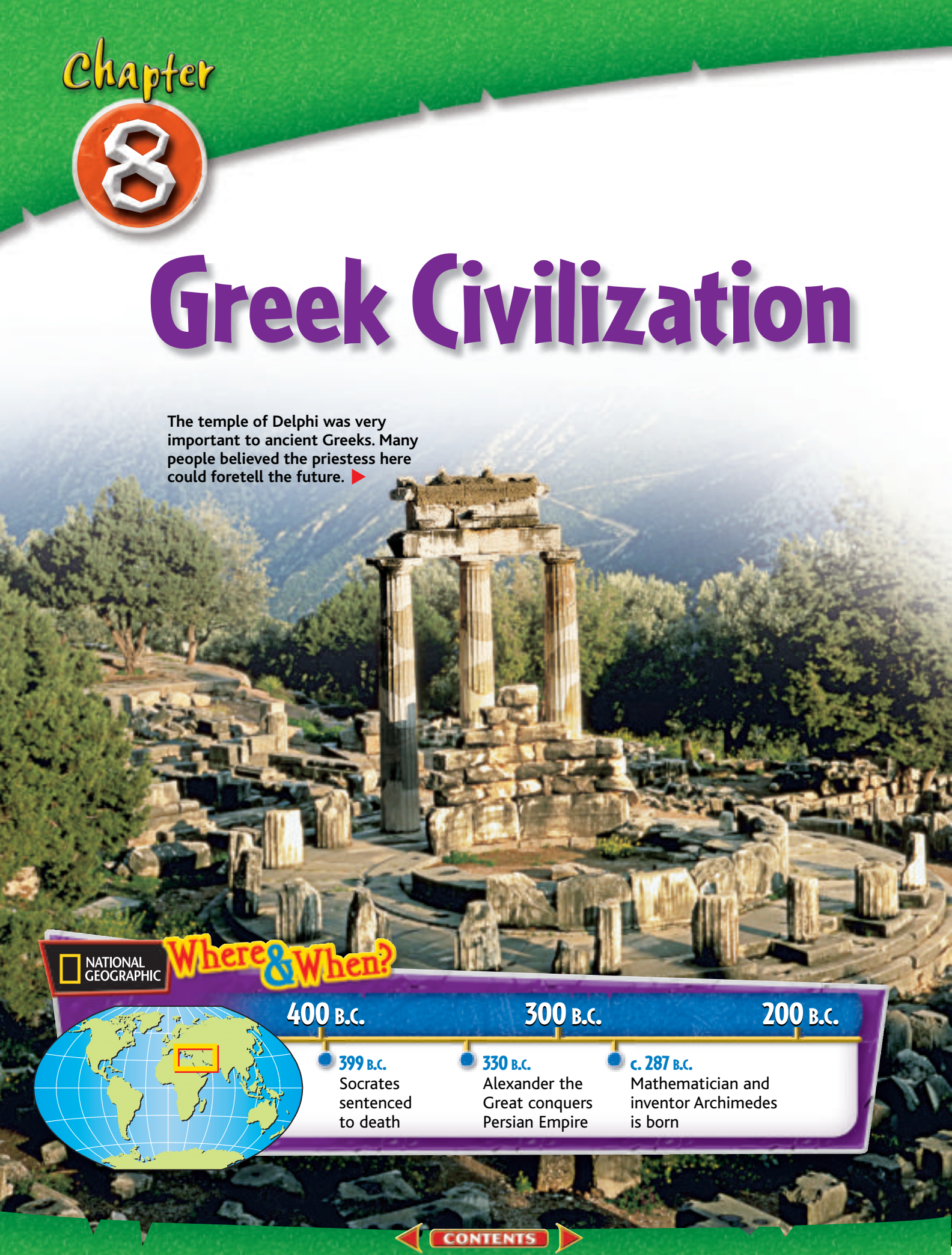


Chapter

8

Greek Civilization


The temple of Delphi was very important to ancient Greeks. Many people believed the priestess here could foretell the future. ▶



NATIONAL GEOGRAPHIC *Where & When?*

400 B.C. **300 B.C.** **200 B.C.**

- 399 B.C.** Socrates sentenced to death
- 330 B.C.** Alexander the Great conquers Persian Empire
- c. 287 B.C.** Mathematician and inventor Archimedes is born



The Big Ideas

Section 1

The Culture of Ancient Greece

Studying the past helps us to understand the present. The Greeks made great strides in the arts. Greek poetry, art, and drama are still part of our world today.

Section 2

Greek Philosophy and History

Civilizations are strengthened by a variety of advances. The Greeks' love of wisdom led to the study of history, politics, biology, and logic.

Section 3

Alexander the Great

Conflict often brings about great change. Alexander the Great was only 25 years old when he conquered the Persian Empire. As a result of his conquests, Greek art, ideas, language, and architecture spread throughout southwest Asia and North Africa.

Section 4

The Spread of Greek Culture

As different societies interact, they often bring about change in each other. Greek cities became centers of learning and culture. Greek scientists developed advanced ideas about astronomy and mathematics.

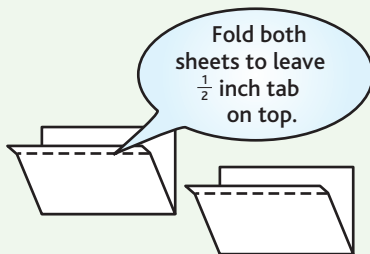


View the Chapter 8 video in the Glencoe Video Program.

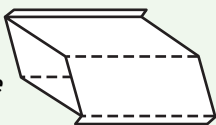
FOLDABLES™ Study Organizer

Organizing Information Make the following foldable to help you organize information about Greek culture and philosophy.

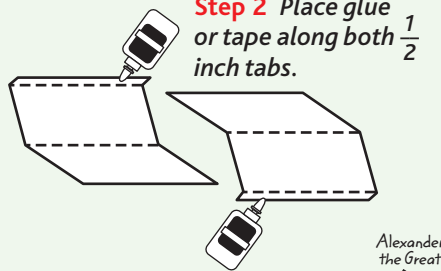
Step 1 Fold two sheets of paper in half from top to bottom.



Step 3 Fit both sheets of paper together to make a cube as shown.



Step 2 Place glue or tape along both $\frac{1}{2}$ inch tabs.



Step 4 Turn the cube and label the foldable as shown.



Reading and Writing
As you read the chapter, list the developments that occurred in ancient Greece. Write the developments under the correct foldable category.

Get Ready to Read

Visualizing

 Reading Skill

1 Learn It!

Authors use descriptive language to help readers create pictures of people, places, or events in their minds. Authors also use words to describe feelings or emotions to make the text come alive to the reader. Good readers visualize by forming mental images of the text as they read to help them understand.

As you read, you can visualize more easily by thinking of your five senses: sight, sound, touch, smell, and taste. Imagine how the text descriptions look, sound, feel, smell, or taste.

Read the following passage and answer the questions that follow.

The Greeks believed that the gods and goddesses controlled nature. According to Greek myth, the god Zeus ruled the sky and threw lightning bolts, the goddess Demeter made the crops grow, and the god Poseidon caused earthquakes.

— from page 377

 **Reading Tip**

Visualizing will help you remember the information that you read.

- Which of the gods or goddesses above can you best visualize? Why?
- How do you picture them in your mind?
- Which of your senses most actively help you visualize each description above?

2 Practice It!

Read the following paragraph. Notice how the author uses the present tense to draw you into the story. Use the underlined details to make a picture in your mind as you read.

The battle for Troy drags on for 10 years. Finally, the Greeks come up with a plan to capture the city. They build a huge, hollow, wooden horse. The best Mycenaean warriors hide inside the horse.

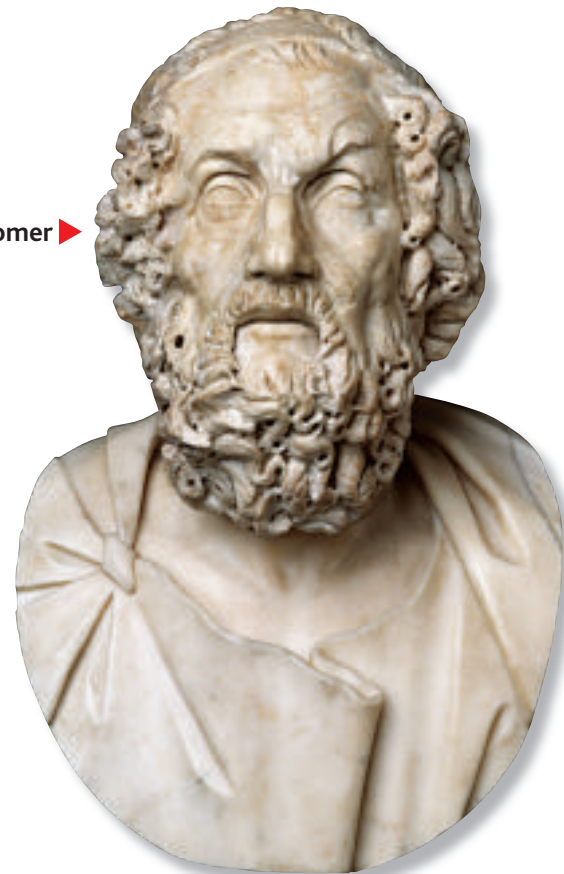
The Trojans, thinking the horse was a gift from the Greeks, celebrate and roll the giant horse into the city. That night, the Greek warriors quietly climb from the horse and capture the city.

—from pages 379–380

Read to Write

Visualizing can help you organize information before you write it down, especially when using graphic organizers. Choose five Greek writers from the chapter. Then create a table that shows their famous works.

Homer ▶



After you visualize what this event might have looked like, check the picture on page 379.

- How closely does it match your mental picture?
- Now reread the passage and look at the picture again. Did your ideas change?
- What other words would you use to describe the picture?
- Compare your image with what others in your class visualized. Discuss how your mental picture differed from theirs.

3 Apply It!

As you read the chapter, list three subjects or events that you were able to visualize. Then make a rough sketch or drawing showing how you picture these descriptions.

Section

1

The Culture of Ancient Greece

Guide to Reading



History Social Science Standards

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

Looking Back, Looking Ahead

You have read that under Pericles, Athens became a center of beauty and culture. During this Golden Age, Greek thinkers, writers, and artists contributed many new ideas to the world.

Focusing on the Main Ideas

- The Greeks believed that gods and goddesses controlled nature and shaped their lives. (page 377)
- Greek poetry and fables taught Greek values. (page 379)
- Greek drama still shapes entertainment today. (page 382)
- Greek art and architecture expressed Greek ideas of beauty and harmony. (page 384)

Meeting People

Homer (HOH • muhr)
Aesop (EE • SAHP)
Sophocles (SAH • fuh • KLEEZ)
Euripides (yu • RIH • puh • DEEZ)

Locating Places

Mount Olympus (uh • LIHM • puhs)
Delphi (DEHL • FY)

Content Vocabulary

myth (MIHTH)
oracle (AWR • uh • kuhl)
epic (EH • pihk)
fable (FAY • buhl)
drama (DRAH • muh)
tragedy (TRA • juh • dee)
comedy (KAH • muh • dee)

Academic Vocabulary

grant
generation (JEH • nuh • RAY • shuhn)
tradition (truh • DIH • shuhn)
conflict (KAHN • FLIHKT)

Reading Strategy

Compare and Contrast Create a Venn diagram showing similarities and differences between epics and fables.



Where & When?



700 B.C.

c. 700s B.C.
Homer writes the *Iliad* and *Odyssey*

600 B.C.

c. 550 B.C.
Aesop writes a series of fables

500 B.C.

c. 500s B.C.
Greek architects begin using marble columns





WH6.4.4 Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.

Greek Mythology

Main Idea The Greeks believed that gods and goddesses controlled nature and shaped their lives.

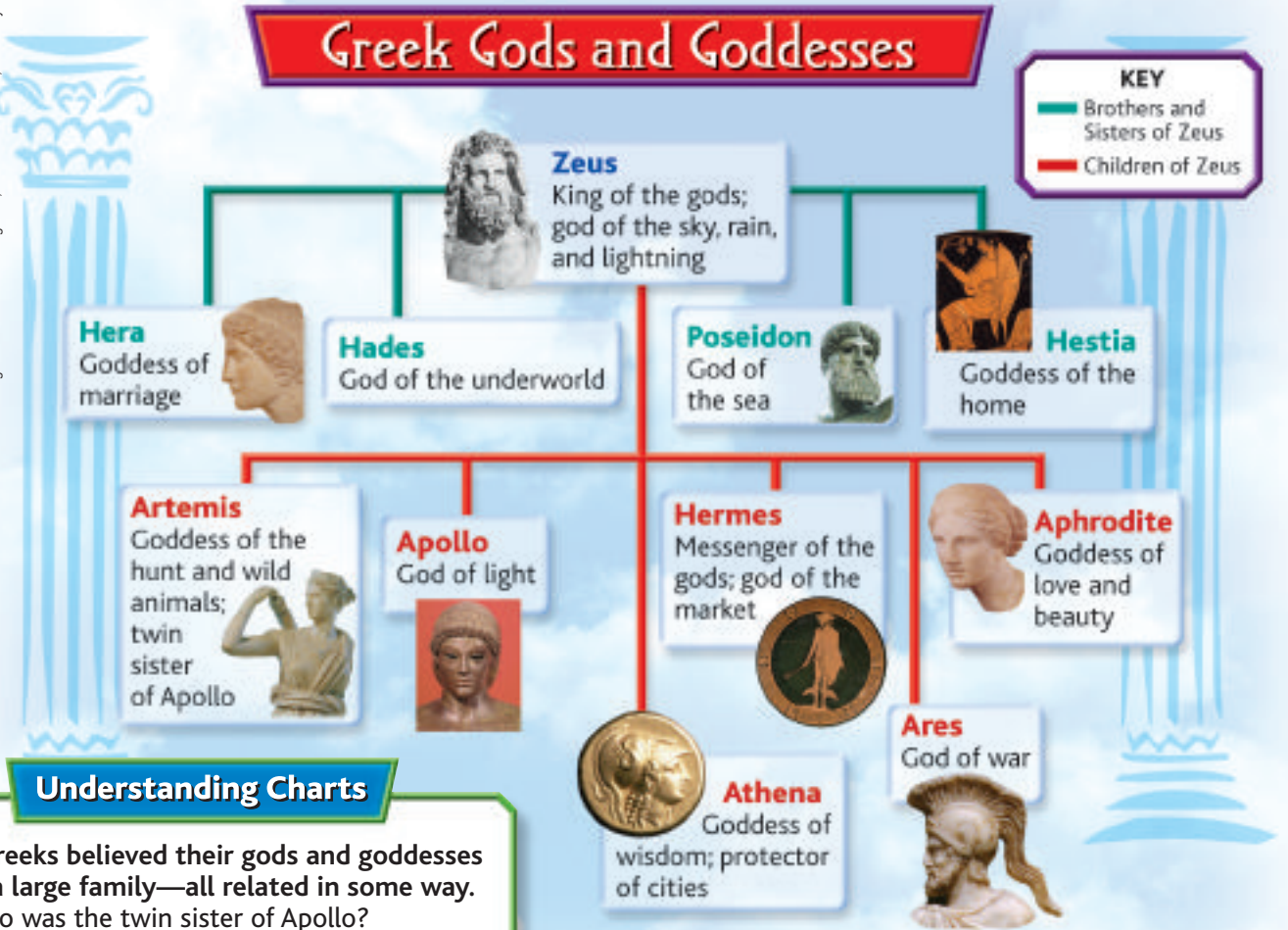
Reading Connection Have you ever wondered why crops grow or why the sun rises and sets? To get the answer, you would read a science book. Read to learn how the Greeks used religion to explain nature.

Myths (MIHTHS) are traditional stories about gods and heroes. Greek mythology expressed the Greek people's religious beliefs. The Greeks believed in many gods and goddesses. They believed gods and goddesses affected people's lives and shaped events. That is why the most impressive buildings in Greek cities were religious temples.

Greek Gods and Goddesses The Greeks believed that the gods and goddesses controlled nature. According to Greek myth, the god Zeus ruled the sky and threw lightning bolts, the goddess Demeter made the crops grow, and the god Poseidon caused earthquakes.

The 12 most important gods and goddesses lived on **Mount Olympus** (uh•LIHM•puhs), the highest mountain in Greece. Among the 12 were Zeus, who was the chief god; Athena, the goddess of wisdom and crafts; Apollo, the god of the sun and poetry; Ares, the god of war; Aphrodite, the goddess of love; and Poseidon, the god of the seas and earthquakes.

(cw from top) Bettman/CORBIS, The Art Archive/National Archaeological Museum Athens/Dagli Ori, The Art Archive/Achaean Museum Venice/Dagli Ori, Fitzwilliam Museum, University of Cambridge, UK; Bridgeman Art Library, Peter Will/Bridgeman Art Library, Girardou/Bridgeman Art Library, Tarquini/Dagli Ori, Lauro/Girardou/Bridgeman Art Library, Lauro/Girardou/Bridgeman Art Library, Wolfgang Kaehler/CORBIS



Understanding Charts

The Greeks believed their gods and goddesses were a large family—all related in some way.

- Who was the twin sister of Apollo?
- Explain** How were Ares and Zeus related?



▲ This painting shows a Greek man at the oracle at Delphi receiving a prophecy. **Why were these prophecies often confusing?**

But Greek gods and goddesses were not thought to be all-powerful. According to Greek myths, even though gods had special powers, they looked like human beings and acted like them. They married, had children, quarreled, played tricks on each other, and fought wars.

Because Greeks sought their gods' favor, they followed many rituals. A ritual is a set of actions carried out in a fixed way. As part of their rituals, the Greeks prayed to their gods and also gave them gifts. In return, they hoped that the gods would **grant** good fortune to them. Many Greek festivals honored the gods and goddesses. Festivals dedicated to Zeus were held at Olympia.

The Greeks also believed in an afterlife. When people died, the Greeks believed their spirits went to a gloomy world beneath the earth ruled by a god named Hades.

What Was a Greek Oracle? The Greeks believed that each person had a fate or destiny. They believed that certain events were going to happen no matter what they did. They also believed in prophecy. A prophecy is a prediction about the future. The Greeks believed that the gods gave prophecies to people to warn them about the future in time to change it.

To find out about the future, many Greeks visited an **oracle** (AWR•uh•kuhl). This was a sacred shrine where a priest or priestess spoke for a god or goddess. The most famous was the oracle at the Temple of Apollo at **Delphi** (DEHL•fy). The oracle chamber was deep inside the temple. The room had an opening in the floor where volcanic smoke hissed from a crack in the earth.

A priestess sat on a tripod—a three-legged stool—in the oracle chamber and listened to questions. The priests translated her answers. State leaders or their messengers traveled to Delphi to ask advice from the oracle of Apollo.

The priestess in the oracle often gave answers in riddles. When one king, named Croesus (KREE•suhs), sent messengers to the oracle at Delphi, they asked if the king should go to war with the Persians. The oracle replied that if Croesus attacked the Persians, he would destroy a mighty empire. Overjoyed to hear these words, Croesus declared war on the Persians. The Persian army crushed his army. The mighty empire King Croesus had destroyed was his own!

Reading Check Explain Why did the Greeks have rituals and festivals for their gods and goddesses?



WH6.4.4 Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.

Greek Poetry and Fables

Main Idea Greek poetry and fables taught Greek values.

Reading Connection Do you have favorite stories? Are the characters in the stories brave and clever? Read about the characters of the best-loved stories in early Greece.

Greek poems and stories are some of the oldest in Europe. For hundreds of years, Europeans and Americans have used these early works as models for their own poems and stories. Shakespeare, for example, borrowed many Greek plots and settings.

The earliest Greek stories were **epics** (EH•pihks). These long poems told about

heroic deeds. The first great epics of early Greece were the *Iliad* and the *Odyssey*. The poet **Homer** (HOH•muhr) wrote these epics during the 700s B.C. He based them on stories of a war between Greece and the city of Troy, which once existed in the region that is today northwestern Turkey.

In the *Iliad*, a prince of Troy kidnaps the wife of the king of Sparta. The kidnapping outrages the Greeks. The king of Mycenae and the brother of the king of Sparta lead the Greeks in an attack on Troy.

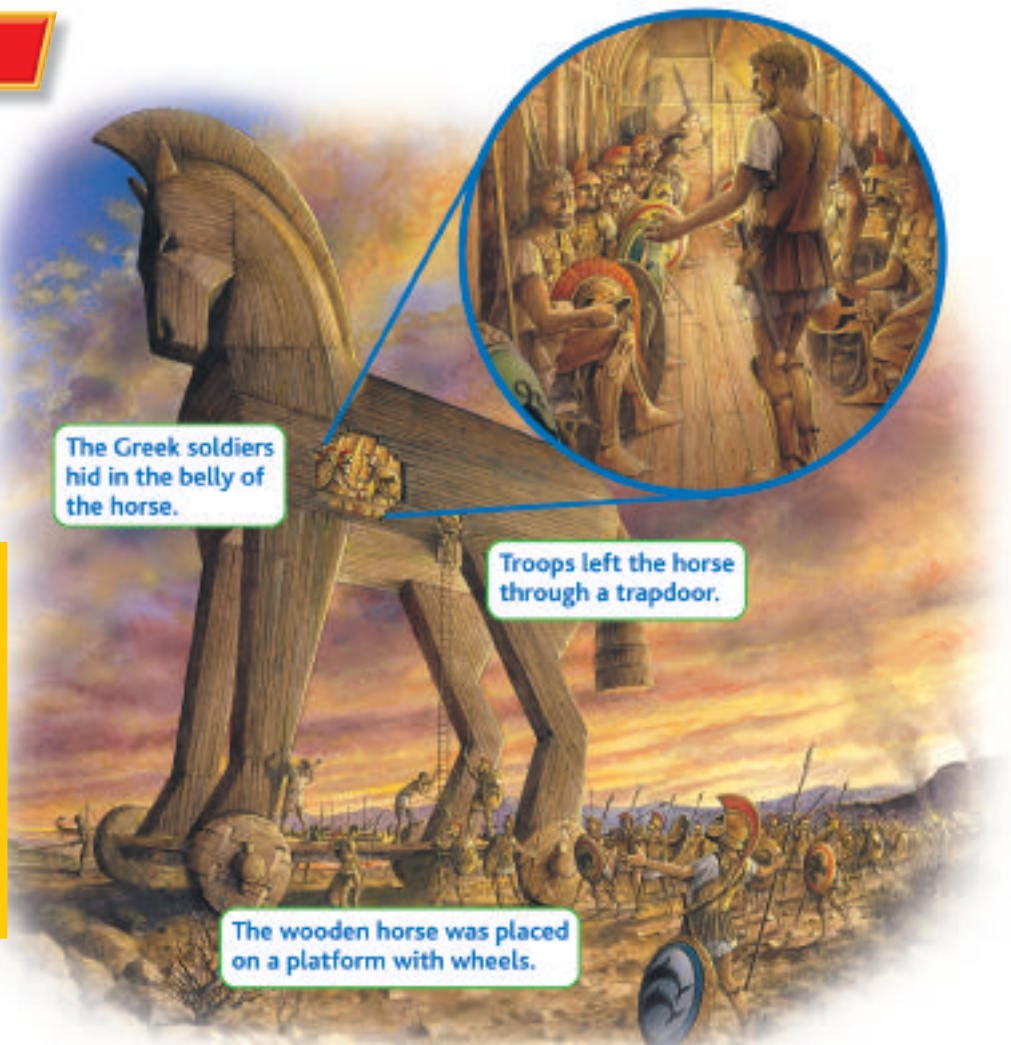
The battle for Troy drags on for 10 years. Finally, the Greeks come up with a plan to capture the city. They build a huge, hollow, wooden horse. The best Mycenaean warriors hide inside the horse.

The Trojan Horse

After building the Trojan horse, the Greeks returned to their ships and pretended to retreat. Despite warnings, the Trojans brought the horse within their city as a war trophy. The Greeks inside the horse opened the city gates for their fellow soldiers and captured the city. **What epic included the story of the Trojan horse?**



▲ Clay carving of the Trojan horse



The Greek soldiers hid in the belly of the horse.

Troops left the horse through a trapdoor.

The wooden horse was placed on a platform with wheels.

Aesop



▲ According to legend, Aesop was freed from slavery and became an adviser to Greek rulers. **What is a fable?**

The Trojans, thinking the horse was a gift from the Greeks, celebrate and roll the giant horse into the city. That night, the Greek warriors quietly climb from the horse and capture the city.

The *Odyssey* tells the story of Odysseus, another Greek hero. It describes his journey home from the Trojan War. Odysseus faces storms, witches, and giants before returning to his wife. Because it took Odysseus 10 years to get home, we use the word *odyssey* today to mean a long journey with many adventures.

Greeks believed the *Iliad* and the *Odyssey* were more than stories. They looked on the epics as real history. These poems gave the Greeks an ideal past with a cast of heroes. **Generations** of Greeks read Homer's works. One Athenian wrote, "My father was anxious to see me develop

into a good man . . . [so] he compelled me to memorize all of Homer."

Homer's stories promoted courage and honor. They also taught that it was important to be loyal to your friends and to value the relationship between husband and wife. The stories showed heroes striving to be the best they could be. Heroes fought to protect their own honor and their family's honor. Homer's heroes became role models for Greek boys.

Who Was Aesop? About 550 B.C., a Greek slave named **Aesop** (EE • SAHP) made up his now famous fables. A **fable** (FAY • buhl) is a short tale that teaches a lesson. In most of Aesop's fables, animals talk and act like people. These often funny stories expose human flaws as well as strengths. Each fable ends with a message, or moral.

One of the best-known fables is "The Tortoise and the Hare." In this fable, a tortoise and a hare decide to race. More than halfway into the race, the hare is way ahead. He stops to rest and falls asleep. Meanwhile, the tortoise keeps going at a slow but steady pace and finally wins the race.

The moral of the story is "slow and steady wins the race." Some of the phrases we hear today came from Aesop's fables. "Sour grapes," "a wolf in sheep's clothing," and "appearances often are deceiving" are examples.

For about 200 years, Aesop's fables were a part of Greece's oral **tradition**. This means they were passed from person to person by word of mouth long before they were ever written down. Since then, countless writers have retold the stories in many different languages.

Reading Check Describe What are the characteristics of a fable?

Biography



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

HOMER

c. 750 B.C.

Homer's epic poems—the *Iliad* and the *Odyssey*—are famous, but until the 1900s, historians believed that Homer never existed. Historians now know Homer was a real person, but they still debate whether he wrote his poems alone or with the help of other poets.

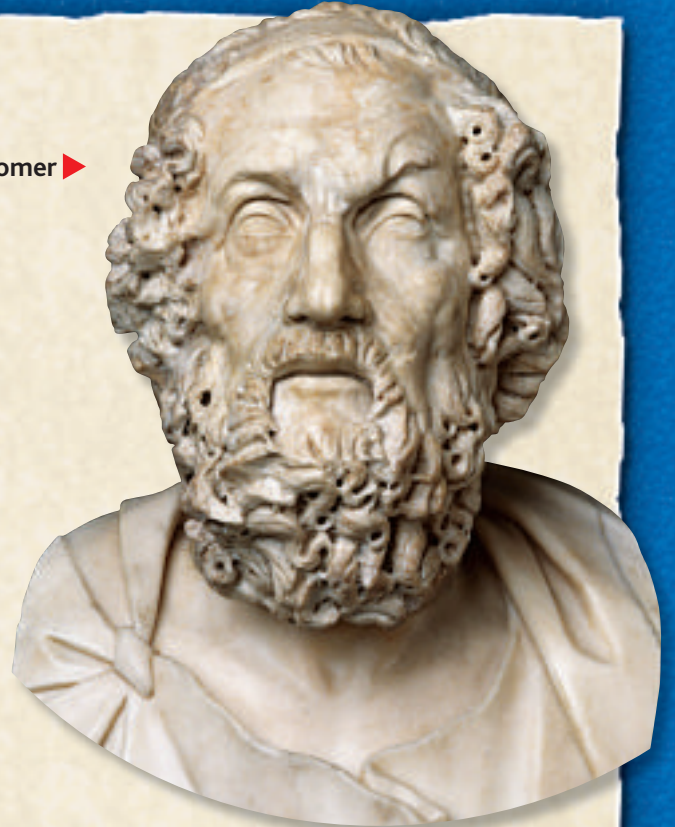
Many historians have speculated, or made educated guesses, about Homer's personal life. Some say that Homer came from Ionia and seven cities claim to be his birthplace. Some believe that he was blind. Others believe that he wandered from town to town.

Legends tell of Homer's strong influence on his readers. For example, as a young child, Alexander the Great is said to have slept with a copy of the *Iliad* under his pillow.

Homer used the term *aoidos* for a poet. This word means "singer," which tells us that the poetry created during Homer's time was memorized and recited, not written down. Usually, short, simple poems that were easy to remember were told to an audience as entertainment.

Homer created a different style of poetry that influenced all Western literature that followed. His epics are long and involve complex characters, dramatic action, and interesting events. Because each section of the *Iliad* and the *Odyssey* has these characteristics, most historians today think that only one poet could have created both epics. Whoever Homer was, his two epics have influenced readers for nearly 3,000 years.

Homer ▶



**"I hate as I hate [Hades']
own gate that man who
hides one thought within
him while he speaks
another."**

—Homer, the *Iliad*

Then and Now

Review the characteristics of an epic. Then do research to identify a modern epic.



WH6.4.4 Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*. **WH6.4.8** Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

Greek Drama

Main Idea Greek drama still shapes entertainment today.

Reading Connection Think about your favorite movie. How would you describe it? Is it a tragedy? Is it a comedy? Read to find out how Greek plays still influence our entertainment.

What is **drama** (DRAH•muh)? Drama is a story told by actors who pretend to be characters in the story. In a drama, actors speak, show emotion, and imitate the actions of the characters they represent.

Today's movies, plays, and television shows are all examples of drama.

Tragedies and Comedies The Greeks performed plays in outdoor theaters as part of their religious festivals. They developed two kinds of dramas—comedies and tragedies.

In a **tragedy** (TRA•juh•dee), a person struggles to overcome difficulties but fails. As a result, the story has an unhappy ending. Early Greek tragedies presented people in a struggle against their fate. Later Greek tragedies showed how a person's character flaws caused him or her to fail.

Linking Past & Present

The Theater

PAST Tragedies and comedies were staged at a theater on the slopes of the Acropolis in Athens. The plays included music and dance. Greek actors wore costumes and held large masks. The masks told the audience who the actor was supposed to be—a king, a soldier, or a god. All the actors were men, even those playing female parts.

▼ A modern-day play



▲ Ruins of a Greek theater

PRESENT Actors today include both men and women—and even children and animals. Special effects and makeup have replaced handheld masks. Music in modern theater is sometimes just as important as the actors' words. *If you watched a Greek play, what might it tell you about life in ancient Greece?*

In a **comedy** (KAH • muh • dee), the story ends happily. Today we use the word *comedy* to mean a story filled with humor. The word actually means any drama that has a happy ending.

Greek stories dealt with big questions, such as:

- What is the nature of good and evil?
- What rights should people have?
- What role do gods play in our lives?

The three best-known writers of Greek tragedies were Aeschylus (EHS • kuh • luhs), **Sophocles** (SAH • fuh • KLEEZ), and **Euripides** (yu • RIH • puh • DEEZ). The best-known writer of Greek comedies was Aristophanes (ar • uh • STAH • fuh • NEEZ).

Early Greek tragedies had only one actor who gave speeches and a chorus that sang songs describing the events. Aeschylus was the first to introduce the idea of having two actors. This let the writer tell a story involving **conflict** between the two people. Aeschylus also introduced costumes, props, and stage decorations—all items we still use today.

One of Aeschylus's best-known plays is a group of three plays called the *Oresteia* (ohr • eh • STY • uh). Aeschylus wrote the plays in 458 B.C. They describe what happens when the king of Mycenae returns home from the Trojan War. The *Oresteia* teaches that evil acts cause more evil acts and suffering. In the end, however, reason triumphs over evil. The moral of these plays is that people should not seek revenge.

Sophocles, a general and a writer of plays, developed drama even further. He used three actors in his stories instead of one or two. He also placed painted scenes behind the stage as a backdrop to the action. Two of Sophocles' most famous plays are *Oedipus Rex* (EH • duh • puhs REHKS) and *Antigone* (an • TIH • guh • nee). In *Antigone*, Sophocles



▲ This artwork shows actors preparing for a play. **When and where were Greek plays performed?**

◀ Comedy and tragedy masks

asks the question “Is it better to follow orders or to do what is right?”

Euripides, a later playwright, tried to take Greek drama beyond heroes and gods. His characters were more down-to-earth. Euripides' plots show a great interest in real-life situations. He questioned traditional thinking, especially about war. He showed war as cruel and women and children as its victims.

The works of Aristophanes are good examples of comedies. They make fun of leading politicians and scholars. They encourage the audience to think as well as to laugh. Many of Aristophanes' plays included jokes, just like popular television comedies do today.

✔ **Reading Check Summarize** What two types of drama did the Greeks create?



Greek Art and Architecture

Main Idea Greek art and architecture expressed Greek ideas of beauty and harmony.

Reading Connection Do you consider any building in your neighborhood a work of art? Read on to find out about buildings that people have admired as art for centuries.

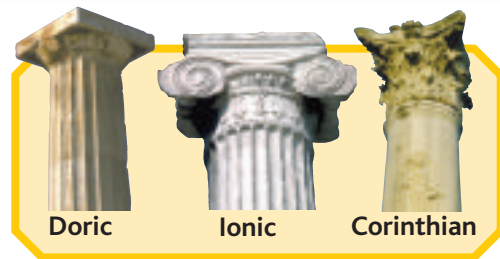
Artists in ancient Greece believed in certain ideas and tried to show those ideas in their work. These ideas have never gone out of style. Greek artists wanted people to

see reason, moderation, balance, and harmony in their work. They hoped their art would inspire people to base their lives on these same ideas.

We know that the Greeks painted murals, but none of them have survived. However, we can still see examples of Greek painting on Greek pottery. The pictures on most Greek pottery are either red on a black background or black on a red background. Large vases often had scenes from Greek myths. Small drinking cups showed scenes from everyday life.

The Parthenon

Standing at almost 230 feet long and 100 feet wide, the Parthenon was the glory of ancient Athens. It was built between 447 and 432 B.C. **What was the purpose of the Parthenon?**



Doric Ionic Corinthian

▲ The Greeks used three different styles of columns in their buildings.

Treasure Room
Held the city's gold

Athena
The statue of Athena, covered in ivory and gold, was about 43 feet high.



▲ Today the Parthenon still rises above Athens.

Festival
Athenians came to honor Athena every four years.



In addition to making pottery, the Greeks were skilled architects. Architecture is the art of designing and building structures. In Greece, the most important architecture was the temple dedicated to a god or goddess. The best-known example is the Parthenon. Temples, such as the Parthenon, had a walled room in their centers. Statues of gods and goddesses and the gifts offered to them were kept in these central rooms.

Large columns supported many Greek buildings. The first Greek columns were carved from wood. Then, in 500 B.C., the Greeks began to use marble. Marble columns were built in sections. Large blocks of marble were chiseled from stone quarries and brought by oxen-drawn wagon to the building site. The sections

were stacked on top of each other. To keep them from toppling, the column's sections were joined with wooden pegs. Today, marble columns are common features of churches and government buildings. Some of the best-known buildings in our nation's capital, such as the White House and the Capitol, have Greek columns.

Many Greek temples were decorated with sculpture. Greek sculpture, like Greek architecture, was used to express Greek ideas. The favorite subject of Greek artists was the human body. Greek sculptors did not copy their subjects exactly, flaws and all. Instead, they tried to show their ideal version of perfection and beauty.

Reading Check Identify What was the most important type of building in Greece?

Section 1 Review

History online
Study Central Need help understanding Greek culture? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the Main Ideas

- The Greeks believed gods and goddesses influenced their lives. They believed oracles spoke for the gods and goddesses.
- The Greeks wrote long poems, called epics, and short tales, called fables, to pass on Greek values.
- The Greeks created the ideas of tragedy and comedy that are still used in drama today.
- Greek art forms, such as painting, architecture, and sculpture, expressed Greek ideas of beauty, harmony, and moderation.

What Did You Learn?

1. How and why did the Greeks honor their gods?
2. What values did the epic poems of Homer teach Greeks?

Critical Thinking

3. **The Big Ideas** What are the main themes of Euripedes' plays? Would they be popular today? **CA 6RL3.6**
4. **Summarizing Information** Draw a table like the one below to describe the characteristics of Greek architecture and pottery. **CA 6RC2.4**

Greek Architecture	
Greek Pottery	

5. **Contrast** How do Greek tragedies and comedies differ? **CA 6RL3.1**
6. **Evaluate** Why did Greek artists include the ideas of reason, moderation, balance, and harmony in their works? **CA 6RC2.3**
7. **Expository Writing** Greek literature tells us about Greek society. Choose a modern book or movie. Write a paragraph to explain what it would tell others about our society. **CA 6WA2.2**
8. **Reading Visualizing** Write a description of Greek architecture. Give details so readers can visualize them. **CA 6RC2.4**



DAEDALUS AND ICARUS

Retold by Geraldine McCaughrean

Before You Read

The Scene: This story takes place on the Greek island of Crete in the legendary time when both humans and gods lived in ancient Greece.

The Characters: Daedalus is the master architect for King Minos of Crete. Icarus is the son of Daedalus.

The Plot: King Minos summons Daedalus and Icarus to build him a palace and then keeps them captive in their own creation. Daedalus plans to escape.

Vocabulary Preview

labyrinth: an extremely complicated maze

luxurious: characterized by comfort or pleasure

astonishment: sudden wonder or surprise

taunt: to mock in an insulting manner

daub: to cover with a sticky matter

plume: a large and showy feather of a bird

Have you ever known someone who ignored warnings and did something dangerous? This is the story of a young boy who does not listen to his father and suffers the consequences.

As You Read

Keep in mind that a myth is a special kind of story, usually involving gods or goddesses. Greek myths, like this one, were told and retold over many hundreds of years. Try to figure out why the Greeks told this story. What lesson does it teach?



The island of Crete was ruled by King Minos,¹ whose reputation for wickedness had spread to every shore. One day he summoned to his country a famous inventor named Daedalus.² “Come, Daedalus, and bring your son Icarus,³ too. I have a job for you, and I pay well.”

King Minos wanted Daedalus to build him a palace, with soaring towers and a high, curving roof. In the cellars there was to be a maze of many corridors—so twisting and dark that any man who once ventured in there would never find his way out again.

“What is it for?” asked Daedalus. “Is it a treasure vault? Is it a prison to hold criminals?”

But Minos only replied, “Build my labyrinth as I told you. I pay you to build, not to ask questions.”

So Daedalus held his tongue and set to work. When the palace was finished, he looked at it with pride, for there was nowhere in the world so fine. But when he found out the purpose of the maze in the cellar, he shuddered with horror.

For at the heart of that maze, King Minos put a creature that was half man, half beast—a thing almost too horrible to describe. He called it the Minotaur,⁴ and he fed it on men and women!

Then Daedalus wanted to leave Crete at once, and forget both maze and Minotaur. So he went to King Minos to ask for his money.

“I regret,” said King Minos, “I cannot let you leave Crete, Daedalus. You are the only man who knows the secret of the maze and how to escape from it. The secret must never leave this island. So I’m afraid I must keep you and Icarus here a while longer.”

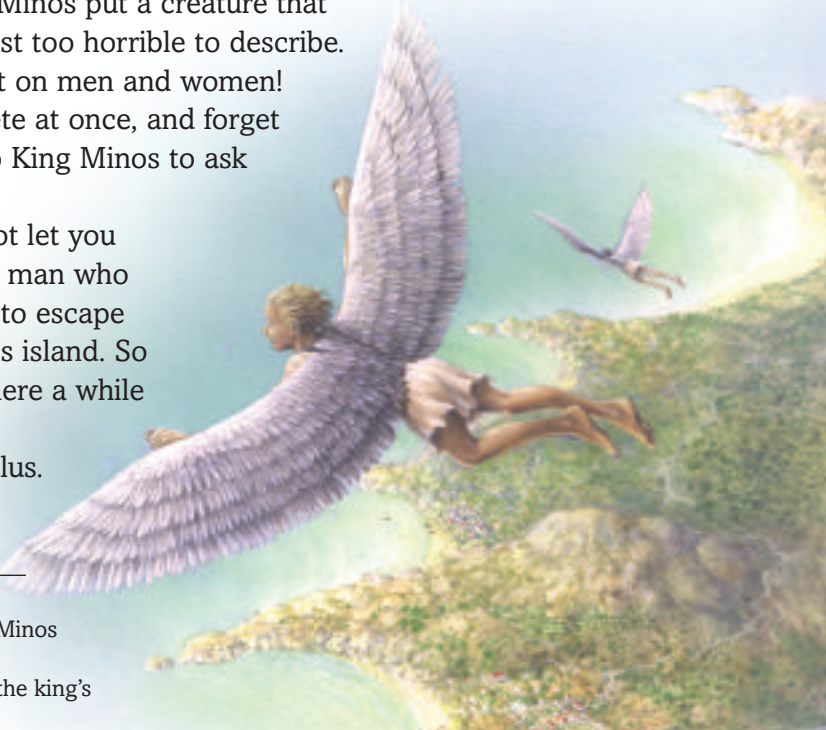
“How much longer?” gasped Daedalus.

¹**King Minos:** the king of Crete

²**Daedalus** (DEH • duhl • uhs): architect for King Minos

³**Icarus** (IH • kuh • ruhs): son of Daedalus

⁴**Minotaur:** the half man, half beast that lived in the king’s palace



“Oh—just until you die,” replied Minos cheerfully. “But never mind. I have plenty of work for a man as clever as you.”

Daedalus and Icarus lived in great comfort in King Minos’s palace. But they lived the life of prisoners. Their rooms were in the tallest palace tower, with beautiful views across the island. They ate delectable food and wore expensive clothes. But at night the door of their fine apartment was locked, and a guard stood outside. It was a comfortable prison, but it was a prison, even so. Daedalus was deeply unhappy.

Every day he put seed out on the windowsill, for the birds. He liked to study their brilliant colors, the clever overlapping of their feathers, the way they soared on the sea wind. It comforted him to think that they at least were free to come and go. The birds had only to spread their wings and they could leave Crete behind them, whereas Daedalus and Icarus must stay forever in their luxurious cage.

Young Icarus could not understand his father’s unhappiness. “But I like it here,” he said. “The king gives us gold and this tall tower to live in.”

Daedalus groaned. “But to work for such a wicked man, Icarus! And to be prisoners all our days!...We shan’t stay. We shan’t!”

“But we can’t get away, can we?” said Icarus. “How can anybody escape from an island? Fly?” He snorted with laughter.

Daedalus did not answer. He scratched his head and stared out of the window at the birds pecking seed on the sill.

From that day onward, he got up early each morning and stood at the open window. When a bird came for the seed, Daedalus begged it to spare him one feather.

Then each night, when everyone else had gone to bed, Daedalus worked by candlelight on his greatest invention of all.

Early mornings. Late nights. A whole year went by. Then one morning Icarus was awakened by his father shaking his shoulder. “Get up, Icarus, and don’t make a sound. We are leaving Crete.”

“But how? It’s impossible!”

Daedalus pulled out a bundle from under his bed. “I’ve been making something, Icarus.” Inside were four great folded fans of feathers. He stretched them out on the bed. They were wings! “I sewed the feathers together with strands of wool from my blanket. Now hold still.”

Daedalus melted down a candle and daubed his son’s shoulders with sticky wax. “Yes, I know it’s hot, but it will soon cool.” While the wax was still soft, he stuck two of the wings to Icarus’s shoulder blades.

“Now you must help me put on my wings, Son. When the wax sets hard, you and I will fly away from here, as free as birds!”

“I’m scared!” whispered Icarus as he stood on the narrow window ledge, his knees knocking and his huge wings drooping down behind. The lawns and courtyards of the palace lay far below. The royal guards looked as small as ants. “This won’t work!”

“Courage, Son!” said Daedalus. “Keep your arms out wide and fly close to me. Above all—are you listening, Icarus?”

“Y-y-yes, Father.”

“Above all, don’t fly too high! Don’t fly too close to the sun!”

“Don’t fly too close to the sun,” Icarus repeated, with his eyes tight shut. Then he gave a cry as his father nudged him off the windowsill.

He plunged downward. With a crack, the feathers behind him filled with wind, and Icarus found himself flying. Flying!

“I’m flying!” he crowed.

The guards looked up in astonishment, and wagged their swords, and pointed and shouted, “Tell the king! Daedalus and Icarus are...are...flying away!”

By dipping first one wing, then the other, Icarus found that he could turn to the left and to the right. The wind tugged at his hair. His legs trailed out behind him. He saw the fields and streams as he had never seen them before!

Then they were out over the sea. The sea gulls pecked at him angrily, so Icarus flew higher, where they could not reach him.

He copied their shrill cry and taunted them: “You can’t catch me!”

“Now remember, don’t fly too high!” called Daedalus, but his words were drowned by the screaming of the gulls.





I'm the first boy ever to fly! I'm making history! I shall be famous! thought Icarus, as he flew up and up, higher and higher.

At last Icarus was looking the sun itself in the face. "Think you're the highest thing in the sky, do you?" he jeered. "I can fly just as high as you! Higher, even!" He did not notice the drops of sweat on his forehead: He was so determined to outfly the sun.

Soon its vast heat beat on his face and on his back and on the great wings stuck on with wax. The wax softened. The wax trickled. The wax dripped. One feather came unstuck. Then a plume of feathers fluttered slowly down.

Icarus stopped flapping his wings. His father's words came back to him clearly now: "*Don't fly too close to the sun!*"

With a great sucking noise, the wax on his shoulders came unstuck. Icarus tried to catch hold of the wings, but they just folded up in his hands. He plunged down, his two fists full of feathers—down and down and down.

The clouds did not stop his fall.

The sea gulls did not catch him in their beaks.

His own father could only watch as Icarus hurtled head first into the glittering sea and sank deep down among the sharks and eels and squid. And all that was left of proud Icarus was a litter of waxy feathers floating on the sea.



Responding to the Literature

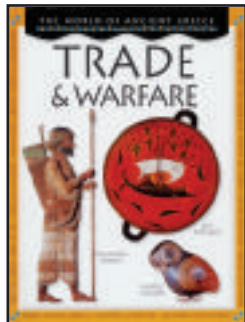
1. What does Daedalus build for King Minos?
2. What does King Minos do to keep Daedalus and Icarus from escaping from Crete?
3. **Drawing Conclusions** Do you think Daedalus is a concerned father? Why or why not? Support your opinion with examples. **CA 6RL3.2**
4. **Analyze** How does the setting of the story influence the plot? Support your ideas with details from the story. **CA 6RL3.3**
5. **Read to Write** Imagine you are Icarus. Would you listen to your father's advice? Write two or three paragraphs explaining what you would have done and why. **CA 6WA2.4**

Reading on Your Own...



From the California Reading List

Do you want to learn more about the ancient Greeks?
If so, check out these other great books.

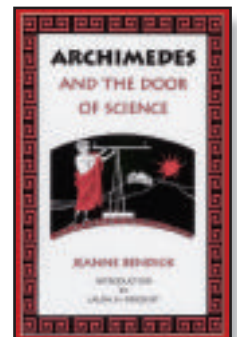


Nonfiction

Trade and Warfare by Robert Hull explores the history of Greece through trading and conflict. It looks at the different types of ships the Greeks used and the battles on both land and sea. *The content of this book is related to History–Social Science Standard WH6.4.*

Biography

Archimedes and the Door of Science by Jeanne Bendick follows the life of the Greek scientist Archimedes. Learn about the different discoveries and inventions of one of the greatest minds of the ancient world. *The content of this book is related to History–Social Science Standard WH6.4.*

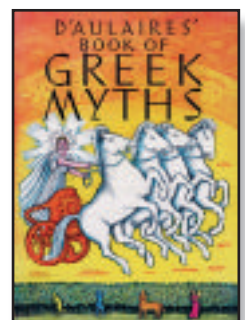


Mythology

Adventures of the Greek Heroes by Mollie McLean and Anne Wiseman is a book written by two teachers who love the tales of action and adventure in ancient Greece. Exciting tales give the reader a glimpse into the lives of heroic Greeks. *The content of this book is related to History–Social Science Standard WH6.4.*

Mythology

D'Aulaires' Book of Greek Myths by Edgar and Ingri D'Aulaire is a retelling of the most significant stories of ancient Greece. The book is filled with adventures and stories of the gods and goddesses and men and women who influenced Greek mythology. *The content of this book is related to History–Social Science Standard WH6.4.*



Greek Philosophy and History

Guide to Reading



History Social Science Standards

WH6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

Looking Back, Looking Ahead

Section 1 discussed early Greek artists and writers. Many of them made the years between 500 and 350 B.C. the Golden Age for Greece. Greek thinkers and historians produced works that shape people's views of the world today.

Focusing on the Main Ideas

- Greek philosophers developed ideas that are still used today. (page 393)
- Greeks wrote the first real histories in Western civilization. (page 397)

Meeting People

Pythagoras (puh•THA•guh•ruhs)

Socrates (SAH•kruh•TEEZ)

Plato (PLAY•TOH)

Aristotle (AR•uh•STAH•tuhl)

Herodotus (hih•RAH•duh•tuhs)

Thucydides (thoo•SIH•duh•DEEZ)

Content Vocabulary

philosophy (fuh•LAH•suh•fee)

philosopher (fuh•LAH•suh•fuhr)

Sophist (SAH•fihst)

Socratic method (suh•KRA•tihk)

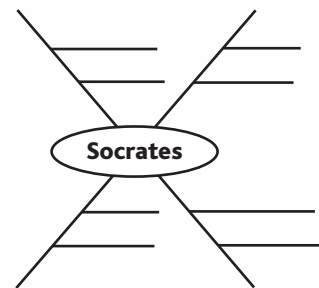
Academic Vocabulary

reject (ree•JEHKT)

accurate (A•kyuh•ruht)

Reading Strategy

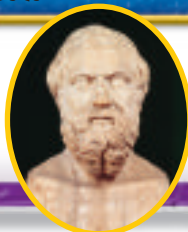
Categorizing Information Use diagrams like the one below to show the basic philosophies of Socrates, Plato, and Aristotle.



NATIONAL GEOGRAPHIC

Who & When?

500 B.C.



435 B.C.
Herodotus writes history of Persian Wars

400 B.C.



399 B.C.
Socrates sentenced to death

300 B.C.



335 B.C.
Aristotle opens the Lyceum in Athens



WH6.4.8 Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

Greek Philosophers

Main Idea Greek philosophers developed ideas that are still used today.

Reading Connection What is right? What is wrong? What makes a government good? Read to learn how the ancient Greeks tried to answer similar “big” questions.

The word **philosophy** (fuh•LAH•suh•fee) comes from the Greek word for “love of wisdom.” Greek philosophy led to the study of history, political science, science, and mathematics. Greek thinkers who believed the human mind could understand everything were called **philosophers** (fuh•LAH•suh•fuhrs).

Many philosophers were teachers. One Greek philosopher, **Pythagoras** (puh•THA•guh•ruhs), taught his pupils that the universe followed the same laws that governed music and numbers. He believed that all relationships in the world could be expressed in numbers. As a result, he developed many new ideas about mathematics. Most people know his name because of the Pythagorean theorem that is still used in geometry. It is a way to determine the length of the sides of a triangle.

Who Were the Sophists? The **Sophists** (SAH•fihsts) were professional teachers in ancient Greece. They traveled from city to



▲ This artwork shows Greek philosophers involved in a discussion. **Where does the word philosophy come from?**

Greek Philosophers

Sophists

Socrates

Plato

Aristotle

Thinker or Group



Main Idea

Sophists like Libanius (above) thought that people should use knowledge to improve themselves. They believed that there is no absolute right or wrong.

He was a critic of the Sophists. Socrates believed that there was an absolute right and wrong.

He rejected the idea of democracy as a form of government. Plato believed that philosopher-kings should rule society.

Aristotle taught the idea of the “golden mean.” He believed observation and comparison were necessary to gain knowledge.

Important Contribution

They developed the art of public speaking and debate.

He created the Socratic method of teaching.

He described his vision of the ideal government in his work the *Republic*.

He wrote over 200 books on philosophy and science. He divided all governments into three basic types.

Influence on Today

The importance of public speaking can be seen in political debates between candidates.

His methods influenced the way teachers interact with their students.

He introduced the idea that government should be fair and just.

His political ideas still shape political ideas today.

city and made a living by teaching others. They believed students should use their time to improve themselves. Many taught their students how to win an argument and make good political speeches.

Sophists did not believe that gods and goddesses influenced people. They also **rejected** the concept of absolute right or wrong. They believed that what was right for one person might be wrong for another.

The Ideas of Socrates One critic of the Sophists was **Socrates** (SAH • kruh • TEEZ). Socrates was an Athenian sculptor whose true love was philosophy. Socrates left no writings behind. What we know about him we have learned from the writings of his students.

Socrates believed that an absolute truth existed and that all real knowledge was within each person. He invented the **Socratic method** (suh • KRA • tihk) of teaching still used today. He asked pointed questions to force his pupils to use their reason and to see things for themselves.

Some Athenian leaders considered the Socratic method a threat to their power. At one time, Athens had a tradition of questioning leaders and speaking freely. However, their defeat in the Peloponnesian War changed the Athenians. They no longer trusted open debate. In 399 B.C. the leaders accused Socrates of teaching young Athenians to rebel against the state. A jury found Socrates guilty and sentenced him to death. Socrates could have fled the city, but

he chose to remain. He argued that he had lived under the city's laws, so he had to obey them. He then drank poison to carry out the jury's sentence.

The Ideas of Plato One of Socrates' students was **Plato** (PLAY•TOH). Unlike Socrates, we are able to learn a lot about Plato from his writings. One work Plato wrote is called the *Republic*. It explains his vision of government. Based on life in Athens, Plato decided that democracy was not a good system of government. He did not think that rule by the people produced fair or sensible policies. To him, people could not live good lives unless they had a just and reasonable government.

In the *Republic*, Plato described his ideal government. He divided people into three basic groups. At the top were philosopher-kings, who ruled using logic and wisdom. Warriors made up the second group. They defended the state from attack.

The third group included the rest of the people. They were driven by desire, not by wisdom like the first group or courage like the second. These people produced the state's food, clothing, and shelter. Plato also believed that men and women should have the same education and an equal chance to have the same jobs.

Who Was Aristotle? Plato established a school in Athens known as the Academy. His best student was **Aristotle** (AR•uh•STAH•tuhl). Aristotle wrote more than 200 books on topics ranging from government to the planets and stars.

In 335 B.C. Aristotle opened his own school called the Lyceum. At the Lyceum, Aristotle taught his pupils the "golden mean." This idea holds that a person should do nothing in excess. For example, a person

should not eat too little or too much but just enough to stay well.

Aristotle also helped to advance science. He urged people to use their senses to make observations, just as scientists today make observations. Aristotle was the first person to group observations according to their similarities and differences. Then he made generalizations based on the groups of facts.

Like Plato, Aristotle wrote about government. He studied and compared the governments of 158 different places to find the best form of government. In his book *Politics*, Aristotle divided the governments into three types:

- Government by one person, such as a monarch (king or queen) or a tyrant
- Government by a few people, which might be an aristocracy or an oligarchy
- Government by many people, as in a democracy

Aristotle noticed that governments run by a few people were usually run by the rich. He noticed that most democracies were run by the poor. He thought the best government was a mixture of the two.

Aristotle's ideas shaped the way Europeans and Americans thought about government. The founders of the United States Constitution tried to create a mixed government that balanced the different types Aristotle had identified.

 **Reading Check Contrast** How did Aristotle's idea of government differ from Plato's?



Web Activity Visit ca.hss.glencoe.com and click on *Chapter 8—Student Web Activity* to learn more about ancient Greece.



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

PLATO AND ARISTOTLE

Plato c. 428–347 B.C.

Aristotle 384–322 B.C.

Plato was from a noble Greek family and had planned a career in politics. However, he was so horrified by the death of his teacher, Socrates, that he left politics and spent many years traveling and writing. When Plato returned to Athens in 387 B.C., he founded an academy, where he taught using Socrates' method of questioning. His academy drew bright young students from Athens and other Greek city-states. Plato looked for truth beyond the appearances of everyday objects and reflected this philosophy in his writing and teaching. He believed the human soul was the connection between the appearance of things and ideas.

Plato and Aristotle—two of the greatest ancient Greek philosophers—met as teacher and student at Plato's Academy in Athens. Aristotle left his home in Stagira and arrived on the Academy's doorstep when he was eighteen years old. He remained at Plato's Academy for 20 years, until the death of his teacher. Unlike Plato, Aristotle did not come from a noble family. His father was the court physician to the king of Macedonia. At an early age, Aristotle's father introduced him to the topics of medicine and biology, and these became his main interests of study. Aristotle sought truth through a systematic, scientific approach. He liked to jot down notes and details about different topics—from weather to human behavior—and arrange them in categories. He did not trust the senses' ability to understand the universe.



Plato ▲



▲ Aristotle

After Plato's death, Aristotle traveled for about 12 years. He also tutored the future Alexander the Great. Later in his life, he returned to Athens and opened his own school, the Lyceum. He made his school the center for research in every area of knowledge known to the Greeks.

Then and Now

Aristotle spent 20 years at Plato's Academy. What present-day careers or subjects of study require lifelong learning?



Greek Historians

Main Idea Greeks wrote the first real histories in Western civilization.

Reading Connection How would the United States be different if we did not know our history? Read to learn how the Greeks began to write history.

In most places in the ancient world, people used legends and myths to explain their past. No one tried to explain the past by studying events. Then, in 435 B.C., a Greek named **Herodotus** (hih • RAH • duh • tuhs) wrote the history of the Persian Wars.

In his book, Herodotus tried to separate fact from legend. He asked questions, recorded answers, and checked the truthfulness of his sources. Although his history includes some errors and uses gods and goddesses to explain some events, many European and American historians consider him the “father of history.”

Many historians consider **Thucydides** (thoo • SIH • duh • DEEZ) the greatest historian of the ancient world. Thucydides fought in the Peloponnesian War. Afterward, he wrote his *History of the Peloponnesian War*.

Unlike Herodotus, Thucydides saw war and politics as the activities of human beings, not gods. He also stressed the importance of having **accurate** facts:

“Either I was present myself at the events which I have described or else I heard of them from eye-witnesses whose reports I have checked with as much thoroughness as possible.”

—Thucydides, *History of the Peloponnesian War*

Reading Check Identify How did Thucydides view war and politics?

Section 2 Review

History online
Study Central Need help with Greek philosophy and history? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the Main Ideas

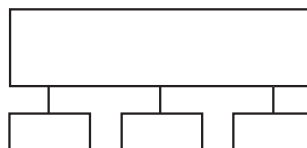
- The ideas of Greek philosophers, including Socrates, Plato, and Aristotle, still affect modern thinking about education, government, and science.
- Herodotus and Thucydides are considered western civilization’s first historians. They believed that people could understand the present by studying the past.

What Did You Learn?

1. Who were the Sophists and what were their beliefs?
2. Before Herodotus, how did Greeks explain the past?
4. **Science Connection** How are Aristotle’s teachings related to the scientific method used by scientists today? **CA 6RC2.3**

Critical Thinking

5. **Contrast** What is different about the works of Herodotus and Thucydides? **CA 6RC2.2**
6. **The Big Ideas** How did the ideas of Greek philosophers affect Greek society? **CA HI2.**
7. **Persuasive Writing** Do you agree with Plato’s vision of the ideal state in the *Republic*? Write an editorial expressing your viewpoint. **CA 6WA2.5**



Alexander the Great

Guide to Reading



History Social Science Standards

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

Looking Back, Looking Ahead

In Section 2, you learned that the Greek philosopher Aristotle was also a teacher. The king of Macedonia admired Greek culture and hired Aristotle to tutor his son, Alexander. Years later, his son would take control of the Greek world.

Focusing on the Main Ideas

- Philip II of Macedonia united the Greek states. (page 399)
- Alexander the Great conquered the Persian Empire and spread Greek culture throughout southwest Asia. (page 400)

Locating Places

- Macedonia** (MA•suh•DOH•nee•uh)
- Chaeronea** (KEHR•uh•NEE•uh)
- Syria** (SIHR•ee•uh)
- Alexandria** (A•lihg•ZAN•dree•uh)

Meeting People

Philip II
Alexander the Great

Content Vocabulary

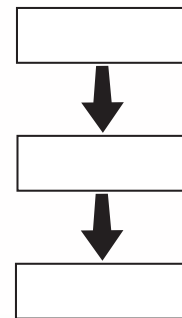
legacy (LEH•guh•see)
Hellenistic Era (HEH•luh•NIHS•tihk)

Academic Vocabulary

achieve (uh•CHEEV)
military (MIH•luh•TEHR•ee)

Reading Strategy

Sequencing Create a diagram like the one below to track the achievements of Alexander the Great.



Where & When?



360 B.C.

359 B.C.
Philip II becomes king of Macedonia

340 B.C.

331 B.C.
Alexander defeats Darius at Gaugamela

320 B.C.

323 B.C.
Alexander dies



WH6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

WH6.4.7 Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

Macedonia Attacks Greece

Main Idea Philip II of Macedonia united the Greek states.

Reading Connection Have you ever wanted something because your neighbor had it? Read to find what the king of Macedonia wanted from his neighbors, the Greeks.

Macedonia (MA • suh • DOH • nee • uh) lay north of Greece. The Macedonians raised sheep and horses and grew crops in their river valleys. They were a warrior people who fought on horseback. The Greeks looked down on them, but by 400 B.C., Macedonia had become a powerful kingdom.

A Plan to Win Greece In 359 B.C. **Philip II** rose to the throne in Macedonia. Philip had lived in Greece as a young man. He admired everything about the Greeks—their art,

their ideas, and their armies. Although Macedonia was influenced by Greek ideas, Philip wanted to make his kingdom strong enough to defeat the mighty Persian Empire. In order to **achieve** this goal, Philip needed to unite the Greek city-states with his own kingdom.

Philip trained a vast army of foot soldiers to fight like the Greeks. He took over the city-states one by one. He took some city-states by force and bribed the leaders of others to surrender. Some united with his kingdom voluntarily.

Demosthenes (dih • MAHS • tuh • NEEZ) was a lawyer and one of Athens's great public speakers. He gave several powerful speeches warning Athenians that Philip was a threat to Greek freedom. He urged Athens and other city-states to join together to fight the Macedonians.

Primary Source

Demosthenes' Warning

▼ Demosthenes

As King Philip II of Macedonia became more powerful, he began to take part in the affairs of Greece. Demosthenes realized that Macedonia's powerful army would eventually be a threat to Greece. He tried to warn the Greeks to take action. "Remember only that Philip is our enemy, that he has long been robbing and insulting us, that wherever we have expected aid from others we have found hostility, that the future depends on ourselves, and that unless we are willing to fight him there we shall perhaps be forced to fight here. . . . You need not speculate [guess] about the future except to assure yourselves that it will be disastrous unless you face the facts and are willing to do your duty."

—Demosthenes, "The First Philippic" in *Orations of Demosthenes*



DBQ Document-Based Question

Which line of Demosthenes' speech tells what he thinks will happen if the Greeks ignore Philip?





However, by the time the Greeks saw the danger, it was too late. The Peloponnesian War had left the Greeks weak and divided. In many Greek city-states, the population had declined after the Peloponnesian War. Fighting had destroyed many farms and left people with no way to earn a living. As a result, thousands of young Greeks left Greece to join the Persian army. Many who stayed behind began fighting among themselves. The city-states grew weaker.

Although the Athenians joined some other Greek states to fight Philip's army, they could not stop the invasion. In 338 B.C. the Macedonians crushed the Greek allies at the Battle of **Chaeronea** (KEHR•uh•NEE•uh) near Thebes. Philip now controlled most of Greece.

Reading Check Summarize Why did Philip II invade Greece?

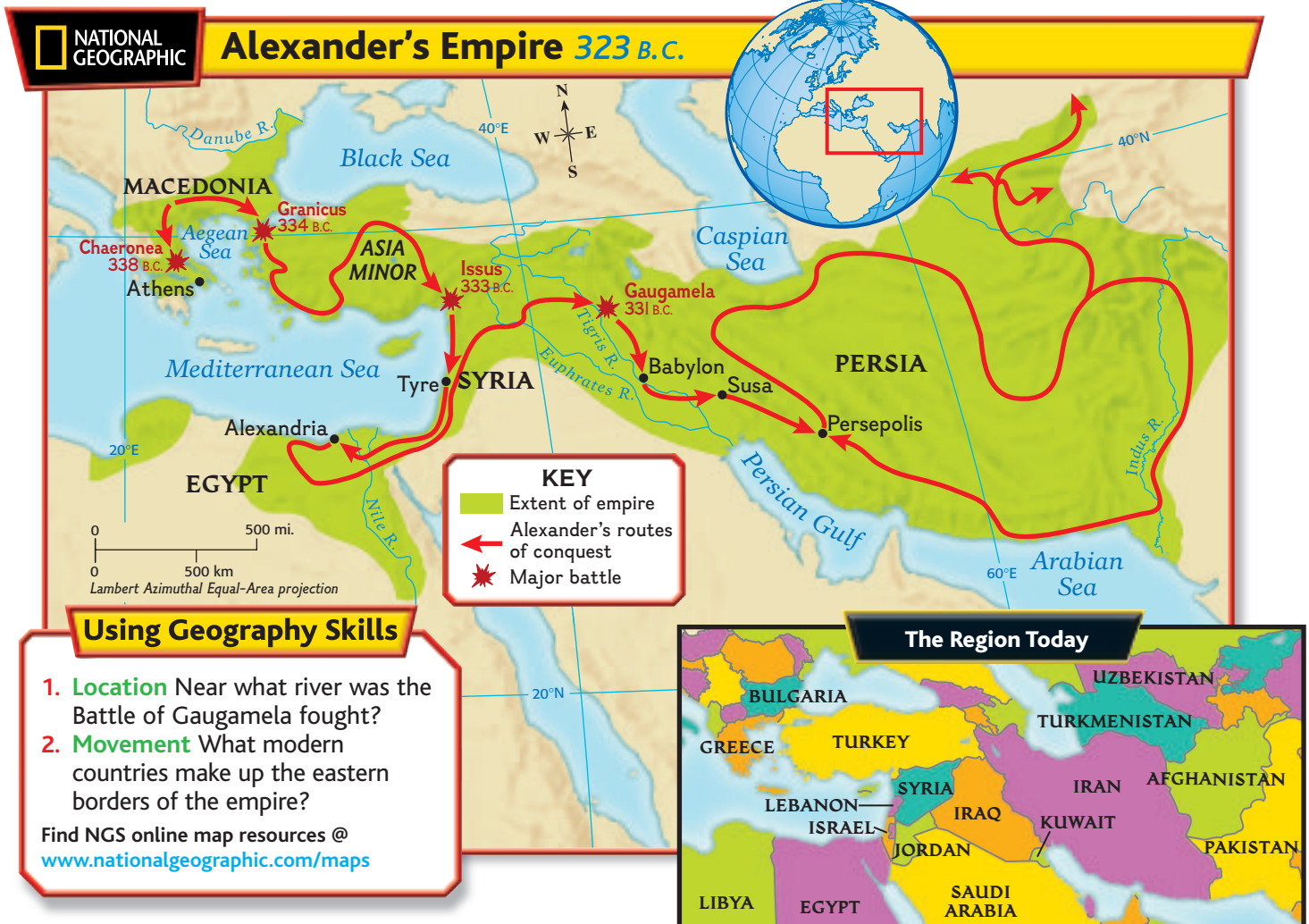
Alexander Builds an Empire

Main Idea Alexander the Great conquered the Persian Empire and spread Greek culture throughout southwest Asia.

Reading Connection What will you be doing at age 20? Read to learn what Philip's son Alexander achieved.

Philip planned to conquer the Persian Empire with the Greeks' help. Before Philip could carry out his plan, however, he was murdered. As a result, the invasion of Asia fell to his son.

Alexander was only 20 when he became king of Macedonia. Philip had carefully trained his son for leadership. While still a boy, Alexander often went with his father to the battlefield. At age 16 he rose to commander in the Macedonian army. After his



father's death, Alexander was ready to fulfill his father's dream—the invasion of the Persian Empire.

What Did Alexander Conquer? In the spring of 334 B.C., Alexander invaded Asia Minor with about 37,000 foot soldiers. He also took along 5,000 mounted warriors. With Alexander at their head, the cavalry destroyed the forces of the local Persian satraps at the Battle of Granicus.

By the next year, Alexander had freed the Greek cities in Asia Minor from Persian rule and defeated a large Persian army at Issus. He then turned south. By the winter of 332 B.C., he had captured **Syria** (SIHR•ee•uh) and Egypt. Then he built the city of **Alexandria** (A•lihng•ZAN•dree•uh) in Egypt as a center of business and trade. The city became one of the most important cities in the ancient world.

In 331 B.C. Alexander headed east and defeated the Persians at Gaugamela, near Babylon. After this victory, his army easily overran the rest of the Persian Empire. However, Alexander did not stop at Persia. Over the next three years, he marched east as far as modern Pakistan. In 326 B.C. he crossed the Indus River and entered India. There he fought a number of bloody battles. Weary of continuous war, his soldiers refused to go farther. Alexander agreed to lead them home.

On the return march, the troops crossed a desert in what is now southern Iran. Heat and thirst killed thousands of soldiers. At one point, a group of soldiers found a little water and scooped it up in a helmet. Then they offered the water to Alexander. According to a Greek historian, Alexander, “in full view of his troops, poured the water on the ground. So extraordinary was the effect of this action that the water wasted by

Alexander was as good as a drink for every man in the army.”

In 323 B.C. Alexander returned to Babylon. He wanted to plan an invasion of southern Arabia but was very tired and weak from wounds. He came down with a bad fever. Ten days later he was dead at age 32.

Alexander's Legacy Alexander was a great **military** leader. He was brave and even reckless. He often rode into battle ahead of his men and risked his own life. He inspired his armies to march into unknown lands and risk their lives in difficult situations.

The key to Alexander's courage may have been his childhood education. Alexander kept a copy of the *Iliad* under his pillow. Most likely his inspiration was Homer's warrior-hero Achilles. In the end, Alexander's reputation outstripped even Achilles', and today he is called **Alexander the Great**.

Alexander the Great



▲ This carving of Alexander the Great on his horse decorated the side of a tomb. **Was Alexander able to fulfill his plans of conquest? Explain.**

A **legacy** (LEH•guh•see) is what a person leaves behind when he or she dies. Alexander's skill and daring created his legacy. He helped extend Greek and Macedonian rule over a vast region. At the same time, he and his armies spread Greek art, ideas, language, and architecture wherever they went in southwest Asia and northern Africa. Greeks, in turn, brought new ideas back from Asia and Africa.

Alexander's conquests marked the beginning of the **Hellenistic Era** (HEH•luh•NIHS•tihk). The word *Hellenistic* comes from a Greek word meaning "like the Greeks." It refers to a time when the Greek language and Greek ideas spread to the non-Greek people of southwest Asia.

The Empire Breaks Apart Alexander the Great planned to unite Macedonians, Greeks, and Persians in his new empire. He used Persians as officials and encouraged his soldiers to marry Asian women. After Alexander died, however, his generals fought one another for power. As a result, the empire that Alexander had created fell apart. Four kingdoms took its place: Macedonia, Pergamum (PUHR•guh•muhm), Egypt, and the Seleucid Empire (suh•LOO•suhd). Look at the map on page 403 to see where these kingdoms were located.

All government business in the Hellenistic kingdoms was conducted in the Greek language. Only those Asians and Egyptians who spoke Greek could apply

(l)Van Arthus-Bertrand/CORBIS, (r)Archives Charmel/Bridgeman Art Library

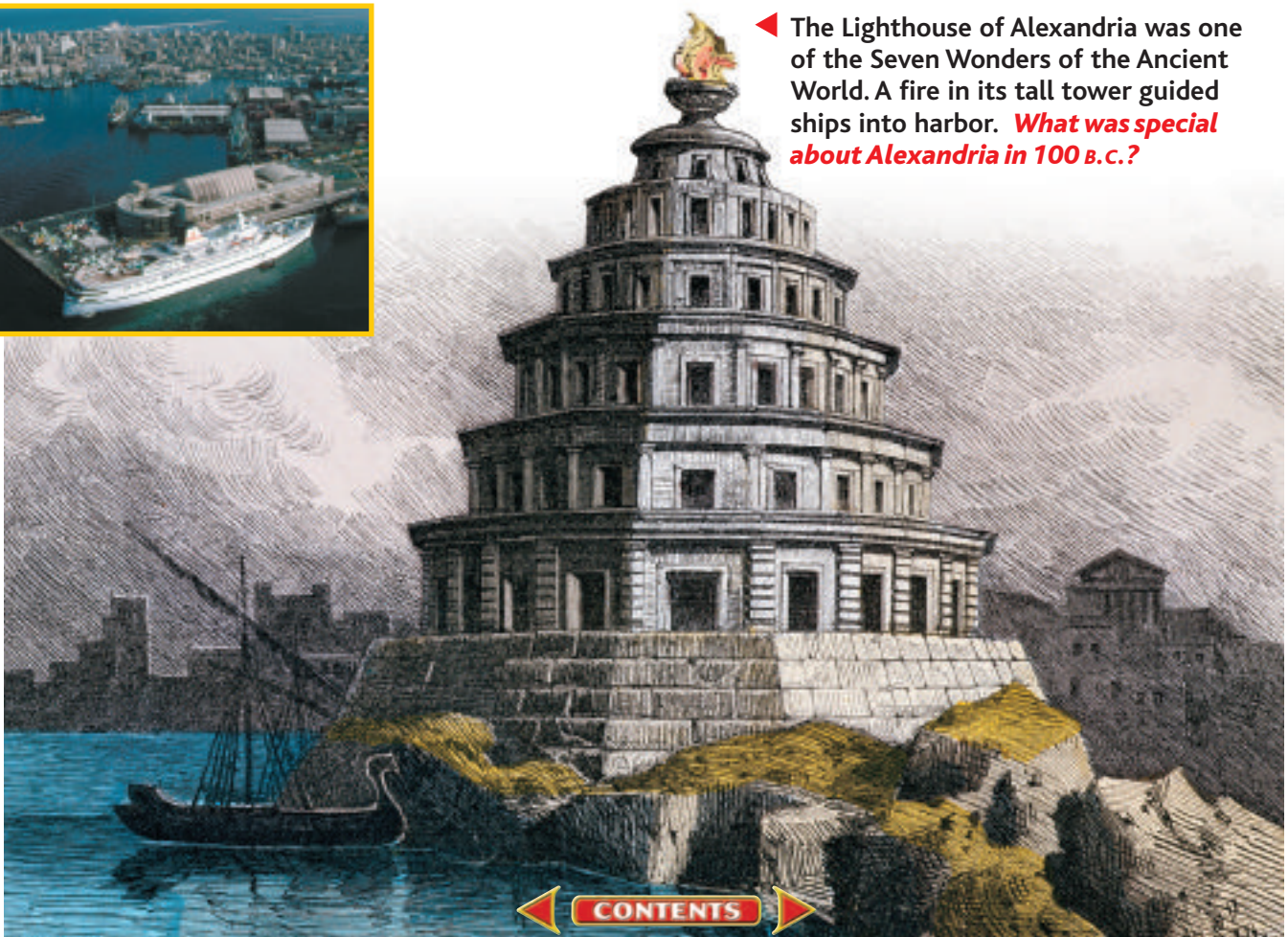
Alexandria, Egypt



▼ Modern Alexandria



◀ The Lighthouse of Alexandria was one of the Seven Wonders of the Ancient World. A fire in its tall tower guided ships into harbor. **What was special about Alexandria in 100 B.C.?**



for government posts. The kings preferred to give the jobs to Greeks and Macedonians. In this way, Greeks managed to stay in control of the governments.

By 100 B.C., the largest city in the Mediterranean world was Alexandria, which Alexander had founded in Egypt. In addition, the Hellenistic kings created many new cities and military settlements.

These new Greek communities needed architects, engineers, philosophers, artisans, and artists. For this reason, Hellenistic rulers encouraged Greeks and Macedonians to settle in southwest Asia. These colonists provided new recruits for the army and a pool of government officials. They helped spread Greek culture into Egypt and as far east as modern-day Afghanistan and India.

Reading Check Explain What was Alexander's legacy?



Using Geography Skills

- Movement** Which kingdom appears to have had the most territory?
- Location** Which kingdoms were at least partially located in Asia?

Section 3 Review

History online
Study Central Need help understanding the conquests of Alexander the Great? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the Main Ideas

- Following the Battle of Chaeronea in 338 B.C., King Philip of Macedonia ruled all of Greece.
- Alexander the Great, King Philip's son, conquered an empire that stretched to Africa in the south and India in the east. After Alexander's death, his empire split into several kingdoms.

What Did You Learn?

- How did Philip II of Macedonia feel about the Greeks?
- What ended Alexander's conquest of India?
- Analyze** Why was Alexander a good leader? **CA 6RC2.0**
- Summarize** Draw a table to summarize what you know about each topic. **CA 6RC2.4**
- Points of View** Why did some Greeks ignore the rise of Macedonia? Who tried to warn them? **CA HR5.**
- The Big Ideas** What changes to Greek civilization did Philip and Alexander bring about through war? **CA HI3.**
- Geography Skills** How many continents did Alexander's empire reach? **CA CS3.**
- Analysis Predicting** How might history be different if Alexander had not died at such a young age? **CA HI4.**

Philip of Macedonia	Alexander the Great	Alexander's Empire After His Death



You Decide . . .



WH6.4.7 Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

Alexander the Great: Villain or Hero?

Villain

Was Alexander the Great really great? Or was he an evil conqueror? Those who see him as bloodthirsty and cruel give this as evidence against Alexander. They say he

- destroyed Persepolis
- attacked Tyre, killing 10,000 people and enslaving 30,000
- treated his slaves harshly
- ordered the murder of several close advisers.

Many legends about Alexander have been told. One historian found this account to support the “villain theory.”

“The following is my favourite [story] which is found all the way from Turkey to Kazakhstan: Iskander [Alexander] was actually a devil and he had horns. But his hair was long and wavy and the horns were never seen. Only his barbers knew. But he feared they could not keep the secret. So, he killed them when they discovered. His last barber pretended not to notice and kept the secret. Eventually though he could bear it no longer and, as he could tell no one, he ran to a well and called down the well: ‘Iskander has horns!’ But in the bottom of the well were whispering reeds [used in flutes] and they echoed the story until it went round the whole world.”

—Michael Wood,
“In the Footsteps of
Alexander the Great”



▲ Alexander the Great (at far left)



▲ Alexander the Great

Hero

Other historians consider Alexander the Great to be a hero. They claim he brought progress, order, and culture to each new land he conquered. In support of him, they say Alexander

- tried to promote learning
- visited all of his wounded men after each battle
- spared the lives of the queen and princess of Persia
- built new cities where others had been destroyed.

Arrian, a Greek historian who lived in the A.D. 100s, wrote about Alexander this way:

"For my own part, I think there was at that time no race of men, no city, nor even a single individual to whom Alexander's name and fame had not penetrated. For this reason it seems to me that a hero totally unlike any other human being could not have been born without the agency [help] of the deity [gods]."

—Arrian, *The Anabasis of Alexander*

On two points all historians agree: Alexander was a brilliant general and he was a brave fighter. He once boasted to his men:

"For there is no part of my body, in front at any rate, remaining free from wounds; nor is there any kind of weapon used either for close combat or for hurling at the enemy, the traces of which I do not bear on my person. For I have been wounded with the sword in close fight, I have been shot with arrows, and I have been struck with missiles projected from engines of war; and though oftentimes I have been hit with stones and bolts of wood for the sake of your lives, your glory, and your wealth, I am still leading you as conquerors over all the land and sea, all rivers, mountains, and plains. I have celebrated your weddings with my own, and the children of many of you will be akin to my children."

—Arrian, *The Anabasis of Alexander*

You Be the Historian

DBQ Document-Based Questions

1. Why do some historians view Alexander as a villain? **CA HR.5.**
2. Why do others view him as a hero? **CA HR.5.**
3. Was Alexander wicked or heroic? Take the role of a historian. Write a persuasive essay that explains how you see Alexander the Great. Be sure to use facts to support your position. **CA 6WA2.5**

Section

4

The Spread of Greek Culture

Guide to Reading



History Social Science Standards

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

Looking Back, Looking Ahead

In Section 3, you read that Alexander's conquests helped to spread Greek culture. The kings who came after Alexander also tried to attract the best and brightest Greeks to Asia and Egypt. They hoped to recreate the glory of Greece's Golden Age in their own kingdoms.

Focusing on the Main Ideas

- Hellenistic cities became centers of learning and culture. (page 407)
- Philosophers and scientists in the Hellenistic Era introduced new ideas and made major discoveries. (page 408)
- Greek power declined as a new power in the Mediterranean arose: Rome. (page 411)

Meeting People

Euclid (YOO•kluhd)
Archimedes (AHR•kuh•MEE•deez)
Hypatia (hy•PAY•shuh)

Locating Places

Rhodes (ROHDZ)
Syracuse (SIHR•uh•KYOOS)

Content Vocabulary

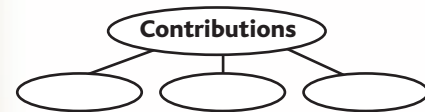
Epicureanism (EH•pih•kyu•REE•uh•NIH•zuhm)
Stoicism (STOH•uh•SIH•zuhm)
astronomer (uh•STRAH•nuh•muhr)
plane geometry (jee•AH•muh•tree)
solid geometry (jee•AH•muh•tree)

Academic Vocabulary

goal (GOHL)
lecture (LEHK•chuh)
major (MAY•juhr)

Reading Strategy

Summarizing Information Create a diagram to show the major Greek contributions to Western civilization.



Where & When?



350 B.C.

275 B.C.

200 B.C.

c. 300 B.C. King Ptolemy I invites Euclid to Alexandria

291 B.C. Menander, the playwright, dies

212 B.C. Archimedes killed by Romans





WH6.4.7 Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

WH6.4.8 Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

Greek Culture Spreads

Main Idea Hellenistic cities became centers of learning and culture.

Reading Connection Imagine you are a leading citizen in a new city. How would you make it the best city possible? Read to find out how leaders in the Hellenistic Era improved their cities.

During the Hellenistic Era, philosophers, scientists, poets, and writers flocked to the new Greek cities in southwest Asia and Egypt, especially Alexandria. Many came to take advantage of Alexandria's library. Its more than 500,000 scrolls were useful to students of literature and language. Alexandria also had a museum where researchers went to do their work.

Architecture and Sculpture The Hellenistic kingdoms were lands of opportunity for Greek architects. New cities were being founded, and old ones were being rebuilt. The Hellenistic kings wanted to make these cities like the cultural centers of Greece. They paid handsome fees to line the streets with baths, theaters, and temples.

Hellenistic kings and other wealthy citizens hired Greek sculptors to fill their towns and cities with thousands of statues. These statues showed the same level of workmanship as the statues from Greece's Golden Age.

Literature and Theater Hellenistic leaders also admired talented writers. Kings and leading citizens spent generous sums of money supporting writers' work. As a result, the Hellenistic Age produced a large body of literature. Sadly, very little of this writing has survived.

One of the works we know about is an epic poem by Appolonius (A•puh•LOH•nee•uhs) of **Rhodes** (ROHDZ). Called *Argonautica*, it tells the legend of Jason and his band of heroes. They sail the seas in search of a ram

with golden fleece. Another poet, Theocritus (thee•AH•kruh•tuhs), wrote short poems about the beauty of nature.

Athens remained the center of Greek theater. Playwrights in Athens created a new kind of comedy. The stories had happy endings and still make people laugh. However, unlike the comedies of Greece's Golden Age, they did not poke fun at political leaders. Instead the plays told stories about love and relationships. One of the best known of the new playwrights was Menander (muh•NAN•duhr), who lived from 343 B.C. to 291 B.C.

Reading Check Explain How did the Hellenistic kingdoms spread Greek culture?

Primary Source

The Poetry of Theocritus

Theocritus is considered the creator of pastoral poetry. Pastoral poetry deals with rural life, especially the lives of shepherds. It often compares rural and city life. In this selection, he talks about shepherding as a way of life.



"Shepherd, your song is sweeter than the water that tumbles and splashes down from the rocks.

If the Muses get the ewe for their prize,
you'll win the [baby] lamb.
But if they choose
the lamb, you'll carry away the ewe."

▲ Sculpture of shepherd

—Theocritus, "First Idyll"

DBQ Document-Based Question

How does Theocritus describe the song of the shepherd?



WH6.4.7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

WH6.4.8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

The Way It Was

Science and Inventions

Greek Medicine The ancient Greeks believed that their gods had the power to cure them of illnesses and injuries. Greek temples were places of healing as well as places of worship. In temples, priests treated patients with herbs, prayers and sacrifices to the gods.

In the 400s B.C., Hippocrates (hīh • PAH • kruh • TEEZ), a doctor and pioneer of medical science, began to separate medicine from religion. He stressed that it was important to examine the body and look at a patient's symptoms.

Hippocrates asked his students to recite an oath, or pledge, promising never to harm and always to care for their patients. Doctors today still take a version of the Hippocratic Oath when they graduate from medical school.



▲ Greek doctor treating patients

Connecting to the Past

1. How were illnesses and injuries treated before Hippocrates?
2. How did Hippocrates change the way medicine was practiced in ancient Greece?

New Philosophy and Science

Main Idea Philosophers and scientists in the Hellenistic Era introduced new ideas and made major discoveries.

Reading Connection What makes you happy? Read on to learn different Greek ideas about happiness.

During the Hellenistic Era, Athens continued to attract the most famous philosophers in the Greek world. The two most important philosophers were Epicurus and Zeno.

Epicureans Epicurus founded a philosophy we now know as **Epicureanism** (EH • pih • kyu • REE • uh • NIH • zuhm). He taught his students that happiness was the **goal** of life. He believed that the way to be happy was to seek out pleasure.

Today the word *epicurean* means the love of physical pleasure, such as good food or comfortable surroundings. However, to Epicurus, pleasure meant spending time with friends and learning not to worry about things. Epicureans avoided worry by staying out of politics and public service.

Who Were the Stoics? A Phoenician named Zeno developed **Stoicism** (STOH • uh • sih • zuhm). It became a very popular philosophy in the Hellenistic world. When Zeno came to Athens, he could not afford to rent a **lecture** hall. So he taught at a building known as the “painted porch” near the city market. “Stoicism” comes from *stoa*, the Greek word for “porch.”

For Stoics, happiness came from following reason, not emotions, and doing your duty. Today the word *stoic* is used to describe someone who is not affected by joy or grief. Unlike Epicureans, Stoics thought people had a duty to serve their city. The ideas of the Stoic philosophers would later influence Roman philosophers.

Greek Science and Math Scientists, especially mathematicians and astronomers, made **major** contributions during the Hellenistic Era. **Astronomers** (uh•STRAH•nuh•muhrs) study stars, planets, and other heavenly bodies. Aristarchus (AR•uh•STAH•kuhs), an astronomer from Samos, claimed that the sun was at the center of the universe and that Earth circled the sun. At the time, other astronomers rejected his ideas. They thought that Earth was the center of the universe.

Another astronomer, Eratosthenes (EHR•uh•TAHS•thuh•NEEZ), was in charge of the library at Alexandria. Eratosthenes concluded that Earth is round. He then used his knowledge of geometry and astronomy to measure Earth’s circumference—the distance around Earth.

Eratosthenes put two sticks in the ground far apart from each other. When the sun was directly over one stick, the shadow was shorter than the shadow at the other stick. By measuring the shadows, he was

Greek Scientists and Their Contributions

Scientist

Scientific “Firsts”

Archimedes

Established the science of physics
Explained the lever and compound pulley

Aristarchus

Established that Earth revolves around the sun

Eratosthenes

Figured out that Earth is round

Euclid

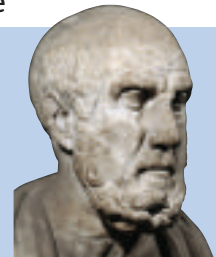
Wrote a book that organized information about geometry

Hipparchus

Created a system to explain how planets and stars move

Hippocrates

Known as the “Father of Medicine”
First to write a medical code of good behavior



▲ Hippocrates

Hypatia

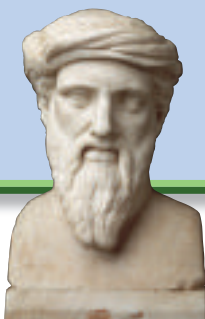
Expanded knowledge of mathematics and astronomy



◀ Hypatia

Pythagoras

First to establish the principles of geometry



◀ Pythagoras

Understanding Charts

The ancient Greeks made advances in science.

1. What were Archimedes’ achievements?
2. **Identify** Who wrote a code of behavior that doctors still follow today?





▲ Euclid

▼ Archimedes



The most famous scientist of the Hellenistic Era was **Archimedes** (AHR•kuh•MEE•deez) of **Syracuse** (SIHR•uh•KYOOS). He worked on **solid geometry** (jee•AH•muh•tree)—the study of ball-like shapes called spheres and tubelike shapes called cylinders. He also figured out the value of *pi*. This number is used to measure the area of circles and is usually represented by the symbol π .

Archimedes was also an inventor. One story about Archimedes tells how he came to invent weapons for a war. It all happened because Archimedes had been bragging. “Give me a lever and a place to stand on,” Archimedes said to the king of Syracuse, “and I will move the earth.”

The king of Syracuse was impressed. He asked Archimedes to use his levers to defend the city. So Archimedes designed catapults—machines that hurled arrows, spears, and rocks.

When the Romans attacked Syracuse in 212 B.C., Archimedes’ catapults drove them back. It took the Romans three years to capture Syracuse. During the massacre that followed, Archimedes was killed.

Hellenistic thought and culture had long-lasting effects. The mathematician **Hypatia** (hy•PAY•shuh) is a good example. She lived in Alexandria in Egypt around A.D. 400, over 700 years after Alexander the Great first spread Hellenism. Hypatia continued the Greek tradition of studying philosophy and mathematics. In fact, she is one of the first women mathematicians whose records survive. In addition, she also wrote about astronomy. Her commentaries on other writers provided important information for later generations of historians and scientists.

Reading Check Explain Who was the most famous scientist of the Hellenistic Era? What did he contribute?

able to calculate the curve of Earth’s surface and Earth’s diameter.

Using his measurements, Eratosthenes estimated that the distance around Earth equaled 24,675 miles (39,702 km). Amazingly, his estimate was within 185 miles (298 km) of the actual distance. Using similar methods, he measured the distance to the sun and to the moon. His measurements were quite accurate for the time.

Euclid (YOO•kluhd) is probably the most famous Greek mathematician. His best-known book *Elements* describes plane geometry. **Plane geometry** (jee•AH•muh•tree) is the branch of mathematics that shows how points, lines, angles, and surfaces relate to one another.

Around 300 B.C., King Ptolemy I (TAH•luh•mee) of Egypt asked Euclid if he knew an easier way to learn geometry than by reading *Elements*. Euclid answered that “there is no royal way” to learn geometry. In other words, if the king wanted to understand Euclid’s teachings, he would have to study the same as everyone else. Euclid’s theories have influenced mathematicians up to the present day.



WH6.4. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

Greece Falls to Rome

Main Idea Greek power declined as a new power in the Mediterranean arose: Rome.

Reading Connection Think about what makes your country strong. What would happen if you took those things away? Read on to find out what happened to Greece when it grew weak.

The four Greek kingdoms that developed from Alexander's empire shared Hellenistic culture. Despite their common culture, they were unable to work together and often fought wars with one another.

Macedonia dominated Greece for a time but could not keep the various city-states permanently under control. Sparta and many other city-states gained their freedom. These states were Hellenistic in culture but did not have a strong military, so they could not keep their independence long.

In the late 200s B.C., a city-state in Italy called Rome conquered the Italian peninsula. The Romans then began expanding into Greece in order to secure their shipping lanes from pirates. This gave the Romans the excuse to interact directly with the Greeks.

As Roman power grew, both the Greeks and Macedonians began supporting Rome's enemies in times of war. The Romans proved victorious, however. They defeated the Greeks and their allies, invaded Macedonia, and divided it into four kingdoms.

By 146 B.C., Rome had conquered all of Greece. Although Greece was no longer free, Greek ideas and culture continued to influence societies in Europe and Asia for hundreds of years.

Reading Check Explain Why did Rome conquer the Greek city-states?

History online
Study Central Need help understanding the Hellenistic Era? Visit ca.hss.glencoe.com and click on Study Central.

Section 4 Review

Reading Summary

Review the Main Ideas

- Hellenistic cities, such as Alexandria, attracted some of the Greek world's best architects, sculptors, and writers.
- During the Hellenistic Era, new philosophies developed, such as Stoicism and Epicureanism, and scientists made important advances in the fields of astronomy and mathematics.
- The Hellenistic kingdoms fought constantly and were eventually conquered by Rome.

What Did You Learn?

1. Why did the city of Alexandria attract scholars?
2. Describe the form of philosophy developed by Zeno.
4. **The Big Ideas** How were the comedies of the Hellenistic Era influenced by Greece's Golden Age? **CA 6RC2.2**

Critical Thinking

3. **Summarize** Draw a table like the one below. Write several facts about each scientist in the correct column. **CA 6RC2.4**

Aristarchus	
Eratosthenes	
Euclid	
Archimedes	

5. **Analyze** How would knowledge of geometry be helpful to the Greeks? **CA HI2.**
6. **Identify** What did the Epicureans believe about happiness? **CA 6RC2.0**
7. **Writing Poetry** Reread the Primary Source on page 407. How do the author's words create a picture of the shepherd? Use these writing tools to write a poem about Greece. **CA 6RL3.4; 6WA2.1**



Analyzing Primary Sources



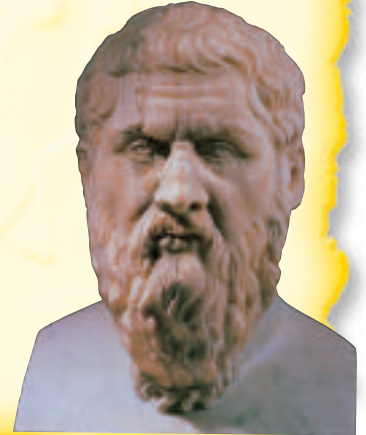
WH6.4.4 Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from Aesop's *Fables*. **WH6.4.8** Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

Words of Wisdom

Like many ancient societies, the ancient Greeks admired and wrote about their heroes and military leaders. However, their great thinkers also wrote about many other subjects, from government and religion to science and culture. Many of their works were intended to convey an idea or message, or to convince people of their point of view.

Read the passages on pages 412 and 413, and answer the questions that follow.

Plato ▶



Reader's Dictionary

Glaucon: a man the narrator is addressing

compelling: persuading

dissension (dih•SEHN•shuhn): conflict

destined: decided beforehand

refute (rih•FYOOT): prove wrong

imputation (ihM•pyuh•TAY•shuhn): accusation

The Republic of Plato

Plato was one of the great philosophers of ancient Athens. In his *Republic* Plato argues that the ideal government is one ruled by philosopher-kings. Here he discusses what kind of person should be a ruler.

You will see then, Glaucon, that there will be no real injustice in compelling our philosophers to watch over and care for the other citizens. We can fairly tell them . . . we have brought you into existence for your country's sake . . . you have been better and more thoroughly educated than those others and hence you are more capable of playing your part both as men of thought and as men of action . . . in truth, government can be at its best and free from

dissension only where the destined rulers are least desirous of holding office.

. . . All goes wrong when, starved for lack of anything good in their own lives, men turn to public affairs hoping to snatch from thence the happiness they hunger for. They set about fighting for power, and this conflict ruins them and their country. The life of true philosophy is the only one that looks down upon offices of state. . . So whom else can you compel to undertake the guardianship of the commonwealth, if not those who, besides understanding best the principles of government, enjoy a nobler life than the politician's and look for rewards of a different kind?

—Plato, *Republic*



Aesop's Fables

Fables are short tales with the purpose of teaching a lesson. The most famous author of Greek fables is Aesop. His fables were passed down by word of mouth for hundreds of years before finally being collected into written volumes.

The Father and His Sons

A FATHER had a family of sons who were perpetually quarreling among themselves. When he failed to heal their disputes by his exhortations, he determined to give them a practical illustration of the evils of disunion; and for this purpose he one day told them to bring him a bundle of sticks. When they had done so, he placed the [bundle of sticks] into the hands of each of them in succession, and ordered them to break it in pieces. They tried with all their strength, and were not able to do it. He next . . . took the sticks separately, one by one, and again put them into his sons' hands, upon which they broke them easily. He then addressed them in these words: "My sons, if you are of one mind, and unite to assist each other, you will be as this [bundle of sticks], uninjured by all the attempts of your enemies; but if you are divided among yourselves, you will be broken as easily as these sticks."

The Wolf and the Lamb

WOLF, meeting with a Lamb astray from the fold, resolved not to lay violent hands on him, but to find some plea to justify to the Lamb the Wolf's right to eat him. He thus addressed him: "Sirrah, last year you grossly insulted me."

"Indeed," bleated the Lamb in a mournful tone of voice, "I was not then born." Then said the Wolf, "You feed in my pasture." "No, good sir," replied the Lamb, "I have not yet tasted grass." . . . Upon which the Wolf seized him and ate him up, saying

"Well! I won't remain supperless, even though you **refute** every one of my **imputations**." The tyrant will always find a pretext for his tyranny.



▲ Aesop

—Aesop's Fables, George Fyler Townsend, trans.

DBQ Document-Based Questions

The Republic of Plato

1. Why do you think the best ruler is someone who does not want power?
2. Why does Plato believe that philosophers would make the best rulers?
3. What kind of men make the worst rulers?

Aesop's Fables

4. Explain the moral of the first fable.
5. Explain the moral of the second fable.

6. Give a modern example of the moral of the first fable.

Read to Write

7. Explain how Aesop's fables are related to creating a strong government. Do you think Plato would have agreed with the morals in Aesop's fables? Why? **CA HR5.**

Review Content Vocabulary

- Write a brief paragraph that defines and compares the following terms.

epic fable myth

Decide if each statement is *True* or *False*.

- ___ 2. An oracle was a shrine Greeks visited to receive prophecies.
- ___ 3. Sophists were professional teachers.
- ___ 4. The death of Socrates marks the beginning of the Hellenistic Era.
- ___ 5. Astronomers study stars, planets, and other heavenly bodies.
- ___ 6. Euclid developed plane geometry.

Review the Main Ideas

Section 1 • The Culture of Ancient Greece

- What did the Greeks believe about their gods and goddesses?
- How did the Greeks use poetry and fables to teach values?
- What are two types of Greek dramas?
- What did Greek art and architecture express?

Section 2 • Greek Philosophy and History

- How have the ideas of Greek philosophers influenced our world today?
- Why are Greek historians so important?

Section 3 • Alexander the Great

- Which leader united the Greek states?
- What are the two main accomplishments of Alexander the Great?

Section 4 • The Spread of Greek Culture

- Why were Hellenistic cities important?
- In what fields did Hellenistic scientists make advances?
- What new power arose in the Mediterranean and threatened Greece?

Critical Thinking

- Understanding Cause and Effect** How did the Peloponnesian War weaken the Greek states? CA HI.2
- Analyze** Why would knowing the circumference of Earth have been helpful to the Greeks? CA 6RC2.0
- Compare** How was religion in ancient Greece similar to religion in ancient Egypt? CA 6RC2.2
- Analyze** Why do you think the development of written history is important? CA 6RL3.0

Geography Skills

Study the map below and answer the following questions.

- Location** Analyze the location of the Hellenistic kingdoms. What present-day countries control territory that was controlled by the Seleucid empire? CA CS3
- Human/Environment Interaction** Which kingdom do you think was the most difficult to govern based on its geography? CA CS3



Read to Write

24. **The Big Ideas** **Understanding Cultures** As Hellenistic cities became centers of learning and trade, they were influenced by Greek culture. Write a three-paragraph essay describing how Greek culture affected people in the Hellenistic Era. **CA CS3.**
25. **Using Your FOLDABLES™** Review the developments in early Greece that you listed on your foldable. Using numbers, rank each development from the most valuable to the least valuable. Explain the reason for your highest and lowest ranking. **CA CS1.**

Using Academic Vocabulary

26. Review the list of words below. Write a paragraph that uses all of these words in the past tense. Then rewrite that same paragraph using the words in the present and future tenses.

grant	achieve
conflict	lecture
reject	major

Linking Past and Present

27. **Expository Writing** The Nobel Prize is awarded yearly to people who have made great achievements. Do research to find out more about the award. Then choose one Greek philosopher, writer, scientist, or leader you think deserves the Nobel Prize. Write a short speech to explain why. Present your speech to the class. **CA 6WA2.5**

Economics Connection

28. **Writing Research Reports** The vast empire established during the reign of Alexander the Great allowed many different cultures and people to more easily reach one another. Write a research report that explains how this joining of cultures affected the economies of people in the empire. Use evidence from your local library and the Internet to support your position. **CA 6WA2.3**

Reviewing Skills

29. **Reading Skill** **Visualizing** Using the visualizing techniques that were introduced in this chapter, create a story describing Alexander the Great's soldiers during their march across Iran's southern desert. Reread page 401 to help you visualize the scene. Write your story from a soldier's point of view. Use visualization to help you describe the setting of the story. **CA 6WA2.1**
30. **Analysis Skill** **Building a Time Line** Using information from the chapter, create a time line that shows the major authors, artists, and philosophers of ancient Greece. Include each person's most important contributions and works. **CA CS2.**



Standards Practice

Select the best answer for each of the following questions.

31. *The Iliad* and the *Odyssey* are
- A two ships that traveled to Troy.
 - B poems by Aesop.
 - C epics by Homer.
 - D Greek comedies performed in outdoor theaters.
32. What do Sophists, Socrates, Plato, and Aristotle have in common?
- A All were Greek philosophers.
 - B They agreed that democracy was the best system of government.
 - C They were pupils of Libanius.
 - D They all wrote histories.