

SECTION 1

Ancient Greece

Guide to Reading

Main Ideas

- The polis was the central focus of Greek life.
- During the Age of Pericles, Athens became the center of Greek culture.
- Hellenistic cities became centers for the spread of Greek culture.

Key Terms

epic poem, polis, acropolis, democracy, oligarchy, direct democracy

People to Identify

Homer, Solon, Cleisthenes, Pericles, Socrates, Plato, Aristotle, Alexander the Great

Places to Locate

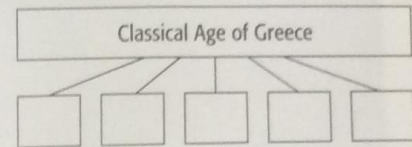
Mycenae, Troy, Sparta, Athens, Macedonia, Alexandria

Preview Questions

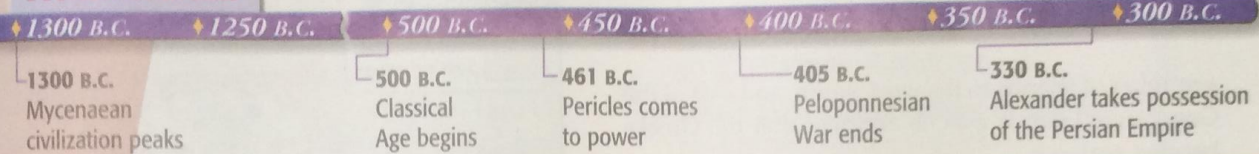
1. Who lived in the polis?
2. How did Athens and Sparta differ?

Reading Strategy

Organizing Information Use a concept map like the one below to show the elements that contributed to the Classical Age of Greece.



Preview of Events



Voices from the Past



Thucydides

Classical Greece is the name given to the period of Greek history from around 500 B.C. to the conquest of Greece by the Macedonian king Philip II in 338 B.C. This period was marked not only by a brilliant culture but also by a disastrous war among the Greeks, the Peloponnesian War, described here by the Greek historian Thucydides:

“The Peloponnesian War not only lasted for a long time, but throughout its course brought with it unprecedented suffering for Greece. Never before had so many cities been captured and then devastated, whether by foreign armies or by the Greek powers themselves; never had there been so many exiles; never such loss of life—both in the actual warfare and in internal revolutions.”

— *The History of the Peloponnesian War*, Thucydides, R. Warner, trans., 1954

For all their accomplishments, the Greeks were unable to rise above the divisions and rivalries that caused them to fight one another and undermine their own civilization.

Early Greek Civilization

Geography played an important role in the development of Greek civilization. Compared with Mesopotamia and Egypt, Greece occupies a small area. It consists of a mountainous peninsula and numerous islands—about the size of the state of Louisiana. Much of Greece consists of small plains and river valleys surrounded by high mountain ranges. The mountains isolated Greeks from one another, causing different Greek communities to develop their own ways of life.

The sea also influenced the evolution of Greek society. Greece has a long sea-coast dotted by bays and inlets that provided many harbors. The Greeks lived on



Greece's geography helped shape Greek civilization.

a number of islands to the west, south, and east of the Greek mainland. It was no accident that the Greeks became seafarers.

The First Greek State: Mycenae Mycenae (my•SEE•nee) was a fortified site in Greece that was first discovered by the German archaeologist Heinrich Schliemann. Mycenae was one of a number of centers in an early Greek civilization that flourished between 1600 and 1100 B.C.

The Mycenaean Greeks were part of the Indo-European family of peoples who spread into southern and western Europe, India, and Iran. One of these groups entered Greece from the north around 1900 B.C. Over a period of time, this group managed to gain control of the Greek mainland and develop a civilization.

Mycenaean civilization, which reached its high point between 1400 and 1200 B.C., was made up of powerful monarchies. Each resided in a fortified palace center. Like Mycenae, these centers were built on hills and surrounded by gigantic stone walls.

Archaeological evidence indicates that the Mycenaean monarchies developed an extensive commercial network. Some historians believe that the Mycenaean also spread outward militarily, conquering Crete and making it part of the Mycenaean world. The story of the most famous of all their supposed military adventures, the sacking of the city of **Troy**, is told in the *Iliad*, written by the great Greek poet **Homer**.

The Dark Age and Homer When Mycenaean civilization collapsed around 1100 B.C., Greece entered a



Geography Skills

The physical geography of Greece had a major impact on the development of Greek civilization.

- 1. Interpreting Maps** How many miles apart are Mycenae and Troy?
- 2. Applying Geography Skills** Using the map, give examples of how Greece's geography affected Greek civilization.

difficult period in which the population declined and food production dropped. Historians call the period from approximately 1100 to 750 B.C. the Dark Age, because few records of what happened exist. At the same time, the basis for a new Greece was forming.

Near the very end of the Dark Age, the work of Homer appeared.

The *Iliad* and the *Odyssey* were the first great epic poems of early Greece. An **epic poem** is a long poem that tells the deeds of a great hero. The *Iliad* and the *Odyssey* were based on stories that had been passed down from generation to generation.

Specifically, Homer used stories of the Trojan War to compose his epic poems. The war is caused by Paris, a prince of Troy. By kidnapping Helen, the wife of the king of the Greek state of Sparta, Paris outrages all the Greeks. Under the leadership of the Spartan king's brother, King Agamemnon of Mycenae, the Greeks attack Troy and capture it ten years later.

The *Odyssey* recounts the journeys of one of the Greek heroes, Odysseus, after the fall of Troy, and his ultimate return to his wife. The *Odyssey* has long been considered Homer's other masterpiece.

Homer did not so much record history; he created it. The Greeks looked on the *Iliad* and the *Odyssey* as true history and as the works of one poet, Homer. These masterpieces gave the Greeks an ideal past with a cast of heroes. The epics came to be used as basic texts for the education of generations of Greek males. Homer gave to later generations of Greek males a model of heroism and honor. The *Iliad* taught students to be proud of their Greek heritage and their heroic ancestors.

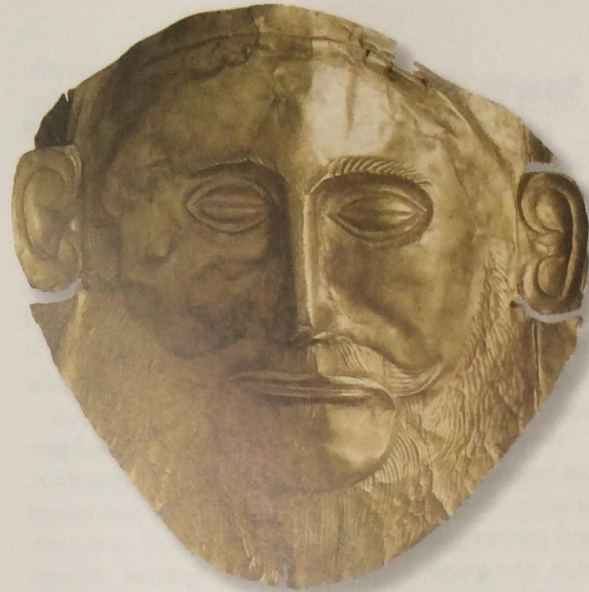
✓ Reading Check Summarizing Why is Homer thought to have created, rather than to have recorded, Greek history?

The Polis: Center of Greek Life

By 750 B.C., the city-state—or what the Greeks called a **polis**—became the central focus of Greek life. Our word *politics* is derived from the Greek word *polis*. In a physical sense, the polis was a town, a city, or even a village, along with its surrounding countryside. The town, city, or village served as the central point where people could meet for political, social, and religious activities.

The main gathering place in the polis was usually a hill. At the top of the hill was a fortified area called an **acropolis**. The acropolis served as a place of refuge during an attack and sometimes came to be a religious center on which temples and public buildings were built. Below the acropolis was an agora, an open area that served both as a place where people could assemble and as a market.

City-states varied greatly in size, from a few square miles to a few hundred square miles. They also varied



History through Art

Golden Mask of Agamemnon, c. 1500 B.C.

This gold mask was found by Heinrich Schliemann at a royal grave circle at Mycenae. **Who was Agamemnon? What was his role in Greek history?**

in population. Athens had a population of more than three hundred thousand by the fifth century B.C., but most city-states were much smaller, consisting of only a few hundred to several thousand people.

The polis was, above all, a community of people who shared a common identity and common goals. As a community, the polis consisted of citizens with political rights (adult males), citizens with no political rights (women and children), and noncitizens (slaves and resident aliens).

Citizens of a polis had rights, but these rights were coupled with responsibilities. The Greek philosopher Aristotle argued that a citizen did not belong just to himself or herself: "We must rather regard every citizen as belonging to the state."

Greek states had different forms of government. In some Greek city-states, there emerged **democracy**, which is government by the people or rule of the many. Other city-states remained committed to government by an **oligarchy**, rule by the few. The differences in how Greek city-states were governed is especially evident in the two most famous and most powerful Greek city-states, **Sparta** and **Athens**.

✓ Reading Check Identifying Who had political rights in a Greek polis? Who did not?

Sparta

Between 800 and 600 B.C., the lives of Spartans were rigidly organized and tightly controlled (thus, our word *spartan*, meaning “highly self-disciplined”). Males spent their childhood learning military discipline. Then they enrolled in the army for regular military service at age 20. Although allowed to marry, they continued to live in the military barracks until age 30. At 30, Spartan males were allowed to vote in the assembly and live at home, but they stayed in the army until the age of 60.

While their husbands lived in the barracks, Spartan women lived at home. Because of this separation, Spartan women had greater freedom of movement and greater power in the household than was common elsewhere in Greece. Many Spartan women upheld the strict Spartan values, expecting their husbands and sons to be brave in war. The story is told of a Spartan woman who, as she was handing her son his shield, told him to come back carrying his shield or being carried on it.

The Spartan government was an oligarchy headed by two kings, who led the Spartan army on its campaigns. A group of five men, known as the ephors (EH•fuhrs), were elected each year and were responsible for the education of youth and the conduct of all citizens. A council of elders, composed of the two kings and 28 citizens over the age of 60, decided on the issues that would be presented to an assembly made up of male citizens. This assembly did not debate; it only voted on the issues.

To make their new military state secure, the Spartans turned their backs on the outside world. Foreigners, who might have brought in new ideas, were discouraged from visiting. Except for military reasons,



Spartans were not allowed to travel abroad, where they might encounter ideas dangerous to the stability of the state. Likewise, Spartan citizens were discouraged from studying philosophy, literature, or the arts—subjects that might encourage new thoughts. The art of war was the Spartan ideal.

✓ Reading Check Summarizing How did the restrictions placed on Spartan males affect their lives?

Athens

By 700 B.C., Athens had become a unified polis on the peninsula of Attica. Early Athens was ruled by a king. By the seventh century B.C., however, Athens had become an oligarchy under the control of its aristocrats. These aristocrats owned the best land and controlled political life. There was an assembly of all the citizens, but it had few powers.



Near the end of the seventh century B.C., Athens faced political turmoil because of serious economic problems. Many Athenian farmers were sold into slavery when they were unable to repay their debts to their aristocratic neighbors. Over and over, there were cries to cancel the debts and give land to the poor. Athens seemed on the verge of civil war.

The ruling Athenian aristocrats reacted to this crisis in 594 B.C., by giving full power to **Solon**, a reform-minded aristocrat. Solon canceled all land debts and freed people who had fallen into slavery for debts. He refused, however, to take land from the rich and give it to the poor.

Solon's reforms, though popular, did not solve the problems of Athens. Aristocrats were still powerful, and poor peasants could not obtain land. It was not until 508 B.C. that **Cleisthenes** (KLYS•thuh•neez), another reformer, gained the upper hand.

Picturing History

The Acropolis in Athens is crowned by the Parthenon. **What function(s) did the area of the acropolis play in the ancient Greek city-states?**



Vases such as this one are an excellent source of information about everyday life in ancient Greece.

Cleisthenes created a new council of five hundred that supervised foreign affairs, oversaw the treasury, and proposed the laws that would be voted on by the assembly. The Athenian assembly, composed of male citizens, was given final authority to pass laws after free and open debate. Because the assembly of

citizens now had the central role in the Athenian political system, the reforms of Cleisthenes created the foundations for Athenian democracy.

✓ Reading Check Explaining How did Cleisthenes create the foundation for democracy in Athens?

Classical Greece

—TURNING POINT— Pericles expanded the involvement of Athenians in their democracy. By creating a direct democracy, he enabled every male citizen to play a role in government.

Classical Greece is the name given to the period of Greek history from around 500 B.C. to the conquest of Greece in 338 B.C. This period was marked by two wars. In the first one, fought between 499 B.C. and 479 B.C., the Greeks worked together to defeat two invasions by the Persians.

After the defeat of the Persians, Athens took over the leadership of the Greek world. Under Pericles, who was a dominant figure in Athenian politics between 461 and 429 B.C., Athens expanded its new



CONNECTIONS Around The World

Rulers and Gods

All of the world's earliest civilizations believed that there was a close connection between rulers and gods. In Egypt, pharaohs were considered gods whose role was to maintain the order and harmony of the universe in their own kingdoms. In Mesopotamia, India, and China, rulers were thought to rule with divine assistance. Kings were often seen as rulers who derived their power from the gods and who were the agents or representatives of the gods. Many Romans certainly believed that their success in creating an empire was a visible sign of divine favor. As one Roman stated, "We have overcome all the nations of the world, because we have realized that the world is directed and governed by the gods."

The rulers' supposed connection to the divine also caused them to seek divine aid in the affairs of the world. This led to the art of *divination*—an organized method to figure out the intentions of the gods. In Mesopotamian and Roman society, divination took the

form of examining the livers of sacrificed animals or the flights of birds to determine the will of the gods. The Chinese used oracle bones to receive advice from the gods. The Greeks consulted oracles.

Underlying all of these practices was a belief in a supernatural universe—a world in which divine forces were in charge and human well-being depended on those divine forces. It was not until the scientific revolution of the 1600s that many people began to believe in a natural world that was not governed by spiritual forces.



▲ An Athenian king consults the oracle at Delphi.

Comparing Cultures

Why were rulers of early civilizations considered to have divine powers? How did this affect their systems of government?

empire abroad. At the same time, democracy flourished at home. This period of Athenian and Greek history, which historians have called the Age of Pericles, saw the height of Athenian power and brilliance.

In the Age of Pericles, the Athenians became deeply attached to their democratic system, which was a direct democracy. In a **direct democracy**, the people participate directly in government decision making through mass meetings. In Athens, every male who was a citizen participated in the governing assembly and voted on all major issues.

The growth of an Athenian Empire, however, left the Greek world divided into two major camps: the Athenian Empire and Sparta. Athens and Sparta had built two very different kinds of societies, and neither state was able to tolerate the other's system. Sparta and its allies feared the growing Athenian Empire, and a series of disputes finally led to the outbreak of the Great Peloponnesian War in 431 B.C.

This disastrous civil war lasted until 405 B.C., when the Athenian fleet was destroyed at Aegospotami (EE•guh•SPAH•tuh•MEE). Within the next year, Athens surrendered. Its walls were torn down, the navy disbanded, and the Athenian Empire destroyed.

The Great Peloponnesian War weakened the major Greek states and ruined any possibility of cooperation among them. During the next 66 years, Sparta, Athens, and Thebes (a new Greek power) struggled to dominate Greek affairs. In continuing their petty wars, the Greeks ignored the growing power of Macedonia to their north.

Reading Check Explaining How did the Great Peloponnesian War weaken the Greek states?

The Culture of Classical Greece

Classical Greece, especially Athens under the rule of Pericles, witnessed a period of remarkable intellec-

THE WAY IT WAS

YOUNG PEOPLE IN . . .

Greece

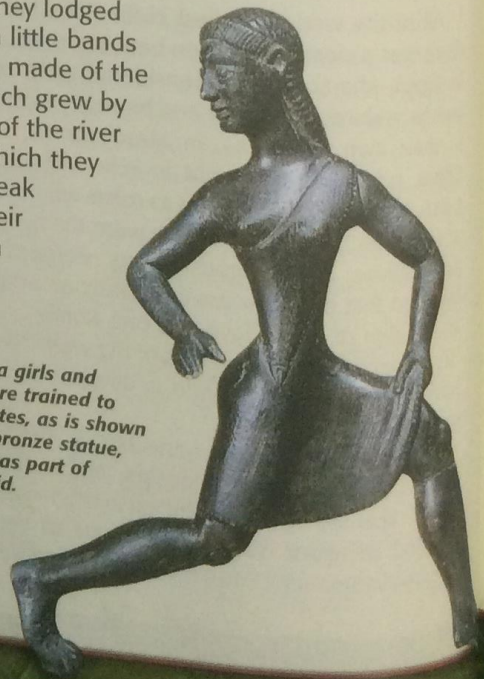
In Sparta, boys were trained to be soldiers. At birth, each child was examined by state officials, who decided whether the child was fit to live. Those who were judged unfit were left on a mountainside to die. Boys judged fit were taken from their mothers at the age of seven and put under control of the state.

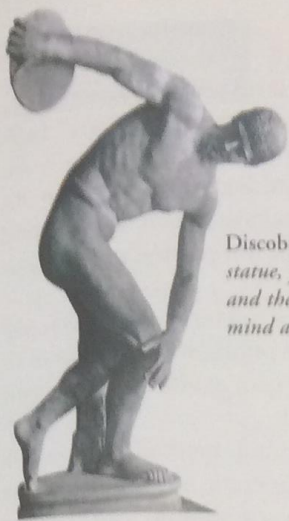
These boys lived in military-style barracks, where they were subjected to harsh discipline to make them tough and mean. Their education stressed military training and obedience to authority. The Greek historian Plutarch described the handling of young Spartans:

“After they were twelve years old, they were no longer allowed to wear any undergarments, they had one coat to serve them a year; their bodies were hard and dry, with but little acquaintance of

baths; these human indulgences they were allowed only on some few particular days in the year. They lodged together in little bands upon beds made of the rushes which grew by the banks of the river Eurotas, which they were to break off with their hands with a knife.”

In Sparta girls and boys were trained to be athletes, as is shown by this bronze statue, which was part of a vase lid.





Discobolos, a famous Greek statue, pays tribute to athletes and the Greek ideals of sound mind and sound body.

tual and cultural growth. The developments of this period became the main source of Western culture.

The Classical Ideals of Greek Art The arts of the Western world have been largely dominated by the

standards set by the Greeks of the classical period. Classical Greek art was concerned with expressing eternal ideals—reason, moderation, balance, and harmony in all things. The subject matter of this art was the human being, presented as an object of great beauty. The classic style was meant to civilize the emotions.

In architecture, the most important form was the temple dedicated to a god or goddess. At the center of Greek temples were walled rooms that housed both the statues of deities and treasuries in which gifts to the gods and goddesses were safeguarded. These central rooms were surrounded by a screen of columns that made Greek temples open structures rather than closed ones.

Some of the finest examples of Greek classical architecture were built in Athens in the fifth century B.C. The most famous building, regarded as the greatest example of the classical Greek temple, was the

Basically, the Spartan system worked. Spartan males were known for their toughness and their meanness. They were also known as the best soldiers in all of Greece.

Spartan girls received an education similar to that of the boys. Girls, too, underwent physical training, including running, wrestling, and throwing the javelin. The purpose was clear: to strengthen the girls for their roles as healthy mothers.

Well-to-do Athenian citizens raised their children very differently. Athenian children were nurtured by their mothers until the age of seven. At seven, a boy of the upper class was turned over to a male servant, known as a *pedagogue*. The pedagogue, who was usually a slave, accompanied the child to school. He was also responsible for teaching his charge good manners. He could punish the child with a birch rod to impose discipline.

The purpose of an education for upper-class Athenian boys was to create a well-rounded person. To that end, a boy had three teachers. One taught him reading,

writing, and arithmetic. Another taught physical education, a necessity to achieve the ideal of a sound mind in a sound body. A third taught him music, which consisted of playing the lyre (a stringed instrument) and singing. Education ended at 18, when an Athenian male formally became a citizen.

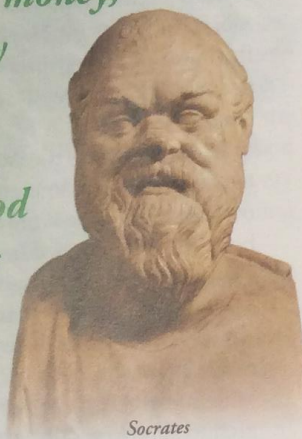
Girls of all classes remained at home, as their mothers did. Their mothers taught them how to run a home, which included how to spin and weave—activities expected of a good wife. Only in some wealthy families did girls learn to read, write, and perhaps play the lyre.

CONNECTING TO THE PAST

- 1. Summarizing Information** Describe a Spartan upbringing. How does this differ from the childhood of an American child?
- 2. Compare and Contrast** Compare a well-educated Spartan boy with a well-educated Athenian and a well-educated American. What are the differences?
- 3. Writing about History** Does your education today incorporate any Spartan or Athenian ideas? If so, give specific examples.

"I tell you that virtue does not come from money, but that money comes from virtue, as does every other good of man, public and private."

—The Apology of Socrates, Plato



Socrates

Parthenon. It was built between 447 and 432 B.C. Dedicated to Athena, the patron goddess of Athens, and to the glory of Athens itself, the Parthenon was an expression of Athenian pride in their city-state. The Parthenon shows the principles of classical architecture: the search for calmness, clarity, and freedom from unnecessary detail.

Greek sculpture also developed a classical style. Lifelike statues of the male nude, the favorite subject of Greek sculptors, showed relaxed attitudes. Their faces were self-assured, their bodies flexible and smooth muscled. Greek sculptors sought to achieve a standard of ideal beauty rather than realism.

Greek Drama Drama as we know it in Western culture was created by the Greeks. Plays were presented in outdoor theaters as part of religious festivals. The first Greek dramas were tragedies, which were presented in a trilogy (a set of three plays) built around a common theme. The only complete trilogy we possess today, called the *Oresteia*, was composed by Aeschylus. This set of three plays relates the fate of Agamemnon, a hero in the Trojan War, and his family after his return from the war.

Greek tragedies dealt with universal themes still relevant today. They examined such problems as the nature of good and evil, the rights of the individual, the nature of divine forces, and the nature of human beings. In the world of the Greek tragedies, striving to do the best thing may not always lead to success, but the attempt is a worthy endeavor. Greek pride in accomplishment and independence was real. As the chorus chanted in Sophocles' *Antigone*, "Is there anything more wonderful on earth, our marvelous planet, than the miracle of man?"

Greek Philosophy The term *philosophy* comes from a Greek word that means "love of wisdom." Early Greek philosophers were concerned with the development of critical or rational thought about the nature of the universe. Socrates, Plato, and Aristotle remain to this day three of the greatest philosophers of the Western world.

Socrates was a sculptor, but his true love was philosophy. He taught many pupils, but he accepted no pay. He believed that the goal of education was only to improve the individual.

Socrates used a teaching method that is still known by his name. The Socratic method of teaching uses a question-and-answer format to lead pupils to see things for themselves by using their own reason. Socrates believed that all real knowledge is already present within each person. Only critical examination is needed to call it forth. This was the real task of philosophy, because, as Socrates said, "The unexamined life is not worth living." This belief in the individual's ability to reason was an important contribution of the Greeks.

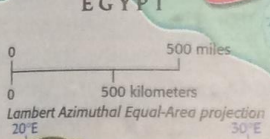
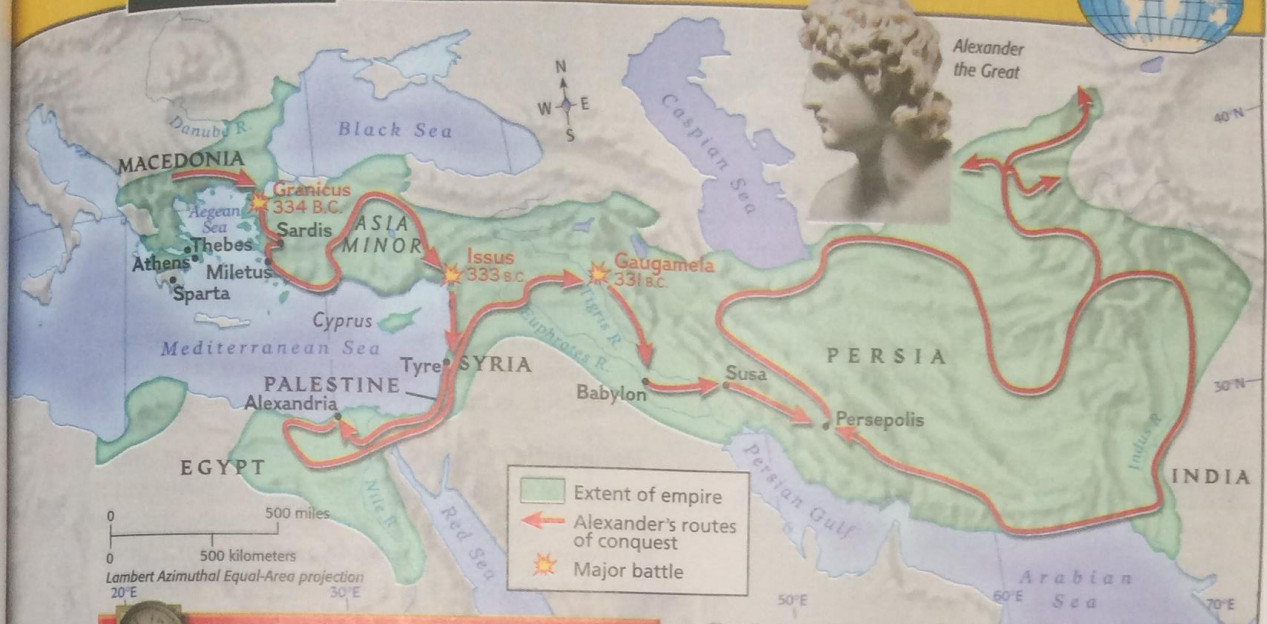
One of Socrates' students was **Plato**, considered by many to be the greatest philosopher of Western civilization. Unlike his teacher Socrates, who did not write down his thoughts, Plato wrote a great deal. He was particularly fascinated with the question of how we know what is real.

Plato's ideas about government were explained in a work entitled *The Republic*. Based on his experiences in Athens, Plato had come to distrust the workings of democracy. To him, individuals could not achieve a good life unless they lived in a just (fair) and rational state.

Plato's search for the just state led him to construct an ideal state in which people were divided into three basic groups. At the top was an upper class of philosopher-kings. The second group in Plato's ideal state were warriors who protected society. The third group contained all the rest, the masses, people driven not by wisdom or courage but by desire. They would be the producers of society—artisans, tradespeople, and farmers. Contrary to Greek custom, Plato also believed that men and women should have the same education and equal access to all positions.

Plato established a school in Athens known as the Academy. One of his pupils, who studied at the Academy for 20 years, was **Aristotle**. Aristotle's interests lay in analyzing and classifying things based on observation and investigation. He wrote about many subjects, including ethics, logic, politics, poetry, astronomy, geology, biology, and physics.

Empire of Alexander the Great, 323 B.C.



- Extent of empire
- Alexander's routes of conquest
- ★ Major battle

Geography Skills

Alexander the Great established his empire over three continents. The smaller map on the right outlines the present-day equivalent of Alexander's empire.

1. **Interpreting Maps** Did physical boundaries appear to have limited Alexander's conquests?
2. **Applying Geography Skills** Compare the inset map to the large map. What modern states correspond to Alexander's empire?



Like Plato, Aristotle wanted an effective form of government that would rationally direct human affairs. Unlike Plato, he did not seek an ideal state but tried to find the best form of government by analyzing existing governments. For his *Politics*, Aristotle looked at the constitutions of 158 states and found three good forms of government: monarchy, aristocracy, and constitutional government. He favored constitutional government as the best form for most people.

Reading Check Summarizing What ideals were expressed in classical Greek art, architecture, and drama?

Alexander the Great

TURNING POINT As a result of Alexander's conquests, Greek language, art, architecture, and literature spread throughout Southwest Asia.

The Greeks viewed their northern neighbors, the Macedonians, as barbarians, but in 359 B.C., Philip II

came to the Macedonian throne. A great admirer of Greek culture, he longed to unite all of Greece under Macedonia. He finally did so in 338 B.C. at the Battle of Chaeronea (KEHR•uh•NEE•uh), near Thebes. The Macedonian army crushed the Greeks.

Philip insisted that the Greek states form a league and then cooperate with him in a war against Persia. Before Philip could undertake his invasion of Asia, however, he was assassinated, leaving the task to his son Alexander.

Alexander the Great was only 20 when he became king of Macedonia. After his father's death, Alexander moved quickly to fulfill his father's dream of invading the Persian Empire. In the spring of 334 B.C., Alexander entered Asia Minor with an army of some thirty-seven thousand men, both Macedonians and Greeks. By 331 B.C., Alexander had taken possession of the Persian Empire. However, he was not content.

Over the next three years, Alexander moved east and northeast, as far as modern-day Pakistan. In 326

HISTORY Online

Web Activity Visit the *Glencoe World History—Modern Times* Web site at wh.mt.glencoe.com and click on **Chapter 2—Student Web Activity** to learn more about Alexander the Great and his conquests.

B.C., he crossed the Indus River and entered India, where he experienced a number of difficult campaigns. Weary of fighting year after year, his soldiers refused to go farther.

Alexander returned to Babylon, where he planned more campaigns. However, in June 323 B.C., exhausted from wounds, fever, and too much alcohol, he died at the age of 32.

Reading Check Identifying What changes in the Greek states resulted from the Greeks' defeat at the Battle of Chaeronea?

The Hellenistic Era

Alexander created a new age, the Hellenistic Era. The word *Hellenistic* is derived from a Greek word meaning "to imitate Greeks." It is an appropriate way, then, to describe an age that saw the expansion of the Greek language and ideas to the non-Greek world of Southwest Asia and beyond.

The Hellenistic Kingdoms The united empire that Alexander created by his conquests fell apart soon after his death as the most important Macedonian generals engaged in a struggle for power. By 300 B.C.,

any hope of unity was dead. Eventually, four Hellenistic kingdoms emerged as the successors to Alexander: Macedonia, Syria in the east, the kingdom of Pergamum in western Asia Minor, and Egypt. All were eventually conquered by the Romans.

Hellenistic rulers encouraged a massive spread of Greek colonists to Southwest Asia. Greeks (and Macedonians) provided not only new recruits for the army but also a pool of civilian administrators and workers. Architects, engineers, dramatists, and actors were all in demand in the new Greek cities. The Greek cities of the Hellenistic Era became the chief agents in the spread of Greek culture in Southwest Asia—as far, in fact, as modern-day Afghanistan and India.

Hellenistic Culture The Hellenistic Era was a period of considerable cultural accomplishment in many areas. Certain centers—especially the great Hellenistic city of Alexandria—stood out. Alexandria became home to poets, writers, philosophers, and scientists—scholars of all kinds.

The founding of new cities and the rebuilding of old ones presented many opportunities for Greek architects and sculptors. Both Hellenistic kings and rich citizens patronized sculptors. Thousands of statues were erected in towns and cities all over the Hellenistic world. Hellenistic sculptors moved away from the idealism of earlier classicism to a more emotional and realistic art. This is especially evident in the numerous statues of women and children.

Reading Check Identifying Which four kingdoms emerged following Alexander's death?

SECTION 1 ASSESSMENT

Checking for Understanding

- Define** epic poem, polis, acropolis, democracy, oligarchy, direct democracy.
- Identify** Homer, Solon, Cleisthenes, Pericles, Socrates, Plato, Aristotle, Alexander the Great.
- Locate** Mycenae, Troy, Sparta, Athens, Macedonia, Alexandria.
- Describe** the importance of the *Iliad* and the *Odyssey* to Greek culture.
- Identify** the values and standards exemplified by Greek art and architecture.

Critical Thinking

- Contrast** How were the governments favored by Plato and Aristotle different? Which view makes more sense to you? Why?
- Organizing Information** Using a table like the one below, identify the reforms that led to democracy in Athens and the leaders who initiated them.

Leader	Reforms
Solon	
Cleisthenes	
Pericles	

Analyzing Visuals

- Examine** the photo of the Parthenon shown on page 54. Where is the Parthenon located? When was it built? How does this famous temple demonstrate the principles of classical architecture?

Writing About History

- Descriptive Writing** Imagine that you are a 25-year-old male living in Sparta in 700 B.C. Create a diary in which you record your activities for one week. Write one diary page for each day.