

# The Greek World



## California Standards

### History–Social Science

**6.4** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

### Analysis Skills

**HI 2** Students understand and distinguish cause, effect, sequence, and correlation in historical events, including long- and short-term causal relations.

### English–Language Arts

**Writing 6.2.2** Follow an organizational pattern appropriate to the type of composition.

**Reading 6.2.2** Analyze text that uses the compare-and-contrast organizational pattern.

### FOCUS ON WRITING



**A Poem** Ancient Greek poets often wrote poems in praise of great leaders, victorious military commanders, star athletes, and other famous people. As you read this chapter, you will learn about the accomplishments of Greek and Persian kings, generals, writers, thinkers, and scientists. As you read, you'll choose the one person you most admire and write a five-line poem praising that person.



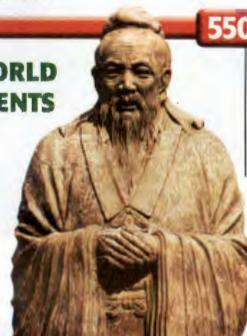
### CHAPTER EVENTS

**c. 550 BC**  
Cyrus the Great founds the Persian Empire.

**550 BC**

### WORLD EVENTS

**c. 551 BC**  
Confucius is born in China.





**HOLT**

### History's Impact

► **video series**

Watch the video to understand the impact of the Greek scholars.

### What You Will Learn...

In this chapter you will learn that the ancient Greeks were both fierce fighters and great builders. The ruins shown in this photo are from the Parthenon, a beautiful temple built to celebrate a Greek victory in war.

**431 BC**

The Peloponnesian War begins.



**334–323 BC**

Alexander the Great builds his empire.



**30 BC**

Rome conquers Egypt, ending the Hellenistic Age.

**450 BC**

**343 BC**

The last Egyptian ruler of Egypt is overthrown.

**350 BC**

**c. 325 BC**

The Mauryan Empire is founded in India.



**250 BC**

**150 BC**

**c. 160 BC**

The Maccabees regain Jewish independence.

**50 BC**



Economics

Geography

Politics

Religion

Society  
and Culture

Science and  
Technology

**Focus on Themes** In this chapter, you will learn about Persia's attempt to take over Greece. You will also read about two great Greek cities, Sparta and Athens, and how they both worked to protect Greece from this invader. Finally, you will

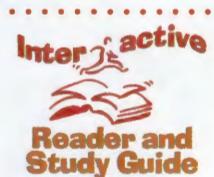
discover how, even though another invader conquered Greece, Greek influence continued to spread. Without a doubt, you need to understand the **politics** of the time in order to understand the Greek world and its **society and culture**.

## Comparing and Contrasting Historical Facts

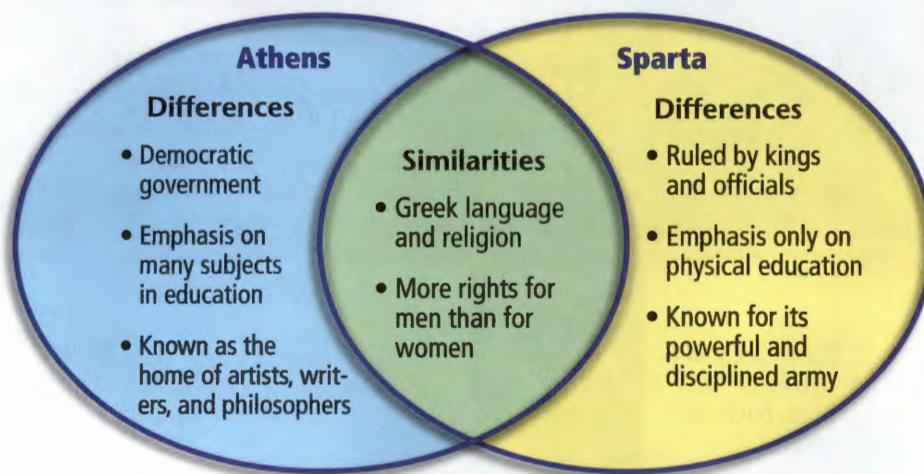
**Focus on Reading** Comparing and contrasting is a good way to learn. That's one reason historians use comparison and contrast to explain people and events in history.

**Understanding Comparison and Contrast** To **compare** is to look for likenesses, or similarities. To **contrast** is to look for differences. Sometimes writers point out similarities and differences. Other times you have to look for them yourself. You can use a diagram like this one to keep track of similarities and differences as you read.

Additional reading support can be found in the



### Greek Cities



### Clues for Comparison-Contrast

Writers sometimes signal comparisons or contrasts with words like these:

**Comparison**—*similarly, like, in the same way, too*

**Contrast**—*however, unlike, but, while, although, in contrast*



## You Try It!

The following passage is from the chapter you are getting ready to read. As you read the passage, look for word clues about similarities and differences.

### 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 only for 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.

*From  
Chapter 10,  
pp. 294–295*

After you read the passage, answer the following questions.

1. What does the word *like* (line 3 of the passage) compare or contrast?
2. Which boys had harsher training, Athenian boys or Spartan boys? What comparison or contrast signal word helped you answer this question?
3. What other comparison or contrast words do you find in that passage? How do these words or phrases help you understand the passage?
4. Draw a diagram like the one on the previous page to compare educational opportunities for boys in Athens and Sparta.

# Key Terms and People

## Chapter 10

### Section 1

Cyrus the Great (p. 287)  
cavalry (p. 288)  
Darius I (p. 288)  
Persian Wars (p. 289)  
Xerxes I (p. 290)

### Section 2

alliance (p. 296)  
Peloponnesian War (p. 297)

### Section 3

Philip II (p. 298)  
phalanx (p. 299)  
Alexander the Great (p. 300)  
Hellenistic (p. 301)

### Section 4

Socrates (p. 307)  
Plato (p. 307)  
Aristotle (p. 307)  
reason (p. 307)  
Euclid (p. 308)  
Hippocrates (p. 308)

## Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

strategy (p. 288)  
neutral (p. 306)

As you read Chapter 10, think about the organization of the ideas. Look for comparison and contrast signal words.

# Greece and Persia

## What You Will Learn...

### Main Ideas

1. Persia became an empire under Cyrus the Great.
2. The Persian Empire grew stronger under Darius I.
3. The Persians fought Greece twice in the Persian Wars.

### The Big Idea

Over time the Persians came to rule a great empire which eventually brought them into conflict with the Greeks.

### Key Terms and People

Cyrus the Great, p. 287  
 cavalry, p. 288  
 Darius I, p. 288  
 Persian Wars, p. 289  
 Xerxes I, p. 290

## If YOU were there...

You're a great military leader and the ruler of a great empire. You control everything in the nations you've conquered. One of your advisers urges you to force conquered people to give up their customs. He thinks they should adopt your way of life. But another adviser disagrees. Let them keep their own ways, she says, and you'll earn their loyalty.

### Whose advice do you take? Why?

**BUILDING BACKGROUND** Among the rulers who faced decisions like the one described above were the rulers of the Persian Empire. Created in 550 BC, the empire grew quickly. Within about 30 years, the Persians had conquered many peoples, and Persian rulers had to decide how these people would be treated.

## Persia Becomes an Empire

While the Athenians were taking the first steps toward creating a democracy, a new power was rising in the East. This power, the Persian Empire, would one day attack Greece. But early in their history, the Persians were an unorganized nomadic people. It took the skills of leaders like Cyrus the Great and Darius I to change that situation. Under these leaders, the Persians created a huge empire, one of the mightiest of the ancient world.

### Cyrus the Great

Early in their history, the Persians often fought other peoples of Southwest Asia. Sometimes they lost. In fact, they lost a fight to a people called the Medes (MEEDZ) and were ruled by them for about 150 years. In 550 BC, however, Cyrus II (SY-ruhs) led a Persian revolt against the Medes. His revolt was successful. Cyrus won independence for Persia and conquered the Medes. His victory marked the beginning of the Persian Empire.



**HSS 6.4.5** Outline the founding, expansion, and political organization of the Persian Empire.

# The Persian Empire



## GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Region** Which Persian leader conquered the most territory?
- 2. Movement** The Royal Road connected which two Persian cities?



## BIOGRAPHY

### Cyrus the Great

c. 585–c. 529 BC

One reason that Cyrus the Great was so successful as emperor was the way he treated conquered people. He didn't force people to adopt Persian customs, and he didn't mistreat them. For example, Cyrus allowed the conquered Babylonians to keep worshipping their own gods. He also allowed the Jews who had been Babylonian slaves to return to their homeland. Because of these acts, both the Babylonians and the Jews had great respect for Cyrus.

As you can see on the map, Cyrus conquered much of Southwest Asia, including nearly all of Asia Minor, during his rule. Included in this region were several Greek cities that Cyrus took over. He then marched south to conquer Mesopotamia.

Cyrus also added land to the east. He led his army into central Asia to the Jaxartes River, which we now call the Syr Darya. When he died around 529 BC, Cyrus ruled the largest empire the world had ever seen.

Cyrus let the people he conquered keep their own customs. He hoped this would make them less likely to rebel. He was right. Few people rebelled against Cyrus, and his empire remained strong. Because of his great successes, historians call him **Cyrus the Great**.

### The Persian Army

Cyrus was successful in his conquests because his army was strong. It was strong because it was well organized and loyal.

## Persia Under Darius



Sitting on a throne, the emperor Darius meets with an officer of his empire. Darius restored order to the Persian Empire and then expanded it. His army included royal guards like the two shown here.

*Why do you think Darius appears larger than the official he is meeting with?*

At the heart of the Persian army were the Immortals, 10,000 soldiers chosen for their bravery and skill. In addition to the Immortals, the army had a powerful cavalry. A **cavalry** is a unit of soldiers who ride horses. Cyrus used his cavalry to charge at and shoot an enemy with arrows. This **strategy** weakened the enemy before the Immortals attacked. Together the cavalry and the Immortals could defeat almost any foe.

### ACADEMIC VOCABULARY

**strategy**  
(STRA-tuh-jee)  
a plan for fighting  
a battle or war

### READING CHECK Finding Main Ideas

Who created the Persian Empire?

## The Persian Empire Grows Stronger

Cyrus's son Cambyses continued to expand the Persian Empire after Cyrus died. For example, he conquered Egypt and added it to the empire. Soon afterward, though, a rebellion broke out in Persia. During this rebellion, Cambyses died. His death left Persia without a clear leader.

Within four years a young prince named **Darius I** (da-RY-uhs) claimed the throne and killed all his rivals for power. Once he was securely in control, Darius worked to restore order in Persia. He also improved Persian society and expanded the empire.

### Political Organization

Darius organized the empire by dividing it into 20 provinces. Then he chose governors called satraps (SAY-traps) to rule the provinces for him. The satraps collected taxes for Darius, served as judges, and put down rebellions within their territories. Satraps had great power within their provinces, but Darius remained the empire's real ruler. His officials visited each province to make sure the satraps were loyal to Darius. He called himself king of kings to remind other rulers of his power.

### Persian Society

After Darius restored order to the empire, he made many improvements to Persian society. For example, he built many roads.

Darius had roads built to connect various parts of the empire. Messengers used these roads to travel quickly throughout Persia. One road, called the Royal Road, was more than 1,700 miles long. Even Persia's enemies admired these roads and the Persian messenger system. For example, one Greek historian wrote:

“Nothing mortal travels so fast as these Persian messengers . . . these men will not be hindered from accomplishing at their best speed the distance which they have to go, either by snow, or rain, or heat, or by the darkness of night.”

—Herodotus, from *History of the Persian Wars*

Darius also built a new capital for the empire. It was called Persepolis. Darius wanted his capital to reflect the glory of his empire, so he filled the city with beautiful works of art. For example, 3,000 carvings like the ones on the previous page line the city's walls. Statues throughout the city glittered with gold, silver, and precious jewels.

During Darius's rule a new religion arose in the Persian Empire as well. This religion, which was called Zoroastrianism (zawr-uh-WAS-tree-uh-nih-zuhm), taught that there were two forces fighting for control of the universe. One force was good, and the other was evil. Its priests urged people to help the side of good in its struggle. This religion remained popular in Persia for many centuries.

## Persian Expansion

Like Cyrus, Darius wanted the Persian Empire to grow. In the east, he conquered the entire Indus Valley. He also tried to expand the empire westward into Europe. However, before Darius could move very far into Europe, he had to deal with a revolt in the empire.

**READING CHECK** Summarizing How did Darius I change Persia's political organization?

## The Persians Fight Greece

In 499 BC several Greek cities in Asia Minor rebelled against Persian rule. To help their fellow Greeks, a few city-states in mainland Greece sent soldiers to join the fight against the Persians.

The Persians put down the revolt, but Darius was still angry with the Greeks. Although the cities that had rebelled were in Asia, Darius was enraged that other Greeks had given them aid. He swore to get revenge on the Greeks.

## The Battle of Marathon

Nine years after the Greek cities rebelled, Darius invaded Greece. He and his army sailed to the plains of Marathon near Athens. This invasion began a series of wars between Persia and Greece that historians call the Persian Wars.

The Athenian army had only about 11,000 soldiers, while the Persians had about 15,000. However, the Greeks won the battle because they had better weapons and clever leaders.

### The Persian Wars

This Greek vase shows a Persian soldier (at left) and a Greek soldier in a fight to the death. During the Persian Wars, the Greeks fiercely defended their homeland against massive invasions by the Persians.

*With what kinds of weapons are the two soldiers fighting?*



# The Persian Wars



## GEOGRAPHY SKILLS

### INTERPRETING MAPS

- 1. Location** Where in Greece were most of the allies against the Persians located?
- 2. Movement** About how far did Xerxes's army have to march to reach Thermopylae?

## THE IMPACT TODAY

Athletes today re-create the Greek messenger's run in 26-mile races called marathons.

According to legend, a messenger ran from Marathon to Athens—a distance of just over 26 miles—to bring news of the great victory. After crying out “Rejoice! We conquer!” the exhausted runner fell to the ground and died.

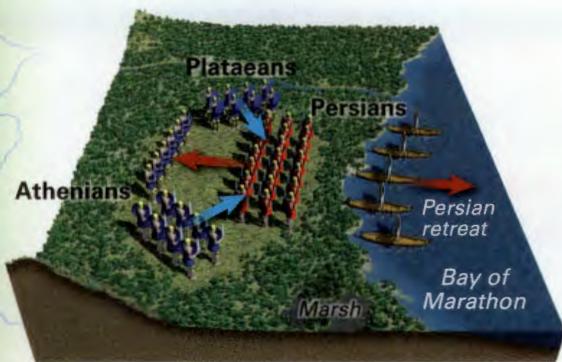
## The Second Invasion of Greece

Ten years after the Battle of Marathon, Darius's son **Xerxes I** (ZUHRK-seez) tried to conquer Greece again. In 480 BC the Persian army set out for Greece. This time they were joined by the Persian navy.

The Greeks prepared to defend their homeland. This time Sparta, a powerful city-state in southern Greece, joined with Athens. The Spartans had the strongest army

in Greece, so they went to fight the Persian army. Meanwhile, the Athenians sent their powerful navy to attack the Persian navy.

To slow the Persian army, the Spartans sent about 1,400 soldiers to Thermopylae (thuhr-MAH-puh-lee), a narrow mountain pass. The Persians had to cross through this pass to attack Greek cities. For three days, the small Greek force held off the Persian army. Then the Persians asked a traitorous Greek soldier to lead them through another pass. A large Persian force attacked the Spartans from behind. Surrounded, the brave Spartans and their allies fought to their deaths. After winning the battle, the Persians swept into Athens, attacking and burning the city.



### Marathon

At Marathon, the Greeks defeated a larger Persian force by luring the Persians into the middle of their forces. The Athenians then surrounded and defeated the Persians.



### Salamis

At Salamis, the Greeks destroyed the Persian navy by attacking in a narrow strait where the Persian ships could not maneuver well.

Although the Persians won the battle in the pass, the Greeks quickly regained the upper hand. A few days after Athens was burned, the Athenians defeated the Persian navy through a clever plan. They led the larger Persian navy into the narrow straits of Salamis (SAH-luh-muhs). The Persians had so many ships that they couldn't steer well in the narrow strait. As a result, the smaller Athenian boats easily sank many Persian ships. Those ships that were not destroyed soon returned home.

Soon after the Battle of Salamis, an army of soldiers from all over Greece beat the Persians at Plataea (pluh-TEE-uh). This battle ended the Persian Wars. Defeated, the Persians left Greece.

For the Persians, this defeat was humiliating, but it was not a major blow. Their empire remained strong for more than a century after the war. For the Greeks, though, the defeat of the Persians was a triumph. They had saved their homeland.

**READING CHECK Analyzing** Why did Darius and Xerxes want to conquer Greece?

**SUMMARY AND PREVIEW** Athens and Sparta fought together against Persia. Their friendship didn't last long, though. In the next section, you will learn what happened when they became enemies.

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Online Quiz

KEYWORD: SQ6 HP10

## Section 1 Assessment

### Reviewing Ideas, Terms, and People HSS 6.4.5

- a. **Describe** Describe the empire of **Cyrus the Great**.

b. **Make Generalizations** Why did peoples conquered by Cyrus the Great seldom rebel?
- a. **Identify** How did **Darius I** change Persia's political organization?

b. **Make Generalizations** How did Persia's roads help improve the empire's organization?
- a. **Explain** Why did Persia want to invade Greece?

b. **Predict** How might the **Persian Wars** have ended if the Spartans had not slowed the Persians at Thermopylae?

### Critical Thinking

- Categorizing** Draw a chart like the one below. In the first column, list the major battles of the Persian Wars. In the other columns, identify who fought in each battle, who won, and what happened as a result of each battle.

Battle	Armies	Winner	Result

### FOCUS ON WRITING

- Taking Notes on Persian Leaders** Draw a table with three columns. In the first column, write the names of each leader mentioned in this section. In the second column, list each person's military accomplishments. In the third column, list any other accomplishments.

# Sparta and Athens

## What You Will Learn...

### Main Ideas

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

### 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.

### Key Terms and People

alliance, p. 296

Peloponnesian War, p. 297



**HSS 6.4.6** Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

## 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?**

**BUILDING BACKGROUND** Two of the greatest city-states in Greece were Sparta and Athens. Sparta, like the first city mentioned above, had a culture that valued physical strength and military might. The Athenian culture placed more value on the mind. However, both city-states had military strength, and they both played important roles in the defense of ancient Greece.

## Spartans Build a Military Society

Spartan society was dominated by the military. According to Spartan tradition, their 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 he was not healthy, the baby 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 luxuries like soft furniture and expensive food. They thought such comforts made people weak. Even the Spartans' enemies admired their discipline and obedience.

## 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.

## Life in Sparta

### QUICK FACTS

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

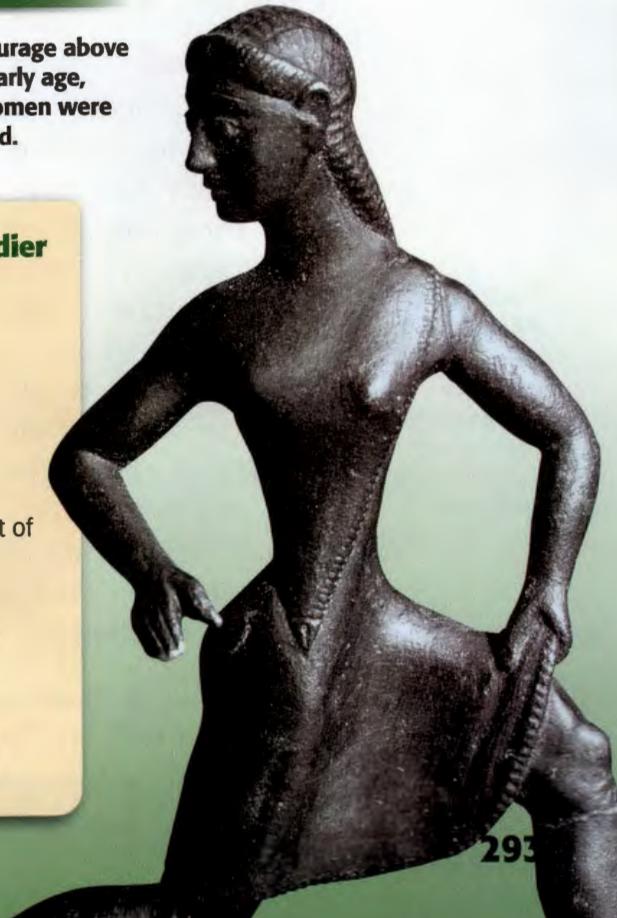
**Ages 7–12: Values training**  
Boys left home and got a basic education.

**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.



## Primary Source

### POINTS OF VIEW

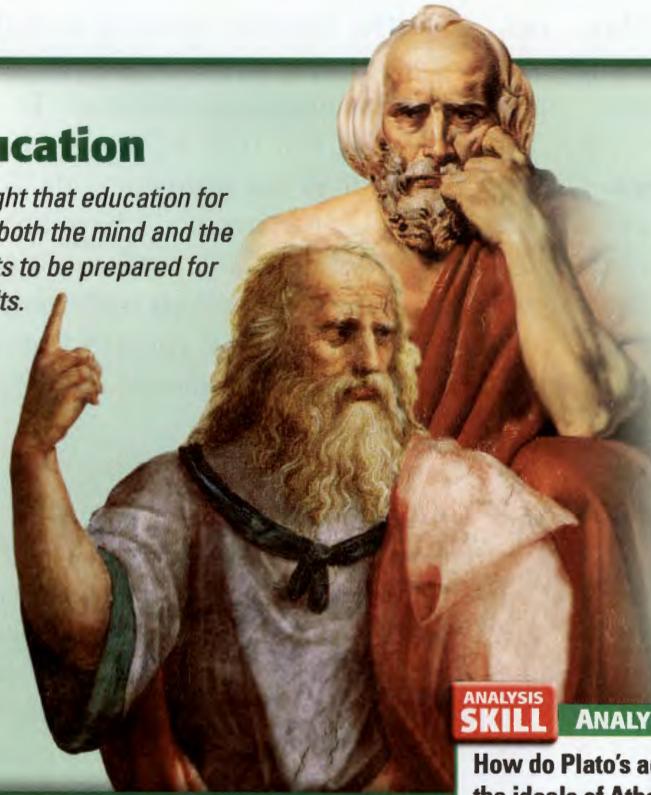
## Views of Education

Plato, an Athenian, thought that education for young boys should train both the mind and the body. He wanted students to be prepared for all aspects of life as adults.

“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*



Lycurgus, a Spartan lawgiver, thought education for boys should teach them how to fight. The historian Plutarch described how education was handled in Sparta under Lycurgus:

“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*

### ANALYSIS SKILL

### ANALYZING POINTS OF VIEW

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

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. These slaves grew all the city's crops and did many other jobs. 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.

**READING CHECK** Analyzing What was the most important element of Spartan society?

## 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.

### FOCUS ON READING

How can the words **like** and **unlike** help you compare and contrast Athens and Sparta?

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.

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, although 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

While many boys in Athens received good educations, girls didn't. In fact, girls got 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, or
- disobey their husbands or fathers.

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

### READING CHECK Identifying Cause and Effect

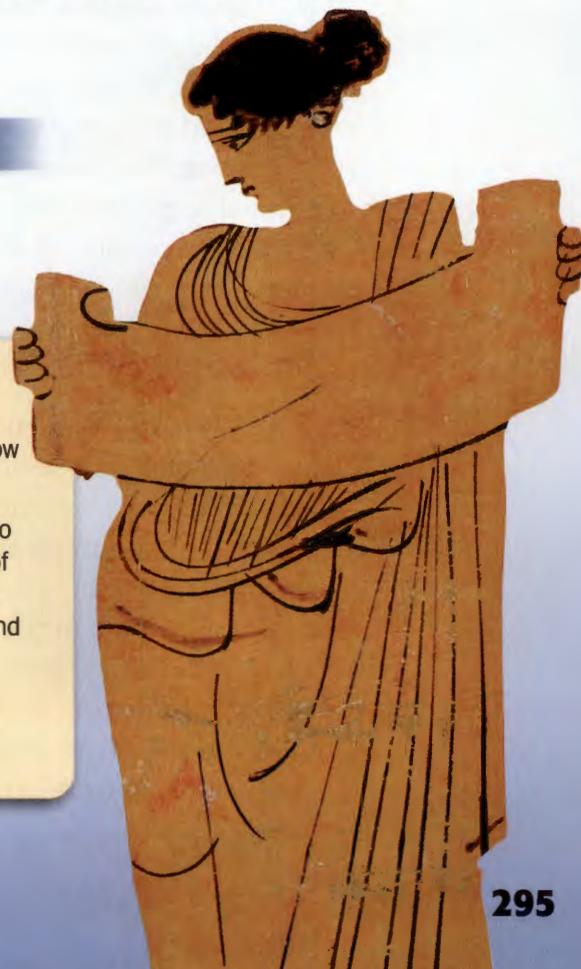
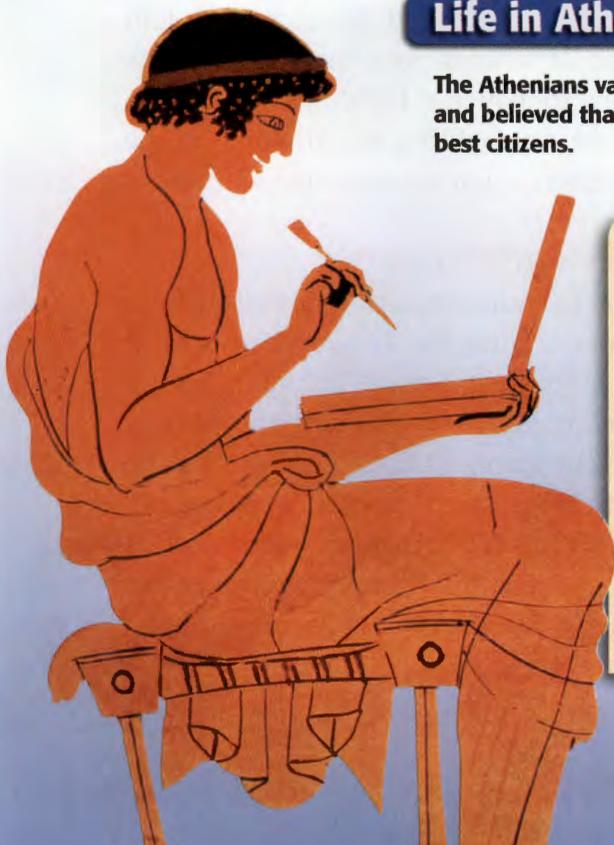
Why did girls in Athens receive little education?

## Life in Athens

### QUICK FACTS

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.



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



### GEOGRAPHY SKILLS

#### INTERPRETING 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?

## 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 Athens's growth, 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 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 backfired. 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.

### 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.

#### READING CHECK Identifying Cause and Effect

What happened after the Peloponnesian War?

**SUMMARY AND PREVIEW** In this section you read about conflicts between city-states for control of Greece. In the next section, you will learn what happened when all of Greece was conquered by a foreign power.

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Online Quiz

KEYWORD: SQ6 HPI0

## Section 2 Assessment

### Reviewing Ideas, Terms, and People HSS 6.4.6

- 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

- Compare and Contrast**  
Draw a graphic organizer like the one shown here in your notebook. Use it to compare and contrast life in Sparta and Athens before the Peloponnesian War.

Military  
Education  
Women



Sparta



Athens

### FOCUS ON WRITING

- Analyzing Greek Accomplishments** Think about the characteristics you would expect to be admired in Sparta and Athens. Write down some of these characteristics in your notebook. How do they relate to the Persian leaders you listed before?

# Alexander the Great

## What You Will Learn...

### Main Ideas

1. Macedonia conquered Greece in the 300s BC.
2. Alexander the Great built an empire that united much of Europe, Asia, and Egypt.
3. The Hellenistic kingdoms formed from Alexander's empire blended Greek and other cultures.

### The Big Idea

Alexander the Great built a huge empire and helped spread Greek culture into Egypt and Asia.

### Key Terms and People

Philip II, p. 298

phalanx, p. 299

Alexander the Great, p. 300

Hellenistic, p. 301

## If YOU were there...

You are a soldier in the most powerful army in the world. In just eight years, you and your fellow soldiers have conquered an enormous empire. Now your general wants to push farther into unknown lands in search of greater glory. But you're thousands of miles from home, and you haven't seen your family in years.

**Do you agree to go on fighting? Why or why not?**

**BUILDING BACKGROUND** The world's most powerful army in the 300s BC was from Macedonia, a kingdom just north of Greece. The Greeks had long dismissed the Macedonians as unimportant. They thought of the Macedonians as barbarians because they lived in small villages and spoke a strange form of the Greek language. But the Greeks underestimated the Macedonians, barbarians or not.

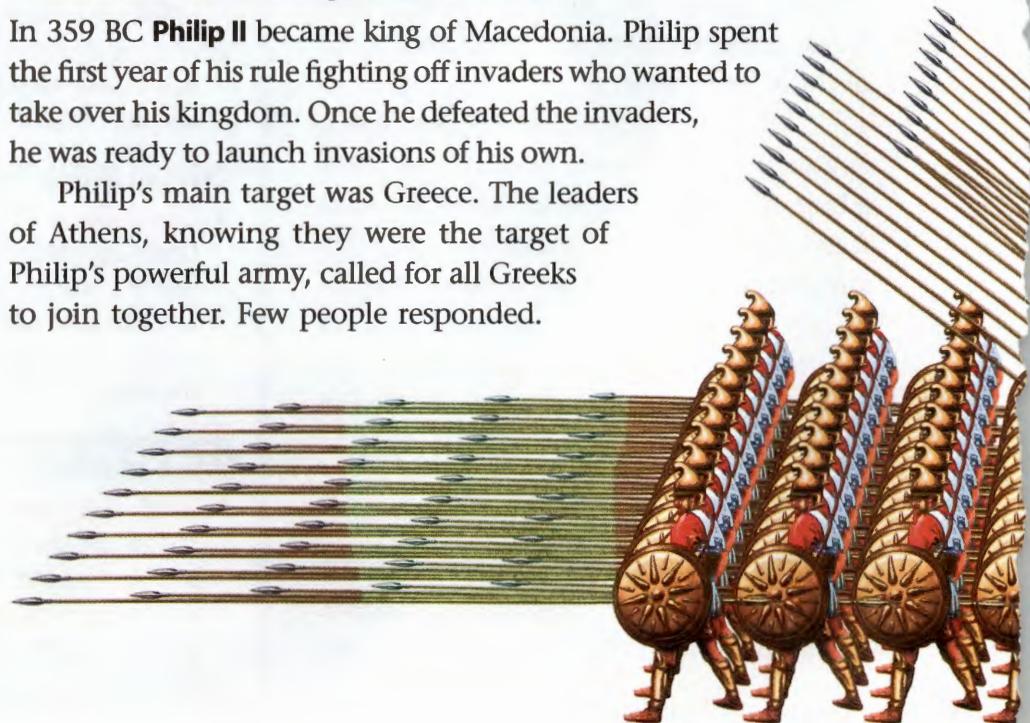
## Macedonia Conquers Greece

In 359 BC **Philip II** became king of Macedonia. Philip spent the first year of his rule fighting off invaders who wanted to take over his kingdom. Once he defeated the invaders, he was ready to launch invasions of his own.

Philip's main target was Greece. The leaders of Athens, knowing they were the target of Philip's powerful army, called for all Greeks to join together. Few people responded.



**HSS 6.4.7** Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.



As a result, the armies of Athens and its chief ally Thebes were easily defeated by the Macedonians. Having witnessed this defeat, the rest of the Greeks agreed to make Philip their leader.

### Philip's Military Strength

Philip defeated the Greeks because he was a brilliant military leader. He borrowed and improved many of the strategies Greek armies used in battle. For example, Philip's soldiers, like the Greeks, fought as a phalanx (FAY-langks). A **phalanx** was a group of warriors who stood close together in a square. Each soldier held a spear pointed outward to fight off enemies. As soldiers in the front lines were killed, others stepped up from behind to fill their spots.

Philip improved upon the Greeks' idea. He gave his soldiers spears that were much longer than those of his opponents. This allowed his army to attack first in any battle. Philip also sent cavalry and archers into battle to support the phalanx.

After conquering Greece, Philip turned his attention to Persia. He planned to march east and conquer the Persian Empire, but he never made it. He was murdered in 336 BC while celebrating his daughter's wedding. When Philip died, his throne—and his plans—passed to his son, Alexander.

**READING CHECK** Summarizing How was Philip II able to conquer Greece?

### Alexander Builds an Empire

When Philip died, the people in the Greek city of Thebes rebelled. They thought that the Macedonians would not have a leader strong enough to keep the kingdom together. They were wrong.

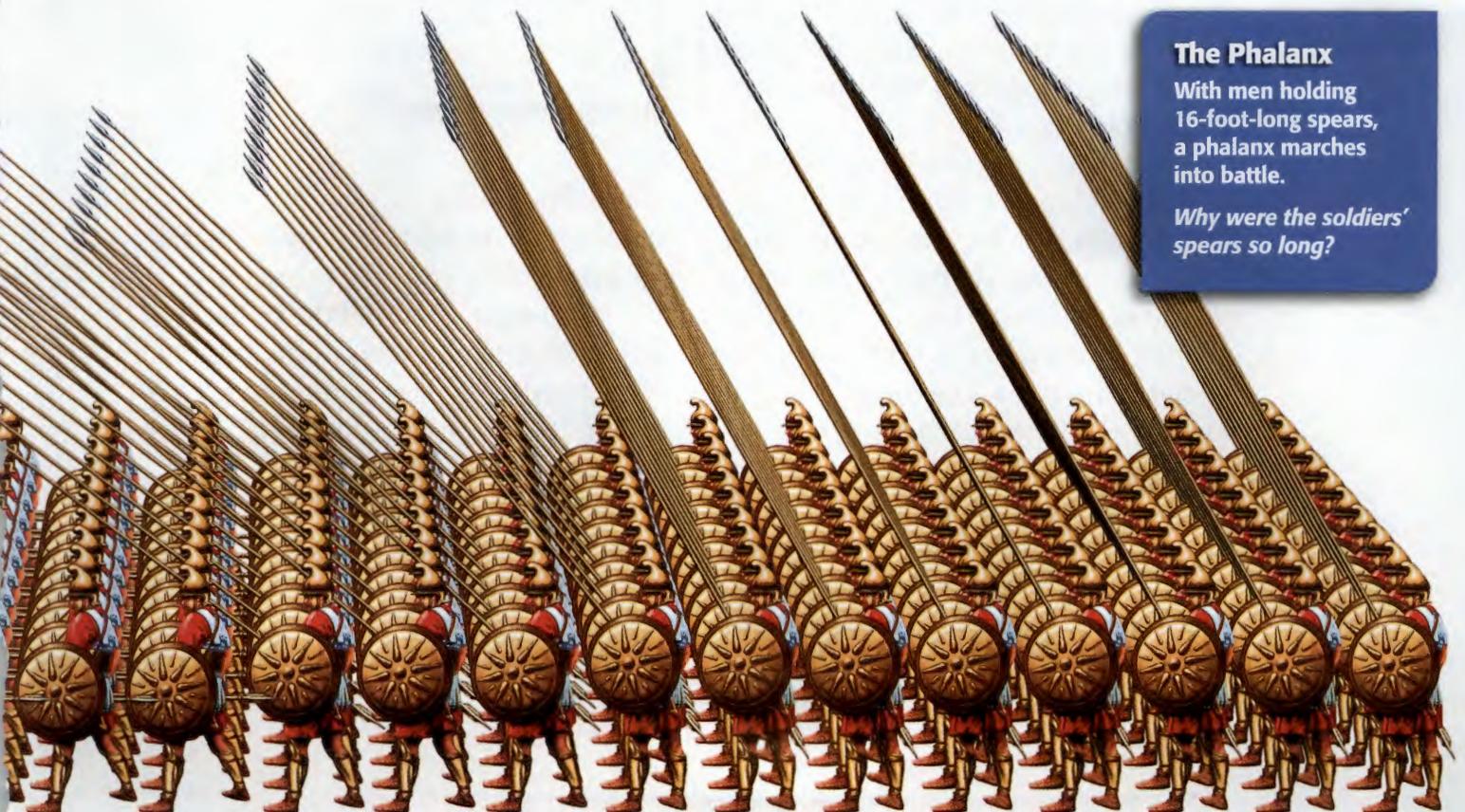
### Controlling the Greeks

Although he was only 20 years old, Philip's son Alexander was as strong a leader as his father had been. He immediately went south to end the revolt in Thebes.

#### The Phalanx

With men holding 16-foot-long spears, a phalanx marches into battle.

*Why were the soldiers' spears so long?*



Within a year, Alexander had destroyed Thebes and enslaved the Theban people. He used Thebes as an example to other Greeks of what would happen if they turned against him. Then, confident that the Greeks would not rebel again, he set out to build an empire.

Alexander's efforts to build an empire made him one of the greatest conquerors in history. These efforts earned him the name **Alexander the Great**.

### Building a New Empire

Like his father, Alexander was a brilliant commander. In 334 BC he attacked the Persians, whose army was much larger than his own. But Alexander's troops were well trained and ready for battle. They defeated the Persians time after time.

According to legend, Alexander visited a town called Gordium in Asia Minor while he was fighting the Persians. There he heard an ancient tale about a knot tied by an ancient king. The tale said that whoever untied the knot would rule all of Asia. According to the legend, Alexander pulled out his sword and cut right through the knot. Taking this as a good sign, he and his army set out again.

If you look at the map, you can follow the route Alexander took on his conquests. After defeating the Persians near the town of Issus, Alexander went to Egypt, which was part of the Persian Empire. The Persian governor had heard of his skill in battle. He surrendered without a fight in 332 BC and crowned Alexander pharaoh.

After a short stay in Egypt, Alexander set out again. Near the town of Gaugamela (gaw-guh-MEE-luh), he defeated the Persian army for the last time. After the battle, the Persian king fled. The king soon died, killed by one of his nobles. With the king's death, Alexander became the ruler of what had been the Persian Empire.



### Marching Home

Still intent on building his empire, Alexander led his army through Central Asia. In 327 BC Alexander crossed the Indus River and wanted to push deeper into India. But his exhausted soldiers refused to go any farther. Disappointed, Alexander began the long march home.

Alexander left India in 325 BC, but he never made it back to Greece. In 323 BC, on his way back, Alexander visited the city of Babylon and got sick. He died a few days later at age 33. After he died, Alexander's body was taken to Egypt and buried in a golden coffin.

#### THE IMPACT TODAY

We still use the phrase "cutting the Gordian knot" to mean solving a difficult problem easily.

## Alexander the Great's Empire, c. 323 BC



### GEOGRAPHY SKILLS

### INTERPRETING MAPS

- 1. Movement** About how long was the route of Alexander from Pella to Babylon?
- 2. Region** What bodies of water did Alexander cross?

### Spreading Greek Culture

Alexander's empire was the largest the world had ever seen. An admirer of Greek culture, he worked to spread Greek influence throughout his empire by founding cities in the lands he conquered.

Alexander modeled his new cities after the cities of Greece. He named many of them Alexandria, after himself. He built temples and theaters like those in Greece. He then encouraged Greek settlers to move to the new cities. These settlers spoke Greek, which became common throughout the empire. In time, Greek art, literature, and science spread into surrounding lands.

Even as he supported the spread of Greek culture, however, Alexander encouraged conquered people to keep their own customs and traditions. As a result, a new blended culture developed in Alexander's empire. It combined elements of Persian, Egyptian, Syrian, and other cultures with Greek ideas. Because this new culture was not completely Greek, or Hellenic, historians call it **Hellenistic**, or Greek-like. It wasn't purely Greek, but it was heavily influenced by Greek ideas.

**READING CHECK Sequencing** What steps did Alexander take to create his empire?

## Hellenistic Kingdoms

When Alexander died, he didn't have an obvious heir to take over his kingdom, and no one knew who was in power. With no clear direction, Alexander's generals fought for power. In the end, three powerful generals divided the empire among themselves. One became king of Macedonia and Greece, one ruled Syria, and the third claimed Egypt.

### Hellenistic Macedonia

As you might expect, the kingdom of Macedonia and Greece was the most Greek of the three. However, it also had the weakest government. The Macedonian kings had to put down many revolts by the Greeks. Damaged by the revolts, Macedonia couldn't defend itself. Armies from Rome, a rising power from the Italian Peninsula, marched in and conquered Macedonia in the mid-100s BC.

### Hellenistic Syria

Like the kings of Macedonia, the rulers of Syria faced many challenges. Their kingdom, which included most of the former Persian Empire, was home to many different peoples with many different customs.

Unhappy with Hellenistic rule, many of these people rebelled against their leaders. Weakened by years of fighting, the kingdom slowly broke apart. Finally in the 60s BC the Romans marched in and took over Syria.

### Hellenistic Egypt

The rulers of Egypt encouraged the growth of Greek culture. They built the ancient world's largest library in the city of Alexandria. Also in Alexandria, they built the Museum, a place for scholars and artists to meet. Through their efforts, Alexandria became a great center of culture and learning. In the end, the Egyptian kingdom lasted longer than the other Hellenistic kingdoms. However, in 30 BC it too was conquered by Rome.

**READING CHECK Analyzing** Why were three kingdoms created from Alexander's empire?

**SUMMARY AND PREVIEW** Alexander the Great caused major political changes in Greece and the Hellenistic world. In the next section, you will learn about artistic and scientific advances that affected the lives of people in the same areas.

## Section 3 Assessment

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Online Quiz

KEYWORD: SQ6 HP10

### Reviewing Ideas, Terms, and People HSS 6.4.7

- Identify** What king conquered Greece in the 300s BC?
- Describe** What territories did **Alexander the Great** conquer?
  - Interpret** Why did Alexander destroy Thebes?
  - Elaborate** Why do you think Alexander named so many cities after himself?
- Recall** What three kingdoms were created out of Alexander's empire after his death?
  - Explain** Why were these kingdoms called **Hellenistic**?

### Critical Thinking

- Finding the Main Idea**  
Draw a diagram like the one here. Use it to identify four major accomplishments of Alexander the Great.



### FOCUS ON WRITING

- Evaluating Alexander** Add Alexander the Great to the table you created earlier. Remember that although Alexander was a military man, not all of his accomplishments were in battle.

# Greek Achievements

## 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?

**BUILDING BACKGROUND** Socrates was only one of the brilliant philosophers who lived in Athens in the 400s BC. The city was also home to some of the world's greatest artists and writers. In fact, all over Greece men and women made great advances in the arts and sciences. Their work inspired people for centuries.

## The Arts

Among the most notable achievements of the ancient Greeks were those they made in the arts. These arts included sculpture, painting, architecture, and writings.

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

## What You Will Learn...

### Main Ideas

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

### The Big Idea

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

## Key Terms and People

Socrates, p. 307

Plato, p. 307

Aristotle, p. 307

reason, p. 307

Euclid, p. 308

Hippocrates, p. 308



**HSS 6.4.8** Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

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 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.

Greek painting is also admired for its realism and detail. For example, Greek artists painted detailed scenes on vases, pots, and other vessels. These vessels often show

scenes from myths or athletic competitions. Many of the scenes were created using only two colors, black and red. Sometimes artists used black glaze to paint scenes on red vases. Other artists covered whole vases with glaze and then scraped parts away to let the red background show through.

### 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.

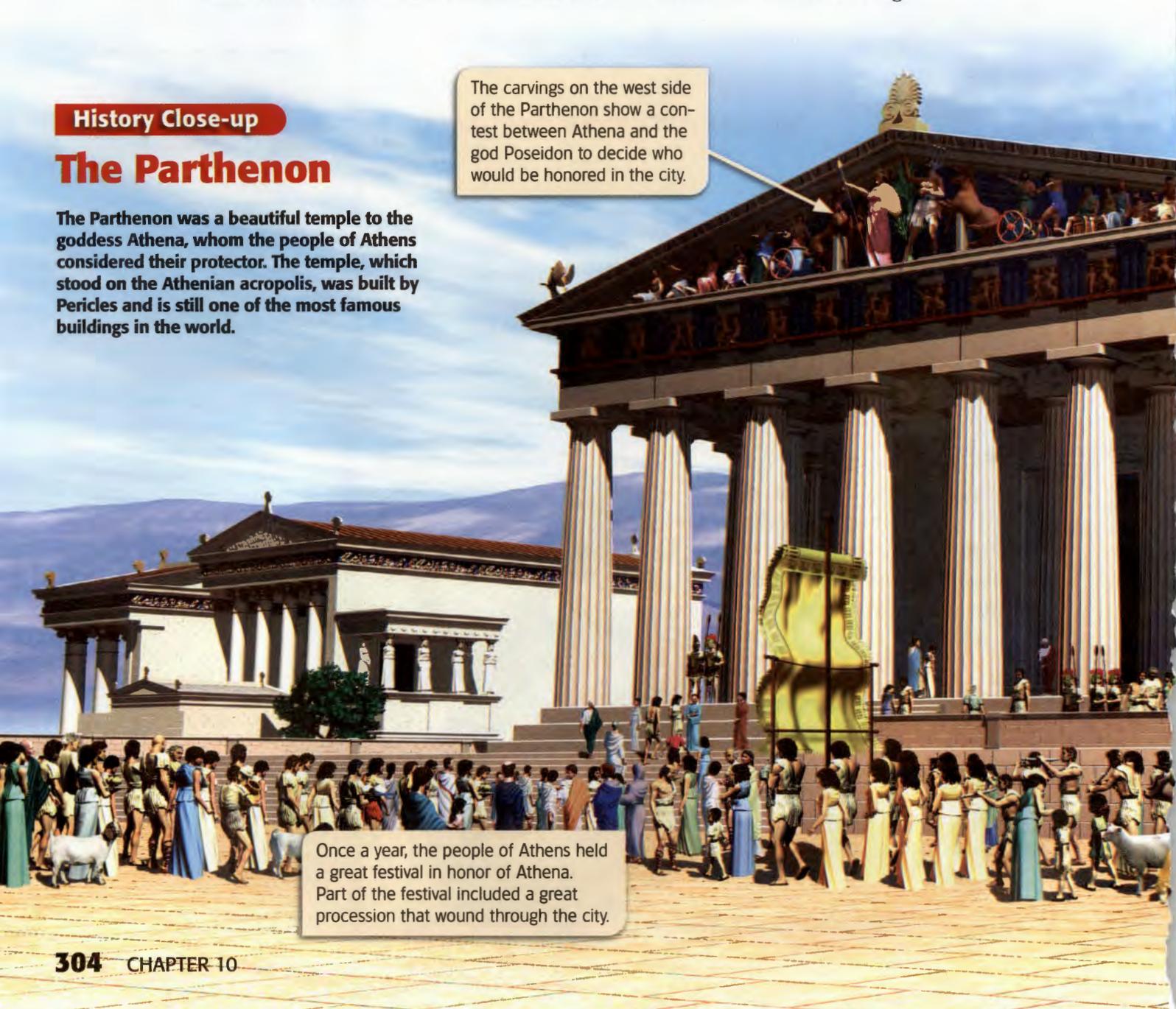
### History Close-up

## The Parthenon

The Parthenon was a beautiful temple to the goddess Athena, whom the people of Athens considered their protector. The temple, which stood on the Athenian acropolis, was built by Pericles and is still one of the most famous buildings in the world.

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.

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.



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. The

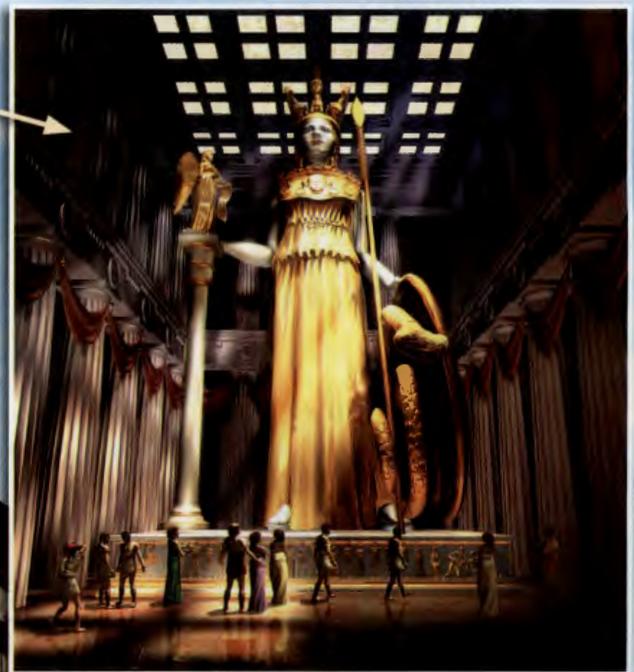
most impressive of all ancient Greek buildings was the Parthenon (PAHR-thuh-nahn) in Athens, pictured below. This temple to Athena was built in the 400s BC on the Athenian acropolis. It was designed to be magnificent not only outside, but inside as well. As you can see, the interior was decorated with carvings and columns.

### New Forms of Writing

Sculpture, painting, and architecture were not the only Greek art forms. The Greeks also excelled at writing. In fact, Greek writers created many new writing forms, including drama and history.

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

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



#### ANALYSIS SKILL ANALYZING VISUALS

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

## ACADEMIC VOCABULARY

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

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) and Sophocles (SAHF-uh-kleez). For example, Sophocles wrote about a Greek hero who mistakenly killed his own father. Other Greek dramatists focused on comedies, which made fun of people and ideas. One famous comedy writer was Aristophanes (ar-uh-STAHF-uh-neeze). 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 history could teach. One of the greatest of the Greek

historians was Thucydides (thoo-SID-uh-deez). He wrote a history of the Peloponnesian War 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.

**READING CHECK** Summarizing What were some forms of art found in ancient Greece?

## 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.

### Primary Source

#### BOOK

## 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.*

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*

#### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

How does Socrates tell his students to act when he drinks the poison?

## 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. He 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.

Although Plato spent much of his time running the Academy, he also wrote many works. The most famous of these works was 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,

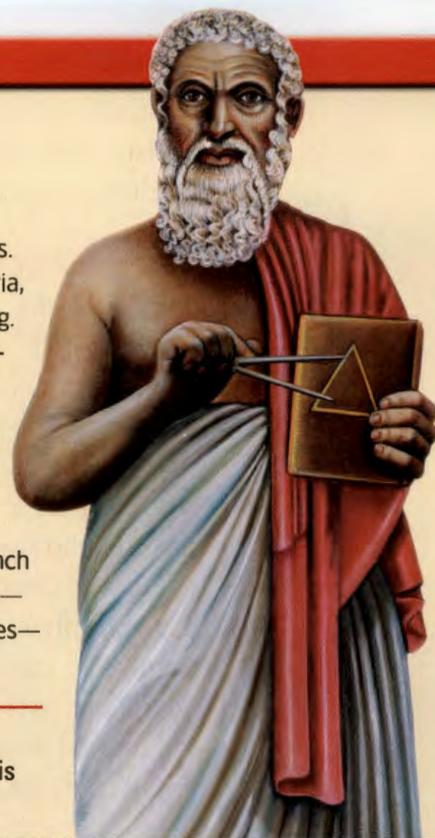
## BIOGRAPHY

### 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 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.

**Drawing Conclusions** Why do you think a branch of geometry is named after Euclid?



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.

### READING CHECK

**Generalizing** What did ancient Greek philosophers like Socrates, Plato, and Aristotle want to find out?

## Science

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

### THE IMPACT TODAY

Many doctors recite the Hippocratic Oath, a pledge to behave ethically, when they finish medical school.

## Mathematics

Some Greeks spent their lives studying mathematics. One of these people was **Euclid** (YOO-kluhd). He was interested in geometry, the study of lines, angles, and shapes. In fact, many of the geometry rules we learn in school today come straight from Euclid's writings.

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

Greek engineers also made great discoveries. Some of the devices they invented are still used today. For example, farmers in many countries still use water screws to bring water to their fields. This device, 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. Greek inventors could be playful as well as serious. For example, one inventor created mechanical toys like birds, puppets, and coin-operated machines.

**READING CHECK** Summarizing What advances did Greek scientists make in medicine?

**SUMMARY AND PREVIEW** Through their art, philosophy, and science, the Greeks have greatly influenced Western civilization. In the next chapter, you will learn about another group that has helped shape the Western world—the Romans.

## Section 4 Assessment

go.hrw.com  
**Online Quiz**

KEYWORD: SQ6 HPT10

### Reviewing Ideas, Terms, and People HSS 6.4.8

- a. Identify** What two types of drama did the Greeks invent?  
**b. Explain** 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?
- Describe** How did **Socrates** teach? What is this method of teaching called?
- a. Identify** In what fields did **Hippocrates** and **Euclid** make their greatest achievements?  
**b. Make Inferences** Why do some people call Greece the birthplace of the Western world?

### Critical Thinking

- Summarizing** Draw a chart like the one here. Use it to list one contribution each person made to the arts and sciences.

Person	Contribution
Thucydides	
Socrates	
Plato	
Aristotle	
Euclid	
Hypatia	

### FOCUS ON WRITING

- Taking Notes about Artists and Thinkers** Add the artists and thinkers from this section to your chart. Because these people were not military leaders, all of your notes will go in the third column of your chart.

## Greek Philosophers— Socrates, Plato, and Aristotle

**What would the world be like if no one believed in the importance of knowledge and truth?**

**When did they live?** the 400s and 300s BC

**Where did they live?** Athens

**What did they do?** They thought. Socrates, Plato, and Aristotle thought about the world and searched for knowledge, wisdom, and truth. They created the Socratic method of learning, the first political science book, and a method of scientific reasoning.

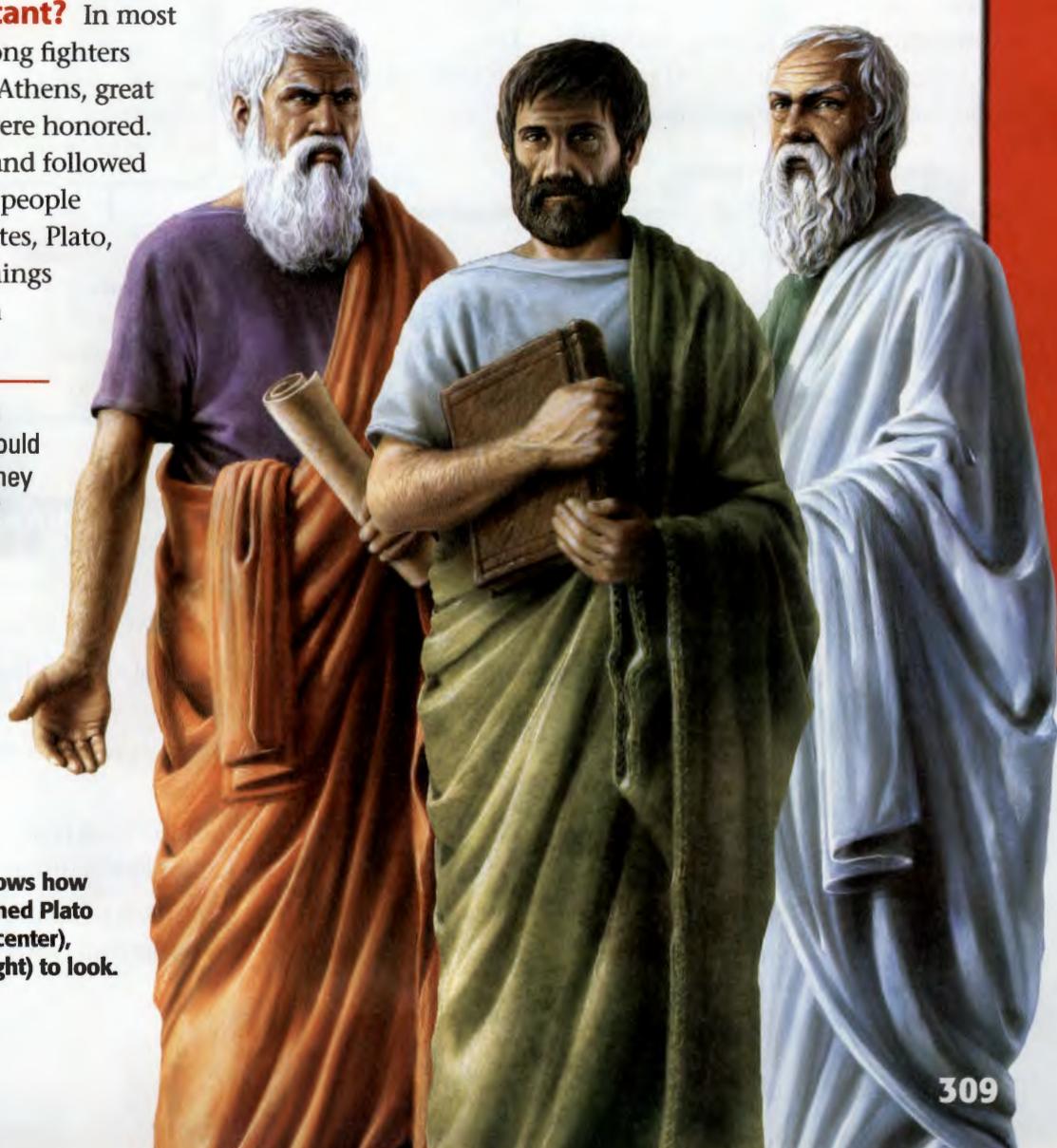
**Why are they important?** In most of the ancient world, strong fighters won all the glory. But in Athens, great thinkers and wise men were honored. People listened to them and followed their advice. Even today, people admire the ideas of Socrates, Plato, and Aristotle. Their teachings are at the root of modern philosophy and science.

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

### KEY FACTS

**How did Socrates, Plato, and Aristotle influence history?**

- **Socrates** taught Plato.
- **Plato** taught Aristotle.
- **Aristotle** taught Alexander the Great, who helped spread Greek ideas through much of the world.



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



Analysis

Critical Thinking

Participation

Study

## Interpreting Charts and Tables

### Understand the Skill

Charts present information visually to make it easier to understand. Different kinds of charts have different purposes. *Organizational charts* can show relationships among the parts of something. *Flowcharts* show steps in a process or cause-and-effect relationships. *Classification charts* group information so it can be easily compared. *Tables* are a type of classification chart that organize information into rows and columns for easy comparison. The ability to interpret charts helps you to analyze information and understand relationships.

### Learn the Skill

Use these basic steps to interpret a chart:

- 1 Identify the type of chart and read its title in order to understand its purpose and subject.
- 2 Note the parts of the chart. Read the headings of rows and columns to determine the categories of information. Note any other labels that accompany the information in the chart. Look for any lines that connect its parts.
- 3 Study the chart's details. Look for relationships in the information it presents. In classification charts, analyze and compare all content in rows and columns. In flowcharts and organizational charts, read all labels and other information. Follow directional arrows or lines.

### Sparta's Government, c. 450 BC

#### Ephors

- Five adult male citizens
- Elected to one-year terms
- Presided over Assembly and Council
- Ran Sparta's daily affairs

#### Kings

- Two hereditary rulers
- Commanded armies
- Served as high priests
- Served as judges in minor cases

#### Assembly

- All male citizens age 30 and above
- Passed or rejected proposals made by Council
- Could not propose actions on its own
- Elected ephors

#### Council of Elders

- 28 male citizens over age 60
- Elected for life by citizens
- Proposed actions to Assembly
- Served as judges in important cases

### Practice and Apply the Skill

Apply the strategies here to interpret the chart above and answer the following questions.

1. What type of chart is this and what is its purpose?
2. In what ways were the ephors and the Assembly connected?
3. How did the roles of the Assembly and the Council of Elders differ?
4. What position in Spartan government had no direct relationship with the Assembly?

## Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

**QUICK FACTS**



Sparta and Athens fought together to defeat Persia in the Persian Wars.



Spartan culture centered on the military, while Athenian culture emphasized government and the arts.



Alexander the Great built a huge empire and spread Greek culture.



The ancient Greeks made lasting contributions to architecture, philosophy, science, and many other fields.

## Reviewing Vocabulary, Terms, and People

Choose one word from each word pair to correctly complete each sentence below.

1. A ruler named \_\_\_\_\_ created the Persian Empire. (**Cyrus the Great/Xerxes I**)
2. A \_\_\_\_\_ was a group of soldiers that stood in a square to fight. (**cavalry/phalanx**)
3. \_\_\_\_\_ built the largest empire the world had ever seen. (**Alexander the Great/Aristotle**)
4. The \_\_\_\_\_ War(s) pitted two city-states against each other. (**Persian/Peloponnesian**)
5. The philosopher \_\_\_\_\_ taught people by asking them questions. (**Darius/Socrates**)
6. The greatest medical scholar of ancient Greece was \_\_\_\_\_. (**Philip II/Hippocrates**)
7. Aristotle taught the importance of \_\_\_\_\_ in his writings. (**reason/alliance**)
8. \_\_\_\_\_ was a great mathematician. (**Plato/Euclid**)

## Comprehension and Critical Thinking

### SECTION 1 (Pages 286–291) **HSS** 6.4.5

9. **Identify** Who were Cyrus the Great, Darius I, and Xerxes I?
9. **Analyze** How did the Greeks use strategy to defeat a larger fighting force?
9. **Elaborate** What were some factors that led to the success of the Persian Empire?

### SECTION 2 (Pages 292–297) **HSS** 6.4.6

10. **Describe** What was life like for Spartan women? for Athenian women?
10. **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?
10. **Evaluate** Do you agree or disagree with this statement: “The Athenians brought the Peloponnesian War on themselves.” Defend your argument.

**SECTION 3** (Pages 298–302) **HSS** 6.4.7

11. **a. Describe** How did Philip II improve the phalanx?  
**b. Analyze** How did the cultures that Alexander conquered change after his death?  
**c. Predict** How might history have been different if Alexander had not died so young?

**SECTION 4** (Pages 303–308) **HSS** 6.4.8

12. **a. Identify** What is the Parthenon? For which goddess was it built?  
**b. Compare** What did Socrates, Plato, and Aristotle have in common?  
**c. Evaluate** Why do you think Greek accomplishments in the arts and sciences are still admired today?

## Reviewing Themes

13. **Politics** Why did the Persians and the Greeks react differently to the end of the Persian Wars?  
14. **Politics** How were the government and the army related in Sparta?  
15. **Society and Culture** How were the roles of women different in Athens and Sparta?

## Using the Internet

go.hrw.com  
KEYWORD: SQ6 WH10

16. **Activity: Writing a Dialogue** While rulers such as Alexander and Cyrus fought to gain land, thinkers like Socrates may have questioned their methods. Enter the keyword activity. Write a dialogue between Socrates and a student on whether it was right to invade another country. Socrates should ask at least 10 questions to his student.

## Social Studies Skills

17. **Understanding Charts and Tables** Create a chart in your notebook that identifies key Greek achievements in architecture, art, writing, philosophy, and science. Complete the chart with details from this chapter.

## Reading Skills

18. **Comparing and Contrasting** Complete the chart below to compare and contrast two powerful leaders you studied in this chapter, Cyrus the Great and Alexander the Great.

<b>Compare</b>	<b>List two characteristics that Cyrus and Alexander shared.</b>	
	a. _____	_____
	b. _____	_____

<b>Contrast</b>	<b>How did Cyrus's and Alexander's backgrounds differ?</b>	
	Cyrus c. _____	Alexander d. _____
	<b>What happened to their empires after they died?</b>	
	Cyrus e. _____	Alexander f. _____

## FOCUS ON WRITING

19. **Writing Your Poem** Look back over your notes from this chapter. Ask yourself which of the accomplishments you noted are the most significant. Do you admire people for their ideas? their might? their leadership? their brilliance?  
Choose one person whose accomplishments you admire. Look back through the chapter for more details about the person's accomplishments. Then write a poem in praise of your chosen figure. Your poem should be five lines long. The first line should identify the subject of the poem. The next three lines should note his or her accomplishments, and the last line should sum up why he or she is respected.

# Standards Assessment

**DIRECTIONS:** Read each question and write the letter of the best response.

**1**

The freedom which we enjoy in our government extends also to our ordinary life . . . Further, we provide plenty of means for the mind to refresh itself from business. We celebrate games and sacrifices all the year round . . . Where our rivals from their very cradles by a painful discipline seek after manliness . . . we live exactly as we please and yet are just as ready to encounter every legitimate danger.

The information in this passage suggests that the person who wrote it probably lived in

- A Athens.
- B Persia.
- C Sparta.
- D Troy.

**2** The Athenians' main rivals were from

- A Sparta.
- B Rome.
- C Macedonia.
- D Persia.

**3** Which people were the chief enemies of the Greeks in the 400s BC?

- A the Romans
- B the Persians
- C the Egyptians
- D the Macedonians

**4** All of the following were Greek philosophers *except*

- A Aristotle.
- B Plato.
- C Socrates.
- D Zoroaster.

**5** Hellenistic culture developed as a result of the activities of which person?

- A Darius I
- B Philip II
- C Cyrus the Great
- D Alexander the Great

## Connecting with Past Learnings

**6** Cyrus the Great and Alexander the Great both built huge empires. What other leader that you have studied in this course also created an empire?

- A Moses
- B Shi Huangdi
- C Confucius
- D Hatshepsut

**7** In this chapter you have read about many great philosophers and thinkers. Which of the following people you have studied was *not* a philosopher or thinker?

- A Socrates
- B Ramses the Great
- C Confucius
- D Siddhartha Gautama

## Assignment

Collect information and write an informative report on a topic related to the Hebrews or the ancient Greeks.

### TIP Narrowing a Topic

**Broad:** Sparta

**Less Broad:** Women and Girls in Sparta

**Focus Question:** What was life like for women and girls in Sparta?

# A Social Studies Report

The purpose of a social studies report is to share information. Often, this information comes from research. You begin your research by asking questions about a subject.

## 1. Prewrite

### Choosing a Subject

You could ask many questions about the unit you have just studied.

- Why was Ruth an important person in the history of the Jewish religion?
- What was the role of mythology in the lives of the ancient Greeks?
- What were the most important accomplishments of Alexander the Great?

Jot down some topics that interested you. Then, brainstorm a list of questions about one or more of these topics. Make sure your questions are narrow and focused. Choose the question that seems most interesting.

### Finding Historical Information

Use at least three sources besides your textbook to find information on your topic. Good sources include

- books, maps, magazines, newspapers
- television programs, movies, videos
- Internet sites, CD-ROMs, DVDs

Keep track of your sources of information by writing them in a notebook or on cards. Give each source a number as shown below.



**ELA Writing 6.2.3** Write Research Reports:

- Pose relevant questions.
- Support the main idea with information from multiple sources.
- Include a bibliography.

**Analysis Skill** Students frame questions that can be answered by historical study and research.

Littleton, C. Scott. ①  
"Mythology." *World Book Encyclopedia*. 2000.

Hamilton, Edith. ②  
*Mythology*. Boston: Little, Brown and Company, 1998.

Lindemans, Micha F. ③  
"Greek Mythology: Persephone." *Encyclopedia Mythica*. 27 April 2004.  
<http://www.pantheon.org>.

## Taking Notes

Take notes on important facts and details from your sources. Historical writing needs to be accurate. Carefully record all names, dates, and other information from sources. Copy any direct quotation word for word and enclose the words in quotation marks. Along with each note, include the number of its source and its page number.

## Stating the Big Idea of Your Report

You can easily turn your original question into the big idea for your report. If your question changes a bit as you do your research, rewrite it before turning it into a statement. The big idea of a report is often, but not always, stated in the first paragraph.

## Organizing Your Ideas and Information

Sort your notes into topics and subtopics. Put them in an order that is logical, that will make sense to your reader. We often use one of these ways to organize information:

- placing events and details in the order they happened
- grouping causes with their effects
- grouping information by category, usually in the order of least to most important

Here is a partial outline for a paper on Greek mythology.

*Big Idea: The ancient Greeks told myths to explain the world.*

- I. Purpose of mythology in ancient Greece*
  - A. Greeks' questions about the world around them*
  - B. Greeks' use of myths for answers*
- II. Myths about everyday events in the Greeks' lives*
  - A. The myth of Hestia, goddess of the home*
  - B. The myth of Hephaestus, god of crafts and fire*
- III. Myths about the natural world of the Greeks*
  - A. The myth of Apollo, god of the sun*
  - B. The myth of Persephone, goddess of the seasons*

## 2. Write

It is good to write a first draft fairly quickly, but it's also helpful to organize it as you go. Use the following framework as a guide.

### A Writer's Framework

#### Introduction

- Start with a quotation or interesting historical detail.
- State the big idea of your report.
- Provide any historical background readers need in order to understand your big idea.

#### Body

- Present your information under at least three main ideas.
- Write at least one paragraph for each of these main ideas.
- Add supporting details, facts, or examples to each paragraph.

#### Conclusion

- Restate your main idea, using slightly different words.
- Close with a general comment about your topic or tell how the historical information in your report relates to later historical events.

#### TIP Statement or Question

Your big idea statement can be a statement of the point you want to make in your paper.

*The ancient Greeks used mythology to explain nature.*

It can also be a question, similar to your original research question.

*How did the ancient Greeks use mythology to explain their lives?*

#### TIP Making the Most of Your Outline

If you write each of your topics and subtopics as a complete sentence, you can use those sentences to create your first draft.

## Studying a Model

Here is a model of a social studies report. Study it to see how one student developed a social studies paper. The first and the concluding paragraphs are shown in full. The paragraphs in the body of the paper are summarized.

### INTRODUCTORY PARAGRAPH

Attention grabber

Statement of Big Idea

The ancient Greeks faced many mysteries in their lives. How and why did people fall in love? What made rain fall and crops grow? What are the planets and stars, and where did they come from? Through the myths they told about their heroes, gods, and goddesses, the Greeks answered these questions. They used mythology to explain all things, from everyday events to forces of nature to the creation of the universe.

### Body Paragraphs

The first body paragraph opens with a statement about how the Greeks used myths to explain their daily lives. Then two examples of those kinds of myths are given. The student summarizes myths about Aphrodite, goddess of love, and Hephaestus, god of crafts and fire.

In the next paragraph, the student shows how the Greeks used myths to explain the natural world. The example of such a story is Persephone and her relationship to the seasons.

The last paragraph in the body contains the student's final point, which is about creation myths. The two examples given for these myths are stories about Helios, god of the sun, and Artemis, goddess of the moon.

### CONCLUDING PARAGRAPH

First two sentences restate the thesis

Last three sentences make a general comment about the topic, Greek myths.

The Greeks had a huge number of myths. They needed that many to explain all of the things that they did and saw. Besides explaining things, myths also gave the Greeks a feeling of power. By praying and sacrificing to the gods, they believed they could affect the world around them. All people want to have some control over their lives, and their mythology gave the Greeks that feeling of control.

Notice that each paragraph is organized in the same way as the entire paper. Each paragraph expresses a main idea and includes information to support that main idea. One big difference is that not every paragraph requires a conclusion. Only the last paragraph needs to end with a concluding statement.

### 3. Evaluate and Revise

It is important to evaluate your first draft before you begin to revise it. Follow the steps below to evaluate and revise your draft.

#### Evaluating and Revising an Informative Report

1. Does the introduction grab the readers' interest and state the big idea of your report?
2. Does the body of your report have at least three paragraphs that develop your big idea? Is the main idea in each paragraph clearly stated?
3. Have you included enough information to support each of your main ideas? Are all facts, details, and examples accurate? Are all of them clearly related to the main ideas they support?
4. Is the report clearly organized? Does it use chronological order, order of importance, or cause and effect?
5. Does the conclusion restate the big idea of your report? Does it end with a general comment about your topic?
6. Have you included at least three sources in your bibliography? Have you included all the sources you used and not any you did not use?

### 4. Proofread and Publish

#### Proofreading

To correct your report before sharing it, check the following:

- the spelling and capitalization of all proper names for specific people, places, things, and events
- punctuation marks around any direct quotation
- punctuation and capitalization in your bibliography

#### Publishing

Choose one or more of these ideas to share your report.

- Create a map to accompany your report. Use a specific color to highlight places and routes that are important in your report.
- File a copy of your report in your school's library for other students' reference. Include illustrations to go with the report.
- If your school has a Web site, you might post your report there. See if you can link to other sources on your topic.

#### TIP Bibliography

- Underline the titles of all books, television programs, and Web sites.
- Use quotation marks around titles of articles and stories.

### Practice and Apply

Use the steps and strategies outlined in this workshop to research and write an informative report.