

Ancient Greece

1750 B.C.—133 B.C.

Chapter Preview

- 1** Early People of the Aegean
- 2** The Rise of Greek City-States
- 3** Victory and Defeat in the Greek World
- 4** The Glory That Was Greece
- 5** Alexander and the Hellenistic Age



1600 B.C.

Minoan civilization on the island of Crete is at its height. The palace at Knossos (above) was the center of Minoan civilization.

431 B.C.

The Peloponnesian War begins, pitting Athens against its rival city-state, Sparta. This painting shows soldiers in the Peloponnesian War.

460 B.C.

The Age of Pericles marks the height of democracy in Athens.

CHAPTER EVENTS

**1750
B.C.**

**500
B.C.**

**400
B.C.**

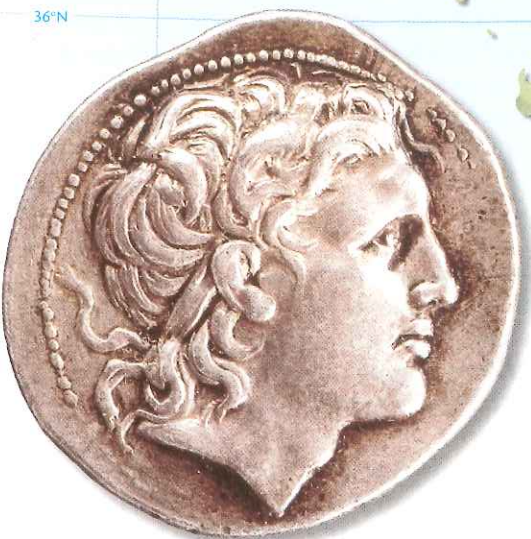
GLOBAL EVENTS

539 B.C. Cyrus the Great founds the Persian empire.

450 B.C. The Roman Republic publishes its legal code.

Centers of Greek Civilization About 500 B.C.

A common language and civilization linked the many Greek city-states. Although Greek civilization arose in a small corner of southeastern Europe, it had a worldwide impact.



331 B.C.

Alexander the Great conquers the Persian empire. The young Macedonian general already rules all of Greece.

323 B.C.

The Hellenistic Age begins, spreading Greek culture through the lands conquered by Alexander. This statue, called *Nike* or Winged Victory, is a masterpiece of Hellenistic art.

133 B.C.

Greek dominance of the Mediterranean world ends.

300 B.C.

321 B.C.
The Maurya dynasty begins in India.

200 B.C.

221 B.C.
Shi Huangdi unites China.

100 B.C.

Reading Focus

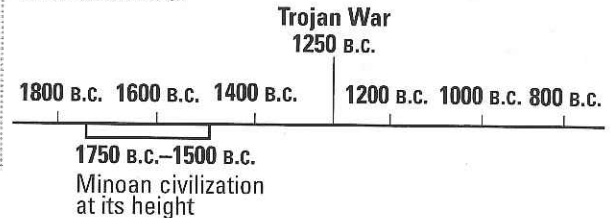
- What civilizations influenced the Minoans?
- How did Mycenaean civilization affect the later Greeks?
- What do the epics of Homer reveal about the Greeks?

Vocabulary

shrine
fresco
strait

Taking Notes

Copy this time line. As you read, fill in the major civilizations and events that occurred.



Main Idea

The Minoans and Mycenaeans shaped the first Greek civilizations.

Geography and History

From Egypt to Crete

When Minoan traders sailed the Mediterranean, they often headed for Egypt. Some Egyptian tomb paintings even show Minoan traders offering gifts to the pharaoh. In return, the traders brought valuable items such as linen home to Crete.

Trading goods led to cultural borrowing. Early Greek painting, with its stiff, formal poses, resembles Egyptian art styles. In addition, Egyptian notions of life after death—including a ferry ride across a river to the underworld—may have influenced Greek religious ideas.



Theme: Geography and History How does Egyptian influence on Minoan culture reflect the geographic themes of location and movement?

Setting the Scene Europa, the beautiful daughter of the king of Phoenicia, was gathering flowers when she saw a bull quietly grazing with her father's herds. The bull was actually Zeus, king of the gods, who had fallen in love with her. When Europa reached to place flowers on his horns, he suddenly bounded into the air and carried the weeping princess far across the Mediterranean Sea to the island of Crete. Eventually, Europa married the king of Crete and gave her name to a new continent—Europe.

This Greek legend carries seeds of truth. Crete was the cradle of an early civilization that later influenced Greeks on the European mainland. The people of Crete, however, had absorbed many ideas from the older civilizations of Egypt and Mesopotamia. Europa's journey from Phoenicia to Crete thus suggests the movement of ideas from east to west.

Minoan Civilization

Washed by the warm waters of the Aegean (uh JEE uhn) Sea, Crete was home to a brilliant early civilization. We do not know what the people who built this civilization called themselves. However, the British archaeologist who unearthed its ruins called them Minoans after Minos, a legendary king of Crete. Minoan civilization reached its height, or greatest success, between 1750 B.C. and 1500 B.C.

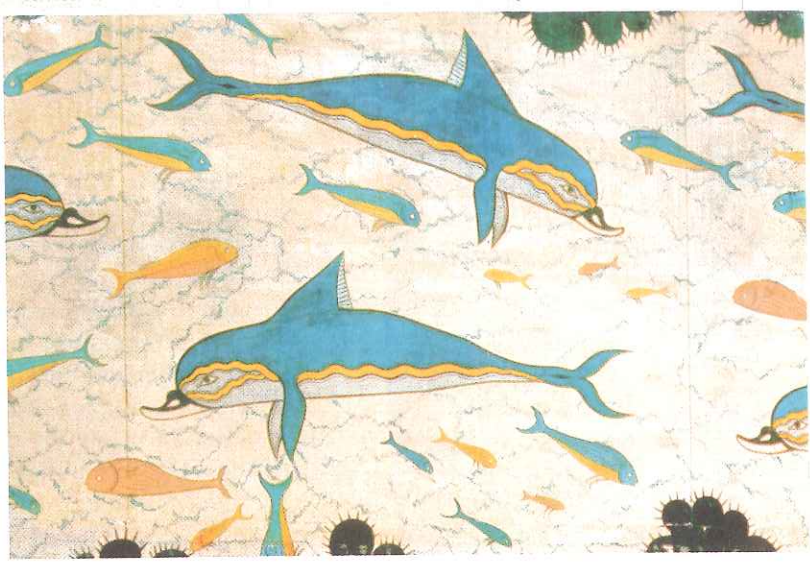
The success of the Minoans was based on trade, not conquest. Minoan traders set up outposts throughout the Aegean world. From their island home in the eastern Mediterranean, they crossed the seas to the Nile Valley and the Middle East. Through contact with Egypt and Mesopotamia, they acquired ideas and technology that they adapted to their own culture.

The Palace at Knossos The rulers of this trading empire lived in a vast palace at Knossos (NAHS uhs). It housed rooms for the royal family, banquet halls, and working areas for artisans. It also included religious shrines, areas dedicated to the honor of gods and goddesses.

The walls of the palace at Knossos are covered with colorful frescoes, watercolor paintings done on wet plaster. These frescoes tell us much about Minoan society. Leaping dolphins reflect the importance of the sea to the Minoan people. Religious images indicate that the Minoans worshiped the bull and a mother goddess. Other paintings show young men and women strolling through gardens or jumping through the horns of a charging bull. They suggest that women appeared freely in public and may have enjoyed more rights than women in most other ancient civilizations.

A Civilization Disappears By about 1400 B.C., Minoan civilization had vanished. Archaeologists are not sure of the reasons for its disappearance. A sudden volcanic eruption on a nearby island may have rained flaming death on Knossos. An earthquake may have destroyed the palace, followed by a tidal wave that drowned the inhabitants of the island.

However, invaders certainly played a role in the destruction of Minoan civilization. These intruders were the Mycenaeans (mī suh NEE uhnz), the first Greek-speaking people of whom we have a written record.



Rulers of Mycenae

Like the Aryans who swept into India, the Mycenaeans were an Indo-European people. They conquered the Greek mainland before overrunning Crete.

Successful Sea Traders Mycenaean civilization dominated the Aegean world from about 1400 B.C. to 1200 B.C. Like the Minoans, the Mycenaeans were sea traders. They reached out beyond the Aegean to Sicily, Italy, Egypt, and Mesopotamia. The newcomers learned many skills from the Minoans, including the art of writing. They, too, absorbed Egyptian and Mesopotamian influences, which they passed on to later Greeks.

The Mycenaeans lived in separate city-states on the mainland. In each, a warrior-king built a thick-walled fortress from which he ruled the surrounding villages. Wealthy rulers amassed hoards of treasure, including fine gold ornaments that archaeologists have unearthed from their tombs.

The Trojan War The Mycenaeans are best remembered for their part in the Trojan War, which took place around 1250 B.C. The conflict may have had its origins in economic rivalry between Mycenae and Troy, a rich trading city in present-day Turkey. Troy controlled the vital **straits**, or narrow water passages, that connect the Mediterranean and Black seas. However, Greek legend attributes the war to a more romantic cause. After the Trojan prince Paris kidnapped Helen, the beautiful wife of a Greek king, the Mycenaeans sailed to Troy to rescue her. For the next 10 years, the two sides battled until the Greeks finally seized Troy and burned the city to the ground.

For centuries, most people regarded the Trojan War as purely a legend. Then, in the 1870s, a wealthy German businessman, Heinrich Schliemann (HĪN rihk SHLEE mahn), set out to prove that the legend was rooted in fact. As he excavated the site of ancient Troy, Schliemann found evidence of fire and war dating to about 1250 B.C. Though most of the details remain lost in legend, modern scholars agree that the Trojan War was an actual event.

The Age of Homer

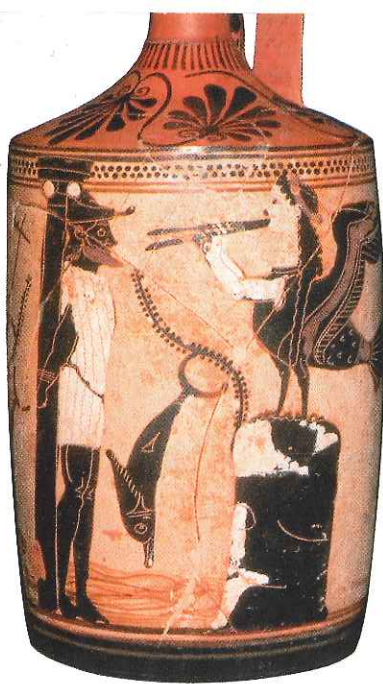
Not long after the fall of Troy, Mycenaean civilization crumbled under the attack of sea raiders. About the same time, another wave of Greek-speaking people, the Dorians, invaded from the north. As Mycenaean power faded, people abandoned the cities, and trade declined. From 1100 B.C. to 800 B.C., Greek civilization seemed to step backward. People forgot many skills, including the art of writing.

We get hints about life during this period from two great epic poems, the *Iliad* and the *Odyssey*. These epics may have been the work of many

A Minoan Fresco

These dolphins from the palace at Knossos show the lightness and sense of movement of Minoan frescoes.

Theme: Geography and History Why do you think Minoan artists chose dolphins as a subject?



Hero of the *Odyssey*

Odysseus was admired for cleverness. Here, he outwits the siren, whose song lures sailors to their doom. He fills his crew's ears with beeswax. Then, he has himself tied to the ship's mast so he can hear the siren's song without endangering the ship.

Theme: Art and Literature Name some fictional heroes of the past and present. What admirable qualities do they possess?

people, but they are credited to the poet Homer, who probably lived about 750 B.C. According to tradition, Homer was a blind poet who wandered from village to village, singing of heroic deeds. Like the great Indian epics, Homer's tales were passed on orally for generations before they were finally written down.

The *Iliad* is our chief source of information about the Trojan War, although the story involves gods, goddesses, and even a talking horse. At the start of the poem, Achilles (uh KIH-leez), the mightiest Greek warrior, is sulking in his tent because of a dispute with his commander. Although the war soon turns against the Greeks, Achilles stubbornly refuses to listen to pleas that he rejoin the fighting. Only after his best friend is killed does Achilles return to battle.

The *Odyssey* tells of the struggles of the Greek hero Odysseus (oh DIHS ee uhs) to return home to his faithful wife, Penelope, after the fall of Troy. On his long voyage, Odysseus encounters a sea monster, a race of one-eyed giants, and a beautiful sorceress who turns men into swine.

The *Iliad* and *Odyssey* reveal much about the values of the ancient Greeks. The heroes display honor, courage, and eloquence, as when Achilles rallies his troops:

"Every man make up his mind to fight
And move on his enemy! Strong as I am,
It's hard for me to face so many men
And fight with all at once. . . .
And yet I will!"

—Homer, *Iliad*

For almost 3,000 years, the epics of Homer have inspired European writers and artists.

Looking Ahead

For centuries after the Dorian invasions, the Greeks lived in small, isolated villages. They had no writing and few contacts with the outside world. From this unpromising start, they would develop a civilization that influenced many parts of the world. As they emerged from obscurity, they benefited from the legacy of earlier civilizations. Over time, the stories they heard about Crete and Mycenae underwent changes and became part of the Greek heritage.

SECTION 1 Assessment

Recall

1. **Identify:** (a) Trojan War, (b) Heinrich Schliemann, (c) Homer.
2. **Define:** (a) shrine, (b) fresco, (c) strait.

Comprehension

3. How did trade contribute to the development of Minoan and Mycenaean civilizations?
4. What impact did Mycenaean civilization have on later Greeks?
5. What values of the ancient Greeks are found in the poems of Homer?

Critical Thinking and Writing

6. **Connecting to Geography** In addition to location near water, what other geographic features or natural resources would have been important to an early people who made their living as sea traders?
7. **Drawing Conclusions** Do you think the epics of Homer are probably a reliable source of information about the history of the ancient Greeks? Why or why not?



Activity

Take It to the NET

Use the Internet to research ancient Greek myths such as the story of Europa. Then, make a list of five words, like *Europe*, that are derived from these myths. For each word, include an explanation of the connection between the English word and its Greek origin.

SECTION 2 The Rise of Greek City-States

Reading Focus

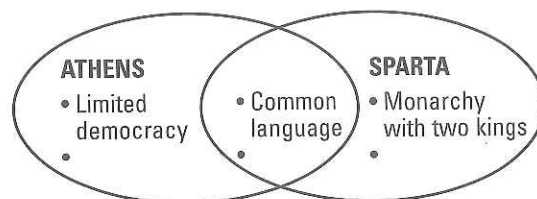
- How did geography influence the Greek city-states?
- What kinds of government did the Greek city-states develop?
- How did Athens and Sparta differ?
- What forces unified the Greek city-states?

Vocabulary

polis
 acropolis
 monarchy
 aristocracy
 oligarchy
 phalanx
 helot
 democracy
 tyrant
 legislature

Taking Notes

Copy this diagram. As you read, fill in both similarities and differences between Athens and Sparta. Parts of these circles have been completed to help you get started.



Main Idea

As Greek city-states grew, they developed different types of government, including an early form of democracy.

Setting the Scene “We live around the sea like frogs around a pond,” noted the Greek thinker Plato. Indeed, the Mediterranean and Aegean seas were as central to the development of Greek civilization as the Nile was to the Egyptians. The ancient Greeks absorbed many ideas and beliefs from the older civilizations of Mesopotamia and Egypt. At the same time, they evolved their own unique ways. In particular, the Greeks developed new ideas about how best to govern a society.

Geography of the Greek Homeland

As you have read, the earliest civilizations rose in fertile river valleys. There, strong rulers organized irrigation works that helped farmers produce food surpluses needed to support large cities. A very different set of geographic conditions influenced the rise of Greek civilization.

Mountains and Valleys Greece is part of the Balkan peninsula, which extends southward into the eastern Mediterranean Sea. Mountains divide the peninsula into isolated valleys. Beyond the rugged coast, hundreds of rocky islands spread toward the horizon.

The Greeks who farmed the valleys or settled on the scattered islands did not create a large empire such as that of the Egyptians or Persians. Instead, they built many small city-states, cut off from one another by mountains or water. Each included a city and its surrounding countryside. Greeks fiercely defended the independence of their tiny city-states. Endless rivalry led to frequent wars.

The Seas While mountains divided Greeks, the seas were a vital link to the world outside. With its hundreds of bays, the Greek coastline provided safe harbors for ships. The Greeks became skilled sailors, carrying cargoes of olive oil, wine, and marble around the eastern Mediterranean. They returned not only with grains and metals but also with ideas, which they adapted to their own needs. For example, the Greeks expanded the Phoenician alphabet. The resulting Greek alphabet became the basis for all western alphabets.

By 750 B.C., rapid population growth was forcing many Greeks to leave their own overcrowded valleys. With fertile land limited, the Greeks expanded overseas. Gradually, a scattering of Greek colonies took root all around the Mediterranean from Spain to Egypt. Wherever they traveled, Greek settlers and traders carried their ideas and culture.

DEVELOPMENT OF THE ALPHABET

| Phoenician | Greek | Roman |
|------------|-------|-------|
| 𐤀 | Α | A |
| 𐤁 | Β | B |
| 𐤂 | Δ | D |
| 𐤃 | Κ | K |
| 𐤄 | Λ | L |
| 𐤅 | Ν | N |

Skills Assessment

Chart Our alphabet comes to us from the Phoenicians by way of the Greeks. The word *alphabet* itself comes from the first two Greek letters, *alpha* and *beta*. Describe how the modern letter A changed over time.

Geography of Ancient Greece



Skills Assessment

Geography Greek civilization was shaped by both rugged mountains and the surrounding seas.

- 1. Location** On the map, locate (a) Aegean Sea, (b) Mediterranean Sea, (c) Greece, (d) Crete, (e) Mycenae, (f) Athens, (g) Sparta, (h) Mt. Olympus.
- 2. Region** How did the geography of Greece present obstacles to unity?
- 3. Critical Thinking**
Comparing How did the geography of Greece differ from that of other ancient civilizations?

Governing the City-States

As their world expanded after 750 B.C., the Greeks evolved a unique version of the city-state, which they called the **polis**. Typically, the city itself was built on two levels. On a hilltop stood the **acropolis** (uh KRAHP uh lih), or high city, with its great marble temples dedicated to different gods and goddesses. On flatter ground below lay the walled main city with its marketplace, theater, public buildings, and homes.

The population of each city-state was fairly small, which helped citizens share a sense of responsibility for its triumphs and defeats. In the warm climate of Greece, free men spent much time outdoors in the marketplace, debating issues that affected their lives. The whole community joined in festivals honoring the city's special god or goddess.

Early Governments Between 750 B.C. and 500 B.C., Greeks evolved different forms of government. At first, the ruler of the polis, like those in the river valley empires, was a king. A government in which a king or queen exercises central power is a **monarchy**. Slowly, though, power shifted to a class of noble landowners. They were also the military defenders of the city-states, because only they could afford bronze weapons and chariots. At first these nobles defended the king. In time, they won power for themselves. The result was an **aristocracy**, or rule by a landholding elite.

As trade expanded, a new middle class of wealthy merchants, farmers, and artisans emerged in some cities. They challenged the landowning nobles for power and came to dominate some city-states. The result was a form of government called an **oligarchy**. In an oligarchy, power is in the hands of a small, powerful elite, usually from the business class.

Changes in Warfare Changes in military technology increased the power of the middle class. By about 650 B.C., iron weapons replaced bronze ones. Since iron was cheaper, ordinary citizens could afford iron helmets, shields, and swords. Meanwhile, a new method of fighting emerged. The **phalanx** was a massive formation of heavily armed foot soldiers. It required long hours of drill. Shared training created a strong sense of unity among citizen-soldiers.

By putting the defense of the city-state in the hands of ordinary citizens, the phalanx reduced class differences. The new type of warfare, however, led the two most influential city-states to develop very different ways of life. While Sparta stressed military virtues and stern discipline, Athens glorified the individual and extended political rights to more citizens.

Sparta: A Nation of Soldiers

The Spartans were Dorians who conquered Laconia. This region lies in the Peloponnesus (pehl uh puh NEE suhs), the southern part of Greece. The invaders turned the conquered people into state-owned slaves, called **helots**, and made them work the land. Because the helots greatly outnumbered their rulers, the Spartans set up a brutal system of strict control.

The Spartan government included two kings and a council of elders who advised the monarchs. An assembly made up of all citizens approved

major decisions. Citizens were male, native-born Spartans over the age of 30. The assembly also elected five ephors, officials who held the real power and ran day-to-day affairs.

The Rigors of Citizenship From childhood, a Spartan prepared to be part of a military state. Officials examined every newborn, and sickly children were abandoned to die. Spartans wanted future soldiers or mothers of soldiers to be healthy.

At the age of seven, boys began training for a lifetime in the military. They moved into barracks, where they endured a brutal existence. Toughened by a coarse diet, hard exercise, and rigid discipline, Spartan youths became excellent soldiers. To develop cunning and supplement their diet, boys were even encouraged to steal food. If caught, though, they were beaten severely.

At the age of 20, a man could marry, but he continued to live in the barracks for another 10 years and to eat there for another 40 years. At the age of 30, after further specialized training, he took his place in the assembly.

Women Girls, too, had a rigorous upbringing. As part of a warrior society, they were expected to produce healthy sons for the army. They therefore were told to exercise and strengthen their bodies—something no other Greek women did.

Like other Greek women, Spartan women had to obey their fathers or husbands. Under Spartan law, though, they had the right to inherit property. Because men were occupied with war, some women took on responsibilities such as running the family's estates.

Sparta and Its Neighbors The Spartans isolated themselves from other Greeks. They looked down on trade and wealth, forbade their own citizens to travel, and had little use for new ideas or the arts. While other Greeks admired the Spartans' military skills, no other city-state imitated their rigorous way of life. "Spartans are willing to die for their city," some suggested, "because they have no reason to live."

Athens: A Limited Democracy

Athens was located in Attica, just north of the Peloponnesus. As in many Greek city-states, Athenian government evolved from a monarchy into an aristocracy. Around 700 B.C., noble landowners held power and chose the chief officials. Nobles judged major cases in court and dominated the assembly.

Demands for Change Under the aristocracy, Athenian wealth and power grew. Yet discontent spread among ordinary people. Merchants and soldiers resented the power of the nobles. They argued that their service to Athens entitled them to more rights. Foreign artisans, who produced many goods that Athens traded abroad, were resentful that foreigners were barred from becoming citizens. Farmers, too, demanded change. During hard times, many farmers were forced to sell their land to nobles. A growing number even sold themselves and their families into slavery to pay their debts.

As discontent spread, Athens moved slowly toward **democracy**, or government by the people. As you will see, the term had a different meaning for the ancient Greeks than it has for us today.

Solon's Reforms Solon, a wise and trusted leader, was appointed archon (AHR kahn), or chief official, in 594 B.C. Athenians gave Solon a free hand to make needed reforms. He outlawed debt slavery and freed those who had already been sold into slavery for debt. He opened high offices to more citizens, granted citizenship to some foreigners, and gave the Athenian assembly more say in important decisions.



Primary Source

A Spartan Education

An Athenian historian explains the system of education set up by Lycurgus, the Spartan lawgiver:

"Instead of softening the boys' feet with sandals he required them to harden their feet by going without shoes. He believed that if this habit were cultivated it would enable them to climb hills more easily and descend steep inclines with less danger, and that a youth who had accustomed himself to go barefoot would leap and jump and run more nimbly than a boy in sandals. And instead of letting them be pampered in the matter of clothing, he introduced the custom of wearing one garment throughout the year, believing that they would thus be better prepared to face changes of heat and cold."

—Xenophon, *Constitution of the Lacedaemonians*

Skills Assessment

Primary Source Describe the Spartan student dress code. What was its purpose?

Solon introduced economic reforms as well. He encouraged the export of wine and olive oil. This policy helped merchants and farmers by increasing demand for their products.

Although Solon's reforms ensured greater fairness and justice to some groups, citizenship remained limited, and many positions were open only to wealthy landowners. Widespread and continued unrest led to the rise of **tyrants**, or people who gained power by force. Tyrants often won support of the merchant class and the poor by imposing reforms to help these groups. (Although Greek tyrants often governed well, the word *tyrant* has come to mean a vicious and brutal ruler.)

Later Reforms The Athenian tyrant Pisistratus (pi SIHS truh tuhs) seized power in 546 B.C. He helped farmers by giving them loans and land taken from nobles. New building projects gave jobs to the poor. By giving poor citizens a greater voice, he further weakened the aristocracy.

In 507 B.C., another reformer, Cleisthenes (KLIS thuh neez), broadened the role of ordinary citizens in government. He set up the Council of 500, whose members were chosen by lot from among all citizens. The council prepared laws for the assembly and supervised the day-to-day work of government. Cleisthenes made the assembly a genuine **legislature**, or law-making body, that debated laws before deciding to approve or reject them. All male citizens over the age of 30 were members of the assembly.

Limited Rights By modern standards, Athenian democracy was quite limited. Only male citizens could participate in government, and citizenship was severely restricted. Also, tens of thousands of Athenians were slaves without political rights or personal freedom. In fact, it was the labor of slaves that gave citizens the time to participate in government. Still, Athens gave more people a say in decision making than did the other ancient civilizations we have studied.

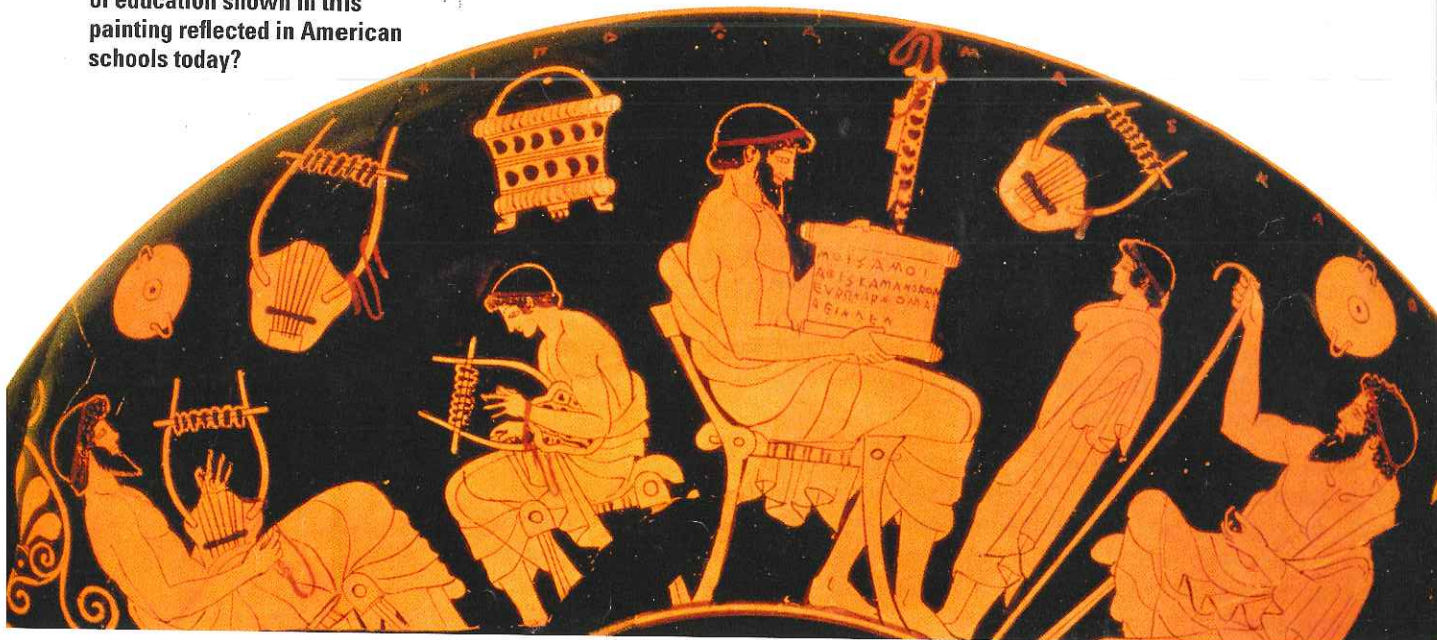
Women In Athens, as in other Greek city-states, women had no share in public life. The respected thinker Aristotle saw women as imperfect beings who lacked the ability to reason as well as men. "The man is by nature fitter for command than the female," he wrote, "just as an older person is superior to a younger, more immature person."

In well-to-do Athenian homes, women lived a secluded existence. There, they managed the entire household. They spun and wove, cared for their children, and prepared food. Their slaves or children were sent to buy

Athenian Education

Athenians believed that education should teach all arts for the development of well-rounded citizens. This vase painting shows young men learning music and grammar at an Athenian school.

Theme: Continuity and Change How is the ideal of education shown in this painting reflected in American schools today?



food and to fetch water from the public well. Poorer women worked outside the home, tending sheep or working as spinners, weavers, or potters.

Education for Democracy Unlike girls, who received little or no formal education, boys attended school if their families could afford it. Besides learning to read and write, they studied music and memorized poetry. They studied to become skilled public speakers because, as citizens in a democracy, they would have to voice their views. Young men received military training and, to keep their bodies healthy, participated in athletic contests. Unlike Sparta, which put military training above all else, Athens encouraged young men to explore many areas of knowledge.

Forces for Unity

Strong local ties, an independent spirit, and economic rivalry led to fighting among the Greek city-states. Despite these divisions, Greeks shared a common culture. They spoke the same language, honored the same ancient heroes, participated in common festivals, and prayed to the same gods.

Religious Beliefs Like most other ancient people, the Greeks were polytheistic. They believed that the gods lived on Mount Olympus in northern Greece. The most powerful Olympian was Zeus, who presided over the affairs of gods and humans. His children included Aphrodite (af ruh dī tee), goddess of love, and Ares, god of war. His daughter Athena, goddess of wisdom, gave her name to Athens.

Greeks honored their gods with temples and festivals. To discover the will of the gods, Greeks consulted the oracles, priests or priestesses through whom the gods were thought to speak. Although religion was important, some Greek thinkers came to believe that the universe was regulated, not by the will of gods, but by natural laws.

View of Non-Greeks As trade and colonies expanded, the Greeks came in contact with people with different languages and customs. Greeks felt superior to non-Greeks and called them *barbaroi*, people who did not speak Greek. The English word *barbarian* comes from this Greek root. These “barbarians” included such people as the Phoenicians and Egyptians, from whom the Greeks borrowed important ideas and inventions. Still, this sense of uniqueness would help the Greeks face a threat from the mightiest power in the Mediterranean world—the Persian empire.



Connections to Today

The Olympic Games

Every four years, in the city-state of Olympia, the Greeks held athletic contests to honor Zeus. Winning athletes, such as wrestlers or discus throwers, would be crowned with a wreath. The Olympic games helped unify the Greek world. Warring city-states would even call a truce so that people could attend the games.

Today, thousands of athletes from around the world compete in the summer and winter Olympics. To honor the Greek origins of the games, relay runners carry a torch from Greece to the host city.

Theme: Global Interaction

Do you think the Olympic games are a force for unity in the world?

Why or why not?

SECTION 2 Assessment

Recall

1. **Identify:** (a) Peloponnesus, (b) Solon, (c) Cleisthenes, (d) Zeus.
2. **Define:** (a) polis, (b) acropolis, (c) monarchy, (d) aristocracy, (e) oligarchy, (f) phalanx, (g) helot, (h) democracy, (i) tyrant, (j) legislature.

Comprehension

3. Identify two ways that geography influenced Greece.
4. (a) How did noble landowners gain power in Greek city-states? (b) How did the phalanx affect Greek society and government?

5. Describe the system of education in (a) Sparta and (b) Athens.
6. What cultural ties united the Greek world?

Critical Thinking and Writing

7. **Drawing Conclusions** (a) In what ways was Athenian democracy limited? (b) Despite such limits, Athens is still admired as an early model of democracy. Why do you think this is so?
8. **Analyzing Ideas** Like the early Chinese, the Greeks felt superior to people outside their own land. How might such an attitude be both a strength and a weakness?

Activity

Creating a Dialogue

Create a dialogue between an Athenian and a Spartan in which they discuss the best form of government and the responsibilities of citizenship.

Reading Focus

- What impact did the Persian Wars have on Greece?
- How did Athens enjoy a golden age under Pericles?
- What were the causes and effects of the Peloponnesian War?

Vocabulary

alliance
direct democracy
stipend
jury
ostracism

Taking Notes

Copy this flowchart. As you read, fill in the boxes with the major events of the many wars in the Greek world. The first box has been completed to help you get started.

THE WARS OF THE GREEK WORLD

- Athens fights Persia
- Other city-states fight on the side of Athens
- The battle of Marathon





Main Idea

Competition among the Greek city-states led to conflict.

Setting the Scene In 492 B.C., King Darius I of Persia cast an angry eye across the Aegean to the proud Greek city-states. Seeking revenge for a Greek insult, he sent messengers throughout Greece. The messengers demanded gifts of “earth and water”—symbols of submission to Darius I.

Many of the city-states obeyed Darius’ demand. After all, the Persian empire was the most powerful in the Mediterranean world. But Athens and Sparta were not so quick to submit. Instead, the Athenians threw Darius’ messengers into a well, while the Spartans tossed them into a pit. The Persians, they said, could collect their own earth and water.

The Greek historian Herodotus (hīh RAHD uh tuhs) told this story of Greek defiance and pride. Despite their cultural ties, the Greek city-states were often bitterly divided. Yet, when the Persians threatened, the Greeks briefly put aside their differences to defend their freedom.

The Persian Wars

By 500 B.C., Athens had emerged as the wealthiest Greek city-state. But Athens and the entire Greek world soon faced a fearsome threat from outside. The Persians, you will recall, conquered a huge empire stretching from Asia Minor to the border of India. Their subjects included the Greek city-states of Ionia in Asia Minor.

Though under Persian rule, these Ionian city-states were largely self-governing. Still, they resented their situation. In 499 B.C., Ionian Greeks rebelled against Persian rule. Athens sent ships to help them. As Herodotus wrote some years later, “These ships were the beginning of mischief both to the Greeks and to the barbarians.”

Victory at Marathon The Persians soon crushed the rebel cities.

However, Darius I was furious at Athens’ role in the uprising. To keep his anger hot, reported Herodotus, he had a servant whisper to him at every meal, “Master, remember the Athenians.”

In time, Darius I sent a huge force across the Aegean to punish Athens for its interference. The mighty Persian army landed near Marathon, a plain north of Athens, in 490 B.C. The Athenians asked for help from neighboring city-states, but received little support.

The Persians greatly outnumbered Athenian forces. Yet the invaders were amazed to see “a mere handful of men coming on at a run without either horsemen or archers.” The Persians responded with a rain of arrows, but the Greeks rushed onward. They broke through the Persian line and

Did You Know?

The First Marathon

After the battle of Marathon, the Greeks sent Pheidippides, their fastest runner, to carry home news of the stunning victory. Though exhausted, he sprinted 26.2 miles to Athens. “Rejoice, we conquer,” he gasped—then dropped dead. Today, in honor of Pheidippides, marathon runners still cover the same distance that he ran 2,500 years ago.

Theme: Continuity and Change Today, many American communities hold annual marathons. Why do you think such races are popular?

engaged the enemy in fierce hand-to-hand combat. Overwhelmed by the fury of the Athenian assault, the Persians hastily retreated to their ships.

The Athenians celebrated their triumph. Still, the Athenian leader, Themistocles (thuh MIHS tuh kleez), knew the victory at Marathon had bought only a temporary lull in the fighting. He urged Athenians to build a fleet of warships and prepare other defenses.

Renewed Attacks Darius died before he could mass his troops for another attack. But in 480 B.C., his son Xerxes (ZERK seez) sent a much larger force to conquer Greece. By this time, Athens had persuaded Sparta and other city-states to join in the fight against Persia.

Once again, the Persians landed an army in northern Greece. A small Spartan force guarded the narrow mountain pass at Thermopylae (thuhr MAHP uh lee). Led by the great warrior-king Leonidas, the Spartans held out heroically against the enormous Persian force. Herodotus described the heroic stand of the Spartans:

“Here they defended themselves to the last, such as still had swords using them, and the others resisting with their hands and teeth; till the barbarians who . . . now encircled them upon every side, overwhelmed and buried the remnant that was left beneath showers of missile weapons.”

—Herodotus, *The Persian Wars*

After defeating the Spartans, the Persians marched south and burned Athens. The city was empty, however. The Athenians had withdrawn to safety.

The Greeks now put their faith in the fleet of ships that Themistocles had urged them to build. The Athenians lured the Persian navy into the narrow strait of Salamis. Athenian warships, powered by rowers, drove into the Persian boats with underwater battering rams. On the shore, Xerxes watched helplessly as his mighty fleet sank.

The following year, the Greeks defeated the Persians on land in Asia Minor. This victory marked the end of the Persian invasions. Although fighting continued for years, Greek raiders were on the offensive from this time on. In a brief moment of unity, the Greek city-states had saved themselves from the Persian threat.

Results Victory in the Persian Wars increased the Greeks’ sense of their own uniqueness. The gods, they felt, had protected their superior form of government—the city-state—against invaders from Asia.

Athens emerged from the war as the most powerful city-state in Greece. To continue the struggle against Persia, it organized the Delian League, an alliance with other Greek city-states. An **alliance** is a formal agreement between two or more nations or powers to cooperate and come to one another’s defense.

From the start, Athens dominated the Delian League. It slowly used its position of leadership to create an Athenian empire. It moved the league treasury from the island of Delos to Athens, using money contributed by other city-states to rebuild its own city. When its allies protested and tried

Persian Wars, 490 B.C.–479 B.C.



Skills Assessment

Geography When the Persian empire attacked Greece, the Greek city-states briefly joined forces to defend their independence.

- 1. Location** On the map, locate (a) Athens, (b) Sparta, (c) Marathon, (d) Thermopylae, (e) Salamis.
- 2. Movement** Describe the route of the Persian army toward Athens.
- 3. Critical Thinking** **Making Inferences** Why do you think Xerxes' fleet hugged the coastline instead of sailing directly across the Aegean?

to withdraw from the league, Athens used force to make them remain. Yet, while Athens was enforcing its will abroad, Athenian leaders were championing political freedom at home.

Athens in the Age of Pericles

The years after the Persian Wars were a golden age for Athens. Under the able statesman Pericles (PEHR uh kleez), the economy thrived and the government became more democratic. Because of his wise and skillful leadership, the period from 460 B.C. to 429 B.C. is often called the Age of Pericles.

Political Life Periclean Athens was a **direct democracy**. Under this system, a large number of citizens take direct part in the day-to-day affairs of government. By contrast, in most democratic countries today, citizens participate in government indirectly through elected representatives.

By the time of Pericles, the Athenian assembly met several times a month. At least 6,000 members had to be present in order to decide important issues. Pericles believed that all male citizens, regardless of wealth or social class, should take part in government. Athens therefore began to pay a **stipend**, or fixed salary, to men who held public office. This reform enabled poor men to serve in government.

In addition to serving in the assembly, Athenians served on juries. A **jury** is a panel of citizens who have the authority to make the final judgment in a trial. Unlike a modern American trial jury, which is usually made up of 12 members, an Athenian jury might include hundreds or even thousands of jurors. Male citizens over 30 years of age were chosen by lot to serve on the jury for a year. Like members of the assembly, jurors received a stipend.

Athenian citizens could also vote to banish, or send away, a public figure whom they saw as a threat to their democracy. This process was called **ostracism** (AHS trah sihzm). To ostracize someone, a citizen wrote that person's name on a piece of pottery. Depending on the number of votes cast, an ostracized individual would have to live outside the city, usually for a period of 10 years.

The Funeral Oration Thucydides (thoo SIHD uh deez), a historian who lived in the Age of Pericles, recorded a speech given by Pericles at the funeral of Athenians slain in battle. In this famous Funeral Oration, Pericles praised the Athenian form of government. He pointed out that, in Athens, power rested in the hands "not of a minority but of the whole people."

In the Funeral Oration, Pericles stressed not only the rights but also the duties of citizenship. As citizens of a democracy, he said, Athenians bore a special responsibility. "We alone," he stated, "regard a man who takes no interest in public affairs, not as a harmless but as a useless character." Today, Pericles' Funeral Oration is considered one of the earliest and greatest expressions of democratic ideals.

Economic and Cultural Life Athens prospered during the Age of Pericles. With the riches of the Athenian empire, Pericles hired the best architects and sculptors to rebuild the Acropolis, which the Persians had destroyed. Magnificent new temples and colossal statues rose from the ruins of the Acropolis. Such building projects increased Athenians' prosperity by creating jobs for artisans and workers. They also served as a further reminder to both citizens and visitors that the gods had favored the Athenians.

With the help of an educated foreign-born woman named Aspasia, Pericles turned Athens into the cultural center of Greece. Pericles and Aspasia surrounded themselves with thinkers, writers, and artists. Through building programs and public festivals, they supported the arts. In the next section, you will read about Greek contributions to architecture, art, literature, history, and philosophy.

Primary Sources and Literature

See "Thucydides: A History of the Peloponnesian War" in the Reference Section at the back of this book.



Comparing Viewpoints

How Should a Society's Leaders Be Chosen?

In his Gettysburg Address, Abraham Lincoln expressed his abiding belief in democracy, which he described as "government of the people, by the people, and for the people." But through the years, not everyone has agreed that democracy is the best form of government. Consider the following viewpoints.

Greece 400s B.C.

In a famous Funeral Oration, Pericles praised the Athenian form of government:

“Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. . . . When it is a question of putting one person before another in positions of public responsibility, what counts is not membership of a particular class, but the ability the man possesses.”

United States 1787

Alexander Hamilton, a Caribbean-born statesman who helped shape the Constitution, distrusted ordinary citizens:

“All communities divide themselves into the few and the many. The first are rich and well-born, the other the mass of the people. . . . The people are turbulent and changing; they seldom judge or determine right. Give therefore to the first class a distinct, permanent share in the government.”

Algeria 1990s

The Arabic writing on this poster says “Your election equals the restoration of the country’s glory.”



Chile 1986

Santiago Sinclair, an aide to Chilean military dictator Augusto Pinochet, defended the right of strong leaders to take power into their own hands:

“Command is voice, conscience, justice. . . . Command guides spirits and unites wills, carrying them to success. . . .”

Skills Tip

Someone may express an opinion that is not necessarily what you would expect. A person's background, as well as the time and place in which he or she lived, may have influenced his or her way of thinking.

Skills Assessment

- Which writer seems most opposed to choosing leaders in a democratic way?
 - Pericles
 - Hamilton
 - Sinclair
 - the creator of the voting poster
- With which statement would Pericles agree?
 - Class is more important than ability.
 - The minority should rule.
 - Leaders know best.
 - Power should be shared by all.

- Critical Thinking Making Decisions** For more than 200 years, people in the United States have been concerned with the way elections are run. If you could change one thing about the American elections, what would it be? Why?

Primary Source

The Plague in Athens

The Greek historian Thucydides describes the unknown plague that struck Athens in 430 B.C.:

"Bodies of dying men lay one upon another, and half-dead people rolled about in the streets and, in their longing for water, near all the fountains. The temples, too, in which they had quartered themselves were full of the corpses of them who had died in them; for the calamity which weighed upon them was so overpowering that men, not knowing what was to become of them, became careless of all law, sacred as well as profane [worldly]. And the customs which they had hitherto observed regarding burial were all thrown into confusion, and they buried their dead each one as he could."

—Thucydides, *A History of the Peloponnesian War*

Skills Assessment

Primary Source What strains would a plague such as this put on a society?

The Peloponnesian War

The power of Athens contained the seeds of disaster. Many Greeks outside of Athens resented Athenian domination. Before long, the Greek world split into rival camps. To counter the Delian League, Sparta and other enemies of Athens formed the Peloponnesian League. Sparta encouraged oligarchy in the cities of the Peloponnesian League, while Athens supported democracy among its allies.

In 431 B.C., warfare broke out in earnest between Athens and Sparta. The Peloponnesian War soon engulfed all of Greece. The fighting would drag on for 27 years.

Greek Against Greek Despite its riches and powerful navy, Athens faced a serious geographic disadvantage. Sparta was located inland, so it could not be attacked from the sea. Yet Sparta had only to march north to attack Athens by land.

When Sparta invaded Athens, Pericles allowed people from the surrounding countryside to move inside the city walls. The overcrowded conditions soon led to disaster. A terrible plague broke out, killing at least a third of the population, including Pericles himself. His successors were much less able leaders. Their power struggles quickly undermined the city's democratic government.

As the war dragged on, each side committed savage acts against the other. Sparta even allied itself with Persia, the longtime enemy of the Greeks. Finally, in 404 B.C., with the help of the Persian navy, the Spartans captured Athens. The victors stripped Athenians of their fleet and empire. However, Sparta rejected calls from its allies to destroy Athens, possibly out of respect for the city's role in the Persian Wars.

The Aftermath of War The Peloponnesian War ended Athenian domination of the Greek world. The Athenian economy eventually revived and Athens remained the cultural center of Greece. However, its spirit and vitality declined. In Athens, as elsewhere in the Greek world, democratic government suffered. Corruption and selfish interests replaced older ideals such as service to the city-state.

For the next century, fighting continued to disrupt the Greek world. Sparta itself soon suffered defeat at the hands of Thebes, another Greek city-state. As Greeks battled among themselves, a new power rose in Macedonia (mas uh DOHN ee yuh), a kingdom to the north. By 359 B.C., its ambitious ruler stood poised to conquer the quarrelsome Greek city-states.

SECTION 3 Assessment

Recall

1. **Identify:** (a) Marathon, (b) Themistocles, (c) Delian League, (d) Pericles, (e) Aspasia.
2. **Define:** (a) alliance, (b) direct democracy, (c) stipend, (d) jury, (e) ostracism.

Comprehension

3. Describe two effects of the Persian Wars.
4. How did Pericles contribute to Athenian greatness?
5. How did the growth of Athenian power lead to war?

Critical Thinking and Writing

6. **Linking Past and Present** Compare Athenian democracy during the Age of Pericles to American democracy today. (a) How are they similar? (b) How are they different?
7. **Recognizing Causes and Effects** (a) What were the reasons that the Athenians and the Spartans formed their rival alliances? (b) Do nations today form alliances with one another for the same reasons? Explain.

Activity

Drawing a Political Cartoon

Draw a political cartoon commenting on the causes or effects of the Peloponnesian War. Take the viewpoint of either an Athenian or a Spartan.

Reading Focus

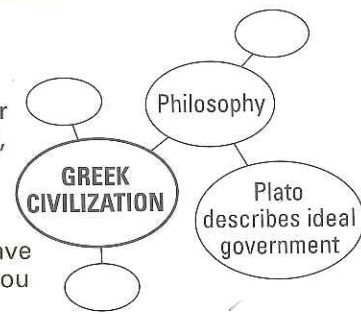
- What political and ethical ideas did Greek philosophers develop?
- What were the goals of Greek architects and artists?
- What themes did Greek writers and historians explore?

Vocabulary

logic
rhetoric
tragedy
comedy

Taking Notes

Copy the concept web at right. Include three or four blank circles. As you read, fill in each blank circle with important facts to remember about Greek civilization. Two circles have been completed to help you get started.



Main Idea

Greek thinkers, artists, and writers explored the nature of the universe and the place of people in it.

Setting the Scene Despite wars and political turmoil, Greeks had confidence in the power of the human mind. “We cultivate the mind,” boasted Pericles. “We are lovers of the beautiful, yet simple in our tastes.” Driven by curiosity and a belief in reason, Greek thinkers, artists, and writers explored the nature of the universe and the place of people in it.

To later admirers, Greek achievements in the arts represented the height of human development in the western world. They looked back with deep respect on what one poet called “the glory that was Greece.”

Greek Philosophers

As you read, some Greek thinkers challenged the belief that events were caused by the whims of gods. Instead, they used observation and reason to find causes for what happened. The Greeks called these thinkers philosophers, meaning “lovers of wisdom.”

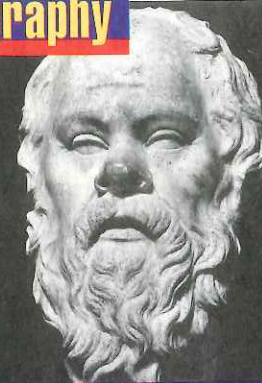
Greek philosophers explored many subjects, from mathematics and music to **logic**, or rational thinking. Through reason and observation, they believed, they could discover laws that governed the universe. Much modern science traces its roots to the Greek search for such principles.

Ethical Issues Other Greek philosophers were more interested in ethics and morality. They debated such questions as what was the best kind of government and what standards should rule human behavior.

In Athens, the Sophists questioned accepted ideas. To them, success was more important than moral truth. They developed skills in **rhetoric**, the art of skillful speaking. Ambitious men could use clever rhetoric to advance their careers. The turmoil of the Peloponnesian War led many young Athenians to follow the Sophists. Older citizens, however, accused the Sophists of undermining traditional values.

Socrates One outspoken critic of the Sophists was Socrates, an Athenian stonemason and philosopher. Most of what we know about Socrates comes from his student Plato. Socrates himself wrote no books. Instead, he lounged around the marketplace, asking his fellow citizens about their beliefs. Using a process we now call the Socratic method, he would pose a series of questions to his students and challenge them to examine the implications of their answers. To Socrates, this patient examination was a way to help others seek truth and self-knowledge. To many Athenians, however, such questioning was a threat to accepted traditions.

Biography



Socrates 469 B.C.—399 B.C.

To most Athenians, Socrates was not an impressive figure. Tradition tells us that his clothes were untidy and he made a poor living. But young men loved to watch him as he questioned citizens, leading them to contradict themselves.

Many Athenians found Socrates annoying—and he knew it. When he was put on trial, he told the jury, “All day long and in all places I am always fastening upon you, stirring you and persuading you and reproaching you. You will not easily find another like me.” But Plato had a different view of his teacher. He called Socrates “the wisest, justest, and best of all I have ever known.”

Theme: Impact of the Individual Socrates said, “The unexamined life is not worth living.” How did his actions support this idea?

Primary Sources and Literature

See "Aristotle: The Politics" in the Reference Section at the back of this book.

Connections to Today

The Parthenon in Danger

The Parthenon has survived nearly 2,500 years. It even withstood being blown up. In 1687, the temple was used to store gunpowder. An explosion damaged the roof and many of the columns.

Today, the Parthenon faces an even greater danger. Air pollution is slowly eating away the ancient marble. Scientists say the temple could be destroyed in a century. International teams are now working to shore up the building. Restorers are using a different-colored stone, so visitors can tell which parts are original.

Theme: Global Interaction
Why do you think people from many different countries are interested in saving the Parthenon?

When he was about 70 years old, Socrates was put on trial. His enemies accused him of corrupting the city's youth and failing to respect the gods. Standing before a jury of 501 citizens, Socrates offered a calm defense. But the jurors condemned him to death. Loyal to the laws of Athens, Socrates accepted the death penalty. He drank a cup of hemlock, a deadly poison.

Plato The execution of Socrates left Plato with a lifelong distrust of democracy. He fled Athens for 10 years. When he returned, he set up a school called the Academy. There, he taught and wrote about his own ideas. Like Socrates, Plato emphasized the importance of reason. Through rational thought, he argued, people could discover unchanging ethical values, recognize perfect beauty, and learn how best to organize society.

In *The Republic*, Plato described his vision of an ideal state. He rejected Athenian democracy because it had condemned Socrates. Instead, Plato argued that the state should regulate every aspect of its citizens' lives in order to provide for their best interests. He divided his ideal society into three classes: workers to produce the necessities of life, soldiers to defend the state, and philosophers to rule. This elite class of leaders would be specially trained to ensure order and justice. The wisest of them, a philosopher-king, would have the ultimate authority.

Plato thought that, in general, men surpassed women in mental and physical tasks, but that some women were superior to some men. Talented women, he said, should be educated to serve the state. The ruling elite, both men and women, would take military training together and raise their children in communal centers for the good of the republic.

Aristotle Plato's most famous student, Aristotle, developed his own ideas about government. He analyzed all forms of government, from monarchy to democracy, and found good and bad examples of each. Like Plato, he was suspicious of democracy, which he thought could lead to mob rule. In the end, he favored rule by a single strong and virtuous leader.

Aristotle also addressed the question of how people ought to live. In his view, good conduct meant pursuing the "golden mean," a moderate course between extremes. He promoted reason as the guiding force for learning.

Aristotle set up a school, the Lyceum, for the study of all branches of knowledge. He left writings on politics, ethics, logic, biology, literature, and many other subjects. When the first European universities evolved some 1,500 years later, their courses were largely based on the works of Aristotle.

Architecture and Art

Plato argued that every object on Earth had an ideal form. The work of Greek artists and architects reflected a similar concern with balance, order, and beauty.

Architecture Greek architects sought to convey a sense of perfect balance to reflect the harmony and order of the universe. The most famous example of Greek architecture is the Parthenon, a temple dedicated to the goddess Athena. The basic plan of the Parthenon is a simple rectangle, with tall columns supporting a gently sloping roof. The delicate curves add dignity and grace.

Greek architecture has been widely admired for centuries. Today, you can see many public buildings that have adopted various kinds of Greek columns.

Sculpture and Painting Early Greek sculptors carved figures in rigid poses, perhaps imitating Egyptian styles. By 450 B.C., Greek sculptors had developed a new style that emphasized natural poses. While their work was lifelike, it was also idealistic. That is, sculptors carved gods, goddesses,



The Acropolis Athens, Greece

To see other images of the ancient buildings on the Acropolis, use the Internet address above to link to the Ancient City of Athens.



The Acropolis

The buildings on the Acropolis stand as proud monuments of classical Greek architecture. The most revered temple on the Acropolis is the Parthenon, with its balanced rows of majestic columns.

Theme: Art and Literature

Based on this picture, what kinds of modern buildings were influenced by the style of the Parthenon?

athletes, and famous men in a way that showed individuals in their most perfect, graceful form.

The only Greek paintings to survive are on vases and other pottery. They offer intriguing views of Greek life. Women carry water from wells, warriors race into battle, and athletes compete in javelin contests. Each scene is designed to fit the shape of the pottery.

Poetry and Drama

In literature, as in art, the ancient Greeks developed their own style. To later Europeans, Greek styles were a model of perfection. They admired what they called the “classical style,” referring to the elegant, balanced forms of traditional Greek works.

Greek literature began with the epics of Homer, whose stirring tales inspired later writers. In later times, Sappho sang of love and of the beauty of her island home, and Pindar celebrated the victors in athletic contests.

Beginnings of Greek Drama Perhaps the most important Greek contribution to literature was in the field of drama. The first Greek plays evolved out of religious festivals, especially those held in Athens to honor Dionysus (dī uh nī suhs), god of fertility and wine. Plays were performed in large outdoor theaters with little or no scenery. Actors wore elaborate costumes and stylized masks. A chorus sang or chanted comments on the action.

Greek dramas were often based on popular myths and legends. Through these familiar stories, playwrights discussed moral and social issues or explored the relationship between people and the gods.

Tragedy The greatest Athenian playwrights were Aeschylus (EHS kuh luhs), Sophocles (SAHF uh kleez), and Euripides (yu RIHP uh deez). All three wrote **tragedies**, plays that told stories of human suffering that usually ended in disaster. The purpose of tragedy, the Greeks felt, was to stir emotions of pity and fear. In *The Oresteia* (ohr eh STEE uh), for example, Aeschylus showed a powerful family torn apart by betrayal, murder, and revenge. Audiences saw how pride could cause horrifying misfortune and how the gods could bring down even the greatest heroes.

In *Antigone* (an TIHG uh nee), Sophocles explored what happens when an individual’s moral duty conflicts with the laws of the state. Antigone

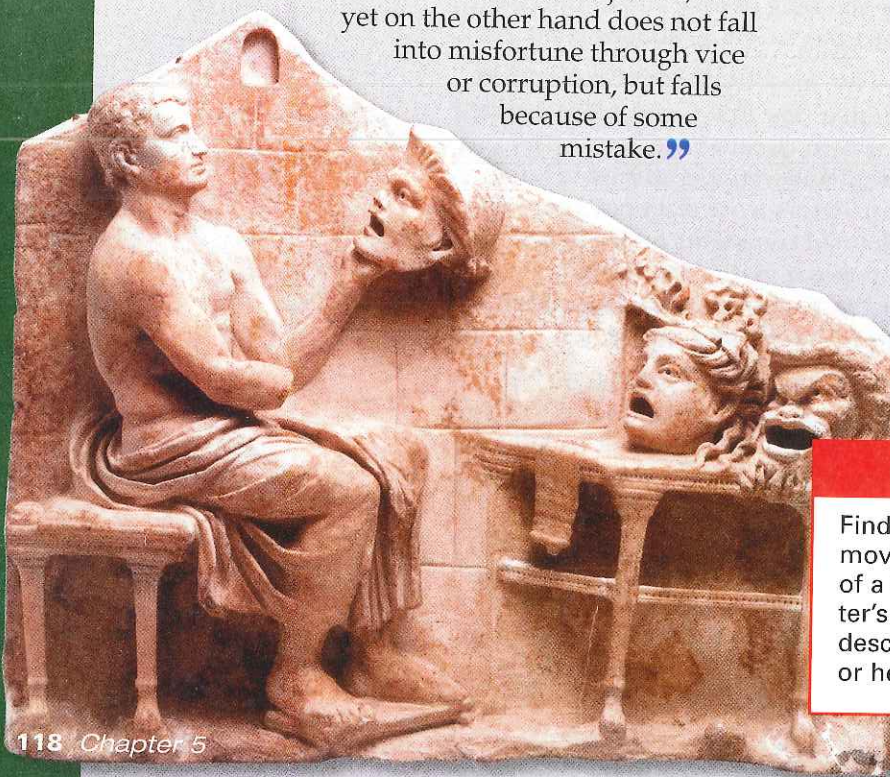
GREEK DRAMA

Ancient Greek drama reached the height of its popularity in the 400s B.C. In every Greek city, enthusiastic audiences attended festivals in which playwrights competed to win prizes for their work. Though changed in form, today's theater arts still use many techniques perfected over 2,000 years ago.

Aristotle Describes a Tragedy

A philosopher of wide-ranging interests, Aristotle turned his attention to Greek drama in his book *Poetics*, written in the 300s B.C. He defined characteristics of a tragedy:

“In the finest kind of tragedy . . . it is evident that good men ought not to be shown passing from prosperity to misfortune, for this does not inspire either pity or fear, but only disgust; nor evil men rising from ill fortune to prosperity, for this is the most untragic plot of all—it lacks every requirement, in that it neither appeals to human sympathy nor stirs pity or fear. And again, neither should an extremely wicked man be seen falling from prosperity into misfortune, for a plot so constructed might indeed call forth human sympathy, but would not excite pity or fear. . . . We are left with the man who on the one hand does not excel in virtue or justice, and yet on the other hand does not fall into misfortune through vice or corruption, but falls because of some mistake.”



This modern production of Sophocles' *Antigone* (above) differs from the original. Because only men could be actors in ancient Greece, a man wearing both a mask and a woman's costume would have played Antigone.

Fast Facts

- At the government's request, wealthy Athenian citizens paid part of the production costs.
- Actors held high social status because of their speaking skills, and some served as diplomats.
- Greek judges awarded garlands of ivy leaves to recognize superior Greek playwrights and actors.

This carved marble relief (left) shows the playwright Menander, who wrote some of the most popular comedies in ancient Greece. He holds a mask that would be worn by an actor in a comedy. In both tragedies and comedies, actors wore leather masks with exaggerated features to help define the different characters.

Portfolio Assessment

Find a character in a play, novel, or movie who matches Aristotle's definition of a tragic character. Identify the character's strengths and weaknesses and describe the mistake that leads to his or her downfall.

is a young woman whose brother has been killed leading a rebellion. King Creon forbids anyone to bury the traitor's body. When Antigone buries her brother anyway, she is sentenced to death. She defiantly tells Creon that duty to the gods is greater than human law:

"For me, it was not Zeus who made that order. Nor did I think your orders were so strong that you, a mortal man, could overrule the gods' unwritten and unfailing laws."
—Sophocles, *Antigone*

Like Sophocles, Euripides survived the horrors of the Peloponnesian War. That experience probably led him to question accepted ideas. His plays suggested that people, not the gods, were the cause of human misfortune. In *The Trojan Women*, he stripped war of its glamour by showing the suffering of women who were victims of the war.

Comedy Some Greek playwrights wrote **comedies**, humorous plays that mocked people or customs. Almost all surviving Greek comedies were written by Aristophanes (ar ihs TAHF uh neez). In *Lysistrata*, he shows the women of Athens banding together to force their husbands to end a war against Sparta. Through ridicule, comic playwrights sharply criticized society, much as political cartoonists do today.

The Writing of History

The Greeks applied observation, reason, and logic to the study of history. Herodotus is often called the "Father of History" in the western world because he went beyond listing names of rulers or retelling ancient legends. Before writing *The Persian Wars*, Herodotus visited many lands, collecting information from people who remembered the events he chronicled.

Herodotus cast a critical eye on his sources, noting bias and conflicting accounts. Yet, his writings reflected his own view that the war was a clear moral victory of Greek love of freedom over Persian tyranny. He also invented conversations and speeches for historical figures.

Thucydides wrote about the Peloponnesian War, a much less happy subject for the Greeks. He had lived through the war and vividly described its savagery and its corrupting influence on all those involved. Although he was an Athenian, he tried to be fair to both sides.

Both writers set standards for future historians. Herodotus stressed the importance of research. Thucydides showed the need to avoid bias.

SECTION 4 Assessment

Recall

- Identify:** (a) Socrates, (b) Aristotle, (c) Parthenon, (d) Sophocles, (e) Euripides, (f) Herodotus, (g) Thucydides.
- Define:** (a) logic, (b) rhetoric, (c) tragedy, (d) comedy.

Comprehension

- (a) Why did Plato reject democracy as a form of government? (b) Describe the ideal form of government as set forth in Plato's *Republic*.

- What standards of beauty did Greek artists follow?
- (a) How were Greek plays performed? (b) What were the topics of Greek poetry and plays?

Critical Thinking and Writing

- Making Inferences** Why do you think many Greeks condemned the ideas of the Sophists?
- Recognizing Bias** Do you think it is ever possible for a historian to be completely free of bias? Why or why not?

Activity

Writing a Paragraph

Thucydides wrote about an event he had lived through because he believed it would have a lasting impact. Choose a recent event that you think historians will write about 100 years from now. Write a paragraph explaining the importance of this event.

Reading Focus

- How did Alexander the Great build a huge empire?
- What were the results of Alexander's conquests?
- How did individuals contribute to Hellenistic civilization?

Vocabulary

assassination
assimilate
heliocentric

Taking Notes

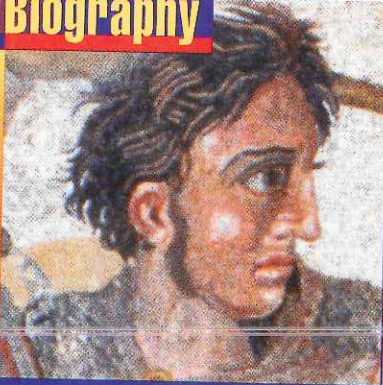
Copy this chart. As you read, fill in the chart with examples of contributions made during the Hellenistic period. Parts of the chart have been filled in to help you get started.

| ACHIEVEMENTS OF THE HELLENISTIC AGE | | | |
|-------------------------------------|-------------------|--------------------------------|-----------------|
| • Art and architecture • | • Philosophy • | • Mathematics and science • | • Medicine • |

Main Idea

Alexander the Great created a large empire and spread Greek culture throughout the region.

Biography



Alexander the Great
 356 B.C.—323 B.C.

As a boy, Alexander had heard tales of Achilles, hero of the *Iliad*. The legendary Greek warrior was all a soldier should be—brave, daring, strong, and almost unbeatable. Alexander saw himself as a second Achilles.

From his tutor, Aristotle, young Alexander acquired a love of learning and the arts, but he was first and foremost a warrior. When Thebes rebelled, he ordered the city to be burned and its inhabitants to be killed or sold into slavery. But he told his soldiers to spare one house—the house where the Greek poet Pindar had once lived.

Theme: Impact of the Individual Why do you think Alexander refused to burn Pindar's house?

Setting the Scene

“He is always taking in more, everywhere casting his net around us, while we sit idle and do nothing!” Demosthenes (dih MAHS thuh neez) was warning his fellow Athenians about Philip II, the king of Macedonia. Bit by bit, Philip was bringing Greece under his rule. “When,” asked Demosthenes, “will you Athenians take the necessary action?”

When Athenians finally did take action against Philip, it was too late. Athens and the other Greek city-states lost their independence. Yet the disaster ushered in a new age in which Greek influence spread from the Mediterranean to the borders of India. The architect of this new era was Philip's son, known to history as Alexander the Great.

Alexander the Great

To the Greeks, the rugged, mountainous kingdom of Macedonia was a backward, half-civilized land. The rulers of this frontier land, in fact, were of Greek origin and kept ties to their Greek neighbors. As a youth, Philip had lived in Thebes and had come to admire Greek culture. Later, he hired Aristotle as a tutor to his young son Alexander.

Philip's Dream When Philip gained the throne in 359 B.C., he dreamed of conquering the prosperous city-states to the south. He built a superb army. Through threats, bribery, and diplomacy, he formed alliances with many Greek city-states. Others he conquered. In 338 B.C., when Athens and Thebes joined forces against him, he defeated them at the battle of Chaeronea (kehr uh NEE uh). Philip then brought all of Greece under his control.

Philip had a still grander dream—to conquer the Persian empire. Before he could achieve that plan, though, he was assassinated at his daughter's wedding. **Assassination** is the murder of a public figure, usually for political reasons. Philip's determined wife, Olympias, then outmaneuvered his other wives and children to put her own son, Alexander, on the throne.

Conquest of Persia Alexander was only 20 years old. Yet he was already an experienced soldier who shared his father's ambitions. With Greece subdued, he began organizing the forces needed to conquer Persia. By 334 B.C., he had enough ships to cross the Dardanelles, the strait separating Europe from Asia Minor.

Persia was no longer the great power it had once been. The emperor Darius III was weak, and the provinces were often in rebellion against him. Still, the Persian empire stretched more than 2,000 miles from Egypt to India.

Empire of Alexander the Great



Skills Assessment

Geography Alexander's ambitions led him to conquer lands across a wide area.

- Location** On the map, locate (a) Aegean Sea, (b) Arabian Sea, (c) Euphrates River, (d) Indus River, (e) Macedonia, (f) Persia.
- Region** Locate the map Assyrian and Persian Empires, which appears in an earlier chapter. Which parts of Alexander's empire had not been part of the Persian empire?
- Critical Thinking**
Predicting Consequences Judging from this map, do you think Alexander's empire would be difficult to keep united? Explain.

Alexander won his first victory against the Persians at the Granicus River. He then moved from victory to victory, marching through Asia Minor into Palestine and south to Egypt. In 331 B.C., he took Babylon, then seized the other Persian capitals. But before Alexander could capture Darius, the Persian emperor was murdered.

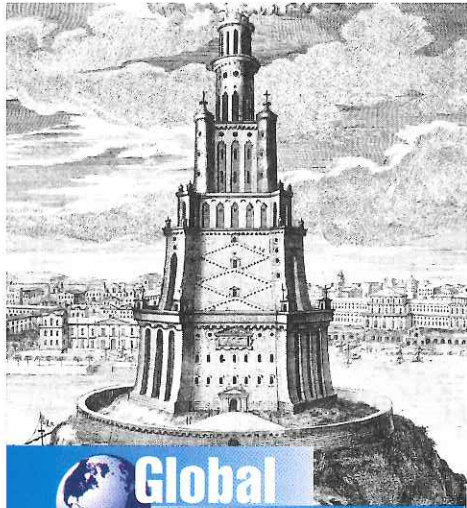
Onward to India With much of the Persian empire under his control, the restless Alexander headed farther east. He crossed the Hindu Kush into northern India. There, in 326 B.C., his troops for the first time faced soldiers mounted on war elephants. Although Alexander never lost a battle, his soldiers were tired of the long campaign and refused to go farther east. Reluctantly, Alexander agreed to turn back. After a long, hard march, they reached Babylon, where Alexander began planning a new campaign.

Sudden Death Before he could set out again, Alexander fell victim to a sudden fever. As he lay dying, his commanders asked to whom he left his immense empire. "To the strongest," he is said to have whispered.

In fact, no one leader proved strong enough to succeed Alexander. Instead, after years of disorder, three generals divided up the empire. Macedonia and Greece went to one general, Egypt to another, and most of Persia to a third. For 300 years, their descendants competed for power over the lands Alexander had conquered.

The Legacy of Alexander

Although Alexander's empire soon crumbled, he had unleashed changes that would ripple across the Mediterranean world and the Middle East for centuries. His most lasting achievement was the spread of Greek culture.



Global Connections

The Seven Wonders of the Ancient World

Around 100 B.C., a Hellenistic traveler named the lighthouse at Alexandria as one of the Seven Wonders of the World. This famous list of awesome structures also included the Hanging Gardens of Babylon and the Colossus, a 100-foot bronze statue on the Aegean island of Rhodes.

Since then, six of the Seven Wonders of the Ancient World have been destroyed, including the Pharos. Only the pyramids of ancient Egypt—the oldest structures on the list—are still standing.

Theme: Arts and Literature
What structures would you include on a list of Seven Wonders of the Modern World?

A Blending of Cultures Across his far-flung empire, Alexander founded many new cities, most of them named after him. The generals who succeeded him founded still more. Greek soldiers, traders, and artisans settled these new cities. From Egypt to the borders of India, they built Greek temples, filled them with Greek statues, and held athletic contests as they had in Greece. Local people **assimilated**, or absorbed, Greek ideas. In turn, Greek settlers adopted local customs.

Gradually, a blending of eastern and western cultures occurred. Alexander had encouraged this blending when he married a Persian woman and urged his soldiers to follow his example. He had also adopted many Persian customs, including Persian dress. After his death, a vital new culture emerged which blended Greek, Persian, Egyptian, and Indian influences. This Hellenistic civilization would flourish for centuries.

Alexandria At the very heart of the Hellenistic world stood the city of Alexandria, Egypt. Located on the sea lanes between Europe and Asia, its markets boasted a wide range of goods, from Greek marble to Arabian spices to East African ivory. A Greek architect had drawn up plans for the city, which would become home to almost a million people. Greeks, Egyptians, Persians, Hebrews, and many others crowded its busy streets. Among the city's marvelous sights was the Pharos, an enormous lighthouse that soared 440 feet into the air.

Alexander and his successors encouraged the work of scholars. The rulers of Alexandria built the great Museum as a center of learning.* The Museum boasted laboratories, lecture halls, and a zoo. Its well-stocked library had thousands of scrolls representing the accumulated knowledge of the ancient world. Unfortunately, the library was later destroyed in a fire.

Opportunities for Women Paintings, statues, and legal codes show that women were no longer restricted to their homes during the Hellenistic period. More women learned to read and write. Some became philosophers or poets. Royal women held considerable power, working alongside husbands and sons who were the actual rulers. In Egypt, the able and clever queen Cleopatra came to rule in her own right.

Hellenistic Civilization

The cities of the Hellenistic world employed armies of architects and artists. Temples, palaces, and other public buildings were much larger and grander than the buildings of classical Greece. The elaborate new style reflected the desire of Hellenistic rulers to glorify themselves as godlike monarchs.

New Schools of Thought Political turmoil during the Hellenistic age contributed to the rise of new schools of philosophy. The most influential was Stoicism. Its founder, Zeno, urged people to avoid desires and disappointments by accepting calmly whatever life brought. Stoics preached high moral standards, such as the idea of protecting the rights of fellow humans. They taught that all people, including women and slaves, though unequal in society, were morally equal because all had the power of reason. Stoicism later influenced many Roman and Christian thinkers.

Advances in Learning During the Hellenistic age, thinkers built on earlier Greek, Babylonian, and Egyptian knowledge. In mathematics, Pythagoras (PIH THAG uhr uhs) derived a formula ($a^2 + b^2 = c^2$) to calculate the relationship between the sides of a right triangle. Euclid wrote *The Elements*, a textbook that became the basis for modern geometry.

Using mathematics and careful observation, the astronomer Aristarchus (ar ihs TAHR kuhs) argued that the Earth rotated on its axis and orbited

* *Museum* means "house of the Muses." The Muses were nine Greek goddesses who presided over the arts and sciences.

around the sun. This theory of a **heliocentric**, or sun-centered, solar system was not accepted by most scientists until almost 2,000 years later. Another Hellenistic astronomer, Eratosthenes, (air uh TAHHS thu neez), showed that the Earth was round and accurately calculated its circumference.

The most famous Hellenistic scientist, Archimedes (ahr kuh MEE deez), applied principles of physics to make practical inventions. He mastered the use of the lever and pulley. He boasted, "Give me a lever long enough and a place to stand on, and I will move the world." An awed audience watched as he used his invention to draw a ship onto shore.

Medicine About 400 B.C., the Greek physician Hippocrates (hih PAHK ruh teez) studied the causes of illnesses and looked for cures. His Hippocratic oath set ethical standards for doctors. Physicians swore to "help the sick according to my ability and judgment but never with a view to injury and wrong" and to protect the privacy of patients. Doctors today take a similar oath.

Looking Ahead

During the Hellenistic period, Rome emerged as a powerful new state. After its conquest of Asia Minor in 133 B.C., it replaced Greece as the dominant power in the Mediterranean world. Still, by then, the Greeks had already made their greatest contributions.

Greek ideas about law, freedom, justice, and government have influenced political thinking to the present day. In the arts and sciences, Greek works set a standard for later people of Europe. These achievements were especially remarkable because they were produced by a scattering of tiny city-states whose rivalries cost them their freedom. In later chapters, you will see how the Greek legacy influenced the civilizations of Rome and of Western Europe.

Cause *and* Effect

Causes

- Rise of civilizations in Persia, Egypt, and Greece
- Macedonian conquest of Greece
- Growth of Alexander's empire from Greece to northern India
- Growing contacts among kingdoms of eastern Mediterranean and Middle East

Rise of Hellenistic Civilization

Effects

- Learning and arts encouraged by Alexander and his successors
- Alexandria, Egypt, becomes center of trade and learning
- Spread of Greek, Middle Eastern, and Persian religions
- Spread of Christianity

Connections to Today

- Continued practice of Christianity and Judaism in the region
- Alexandria, Egypt, still a center of learning
- Greek architecture still visible in ruins across Middle East

Skills Assessment

Chart Although Alexander's empire split apart soon after his death, his conquests had an impact that endured for centuries. **How did the conquests of Alexander the Great encourage contact among different Mediterranean civilizations?**

SECTION 5 Assessment

Recall

- Identify:** (a) Philip of Macedonia, (b) Stoicism, (c) Pythagoras, (d) Euclid, (e) Archimedes, (f) Hippocrates.
- Define:** (a) assassination, (b) assimilate, (c) heliocentric.

Comprehension

- What was the extent of Alexander's vast empire?
- How did Alexander's conquests lead to a new civilization?

- What new ideas did the Stoics introduce?

Critical Thinking and Writing

- Defending a Position** Would you agree that Alexander deserved to be called "the Great"? Why or why not?
- Ranking** What do you think were the three most important contributions made by Hellenistic scientists and mathematicians? Explain.



Activity

Take It to the NET

Use the Internet to research the lasting effects of Alexander and his ideas on the areas he conquered. Then, create a poster entitled "The Lasting Legacy of Alexander the Great."

CHAPTER 5 Review and Assessment

Creating a Chapter Summary

Copy this graphic organizer on a sheet of paper. For each period of ancient Greek history, identify the time period and list three or four characteristics and achievements.

| |
|--|
| MINOAN CIVILIZATION 1750 B.C.–1500 B.C. |
| 1. Traded with other Mediterranean people. 2. |
| MYCENAEAN CIVILIZATION |
| 1. 2. |
| GREEK CITY-STATES |
| 1. 2. |
| HELLENISTIC CIVILIZATION |
| 1. 2. |



For additional review and enrichment activities, see the interactive version of *World History* available on the Web and on CD-ROM.



Web Site Self-Test

For practice test questions for Chapter 5, see www.phschool.com.

Building Vocabulary

Write sentences using the chapter vocabulary words listed below; leave blanks where the vocabulary words should go. Exchange your sentences with another student and fill in the blanks in each other's sentences.

- | | |
|----------------|---------------------|
| 1. fresco | 6. direct democracy |
| 2. strait | 7. jury |
| 3. aristocracy | 8. logic |
| 4. tyrant | 9. tragedy |
| 5. alliance | 10. assimilate |

Recalling Key Facts

- What were the *Iliad* and the *Odyssey*?
- How did mountains help shape the development of Greek civilization?
- (a) What was the social status of women in Sparta and in Athens?
(b) How did the status of women change during the Hellenistic period?
- What were the results of the Persian Wars?
- What is the Socratic method?
- What cultures blended to form Hellenistic civilization?

Critical Thinking and Writing



- Connecting to Geography** How did the geography and climate of Greece and the Aegean influence the development of Greek civilization?
- Analyzing Information** (a) How did Athenian culture stress the importance of the individual? Give two examples. (b) Do you think there is a relationship between the importance placed on the individual and the development of democracy? Explain.
- Recognizing Causes and Effects** (a) Identify two immediate and two long-range causes of the Peloponnesian War. (b) Why might it be said that all Greeks were losers in this war?
- Synthesizing Information** (a) How was the form of government outlined in Plato's *Republic* similar to the government of Sparta? (b) How was it different?
- Linking Past and Present** Reread the description of the Hippocratic oath. (a) How did Hippocrates address the question of medical ethics? (b) What ethical issues do doctors face today?

Skills Assessment

Analyzing Primary Sources

The excerpt below is from a pamphlet written by an anonymous Greek calling himself the Old Oligarch. Read the excerpt and answer the questions that follow.

"[The Athenians] have chosen to let the worst people be better off than the good. Therefore, on this account I do not think well of their constitution. But since they have decided to have it so, I intend to point out how well they preserve their constitution and accomplish those other things for which the rest of the Greeks criticize them.

First I want to say this: There the poor and the people generally are right to have more than the highborn and wealthy for the reason that it is the people who man the ships and impart strength to the city. . . .

Everywhere on earth the best element is opposed to democracy. For among the best people there is minimal wantonness [undisciplined behavior] and injustice but a maximum of care for what is good, whereas among the people there is a maximum of ignorance, disorder, and wickedness."

—Old Oligarch, *The Constitution of the Athenians*

22. According to the Old Oligarch, what do the other Greek city-states think about the Athenian political system?
23. According to the Old Oligarch, why is it proper that Athens have a democracy?
24. (a) According to the Old Oligarch, who would support democracy in Athens?
(b) Who would oppose it?
25. This anonymous author chose to call himself the Old Oligarch. (a) What was an oligarchy? (b) What does the writer's choice of a name indicate about his own social and economic status?
26. What do you think the Old Oligarch means when he refers to the "best" and the "worst" people?
27. Would you consider the Old Oligarch's view of Athenian democracy to be biased? Explain.

Skills Tip

When you analyze a primary source, keep in mind the author's own background. Factors such as age, education, social class, or economic status often influence a person's point of view.

Skills Assessment

Analyzing Pictures

The scene below is from a Greek painting that was created in the 400s B.C. It shows a group of Athenian women preparing a young bride for her wedding. Look at the painting, and then answer the questions that follow.



28. (a) What is the subject of this picture?
(b) Who are the central figures?
29. To what social class would you say these women belonged?
30. What kinds of information about the lives of these women can you get from this painting? Identify at least three details.
31. Based on what you have read about surviving Greek artworks, where would you find this painting?
32. Compare the representations of the human form in Greek painting and Egyptian painting. (a) How are the two styles similar? (b) How are they different? (c) Why might there be some similarities between these two styles of painting?

Skills Assessment

Take It to the NET

Use the Internet to research information about the city-states in ancient Greece other than Athens and Sparta. Locate five of these city-states on a blank map of Greece. Then, make a fact sheet that includes two or three facts about each of these five city-states.