Objectives

1. Find out about the geography of Greece.
2. Learn about the rise of civilization in ancient Greece
3. Study the start of government in ancient Greece.

Target Reading Skill

Use Word Parts Often, when you come across an unfamiliar word, you can break the word into parts. This can help you recognize and pronounce it. You may find roots, prefixes, or suffixes.

A root is the base of the word. A suffix is attached to the end of a root. It changes the word’s meaning. It may change the word’s part of speech. For example, adding a suffix may change a verb into a noun. Verbs are words that show action. They tell what someone or something is doing. Nouns are words that name things.

In this section, you will read the word fortification. The suffix -ion makes the word a noun. If you know the meaning of the word fortify, you can figure out fortification. Break the word into a root and suffix to learn its meaning.

Vocabulary Strategy

Using Word Origins Many English words come from ancient Greek. Often, words of Greek origin have more than one root. Also, a Greek word can be the root of more than one English word.

Look at the words aristocracy and democracy. Each of these words is made up of two Greek roots:

- aristos (“best”) + kratia (“rule”) = aristocracy (“rule [or government] by the best”)
- demos (“people”) + kratia (“rule”) = democracy (“rule [or government] by the people”)

Other English words that use these Greek roots include aristocrat, aristocratic, democrat, democratic, autocracy, and theocracy.
Section 1 Summary

The Geography of Greece

Greece is a land made up of peninsulas and small islands. Mountains are the major landform. Only about one fifth of Greece is good for growing crops. No wonder the Greeks became traders and sailors!

In a way, the ancient Greeks were all islanders. Some lived on real islands. Others lived in communities separated from each other by mountains. Each community developed its own customs and beliefs. The Greeks often fought among themselves. But they had the same heritage, language, and gods.

The Rise of Greek Civilization

From about 3000 to about 1100 B.C., the Minoans (mih NOH unz) lived on the island of Crete. They were sea traders. In the middle of the 1400s B.C., their civilization declined.

The Mycenaenans (my suh NEE unz) lived on the mainland. They were at the height of their power around 1400 B.C. The Mycenaenans spoke an early form of modern Greek. They spread their power through conquest.

Greek myth tells the story of the Trojan War. Two long poems, the Iliad and the Odyssey, tell of a struggle between Greece and the city of Troy. The poet Homer is given credit for them. The poems taught the Greeks how their noblest heroes behaved.

After the Trojan War, Greek civilization fell apart. No one knows why. People were very poor. They forgot the art of writing. These years have been called Greece’s Dark Ages. They lasted from the early 1100s B.C. to about 750 B.C. During this time, people resettled near hills. They built fortifications to protect them from attack. Such a fortified hill was called an acropolis.

Key Terms

peninsula (puh NIN suh luh) n. an area of land almost completely surrounded by water and connected to the mainland by a narrow strip of land

acropolis (uh KRAH puh lis) n. the fortified hill of an ancient Greek city

Reading Check

What do we mean when we say the ancient Greeks were all islanders?

Reading Check

What happened in Greece’s Dark Ages?

Target Reading Skill

If fortify means “strengthen,” what does fortification in the paragraph below, mean?

Reading Check
### Governing Ancient Greece

Around 750 B.C., city-states began to form. Each one formed near an acropolis. Each was more or less independent. The early rulers were probably chieftains or kings. By the end of the Dark Ages, most city-states were ruled by **aristocrats**. They controlled most of the land. They could afford the best weapons.

The city-states became richer through trade. A middle class formed. It was made up of merchants and artisans. They became more powerful than the aristocrats. New rulers took over the government. They were called **tyrants**. They were supported by the middle classes.

Some tyrants were too harsh. These were overthrown. Some of the cities adopted a form of government called **democracy**. One of them was Athens. About 594 B.C., Athens gave male citizens who were at least 18 a say in government.

Only about one in five Athenians was a citizen. Only men could be citizens. To be a citizen, a man had to have both an Athenian father and mother.

### Review Questions

1. Describe the geography of ancient Greece.

2. What were the three kinds of government that developed in the Greek city-states after the Dark Ages?

### Key Terms

- **aristocrat** (uh RIS tuh krat) *n.* a member of a rich and powerful family
- **tyrant** (TY runt) *n.* a ruler who takes power by force
- **democracy** (dih MAHK ruh see) *n.* a form of government in which citizens govern themselves
Chapter 6   Section 2  Religion, Philosophy, and the Arts

Objectives

1. Discover what characterized the Golden Age of Athens.
2. Learn about the religious beliefs of the ancient Greeks.
3. Find out about science, philosophy, and the arts in ancient Greece.

Target Reading Skill

Use Word Parts When you see an unfamiliar word, try to break the word into parts. This will help you recognize and pronounce it. You may find roots, prefixes, or suffixes. Look back to Chapter 3 of this workbook to review finding roots, and Chapter 4 to review using prefixes and suffixes.

A prefix goes in front of the word. It changes the meaning of the word. In this section you will read the word dishonoring. Break the word into a prefix and a root to learn its meaning. (The prefix dis- means away from or the opposite of.)

Vocabulary Strategy

Using Word Origins Many English words come from ancient Greek. Most of the Greek words that are used in English are spelled differently. As you read this chapter, you will come across many words of Greek origin.

The Greeks used sports and plays to honor their gods at religious feasts. Many words used to describe both sports and theater have Greek origins. Some of them are listed in the table below.

<table>
<thead>
<tr>
<th>Greek Words</th>
<th>English Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>diskos</td>
<td>discus</td>
</tr>
<tr>
<td>drama</td>
<td>drama</td>
</tr>
<tr>
<td>choros</td>
<td>chorus</td>
</tr>
<tr>
<td>komoidia</td>
<td>comedy</td>
</tr>
<tr>
<td>tragoidia</td>
<td>tragedy</td>
</tr>
</tbody>
</table>

These words also serve as the base for many other English words, including dramatic, choral, comic, comedian, and tragic.
Section 2 Summary

The Golden Age of Athens

The Golden Age of Athens was from 479 to 431 B.C. During that time, philosophy and the arts did well. Democracy was at its peak. Athens grew rich from trade and from silver mined by slaves. Its allies paid tribute. This added to the city’s wealth.

For about 30 years, the most powerful man in politics was Pericles (PER uh kleez). He was an aristocrat. However, he began reforms to make democracy stronger. One reform required that the city pay a salary to its officials. This meant that poor citizens could hold office.

Religious Beliefs in Ancient Greece

The Greek gods had human forms. They also had many human characteristics. There were 12 great gods led by Zeus. Zeus ruled gods and men. He lived on Greece’s highest mountain, Mt. Olympus. The Greeks also honored less important gods and mythical heroes.

Each city-state honored one of the 12 great gods. They built a temple to that god. Every four years, there was an Olympic festival. They held games to honor Zeus. Modern Olympic games are based on this.

The Greeks visited oracles. There they asked the gods for advice. Answers were given by a priest or priestess. Heads of state often sought advice on governing. The oracles had a great impact on Greek history.

Greek Science and Philosophy

In the Golden Age and later on, important philosophers taught in Athens. The ideas of three men influenced thinking for a long time. They were Socrates (SAHK ruh teez), Plato (PLAY toh), and Aristotle (AIR uh staht ul).

Key Terms

tribute (TRIB yoot) n. regular payment made to a powerful state or nation by a weaker one
oracle (AWR uh kul) n. in ancient Greece, a sacred site where a god or goddess was consulted
philosopher (fih LAHS uh fur) n. someone who uses reason to understand the world
### Philosophers and Beliefs

<table>
<thead>
<tr>
<th>Philosophers</th>
<th>Life and Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socrates</td>
<td>Asked questions that scared people&lt;br&gt;Put on trial for dishonoring the gods&lt;br&gt;Sentenced to death</td>
</tr>
<tr>
<td>Plato</td>
<td>Student of Socrates&lt;br&gt;Distrusted democracy because of what happened to Socrates&lt;br&gt;Believed society should have workers, soldiers, and philosopher-rulers</td>
</tr>
<tr>
<td>Aristotle</td>
<td>Student of Plato&lt;br&gt;Thought people should use reason to gain knowledge</td>
</tr>
</tbody>
</table>

### Visual and Dramatic Arts

The Greeks used architecture and sculpture to honor their gods. The Acropolis was the religious heart of Athens. It had been destroyed in 480 B.C. in a war. Pericles rebuilt it to glorify the city.

With the new Acropolis, Greek architecture reached its peak. The greatest building was a temple to the goddess Athena. The building is called the Parthenon. The Parthenon was filled with beautiful, lifelike sculptures.

Athenians were the first people to write dramas, or plays. Some of the most famous Greek plays were tragedies. Between scenes, a chorus sang poems. In most plays, the chorus gave background information or praised the gods. Tragedies were performed for religious feasts. Comedies were also presented. They made fun of well-known citizens and customs of the day.

### Review Questions

1. What was the Golden Age of Athens?

2. What kinds of visual and dramatic art did Greeks create?

### Key Term

**tragedy** (TRAJ uh dee) *n.* a type of serious drama that usually ends in disaster for the main character
1. Learn about public life in Athens.
2. Find out how the people of Athens spent their time at home.
3. Learn about slavery and its effects in ancient Greece.

Recognize Word Origins

The origin of a word is where the word comes from. The English language is full of words from other languages, such as Greek, Latin, and German. Some of these words are used in their original form. Often, they have changed over time. Sometimes, a foreign word or root is joined with English prefixes or suffixes. The two together then make a new word.

In this section, you will read the word *splendor*. It comes from the Latin word *splendere*, which means “to shine.” In *splendor*, the suffix -or means “quality.” Use your knowledge of the origin of *splendor* and the context to figure out what *splendor* means.

There are other English words that come from *splendere*. One of them is *splendid*, which means “having splendor.” Another is *resplendent*, which means “full of splendor.”

Vocabulary Strategy

Using Word Origins Many English words come from ancient Greek. Often, words of Greek origin combine more than one root. The same roots may be used in a number of combinations. Often a Greek word is the root of many other words in English.

The Greek word *agora* appears in the English word *agoraphobia*. Agora means “open place” or “open area.” The word *phobia* is also from Greek. It means “abnormal fear or dread.” Thus, agoraphobia is an abnormal fear of being in open places.

The word *acropolis* is made up of two Greek roots, *akros* (“top” or “high”) and *polis* (“city”). Other English words that contain one of these roots include *acrobat*, *acrophobia*, and *metropolis*. 
Section 3 Summary

Life in Public

Each Greek city had an agora. The one in Athens was the busiest and most interesting. The Acropolis rose in splendor above it. The Acropolis was the hub of religious life in Athens. But the Agora was the hub of public life.

In the morning, many Athenian men went to the Agora. They talked of politics and philosophy. Sometimes they just gossiped. Around them, buyers and vendors bargained for good prices. The streets were lined with shops. Farmers and artisans sold their wares from stands. Foods and other goods were sold there. Temples and government buildings lined the Agora.

At Home in Athens

Throughout Greece, private homes were plain. Most were built of mud bricks. Rooms were set around an open courtyard that was hidden from the street. The courtyard was the center of the household. Rooms might include a kitchen, storerooms, a dining room, and bedrooms. Water had to be carried from a public fountain.

The ancient Greeks ate simple foods. Breakfast might be just bread. Midday meals might add cheese or olives to the bread. Dinner would be a hot meal. It might consist of fish and vegetables. These might be followed by cheese, fruit, and cakes. Most Athenians ate little meat.

Most of the people in the Agora were men. Athenian women spent their days at home. They had little freedom. They could not take part in politics or vote. They could not own property. However, they could be priestesses in religious groups.

Key Terms

agora (AG uh ruh) n. a public market and meeting place
Athens (ATH unz) n. a city-state in ancient Greece; the capital of modern-day Greece
vendor (VEN dur) n. a seller of goods
Women ran the home and family. Women did spinning and weaving. They looked after food and wine supplies. They cared for young children. They also kept track of family finances. If a family had slaves, they were also the woman’s responsibility. She gave them their orders and trained them. She also cared for them when they were sick.

**Slavery in Ancient Greece**

Slavery was common throughout Greece. Historians say that as many as 100,000 slaves may have lived in Athens. That is almost one third of the population. Many free people were enslaved when they were captured during war. Others were captured by pirates while traveling on ships. Some slaves were the children of slaves. Many slaves were foreigners. Some Greeks did not want to own other Greeks.

Slaves did many kinds of work. Some worked on farms. Others worked in the mines. Still others assisted artisans. Most Greek households could not run without slaves. Slaves cooked, served food, tended children, and wove cloth. Household slaves were often treated like members of the family. Slaves who worked in mines suffered the most. Their work was not only tiring, but also dangerous. The work of slaves allowed the free citizens of Athens time to pursue art, philosophy, and public service.

**Review Questions**

1. What activities took place in the Agora of Athens?

2. Describe the roles of slaves in ancient Greece.

**Key Term**

slavery (SLAY vur ee) *n.* condition of being owned by someone else
Objectives

1. Find out what it was like to live in the ancient city of Sparta.
2. Learn about the Persian invasion of Greece.
3. Examine conflicts faced by the Athenian Empire.

Recognize Word Origins

In this section, you will read the word *rebellion*. It contains the Latin root *-belli-*, which means “war.” The suffix *-ion* means “the act of.” Consider how the word is used in its context. What do you think *rebellion* means?

The word *rebellion* is a noun. A noun is a word that names a thing or idea. We can change the word to an adjective by changing the suffix. The suffix *-ious* means like, or full of. Then the word becomes *rebellious*. Do you think the word *rebellious* means something different than the word *rebellion*?

The word *rebel* is related to *rebellion* and *rebellious*. Other words with the same root include *belligerent* and *bellicose*.

Vocabulary Strategy

Using Word Origins

As you read this chapter, you will come across many words of Greek origin. Some English words are based on Greek words that were originally the names of people or places. The table below lists a few of them.

<table>
<thead>
<tr>
<th>Greek Name</th>
<th>English Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marathon</td>
<td>marathon</td>
<td>a long-distance foot race</td>
</tr>
<tr>
<td>Olympus</td>
<td>Olympic</td>
<td>relating to the modern Olympic games</td>
</tr>
<tr>
<td>Solon</td>
<td>solon</td>
<td>a lawmaker, especially a wise one</td>
</tr>
<tr>
<td>Sparta</td>
<td>Spartan</td>
<td>like the Spartans; plain</td>
</tr>
</tbody>
</table>
Section 4 Summary

Living in Sparta

Life in Sparta was the opposite of life in Athens. It was harsh. The Spartans were tough and grim. Sparta’s army equaled Athens’ in the 400s B.C. But Sparta never matched Athens’ other achievements.

In its early days, Sparta was much like other Greek cities. In the 600s B.C., there were wars in and around the city. The wars turned Sparta into a strong war machine. There was one basic rule: Always put the city’s needs above your own.

Early on, the Spartans conquered the land around their city. They turned the conquered people into helots. Helots did all the farm work on land owned by Spartan citizens. This left the Spartans free to wage war. There were far more helots than Spartans. Fearing a rebellion, the Spartans turned their city into an armed camp.

The government controlled the life of each Spartan from an early age. Military training began at age seven for boys. It went on for 13 years. Boys were taught to endure pain, hardship, and punishment in silence.

Girls also trained and competed in wrestling and spear throwing. They were not expected to become soldiers. But Spartans believed that strong, healthy girls would have strong, healthy children. Spartan women had more freedom than women in other Greek city-states. They were allowed to own land. They even took some part in business.

The Persians Invade

Much of Greek history tells of wars they fought with each other. But in the 400s B.C., Persia posed a new threat.

In 490 B.C., thousands of Persians landed in Greece itself. They grouped at Marathon. It was about 26 miles (40 kilometers) north of Athens. There were twice as many Persians as Athenians. After a few days, the

Key Terms

Sparta (SPAHR tuh) n. a city-state in ancient Greece
helot (HEL ut) n. servants in ancient Sparta
Athenians rushed the Persians with no warning. The Persians were beaten. One account says that the Athenians killed about 6,400 Persians. They lost only 192 soldiers themselves.

More battles followed. The Greeks united for a short time to drive off the Persians.

**Conflict and the Athenian Empire**

After the Persians were beaten, the power of Athens spread through much of eastern Greece. Athens became partners with other city-states.

In time, Athens began to treat the other city-states unfairly. These city-states paid Athens money to protect them. Athens used the money for new buildings. Some of these city-states began to look to Sparta to protect them. In 431 B.C., fighting began between allies of Sparta and Athens. The war went on for 27 years. It was called the **Peloponnesian War**. The war was named for Peloponese, the southern Greek peninsula where Sparta was located.

Early in the war, Athens was struck by a **plague**. It killed about one third of the people. Pericles died in the plague. In 405 B.C., the Spartans set up a **blockade**. They closed the harbor so Athens could not get food. The Athenians gave up in 404 B.C. The Athenians never again controlled the ancient Greek world.

**Review Questions**

1. Describe what life was like for people living in Sparta.
   
   __________________________________________
   __________________________________________
   __________________________________________

2. How did the Greeks beat the Persians who invaded them?
   
   __________________________________________
   __________________________________________
   __________________________________________

**Key Terms**

- **Peloponnesian War** (pel uh puh NEE shun wawr)  *n.* (431–404 B.C.), war fought between Athens and Sparta in ancient Greece
- **plague** (playg)  *n.* a widespread disease
- **blockade** (blah KAYD)  *n.* an action taken to isolate the enemy
Chapter 6

Prepare to Read

Section 5 The Spread of Greek Culture

Objectives

1. Learn how Alexander the Great built his empire.
2. Find out about the age of Hellenism, when Greek culture spread to other parts of the world.

Target Reading Skill

Use Word Parts When you come across an unfamiliar word, break the word into parts. This will help you recognize it and pronounce it.

In this section you will read the word extensive. Break it into a prefix, root, and suffix to figure out its meaning. The prefix ex- means “out.” The Latin root -ten- means “stretch.” The suffix -ive means “relating to.” It also changes the word to an adjective. An adjective is a word that describes something.

Some other words that are related to extensive include extend and extent. Extend is a verb. A verb is a word that shows action. Extent is a noun. A noun is a word that names a thing or an idea.

Vocabulary Strategy

Using Word Origins Many English words come from ancient Greek. Often, words of Greek origin combine more than one root. The same roots may be used in a number of different combinations. Often a Greek word is the root of many other words in English.

Many words dealing with science and math are of Greek origin, or have Greek roots. You can see this from the following list:

- geo (“earth”) + metria (“measurement”) = geometry
- geo (“earth”) + graphos (“writing”) = geography
- geo (“earth”) + logos (“word” or “science”) = geology
- bio (“life”) + logos (“word” or “science”) = biology
- physike (“nature”) = physics
- mathematicos (“mathematical”) = mathematics
Alexander’s Empire

King Philip united Macedonia. He built an army that was stronger than Sparta’s. He captured many Greek city-states. He planned to attack Persia. But in 336 B.C. he was assassinated. At age 20, his son Alexander became king. He is known as Alexander the Great.

One of the first things Alexander did was to invade the Persian Empire. In 11 years, he had conquered an extensive area. Persia and Egypt were part of his lands. Wherever Alexander went, he built cities. He gave many of them his own name.

Alexander’s army was tired from years of fighting. Not far beyond the Indus River, his troops refused to go any farther. Alexander turned back. In Babylon, he came down with a fever. In 323 B.C., he died. It was only 13 years since he had come to the throne. But his conquests brought Greek culture to a vast area.

The Hellenistic Age

Within 50 years, Alexander’s empire had broken up. There were three main kingdoms left. But, Greek culture was still alive in these Hellenistic kingdoms. (Hellenistic comes from the word Hellas, the name Greeks gave their land.)

Key Terms

barbarian (bar BEHR ee un) n. a wild and uncivilized person
assassinate (uh SAS uh nayt) v. to murder for political reasons
Alexander the Great (al ig ZAN dur thuh grayt) n. king of Macedonia from 336–323 B.C.; conqueror of Persia and Egypt and invader of India
Hellenistic (hel uh NIS tik) adj. describing Greek history or culture after the death of Alexander the Great, including the three main kingdoms formed by the breakup of Alexander’s empire
Alexander tried not to destroy the cultures of those he beat in war. He hoped that their culture would mix with Greek culture. This did not happen in the three Hellenistic kingdoms. Their cities were like Greek cities. Greek kings ruled. Greeks held the best jobs.

The greatest Hellenistic city was Alexandria, Egypt. It was founded in 332 B.C. at the edge of the Nile Delta. It became the capital of Egypt. Alexandria was the learning center of the Greek world. It had the largest library in the world. Scholars from many lands came to use its huge collection.

Math and science also did well in Alexandria. Around 300 B.C., a mathematician named Euclid (YOO klid) developed geometry. Geometry is the branch of math that deals with figures such as angles, squares and cubes. Mathematicians today still use his system. In Hellenistic times, many scholars knew Earth was round. A scholar named Eratosthenes (ehr uh TAHS thuh neez) figured out the distance around Earth.

**Review Questions**

1. How did Alexander’s upbringing affect his attitude toward Greek culture?

2. Why was Alexandria, Egypt important?
Chapter 6 Assessment

1. Why did ancient Greek communities think they were separate countries?
   A. They spoke different languages.
   B. They had different gods.
   C. They were originally from different parts of the world.
   D. They were separated from each other by geography.

2. Who was the most powerful man in Athenian politics during the Golden Age?
   A. Aristotle
   B. Pericles
   C. Plato
   D. Socrates

3. Most of the labor in ancient Athenian households was done by
   A. women.
   B. children.
   C. slaves.
   D. helots.

4. What were the Spartans well known for?
   A. being the first people to write dramas
   B. their war skills
   C. their art
   D. philosophy and science

5. Which of the following is NOT true of the three Hellenistic kingdoms?
   A. They were ruled by Alexander the Great.
   B. Their cities were Greek cities.
   C. Greeks held the best jobs.
   D. Greek kings ruled.

Short Answer Question

How did Athens lose control over the rest of Greece?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________