

WORLD HISTORY



Chapter 4 Resources

Ancient Greece, 1900–133 B.C.

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Vocabulary Activity 4

Ancient Greece, 1900–133 B.C.

DIRECTIONS: Fill in the term for each definition listed below, writing one letter in each square. Then use the letters in the shaded squares to answer the question that follows.

1. sacred shrine where a god or goddess reveals the future
2. excellence won in a struggle or contest
3. member of a polis who was not a slave or a resident alien
4. temporary banishment by popular vote of a citizen considered dangerous to the state
5. ceremony or rite
6. system of government where power lies in the hands of all the citizens
7. system of government where a few wealthy people hold power over the larger group
8. a place of assembly or market place
9. rows of foot soldiers closely arrayed with their shields forming a solid wall
10. man who seized power and ruled the polis singlehandedly
11. basic political unit of Hellenic civilization, or city-state

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12. What is the name for members of the upper class who were large landowners and dominated the political life of their city-states?



Skills Reinforcement Activity 4

Making Comparisons

Making comparisons means finding differences as well as similarities.

DIRECTIONS: Read the two passages below, which provide information about the Greek and Egyptian approaches to religion. Make a diagram like the one below on a separate sheet of paper. Complete the diagram to record what is unique to Greek religion and what is unique to Egyptian religion (differences), as well as what is common to both religions (similarities). Questions have been provided to help you start to organize the information on the chart.

Egyptian Religion

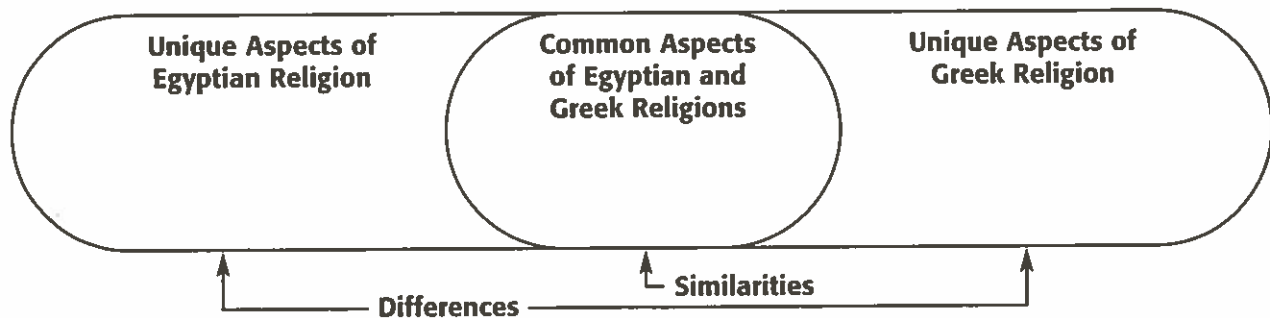
It is difficult to speak of Egyptian beliefs as religion, if "religion" means a unified system of belief. Although the most popular god was Re, the god of the sun, every temple in Egypt worshiped its own local deities. The Egyptian gods and goddesses were pictured with human bodies and either animal or human heads. For example, Re had a human body with the head of a hawk; like the hawk, the sun made its way swiftly across the sky. Anubis, a god connected with the dead, was given the head of a jackal because jackals were often found near desert graves. The Egyptians believed that after death the spirit, or ka, appeared before Osiris, lord of the dead. If the spirit was found to be just, it would go to a heavenly place called Yaru, where grain grew 12 feet high. If a person was evil, the ka would roam the world for eternity, continually hungry and thirsty.

Greek Religion

By the time Homer composed the *Iliad* and the *Odyssey* in the 700s B.C., the major gods and goddesses of the Greeks had been well established, although each polis worshiped its own particular deity. The Greek deities were presented in an entirely human form but were given superhuman powers. For example, Poseidon controlled the seas and could cause violent storms at will. Like humans, the deities were subject to a force considered so powerful that not even Zeus could turn it back. This force was presented in the form of a goddess called Moira (Fate) or Ananke (Necessity). The Greeks also believed that humans possessed a soul that continued to live on after death. This soul would either remain on earth near the tomb of the deceased, hungrily waiting for funerary offerings, or it would depart to a dreary, shadowy region called Hades.

Questions

- How clearly organized were the Egyptian and Greek belief systems?
- What was the relationship between major gods and local temples?
- How were the physical forms of the gods and goddesses represented?
- What were the Egyptian and Greek concepts of the afterlife?



Critical Thinking Skills Activity 4**Distinguishing Fact From Opinion**

A fact is a statement that can be proved. An opinion is a personal belief that cannot be proved. This statement is a fact: Pericles was the ruler of Athens for most of its Golden Age, 461 B.C. to 429 B.C. This statement is an opinion: Because Pericles rebuilt Athens and constructed the Parthenon, he should be considered Athens's greatest leader.

We can prove that the first statement is a fact. Pericles ruled Athens from the 450s B.C.

to 429 B.C. The second statement is an opinion based on facts: Pericles did rebuild Athens and he did begin the construction of the Parthenon. However, it is the author's opinion that Pericles "should be considered Athens's greatest leader." In distinguishing fact from opinion, be on the lookout for words that usually signal when an opinion is being expressed, such as *should*, *must*, *always*, *never*, *all*, *none*, *most*, or *least*.

DIRECTIONS: In each pair of statements below, mark each fact **F** and each opinion **O**.

- ___ 1. In a democracy, only citizens are allowed to participate in the government.
 ___ Democracy is a better form of government than tyranny.
- ___ 2. If Athens was really a democracy, Athenian women should have been able to participate in the government.
 ___ Spartan women enjoyed more personal freedoms than Athenian women.
- ___ 3. Draco issued laws that made some offenses punishable by death.
 ___ Draconian laws were cruel and placed unreasonable demands on citizens.
- ___ 4. The Ionians believed the Dorians were barbarians.
 ___ The Ionians exported the finest pottery in ancient Greece.
- ___ 5. The military-minded Spartans regularly won the Olympic games.
 ___ As most Athenians realized, it is more important to cultivate the mind than to build up the body.
- ___ 6. By 507 B.C., all male Athenian citizens—regardless of their class status—were members of the assembly.
 ___ By 507 B.C., all male Athenian citizens—regardless of their class status—were members of a superior system of democracy.

Read an editorial in today's newspaper. On a separate sheet of paper, make a list of the facts that are mentioned. Then make a list of opinions stated by the writer. Which signal words helped you identify opinions in the editorial?

★ HISTORY AND GEOGRAPHY ACTIVITY 4



The Greek Language

Archaeologists excavating a site near Ai Khanum in northern Afghanistan found a stone slab bearing Greek inscriptions. They also found a papyrus written in Greek discussing Aristotelian philosophy. How did the Greek language spread so far?

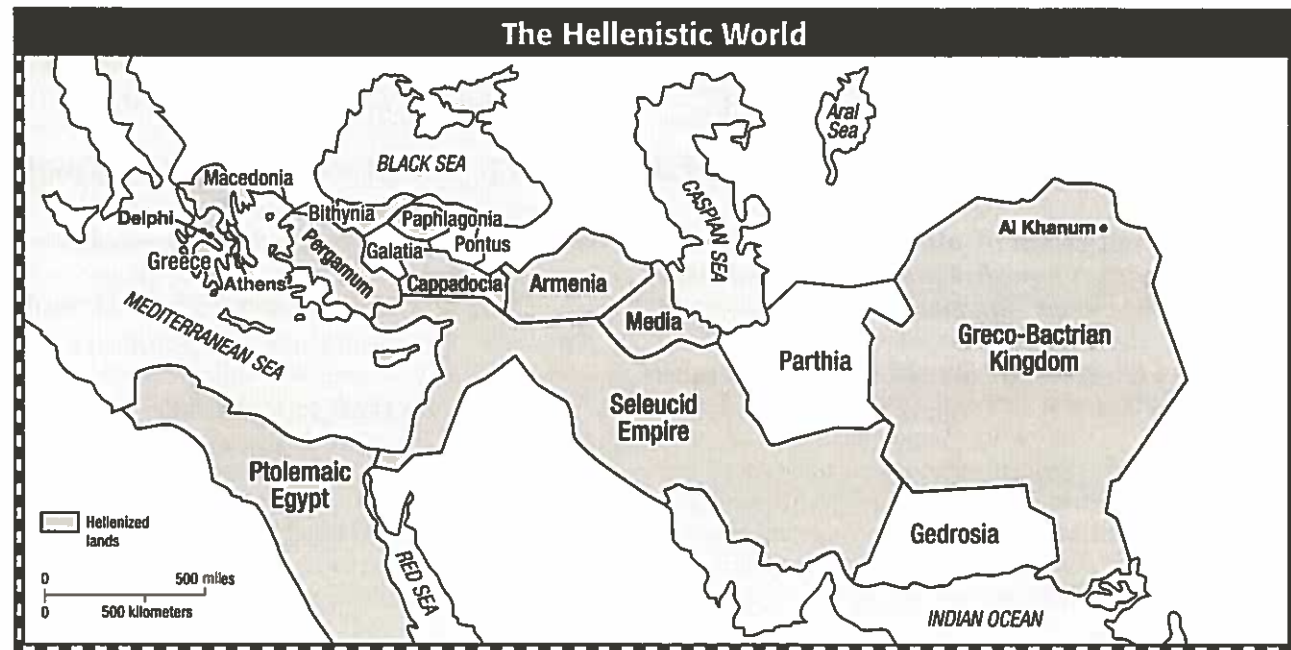
The Greek artifacts excavated near Ai Khanum are the remains of a remote outpost of the Greco-Bactrian Kingdom, which was once part of Alexander the Great's empire. About 200 B.C., people from the Greco-Bactrian Kingdom would have been able to speak with people in Egypt, Syria, Asia Minor, and even Spain—because they all spoke Koine (koy • NAY), a dialect of the Greek language.

In the early years of the Hellenistic era during the 300s B.C., the everyday language for many of the people conquered by

Alexander was Aramaic or Persian, but the Greeks and Macedonians, who settled in the cities throughout Alexander's empire, spoke Greek. The Greek language first came to be used by political administrators, judges, and scholars, but merchants and travelers quickly adopted it as well. A new, streamlined version of Greek emerged in the Hellenistic cities and was called the *koine dialektos*, or "common language."

Gradually Koine became commonly spoken throughout the Hellenistic world. In about 250 B.C., Jewish scholars in Alexandria, Egypt, translated Hebrew scriptures into Koine. The Apostle Paul, in the first century A.D., wrote his letters to fellow Christians in Koine, and even those portions of the New Testament written in Aramaic were quickly translated into Koine.

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Macedonia became a world power under Alexander the Great, who extended his empire as far as India. Alexander founded 70 cities that continued as cultural centers long after his empire faded away.

HISTORY AND GEOGRAPHY ACTIVITY 4 (continued)

Regions are the basic units that geographers use to study the range of people and places around the world. By determining which places share a common characteristic—such as climate, vegetation, culture, language, or political structure—geographers can define specific regions. After regions have been defined, geographers can simplify and organize information about places into manageable pieces and thus make the

task of analyzing geographic information easier.

Defining the Hellenistic world as a cultural region helps you understand ancient history. The boundaries are defined by what were the cultural characteristics of the region for a particular historical time. The common use of the Greek Koine unified the Hellenistic world for more than three centuries, well into Roman times.

APPLYING GEOGRAPHY TO HISTORY

DIRECTIONS: Answer the questions below in the space provided.

- Why do geographers divide the world into regions?

- What else besides the use of the Greek language in what is now Afghanistan do the Ai Khanum archaeological finds suggest?

- Use the map scale to determine the distance between Ai Khanum and the Greek mainland.

Critical Thinking

- Analyzing Information** The Hellenistic world can also be defined as a region based on its economic features. How were trade and commerce related to the spread of Koine throughout the region?

- Making Comparisons** Language can be used to define regions today. In what way are English-speaking America and Spanish-speaking America equivalent to the Koine-speaking Hellenistic world?

Activity

- Compare the map of the Hellenistic world with a variety of maps of the area today—physical, vegetation, climate, religion, and others. How could you best define modern regional boundaries for the geographic area that once was the Hellenistic region?

Mapping History Activity 4



The Wanderings of Odysseus

After the battle of Troy, the Greek hero Odysseus wandered for ten years. The map below shows the lands he traveled through.

DIRECTIONS: Use the map and the passage below to answer the questions and complete the activity that follow. Use a separate sheet of paper.

In Homer's *Odyssey*, Odysseus and his crew sail from Troy to the land of the Lotus-Eaters. Odysseus then sails north and blinds a huge, one-eyed monster, the cyclops Polyphemus, before encountering the Laestrigonians, a terrible race of giant-men who devour many members of the crew. Afterward, the goddess Circe turns many of Odysseus's men into pigs but aids Odysseus in contacting past heroes at the entrance to the underworld. Odysseus continues

southward, where he has to be tied to the mast of his ship to avoid giving in to the beautiful songs of the Sirens. After steering clear of the six-headed monster Scylla and the whirlpool Charybdis, the starving crew dares to eat the cattle of the sun god Hyperion on the island of Helios. Only Odysseus escapes to the island of the goddess Calypso, who keeps him prisoner. Finally, Odysseus builds a raft and sails to the Phaeacians, and then home to Ithaca.



1. What is the straight-line distance from the city of Troy to Odysseus's home in Ithaca?
2. Which part of Odysseus's trip covered more territory: from Troy to the land of the Lotus-Eaters, or from Scylla and Charybdis to Calypso's island?
3. Use the information in the passage to draw a line charting the course that Odysseus took on his long travels home. Add arrows to show his direction of travel along the line.

★ Cooperative Learning Activity 4 ★



Modern Connections to Greek Culture

BACKGROUND

Many historians consider ancient Greece to be the birthplace of Western civilization. Ideas and institutions that started in the Greek world of antiquity have influenced the development of several nations. For example, American society has been enriched by ancient Greek culture. Even everyday items like local telephone directories are filled with examples of the links between American society and the ancient Greeks and their world. As you complete this activity, you will become more aware of the legacy of the Greeks.

GROUP DIRECTIONS

1. Review as a group what you know about ancient Greek culture. Brainstorm ways in which ancient Greek culture has influenced American society. Use these ideas as you begin your search for examples.
2. Your group will be given a copy of the telephone directory listing businesses by category (yellow pages). Find as many examples of Greek culture as you can in 10 minutes. List the name and type of business. Reference their page numbers for later verification.
3. After you have created the list, write a brief explanation of the link or connection to Greek culture for each example that your group has found. Architectural links count as two items.
4. Share your list with the other groups in the class. Other groups may challenge any example or any inappropriate link cited. The group with the most acceptable examples wins.

ORGANIZING THE GROUP

1. **Decision Making** As a group, quickly decide on ways to organize the search—by types of businesses, or by key words, for example. Remember the bonus for architectural references. Appoint a timekeeper. Keep an eye on the clock. Appoint a recorder to take notes on the examples cited and their page references. Plan ways to work together efficiently to find the most possible references.
2. **Individual Work** Assign the examples found in the search to individual members of the group. For the examples assigned to you, write a brief description stating how the example relates to ancient Greece and Greek culture.
3. **Group Work/Decision Making** Share your explanations with your group. Invite comments on and extensions to individuals' ideas. Together, decide what information to revise or reassess. Evaluate the links by asking questions such as: Which links are too obscure, incorrect, or likely to be challenged by other teams? Which are most creative? Are there enough architectural examples for bonus points?

Cooperative Learning Activity 4 (continued)

- 4. Group Sharing** Elect a spokesperson or reporter to present your group's list to the class. Be prepared to explain the links that you wrote for the group.
- 5. Extended Group Work** Listen to the examples collected by the other teams as they are presented and challenge any link that you think is inappropriate or incorrect.

GROUP PROCESS QUESTIONS

- What is the most interesting new idea you learned about the influence of ancient Greek civilization on our own culture from this activity?
- Did you have enough time for this activity?
- Was the group phone directory search a useful way to explore the American links with Greek culture?

Quick CHECK

1. Was the goal of the assignment clear at all times?

2. How was this cooperative learning activity different from other types of cooperative learning projects you have been involved with?

3. How would you advise another group that was just *starting* this activity using what you have learned?

HISTORY SIMULATION ACTIVITY 4

Playing Aristotle

Aristotle influenced philosophers and scientists who lived after him. He originated a technique for investigating and analyzing data that is followed in the scientific method of today—first, collecting and observing facts; next, analyzing similarities and differences, advantages and disadvantages; and finally, developing conclusions and generalities.

TEACHER MATERIAL

Learning Objective To apply Aristotle’s technique of analyzing information to topics in ancient history.

Activity Groups of students will model Aristotle’s technique—gather facts, analyze the information, and reach conclusions about an assigned topic. Groups will then take turns presenting their conclusions to the class.

Teacher Preparation Make enough copies of the next page to give one worksheet to each student, plus four extra copies for the group presentations.

Activity Guidelines

1. Introduce the activity by asking students what is involved in Aristotle’s technique of investigating and analyzing data before reaching a conclusion. Then have a volunteer give an example of how Aristotle applied this technique in seeking the best form of government. (*Aristotle’s investigation and analysis before he wrote Politics*)
2. Tell students that they are going to apply Aristotle’s technique to specific topics.
3. Organize the class into four groups A–D and distribute the worksheets. Group members should take on the tasks of researchers, recorder of discussion, leader of discussion, and presenters of the group’s conclusions.
4. Student researchers use the “Facts” section of the worksheet to record their notes about their topic—Aristotle’s observation step. (They should find information about each topic in the student text, but further research can be conducted.)
5. When research is completed, the researchers share their facts with the group. Give group members time to record and study the facts. Each group then discusses the facts and agrees on similarities and differences as one group member leads the discussion and another group member records the group’s analysis of the facts—Aristotle’s classification step.
6. The group then agrees on a conclusion or conclusions based on its investigation of the facts—Aristotle’s generalization step. A student should record the group’s conclusions.
7. The group decides on a method for one or two students to present the group’s conclusions. Suggest that groups include some type of visual with their presentations. (*Conclusions will vary, but accept any that reflect an understanding of the topic. Possible conclusions: Group A—The two philosophers differed in their views of politics. If students conclude that one view or the other is better, they should defend their positions. Group B—Stoicism might be more readily adopted by a person interested in entering politics. Group C—Alexander was more ambitious than Sargon I and gained more territory for his empire. Group D—Egypt may have had the better situation geographically; that is, both good farmland along the Nile and access to the sea.*)
8. Have students make their presentations, then ask them to evaluate the activity. Sample questions to ask students include:
 - How can you apply this technique to other subjects you study?
 - What did you find to be the most difficult part of the process? Why?

HISTORY SIMULATION ACTIVITY **4**

HANDOUT MATERIAL

Playing Aristotle—Worksheet

Assignments

- Group A**
Investigate the political views of Plato and Aristotle.
- Group B**
Investigate Epicureanism and Stoicism.
- Group C**
Investigate the military and political accomplishments of Sargon I (Chapter 2) and Alexander the Great.
- Group D**
Investigate the civilizations of ancient Greece and Egypt (Chapter 2) relative to their geographic features.

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Facts

Similarities

Differences

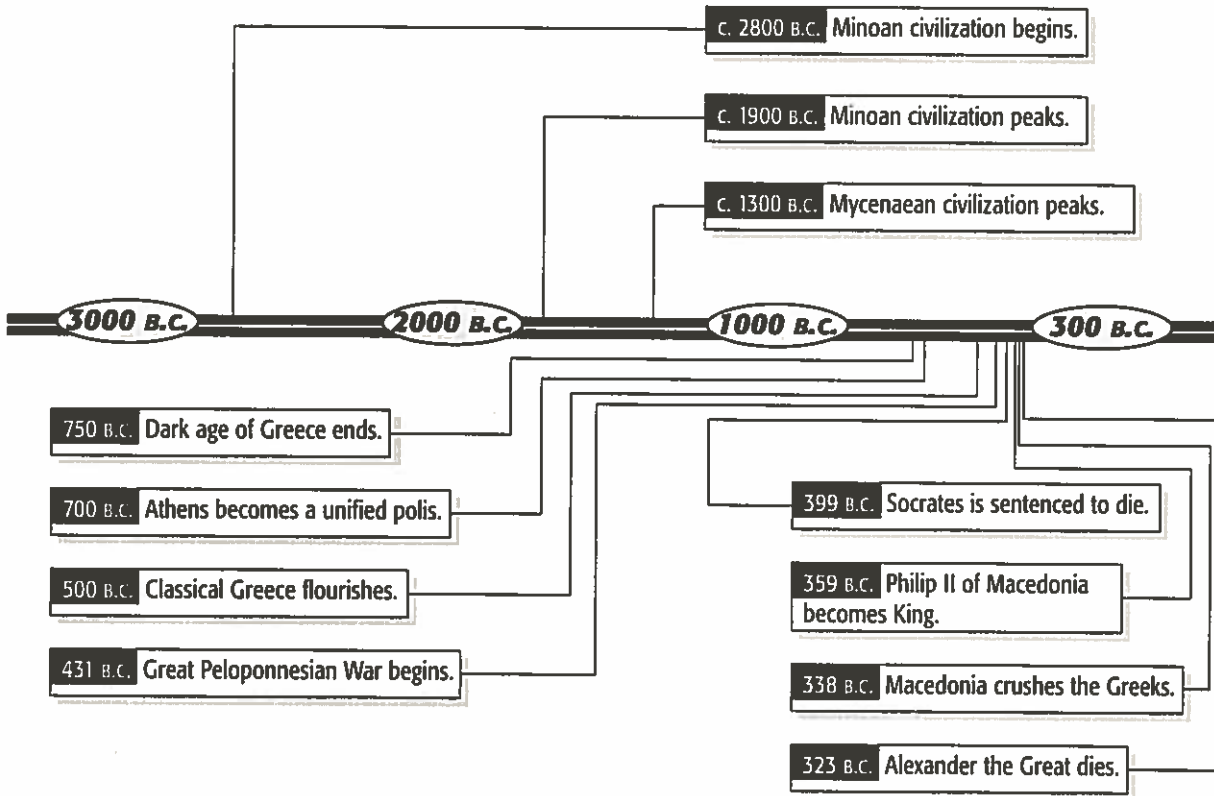
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Conclusions

Time Line Activity 4

Ancient Greece

DIRECTIONS: Look at the events listed on the time line below. Then answer the questions in the space provided.



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1. The symbol "c." means circa or approximately. Why do you think the earliest entries on the time line are estimated, not exact, dates? _____
2. How long did it take the Minoan civilization to reach its peak? _____
3. How long after becoming King did Philip conquer the Greeks? _____
4. When did Sparta and Athens go to war? _____
5. Alexander died at age 32. When was he born? _____

Linking Past and Present Activity 4

The Legacy of Athenian Democracy

THEN Since the population of the early Greek polis was small, each male citizen, aware of his own value to the community, developed a strong spirit of independence. The citizens of the polis chose their own leaders, sometimes overthrowing those who abused their power.

No standing army protected the leaders of the Greek polis. If the polis was attacked, ordinary citizens defended it. Leaders could not depend on the backing of a handpicked bureaucracy. Instead, independent citizens acted as magistrates and administrators.

These conditions set the stage for some city-states to become democracies. An aristocrat, Cleisthenes, created the first Athenian democracy. After seizing power from a tyrant called Hippias, Cleisthenes reformed the government, presenting all his proposed changes to the Athenians for approval.

In democratic Athens, full citizens were expected to run the government. When unable to play an active role, they delegated their duties to other citizens who then represented them in government offices and assemblies. One of these offices, the board of *archons*, consisted of 10 citizens who dealt with legal and military affairs. The *boule*, an assembly of 500 citizens, oversaw the other government bodies and proposed new laws. The *ecclesia*, an institution open to all male citizens eighteen years and older, decided by majority vote which of these proposals would become laws.

NOW Athenian democracy inspired those who developed modern democracies. Today, people under such governments owe their rights and responsibilities to the ancient Greeks.

The earliest American democracy, however, shared some characteristics with the government of ancient Athens: Both forms of democracy were “governments of the people” in theory only. Women and slaves had no voting rights in them. Moreover, the democratic ideal that the poor should share political power with the rich was not realized. Aristocrats controlled early Athenian democracy, while wealthy landowners ran that of early America. Today in the United States, some Americans complain that political office is available only to those people who have enough money to fund—at least in part—increasingly expensive campaigns.

Nonetheless, the democratic concept was powerful. Gradually, American and European democracies gave all their citizens—women and former slaves included—the right to vote and to hold government office.

The complexity and size of modern nations have made it difficult for individual citizens to participate in their government as directly as Athenian citizens did. Science, however, may eventually make it possible for people who live in technologically advanced democracies to do this. Electronic communication systems, such as the Internet, may one day give rise to “electronic assemblies,” in which citizens of the future can take a more active role in making laws and other important government decisions.

CRITICAL THINKING

Directions: Answer the following questions on a separate sheet of paper.

- 1. Making comparisons:** What are some problems shared by early American and Athenian democracies?
- 2. Analyzing information:** What conditions in the Greek polis contributed to the development of democratic forms of government?
- 3. Synthesizing information:** Speculate on how electronic communication systems might make it possible for people to play a more direct role in their government. Do research online about discussion groups that “meet” regularly on the Internet. Write a brief essay discussing how such discussion groups might develop into a governing assembly.

People in World History Activity 4

Profile 1

Homer (c. 700 B.C.)

Men flourish only for a moment.

Homer, in the *Odyssey*

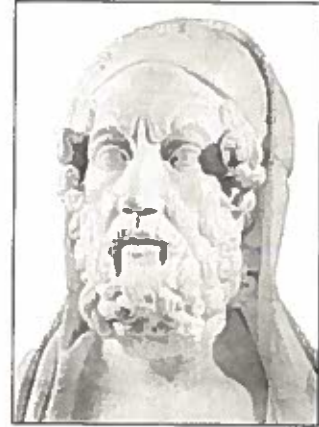
Great spans of time can be hard to picture. It is easy for most people to visualize one year, or even ten. Imagining a century, however, can be difficult. It is even more difficult to appreciate how truly long a millennium is. Appreciating 2,700 years seems almost impossible. Yet after all these years, Homer is still considered one of history's most influential writers.

Greek tradition has long held Homer as the author of the two great epic poems, the *Iliad* and the *Odyssey*. Yet "the Homeric question"—whether he, in fact, wrote both poems, or even existed—continues to vex scholars. There is widespread agreement that both poems are written versions of pre-existing shorter poems that were passed down orally over generations. Many historians also agree that the poems were assembled, reworded, improved, and recorded by a single person. And scholars generally agree that a poet named Homer did live about 700 B.C.

What do we know about him? Tradition holds that Homer was blind. Many readers of the *Iliad* and the *Odyssey*, however, have noted the visual imagery in the poems. Might this indicate that Homer was once

sighted? No one can know for sure.

Tradition also holds that Homer came from Ionia, the region across the Aegean Sea from Greece, in present-day



Turkey. Scholars have analyzed the *Iliad* and the *Odyssey* in search of clues about where they were written. Ionic influences in the language support the belief that Homer was in fact from Ionia. But even in ancient times, many different cities—and not only Ionic ones—claimed to be his birthplace.

Beyond these scant facts, little is known of Homer. Remarkably, he nevertheless is one of the most famous storytellers who ever lived. More importantly, he is one of the most influential. Even today, students around the world read the *Iliad* and the *Odyssey* as a fundamental part of their education—just as students did in ancient Greece. Over the centuries, countless authors have learned from Homer's work. And many who weren't inspired directly by his work were influenced by writers who were. How many other people have had such a fundamental impact for 2,700 years?

REVIEWING THE PROFILE

Directions: Answer the following questions on a separate sheet of paper.

1. What is "the Homeric question"?
2. Why is Homer so important?
3. **Critical Thinking** Making Inferences. Why do you think teachers want students to read the *Iliad* and the *Odyssey*?
4. **Critical Thinking** Analyzing Information. What information in the passage contradicts Homer's quote above?

People in World History Activity 4

Profile 2

Solon (c. 639 B.C.–c. 559 B.C.)

Many evil men are rich, and good men poor, but we shall not exchange with them our excellence for riches.

Solon

Solon, who became leader of Athens in 594 B.C., was known as “the lawgiver” for his energetic and active leadership. His reforms made fundamental changes in Athenian life. Solon was also a military leader and a poet.

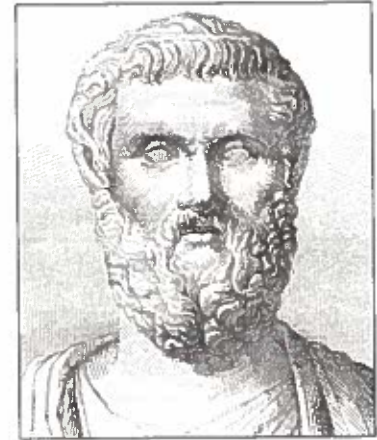
It was Solon’s poems that brought him early fame. The young man from a royal Athenian family wrote patriotic verse that urged the Athenians to recapture the island of Salamis from the Megarians. Placed in command of the military forces, Solon won a great victory. His success and his noble birth led to Solon’s election as archon, or leader of the government. Solon accepted this role at a difficult time. Athens was facing serious economic problems that had forced many citizens into debt. Social tensions, based largely on dramatic economic inequalities, were running high. As archon, Solon was given wide latitude to confront these crises.

Today, 26 centuries later, Solon’s responses to the crises Athens faced are still famous. He eased social tensions by immediately canceling mortgages, debts, and slavery based on the debts.

Additionally, Solon directed changes in the Athenian monetary system and system of weights and measures to make foreign trade easier, helping Athenian traders and merchants. By prohibiting the export of all agricultural products except olive oil he improved the economy.

His legal reforms, especially the creation of a bicameral or two-house legislature, were well received. He also reduced the power of the aristocracy. His system of laws was more humane than the harsh code of his predecessor. The power in Athens remained in the hands of the few, but his reforms did take small steps along the road to democracy.

After seeing his many reforms implemented, Solon left Athens to travel and, many historians agree, to escape the controversy that his dramatic changes were bound to create. He returned to Athens after ten years, briefly opposed the tyrant Pisistratus, and then retired from public life.

**REVIEWING THE PROFILE**

Directions: Answer the following questions on a separate sheet of paper.

1. What were some of Solon’s most important reforms?
2. Why did Solon leave Athens?
3. **Critical Thinking Identifying Alternatives.** Solon wrote his poems, in part, to explain and defend his actions. What might the modern-day equivalent of this be?
4. **Critical Thinking Making Inferences.** Solon was known as one of the “seven wise men of Greece.” Why do you think this is so?



PRIMARY SOURCE READING 4

Athenian Myths

Athena was the Greek goddess of wisdom and art, who sprang fully formed from the head of her father, Zeus. Ancient myths often reflect people's attempts to explain events they cannot otherwise account for, such as the founding or destruction of a city, or reflect psychological elements of human decision-making. Analyzing myths can give us a view into how Greeks viewed themselves and their world. The following myths would have been special sources of pride to ancient Athenians because they display the wit and power of their patron goddess.

Guided Reading *In this selection, read to learn the historical bases of some popular Greek myths.*

Attica was first called Cecropia after Cecrops [first king of Attica]. But after a time the custom grew up of considering each land as peculiarly dedicated to the worship of one god, and both Poseidon and Athena were eager to have Attica as their own. The twelve gods assembled to act as judges of a contest between the two; the test was to be which of the two deities would offer the gift more beneficial to mankind. Cecrops was to have the deciding vote.

Poseidon [god of the sea] performed first; he struck the Acropolis with his trident, leaving a permanent imprint in the rock and producing a pool of sea-water. Then Athena hit the rocky ground with her spear, at which the earth brought forth the first olive-tree. Cecrops and the gods agreed that Athena's gift was more beneficial, and the city was named Athens after her. But Poseidon was angered, sending a flood over the plain around Eleusis, until Zeus sent Hermes to bid him withdraw.

It used to be said that Athena took her name from Athens, just as Romulus took his from Rome, and that the myth reversed the facts of history. But the discovery that Athena was already worshiped in Mycenaean-Minoan times and the recollection that the ancient world had about a dozen places named Athens force the conclusion that the myth contains at least one historical fact: Athens was named after Athena. . . .

Actually the myth probably arose to explain the close association between Athena's and Poseidon's cults in Attica, as well as in many other parts of Greece, and specifically to explain the proximity of two holy objects on the

Acropolis, Athena's olive-tree and Poseidon's pool or cleft.

Another version had a horse leap out of Poseidon's cleft; this symbol of war could be opposed to the olive, and the Athenians could piously be credited with preferring peace to war. From then on the story would contribute to making the olive-branch a symbol of peace. . . . The defect in the symbolism here is that Athena was far more of a war-deity than Poseidon; furthermore, she had close connections with the war-horse, as shown by her . . . sponsorship of the Trojan Horse.

In ancient art the most famous representation of the myth was on the west pediment of the Parthenon.

Myth of Arachne

There once was a Lydian girl named Arachne, whose skill at weaving was so great that not only were her finished fabrics highly prized, but she also became something of a spectacle herself; crowds flocked to the small town where she lived, and even nymphs came forth from river and mountain to admire her at work. It was generally said that she must have been taught by Athena, but this was a kind of praise she found offensive. "Let her try her hand in a contest with me," Arachne would say; "if she won, I would submit to anything."

Pallas Athena heard this; taking the guise of an old woman, she tottered into Arachne's presence and told her to be content with mortal fame: "Yield to the goddess, and beg forgiveness for your foolhardy words; she will forgive you if you ask."



PRIMARY SOURCE READING 4

Arachne could hardly keep her hands off the old fool. "Old age had addled your brains," she said; "I've no need of your advice. Why does the goddess avoid a trial of skill with me? Why doesn't she come in person?"

At this Athena threw off her old-woman disguise. "She has come," she said. There was panic among the onlookers, but only momentary confusion on the part of Arachne.

Not another word was said; two looms were set up and the pair went swiftly to work. Athena bordered her tapestry with a peaceful olive-wreath, filled each corner with a story of some mortal presumption that had been punished by a god and set in the center the twelve Olympians watching the victorious contest that she had with Poseidon over the naming of Athens. On the other loom Arachne busily wove the adulter-

ous loves of the gods, how they had deceived mortal women in beastly shapes—Zeus as bull and eagle and swan and serpent, Poseidon as bull and ram and horse and dolphin, Apollo as hawk and lion—, along with many other tales of divine trickery. All these she represented with consummate skill.

But her very success was her undoing; Athena tore down the loom and its disgraceful pictures and four times smote Arachne's forehead with her shuttle: "Live on," she said, "and weave on, you and all your descendants!" Arachne's head and shoulders shrank into a small round belly; her fingers became thin legs; as a spider she was condemned forevermore to spin her own thread and weave eternally at her web.

INTERPRETING THE READING

Directions Use information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

1. What are two possible historical reasons Athens was named after Athena, according to the explanation following the first reading?

2. Why does the above source reject the suggestion that people named their cities after Athena because she represented peace, rather than after Poseidon because he represented war?

3. How do both stories depict Athena as patroness of the arts and of war?

Critical Thinking

4. **Making Inferences** Why might the figure of the ambitious Arachne appeal to ancient Greek women reading or hearing the myth?

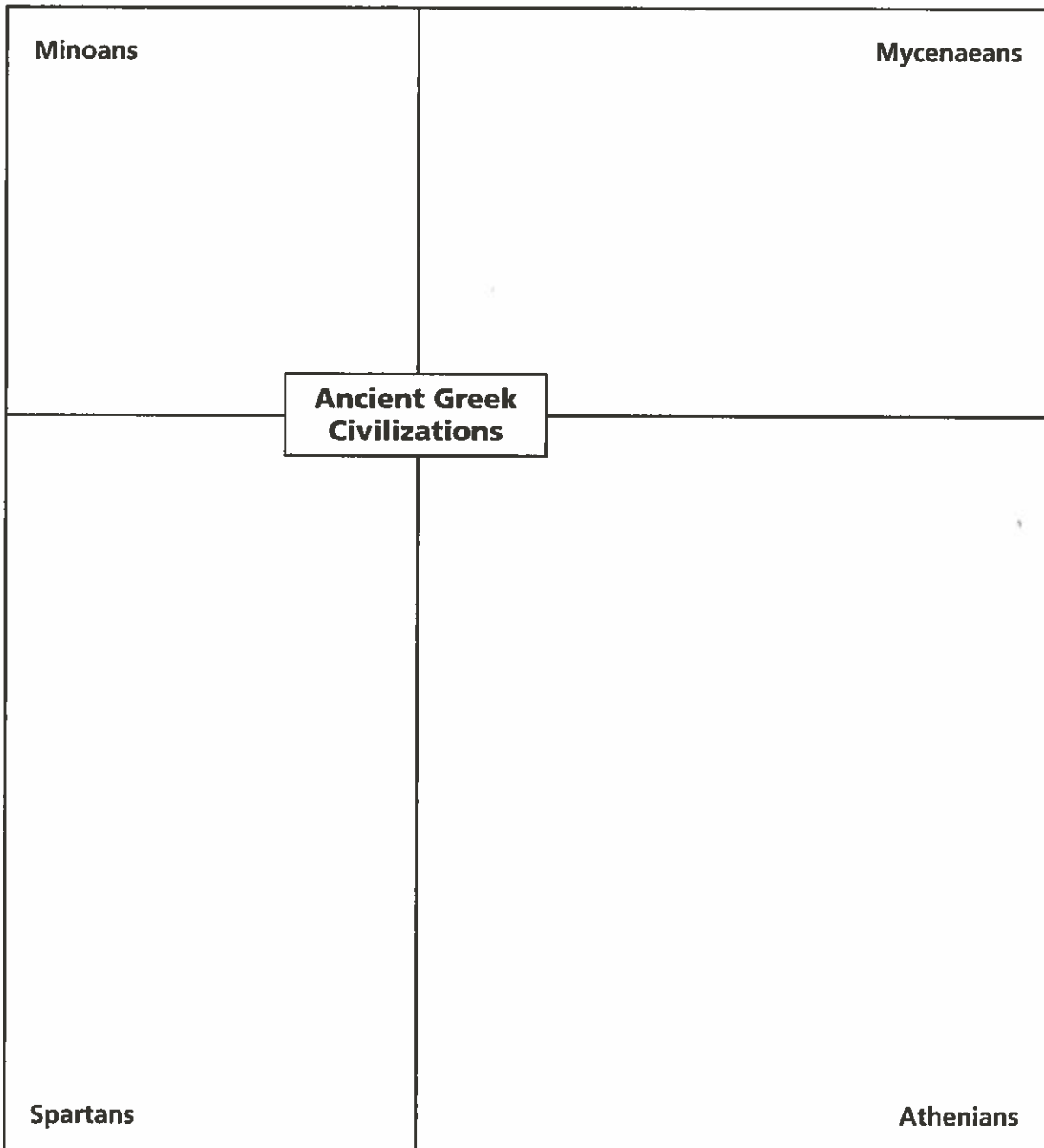


Reteaching Activity 4

Ancient Greece

Historians have been able to learn more about the political and social structure of some ancient Greek civilizations than of others. Their knowledge is limited by the artifacts and written records preserved from each civilization.

DIRECTIONS: In the diagram below, record what we do know about the politics and culture of each of the ancient Greek civilizations.



★ Enrichment Activity 4

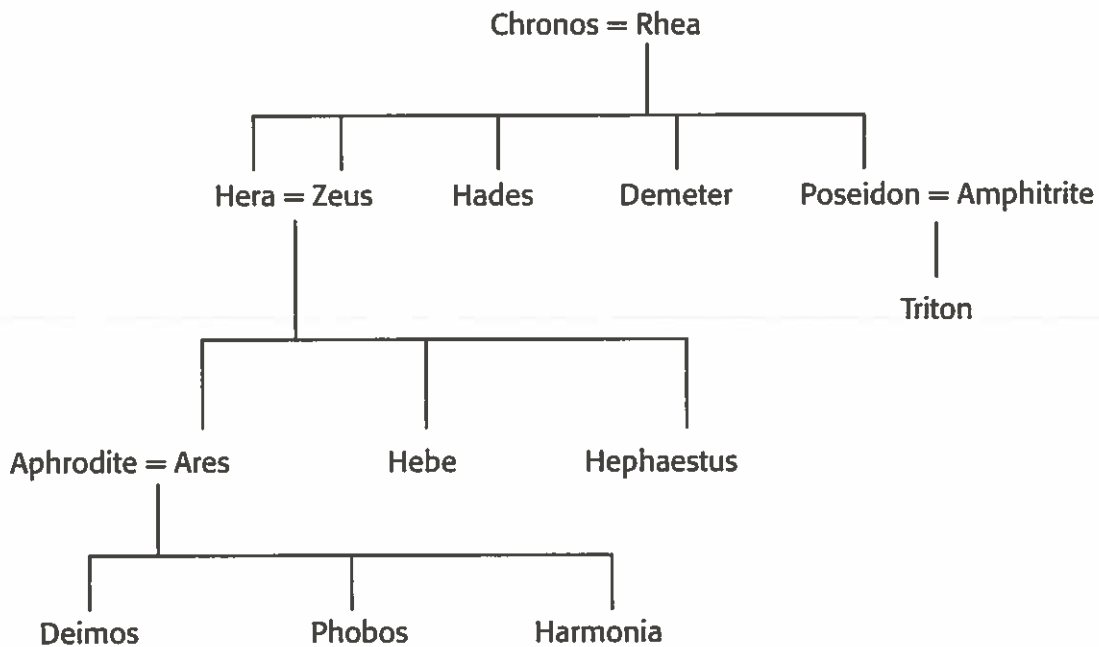


The Gods and Goddesses: A Family Tree

Anthropologists use what is known as a kinship chart to map how members of a family (“kin”) are related to one another. A kinship chart is more commonly referred to as a family tree. The Greek deities were much like humans—they had parents and siblings

just as we do. Study the kinship chart below to discover the family relationship of many of the most powerful gods and goddesses in the Greek religion. Note that the equal signs join two parents, and the branches coming from them show their children.

Zeus’s Family Tree



DIRECTIONS: Answer the questions below in the space provided.

1. Who were Zeus’s parents? _____
2. How many brothers and sisters did Zeus have? Who are they? _____
3. Who was Zeus’s wife? _____
4. How many of Chronos and Rhea’s grandchildren are shown in the chart? Who are they?

5. How many of Chronos and Rhea’s great-grandchildren are shown? Who are they? _____
6. How are Ares and Triton related? _____

World Art and Music Activity 4



Myron: *Discus Thrower*

At the same time that the Athenian leader Pericles was supporting Greek architecture by having the Parthenon built, he was also encouraging other types of arts, including sculpture. One of the greatest sculptors of the fifth century B.C. was Myron, and one of his greatest works was *Discobolus*, or *Discus Thrower*.

DIRECTIONS: Read the passage about this Greek artist below and answer the questions in the space provided.

Unfortunately, no information about Myron has survived, nor have any of his works, even though he was known to sculpt life-size figures in bronze, gold, and ivory. Luckily, however, Myron's

work still exists today in the marble copies made by Roman sculptors who frequently made accurate copies of Greek work. From these copies we can decipher much about Myron the artist.

Before Myron's time, most sculpture was static—the person or animal just stood there, staring straight ahead. Myron's works catch people in motion, and the people he chose to depict usually were Greek athletes.

The Olympic games took place every fourth summer in Olympia, a city in the Peloponnesus. The games honored Zeus, the Greeks' chief god. The Olympics were so important to the Greeks that it is said a city-state was prouder of an Olympic victory than of winning a battle.

Olympic events stressed physical strength and endurance, rather than brute force. The major event was the pentathlon (*pent* is Greek for "five"), which consisted of running a footrace, leaping, wrestling, discus throwing, and hurling the javelin. Contestants trained for ten months prior to the games and had to sign an oath swearing that they had done so. An Olympic athlete truly embodied the Greek's idea of physical perfection.

Look at the *Discus Thrower*. The thrower is captured as his right arm is farthest back, just before it begins to move forward and release the discus. If our eyes cannot see it actually moving, our minds can sense the actions that will follow. Myron achieved this sense of movement by twisting the torso. It conveys the essence of action by its perfect balance; there is no fear that the discus thrower might topple over or stumble.



Myron, *Discus Thrower*, Roman marble copy of bronze original, c. 450 B.C.

World Art and Music Activity 4

Yet the tension of the body—its stance and muscles hard at work—is not reflected in the face. No athlete at that moment actually could have been so calm and

relaxed. The Roman historian Pliny the Elder said that Myron “only cared for the physical form and did not express the sensations of the mind.”

Reviewing the Selection

1. In what ways was Myron’s work different from that of earlier sculptors?

2. Since Myron’s sculptures did not survive, how are historians able to study his work?

3. What adjectives would you use to describe Myron’s *Discus Thrower*?

Critical Thinking

4. **Determining Cause and Effect** If Myron had used average Greeks as “models,” how would his sculptures have been different from the *Discus Thrower*?

5. **Formulating Questions** If you could talk to Myron, what questions would you ask him to help you understand his work?

CHAPTER 4

Glencoe

WORLD HISTORY



Chapter 4 Section Resources

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SECTIONS



Guided Reading Activity 4-1

The First Greek Civilizations

DIRECTIONS: Answer the following questions as you read Section 1.

1. What geographic features played especially significant roles in the development of Greek history?

2. Into what three seas did the Greeks sail, making contact with the outside world?

3. What civilization was established on the large island of Crete by 2800 B.C.?

4. Most historians believe the destruction of the Minoan civilization on Crete was the result of what?

5. Describe a typical Mycenaean palace center.

6. According to the writings of Homer, what happened to the city of Troy around 1250 B.C.?

7. Name the difficulties of Greece after the collapse of Mycenaean civilization.

8. During the Dark Age of Greece, describe the actions of the Aeolian and Dorian Greeks.

9. Explain the transformation that took place in the construction of weapons during the Dark Age.

10. List the first two great epic poems of early Greece.

11. Tell the essence of the story of the *Iliad*.

12. What does the *Odyssey* recount?



Guided Reading Activity 4-2

The Greek City-States

DIRECTIONS: As you are reading the section, decide if a statement is true or false. Write **T** if the statement is true or **F** if the statement is false. For all false statements write a corrected statement.

- _____ 1. The main gathering place in the polis, or city-state, was usually a valley.

- _____ 2. The fortified area known as an acropolis served as a place where people could come and enjoy meals together.

- _____ 3. The polis was, above all, a community of people who shared a common identity and common goals.

- _____ 4. The Greek philosopher Aristotle argued that a citizen belongs only to himself or herself.

- _____ 5. Hoplites went into battle as a unity, marching shoulder to shoulder in a rectangular formation known as a phalanx.

- _____ 6. Greek tyrants were rulers who were placed in power by a popular vote of the peasants.

- _____ 7. When Sparta was faced with the need for more land, it sent its people out to start new colonies.

- _____ 8. The famous Spartan black broth consisted of a piece of pork boiled in animal blood, salt, and vinegar.

- _____ 9. Solon, a reform-minded aristocrat of Athens, increased the debt-load of peasants and saw that many were sold into slavery.

**Guided Reading Activity 4-3****Classical Greece****DIRECTIONS:** Fill in the blanks below as you read Section 3.

In 490 B.C., the Persians landed on the plain of (1) _____, 26 miles (41.8 km) from Athens. There, an outnumbered (2) _____ army attacked and defeated the Persians decisively. According to legend, an Athenian runner named (3) _____ brought news of Persia's defeat by racing 26 miles (41.8 km) from Marathon to Athens. The Persian king, (4) _____, vowed revenge and planned to invade Greece. Early in 479 B.C., the Greeks formed the largest Greek army up to that time and defeated the Persian army at (5) _____.

In 478 B.C., the Athenians formed a defensive alliance against the Persians called the (6) _____. Under the rule of the dominant figure (7) _____, Athens expanded its new empire abroad. This period saw the height of Athenian power and (8) _____.

In Athens, every (9) _____ participated in the governing assembly and voted on all major issues. Meetings of the assembly were held every 10 days on a hillside east of the (10) _____. By paying (11) _____ and making lower-class male citizens eligible for public office, Pericles made it possible for poor citizens to take part in public affairs. A person named as undesirable by at least (12) _____ members of the assembly could be banned from the city for 10 years.

Disputes between Sparta and Athens led to the outbreak of the Great (13) _____ War in 431 B.C. This struggle lasted for about 27 years until 405 B.C., when the Athenian fleet was destroyed at (14) _____ on the Hellespont. In continuing their petty wars, the Greeks ignored the growing power of (15) _____ to their north.



Guided Reading Activity 4-4

The Culture of Classical Greece

DIRECTIONS: Fill in the blanks below as you read Section 4.

- I. _____ affected every aspect of Greek life.
 - A. Greeks considered religion necessary to the _____ of the state.
 - B. Twelve chief gods and goddesses were thought to live on _____.
- II. The Greeks created drama as we know it in _____ culture.
 - A. The first Greek dramas were _____, which were presented in a trilogy.
 1. The only complete trilogy in existence today is the _____, by Aeschylus.
 2. Sophocles's most famous play was _____.
 - B. Greek comedy was used to criticize both _____ and _____.
- III. Philosophy refers to an _____ system of thought.
 - A. Pythagoras taught that the essence of the universe could be found in _____ and _____.
 - B. The Socratic method of teaching uses a _____ format to lead pupils to see things for themselves.
 - C. Plato was fascinated with the question of _____; how do we know what is real?
- IV. Some of the finest examples of Greek classical _____ were from the fifth century.
 - A. The most famous building from this period was the _____.
 1. The patron goddess of Athens was _____.
 2. The Parthenon was an expression of Athenian _____ in their city-state.
 - B. Greek sculptors did not seek to achieve _____, but rather a standard of ideal beauty.

 **Guided Reading Activity 4-5**

Alexander and the Hellenistic Kingdoms

DIRECTIONS: Fill in the blanks below as you read Section 5.

1. The Greeks viewed their northern neighbors, the _____, as barbarians.
2. _____ was only 20 when he became king of Macedonia.
3. Alexander's invasion of the _____ was motivated by the desire for glory but also by the desire to avenge the Persian burning of _____ in 480 B.C.
4. The city of _____ became and remains today one of the most important cities in both _____ and the _____ world.
5. The word Hellenistic is derived from a Greek word meaning _____.
6. Eventually, four Hellenistic kingdoms emerged as the successors to Alexander:
_____, _____, _____, and _____.
7. The Greek cities of the Hellenistic Era became the chief agents in the spread of Greek culture in _____.
8. Hellenistic buildings characteristic of the Greek homeland were _____, _____, and _____.
9. Eratosthenes determined that Earth was _____ and calculated its _____ at 24,675 miles (39,702 km).
10. Archimedes was important because of his work on the geometry of _____ and _____, as well as for establishing the value of the math constant _____.
11. Epicureans believed that human beings were free to follow _____ as a basic motivating force.
12. According to the _____, happiness could be found only when people gained inner peace by living in _____ with the will of God.