance of developing the body and the mind?

**b. Summarize** How did Socrates teach? What is this method of teaching called?
- a. Summarize** In what fields did Hippocrates and Thales make great achievements?

**b. Make Inferences** Why do some people call Greece the birthplace of the Western world?

### Critical Thinking

- Summarize** Add a box to the bottom of your note-taking chart. Use it to summarize Greek contributions in the arts, philosophy, and science.



# Social Studies Skills

## Analyze Costs and Benefits

### Define the Skill

Everything you do has both costs and benefits connected to it. *Benefits* are what you gain from something. *Costs* are what you give up to obtain benefits. For example, if you buy a video game, the benefits of your action include the game itself and the enjoyment of playing it. The most obvious cost is what you pay for the game. However, there are also costs that do not involve money. One of these costs is the time you spend playing the game. This is a cost because you give up something else, such as doing your homework or watching a TV show, when you choose to play the game.

The ability to analyze costs and benefits is a valuable life skill as well as a useful tool in the study of history. Weighing an action's benefits against its costs can help you decide whether or not to take the action.

### Learn the Skill

Analyzing the costs and benefits of historical events will help you better understand and evaluate them. Follow these guidelines to do a *cost-benefit analysis* of an action or decision in history.

1. First determine what the action or decision was trying to accomplish. This step is needed in order to determine which of its effects were benefits and which were costs.
2. Then look for the positive or successful results of the action or decision. These are its benefits.
3. Consider the negative or unsuccessful effects of the action or decision. Also think about what positive things would have happened if it had not occurred. All these things are its costs.

4. Make a chart of the costs and benefits. By comparing the list of benefits to the list of costs you can better understand the action or decision and evaluate it.

For example, you learned in Module 8 that because of Greece's geography, the early Greeks settled near the sea. A cost-benefit analysis of their dependence on the sea might produce a chart like this one.

Benefits	Costs
Used sea as a source of some food	Would have paid more attention to agriculture than they did
Didn't have to depend on Greece's poor soil for food	Had to rely on trade with other peoples for some food and other necessities
Became great shipbuilders and sailors	
Became great traders and grew rich from trade	
Settled colonies throughout the region	

Based on this chart, one might conclude that the Greeks' choice of where to settle was a good one.

### Practice the Skill

In 546 BC, a noble named Peisistratus overthrew the oligarchy and ruled Athens as a tyrant. Use information from the module and the guidelines here to do a cost-benefit analysis of this action. Then write a paragraph explaining whether or not it was good for the people of Athens.



# Module 8 Assessment

## Review Vocabulary, Terms, and People

Unscramble each group of letters to spell a term that matches the given definition.

1. **olpsi**—a Greek city-state
2. **iciznets**—people who have the right to participate in government
3. **ntaryt**—a person who rules alone, usually through military force
4. **comdeyacr**—rule by the people
5. **bleafs**—stories that teach lessons
6. **tscyarcora**—a government of rich landowners
7. **sroena**—clear and ordered thinking
8. **nymaugmsi**—a place to exercise and play sports

## Comprehension and Critical Thinking

### Lesson 1

9. **a. Describe** How did geography affect the development of the Greek city-states?  
**b. Compare and Contrast** What did the Minoans and Mycenaeans have in common? How were the two civilizations different?  
**c. Elaborate** How did the concept of the polis affect the growth of Greek colonies?

### Lesson 2

10. **a. Analyze** What role did Draco, Cleisthenes, and Pericles play in the history of Greek government?  
**b. Analyze** Explain the three factors that caused Corinth to become an important trade location in Greece.  
**c. Evaluate** Do you agree or disagree with this statement: "Representative democracy works better than direct democracy in large countries." Defend your answer.

### Lesson 3

11. **a. Describe** What was life like for Spartan women? for Athenian women?  
**b. Compare and Contrast** How was the education of Spartan boys different from the education of Athenian boys? What did the education of both groups have in common?

- c. Evaluate** Do you agree or disagree with this statement: "The Athenians brought the Peloponnesian War on themselves." Defend your argument.

### Lesson 4

12. **a. Explain** What is a cultural landscape? How did this apply to ancient Greece?  
**b. Recall** Who were some of the main gods of Greek mythology? Who were some of the main heroes?  
**c. Analyze** What are some of the topics that appear in ancient Greek literature, such as the *Iliad* and the *Odyssey*?

### Lesson 5

13. **a. Identify** What is the Parthenon? What was the Lyceum?  
**b. Compare** What did Euclid, Thales, and Pythagoras have in common?  
**c. Evaluate** Why do you think Greek accomplishments in the arts, sciences, and technology are still admired today?

# Module 8 Assessment, continued

## Review Themes

- Geography** How do you think Greek society would have been different if Greece were a landlocked country?
- Politics** Why was citizenship so important in Athens?
- Society and Culture** What evidence from the text shows cultural differences between Athens and Sparta?

## Reading Skills

**Preview Text** Use the Reading Skills taught in this module to complete the activities about the reading in the selection below.

### Greeks Create City-States

The Greeks of the Dark Age left no written records. All that we know about the period comes from archaeological findings.

About 300 years after the Mycenaean civilization crumbled, the Greeks started to join together in small groups for protection and stability. Over time, these groups set up independent city-states. The Greek word for a city-state is **polis** (PAH-lus). The creation of city-states marked the beginning of what is known as Greece's classical era.

**Life in a City-State** A Greek city was usually built around a strong fortress. This fortress often stood on top of a high hill called the **acropolis** (uh-KRAH-puh-lus).

- Identify the following text features in the passage: heading, subheading, and bold type.
- What is the purpose of the subheading that introduces the third paragraph?

## Social Studies Skills

**Analyze Costs and Benefits** Use the Social Studies Skills taught in this module to complete the activity about the chart below.

Cleisthenes' Leadership

Costs	Benefits

- Create a chart similar to the chart shown comparing costs and benefits of this event. Then write a sentence explaining whether or not it was good for the people of Athens.

## Focus On Writing

- Write Your Myth** First, decide if your main character is going to be a god, a Titan, or a human who interacts with the gods and Titans. Think about the situations and decisions that your character will face, and how he or she will react to them.  
Now it's time to write your myth down. Write a paragraph of seven to eight sentences about your character. You may want to include terrible monsters or heroes with great powers. Don't forget that a myth is supposed to explain something about the world.

# ANCIENT GREECE



**The Acropolis of Athens symbolizes the city and represents the architectural and artistic legacy of ancient Greece.** *Acropolis* means “highest city” in Greek, and there are many such sites in Greece. Historically, an acropolis provided shelter and defense against a city’s enemies. The Acropolis of Athens—the best known of them all—contained temples, monuments, and artwork dedicated to the Greek gods. Archaeological evidence indicates that the Acropolis was an important place

to inhabitants from much earlier eras. However, the structures that we see today on the site were largely conceived by the statesman Pericles during the Golden Age of Athens in the 5th century B.C.

Explore the Acropolis of ancient Greece and learn about the legacy of Greek civilization. You can find a wealth of information, video clips, primary sources, activities, and more through your online textbook.



### The Parthenon

Watch the video to see what the Parthenon, one of the most important temples on the Acropolis, might have looked like after it was completed.



Go online to view these and other **HISTORY**® resources.



### The Persian Wars

Watch the video to find out how Athens emerged as the principal Greek city-state at the conclusion of the Persian Wars.



### The Goddess Athena

Watch the video to learn how, according to Greek mythology, Athena became the protector of Athens.



### Legacy of Greece

Watch the video to analyze The School of Athens, a painting by the Italian Renaissance artist Raphael, which pays tribute to the legacy of ancient Greece in philosophy and science.