

Daily Lecture and Discussion Notes

Chapter 4, Section 1



Did You Know? One of the adventures in Homer's *Odyssey* involved a one-eyed giant called a Cyclops. He shut Odysseus in a cave and blocked the entrance with a gigantic boulder. To escape, Odysseus made the Cyclops drunk, blinded him while he slept, and escaped by clinging to the belly of a sheep let out to pasture. Odysseus was known for being crafty.

I. The Impact of Geography (pages 109–110)

- A. Greece is a mountainous peninsula about the size of Louisiana. The mountains and the sea were the most important geographical influences on Greece. The many mountain ranges caused small, independent communities to develop different ways of life. Their size and independence probably encouraged political participation within, and war among, the different communities.
- B. Greece has many ports, inlets, and islands. The Greeks became seafarers. They sailed into the Aegean, the Black, and the Mediterranean Seas, making contact with the outside world and spreading colonies and trade throughout the Mediterranean area.

Discussion Question

What part of the American geography functioned for the European settlers as the sea did for the Greeks? (*Answers may vary, but the best answer is that the great expanse of land westward that created the frontier experience affected the European settlers as the sea did the Greeks. Both led to economic and cultural expansion, as well as conquest and war.*)

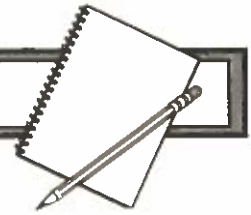
II. The Minoan Civilization (pages 110–111)

- A. By 2800 B.C., a Bronze Age civilization called the Minoan civilization was established on Crete. It was named after the legendary king of Crete, Minos, by the British archaeologist Arthur Evans, who dug on Crete. The Minoan civilization flourished between 2000 and 1450 B.C.
- B. Evans discovered the remains of a rich trading culture based on seafaring at the city of Knossos. The Minoans sailed to southern Greece and Egypt for trade.
- C. The elaborate palace at Knossos contained many brightly colored rooms for living, workshops for making vases, ivory figurines, and jewelry, and bathrooms with drains. Giant jars for oil, wine, and grain held the taxes paid to the king.



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- D.** The Minoan civilization on Crete suffered a catastrophe around 1450 B.C. Some historians believe that a tidal wave caused by a volcanic eruption on the island of Thera was the cause. Others believe the civilization was destroyed by an invasion of mainland Greeks known as the Mycenaeans.

Discussion Question

Consider the machines, conveniences, and knowledge that are so much a part of contemporary everyday life. Vehicles move us around quickly, stoves build our fires, information comes easily into our homes and schools, etc. Now imagine everyday Minoan life. What do you think are the chief differences between their culture and our own? (*Answers will vary. Accept any relevant, thoughtful answer. Possible good answers would consider how physical labor was much more a part of Minoan life and how medicine is better now.*)

III. The First Greek State: Mycenae (pages 111–112)

- A.** The term *Mycenaean* comes from Mycenae, a fortified site in Greece first discovered by the German archaeologist Heinrich Schliemann. The Mycenaean civilization thrived between 1600 and 1100 B.C., reaching its height between 1400 and 1200 B.C.
- B.** It was made up of an alliance of powerful monarchies, each living in a fortified center within large stone walls. The rest of the population lived outside these walls. One interesting architectural feature is the large beehive-shaped *tholos* tombs, where the royal family was buried.
- C.** The Mycenaeans had a warrior culture. Their murals show the typical occupations of a warrior aristocracy—hunting and fighting. They also developed an extensive commercial network. Their pottery has been found throughout the Mediterranean area. They conquered some of the Greek islands, perhaps even Crete.
- D.** The most famous of their supposed military adventures comes to us in the poetry of **Homer**. According to Homer, the Mycenaeans sacked the city of Troy, on the northwestern coast of modern Turkey, around 1250 B.C. Agamemnon, king of Mycenae, led them. Ever since Schliemann's excavation of Troy (see Chapter 1), some people have believed Homer's account is based in fact, but no one is certain.
- E.** The Mycenaean states began to war on each other, and earthquakes damaged their civilization. It collapsed by 1100 B.C. after new waves of invaders moved into Greece from the north.



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Discussion Question

The Mycenaean culture was based on warfare. What values do you think are important to a warrior culture? (*Courage and honor are the two values generally most important to a warrior culture, the first because of the bravery needed to fight and the second because honor recognizes the glory such cultures found in war.*)

IV. The Greeks in a Dark Age (pages 112–113)

- A. The period from 1100 to 750 B.C. in Greece is called the Dark Age because few records of that period exist. Both population and food production fell. Around 850 B.C. farming revived and the basis of a new Greek civilization began to be formed.
- B. During the Dark Age, many Greeks immigrated to the west coast of modern Turkey to **Ionia**. The Aeolians settled in northern Greece and colonized Lesbos; the Dorians established themselves in the Peloponnesus and southern Greek islands.
- C. Iron replaced bronze during the Dark Age, improving weaponry and farming. During the eighth century B.C., the Greeks adopted the Phoenician alphabet, which made reading and writing simpler.
- D. The works of Homer, one of the world's great poets, appeared near the end of the Dark Age. Homer's two great epic poems were the *Iliad* and the *Odyssey*. An **epic poem** is a long poem that tells of a great hero's deeds. Homer's epic poems were based on stories passed down for generations.
- E. The *Iliad* takes place during the Trojan War. Paris, a Trojan prince, kidnaps Helen, the wife of the king of Sparta. The Mycenaean Greeks lay siege to Troy for ten years, finally taking the city with the famous Trojan horse. The *Iliad*, however, is more a tale about the destruction caused by the anger of the Greek hero Achilles. The *Odyssey* tells of the Greek hero Odysseus' ten-year return to his home and family.
- F. Both of Homer's poems gave the Greeks an ideal past and a set of values. The values in them were used to educate Greek males for generations. Fathers even had their sons memorize all of Homer to learn how to act well and be virtuous men.
- G. The basic Homeric values were courage and honor. The Greek hero struggled for excellence, or *arete*, which is won in a struggle or contest. Through fighting and protecting family and friends, the man preserves his and his family's honor. He also wins an honorable reputation, the sign of *arete*.



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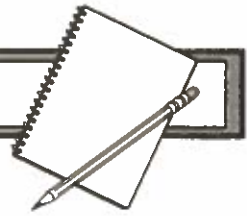


Discussion Question

What are the limitations of the values of courage and honor as understood by the Mycenaean Homeric culture? What values might supplement or replace them? (*Answers will vary. Accept relevant, thoughtful answers. One good line of criticism would point out the violence that is so much a part of a warrior culture and the need for cooperation in the shrunken, contemporary world.*)

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Did You Know? An Athenian who was ostracized could return after 10 years and could keep his property. Exile in the later Roman sense involved loss of property and status, usually for life.

I. The Polis: Center of Greek Life (pages 115–116)

- A. By 750 B.C., the **polis** (city-state) became the central focus of Greek life. (Our word *politics* comes from the word *polis*.) It was a town, city, or village serving as a center where people met for political, economic, social, and religious activities.
- B. The main gathering place was usually on a hill, topped with a fortified area called the **acropolis**. This was a refuge and sometimes a place for religious or other public buildings. Below was the **agora**, an open area for people to assemble and for a market.
- C. City-states varied in size. Most were between a few hundred and several thousand people. By contrast, **Athens'** population exceeded three hundred thousand by the fifth century B.C.
- D. Most of all the polis was a community of people who shared an identity and goals. There were three classes: citizens with political rights (adult males), citizens without political rights (women and children), and noncitizens (slaves and resident aliens).
- E. Responsibilities accompanied rights. As the Greek philosopher **Aristotle** stated, "We must regard every citizen as belonging to the state." This loyalty, however, made the city-states fiercely patriotic and distrustful of each other. The city-states' independence helped bring Greece to ruin by city-states warring with each other.
- F. A new military system based on **hoplites** developed by 700 B.C. Hoplites were infantry who carried a shield, sword, and spear. They fought shoulder to shoulder in a formation called a **phalanx**. This close formation made the hoplites a powerful force.

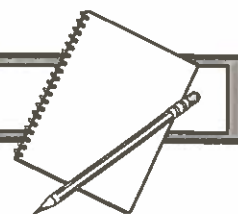
Discussion Question

Why did the phalanx make the hoplites such a powerful fighting force? (*Fighting shoulder to shoulder meant that the hoplites' shields formed a wall of protection. They could thrust out from the wall with their spears to keep the enemy at bay or to kill the enemy.*)



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II. Greek Colonies (pages 116–117)

- A. Between 750 and 550 B.C., many Greeks settled distant lands. The growth of trade and wanting good farmland were two motives. Each colony became a new polis and spread Greek culture and ideas. Colonies were founded in Italy, France, Spain, and northern Africa. The Greeks also settled along the shores of the Black Sea, setting up cities on the **Hellespont** and **Bosporus**. The most notable was **Byzantium**, which later became Constantinople and then Istanbul.
- B. Increased trade and industry in such exports as pottery, wine, and fish and such imports as lumber, grain, and slaves created a new wealthy class of merchants who wanted political power. They found it hard to get because of the ruling aristocrats.

Discussion Question

Were the Greek motives for colonization similar to or different from the American motives to settle the West? Before answering, clarify what you think the American motives were. *(The motive of wanting good farmland is the same in both cases, but the Americans were not so concerned with expanding trade, even though trade naturally expanded as people settled the West. However, one area of American expansion that was concerned with trade was the South's movement west to increase cotton production. Much of the cotton was exported to Britain.)*

III. Tyranny in the City-States (pages 117–118)

- A. The creation of this new wealthy class led to the rise of tyrants in the Greek city-states. They were not necessarily oppressive rulers. In this sense, the word *tyrant* simply refers to a leader who seized power by force from the ruling aristocrats. Because the aristocrats oppressed them, the peasants supported the tyrants.
- B. Tyrants seized and kept power by using hired soldiers. They built new walls and temples, which glorified their cities and made them popular. By the end of the sixth century B.C., however, tyrants had fallen out of favor. Their rule contradicted the rule of law that was a Greek ideal.
- C. The end of tyranny allowed new classes to participate in government. Some city-states became **democracies**, ruled by the many. Others became **oligarchies**, ruled by the few. Athens and **Sparta** show the differences between these two kinds of government.



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Discussion Question

The Greeks finally overthrew tyranny because it contradicted the rule of law. How did it contradict the rule of law, and why is the rule of law important to a society? (*The rule of the Greek tyrants contradicted the rule of law because they held power through the force of a hired army. The rule of law is important to a society because if the laws are just and applied correctly, the rule of law keeps the peace, puts appropriate bounds on freedom, and recognizes equality.*)

IV. Sparta (pages 118–120)

- A. Like many Greek city-states, Sparta needed more land. It gained land through conquest of the neighboring Laconians and Messenians. These peoples became serfs who worked for the Spartans. They were called **helots**, from the Greek for “capture.”
- B. To maintain power over the helots, Sparta created a military state. Between 800 and 600 B.C., the lives of the Spartans were rigidly controlled and disciplined. Boys learned military discipline, entered the military at 20, and lived in the barracks until 30. They ate all meals in public dining halls. They ate a foul broth of pork boiled in animal blood, vinegar, and salt.
- C. Spartans could marry at 20 and vote in the assembly at 30. They stayed in the army until 60. Spartan women lived at home while their husbands lived in the barracks. Thus, they had more freedom of movement and greater power than women in other Greek city-states. They were expected to remain fit to bear and raise healthy children. They expected their husbands and sons to be brave in battle, to win or be killed.
- D. Two kings who led the Spartan army headed the Spartan oligarchy. Five men known as **ephors** were responsible for the youths’ education and the citizens’ conduct. A council of two kings and 28 men over 60 years of age decided on the issues the assembly would vote on. The assembly did not debate, but only voted.
- E. Sparta closed itself off from the outside world. Travelers and travel were discouraged, except for military reasons. Spartans frowned upon new ideas and the arts. Only the art of war mattered.

Discussion Question

Sparta kept its strict discipline in part by closing itself off from outside influences and new ideas. Why was doing so important to maintaining their authoritarian society? (*Answers will vary. Accept any relevant, thoughtful answer. A good answer is that being open to new and foreign ideas and influences could be a basis for criticizing society and the government.*)



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V. Athens (page 120)

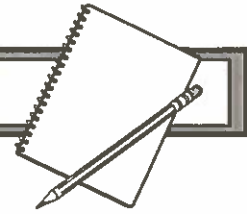
- A. A king ruled early Athens. By the seventh century B.C., however, it was ruled by an oligarchy of aristocrats who owned the best land and controlled political life.
- B. By the end of the seventh century B.C., however, Athens had serious economic and political troubles. Many Athenian farmers were sold into slavery for nonpayment of their debts to aristocrats. Cries arose to cancel the debts and give land to the poor.
- C. The reformist aristocrat **Solon** was appointed leader in 594 B.C. to handle these problems. He canceled the debts but did not give land to the poor. Because the poor could not obtain land, internal strife continued. It led to tyranny.
- D. Pisistratus seized power in 560 B.C. He helped the merchants and gave the poor land. Even so, the Athenians revolted against his son and ended the tyranny in 510 B.C. The Athenians appointed the reformer **Cleisthenes** leader in 508 B.C.
- E. He created a new council of five hundred to propose laws and supervise the treasury and foreign affairs. Under Cleisthenes, the assembly of all male citizens had final authority to pass laws after free and open debate. For this reason, Cleisthenes' reforms laid the foundation for Athenian democracy.

Discussion Question

Should Solon have canceled the debts of the poor? (*Answers will vary. Accept any answer that is relevant and thoughtful. The following are two important considerations: Were the poor really responsible for going into debt, or was the system rigged, perhaps by high interest on loans? What about the effect on innocents—for example, the children of the poor?*)

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Did You Know? Themistocles was the Athenian commander who defeated the Persians at Salamis. When he argued later that Athens should move its capital because of a possible attack by Sparta, the Athenian assembly ostracized him.

I. The Challenge of Persia (pages 121–122)

- A. The Greeks came into contact with the Persian Empire to the east. The Ionian Greek cities in western Asia Minor revolted against the Persians in 499 B.C. Darius, the Persian ruler, sought revenge.
- B. In 490 B.C., the heavily outnumbered Athenians defeated the Persians at the Battle of Marathon, only 26 miles from Athens.
- C. After Darius died, Xerxes became the Persian king. He vowed revenge, which caused the Athenians to build a navy. By 480 B.C., the Athenian fleet was about two hundred strong. Xerxes invaded with a massive army: 150,000 troops, 700 naval ships, and hundreds of supply ships. Nine thousand Greeks held them off for two days at the pass of Thermopylae, until a traitor showed the Persians a mountain path to outflank the Greeks.
- D. The Athenians abandoned their city. But near the island of Salamis, the swifter Greek navy outmaneuvered the Persian ships and defeated their navy. A few months later, at Plataea, the Greeks formed their largest army ever and defeated the Persians.

Discussion Question

The outnumbered Greeks defeated the Persians at Salamis because their ships were faster. What other wars show that mere size and strength do not always bring victory? (Three examples are the British defeat of the Spanish Armada, the American colonists' picking off the British troops marching in close order, and the North Vietnamese and Viet Cong guerrilla war against the United States.)

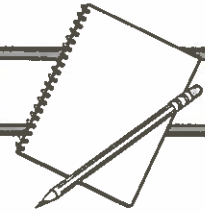
II. The Growth of the Athenian Empire and The Age of Pericles (page 123)

- A. After the Persian defeat, Athens became the leader of the Greek world. The Athenians formed a defensive alliance called the Delian League, headquartered on the island of Delos.



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- B.** Under Athenian leadership, the league expelled the Persians from almost all the Greek city-states in the Aegean. The League's chief officials were Athenians, and its treasury was moved from Delos to Athens in 454 B.C. By controlling the Delian League, the Athenians created an empire.
- C.** Under **Pericles**, the prime figure in Athenian politics between 461 and 429 B.C., Athens expanded its empire. Democracy and culture thrived at home. This period, now called the **Age of Pericles**, was the height of Athenian power and brilliance.
- D.** Pericles turned Athens into a **direct democracy**. The people participated in government decision making through mass meetings. Every male citizen could participate in the general assembly and vote on major issues.
- E.** Most residents were not citizens, however. Forty-three thousand male citizens over 18 made up the assembly, but only a few thousand attended regularly. The assembly passed all laws, elected public officials, and decided on war and foreign policy. Anyone could speak.
- F.** Pericles made lower-class citizens eligible for public office, and he paid officeholders. In these ways poor citizens could participate in political life. Ten officials known as **generals** directed the policy of the Athenian government.
- G.** The Athenians developed **ostracism** to protect themselves from overly ambitious politicians. If six thousand assembly members voted so, a person was banned from the city for 10 years.
- H.** Pericles used the Delian League's treasury to rebuild Athens after the Persians looted and burned it. Athens became the center of Greek culture as art, architecture, and philosophy flourished. Pericles boasted that Athens had become the "school of Greece." The expansion of Athens frightened the other Greek city-states, especially Sparta. War was on the horizon.

Discussion Question

Historians refer to the Age of Pericles as Greece's "Golden Age." Do you think they are justified in doing so? (*Answers will vary. Accept answers that show an understanding of why Pericles' rule earned this title.*)

III. The Great Peloponnesian War (pages 124–125)

- A.** The Greek world divided between the Athenian Empire and Sparta. Athens and Sparta had built very different kinds of societies, and Sparta and its allies feared the growth of the Athenian Empire. After a series of disputes, the **Great Peloponnesian War** broke out in 431 B.C.



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- B.** Athens planned to win by staying behind its walls and receiving supplies from its colonies and powerful navy. The Spartans surrounded Athens and hoped the Athenian army would come out and fight. Pericles knew that the Spartan army would win in open battle, so the Athenians stayed behind their walls.
- C.** In 430 B.C., a plague broke out in Athens. One third of the people were killed. Pericles died in 429 B.C. Nonetheless, the Athenians fought on for another 27 years. Athens was finally defeated in 405 B.C. when its navy was defeated. Its walls were torn down, the Athenian Empire was destroyed, and the war ended.
- D.** The Peloponnesian War weakened the Greek city-states and ruined cooperation among them. For the next 70 years, Sparta, Athens, and **Thebes** struggled for domination. These internal struggles caused the Greeks to ignore the growing power of **Macedonia**, an oversight that cost the Greeks their freedom.

Discussion Question

The Great Peloponnesian War was a civil war. Even after they are over, civil wars can leave a lot of disunity and disagreement. What is a contemporary American political debate left over from our civil war? (*The debate is over whether or not certain southern states should fly the Confederate flag over their capitals or have it as part of their state flags.*)

IV. Daily Life in Classical Athens (pages 124–125)

- A.** Athens had the largest population of any fifth-century B.C. Greek city-state, about 150,000 citizens and 35,000 foreigners before the plague of 430 B.C. Only male citizens had political power. Foreigners were protected by the laws and shared some responsibilities, such as military service and funding of festivals.
- B.** Athens also had about 100,000 slaves. Slavery was common in the ancient world, and many Athenians owned at least one slave. They worked in industry, the fields, and the household. State-owned slaves worked on public construction projects.
- C.** The Athenian economy was based largely on farming and trade. Grapes and olives were cultivated for wine and olive oil. Athens had to import from 50 to 80 percent of its grain, a basic item in the Athenian diet. Trade was important, therefore. Building its port at nearby Piraeus helped Athens become the leading trader it was in the fifth-century Greek world.
- D.** Women were citizens who could participate in religious festivals but had no other public life. They could not own property beyond personal items, and always had a male guardian. If they left the house, they had to have a companion. An Athenian woman was expected to be a good wife, bear children, and keep up the household. Girls did not get a formal education and married around 14 or 15.



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Discussion Question

Why was denying women an education part of controlling them? (*People are controlled more easily if they do not think for themselves, and denying women an education was a way of making sure they would not think so much for themselves.*)

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Did You Know? Phidias's statue of Zeus for the Temple of Zeus at Olympia is considered one of the Seven Wonders of the Ancient World. The statue, fashioned of ivory and gold, stood 42 feet high—about seven times life size—and occupied the full height of the temple.

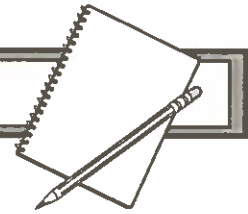
I. Greek Religion (pages 127–129)

- A. Religion affected all aspects of Greek life because Greeks considered religion necessary for the well-being of the state. Temples to the gods and goddesses were the major buildings in Greek cities.
- B. Homer described the deities of Greek religion. Most important were the twelve gods and goddesses that lived on Mount Olympus. The chief god and father of the gods was Zeus; Athena was the goddess of wisdom and crafts; Apollo was the god of the sun and poetry; Aphrodite was the goddess of love; Zeus's brother, Poseidon, was the god of the sea.
- C. Greek religion did not have a body of doctrine, nor was it focused on morality. Principally, it was focused on making the deities look favorably on people. Hence, **rituals**—ceremonies or rites—were the most important element of Greek religion. After death, the spirits of most people, good or bad, went to a gloomy underworld ruled by Hades.
- D. Religious festivals were used to honor the gods and goddesses. These festivals included athletic events. The games at Olympia honoring Zeus, first held in 776 B.C., are the basis of the modern Olympic Games.
- E. The Greeks wanted to know the will of the gods and goddesses. To this end, they consulted **oracles**, sacred shrines where priests or priestesses revealed the future through interpreting the will of the deities. The most famous oracle was at the shrine to Apollo at **Delphi**, on the side of Mount Parnassus overlooking the **Gulf of Corinth**. Representatives of states and individuals traveled to this oracle.
- F. The responses of the priests and priestesses often could be interpreted in more than one way. For example, Croesus, king of Lydia, asked the oracle if he should go to war with the Persians. The oracle replied that if he did he would destroy a great empire. Thinking he would destroy the Persians, Croesus went to war and destroyed his own empire.



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Discussion Question

What lesson might one learn from how Croesus responded to the oracle at Delphi? (*The lesson is to not let religion fit one's own purposes and to make sure to think through what one hears or learns. Quick judgment often is false judgment. Accept other answers that show an understanding of where Croesus went wrong.*)

II. Greek Drama (page 129)

- A. The Greeks, principally in Athens, created Western drama. Plays were presented as part of religious festivals. The original Greek dramas were **tragedies**, presented in trilogies around a common theme. Only one complete trilogy survives today, the *Oresteia* by **Aeschylus**. It tells about the fate of Agamemnon and his family after he returned from the Trojan War. Evil acts are shown to breed evil and suffering, but in the end reason triumphs over evil.
- B. Another famous Athenian playwright was **Sophocles**, whose most famous play was *Oedipus Rex*. Even though Oedipus knows an oracle has foretold he will kill his father and marry his mother, he commits these tragic acts. A third important Athenian dramatist, Euripides, created more realistic characters and showed more of an interest in real-life situations and individual psychology. He also questioned traditional values; for example, he showed the horrors of war and sympathized with its victims, especially women and children.
- C. Greek tragedies examined such universal themes as the nature of good and evil, the rights of the individual, the role of the gods in life, and the nature of human beings.
- D. Greek comedy developed later, and criticized society to invoke a reaction. Aristophanes is the most important Greek comic playwright.

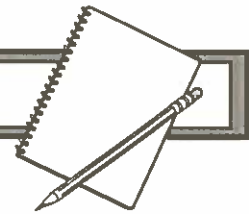
Discussion Question

Through human history comedy has often been used to criticize the powerful and expose the hypocritical. Why has comedy been able to serve these functions? (*One answer is two-fold: on a political level, invoking laughter can mask the criticism; on an individual level, invoking laughter can make it easier to swallow criticism because laughter often refers to a universal dimension of human experience and so says, "We all are like this." Accept any answer that shows an understanding of how people respond to comedy.*)



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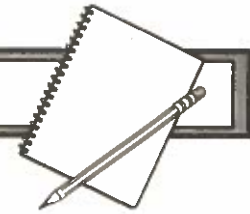
III. Greek Philosophy (pages 130–132)

- A. Philosophy** (“love of wisdom”) refers to an organized system of rational thought. Early Greek philosophers were concerned with the nature of the universe explained through unifying principles. For example, **Pythagoras** taught that the essence of the universe was found in music and numbers.
- B.** In the fifth century B.C., **Socrates**, **Plato**, and **Aristotle** raised questions that have been debated ever since. **Socrates** taught many pupils but accepted no payment. He believed the goal of education was only to improve the individual’s soul. He introduced a way of teaching still used today called the **Socratic method**. It uses a process of question and answer to get students to understand things for themselves.
- C.** Socrates said, “The unexamined life is not worth living.” The belief in the individual’s power to reason was an important contribution of Greek culture.
- D.** Socrates and his pupils questioned authority. After losing the Peloponnesian War, Athenians did not trust open debate. Socrates was tried and convicted of corrupting the youth. He was sentenced to death and died by drinking hemlock, in 399 B.C.
- E.** **Plato** was one of Socrates’ students and considered by many the greatest Western philosopher. He was preoccupied with the nature of reality and how we know reality.
- F.** According to Plato, an ideal world of Forms is the highest reality. Only a mind fully trained by philosophy can grasp the nature of the Forms. The material objects that appear in the physical world (e.g., a particular tree) are images or shadows of these universal Forms (e.g., treeness).
- G.** Plato was concerned that the city-states be virtuous—just and rational. Only then could citizens achieve a good life. He explained his ideas about government in *The Republic*, in which he outlines the structure of the ideal, virtuous state.
- H.** The ideal state has three groups—rulers, motivated by wisdom, warriors, motivated by courage, and commoners, motivated by desire. Only when balance was instilled by the rule of a philosopher-king, who had learned about true justice and virtue, would there be a just state. Then individuals could live the good life.
- I.** Plato also believed that men and women should have the same education and equal access to all positions.
- J.** Plato established a school in Athens called the Academy. His most important pupil was **Aristotle**, who studied there for 20 years. Aristotle did not believe in a world of ideal Forms. He thought of forms, or essences, as part of the things of the material world. We know treeness, for example, by examining individual trees.
- K.** Aristotle was interested, therefore, in analyzing and classifying things by observation and investigation. In this way we could know reality. He wrote on ethics, logic, politics, poetry, astronomy, geology, biology, and physics.



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- L. Like Plato, Aristotle was interested in the best form of government, one that would rationally direct human affairs. He tried to find this form of government by analyzing existing governments. He looked at the constitutions of 158 states and found three good forms: monarchy, aristocracy, and constitutional government. Of these, the third was the best. Aristotle's ideas about government are in his *Politics*.

Discussion Question

What idea of human nature underlies Socrates' statement that "The unexamined life is not worth living"? (*It is the idea that human beings are capable of rational autonomy. Human beings are able to direct their own affairs well based on knowledge and reason. Indeed, the only way to live well and virtuously is to be guided by reason and autonomy. Accept other answers that show an understanding of Socrates' statement.*)

IV. The Writing of History (page 132)

- A. The writing of history began with Herodotus and his *History of the Persian Wars*. He understood the conflict as a war between Greek freedom and Persian despotism. Herodotus traveled widely and was a great storyteller.
- B. Many consider Thucydides the greatest historian of the ancient world. He was an Athenian general who was exiled for a defeat. During this time he wrote his *History of the Peloponnesian War*. Unlike Herodotus, Thucydides explained events by human causes more than by divine forces. He also emphasized having accurate facts and had great insight into human psychology and the human condition. He believed studying history was beneficial for understanding the present.

Discussion Question

In Shakespeare's *Julius Caesar*, Julius Caesar says, "Men at some time are masters of their fates/The fault, dear Brutus, is not in our stars/But in ourselves...." Which of the ancient Greek historians is more likely to agree? Why? (*Thucydides. He looked more to human causes of the events of human history.*)

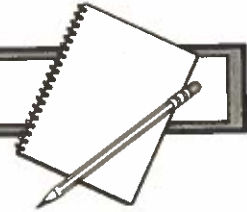
V. The Classical Ideals of Greek Art (pages 132–133)

- A. The standards of classical Greek art dominated most of Western art history. Classical Greek art was concerned with expressing eternal ideals that would rationally civilize the emotions through the moderation, balance, and harmony of the artwork. Classical Greek art's chief subject matter was an ideally beautiful human being.



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- B. The most important architectural form was the temple dedicated to a god or goddess. The greatest example is the Parthenon, built between 447 and 432 B.C. and dedicated to the patron goddess of Athens, Athena. It showed Athens' pride in itself and exemplified the principles of classical architecture: calm, clarity, and freedom from unnecessary detail.
- C. Greek sculpture often depicted idealized, lifelike male nudes. The sculptor Polyclitus, in his book the *Doryphoros*, explained the ideal proportions based on mathematical ratios found in nature that he used to create his idealized nudes.

Discussion Question

How does classical Greek art's ideals complement the philosophical idea of Socrates' about the value of examining life? (*Classical Greek art's emphasis on the beauty of the human being complements Socrates' idea that human beings have the rational power to direct their own affairs. Both appreciate the human as human.*)

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Did You Know? Archimedes was so proud of his discovery of the relationship between the sphere and the cylinder that he left instructions for his tomb to be marked with a sphere inscribed in a cylinder. The Roman senator Cicero found the tomb, overgrown with vegetation, 150 years after Archimedes was killed by the Romans at Syracuse.

I. The Threat of Macedonia and Alexander the Great (pages 138–140)

- A. The Greeks viewed their northern neighbors, the Macedonians, as barbarians because they were rural people who did not live in city-states. By the end of the fifth century B.C., however, **Macedonia** was a powerful kingdom.
- B. In 359 B.C., **Philip II** became king of Macedonia. He admired Greek culture and wanted to unite all of Greece under Macedonian rule. The Macedonian army crushed an army of Greek city-states at the Battle of Chaeronea in 338 B.C. He insisted that the conquered Greek city-states form a league under his control and help him conquer Persia. Before he could fulfill his goal, he was assassinated.
- C. **Alexander the Great**, Philip's son, became king of Macedonia when only 20. He had been educated by the great Greek philosopher Aristotle. Alexander considered non-Greeks the equal of Greeks and envisioned a world in which mixed cultures would live together. To this end, he married two Persian princesses and encouraged his generals to marry Persian princesses.
- D. His father had taught him military tactics and leadership. Alexander moved immediately to fulfill his father's dream of conquering Persia. Alexander wanted glory, empire, and revenge for the Persian burning of Athens in 480 B.C.
- E. Alexander entered Asia Minor in 334 B.C. with an army of thirty-seven thousand Macedonians and Greeks, including five thousand cavalry. By 331 B.C., Alexander had conquered the Persian Empire and established the city of **Alexandria** in Egypt. It was and is one of the most important cities in Egypt and the Mediterranean area.
- F. Alexander was not content. By 327 B.C. he had moved through present-day Pakistan into northern India. Weary from many hard battles, his soldiers refused to continue on and Alexander agreed to return home. In 323 B.C., he died in Babylon, exhausted from wounds, fever, and alcohol.
- G. Alexander's military success was due to his courage and a mastery of military tactics. He modeled himself on Achilles, the Greek hero of the Trojan War. His example inspired his men to follow him.



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H. Alexander created a new age, called the **Hellenistic Era**. The word *Hellenistic* means “to imitate Greeks.” This era saw the expansion of the Greek language and ideas to the non-Greek world of Southwest Asia and beyond.

Discussion Question

Alexander and his father admired ancient Greek culture greatly. What do you think is admirable about it? What is not? (*Answers will vary. Accept any answer that shows an understanding of ancient Greek culture and life. Probable points of appreciation are the courage of the ancient Greeks, Athenian democracy, and the classical arts. Probable points of criticism are the warlike nature of the Mycenaeans and Spartans, the position of women in ancient Athens and elsewhere, and the common use of slaves.*)

II. The Hellenistic Kingdoms (page 141)

- A.** After Alexander’s death, his empire fell apart as Macedonian generals vied for power. There were four Hellenistic kingdoms: Macedonia, Syria, **Pergamum** in western Asia Minor, and Egypt. All were conquered later by the Romans.
- B.** Unlike Alexander, these Hellenistic monarchs included only Greeks and Macedonians in their ruling class.
- C.** In Egypt, Alexander founded Alexandria, which became the largest city in the Mediterranean region by the first century B.C. Later Hellenistic rulers also founded cities and military settlements. As well, they encouraged Greek colonization in Southwest Asia. These cities became home to many Greek immigrants, who were recruits in the army, workers who contributed to the economy, and artists who spread Greek culture.

Discussion Question

Why did these Hellenistic kings use only Greeks and Macedonians in their government? (*They wanted to maintain their political and social privileges over the Persians. They did not want to share power.*)

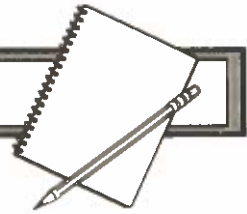
III. Hellenistic Culture (pages 142–143)

- A.** The Hellenistic Age saw considerable cultural achievement, especially in science and philosophy. The most important cultural center was Alexandria, home to scholars of all kinds—philosophers, scientists, and writers. Alexandria’s library was the largest of its kind, with over five hundred thousand scrolls.



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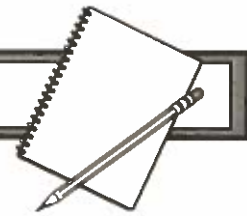
- B.** Founding and rebuilding cities provided opportunities for architects and sculptors. The baths, theaters, and temples that characterized the Greek homeland lined the streets of the Hellenistic cities. Hellenistic sculptors added realism and emotion to the classical period's technical skill.
- C.** Important advances in mathematics and astronomy were made during the Hellenistic Age. Aristarchus developed the theory that the sun is the center of the universe and that the earth rotates around the sun. **Eratosthenes** determined that Earth is round and nearly calculated the correct circumference of the Earth. **Euclid** wrote a textbook on plane geometry, the *Elements*, that was used up to modern times.
- D.** **Archimedes** was one of the most important Hellenistic scientists. He established the value of pi and did important work in the geometry of spheres and cylinders. He also invented machines to repel attackers during his city's siege and, perhaps, the Archimedes screw, used in pumping and irrigation. It is said that when he discovered specific gravity while in the bath, he jumped up and ran down the street naked shouting, "Eureka!" ("I have found it!") He thought levers were so significant that reportedly he told the king of Syracuse, "Give me a lever and a place to stand on and I will move the earth."
- E.** Athens remained a center for philosophy. It became the center of two new schools of thought, **Epicureanism** and **Stoicism**. Epicurus believed that human beings were free to follow their self-interest. Happiness was the goal of life, and happiness was achieved by pursuing pleasure, the only true good. Pleasure, however, was not satisfying physical appetites but rather the freedom from anxiety that comes from a mind at rest. Achieving this peace meant removing oneself from public life, but not social life. Life could only be fulfilled when centered on virtuous friendship.
- F.** A teacher named Zeno founded **Stoicism**. This school of thought also emphasized achieving happiness. For the Stoics, however, happiness was gained by living in harmony with the will of God. Then life's problems could not disturb a person. Stoics also regarded public service as noble and did not remove themselves from public life.

Discussion Question

Many Greek philosophers emphasized the importance of friendship to a happy and virtuous life. What value do friends add to life? Can one be happy without friends? (Answers will vary. Answers should show an understanding of what a friend is and what friends mean to people.)

Daily Lecture and Discussion Notes

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Did You Know? A Yugoslavian man traveling through Egypt in the nineteenth century discovered the longest Etruscan inscription known. Originally a roll of linen cloth, the 1,300-word inscription—which included a calendar and instructions for sacrifice—had been cut into strips to be wrapped around a mummy.

I. The Land and Peoples of Italy (pages 149–150)

- A. Italy is a peninsula about 750 miles long north to south. The Apennine Mountains run down the middle. Three important fertile plains ideal for farming are along the Po River; the plain of Latium, where **Rome** is located; and the plain of Campania, south of Latium. Italy's extensive farmland allowed it to support a large population.
- B. Rome was favorably located 18 miles inland on the Tiber River. It had easy access to the sea but was safe from pirates. It was easily defended because it was built on seven hills. Rome also was located on a north-south traffic route in Italy.
- C. Because the Italian peninsula juts out into the Mediterranean, it naturally was a stopping point for east-west Mediterranean trade and travel. This position helped Rome win and maintain its Mediterranean empire.
- D. Indo-European peoples moved into Italy from about 1500 to 1000 B.C. One group was the **Latins** in the region of Latium. Herders and farmers who lived on Rome's hills, they spoke Latin, an Indo-European language. After 800 B.C., Greeks and **Etruscans** moved into Italy.
- E. The Greeks settled in southern Italy, giving the Romans their alphabet and artistic models for sculpture, architecture, and literature. The Greeks also occupied parts of **Sicily**. The Etruscans had more impact on early Rome's development. After 650 B.C. they controlled most of Rome and Latium. The Etruscans turned Rome from a village into a city and gave the Romans their mode of dress—toga and short cloak. The organization of the Roman army was modeled on the Etruscan army.

Discussion Question

Historians claim that the Etruscans influenced the Romans more than the Greeks, even though the Greeks gave the Romans their alphabet and models for the arts. Explain. (*The Romans never fully adopted the ideals of classical Greek culture. The Greeks excelled in philosophy and art, but the Romans were practical. They knew how to conquer, govern, make laws, and build. Courage, duty, and determination were the prime virtues, not artistic excellence.*)

