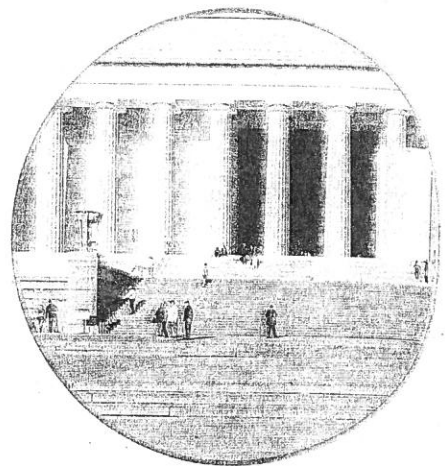


Ancient Greece Preview

Essential Question What is the best form of government?

Before you begin this topic, think about the Essential Question by answering the following questions.

1. What are some ways in which local, state, or federal government affects your life?



2. Preview the topic by skimming lesson titles, headings, and graphics. Then place a check mark next to ancient Greek ideas or practices that you think have had the greatest influence on the modern world.

☐ monarchy

☐ democracy

☐ slavery

☐ colonization

Timeline Skills

As you read, write and/or draw at least three events from the topic. Draw a line from each event to its correct position on the timeline.

800
BCE

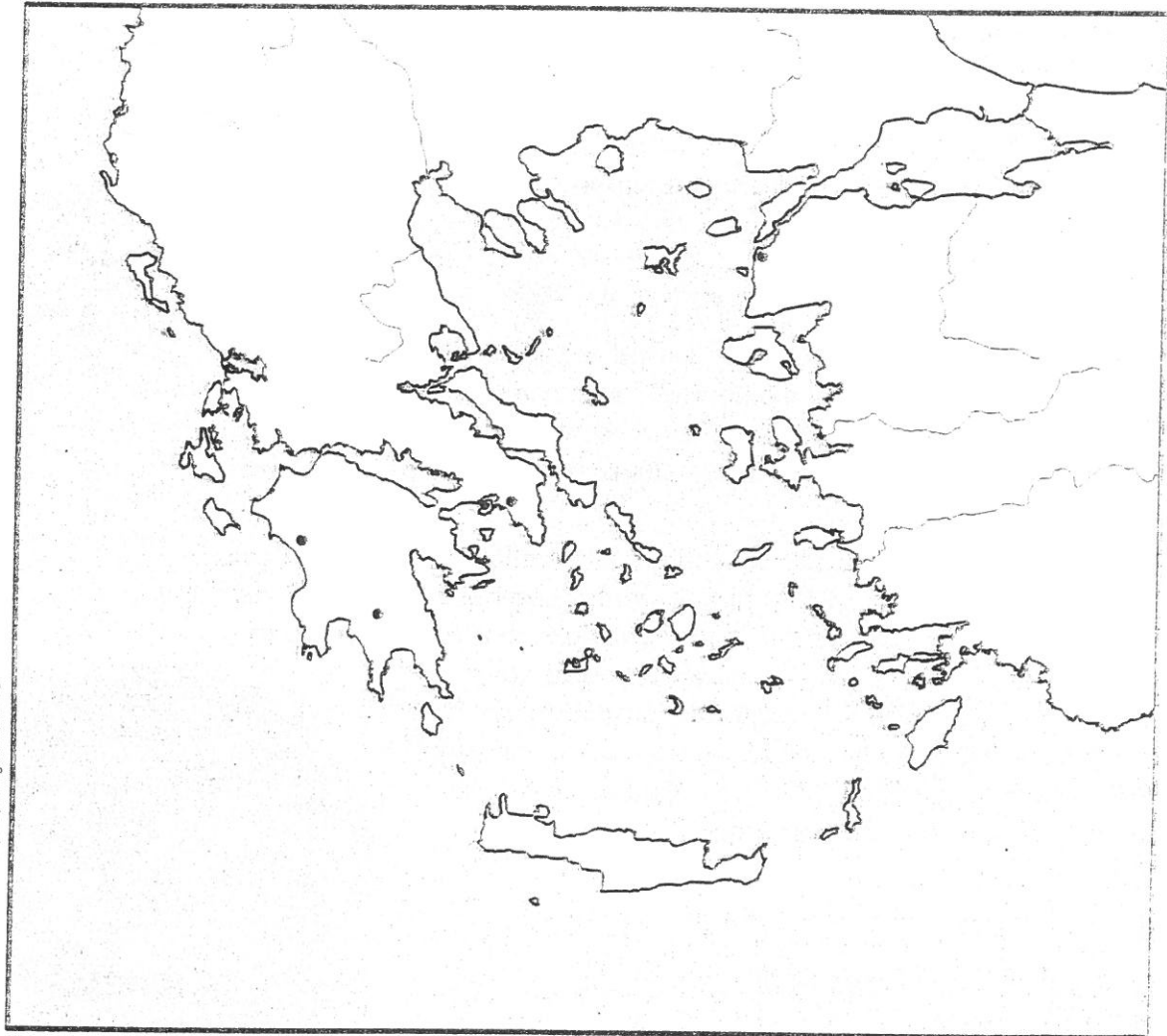
700
BCE

600
BCE

Map Skills

Using maps throughout the topic, label the outline map with the places listed. Then color in significant features of the region, such as mountains.

Europe	Asia	Greece	Aegean Sea
Ionian Sea	Mediterranean Sea	Athens	Sparta
Olympia	Troy	Peloponnesian Peninsula	Crete



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500
BCE

0
BCE

300
BCE

Topic 6 Lesson 1 The Early Years of Greek Civilization

Lesson Summary

Ancient Greece learned from interactions with older civilizations such as Mesopotamia and Egypt. At the same time, Greeks developed their own unique ways of living. Both elements helped to create a great civilization.

How Did Geography Shape the Greek World?

Ancient Greece began as scattered communities located along certain coasts and islands in the Mediterranean Sea. Mainland Greece consists of mountain ranges and narrow valleys. Much of this land was suitable only for raising sheep and goats. Only in the narrow valleys could farmers grow any crops. The mountains also cut off many communities from outsiders. This helped shape a fiercely independent spirit among the Greeks. The sea, which nearly surrounds Greece, also shaped the ancient Greek world. Greece's location between Europe, Asia, and Africa made it a crossroads for travelers and trade. Greek traders and sailors crisscrossed the seas around their homeland. They carried olive oil and wine—two valuable products that come from plants that grew well in the Greek climate.

Who Influenced the Early Greeks?

Early Greeks were influenced by several earlier civilizations. The Minoan civilization emerged on the largest Greek island, Crete, around 2000 BCE. They had a writing system and were skilled builders and traders. After the mysterious destruction of the Minoans around 1450 BCE, the Mycenaean civilization dominated mainland Greece for several centuries. They developed fine bronze weapons and pottery. Around 1100 BCE, invaders known as the Dorians destroyed much of Mycenaean civilization. For a period of time, Greek culture declined.

The Trojan War

To later Greeks, the Mycenaean age was one of heroes and great adventures, including the legend of the Trojan War. In this legend, Mycenaean warriors sailed across the Aegean Sea to attack Troy, a city in what is today Turkey. According to tradition, a blind poet named Homer, who probably lived around 750 BCE, shaped the stories of the Trojan War into a long epic poem, the *Iliad*. Homer also wrote the *Odyssey*, which describes the journey home from war of the Greek king Odysseus. The two epic poems had a big impact on Greek culture. The values they expressed, such as courage, honor, family loyalty, cleverness, and ambition, became part of the Greek identity.

Emergence of City-States

By Homer's time, city-states were appearing in Greece. The government of a city-state, or **polis**, ruled a wide area that included the city and its surrounding villages and countryside. In the city center, **citizens**—those residents of the state who had certain legal rights—met to make laws and discuss issues affecting the entire community. In early times, the polis was ruled by people or groups who inherited their power. In some city-states, however, citizens began governing themselves. In all cases, citizens felt strong pride and loyalty toward their polis.

Topic 6 Lesson 1 The Early Years of Greek Civilization

Reading Support

Answer the questions as you read this lesson.

How Did Geography Shape the Greek World?

1. Which two geographic features had a powerful influence on where the early Greeks settled?

mountains

deserts

plains

large rivers

the sea

forests

2. The text says that for the Greeks, "the sea brought contact with the wider world." What does this mean?

Who Influenced the Early Greeks?

3. The text describes three early civilizations in the Aegean Sea area. Identify these civilizations, and write statements describing each one.

<insert graphic organizer MGWH19_RS_T06L01_T0000301, FLOW CHART 4. With some sample answers>

The Trojan War

4. What are the *Iliad* and the *Odyssey*?

5. What role did they play in Greek culture?

Emergence of City-States

6. What role did Greece's geography play in the development of city-states?

7. Choose from the following words to complete the paragraph. Use each word only once.

acropolis citizens aristocracy politics polis

Each Greek community organized itself into a _____, or city-state. Members of the city-state who had legal rights—the _____—would meet to make laws and discuss issues. On a high hill in the city-state stood public buildings known as the _____. The Greek word for city-state gives us _____ our word for the art and practice of government. In early times the city-state was governed by an _____, a class of rulers who inherited their power from their parents.

Lesson 1 The Early Years of Greek Civilization

Take Notes

Literacy Skills: Analyze Cause and Effect Use what you have read to complete the organizer. For each event, write the cause in the box to the left and the effect in the box to the right. The first one has been completed for you.

Cause	Event	Effect
The mountains of Greece were too steep and rocky for farming.	People settled in the lowland valleys and plains.	The mountains isolate these lowland settlers, who develop independent communities.
	The Greeks become skillful sailors and merchants.	
	Mycenaean civilization is destroyed.	
	In the 700s BCE, the Greeks develop an alphabet.	



INTERACTIVE

For extra help, review the 21st Century Tutorial: **Analyze Cause and Effect**.

Practice Vocabulary

Vocabulary Quiz Show Some quiz shows ask a question and expect the contestant to give the answer. In other shows, the contestant is given an answer and must supply the question. If the blank is in the Question column, write the question that would result in the answer in the Answer column. If the question is supplied, write the answer.

Question

Answer

1. 

1. polis

2. 

2. citizens

3. Where were temples and public buildings located in Greek city-states?

3. 

4. What did the Greeks call the art and practice of government?

4. 

5. What term means "rule by the best people"?

5. 

Topic 6 Lesson 2 Democracy in Athens

Lesson Summary

Government took many forms in the Greek city-states. Some city-states were ruled by a single ruler or a small group. Other city-states were ruled by the people.

Experimenting with Forms of Government

Early on, many city-states were controlled by oligarchies. An **oligarchy** is a government in which a small group of wealthy landowners, merchants, or artisans holds political power. Other city-states lived under **tyranny**, a government run by a strong ruler called a tyrant. Tyrants did not allow others to play a significant role in government. Nevertheless, Greek tyrants were not always bad rulers. In some city-states, they governed fairly and worked to improve life for ordinary people. Nevertheless, other forms of government began to replace tyranny in time.

The World's First Democracy

In the 500s BCE, Athens became the first Greek city-state to try **democracy**. This word means "rule by the people." This experiment began in 594 BCE when some ordinary men won the right to vote for officials. Over the next 150 years, Athenians introduced a series of reforms. These increased the number of people who could vote, allowed citizens to serve on juries, and made it easier for poor people to take part in government. The reforms helped make Athens more stable and democratic. With democracy came the idea of **citizenship**, which is membership in a political community with both rights and responsibilities. This concept set Greece apart from the rest of the world. Education also helped promote democracy in Athens. Students were taught the skills they needed to be well-rounded citizens.

How Did Athenian Democracy Work?

During its golden age of democracy, regular Athenian citizens ran all parts of the government. The assembly was the main political body, where Athenians discussed political issues and made decisions for the city-state. The council helped manage the daily affairs of government. In the courts, citizens helped decide legal disputes.

Democracy in Athens was a **direct democracy**, in which citizens took part directly in making decisions. This differs from **representative democracy**, in which citizens elect others to represent them in government. Athens' democracy had limitations. For example, women could not participate, and slaves had no rights. Compared to most places in the ancient world, however, Athens included far more people in government.

Topic 6 Lesson 2 Democracy in Athens

Reading Support

Answer the questions as you read this lesson.

Experimenting with Forms of Government

1. Match the correct form of early Greek government with the description.

tyranny

oligarchy

_____ In this form of government, political power is held by a small council of aristocrats.

_____ This is a government run by a single powerful individual.

2. The text says that some historians think the phalanx helped lead to more participation in government by ordinary citizens. Explain why this may be so.

The World's First Democracy

3. Arrange the events in the order they happened, from earliest to latest.

_____ Pericles begins to pay people for taking part in civic duties.

_____ Athens creates citizen juries.

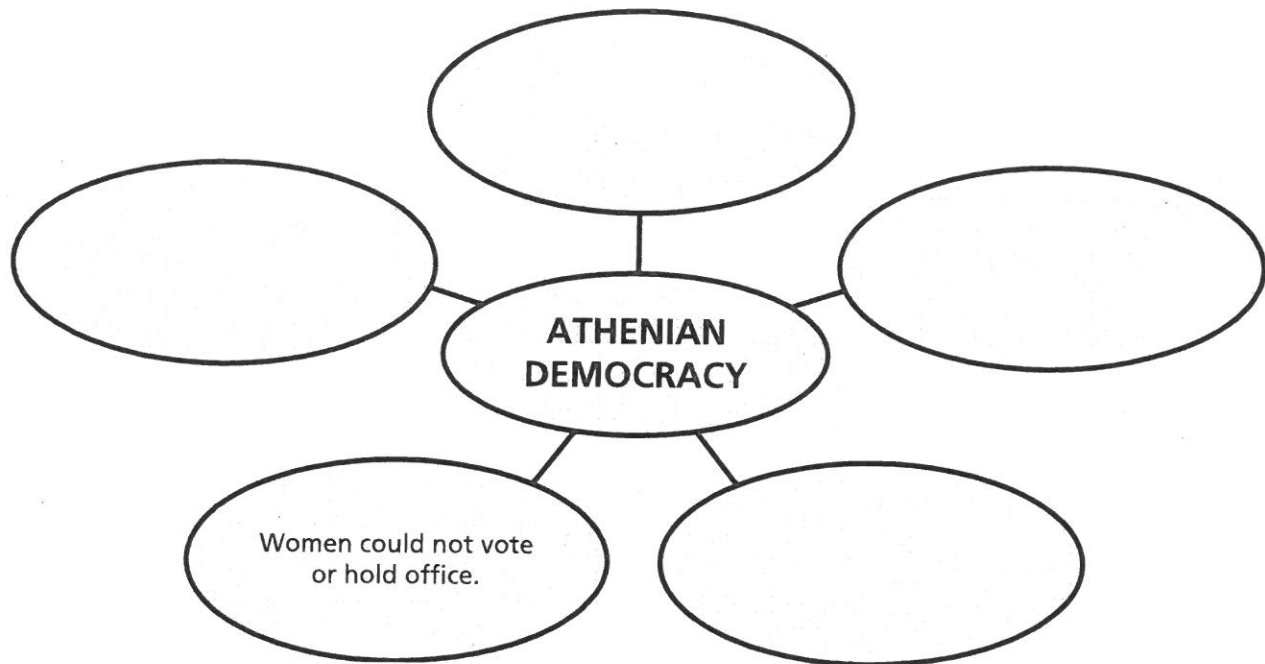
_____ Solon ends the practice of debt slavery and gives some non-aristocratic men the right to vote.

_____ Cleisthenes reduces the power of the rich by making lower-class Athenians eligible to vote.

4. The text says that paying people to serve on juries was a key step in the growth of democracy. Why was this step important?

How Did Athenian Democracy Work?

5. Write statements that describe Athenian democracy.



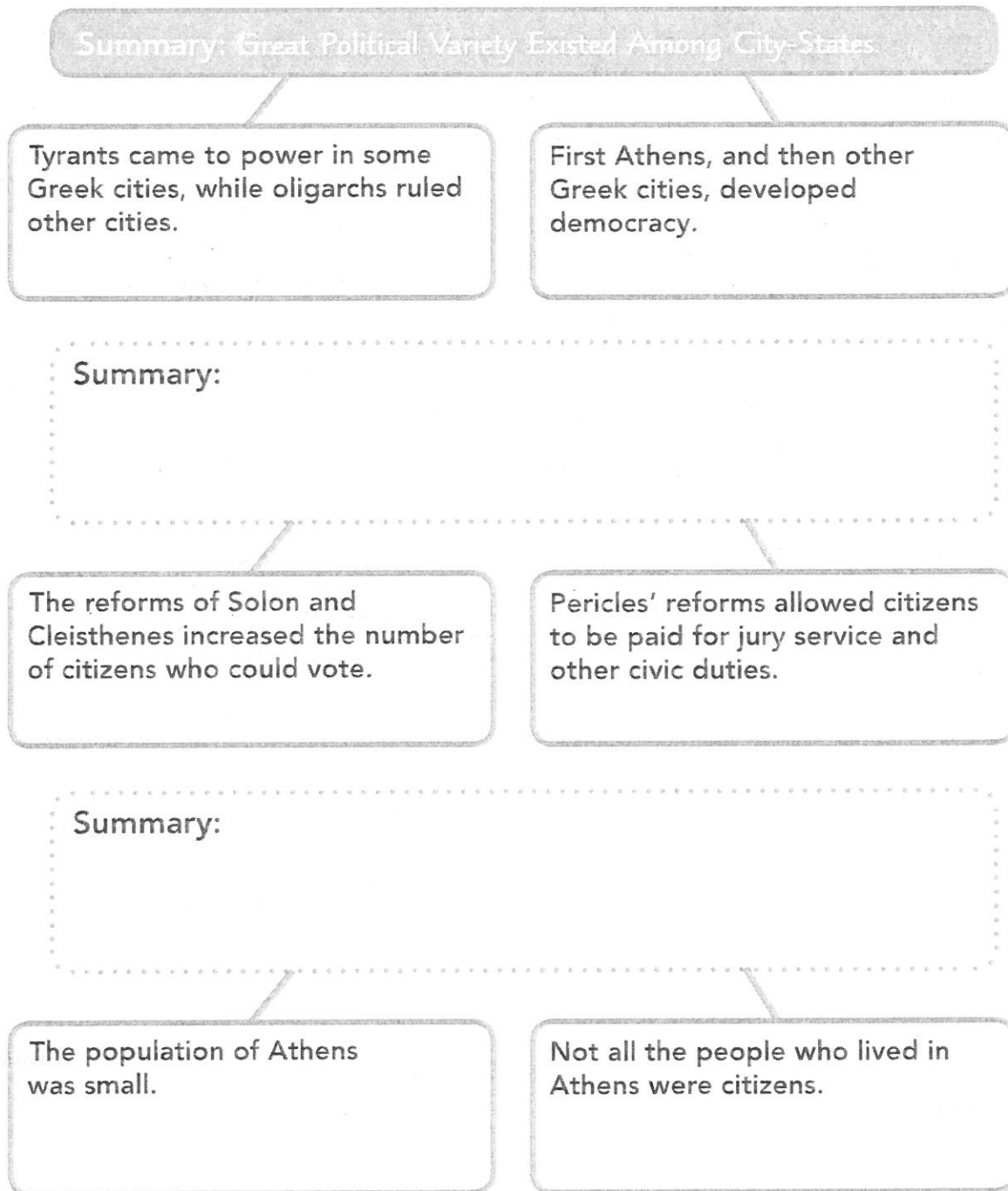
6. Identify the statements below that are true. Then rewrite the false statements so that they are true.

- _____ a. A political system in which citizens participate directly in decision-making is called a direct democracy.
- _____ b. In a representative democracy, citizens elect others to represent them in government.
- _____ c. The U.S. government, like that of Athens, is a direct democracy.
- _____ d. Direct democracies work best in societies with large populations.
- _____ e. The government of ancient Athens is an example of a representative democracy.

Lesson 2 Democracy in Athens

Take Notes

Literacy Skills: Summarize Use what you have read to complete the flowcharts. Write a summary for each set of facts. The first flowchart has been completed for you.



INTERACTIVE

For extra help, review the 21st Century Tutorial: **Summarize**.

Practice Vocabulary

Sentence Builder Finish the sentences below with a key term from this section. You may have to change the form of the words to complete the sentences.

Word Bank

oligarchy phalanx representative democracy
democracy citizenship direct democracy
tyranny

1. Many city-states moved toward rule by the many, a form of government called

.....

2. Membership in a community in which people help make government decisions is called a(n)

.....

3. A political system in which citizens elect others to represent them in government is called a(n)

.....

4. Political power is held by a small group of people in a(n)

.....

5. A political system in which citizens participate directly in decision making is called a(n)

.....

6. A formation of heavily armed foot soldiers who moved together as a unit was called a(n)

.....

7. Government run by a strong ruler is known as

.....

Topic 6 Lesson 3 Oligarchy in Sparta

Lesson Summary

Sparta was another Greek city-state, like Athens. While Athens was a democracy, Sparta was a mix of several forms of government. A small group of men held most of the power, though, making Sparta an oligarchy. Sparta was known for its military power.

The Spartan State: A Contrast to Athens

Two kings ruled Sparta. They also headed the council of elders, which was Sparta's main governing body. It did have a small assembly made up of free adult men. This assembly did not have much power. It did elect five **ephors**, who together conducted the day-to-day business of government.

Sparta was not near the sea, so it did not become a big trading power. As a result, Sparta conquered surrounding regions in order to feed its people. Some conquered people were made into slaves, called **helots**. To deal with the constant threat of revolt by helots, Sparta became more and more of a **military state**. A military state is a state that is organized for the purpose of waging war.

Military Training in Sparta

Spartans needed to control their slaves and conquered peoples. As a result, they stressed the rule of law and military discipline. They found little value in the arts, literature, and luxury. Spartan boys were raised to be soldiers. They were trained to be strong and industrious, and to obey authority. The role of Spartan women was to raise healthy, strong babies who could become soldiers. All this training and discipline gave the Spartans a powerful army, but it also made them fear change. They valued people who fit in, rather than those with individual talents. In this way, Spartans were very different from Athenians. Athenians valued individuals and new ideas.

Topic 6 Lesson 3 Oligarchy in Sparta

Reading Support

Answer the questions as you read this lesson.

The Spartan State: A Contrast to Athens

1. How did Sparta's location help spur its rise as a military power?
2. Who were the helots? What role did they play in making Sparta a military state?

Military Training in Sparta

3. What was the goal of Sparta's educational system for boys?
4. List some of the key features that made Sparta very different from A

Lesson 3 Oligarchy in Sparta

Take Notes

Literacy Skills: Compare and Contrast Use what you have read to complete the graphic organizers. For each category, compare and contrast Sparta and Athens. The first organizer has been done for you.

Government	
Sparta	Athens
A mix of monarchy, oligarchy, and democracy	Democracy

Economy	
Sparta	Athens

Culture and the Arts	
Sparta	Athens



INTERACTIVE

For extra help, review the 21st Century Tutorial: **Compare and Contrast**.

Practice Vocabulary

Words in Context For each question below, write an answer that shows your understanding of the boldfaced key term.

1. How did **ephors** give the Spartan assembly an important power?

2. How were **helots** different from slaves?

3. Why did Sparta become a **military state**?

4. Why did Spartan males live in **barracks**?

Topic 6 Lesson 4 Ancient Greek Society and Economic Expansion

Lesson Summary

Greek city-states had a variety of governments, economies, and ways of organizing society.

What Was the Role of Women in Ancient Greece?

In the Greek world, women had different rights and roles, depending on the city-state. In city-states such as Athens, women had few rights. In most Greek homes, women supervised the household, raised the children, kept track of money and spending, and managed the slaves. In Sparta, women enjoyed more rights and freedoms than did women in other city-states. For example, Spartan women could sell their own property. Like their brothers, Spartan girls were educated and trained in sports, customs that shocked the Greeks of other city-states.

What Were the Social Divisions in Greek Society?

Greek society was divided into several social classes. The top social class was made up of wealthy male aristocrats, who dominated the government in most city-states. The second highest class was made up of small farmers, some of whom owned their land and some of whom were **tenant farmers**, people who paid rent to farm on someone else's land. Merchants and artisans, or tradesmen and craftworkers, were below farmers in social status. Below these classes were noncitizens, including women and resident aliens. The lowest social class was slaves, who worked in households, in small factories, on farms, and in mines. Greek slaves had no legal rights.

The Greek Economy

Because of their limited land and resources, the Greeks had to find new ways to feed their people as their city-states grew over time. Some city-states, such as Sparta, obtained more land and resources by conquering their neighbors. Other Greek city-states, such as Athens, grew rich on trade and through the settlement of new colonies, stretching from Russia to Spain. Greeks traded pottery, jewelry, olive oil, wine, and other products. In return, they received grain, timber, minerals, and luxury goods such as ivory, glass, and perfume. Greek colonization brought not only goods and prosperity, but also helped spread Greek culture and expose Greeks to new ideas.

Lesson 4 Ancient Greek Society and Economic Expansion

Reading Support

Answer the questions as you read this lesson.

What Was the Role of Women in Ancient Greece?

1. Describe the role of ancient Greek women in society.

What Were the Social Divisions in Greek Society?

2. Rank these social classes of ancient Greece. Start with the class at the top of society and continue listing classes in order down to the lowest class.

Resident aliens

Enslaved people

Aristocrats/rich landowners

Tenant farmers

Small farmers

3. How did people become enslaved in ancient Greece, and what work did they do as slaves?

The Greek Economy

4. In what ways did Greeks in different city-states overcome the lack of good farmland?

5. Describe how trade helped make Athens wealthy.

Lesson 4 Ancient Greek Society and Economic Expansion

Take Notes

Literacy Skills: Use Evidence Use what you have read to complete the table. On each row, provide either evidence or a conclusion, based on your reading of the text. The first row has been done for you.

Evidence	Conclusion
Spartan women could sell property; they were educated and trained in sports.	In contrast to the women of other city-states, Spartan women had more freedom.
	The economy of all the city-states depended on slavery.
Greek colonies spread across the Mediterranean Sea and the Black Sea.	
Most Greek women were expected to remain indoors, managing the home, while men conducted business outside the home.	



INTERACTIVE

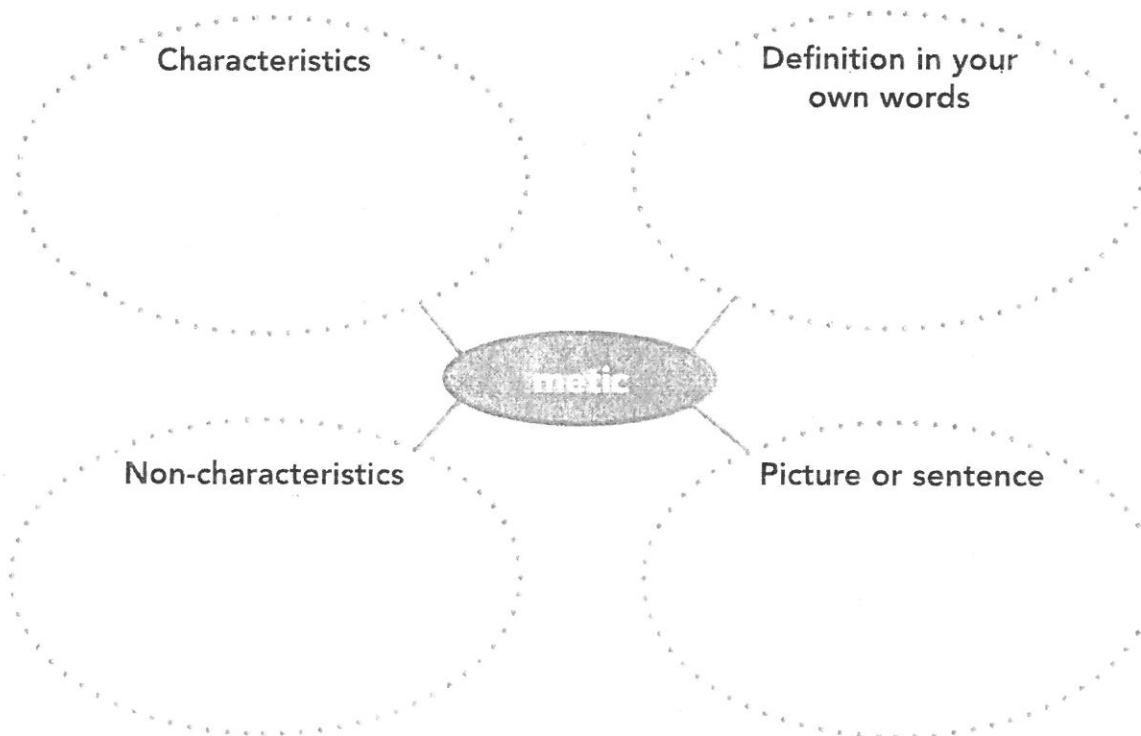
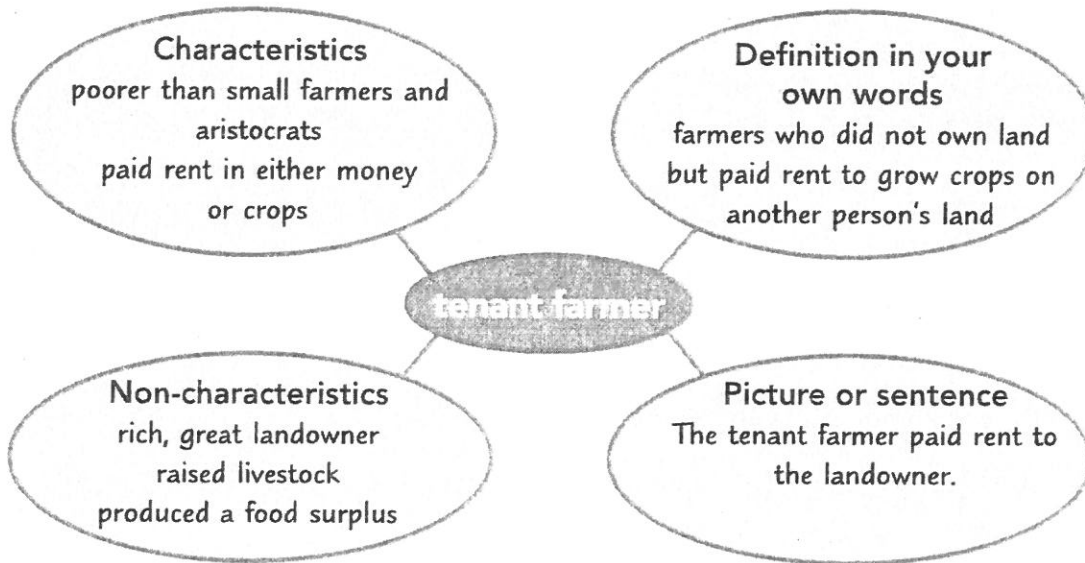
For extra help, review the 21st Century Tutorial: **Support Ideas With Evidence**.

Lesson 4 Ancient Greek Society and Economic Expansion

Practice Vocabulary

Word Map Study the word map for the word *tenant farmer*.

Characteristics are words or phrases that relate to the word in the center of the word map. Non-characteristics are words and phrases not associated with the word. Use the blank word map to explore the meaning of the word *metic*. Then make a word map of your own for the word *slavery*.



Topic 6 Lesson 5 Warfare in Ancient Greece

Lesson Summary

The might of the Persian Empire was twice turned against the islands of Greece. Twice it was turned back. However, the unity needed to defeat the powerful Persians did not last, with disastrous consequences for ancient Greece.

The Persian Wars

Starting in 490 BCE and continuing for 11 years, united Greek city-states fought two wars against the mightiest empire of its time—Persia. Outnumbered Athenian soldiers turned back a huge Persian invasion in 490 at the **Battle of Marathon**. Ten years later, the Persians invaded again with about 100,000 men. A small force of Spartans held off the invaders for several days until a Greek traitor helped the Persians win a temporary victory. Then, the Persian threat was halted when an Athenian fleet destroyed the Persian navy at the **Battle of Salamis** near Athens. After another defeat in a land battle, the Persians returned home.

Why Were Athens and Sparta Rivals?

Though they had worked together to defeat Persia, Athens and Sparta were on a collision course. Each wanted to be the supreme Greek power. Athens gathered a group of **allies** called the **Delian League**. However, Athens tried to dominate and control the league, and other members grew resentful.

Sparta formed its own rival alliance, the **Peloponnesian League**. Sparta feared the power of Athens and its form of government. In contrast to democratic Athens, Sparta and most of its allies were oligarchies.

The Peloponnesian War

After decades of growing tensions, war between the two alliances finally broke out in 431 BCE. The war began with a Spartan invasion of Athenian territory, but the Spartan siege of the city failed. An agreement to stop fighting was soon broken when members of the Delian League began to rebel against the weakened Athenians. In 405 BCE, the Spartan fleet defeated the Athenian navy. Athens was conquered, and its democratic government replaced with an oligarchy. The Peloponnesian War hurt all the city-states. It also brought to an end a glorious golden age of Athenian art and learning.

Topic 6 Lesson 5 Warfare in Ancient Greece

Reading Support

Answer the questions as you read this lesson.

The Persian Wars

1. What are some of the factors that make the Persian Wars such a memorable part of ancient Greek history?

2. What was the key role of Athens in the Persian Wars?

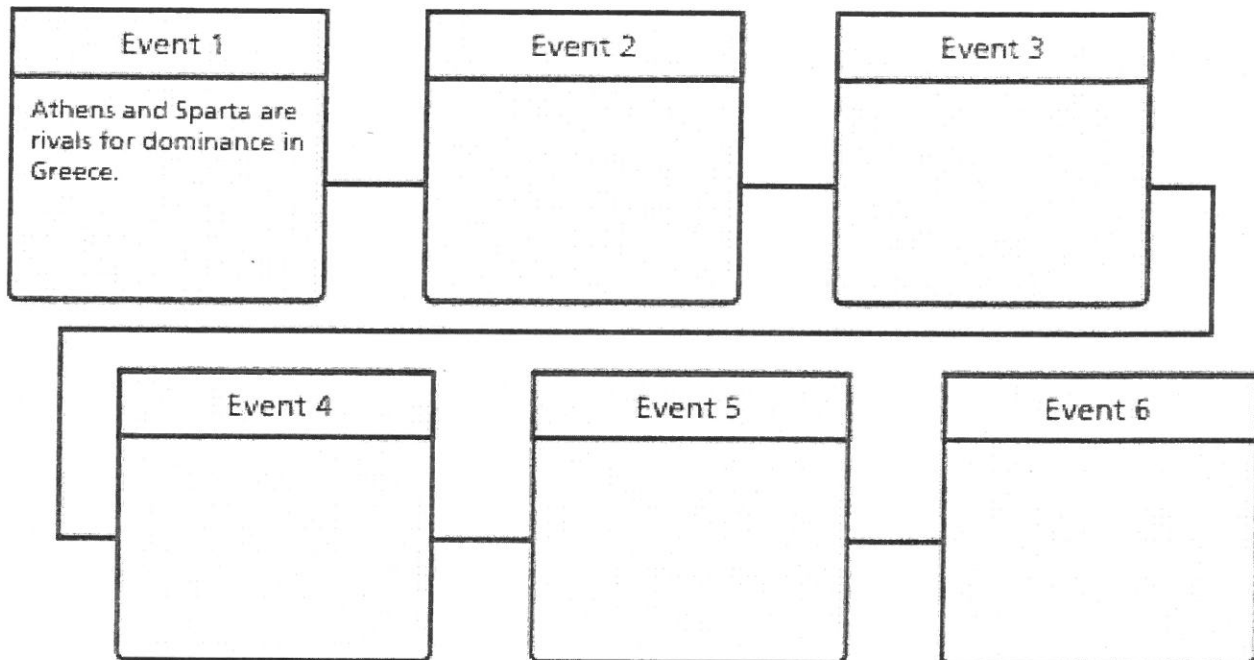
Why Were Athens and Sparta Rivals?

3. Place a checkmark next to the statements about Athens and the Delian League that are true. Rewrite the ones that are false so that they are true.
 - _____ a. Members promised to protect one another from Persia and provide ships or money for defense.
 - _____ b. When Sparta tried to leave the Delian League, Athens attacked the city-state and forced it to stay.
 - _____ c. Athens used the money it collected from its allies to build up its army into Greece's strongest.
 - _____ d. Athens ran the Delian League as if it were its own empire rather than an alliance of equals.
 - _____ e. As a reward for founding the Delian League, Athens' allies insisted it use money to build the Parthenon.

The Peloponnesian War

4. Read the following descriptions of events. Then place them in the correct order.

- With help from Sparta, Greeks in Sicily destroy the Athenian fleet.
- Spartan armies move into Athenian territory.
- Persia helps Sparta build a navy, which they use to defeat Athens.
- Both sides agree to a truce.
- Athens and Sparta are rivals for dominance in Greece.
- Athenians withstand Spartan siege with help from a wall leading to its port.



5. Why did the Peloponnesian War hurt all of the Greek city-states?

Lesson 5 Warfare in Ancient Greece

Take Notes

Literacy Skills: Compare and Contrast Use what you have read to complete the tables. For each battle or war, compare and contrast the advantages and/or disadvantages of each side in the conflict. The first table has been done for you.

Battle of Marathon	
Persians	Athenians
Outnumbered the Athenians by about two to one	Unlike the Persians, had no archers or cavalry, but won the battle because they relied on surprise

Second Persian War	
Persians	Greeks

Peloponnesian War	
Spartans	Athenians



INTERACTIVE

For extra help, review the 21st Century Tutorial: **Compare and Contrast**.

Lesson 5 Warfare in Ancient Greece

Practice Vocabulary

Words in Context For each question below, write an answer that shows your understanding of the boldfaced key term.

1. What happened at the **Battle of Salamis**?
2. What was the **Delian League**, and why was it formed?
3. Who made up the **Peloponnesian League**, and why did its members resent Athens?
4. Why was the **Battle of Marathon** significant?

Topic 6 Lesson 6 Ancient Greek Beliefs and Arts

Lesson Summary

The Greeks never became unified into one state. The Greek city-states, however, were united by their language, religion, and traditional stories. Religious ceremonies, festivals, and games were part of everyday Greek life, and the arts played an important role in many city-states.

Greek Religion and Mythology

The Greeks practiced **polytheism**, the worship of many gods. The Greeks expressed their religious beliefs in their **mythology**, a set of stories people tell about their history and their gods. Greek myths reveal important truths about human nature, teach moral lessons, and explain the workings of nature. The Greeks honored their gods with public and private religious rituals. One of the best-known Greek religious festivals, the **Olympic games**, included athletic contests. The games were held to honor the chief Greek god, Zeus. In addition, each city-state built temples to its own special god. The Greeks also regarded groves of trees, springs, and other places to be sacred homes to a god. Mount Olympus, in northern Greece, was thought to be the home of the major gods.

Arts in Ancient Greece

The Greeks had a strong appreciation of beauty. They expressed this appreciation in their painting, pottery, sculpture, and architecture. Greek sculptors developed a style that was much more realistic than any other sculpture in the ancient world. At the same time, Greek sculptors created images of humans and deities that seemed to inhabit an ideal world of calm and peace. Greek architects created magnificent buildings that gave a sense of balance and harmony of parts. The finest example of classical Greek architecture is the temple known as the Parthenon. This structure was built to honor the goddess Athena.

Greek Literature

Greek literature included epic and **lyric poetry**, drama, and fables. Epic poems, such as Homer's *Iliad* and *Odyssey*, described heroes and their adventures. Shorter lyric poems focused on other subjects, including human emotions. A type of drama called tragedy often traced the downfall of heroic figures caught in violent conflict with their family, their city, or the gods. Comedies are another type of drama. These dealt with current events and made amusing observations about Greek culture, society, and politicians. Another lasting form of Greek literature is the fable, a story that teaches a moral lesson.

Lesson 6 Ancient Greek Beliefs and Arts

Reading Support

Answer the questions as you read this lesson.

Greek Religion and Mythology

1. What was the relationship between Greek religion and Greek mythology?
2. What were the Olympic games?

Arts in Ancient Greece

3. What are the most important features of ancient Greek paintings and statues? Write or draw your answer.
4. Why do you think ancient Greek architecture is still admired and imitated today?

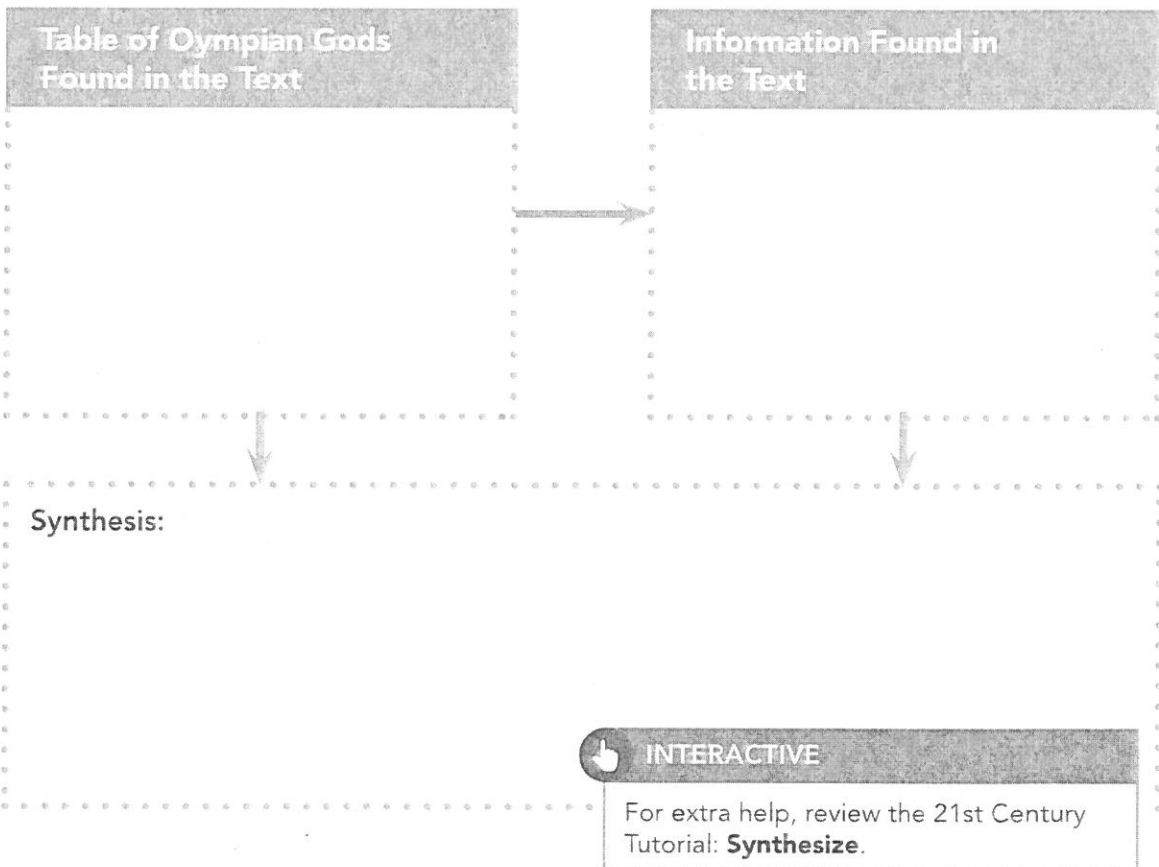
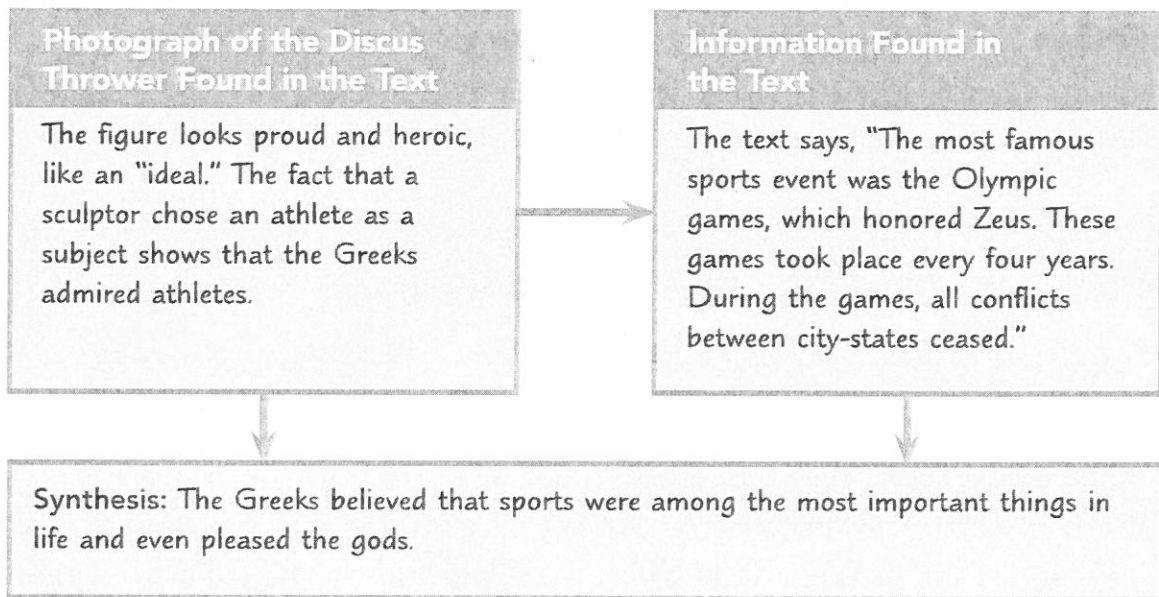
Greek Literature

5. Greek drama included tragedies and comedies. How were these different dramas alike? How were they different?
6. What are the key features of a fable?

Lesson 6 Ancient Greek Beliefs and Arts

Take Notes

Literacy Skills: Synthesize Visual Information Use what you have read and the images in the lesson to complete the graphic organizers. For each visual, find a passage in the text that will allow you to combine the visual and the information in the text in order to create a fuller picture, or synthesis. The first graphic organizer has been done for you.



Lesson 6 Ancient Greek Beliefs and Arts

Practice Vocabulary

Vocabulary Quiz Show Some quiz shows ask a question and expect the contestant to give the answer. In other shows, the contestant is given an answer and must supply the question. If the blank is in the Question column, write the question that would result in the answer in the Answer column. If the question is supplied, write the answer.

Question

1. What is the worship of many gods called?

2. 

3. Which famous sports event took place every four years and honored Zeus?

4. 

5. 

Answer

1. 

2. mythology

3. 

4. lyric poetry

5. chorus

Topic 6 Lesson 7 Ancient Greek Learning

Lesson Summary

Greek scholars made groundbreaking advances in philosophy, history, science, mathematics, and medicine.

Greek Philosophy

The Greeks asked questions about the natural world, human life, truth, and reality. To answer these questions, the Greeks used reason. They developed a step-by-step method of thinking problems through known as logic. One famous Athenian philosopher, Socrates, asked a series of questions to help people think more clearly about a problem. Socrates' student Plato wrote down his teacher's ideas, wrote his own philosophy, and founded a school for philosophy in Athens called the **Academy**. Both men are considered among the greatest philosophers who ever lived. People throughout the world still study their ideas.

How Did History and Politics Shape Greece?

The Greeks also studied the past and politics in new ways. Herodotus, born around 484 BCE, was the first historian to examine the causes and effects of historical events. Thucydides examined the causes, effects, and events of the Peloponnesian War. To write his history, he visited the battle site and interviewed people who had participated in the event.

Greek philosophers also studied politics and government. Plato stated that the ideal city-state would be led by philosopher-kings who had the wisdom to make the right decisions. Another great Greek philosopher, Aristotle, argued that the best government would be a balanced one that avoided extremes.

Science and Technology

Like modern scientists, ancient Greek scientists looked for natural causes for everyday events. They observed nature, then formed a **hypothesis**, or logical guess, to explain what they saw. This hypothesis was then tested. This way of thinking represented something new in the ancient world and laid the foundations of modern science, mathematics, and medicine. The Greeks put their powers of observation to practical use as they developed complex technology. They invented all kinds of mechanisms, including water clocks, watermills, and locks.

A Golden Age for Mathematics and Medicine

The Greeks first discovered many basic concepts in mathematics. Pythagoras developed the idea of "square numbers," and Euclid is considered the "father of geometry." The contributions of these Greek mathematicians are still important today. Greek doctors looked for natural causes of illnesses instead of blaming them on the gods. Their success at treating patients brought them fame throughout the Mediterranean world. Hippocrates, the best-known Greek doctor, taught his students to figure out what illness a patient had by asking questions and observing his or her symptoms. Greek doctors in Alexandria combined Egyptian medical knowledge and Greek methods to study human anatomy.

Lesson 7 Ancient Greek Learning

Reading Support

Answer the questions as you read this lesson.

Greek Philosophy

1. What is reason? Why was it so important to Greek philosophy?
2. What is the Socratic method? Why do you think it has remained important in our time?

How Did History and Politics Shape Greece?

3. What were the major contributions of these three great Greek historians?
4. What different ideas did Plato and Aristotle have about governments? Write or draw your answers.

Science and Technology

5. What is a hypothesis, and why is it so important to modern science, math, and medicine?

A Golden Age for Mathematics and Medicine

6. What ancient Greek discoveries and developments in math and medicine are still used today?

Lesson 7 Ancient Greek Learning

Take Notes

Literacy Skills: Summarize Use what you have read to complete the flowcharts. Write a summary for each set of facts. The first flowchart has been completed for you.

Summary: The Greeks valued the human power of reason to help people understand their lives and world.

By asking questions, Socrates encouraged people to think more clearly.

Plato wrote about the nature of reality.

Summary:

Thucydides hoped that his history of the Peloponnesian War would help people avoid repeating the mistakes of the past.

The historian Xenophon believed that the study of history could teach people how to live moral lives.

Summary:

Through observation, the Greeks realized that natural laws governed the universe.

The philosopher Aristotle sought knowledge through observation. He was a great collector and classifier of data.

INTERACTIVE

For extra help, review the 21st Century Tutorial: **Summarize**.

Practice Vocabulary

Sentence Builder Finish the sentences below with a key term from this section. You may have to change the form of the words to complete the sentences.

Word Bank

Academy

hypothesis

Hippocratic oath

Socratic method

1. A question-and-answer method of teaching is called the

.....

2. Plato's famous school of philosophy was called the

.....

3. After making observations of a natural event, Greek scholars explained their observations by forming a logical guess called a(n)

.....

4. When promising to use their knowledge only in ethical ways, doctors state the

.....

Name: _____

Read each question carefully. Determine the best answer to the question from the four answer choices provided.

Lesson 1

- _____ 1.. Which feature of Greece's geography explains the ancient Greeks' need for trade?
- A** the mountainous landscape
 - B** the dry summer climate
 - C** the location along the seacoast
 - D** the location along the boundary between Asia and Europe
- _____ 2. Which sentence best describes the relationship between the Minoans and Mycenaeans?
- A** The Minoans defeated the Mycenaeans.
 - B** Minoan culture was influenced by the Mycenaeans.
 - C** Mycenaean culture was influenced by the Minoans.
 - D** The Mycenaeans defeated the Minoans.
- _____ 3. Which aspect of physical geography most influenced the development of city-states in Greece?
- A** the sea
 - B** the location near Asia and Africa
 - C** the climate
 - D** the mountains
- _____ 4. What did city-states have that other cities did not?
- A** large marketplaces
 - B** impressive acropolises
 - C** independent governments
 - D** mountain barriers
- _____ 5. In Greek city-state governments, voting was open to
- A** free men born in that city-state.
 - B** all men born in that city-state.
 - C** all adults born in that city-state.
 - D** all free men, regardless of birth.

Lesson 2

- _____ 1. Leaders of early Greek oligarchies came mainly from which group?
- A** the poor
 - B** the rich
 - C** foot soldiers
 - D** judges

Name: _____

Topic 6 Lesson 1 & 2 Quiz

- _____ 2. After 700 BCE, a sense of equality developed in Greece among
- A soldiers on horseback.
 - B Athenian women.
 - C aristocrats.
 - D foot soldiers.
- _____ 3. Which group of Athenians most likely opposed the introduction of democracy?
- A the rich
 - B the tyrants
 - C women
 - D slaves
- _____ 4. Which was the most important political body in ancient Athens?
- A the jury
 - B the court system
 - C the assembly
 - D the boule
- _____ 5. Which principle do modern democracies share with ancient Athens?
- A All people deserve equal rights.
 - B There should be no taxation without representation.
 - C People should vote on all matters that concern them.
 - D People should have a voice in government.

Read each question carefully. Determine the best answer to the question from the four answer choices provided.

Lesson 3

- _____ 1. What was the most important role of ephors in ancient Sparta?
- A They controlled the helots.
 - B They made sure that kings followed the law.
 - C They led the assembly.
 - D They presented laws for the kings' approval.
- _____ 2. The status of the helots was a result of their
- A wealth.
 - B inheritance.
 - C defeat.
 - D military strength.
- _____ 3. Sparta was organized as a military state because of fear of the
- A ephors.
 - B oligarchs.
 - C democrats.
 - D helots.
- _____ 4. On a given day, how were Spartan boys most likely to spend their time?
- A spear throwing
 - B having meals with their families
 - C studying Greek philosophy
 - D playing games just for fun
- _____ 5. In what area did Sparta differ most from Athens?
- A the role of the city's assembly
 - B the city's economic basis
 - C the city's overall military strength
 - D the exclusion of women from politics

Lesson 4

- _____ 1. The wealthier they were, the more likely Greek women were to
- A get involved in politics.
 - B have their own careers.
 - C become successful merchants.
 - D remain indoors most of the time.

Name: _____

____ 2. Why did metics not have the full rights of citizens?

- A They were artisans.
- B They were aristocrats.
- C They were merchants.
- D They were foreigners.

____ 3. Most slaves in ancient Greece were

- A originally from Africa.
- B worked to death.
- C captured in battle.
- D eventually freed.

____ 4. As a result of Greek expansion around the Mediterranean and Black Seas,

- A Greeks built a powerful empire.
- B trade became less important to Greece.
- C Greece grew rich from looting foreign cities.
- D new ideas spread to and from Greece.

____ 5. In ancient Greece, the most important reason for migration was

- A a desire for glory.
- B overpopulation.
- C a wish to escape tyranny.
- D foreign invasion.

Read each question carefully. Determine the best answer to the question from the four answer choices provided.

Lesson 5

- _____ 1. The victory of Athens over Persia at Marathon was surprising because
- A Athens did not value military strength.
 - B Persia was a much larger power than Athens.
 - C Sparta had recently defeated Athens.
 - D the people of Marathon sided with the Persians.
- _____ 2. Besides the defeat of Persia, what was the most important effect of the Second Persian War?
- A the dominance of Sparta
 - B the dominance of Macedonia
 - C the dominance of Athens
 - D Persia's dominance despite its defeat
- _____ 3. The allies of Athens in the Delian League began to resent Athens mainly because of its
- A domination of other members.
 - B frequent conflicts with Sparta.
 - C wealth and superiority.
 - D democratic system.
- _____ 4. The most important reason for the formation of the Peloponnesian League was
- A the threat posed by democracy in Athens.
 - B a desire to compete with Athens for control of trade.
 - C a desire to conquer Athens and seize its riches.
 - D the threat posed by the power of Athens.
- _____ 5. The most important long-term effect of the Peloponnesian War was
- A the victory of Athens.
 - B Spartan control of Greece.
 - C the eventual conquest of Greece by Macedonia.
 - D the collapse of the Delian League.

Lesson 6

- _____ 1. The most likely reason why an ancient Greek might worship more than one god is that
- A each god offered help in different areas of life.
 - B he or she wasn't sure which of the gods was real.
 - C the popularity of different gods changed over time.
 - D he or she became bored with one god and moved on to another.

Name: _____

- _____ 2. People still read Greek myths today mainly because
- A they still worship ancient Greek gods.
 - B human nature has not changed.
 - C they are more entertaining than modern literature.
 - D they want to know how people lived in ancient Greece.
- _____ 3. The main purpose of the ancient Olympic games was to
- A honor the god Zeus.
 - B generate advertising revenue.
 - C promote athletes' careers.
 - D resolve conflicts between city-states.
- _____ 4. Ancient Greek sculpture and architecture
- A no longer have much appeal today.
 - B still serve as models for artists and architects.
 - C showed the imperfections of gods and people.
 - D were dazzling white as a sign of purity.
- _____ 5. What is the most important connection between ancient Greek drama and modern theater?
- A Modern plays often involve Greek gods and goddesses.
 - B Playwrights today still find inspiration in Greek tragedies.
 - C Playwrights today often use choruses to comment on the action.
 - D Modern comedies often draw on ancient Greek themes.

Name: _____

Read each question carefully. Determine the best answer to the question from the four answer choices provided.

- _____ 1. The most important long-term impact of Socrates was
 - A his training of the philosopher Plato.
 - B the criminal activity that led to his death sentence.
 - C his encouragement of good citizenship.
 - D his promotion of critical thinking and reason.

- _____ 2. Greek historians changed the way history was written by
 - A recording not just events but the reasons for those events.
 - B checking multiple sources to record events accurately.
 - C writing about recent events such as the Peloponnesian War.
 - D drawing on the philosophical ideas of Plato and Aristotle.

- _____ 3. For ancient Greek scientists, the main purpose of forming a hypothesis was to
 - A make medicine.
 - B explain observations.
 - C generate steam power.
 - D create better weapons.

- _____ 4. What is the main promise of the Hippocratic oath?
 - A to work for less fortunate people
 - B to rely on scientific principles
 - C to do no harm
 - D to treat people regardless of their status

- _____ 5. What most shows Aristotle's Athenian background?
 - A his careful classification of government and politics in ancient Greece
 - B his argument that citizens need to participate in politics to be happy
 - C his careful attention to natural science
 - D his establishment of a school called the Lyceum