

Ancient Greece



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 6 Conduct cost-benefit analyses of economic and political issues.

English–Language Arts

Writing 6.2.1a Establish and develop a plot and setting and present a point of view that is appropriate to the stories.

Reading 6.2.0 Read and understand grade-level-appropriate material.

FOCUS ON WRITING



A Myth Like most people, the Greeks enjoyed good stories. But they also took their stories seriously. They used stories called myths to explain everything from the creation of the world to details of everyday life. Reading this chapter will provide you with ideas you can use to create your own myth.



CHAPTER EVENTS

c. 2000 BC
The Minoan civilization prospers in Crete.



2000 BC

WORLD EVENTS

c. 2000 BC
The main part of Stonehenge is built in England.

▶ video series

Watch the video to understand the impact of democracy on the world today.

**What You Will Learn...**

In this chapter you will study Greece—home to one of the great ancient civilizations. In this photo you see the ruins of the temple at Delphi. It was one of the most sacred places in ancient Greece.

**1700 BC****c. 1200 BC**

The Greeks and Trojans fight the Trojan War.

1400 BC**c. 1200 BC**

The Olmec civilization develops in the Americas.

**1100 BC****c. 900 BC**

The Phoenicians dominate trade in the Mediterranean.

**800 BC****c. 750 BC**

The Greeks begin to build city-states.

**500 BC****c. 500 BC**

Athens becomes the world's first democracy.

753 BC

According to legend, Rome is founded.



Economics

Geography

Politics

Religion

Society and Culture

Science and Technology

Focus on Themes In this chapter, you will read about the civilizations of ancient Greece. Whether reading about the Minoans and Mycenaeans or the Spartans and Athenians, you will see that where the people lived affected how they lived.

You will also read how the government of these ancient people changed over the years. By the end of this chapter, you will have learned a great deal about the **geography** and the **politics** of the ancient Greeks.

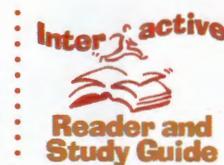
Greek Word Origins

Focus on Reading Sometimes when you read an unusual word, you can figure out what it means by using the other words around it. Other times you might need to consult a dictionary. But sometimes, if

you know what the word's root parts mean, you can figure out its meaning. The chart below shows you several English words that have Greek roots.

In this chapter you'll find...	which means...	and comes from the Greek root
1. geography, p. 254 (jee-AH-gruh-fee)	the study of the earth's surface	<i>ge-</i> , which means "earth" <i>-graphy</i> , which means "writing about"
2. acropolis, p. 258 (uh-KRAH-puh-luhs)	fortress of a Greek city up on a high hill	<i>acr-</i> , which means "top" <i>polis</i> , which means "city"
3. democracy, p. 262 (di-MAH-kruh-see)	a form of government in which people hold power	<i>dem-</i> , which means "people" <i>-cracy</i> , which means "power"
4. tyrant, p. 263 (TY-ruhnt)	a ruler [in modern times, a harsh ruler]	<i>tyrannos</i> , which means "master"
5. oligarchy, p. 263 (AH-luh-gahr-kee)	rule by a few people	<i>olig-</i> , which means "few" <i>-archy</i> , which means "rule"
6. mythology, p. 269 (mi-THAH-luh-jee)	a body of stories about gods and heroes	<i>mythos</i> , which means "stories about gods or heroes" <i>-ology</i> , which means "study of"

Additional reading support can be found in the





Key Terms and People

Chapter 9

Section 1

polis (p. 258)
classical (p. 258)
acropolis (p. 258)

Section 2

democracy (p. 262)
aristocrats (p. 263)
oligarchy (p. 263)
citizens (p. 263)
tyrant (p. 263)
Pericles (p. 266)

Section 3

mythology (p. 269)
Homer (p. 272)
Sappho (p. 273)
Aesop (p. 273)
fables (p. 273)

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 word:

influence (p. 256)

You Try It!

Study each of the words below. Use the chart on the opposite page to find a Greek root or roots for each of them. How do the words' roots relate to their definitions?

Word	Definition
1. geology	a science that deals with the study of the makeup of the earth
2. police	the people who keep order in a city
3. Tyrannosaurus	one of the largest and fiercest dinosaurs
4. architect	the person in charge of designing buildings
5. acrophobia	the fear of heights
6. monarchy	rule by a single person
7. politics	the art or science of governing a city, state, or nation
8. demographer	a scientist who studies the growth of populations

Think about it.

1. How can studying Greek origins help you understand English?
2. Use the chart of roots on the previous page to answer this question. Where do you think a demagogue gets his or her power: the support of the people or a written constitution? Justify your answer.
3. Do you know words in other languages that help you understand English?

As you read Chapter 9, pay close attention to the highlighted words. Many of those words are Greek or come from Greek roots. Refer to the chart on the opposite page to help you understand what those words mean.

Geography and the Early Greeks

What You Will Learn...

Main Ideas

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

The Big Idea

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

Key Terms

polis, p. 258

classical, p. 258

acropolis, p. 258

If YOU were there...

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

What could you do to make a living here?

BUILDING BACKGROUND The paragraph you just read could be describing many parts of Greece, a peninsula in southern Europe. Greece's mountain ranges run right up to the coast in many places, making travel and farming difficult. Although it does not seem like the easiest place in the world to live, Greece was home to some of the ancient world's greatest civilizations.

Greece is a land of rugged mountains, rocky coastlines, and beautiful islands. The trees you see are olive trees. Olives were grown by the early Greeks for food and oil.



HSS 6.4.1 Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.



Geography Shapes Greek Civilization

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

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

Mountains and Settlements

Because mountains cover much of Greece, there are few flat areas for farmland. People settled in those flat areas along the coast and in river valleys. They lived in villages and towns separated by mountains and seas.

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

Seas and Ships

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

Greece: Physical

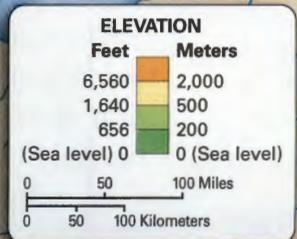


Black Sea

Ionian Sea

Mediterranean Sea

Aegean Sea



ASIA MINOR

Rhodes

Crete

GEOGRAPHY SKILLS

INTERPRETING MAPS

Location What bodies of water surround Greece?

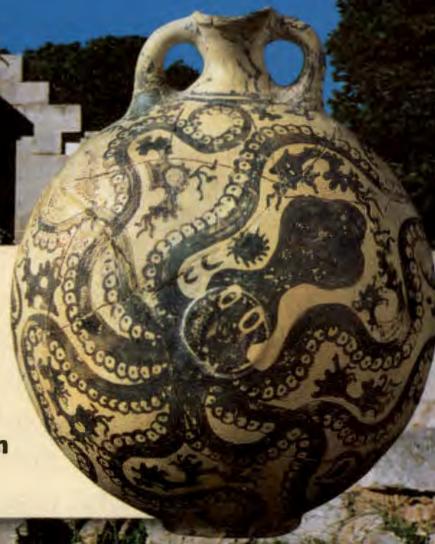
Early Trading Cultures

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

For what did the Minoans and Mycenaens use their ships?

The Minoans

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



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

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

READING CHECK Drawing Conclusions

How did mountains affect the location of Greek settlements?

Trading Cultures Develop

Many cultures settled and developed in Greece. Two of the earliest were the Minoans (muh-NOH-uhn-z) and the Mycenaens (my-suh-NEE-uhns). By 2000 BC the

Minoans had built an advanced society on the island of Crete. Crete lay south of the Aegean in the eastern Mediterranean. Later, the Mycenaens built towns on the Greek mainland. These two civilizations **influenced** the entire Aegean region and helped shape later cultures in Greece.

The Minoans

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

Although Crete's location was excellent for Minoan traders, its geography had its dangers. Sometime in the 1600s BC a huge volcano erupted just north of Crete. This eruption created a giant wave that flooded much of Crete. In addition, the eruption

ACADEMIC VOCABULARY

influence
change, or have an effect on

Minoan and Mycenaean Civilizations



The Mycenaeans

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



threw up huge clouds of ash, ruining crops and burying cities. This eruption may have led to the end of Minoan civilization.

The Mycenaeans

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

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

By the mid-1400s, Minoan society had declined. That decline allowed the Mycenaeans to take over Crete and become the major traders in the eastern Mediterranean.

They set up colonies in northern Greece and Italy from which they shipped goods to markets around the Mediterranean and Black seas.

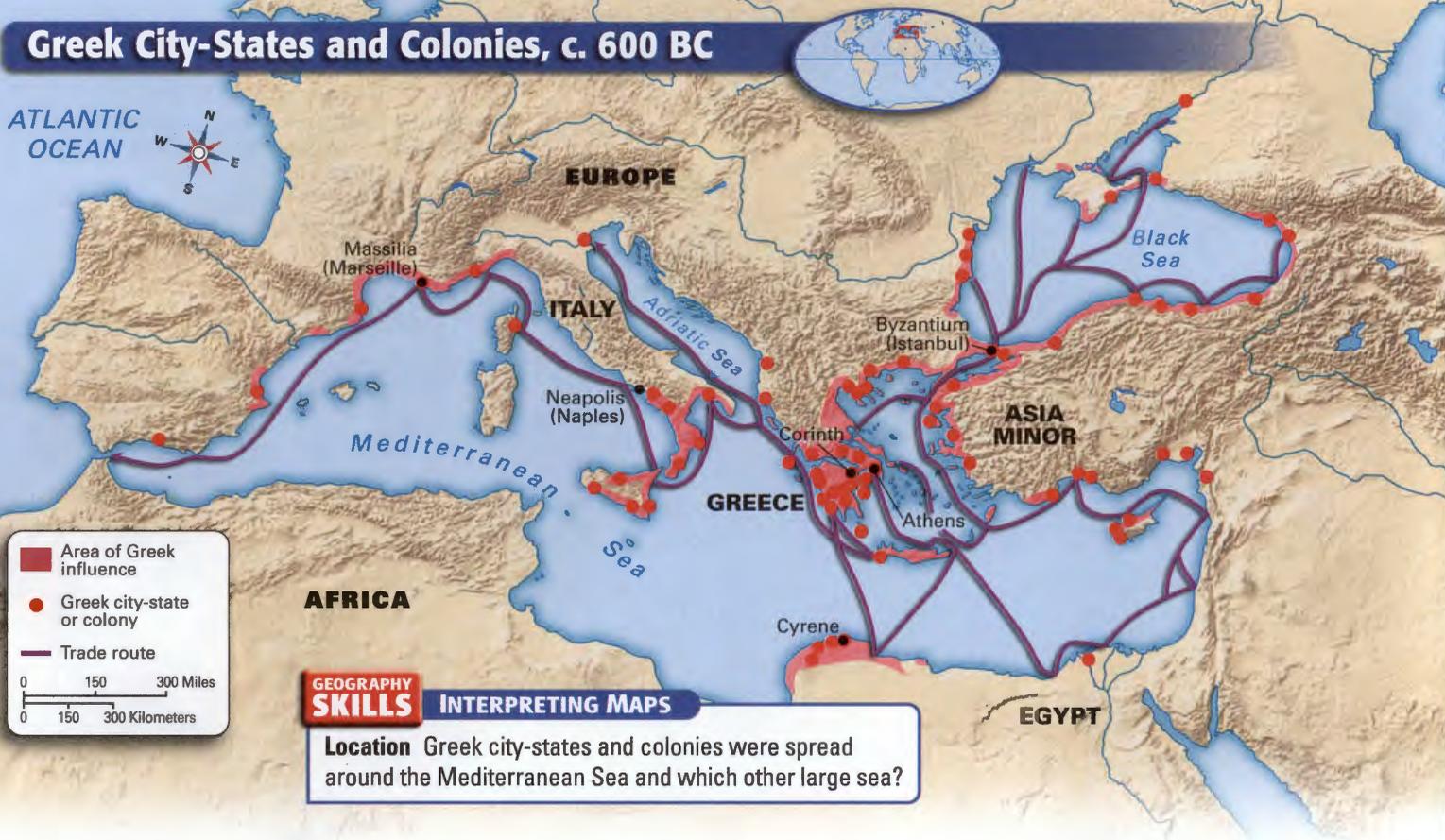
The Mycenaeans didn't think trade had to be conducted peacefully. They often attacked other kingdoms. Some historians think the Mycenaeans attacked the city of Troy, possibly starting the legendary Trojan War, which is featured in many works of literature.

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

READING CHECK Finding Main Ideas

To what regions did Minoan and Mycenaean traders travel?

Greek City-States and Colonies, c. 600 BC



Greeks Create City-States

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

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

Life in a City-State

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

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

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

The city-state became the foundation of Greek civilization. Besides providing security for its people, the city gave them an identity. People thought of themselves

FOCUS ON READING

How do Greek roots give you clues to the meaning of acropolis?



as residents of a city, not as Greeks. Because the city-state was so central to their lives, the Greeks expected people to participate in its affairs, especially in its economy and its government.

City-States and Colonization

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

Before long, groups from city-states around Greece began to set up colonies in distant lands. After they were set up, Greek colonies became independent. In other words, each colony became a new polis. In fact, some cities that began as colonies began to create colonies of their own. Eventually Greek colonies spread all around the Mediterranean and Black seas. Many big cities around the Mediterranean today began as Greek colonies. Among them are Istanbul (is-tahn-BOOL) in Turkey, Marseille (mahr-SAY) in France, and Naples in Italy.

Patterns of Trade

Although the colonies were independent, they often traded with city-states on the mainland. The colonies sent metals such as copper and iron back to mainland Greece. In return, the Greek city-states sent wine, olive oil, and other products.

Trade made the city-states much richer. Because of their locations, some city-states became great trading centers. By 550 BC

the Greeks had become the greatest traders in the whole Aegean region. Greek ships sailed to Egypt and cities around the Black Sea.

READING CHECK Analyzing Why did the Greeks develop city-states?

SUMMARY AND PREVIEW In this section you learned about the creation of city-states and how they affected Greek society. In the next section you will read about how the government of one city-state changed as people became more interested in how they were ruled.

Section 1 Assessment

go.hrw.com
Online Quiz
KEYWORD: SQ6 HP9

Reviewing Ideas, Terms, and People HSS 6.4.1

- a. Identify** What kinds of landforms are found in Greece?

b. Interpret How did the sea help shape early Greek society?

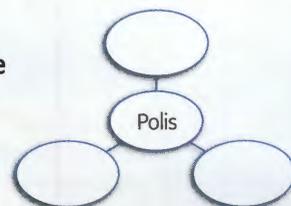
c. Predict How might the difficulty of mountain travel have been a benefit to the Greeks?
- a. Recall** What was the first major civilization to develop in Greece?

b. Compare How were the Minoans and Mycenaeans similar?
- a. Define** What is a polis?

b. Elaborate Why do you think the Greeks built their cities around a high acropolis?

Critical Thinking

- Summarize** Draw a diagram like the one here. Use it to identify three functions of the polis in early Greek society.



FOCUS ON WRITING

- Thinking About Geographical Features as Characters** Have you ever thought about physical features as having personalities? For example, you might describe a strong, blustery wind as angry. Think about the physical features of Greece you read about in this section. What kinds of personalities might they have? Write your ideas down in your notebook.

Natural Disaster!

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

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

Mycenae
PELOPONNESUS

Knossos
CRETE

Troy

ANATOLIA

BLACK
SEA

For centuries, the Minoans had thrived on the island of Crete. The Minoans were great sea traders who often sailed to the island of Thera, just 70 miles away.

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

MEDITERRANEAN SEA

LIBYA





The ancient island of Thera is known as Santorini today. The huge gap on the island's western side and the water in the middle are evidence of the explosion more than 3,500 years ago.



The explosion produced a massive cloud of ash that smothered crops, cities, and people. For years afterward, the ash dimmed the sunlight, making it difficult for farmers to grow their crops.

GEOGRAPHY SKILLS

INTERPRETING MAPS

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

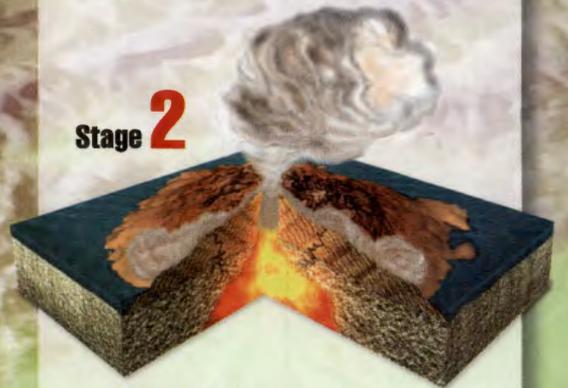
Three Stages of Disaster

Stage 1



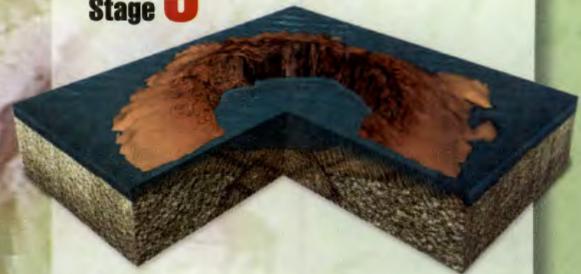
Warning Signs Following a series of earthquakes, the volcano begins to shoot ash into the sky. People flee the island in fear.

Stage 2



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

Stage 3



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

Government in Athens

What You Will Learn...

Main Ideas

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

The Big Idea

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

Key Terms and People

democracy, p. 262
 aristocrats, p. 263
 oligarchy, p. 263
 citizens, p. 263
 tyrant, p. 263
 Pericles, p. 266



HSS 6.4.2 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).

6.4.3 State the key differences between Athenian, or direct, democracy and representative democracy.

If YOU were there...

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

What do you think of this new government?

BUILDING BACKGROUND The decision to change a city's government was not unusual in Greece. Many cities tried several forms of government before people were satisfied. To see how these changes came about, we can look at one city whose government changed many times—Athens.

Aristocrats and Tyrants Rule

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

Government in Athens

QUICK FACTS



Oligarchy

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

Rule by a Few People

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

The aristocrats dominated Athenian society. As the richest men in town, they ran the city's economy. They also served as its generals and judges. Common people had little say in the government.

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

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

The Rise of the Tyrants

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

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

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

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

FOCUS ON READING

How do Greek roots give you clues to the meaning of oligarchy?

THE IMPACT TODAY

Today very harsh laws or rules are called "draconian" after Draco.

READING CHECK Finding the Main Idea

What was a tyrant in ancient Greece?



Tyranny

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



Democracy

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

Democracy in Action

Ancient Athens was the birthplace of democracy—the system of government in which the people rule themselves. Democracy was perhaps the greatest achievement of ancient Athens. In time, it became the Greeks' greatest gift to the world.

Only free male citizens of Athens were members of the assembly with the right to vote. Women, slaves, and foreigners could not participate.

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

Voting was usually done by a show of hands, but sometimes assembly members wrote their votes on broken pieces of pottery. Then officials collected these pottery pieces and counted the votes.

Athens Creates Democracy

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

Under Cleisthenes' leadership, Athens developed the world's first democracy. For this reason, he is sometimes called the father of democracy.

Democracy under Cleisthenes

Under Cleisthenes, all citizens in Athens had the right to participate in the assembly, or gathering of citizens, that created the city's laws. The assembly met outdoors on a hillside so that everyone could attend the meetings. During meetings, people stood before the crowd and gave speeches on political issues. Every citizen had the right to speak his opinion. In fact, the Athenians encouraged people to speak. They loved to hear speeches and debates. After the speeches were over, the assembly voted. Voting was usually done by a show of hands, but sometimes the Athenians used secret ballots.



The Athenian assembly met on a hill called the Pnyx (pah-NIKS). Sometimes, more than 6,000 men crowded onto the small hill.

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

Men in the crowd often argued with speakers.

ANALYSIS SKILL

ANALYZING VISUALS

How did people vote in ancient Athens?

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

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

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

Changes in Athenian Democracy

As time passed, citizens gained more powers. For example, they served on juries to decide court cases. Juries had anywhere from 200 to 6,000 people, although juries of about 500 people were much more common. Most juries had an odd number of members to prevent ties.

THE IMPACT TODAY

Like the ancient Greeks, we use juries to decide court cases. But our modern juries have only 12 people.

Primary Source

SPEECH

Pericles' Funeral Oration

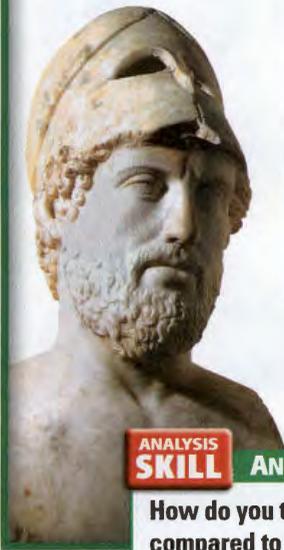
In 430 BC Pericles addressed the people of Athens at a funeral for soldiers who had died in battle. In his speech, Pericles tried to comfort the Athenians by reminding them of the greatness of their government.

Pericles is praising the Athenians for creating a democracy.

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

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

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



ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

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

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

Pericles encouraged the Athenians to take pride in their city. He believed that participating in government was just as important as defending Athens in war. To encourage people to participate in government, Pericles began to pay people who served in public offices or on juries. Pericles also encouraged the people of Athens to introduce democracy into other parts of Greece.

End of Democracy in Athens

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

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

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

READING CHECK

Summarizing How were citizens involved in the government of Athens?

Ancient Democracy Differs from Modern Democracy

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

Direct Democracy

All citizens in Athens could participate directly in the government. We call this form of government a direct democracy. It is called direct democracy because each person's decision directly affects the outcome of a vote. In Athens, citizens gathered

together to discuss issues and vote on them. Each person's vote counted, and the majority ruled.

The United States is too large for direct democracy to work for the whole country. For example, it would be impossible for all citizens to gather in one place for a debate. Instead, the founders of the United States set up another kind of democracy.

Representative Democracy

The democracy created by the founders of the United States is a representative democracy, or republic. In this system, the citizens elect officials to represent them in the government. These elected officials then meet to make the country's laws and to enforce them. For example, Americans elect senators and representatives to Congress, the body that makes the country's laws. Americans don't vote on each law that Congress passes but trust their chosen representatives to vote for them.

READING CHECK **Contrasting** How are direct democracy and representative democracy different?

Democracy Then and Now

QUICK FACTS

In Athenian Direct Democracy...

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

In American Representative Democracy...

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

SUMMARY AND PREVIEW In this section, you learned about the development and decline of democracy in Athens. You also learned how Athenian democracy influenced the government of the United States. In the next section, you will learn about the beliefs and culture of the ancient Greeks and how they affect our culture and literature today.

Section 2 Assessment

go.hrw.com
Online Quiz

KEYWORD: SQ6 HP9

Reviewing Ideas, Terms, and People **HSS** 6.4.2, 6.4.3

1. **a. Define** What are **aristocrats**?
- b. Contrast** How were **oligarchy** and **tyranny** different?
2. **a. Describe** Describe the **democracy** created by Cleisthenes.
- b. Analyze** How did **Pericles** change Athenian democracy?
3. **a. Identify** What type of democracy did Athens have?
- b. Develop** In what situations would a representative democracy work better than a direct democracy?

Critical Thinking

4. **Compare and Contrast** Draw a chart like the one to the right. In each column, identify who had

power in each type of government. Then write a sentence explaining what role common people had in each government.

Oligarchy	Tyranny	Democracy

FOCUS ON WRITING

5. **Connecting Personalities and Governments** Think back to the personalities you assigned to natural features in Section 1. What if people with these same personalities were working to create a government? What kind would they create? Would they rule as tyrants or build a democracy? Write your thoughts in your notebook.

Greek Mythology and Literature

What You Will Learn...

Main Ideas

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

The Big Idea

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

Key Terms and People

mythology, p. 269
 Homer, p. 272
 Sappho, p. 273
 Aesop, p. 273
 fables, p. 273



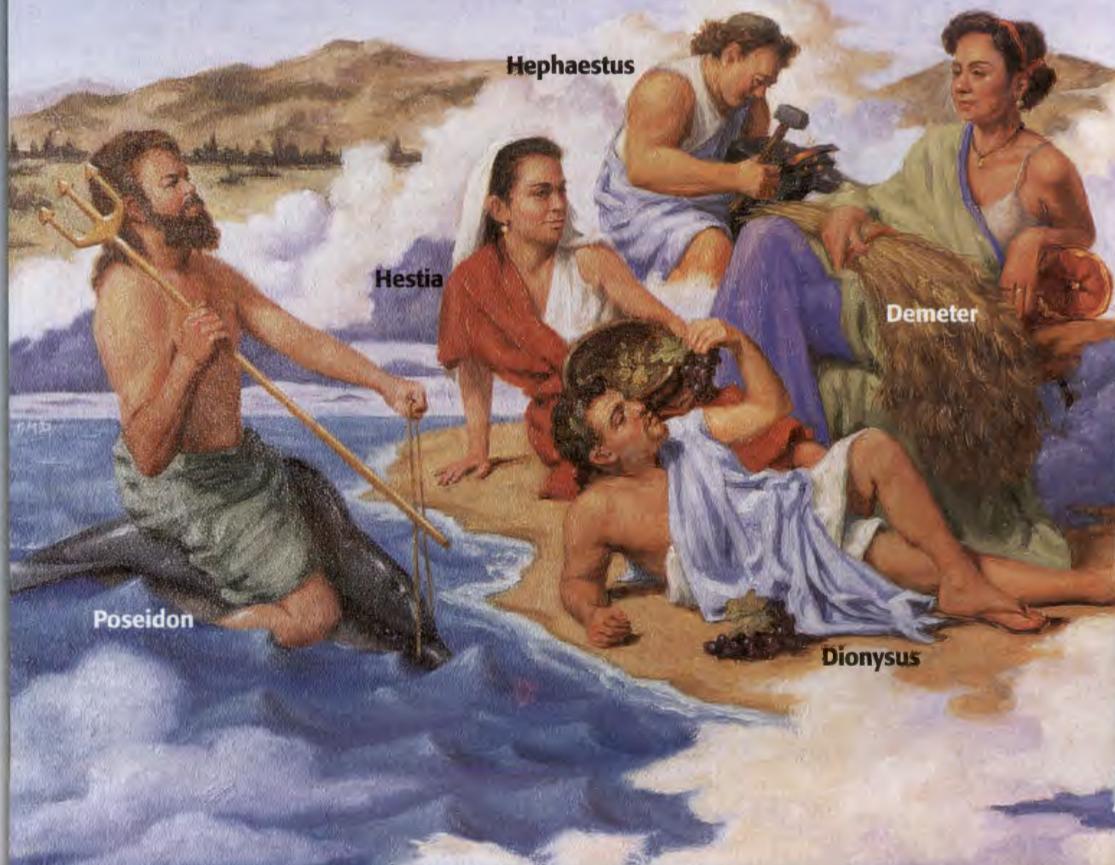
HSS 6.4.4 Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.

If YOU were there...

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

How might you explain these natural events?

BUILDING BACKGROUND The Greeks lived in a time long before the development of science. To them, natural events like thunderstorms and changing seasons were mysterious. Today we can explain what causes these events. But to the Greeks, they seemed like the work of powerful gods.



Myths Explain the World

The ancient Greeks believed in many gods. These gods were at the center of Greek **mythology**—a body of stories about gods and heroes that try to explain how the world works. Each story, or myth, explained natural or historical events.

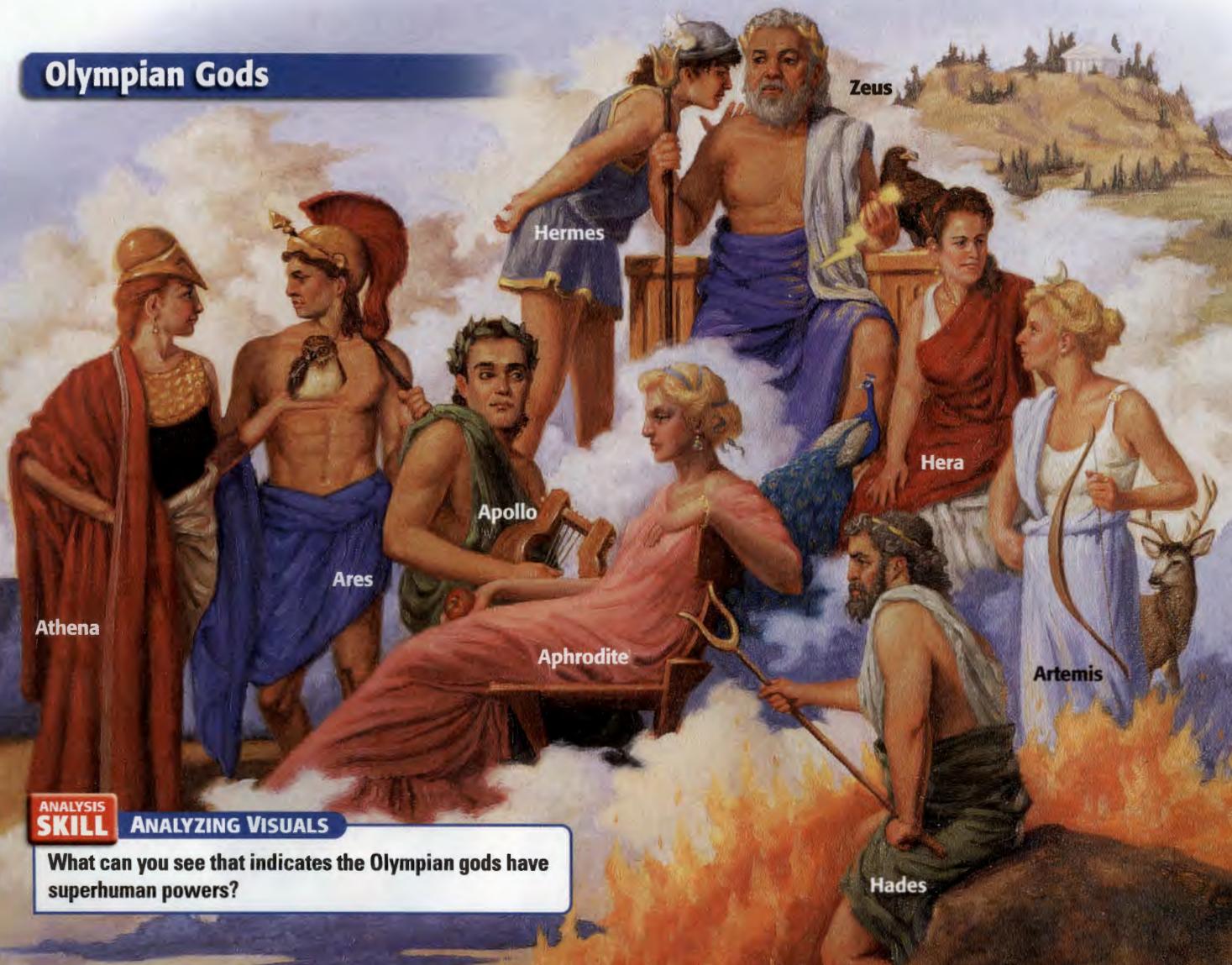
Greek Gods

People today have scientific explanations for events like thunder, earthquakes, and volcanic eruptions. The ancient Greeks did not. They believed their gods caused these events to happen, and they created myths to explain the gods' actions.

Among the most important Greek gods were the ones in the picture below:

- Zeus, king of the gods
- Hera, queen of the gods
- Poseidon, god of the sea
- Hades, god of the underworld
- Demeter, goddess of agriculture
- Hestia, goddess of the hearth
- Athena, goddess of wisdom
- Apollo, god of the sun
- Artemis, goddess of the moon
- Ares, god of war
- Aphrodite, goddess of love
- Hephaestus, god of metalworking
- Dionysus, god of celebration, and
- Hermes, the messenger god

Olympian Gods



ANALYSIS
SKILL

ANALYZING VISUALS

What can you see that indicates the Olympian gods have superhuman powers?

Gods and Mythology

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

The Greeks did not think the gods spent all their time creating disasters, though. They also believed the gods caused daily events. For example, they believed the goddess of agriculture, Demeter (di-MEE-tuhr), created the seasons. According to Greek myth, Demeter had a daughter who was kidnapped by another god. The desperate goddess begged the god to let her daugh-

ter go, and eventually he agreed to let her return to her mother for six months every year. During the winter, Demeter is separated from her daughter and misses her. In her grief, she doesn't let plants grow. When her daughter comes home, the goddess is happy, and summer comes to Greece. To the Greeks, this story explained why winter came every year.

To keep the gods happy, the Greeks built great temples to them all around Greece. In return, however, they expected the gods to give them help when they needed it. For example, many Greeks in need of advice traveled to Delphi, a city in central Greece. There they spoke to the oracle, a female priest of Apollo to whom they thought the god gave answers. The oracle at Delphi was so respected that Greek leaders sometimes asked her for advice about how to rule their cities.



Theseus the Hero

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

Let the Games Begin!

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

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



ANALYSIS SKILL

ANALYZING INFORMATION

How do you think the modern Olympics are similar to the ancient Games? How do you think they are different?

Heroes and Mythology

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

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

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

READING CHECK Finding Main Ideas How did the Greeks use myths to explain the world around them?

Ancient Greek Literature

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

Homer and Epic Poetry

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

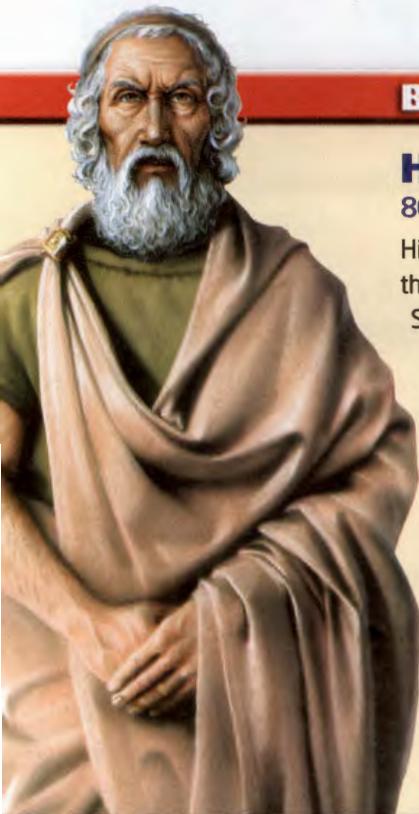
The *Iliad* tells the story of the last years of the Trojan War. It focuses on the deeds of the Greeks, especially Achilles (uh-KIL-

eez), the greatest of all Greek warriors. It describes in great detail the battles between the Greeks and their Trojan enemies.

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

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

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



BIOGRAPHY

Homer

800s–700s BC

Historians know nothing about Homer, the greatest poet of the ancient world.

Some don't think such a person ever lived. The ancient Greeks believed he had, though, and seven different cities claimed to be his birthplace. According to ancient legend, Homer was blind and recited the *Iliad* and the *Odyssey* aloud. It wasn't until much later that the poems were written down.

Making Predictions Why might scholars not be sure that Homer existed?

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



Lyric Poetry

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

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

Fables

Other Greeks told stories to teach people important lessons. **Aesop** (EE-sahp), for example, is famous for his fables. **Fables are short stories that teach the reader lessons about life or give advice on how to live.**

In most of Aesop's fables, animals are the main characters. The animals talk and act like humans. One of Aesop's most famous stories is the tale of the ants and the grasshopper:



BIOGRAPHY

Aesop

before 400 BC

Historians don't know for sure if a man named Aesop ever really lived, but many ancient legends are told about him. According to one story, Aesop was a slave in the 500s BC. Another story says he was an adviser to a king. Some historians think that the fables credited to Aesop were actually written by many different people and collected together under a single name.

Drawing Inferences Why might the Greeks have wanted to list a single author for the fables?

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

—Aesop, from “The Ants and the Grasshopper”

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

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

READING CHECK Summarizing Why did the Greeks tell fables?



Greek Literature Lives

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

Language

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

Many places around the world today are also named after figures from Greek myths. For example, Athens is named for Athena, the goddess of wisdom. Africa’s

Atlas Mountains were named after a giant from Greek mythology who held up the sky. The name of the Aegean Sea comes from Aegeus, a legendary Greek king. Europe itself was named after a figure from Greek myth, the princess Europa. Even places in space bear names from mythology. For example, Jupiter’s moon Io was named after a goddess’s daughter.

Literature and the Arts

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

Mythological references are also common in today’s popular culture. Many sports teams have adopted the names of powerful figures from myths, like Titans or

Greek Influence on Language	
In Greek Literature and Mythology...	Today...
■ Achilles was a great warrior who was killed when an arrow struck his heel.	■ An “Achilles heel” is a person’s weak spot.
■ Hercules was the strongest man on earth who completed 12 almost impossible tasks.	■ When a person has a really hard job to do it is called a “Herculean” task.
■ A fox wanted to eat some grapes but he couldn’t reach the branch they were on, so he said, “Those grapes are probably sour anyway!”	■ When people pretend they don’t want something after they find out they can’t have it, they are said to have “sour grapes.”
■ King Midas was granted one wish by the god Dionysus, so he wished that everything he touched turned to gold.	■ A person who seems to get rich easily is said to have a “Midas touch.”
■ Tantalus was punished for offending the gods. He had to stand up to his chin in water and he was always thirsty, but if he tried to drink the water it went away.	■ Something is “tantalizing” if you want it but it’s just out of your reach.

Greek Names Today



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

Trojans. Businesses frequently use images or symbols from mythology in their advertising. Although people no longer believe in the Greek gods, mythological ideas can still be seen all around us.

READING CHECK Finding Main Ideas

How did Greek myths influence later language and art?

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

Section 3 Assessment

Reviewing Ideas, Terms, and People HSS 6.4.4

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

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

b. **Contrast** How are **fables** different from myths?
- a. **Recall** In what areas have Greek myths influenced our culture?

b. **Analyze** Why do you think mythological references are popular with sports teams and businesses today?

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

Critical Thinking

4. **Categorizing** Draw a chart like this one. List two characteristics of each type of Greek literature.

Epic Poetry	Lyric Poetry	Fables

FOCUS ON WRITING

5. **Putting Your Ideas Together** Look at your notes from the previous sections. Think about the personalities you gave physical features and government leaders. Now imagine that those personalities belonged to gods. What stories might be told about these gods? Write some ideas down.

go.hrw.com

Online Quiz

KEYWORD: SQ6 HP9

The Epic Poetry

of Homer

GUIDED READING

WORD HELP

main strength
resolute determined
imploring begging

1 To what is Achilles being compared?

2 Priam, Hector's father, knows that the gods have protected and strengthened Achilles.

3 Achilles' armor was made by the god of metalworking.

Why might the very sight of this armor make Priam afraid?



HSS 6.4.4 Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.

ELA Reading 6.3 Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science.

from the *Iliad*

as translated by Robert Fitzgerald

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

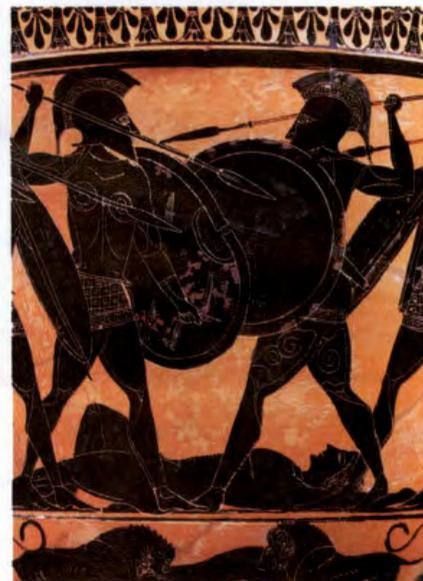
AS YOU READ Look for words and actions that tell you Achilles is a hero.

Then toward the town with might and main
 he ran magnificent, like a racing chariot horse
 that holds its form at full stretch on the plain. 1
 So light-footed Achilles held the pace.
 And aging Priam was the first to see him
 sparkling on the plain, bright as that star
 in autumn rising, whose unclouded rays
 shine out amid a throng of stars at dusk—
 the one they call Orion's dog, most brilliant... 2
 So pure and bright
 the bronze gear blazed upon him as he ran.
 The old man gave a cry. 3 With both his hands
 thrown up on high he struck his head, then
 shouted, groaning, appealing to his dear son.
 Unmoved, Lord Hector stood in the gateway,
 resolute to fight Achilles.

Stretching out his hands,
 old Priam said, imploring him:

"No, Hector!

... don't try to hold your ground against this man,
 or soon you'll meet the shock of doom..."



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

from the *Odyssey*

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

AS YOU READ Try to picture the action in your mind.

And all this time, in travail, sobbing, gaining on the current, we rowed into the strait—Scylla to port and on our starboard beam Charybdis, dire gorge of the salt sea tide. **1** By heaven! when she vomited, all the sea was like a cauldron seething over intense fire, when the mixture suddenly heaves and rises.

The shot spume soared to the landside heights, and fell like rain. But when she swallowed the sea water down we saw the funnel of the maelstrom, heard the rock bellowing all around, and dark sand raged on the bottom far below. **2** My men all blanched against the gloom, our eyes were fixed upon that yawning mouth in fear of being devoured.

Then Scylla made her strike, whisking six of my best men from the ship. I happened to glance aft at ship and oarsmen and caught sight of their arms and legs, dangling high overhead. Voices came down to me in anguish, calling my name for the last time . . . **3**

We rowed on.

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

GUIDED READING

WORD HELP

travail pain
dire gorge terrible throat
spume foam or froth
maelstrom whirlpool
blanched grew pale
anguish great suffering

1 Odysseus is the speaker. He is referring to himself and his crew.

Why might the crew be sobbing?

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

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

CONNECTING LITERATURE TO HISTORY

1. Comparing Many Greek myths were about heroes who had special abilities. What heroic abilities or traits do Achilles, Hector, and Odysseus share?

2. Analyzing The Greeks used myths to explain the natural world. How does the *Odyssey* passage illustrate this?



Analysis

Critical Thinking

Participation

Study

Analyzing Costs and Benefits

Understand the Skill

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

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

Learn the Skill

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

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

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

For example, you learned in Chapter 9 that because of Greece's geography, the early Greeks settled near the sea. A cost-benefit analysis of their dependence on the sea might produce a chart like this one.

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

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

Practice and Apply the Skill

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

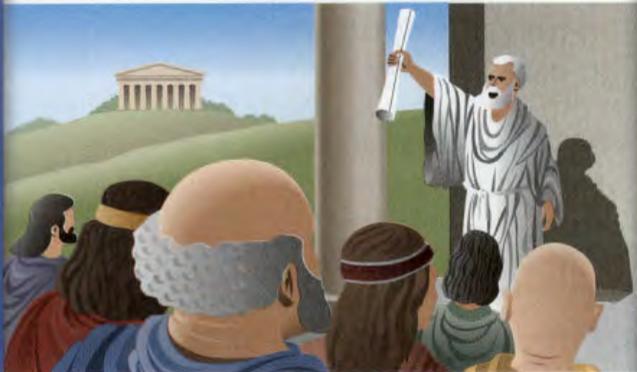
Visual Summary

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

**QUICK
FACTS**



The early Greeks developed trading cultures and independent city-states.



Athens had the world's first direct democracy.



The stories of Greek literature and mythology have influenced language and culture today.

Reviewing Vocabulary, Terms, and People

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

1. **olpsi**—a Greek city-state
2. **iciznets**—people who have the right to participate in government
3. **ntaryt**—a person who rules alone, usually through military force
4. **comdeyacr**—rule by the people
5. **bleafs**—stories that teach lessons
6. **tsrarciotas**—rich landowners
7. **coighary**—rule by a few people
8. **sicalacs**—referring to a period of great achievements

Comprehension and Critical Thinking

SECTION 1 (Pages 254–259) **HSS** 6.4.1

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

SECTION 2 (Pages 262–267) **HSS** 6.4.2, 6.4.3

10. **Identify** What roles did Draco, Solon, and Peisistratus play in the history of Greek government?
10. **Contrast** The Greeks tried many forms of government before they created a democracy. How did these various forms of government differ?
10. **Evaluate** Do you agree or disagree with this statement: “Representative democracy works better than direct democracy in large countries.” Defend your answer.

SECTION 3 (Pages 268–275) **HSS 6.4.4**

- 11. a. Recall** Who were some of the main gods of Greek mythology? Who were some of the main heroes?
- b. Analyze** What are some of the topics that appear in ancient Greek literature, such as the *Iliad* and the *Odyssey*?
- c. Predict** Do you think the language and literature of ancient Greece will play roles in Western civilization in years to come? Why or why not?

Reading Skills

Understanding Word Origins Look at the list of Greek words and their meanings below. Then answer the questions that follow.

<i>archos</i> (ruler)	<i>monos</i> (single)
<i>bios</i> (life)	<i>oligos</i> (few)
<i>geo</i> (earth)	<i>pente</i> (five)
<i>micros</i> (small)	<i>treis</i> (three)

- 12.** Which of the following words means rule by a single person?
- a.** oligarchy **c.** pentarchy
b. monarchy **d.** triarchy
- 13.** Which of the following words means the study of life?
- a.** biology **c.** archaeology
b. geology **d.** pentology
- 14.** Is something that is *microscopic* very small or very large?

Using the Internet

go.hrw.com

KEYWORD: SQ6 WH9

- 15. Activity: Comparing Greek Governments** Greek government had many forms: tyranny, oligarchy, direct democracy, and monarchy. Create a three-dimensional model, a drawing, or a diagram to illustrate what a person's life under each type of government might have looked like. Include information about the type of government you are representing.

Social Studies Skills

- 16. Analyzing Costs and Benefits** Under Cleisthenes' leadership, Athens developed the world's first democracy. Create a chart comparing costs and benefits of this event. Then write a sentence explaining whether or not it was good for the people of Athens.

Cleisthenes' Leadership

Costs	Benefits

Reviewing Themes

- 17. Geography** How do you think Greek society would have been different if Greece were a land-locked country?
- 18. Geography** How did Crete's physical geography both help and hurt the development of Minoan civilization?
- 19. Politics** Why was citizenship so important in Athens?

FOCUS ON WRITING

- 20. Writing Your Myth** First, decide if your main character is going to be a god or if it will be a human who interacts with the gods. Think about the situations and decisions that your character will face, and how he or she will react to them.

Now it's time to write your myth down. Write a paragraph of seven to eight sentences about your character. You may want to include terrible monsters or heroes with great powers. Don't forget that a myth is supposed to explain something about the world.

Standards Assessment

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

1

... that multitude of gleaming helms and bossed shields issued from the ships, with plated cuirasses [armor] and ashwood spears. Reflected glintings flashed to heaven, as the plain in all directions shone with glare of bronze and shook with trampling feet of men. Among them Prince Achilles armed. One heard his teeth grind hard together, and his eyes blazed out like licking fire, for unbearable pain had fixed upon his heart. Raging at Trojans, he buckled on the arms Hephaestus forged.

The content of this passage suggests that it was written by

- A Homer.
- B Zeus.
- C Apollo.
- D Cleisthenes.

2 What type of ancient Greek literature would *most* likely describe the deeds of a great hero?

- A fable
- B epic poem
- C lyric poem
- D oration

3 Which was the main cause for the independence of city-states in ancient Greece?

- A the Greeks' location on the sea
- B the threat of warlike neighbors to the north
- C the geography of mountainous peninsulas
- D the spread of Minoan culture

4 Athens was ruled by a single person under the type of government known as

- A direct democracy.
- B representative democracy.
- C oligarchy.
- D tyranny.

5 The citizens' assembly in ancient Athens was an example of

- A trial by jury.
- B rule by aristocrats.
- C direct democracy.
- D representative democracy.

Connecting with Past Learnings

6 Recently you learned about Hebrew history and beliefs. The ancient Hebrew and Greek civilizations shared all of the following characteristics *except*

- A great written works.
- B democratic governments.
- C strong political leaders.
- D influence on later civilizations.

7 You know that early towns in India were controlled by small groups of priests. Like ancient Greek government, this early Indian government was an example of

- A oligarchy.
- B tyranny.
- C monarchy.
- D democracy.