

Reading Essentials and Study Guide



Chapter 4, Section 1

For use with textbook pages 109–113

THE FIRST GREEK CIVILIZATIONS

KEY TERMS

epic poem a long poem that tells the deeds of a great hero (*page 112*)

arete the Greek term for excellence, which heroes strove to attain (*page 113*)

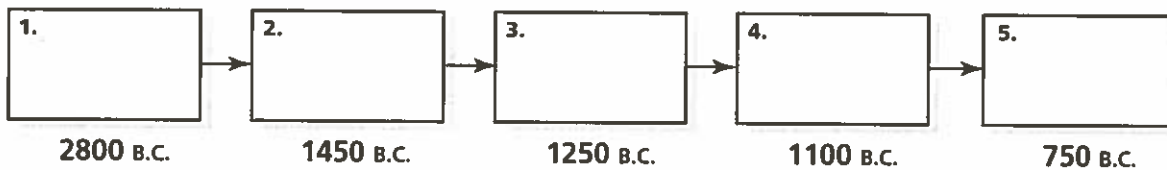
DRAWING FROM EXPERIENCE

Do you enjoy reading poems? What kinds of literature do you like the most? Why?

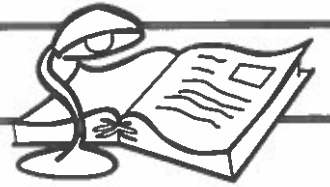
In this section, you will learn about the early civilizations of Greece. You will also learn about the writings of Homer, one of the great poets of all time.

ORGANIZING YOUR THOUGHTS

Use the time line below to help you take notes. Identify five important events in the development of Greek civilization.



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Chapter 3, Section 4 (continued)

8. In what way was the government of the Han rulers different from the government of the Qin Emperor? In what ways was it similar?

• Culture in Qin and Han China (page 103)

The Qin and Han dynasties were also known for their cultural achievements. The main Confucian writings were made into a set of classics during this time. These writings became required reading for generations of Chinese schoolchildren.

Perhaps the most remarkable achievement of the Qin period was discovered in 1974. Underground pits were found about a mile east of the burial mound of the First Qin Emperor. They contained a vast army made of terra-cotta (hardened clay). Archaeologists believe it was a re-creation of Qin Shihuangdi's imperial guard and was meant to be with the emperor on his journey to the next world. There are more than six thousand figures in the first pit alone, along with horses, chariots, and seven thousand bronze weapons. The terra-cotta figures are slightly larger than life-size. The detail on the uniforms is realistic, and the heads were modeled individually to reflect the different ethnic types in the army.

9. What do archaeologists think was the purpose of the terra-cotta figures found near the burial mound of the First Qin Emperor?

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Chapter 4, Section 1 (continued)

READ TO LEARN

- **The Impact of Geography** (page 109)

Compared with Mesopotamia and Egypt, Greece is small. It consists of a peninsula and many surrounding islands that total an area about the size of Louisiana. It is made up of small plains and river valleys surrounded by high mountains. The mountains influenced Greek history, because they separated Greeks from each other. This caused different Greek communities to develop their own ways of life. The small size of these communities encouraged people to be involved in politics. But the rivalry between the communities led to warfare. The sea also influenced Greek history. Greece has a long seacoast with many harbors, so the Greeks became seafarers. Greeks also lived on many islands off the Greek mainland. They sailed into the Aegean, the Mediterranean, and the Black Seas. They later established colonies that spread Greek civilization throughout the Mediterranean world.

6. How did the mountains and the sea influence Greek history?

- **The Minoan Civilization** (page 110)

By 2800 B.C., a Bronze Age civilization existed on the large island of Crete, southeast of the Greek mainland. It flourished between 2700 and 1450 B.C. It was called the Minoan civilization by the English archaeologist, Arthur Evans, who discovered it. He named it after Minos, the legendary king of Crete. Evans discovered a huge palace complex on Crete at Knossos. The remains of this complex revealed a rich culture. The palace contained vases, ivory figurines, and jewelry. The rooms were decorated with paintings that showed sporting events and nature scenes. Storerooms held gigantic jars of oil, wine, and grain. The Minoans were traders, and their ships took them to Egypt and southern Greece.

The Minoan civilization on Crete was suddenly destroyed around 1450 B.C. Some historians believe that a tidal wave triggered by a volcanic eruption was responsible. Most historians, however, believe that the destruction was the result of an invasion by mainland Greeks known as Mycenaeans.

7. Why is the Bronze Age civilization on Crete called the Minoan civilization?

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Chapter 4, Section 1 (continued)

• The First Greek State: Mycenae (page 111)

The term Mycenaean comes from Mycenae, a fortified site in Greece that was discovered by the German archaeologist Heinrich Schliemann. Mycenae was one of several centers in the Mycenaean civilization. This civilization flourished between 1600 and 1100 B.C. The Mycenaeans were part of the Indo-European peoples. Over time, they gained control of Greece and developed a civilization.

The Mycenaean civilization was made up of powerful monarchies. These monarchies were independent of each other, but they probably formed a loose alliance. Each monarch lived in a fortified palace center. These centers were built on hills and were surrounded by gigantic walls. The royal families lived within the walls. The rest of the population lived outside.

The Mycenaeans were warriors. They took pride in their heroic deeds in battle. Mycenaean paintings often show war and hunting scenes. The Mycenaeans also developed a trade network. Some historians believe that the Mycenaeans conquered Crete. Some of the Aegean islands also came under Mycenaean control. We know about some of the military adventures of the Mycenaeans through the poetry of Homer. According to Homer, Mycenaeans, led by Agamemnon, the king of Mycenae, sacked the city of Troy around 1250 B.C.

By the late thirteenth century B.C., Mycenaean Greece was in serious trouble. Mycenaean states fought one another, and major earthquakes caused widespread damage. In the twelfth century B.C., invaders moved into Greece from the north. By 1100 B.C., Mycenaean civilization had collapsed.

8. What troubles did the Mycenaean civilization have before it collapsed?

• The Greeks in a Dark Age (page 112)

After the collapse of Mycenaean civilization, Greece entered a period when food production dropped and population declined. Historians call this period the Dark Age, because there are few records to tell us what happened during this time. This period lasted from about 1100 to 750 B.C.

During the Dark Age, many Greeks left the mainland and sailed across the Aegean Sea to various islands. Many went to the western shores of Asia Minor. They settled in an area called Ionia, which is in modern-day Turkey.

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Chapter 4, Section 1 (continued)

Two groups settled in other parts of Greece. The Aeolian Greeks colonized the island of Lesbos and the territory near the mainland. The Dorians settled in southwestern Greece and on some of the Aegean islands, including Crete.

Some important events occurred in this Dark Age. There was a revival of trade. Iron replaced bronze as a way to make weapons. This made weapons affordable for more people. Farming tools that were made of iron helped increase food production.

In the eighth century B.C., the Greeks adopted the Phoenician alphabet. They made all of their words with a combination of twenty-four letters. This made learning to read and write simpler. Near the end of the Dark Age, the work of Homer appeared. Homer was one of the truly great poets of all time. He wrote the *Iliad* and the *Odyssey*. These were the first epic poems of early Greece. An **epic poem** is a long poem that tells the deeds of a great hero. Homer based his poems on stories that had been passed down from generation to generation. He used stories about the Trojan War to write the *Iliad* and the *Odyssey*. Homer taught values, such as courage and honor. The heroes in his poems strove for excellence, which the Greeks called **arete**. Arete is won in a struggle or contest. By fighting, the hero protects his family and friends, preserves his own honor, and earns his reputation. Homer's heroes became the ideal for Greek males. His poems were used to educate young men for generations to come.

9. Why was the period after the collapse of the Mycenaean civilization called the Dark Age?

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Chapter 4, Section 2

For use with textbook pages 115–120

THE GREEK CITY-STATES

KEY TERMS

- polis** the Greek word for a city-state (page 115)
- acropolis** a fortified area at the top of a hill in a Greek city-state (page 115)
- agora** an open area below the acropolis where people would assemble and where the market was located (page 115)
- hoplites** heavily armed infantry soldiers (page 116)
- phalanx** a rectangular formation used by hoplites to create a wall of shields (page 116)
- democracy** rule of the many (page 118)
- oligarchy** rule by the few (page 118)
- helots** people captured by the Spartans (page 118)
- ephors** a group of five men who were elected each year by the Spartans and who were responsible for the education of the youth and the conduct of all citizens (page 119)

DRAWING FROM EXPERIENCE

How is the city you live in (or the nearest city) arranged? Where is the center of the city? In what part of the city are most business activities carried on? Where are the city's government offices? Where are the residential areas?

In the last section, you read about the beginnings of Greek civilization. This section focuses on the culture and politics of Greek city-states.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. Reform-minded aristocrats made major changes in the society and politics of early Athens. Describe the reforms of the following leaders.

Leader	Reforms
Solon	1.
Pisistratus	2.
Cleisthenes	3.

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Chapter 4, Section 2 (continued)

READ TO LEARN

- **The Polis: Center of Greek Life** (page 115)

Greek villages gradually expanded and became city-states. The Greek word for a city-state is **polis**. Our word *politics* comes from this Greek word. The polis was a town, a city, or even a village, along with its surrounding countryside. By 750 B.C., the polis became the center of Greek life. The main gathering place in the polis was usually a hill. At the top of the hill was a fortified area called an **acropolis**. The acropolis was a place of refuge during attacks. Sometimes it was also a religious center where temples were built. Below the acropolis was an **agora**. The agora was an open area where people could assemble and where the market was located.

The polis was a community of people who had a common identity and common goals. The polis consisted of three main groups: citizens with political rights (adult males), citizens with no political rights (women and children), and noncitizens (slaves and people from foreign lands). The citizens of a polis had rights, but they also had responsibilities. Citizens were expected to be loyal to the state. This loyalty had a negative side. City-states distrusted one another, and this eventually led to the downfall of Greece.

A new military system developed in Greece. In earlier times, nobles (aristocrats) on horseback had fought wars. By 700 B.C., the military system was based on hoplites. **Hoplites** were heavily armed infantry soldiers (foot soldiers). Each carried a round shield, a short sword, and a spear about nine feet long. Hoplites marched into battle in a rectangular formation called a **phalanx**. This formation created a wall of shields to protect the hoplites.

4. What three groups made up a polis?

- **Greek Colonies** (page 116)

Between 750 and 550 B.C., many Greeks moved to distant lands. The growth of trade and the need for good farmland were two reasons that people moved. Each colony that they formed became a new polis. New Greek colonies were formed in southern Italy, southern France, eastern Spain, and northern Africa. The Greeks also set up colonies in Thrace, to the north, and along the shores of the Black Sea. One important city that they established was Byzantium, which later became Constantinople (now Istanbul).

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Chapter 4, Section 2 (continued)

Colonization spread the Greek culture throughout the Mediterranean. It also led to an increase in trade and industry. The Greeks exported pottery, wine and olive oil. In return, they received grains and metals from the west. They also received fish, timber, wheat, metals, and slaves from the Black Sea region.

5. What were some of the results of Greek colonization?

• Tyranny in the City-States (page 117)

The increase in trade and industry created a new group of wealthy people in many city-states. These men wanted political power, but they found it difficult to get more power because of the aristocrats. This led to the rise of tyrants in the seventh and sixth centuries B.C. Tyrants were not necessarily wicked, as our word *tyrant* implies. Greek tyrants were rulers who seized power from the aristocrats. The new group of wealthy men supported the tyrants. So did the poor peasants who were in debt to the aristocrats. Tyrants gained power by using hired soldiers. After gaining power, they built new marketplaces, temples and walls.

By the end of the sixth century B.C., the tyrants had fallen out of favor. But their rule was important in Greek history. It ended the rule of the aristocrats in many city-states. This allowed many new people to be involved in government. In some city-states, this led to the development of **democracy**, rule of the many. Other city-states remained committed to rule by the few, or **oligarchy**. The differences in these two forms of government can be seen in Sparta and Athens, the two most famous and powerful Greek city-states.

6. Why was the rule of the tyrants important in Greek history?

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Chapter 4, Section 2 (continued)

- **Sparta** (page 118)

Like other Greek city-states, Sparta needed more land. But instead of starting new colonies, the Spartans conquered other Greeks. First they conquered the Laconians. Later, around 730 B.C., they conquered the Messenians. The Laconians and Messenians were captured and were forced to work for the Spartans. These captured people were known as **helots**.

Between 800 and 600 B.C., the lives of the Spartans were rigidly organized and tightly controlled. Males spent their childhood learning military discipline. At age 20, they entered the army. Even if they married, they continued to live in the military barracks until age 30. At 30, Spartan men were allowed to vote and live at home, but they stayed in the army until age 60. While their husbands lived in the barracks, Spartan women lived at home. They were expected to exercise and remain fit to bear and raise healthy children. Because of their separation from their husbands, Spartan women had greater freedom and power in the household than other women in Greece. Many Spartan women supported the strict Spartan values and expected their husbands and sons to be brave in war.

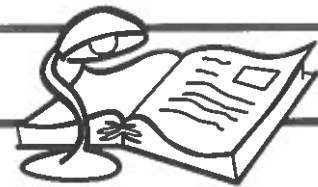
The Spartan government was an oligarchy headed by two kings. The kings led the Spartan army on its campaigns. A group of five men, who were elected each year, was responsible for the education of the youth and the conduct of all citizens. These men were known as the **ephors**. There was also a council of elders, which included the two kings and 28 citizens over the age of 60. The council of elders decided on the issues that would be presented to an assembly made up of male citizens. The assembly voted on the issues, but did not debate.

Spartans had little contact with the outside world. They were not allowed to travel abroad, except for military reasons. Foreigners were discouraged from visiting Sparta. Spartan citizens were also discouraged from studying philosophy, literature, or the arts. The art of war was the only art that was encouraged.

7. How was the Spartan government organized?

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Chapter 4, Section 2 (continued)

- **Athens** (page 120)

Early Athens was ruled by a king. By the seventh century B.C., however, Athens had become an oligarchy under the control of aristocrats. There was an assembly of citizens, but it did not have much power. Many Athenian farmers were sold into slavery, because they were unable to pay their debts to the aristocrats. There were cries to cancel the debts and give land to the poor. By the end of the seventh century B.C., Athens was on the verge of civil war. The aristocrats reacted to this crisis in 594 B.C. They gave full power to Solon, a reform-minded aristocrat. Solon cancelled all land debts and freed people who were slaves because of their debts. However, he did not take land from the rich and give it to the poor.

Pisistratus, an aristocrat, seized power in 560 B.C. He gave aristocrats' land to the peasants in order to please the poor. He also aided Athenian trade to please the merchants. His son succeeded him, but the Athenians rebelled against his son in 510 B.C. Two years later, Cleisthenes gained control.

Cleisthenes was a reformer and created a new council of five hundred. This council supervised foreign affairs, oversaw the treasury, and proposed laws. The Athenian assembly was given final authority to pass laws after free and open debate. The assembly was made up of all male citizens. Cleisthenes's reforms laid the foundations for Athenian democracy.

8. What was government like under Cleisthenes?

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Chapter 4, Section 3

For use with textbook pages 121–125

CLASSICAL GREECE

KEY TERMS

Age of Pericles the period in Greek history between 461 and 429 B.C. when Athens' power and brilliance was at its height (page 123)

direct democracy a democratic system in which people participate directly in government decision making through mass meetings (page 123)

ostracism the Athenian practice of banning a person from the city for 10 years, if at least six thousand members of the assembly wrote the person's name on pottery fragments, called *ostrakon* (page 123)

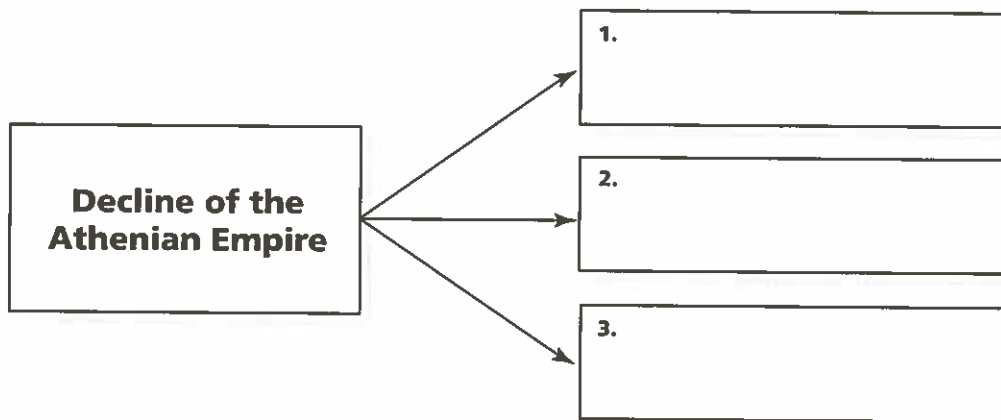
DRAWING FROM EXPERIENCE

In what areas of life, if any, do you think women today still need to achieve equality with men? Why do you think so?

In the last section, you read about Sparta and Athens. This section focuses on the triumphs and decline of the Greek city-states.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. Name three results of the Peloponnesian War.



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Chapter 4, Section 3 (continued)

READ TO LEARN

- **The Challenge of Persia** (page 121)

As the Greeks spread throughout the Mediterranean, they came in contact with the Persian Empire. The Persians had already conquered the Ionian Greeks in Asia Minor. In 499 B.C., the Ionian cities tried to revolt against the Persians. The Athenian navy assisted them. The revolt was unsuccessful, but it led the Persian ruler Darius to seek revenge. In 490 B.C., the Persians landed on the plain of Marathon, about 26 miles from Athens. The Athenian army attacked and defeated the Persians.

After Darius died in 486 B.C., Xerxes became the new Persian ruler. Xerxes led an invasion of Greece in 480 B.C. The Athenians were forced to abandon their city, but the Greek navy managed to defeat the Persian fleet. A few months later, early in 479 B.C., the Greeks formed the largest Greek army up to that time. They defeated the Persian army at Plataea, northwest of Athens.

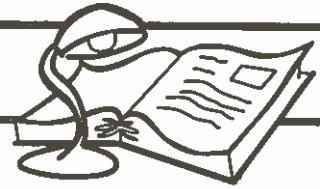
4. What two Persian rulers invaded Greece?

- **The Growth of the Athenian Empire** (page 123)

After the defeat of the Persians, Athens took over the leadership of the Greek world. In 478 B.C., the Athenians formed the Delian League. This was an alliance against the Persians. Its headquarters was on the island of Delos, but its chief officials were Athenians. The Delian League continued the attack against the Persian Empire. Eventually, it liberated nearly all of the Greek states in the Aegean that were under Persian control. In 454 B.C., the Athenians moved the treasury of the Delian League from Delos to Athens. By controlling the Delian League, Athens created an empire.

Between 461 and 429 B.C., Athens expanded its new empire. This period in Greek history is called the **Age of Pericles**. Pericles was a dominant figure in Athenian politics during this time. Democracy flourished, and Athens was at the height of its power and brilliance.

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Chapter 4, Section 3 (continued)

5. What was the Delian League?

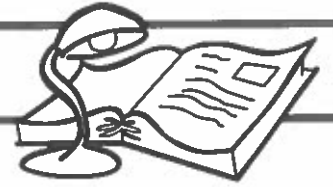
• The Age of Pericles (page 123)

In the Age of Pericles, every male citizen in Athens played a role in government. The form of government was a direct democracy. A **direct democracy** is a democratic system in which people participate directly in government decision-making through mass meetings. In Athens, every male citizen over the age of 18 was a part of the assembly and voted on all major issues. Most residents of Athens were not citizens, however. Meetings of the assembly were held every 10 days on a hillside east of the Acropolis. The assembly passed all laws, elected public officials, and made final decisions on war and foreign policy. Pericles made it possible for poor citizens to take part in public affairs, by making lower-class male citizens eligible for public office and by paying office-holders. On a daily basis, a large body of city officials ran the government. Ten officials, known as generals, were the directors of policy. These officials were elected, so they could be reelected or removed from office. The Athenians also developed the practice of **ostracism**. If a person was considered harmful to the city, he could be banned from the city for 10 years, if at least six thousand members of the assembly wrote his name on pottery fragments (called *ostrakon*).

Under Pericles, Athens became the center of Greek culture. The Persians had destroyed much of the city during the Persian Wars. Pericles used the Delian League treasury to rebuild the city. New temples and statues were built. Art, architecture, and philosophy flourished. Athens' achievements alarmed the other Greek states, especially Sparta. This eventually led to a new war.

6. What was Athenian government like during the Age of Pericles?

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Chapter 4, Section 3 (continued)

• The Great Peloponnesian War (page 124)

After the defeat of the Persians, the Greek world became divided into two main parts: the Athenian Empire and Sparta. Sparta and its allies feared the Athenian Empire. A series of disputes between Athens and Sparta led to the beginning of the Great Peloponnesian War in 431 B.C. Pericles knew that the Spartan army could beat the Athenians in open battle. So the Athenians decided to stay behind the walls of their city. In the second year of the war, a plague broke out in Athens and killed more than a third of the people. Pericles himself died in 429 B.C. Despite these losses, the Athenians held out for 25 years. In 405 B.C., the Athenian navy was destroyed at Aegospotami. Within the next year, Athens surrendered. The great war was over, and the Athenian Empire was destroyed.

The Great Peloponnesian War weakened all of the Greek states. It also ruined any possibility of cooperation among them. During the next 66 years, Sparta, Athens, and Thebes struggled for control. In the process, they ignored the growing power of Macedonia. This would eventually cost them their freedom.

7. What was the basic cause of the Great Peloponnesian War?

• Daily Life in Classical Athens (page 125)

In the fifth century B.C., Athens had the largest population of the Greek city-states. Before the plague in 430 B.C., there were about 150,000 citizens living in Athens. About 43,000 of them were adult males who could vote. There were about 35,000 foreigners in Athens during this time. There were also about 100,000 slaves. Slavery was very common. Most people owned at least one slave. Most slaves worked in the fields or in the home as cooks or maids. Some slaves were owned by the state and worked on construction projects.

The Athenian economy was based on farming and trade. Athenians grew grains, vegetables, and fruit. Wine and olive oil were exported. The Athenians also raised sheep and goats for wool and milk. Because of its large population, Athens had to import from 50 to 80 percent of the grain it used. This made trade very important.

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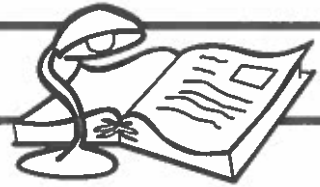


Chapter 4, Section 3 (continued)

Women were citizens who could take part in religious festivals. Otherwise, they were excluded from public life. They could not vote or own property. They married early, at age 14 or 15. A woman was expected to bear children and take care of her family and her house. Women were strictly controlled. If they left the house, they had to have a companion. They were not given any formal education, but some still managed to learn how to read and play musical instruments.

8. What was the role of women in ancient Athens?

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Chapter 4, Section 4

For use with textbook pages 127–133

THE CULTURE OF CLASSICAL GREECE

KEY TERMS

- ritual** a religious ceremony or rite (page 128)
- oracle** a sacred shrine where a god or goddess revealed the future through a priest or priestess (page 128)
- tragedy** a serious play or drama (page 129)
- philosophy** (“love of wisdom”) an organized system of thought (page 130)
- Socratic method** a teaching method used by Socrates in which a question and answer format leads pupils to see things for themselves by using their own reason (page 130)

DRAWING FROM EXPERIENCE

Do you have a philosophy, or set of ideas, about what is important for having a good life? What are your ideas? What helped you form your ideas?

In the last section, you read about the Greek city-states. In this section, you will learn about Greek religion, philosophy, drama, and art.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. Early Greek philosophers tried to explain the universe. For each of the philosophers below, summarize their basic beliefs or teachings.

Philosopher	Beliefs/Teachings
Pythagoras	1.
Socrates	2.
Plato	3.
Aristotle	4.

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Chapter 4, Section 4 (continued)

READ TO LEARN

• Greek Religion (page 127)

Religion was very important in Greek life. Temples were the major buildings in Greek cities. The Greeks thought that twelve main gods lived on Mount Olympus, the highest mountain in Greece. One of these twelve was Zeus, who was the chief god and father of the gods. Greek religion did not focus on morality. The Greeks believed that the spirits of most people went to an underworld ruled by the god Hades, regardless of what the people had done in life. Greeks performed rituals to please the gods. **Rituals** are religious ceremonies or rites. The Greek rituals combined prayers with gifts to the gods. The Greeks also held festivals to honor the gods and goddesses. Athletic games often took place at the festivals. All Greeks were invited to these games. The first games of this kind were held at the Olympic festival in 776 B.C.

The Greeks used oracles to learn the will of the gods. An **oracle** was a sacred shrine where a god or goddess revealed the future through a priest or priestess. The most famous was the oracle of the god Apollo at Delphi. A priestess at Delphi listened to questions. Her responses were thought to be inspired by Apollo and were interpreted by priests. Many people traveled to Delphi to consult the oracle of Apollo.

5. What was an oracle?

• Greek Drama (page 129)

The Greeks created drama as we know it. Plays were presented in outdoor theaters as part of religious festivals. The first Greek dramas were **tragedies** (serious plays or dramas). They were presented in a **trilogy** (a set of three plays) built around a common theme. The only complete trilogy that we still have today is the *Oresteia* by Aeschylus. Another great Athenian playwright was Sophocles. His most famous play was *Oedipus Rex*. A third important Athenian dramatist was Euripides. He was controversial. He questioned traditional values and portrayed war as brutal and barbaric. Greek tragedies dealt with universal themes still relevant today. They were concerned with such problems as the nature of good and evil and the rights of individuals.

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Chapter 4, Section 4 (continued)

Greek comedy developed later than tragedy. It was used to criticize politicians and intellectuals. It was intended both to entertain and to provoke a reaction. The plays of Aristophanes are examples of Greek comedy.

6. Why are Greek tragedies still relevant today?

• Greek Philosophy (page 130)

Philosophy is an organized system of thought. It comes from a Greek word that means "love of wisdom." Many early Greek philosophers tried to explain the universe on the basis of unifying principles. In the sixth century B.C., Pythagoras taught that the essence of the universe was in music and numbers.

Socrates was a philosopher who left no writings. We know about him from his pupils. He believed that the goal of education was to improve the individual. His teaching method is still called the **Socratic method**. He used a question-and-answer format to lead pupils to see things for themselves by using their own reason. This belief in the individual's ability to reason was an important contribution of the Greeks. Socrates questioned authority. This got him into trouble. He was accused of corrupting the youth of Athens and was sentenced to die by drinking hemlock, a poison.

Plato was one of Socrates' students. He is considered by many to be the greatest philosopher of Western civilization. Unlike Socrates, Plato wrote a great deal. His main question was: How do we know what is real? He believed that a higher world of eternal Forms has always existed. The objects that we perceive with our senses are simply reflections or shadows of the ideal Forms. Reality is found in the Forms themselves.

Plato wrote about government in a work entitled *The Republic*. Plato did not trust the workings of democracy. In Plato's ideal state, people were divided into three groups. At the top was an upper class of philosopher-kings. The second group was a class of warriors who protected society. The third group contained all the rest, the masses. Plato also believed that men and women should have the same education and equal access to all positions.

Plato established a school in Athens called the Academy. Aristotle was one of his pupils. He did not accept Plato's theory of ideal forms. He thought that by examining objects, we could perceive their form. But he did not believe that the forms existed in a separate, higher world of reality. He was interested

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Chapter 4, Section 4 (continued)

in analyzing and classifying things. He wrote about many subjects, including ethics, logic, politics, poetry, astronomy, geology, biology, and physics.

Unlike Plato, Aristotle did not try to create an ideal form of government. He tried to find the best form of government by analyzing existing governments. For his *Politics*, Aristotle looked at the constitutions of 158 states and found three good forms of government: monarchy, aristocracy, and constitutional government. He thought constitutional government was the best form for most people.

7. What is the Socratic method?

• The Writing of History (page 132)

History, as a systematic analysis of past events, was created by the Greeks. The Greek historian Herodotus wrote the *History of the Persian Wars*. This is considered to be the first real history in Western civilization. Herodotus traveled widely to get his information and was a master storyteller.

Many historians today consider Thucydides to be the greatest historian of the ancient world. Thucydides was an Athenian general who fought in the Great Peloponnesian War. A defeat in battle sent him into exile, where he wrote his *History of the Peloponnesian War*. He saw war and politics in purely human terms. He examined the causes and the course of the Peloponnesian War clearly and fairly. He placed a great emphasis on the accuracy of his facts. He also believed that the study of history is of great value in understanding the present.

8. Who were two great historians of ancient Greece?

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Chapter 4, Section 4 (continued)

- **The Classical Ideals of Greek Art** (page 132)

Greek art has influenced the art of the Western world for centuries. Classical Greek art was concerned with expressing eternal ideals. In architecture, the most important form was the temple. The most famous temple was the Parthenon. It was built between 447 and 432 B.C. It is regarded as the greatest example of the classical Greek temple. It shows the principles of classical architecture: the search for calmness, clarity, and freedom from unnecessary detail.

Greek sculpture also developed a classical style. Greek sculptors did not try to achieve realism, but rather a standard of ideal beauty. Polyclitus, a fifth-century sculptor, wrote down rules for proportions in a work known as the *Doryphoros*. His theory said that the use of ideal proportions could produce an ideal human form.

9. What did Classical Greek sculptors try to achieve in their sculptures?

Reading Essentials and Study Guide



Chapter 4, Section 5

For use with textbook pages 138–143

ALEXANDER AND THE HELLENISTIC KINGDOMS

KEY TERMS

Hellenistic Era the new age created by Alexander the Great, during which the Greek language and culture spread to other parts of the world (page 141)

Epicureanism the philosophy founded by Epicurus, including the belief that happiness is the goal of life and that the pursuit of pleasure is the means to achieve happiness (page 143)

Stoicism the philosophy founded by Zeno, including the belief that happiness is found when people gain inner peace by living in harmony with the will of God (page 143)

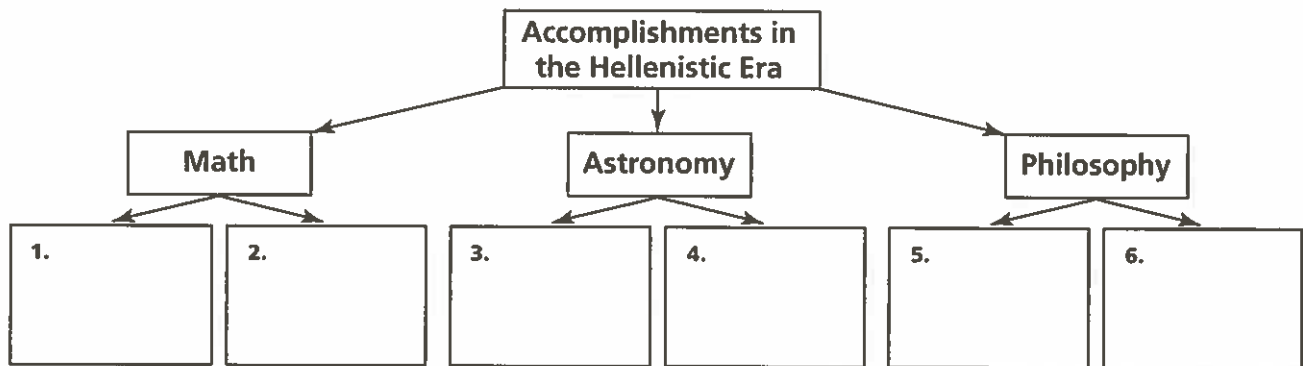
DRAWING FROM EXPERIENCE

Do you enjoy visiting art museums? What styles of sculptures and paintings do you enjoy looking at the most? Why are they your favorites?

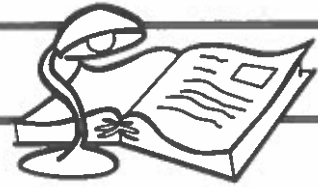
In the last section, you read about Greek contributions to philosophy, drama, and art. This section focuses on the Hellenistic culture.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. The Hellenistic Era was a period of cultural accomplishment in many areas. List two accomplishments in each of the following areas.



Reading Essentials and Study Guide



Chapter 4, Section 5 (continued)

READ TO LEARN

• The Threat of Macedonia (page 138)

The Greeks thought their northern neighbors, the Macedonians, were barbarians. The Macedonians were rural people who were organized in groups, not city-states. By the end of the fifth century B.C., however, Macedonia became a powerful kingdom.

In 359 B.C., Philip II became king. He built a powerful army and made Macedonia the chief power of the Greek world. The Athenians tried to stop him. They allied with other Greek states and fought the Macedonians at the Battle of Chaeronea in 338 B.C. The Macedonian army crushed the Greeks. Philip quickly gained control of all of Greece. This brought an end to the freedom of the city-states. Philip then insisted that the Greek states form a league and help him in a war with Persia. But he was assassinated before he could invade Asia.

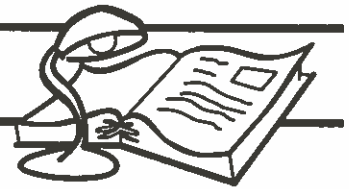
7. What did Philip want the Greek states to do?

• Alexander the Great (page 139)

Philip's son, Alexander the Great, was only 20 when he became king of Macedonia. After his father's death, Alexander quickly invaded the Persian Empire. In 334 B.C., he entered Asia Minor with an army of thirty-seven thousand men, both Macedonians and Greeks. By the next year, he had freed the Ionian Greek cities of western Asia Minor from the Persians. By the winter of 332 B.C., Syria, Palestine, and Egypt were under his control. He built Alexandria as the Greek capital of Egypt. In 331 B.C., Alexander fought a battle with the Persians at Gaugamela, not far from Babylon. After this victory, Alexander took control of the rest of the Persian Empire. Over the next three years, he moved east and northeast, as far as modern Pakistan. In 326 B.C. he crossed the Indus River and entered India. However, his soldiers were weary and refused to go farther. Alexander returned to Babylon, where he planned more campaigns. In June 323 B.C., he died at the age of 32.

Alexander created a new age, the **Hellenistic Era**. The word *Hellenistic* is derived from a Greek word that means "to imitate Greeks." During this period in history, the Greek language and culture spread to many other parts of the world.

Reading Essentials and Study Guide



Chapter 4, Section 5 (continued)

8. Why is the new age that was created by Alexander called the Hellenistic Era?

• **The Hellenistic Kingdoms** (page 141)

The empire that Alexander had created fell apart soon after his death. The Macedonian generals struggled for power. By 300 B.C., any hope of unity was dead. Four Hellenistic kingdoms emerged: Macedonia, Syria, the kingdom of Pergamum in western Asia Minor, and Egypt.

Many cities were founded by Alexander and by the Hellenistic rulers after him. Alexandria, the city that Alexander founded in Egypt, was the largest city in the Mediterranean region by the first century B.C. Hellenistic rulers encouraged Greek colonists to move to the new cities in Southwest Asia. Architects, engineers, dramatists, and actors were all in demand in the new cities. Many Greeks and Macedonians were happy to seek their fortunes in the new cities. The new cities of the Hellenistic Era helped to spread Greek culture throughout Asia.

9. What were the four kingdoms that emerged during the Hellenistic Era?

• **Hellenistic Culture** (page 142)

The Hellenistic Era was a period of cultural accomplishment in many areas. Alexandria became a center for poets, writers, philosophers, and scientists. The library there was the largest in ancient times. Architects and sculptors had many opportunities in the new cities. Hellenistic kings were very willing to spend their money to beautify their cities. Greek buildings, like baths, theaters and temples, soon lined the streets of the new cities. Thousands of statues were erected in towns and cities all over the Hellenistic world. Hellenistic sculptors moved away from the idealism of classical Greek art to a more realistic and emotional art.

Reading Essentials and Study Guide



Chapter 4, Section 5 (continued)

Great progress was made during the Hellenistic Age in astronomy and mathematics. One astronomer, Aristarchus, developed the theory that the Sun is at the center of the universe and that Earth revolves around the Sun. Another astronomer, Eratosthenes, determined that Earth was round. He also calculated that Earth's circumference was 24,675 miles, which is within 185 miles of the actual figure. The mathematician Euclid wrote the *Elements*, a textbook on plane geometry. His work has been used up to modern times. The most famous scientist of the Hellenistic period was Archimedes. He established the value of the mathematical constant pi. He was also a practical inventor and built a number of devices to repel attackers during sieges.

Athens remained the center of philosophy in the Hellenistic world. Two new systems of thought developed in Athens during this time. Epicurus founded a school in Athens near the end of the fourth century B.C. His philosophy came to be known as **Epicureanism**. He believed that happiness was the goal of life. The means to achieving happiness was the pursuit of pleasure. Pleasure was not the same as satisfying one's physical desires. It was freedom from worry and emotional turmoil. To achieve this kind of pleasure, people had to free themselves from public activity.

Another school of thought was **Stoicism**. It became the most popular philosophy of the Hellenistic world. Stoicism was the philosophy of Zeno. Zeno had a school in Athens known as the Painted Portico. Like Epicureanism, Stoicism was concerned with helping people find happiness. The Stoics, however, took a different approach. To them, happiness could only be found when people gained inner peace by living in harmony with the will of God. Life's problems could not disturb these people. Unlike the Epicureans, the Stoics did not believe in the need to separate themselves from the world and politics. The real stoic was a good citizen and could even be a good government official.

10. What were some differences between Epicureanism and Stoicism?
