



◀ This marble bust of Alexander the Great (356-323 B.C.E.) was carved in 330 B.C.E. It resides in the Louvre, a famous museum located in Paris, France.

700 B.C.E. to 212 B.C.E.

# Greek Civilization

## CHAPTER 6

### ASKING ESSENTIAL QUESTIONS

*What makes a culture unique? • How do new ideas change the way people live? • What are the characteristics of a leader?*

**What Will I Learn?** I will learn about the culture and history of Ancient Greece and about important writers, thinkers, and leaders from this period.

**Why Does It Matter To Me?** The ancient Greeks made many important contributions to science, the arts, philosophy, and government. Their contributions helped shape much of Western civilization. Democracy was also born in Ancient Greece.

**How Will I Know That I Learned It?** I will be able to explain the significance of Greek mythology, describe contributions of important Greek writers and thinkers, and explain the importance of Alexander the Great.

**LESSON 1**  
Greek Culture

**LESSON 2**  
The Greek Mind

**LESSON 3**  
Alexander's Empire

**LESSON 4**  
Hellenistic Culture

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Study Organizer

Go to the Foldables® library in the back of your book to make a Foldable® that will help you take notes while reading this chapter.

**Using Your Inquiry Journal** As you read this chapter and examine the primary sources, use your Inquiry Journal to help you make notes and expand your list of questions. As you gather information, think about how you will answer the Essential Questions above.

# PLACE & TIME Ancient Greece 700 B.C.E. to 212 B.C.E.

## ALEXANDER'S EMPIRE c. 331 B.C.E.

The Greeks are remembered for their advances in the study of science, philosophy, mathematics, and the arts. When Alexander the Great conquered the Persian Empire, he spread Greek culture and ideas throughout southwest Asia and the Mediterranean world.

### STEP INTO THE PLACE



#### GEOGRAPHIC REASONING

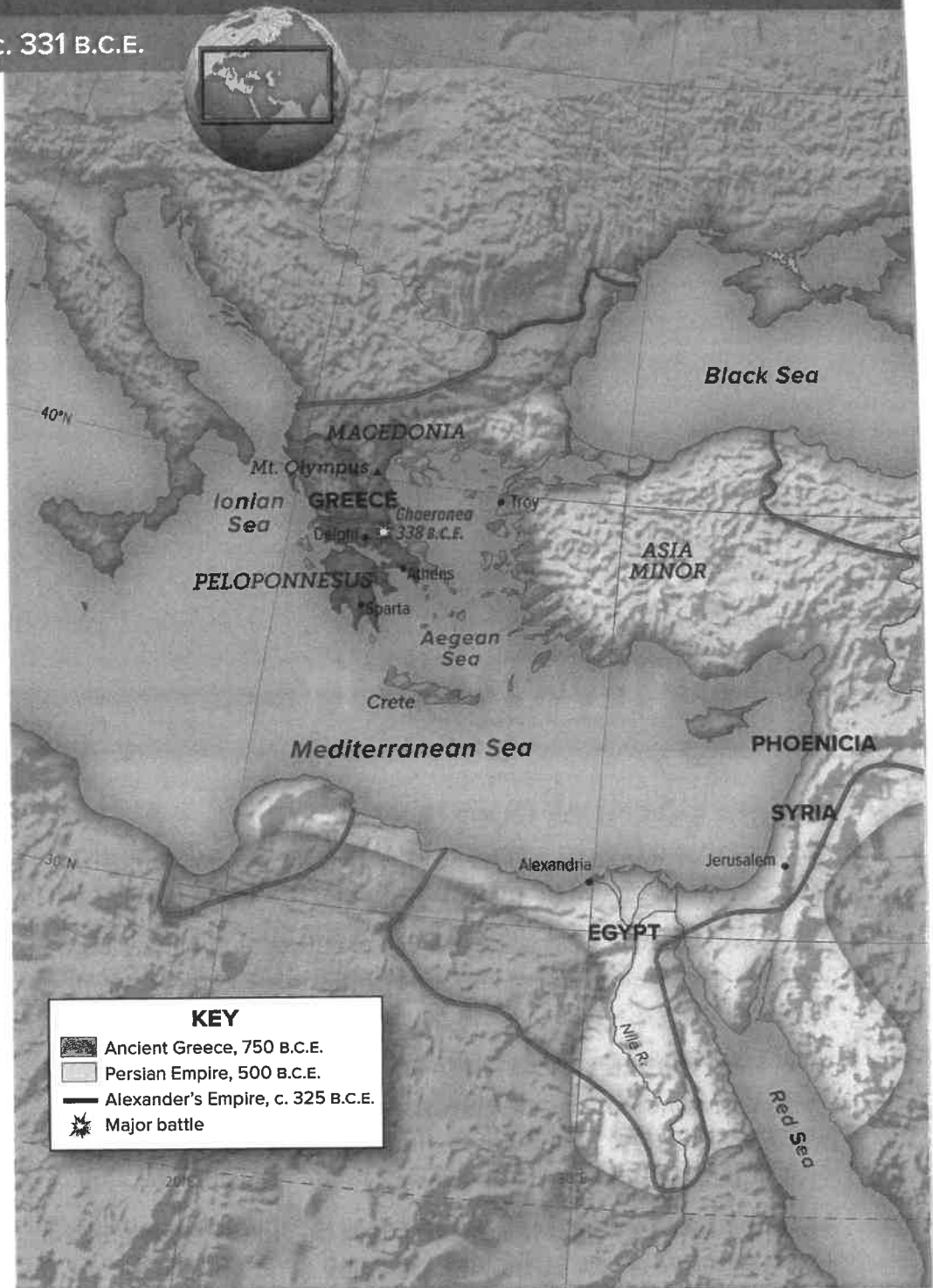
By 100 B.C.E., Alexandria was the largest city in the Mediterranean world. Alexandria included two excellent harbors, a towering lighthouse, and a library with the largest collection of writings in ancient times.

- 1. EXPLORING REGION** Look at the map. On which continent is Alexandria located?
- 2. HUMAN-ENVIRONMENT INTERACTION** How might the region's physical features allow Greek culture to spread to other areas?

### STEP INTO THE TIME

#### UNDERSTANDING

**CHRONOLOGY** Review the time line. Which world event happened nearly thirty years before Homer wrote the *Iliad* and the *Odyssey*?



## ANCIENT GREECE

**776 B.C.E.**  
First Olympic Games

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

**800 B.C.E.**

**650 B.C.E.**

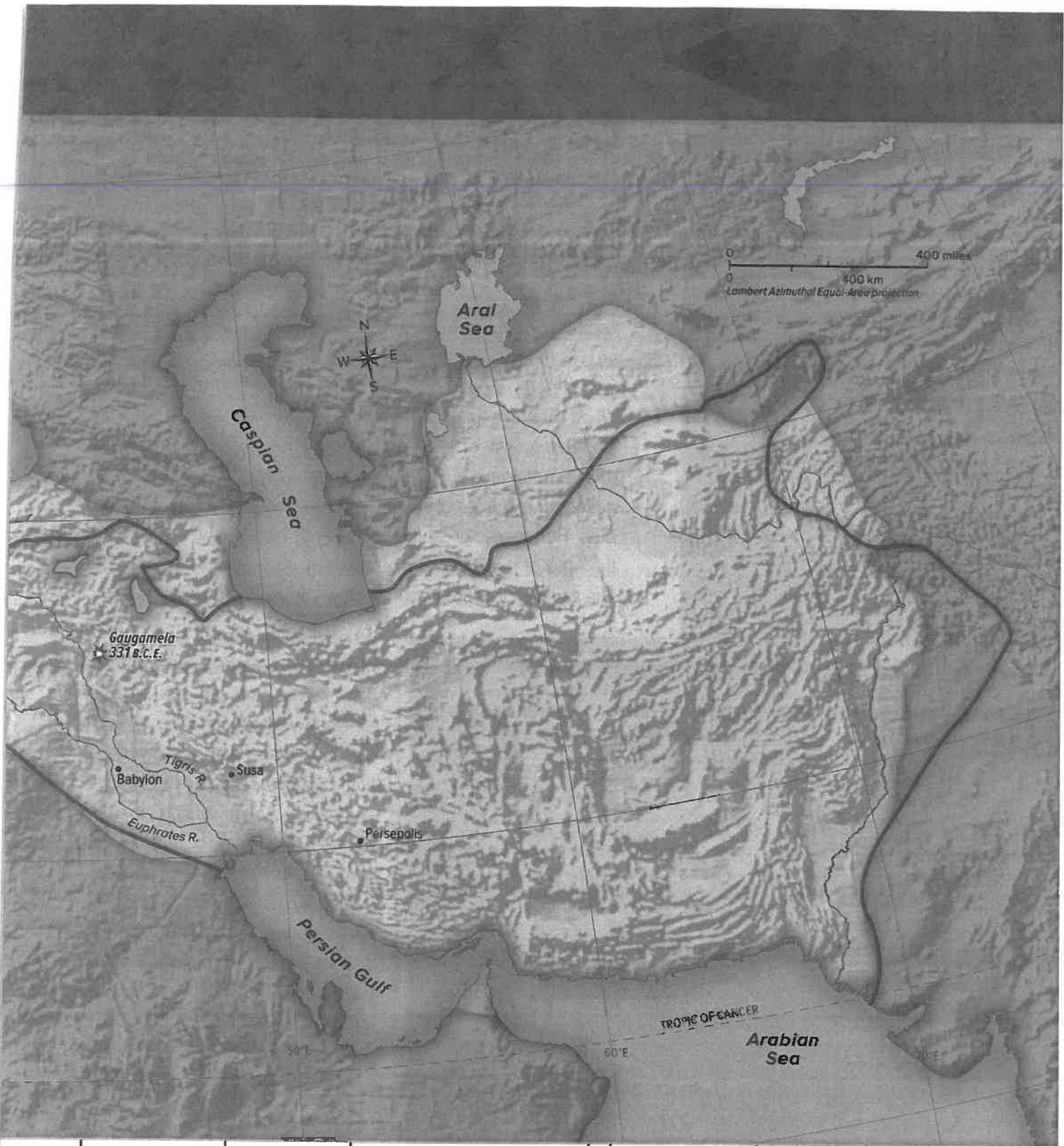
**500 B.C.E.**

## THE WORLD

**c. 728 B.C.E.**  
Kush conquers Egypt

**c. 530 B.C.E.**  
Confucius develops his philosophy in China

**c. 509 B.C.E.**  
Rome becomes a republic



**c. 435 B.C.E.**  
Herodotus writes  
history of Persian Wars

**399 B.C.E.**  
Socrates sentenced  
to death

**359 B.C.E.**  
Philip becomes  
king of Macedonia

**c. 335 B.C.E.**  
Aristotle founds  
Lyceum in Athens

**331 B.C.E.**  
Alexander defeats  
Darius at Gaugamela

**323 B.C.E.**  
Alexander dies

**350 B.C.E.**

**200 B.C.E.**

**50 B.C.E.**

**c. 400 B.C.E.**  
Olmec civilization  
declines

**c. 321 B.C.E.**  
Mauryan dynasty  
begins in India

**c. 100 B.C.E.**  
Silk Road links China  
to Middle East

## ESSENTIAL QUESTION

• *What makes a culture unique?*

# THE STORY BEGINS...



## LESSON 1 Greek Culture

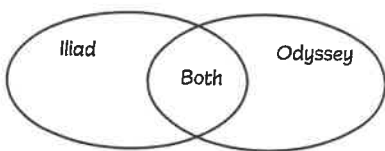
Orpheus was the son of Apollo—God of the sun, poetry, music, and art. His mother, Calliope, was the Goddess of literature, science, and the arts. Apollo gave his son a golden lyre (a small harp). When Orpheus played, the whole world was moved. Animals stopped to listen, plants bloomed, even rocks responded to the beautiful music. Orpheus won the heart of Eurydice with his delightful melodies. But soon after they were married, Eurydice died. Her shade, or soul, was taken to Hades—the underworld, the land of the dead. Broken-hearted, Orpheus played his lyre. The sadness and sorrow of his music touched the whole world:

“Grief came alike to gods and to men as they listened, but no comfort came to him from the expression of his sorrow. At length, when to bear his grief longer was impossible for him, Orpheus wandered to Olympus, and there besought Zeus to give him permission to seek his wife in the gloomy land of the Shades. Zeus, moved by his anguish, granted the permission he sought, but solemnly warned him of the terrible perils of his undertaking.”

—from Jean Lang, “Orpheus,” in *A Book of Myths* (1914)

*Orpheus rescues Eurydice from the underworld. [Original painting Orpheus by Anselm Feuerbach in 1869 C.E.]*

TEXT: Lang, Jean, 1914. *A Book of Myths*. New York: Thomas Nelson and Sons; PHOTO: Hulton Archives/Cetty Images



### ANALYZING KEY IDEAS AND DETAILS

Read closely to identify how the *Iliad* and the *Odyssey* are alike and different. Record your impressions on a Venn diagram like this one. Once you have completed your diagram, think of terms we use today whose meanings originated from these stories.

## GREEK BELIEFS

**GUIDING QUESTION** *How did the ancient Greeks honor their Gods?*

You have learned that the ancient Greeks formed city-states. These are independent states made up of a city and the land that surrounds it. Although city-states separated Greece politically, the Greek people were united by a common culture. They spoke the Greek language. They shared many beliefs and customs. The Greek people also believed many of the same **myths**, or traditional stories about Gods and heroes. Greek myths expressed the religious beliefs of the ancient Greeks.

### WHO WERE THE GREEK GODS?

Like other people of the ancient world, the Greeks believed in Gods and Goddesses. The Greeks, however, did not think of their Gods as all-powerful beings. In Greek mythology, the Gods have great powers, but they look and act like human beings. In Greek myths, they marry and have children. At times, they act like children, playing tricks on each other. Because the Gods showed human qualities, the Greek people did not fear them. Greeks

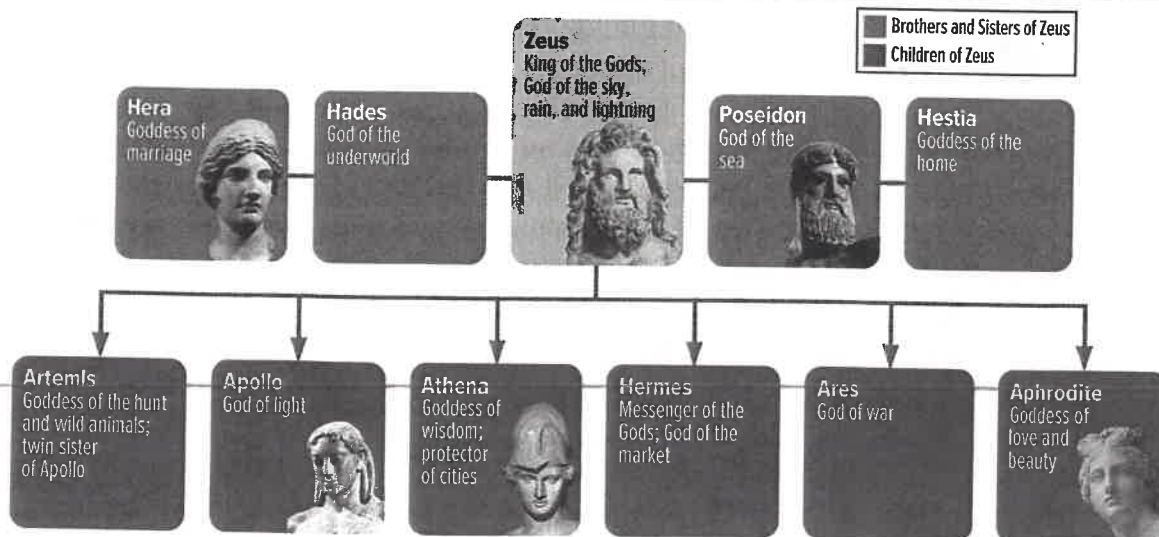
### UNDERSTANDING CRAFT AND STRUCTURE

- ANALYZING STRUCTURE** How has the historian organized the information in this section?
- ANALYZING POINT OF VIEW** What is the historian's main purpose in this section?

Greeks thought of their Gods and Goddesses as having families and relationships, as well as specific powers. [Date of sculptures unknown]

- IDENTIFYING** Which God or Goddess protected the city of Athens?
- INTEGRATING VISUAL INFORMATION** How are Athena and Hera related?

## GREEK GODS AND GODDESSES



(t)DEA/C. DAGLI ORTI/ De Agostini Picture Library/ Getty Images; (c) Bettmann/ Getty Images; (r)DEA/C. NIMATALLAH/De Agostini Picture Library/ Getty Images; (h) SuperStock/ Getty Images; (b) Danita Delmont/ Gallo Images; (l) Buena Vista Images/ The Image Bank/ Getty Images

believed that the 12 most important Gods and Goddesses lived on Mount Olympus (uh•LIHM•puhs), Greece's highest mountain. A gate of clouds protected Olympus. The Gods could come and go as they pleased, but humans were stopped from entering.

Zeus was the king of the Olympian Gods, while Athena was the Goddess of wisdom and crafts. Apollo was worshipped as the God of the sun and poetry. People looked up to Aphrodite, the Goddess of love. Two fierce Gods were Ares, the God of war, and Poseidon, the God of the seas and earthquakes.

All Greeks worshipped Zeus as their chief God. Each city-state also chose one God or Goddess as its protector. To win the favor of their God, the people of the city-state performed rituals. A **ritual** (RIH•chuh•wuhl) is an action that is part of a religious ceremony. The people worshipped the God in temples and at home. They prayed and offered gifts to the God. Through these rituals, the Greeks hoped the God would reward them.

Festivals honoring the Gods and Goddesses were an important part of Greek life. Each city-state scheduled public feasts and sacrifices. Every four years, Greek athletes took part in athletic competitions. These games were "for the greater glory of Zeus." They were held at the city of Olympia and were called the Olympic Games. Beginning in 776 B.C.E., the ancient Olympic Games took place for more than 1,000 years. The first modern Olympics were held in 1896 C.E. in Athens.

The Greeks believed their Gods would be pleased if people showed skill in the arts, in athletic games, or in thinking.

## GREEK ORACLES

The Greeks believed that each person had a fate or destiny. Certain events were going to happen no matter what they did. They also believed in prophecy, or a prediction about the future. The Greeks believed that the Gods gave prophecies to warn people about the future in time to change it.

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

There a priestess sat on a stool and listened to questions. The priests translated her answers. State leaders or their messengers traveled to Delphi to ask advice from the Oracle of Apollo.

### CHECKING FOR UNDERSTANDING

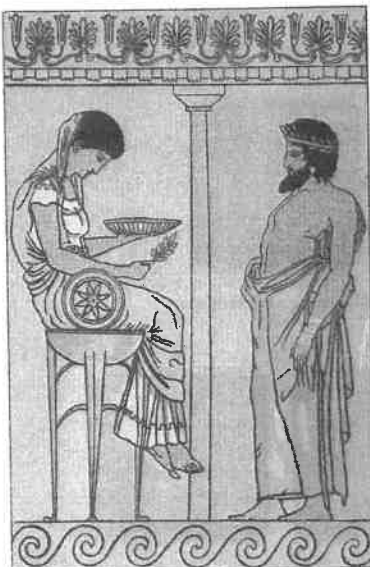
1. **DESCRIBING** What were some of the Greeks' beliefs about Gods and Goddesses?
2. **SUMMARIZING** Why did the ancient Greeks seek advice from oracles?

### DETERMINING MEANING

What are some words that use the root word **ritual**?

*Greeks visited oracles for predictions and advice about their futures. [Modern reproduction]*

**ANALYZING** Why do you think people sometimes misunderstood the oracles' predictions?



# EPICS AND FABLES

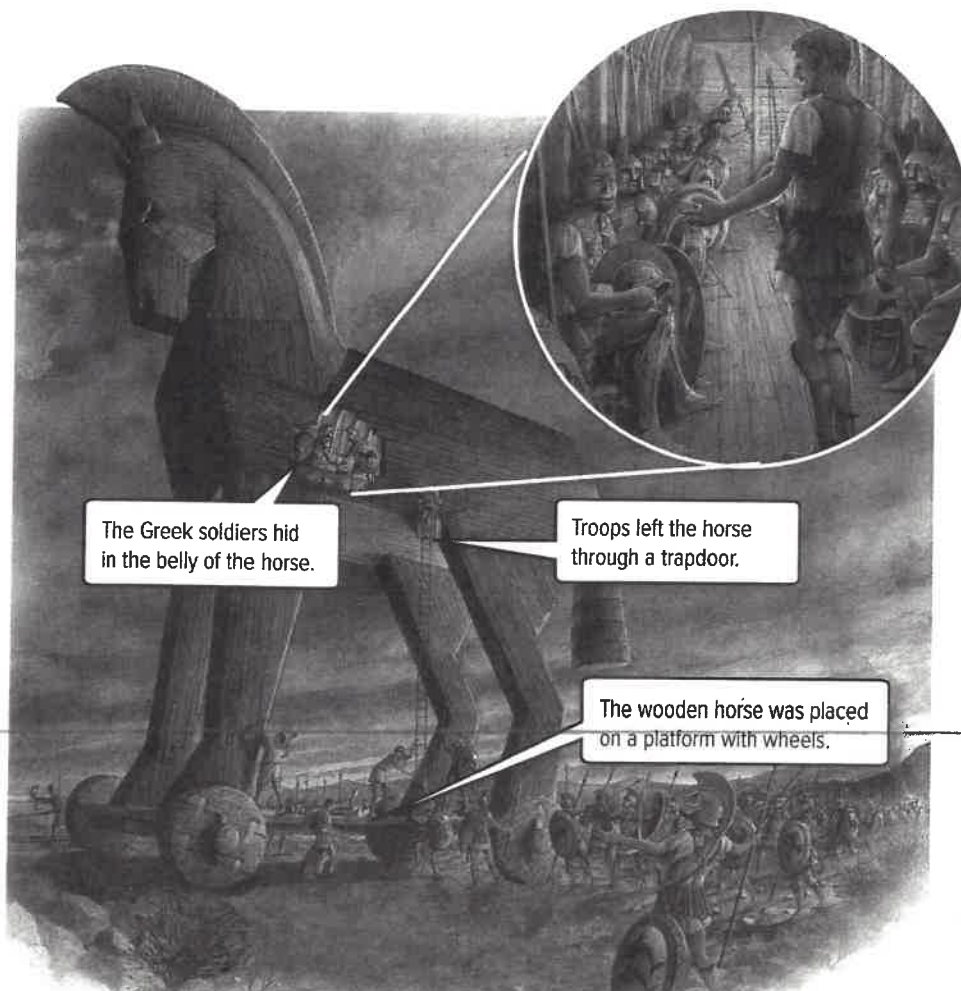
**GUIDING QUESTION** *Why were epics and fables important to the ancient Greeks?*

Greek poems and stories are some of the oldest literature in Western civilization. For hundreds of years, Europeans and Americans used ancient Greek works as models for writing their own literature. England's William Shakespeare is an example. Shakespeare borrowed Greek plots and settings for his many dramas. He also organized his plays similarly to the way Greek dramas were organized.

The first Greek stories were epics. Two great epics of ancient Greece were the *Iliad* and the *Odyssey*. The poet Homer (HOH•muhr) composed them during the 700s B.C.E. Homer based these epics on stories about a war between Greece and the city of Troy. Troy once existed in the area that is today northwestern Turkey.

## THE TROJAN HORSE

According to Greek legends, a prince of Troy falls in love with Helen, the wife of a Greek king, and kidnaps her. The kidnapping angers the Greeks, who attack Troy in revenge. The Greeks, however, cannot break through the thick walls surrounding the city.



The Greek soldiers hid in the belly of the horse.

Troops left the horse through a trapdoor.

The wooden horse was placed on a platform with wheels.

### ANALYZING KEY IDEAS AND DETAILS

1. **ANALYZING IDEAS** What characteristics of the Greek soldiers are suggested by the story of the Trojan horse?
2. **SUMMARIZING** How are Aesop's fables different from Homer's epics?

*The epic the Iliad tells how the Greeks built the Trojan Horse as a way to get a small group of soldiers into Troy. The term "Trojan Horse" is still used today to mean the use of deception. [Modern diagram]*

### INTEGRATING VISUAL

**INFORMATION** How does this image add to or change your understanding of the story of the Trojan horse?

In order to get into the city, the Greeks trick the Trojans and **construct** a huge, hollow wooden horse. The finest Greek soldiers hide inside the horse. All the other Greek soldiers board ships and sail away.

The Trojans think they have won the war and that the horse is a victory prize from the Greeks. The Trojans roll the giant horse into the city. That night, the Greeks creep out of the horse and open the city gates. They allow the rest of the Greek army, who have sailed back to Troy after dark, to enter the city. The Greeks then capture the city, rescue Helen, and take her home.

The *Odyssey* tells the story of Odysseus (oh•DYS•ee•uhs), a Greek hero of the Trojan War. It describes his long trip home after the fall of Troy. He faces storms, monsters, and witches along the way. Odysseus finally returns to his wife. According to the poem, it takes Odysseus 10 years to accomplish his arrival in Greece. Today, people use the word *odyssey*—a word taken from his name—to describe a long, exciting journey.

Greeks believed the *Iliad* and the *Odyssey* were more than stories. They looked on the epics as real history. These poems gave the Greeks an ideal past with a cast of heroes. One Athenian wrote, “My father, in his pains to make me a good man, compelled me to learn the whole of Homer’s poems.”

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

“O friends, be men; so act that none may feel Ashamed to meet the eyes of other men. Think each one of his children and his wife, His home, his parents, living yet or dead.”

—from the *Iliad* by Homer, c. 700s B.C.E.

## AESOP’S FABLES

Have you heard the stories “The Fox and the Grapes” or “The Boy Who Cried Wolf”? These stories have traditionally been credited to a man named Aesop (EE•sahp). He is supposed to have lived and told his stories around 550 B.C.E. Historians now know that Aesop probably never existed. However, the stories he is supposed to have told certainly do exist. They are known as



Aesop's fables. A **fable** (FAY•buhl) is a short tale that teaches a lesson. In most of Aesop's fables, animals speak and act like people. These stories are often funny and show human weaknesses and strengths. Each fable ends with a moral, or useful truth.

One of Aesop's popular fables is "The Hare and the Tortoise." In this fable, a slow-moving tortoise, or turtle, and a speedy hare, or rabbit, race each other. Soon, the hare is far ahead. Sure of victory, the hare stops to take a nap. Meanwhile, the tortoise keeps slowly moving. He passes the sleeping rabbit and wins the race. The moral of the story is "slow and steady wins the race."

Many phrases from Aesop's fables are still in use, including: "It is easy to dislike something you cannot have," and "Appearances can be deceiving." Another fable from c. 500s B.C.E. is that of the fox and the crow:

“A Crow was sitting on a branch of a tree with a piece of cheese in her beak when a Fox observed her and set his wits [intelligence] to work to discover some way of getting the cheese. Coming and standing under the tree he looked up and said, ‘What a noble bird I see above me! Her beauty is without equal, the hue [color] of her plumage [feathers] exquisite. If only her voice is as sweet as her looks are fair, she ought without doubt to be Queen of the Birds.’ The Crow was hugely flattered by this, and just to show the Fox that she could sing she gave a loud caw. Down came the cheese, of course, and the Fox, snatching it up, said, ‘You have a voice, madam, I see: what you want [do not have] is wits.’”

Aesop's fables were told during the time that is known as the Golden Age of Greece. During this period, art, philosophy, architecture, and literature flourished.

For 200 years, Aesop's fables were a part of Greek **oral tradition**. This means that the stories were passed from generation to generation by word of mouth. It took many years before these tales were written down. Since then, Aesop's fables have been translated into many languages. They are still read by people around the world today.

#### CHECKING FOR UNDERSTANDING

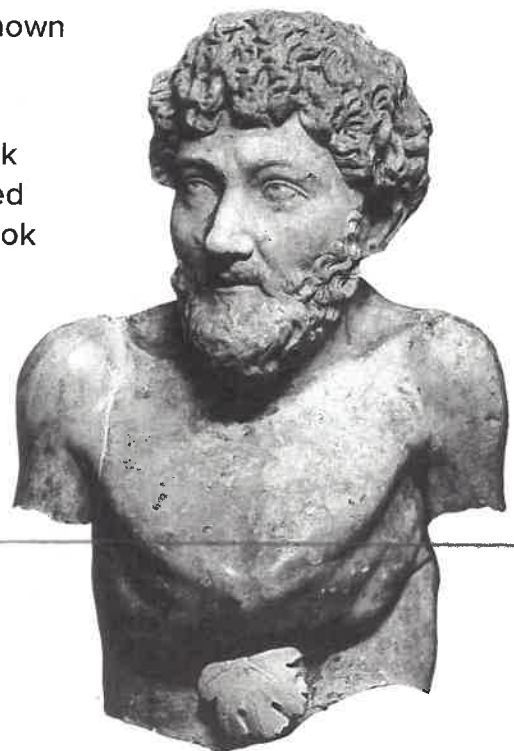
1. **IDENTIFYING PERSPECTIVES** Why did the ancient Greeks value Homer's epics?
2. **IDENTIFYING CAUSES** Why do you think the works of Homer and Aesop have survived for so long?

#### ANALYZING PRIMARY SOURCES

1. **DETERMINING THEMES** What is a central theme of this story?
2. **CITING TEXT EVIDENCE** What details from the story support your answer to Question 1?

*A series of stories attributed to Aesop became known as Aesop's fables. Aesop's fables teach moral lessons in an entertaining way. [Date of sculpture unknown]*

**DETERMINING CENTRAL IDEAS** Why might Aesop, sculpted below, have used animal characters to tell his fables?



# THE IMPACT OF GREEK DRAMA

## ANALYZING KEY IDEAS AND DETAILS

### 1. ANALYZING TEXT

**PRESENTATION** How does the author organize the information about the Greek playwrights?

### 2. DETERMINING MEANING

What context clues help you understand the meaning of the word *hardships*?

## DETERMINING MEANING

In the context of Greek drama, what word is an antonym of the word **tragedy**?

*Theaters in ancient Greece were often located outside. Plays took place in a level semicircle partially surrounded by stepped seating. Today, most plays are performed in enclosed theaters. However, you can still attend plays at outdoor theaters in Greece and in other parts of the world.*

**SPECULATING** Why do you think Greek plays were performed outside?

## GUIDING QUESTION *How did Greek dramas develop?*

The ancient Greeks created and performed the first dramas (DRAH•muhs). A **drama** is a story told mainly through the words and actions of a cast of characters. A drama is performed by actors. In ancient Greece, they were performed on stage. Many of today's movies, plays, and television shows are dramas.

Think about your favorite movie. How would you describe it? Is it humorous? Is it a serious story? Greek drama can be divided into two categories: tragedy and comedy. In a **tragedy** (TRA•juh•dee), the main character struggles to overcome hardships but does not succeed. As a result, the story has a tragic, or unhappy, ending. The earliest Greek plays were tragedies. Later, the Greeks also wrote comedies. In a **comedy** (KAH•muh•dee), the story ends happily. Today, the word *comedy* means a story filled with humor.

During the 400s B.C.E., four writers emerged as the greatest Greek dramatists, or writers: Aeschylus, Sophocles, Euripides, and Aristophanes. These four dramatists wrote their plays during the Golden Age of Greece, which was from about 500 B.C.E. to 350 B.C.E.

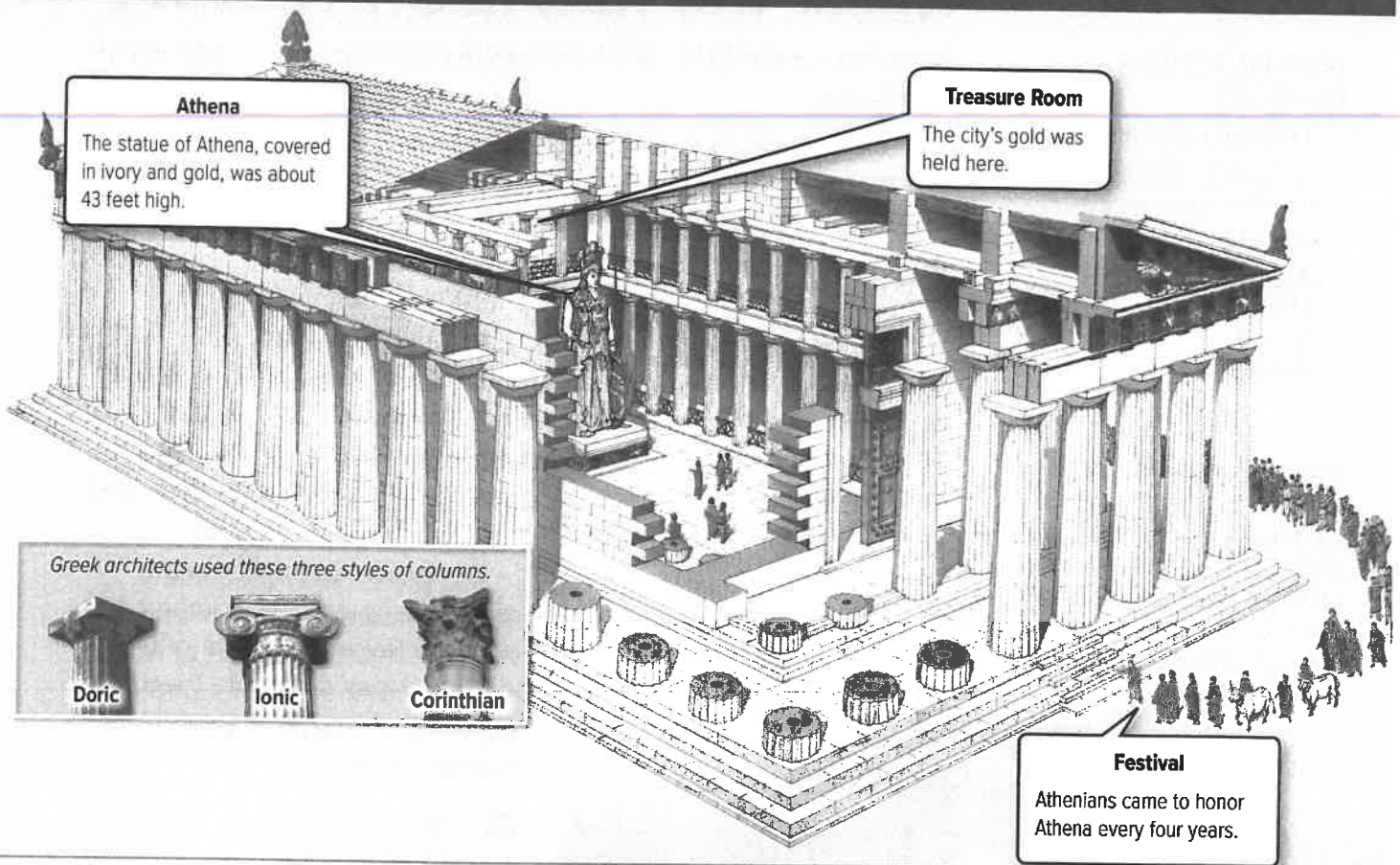
Aeschylus (EHS•kuh•luhs) was the earliest Greek dramatist. One of his dramas is a set of three plays called the *Oresteia* (ohr•eh•STY•uh). This drama tells about a Greek king's return from the Trojan War and the troubles that strike his family. The *Oresteia* is a story about revenge and murder. It shows how one evil action can lead to another. Although the play ends tragically, good triumphs over evil in the end.

Sophocles (SAH•fuh•kleez) was a great Athenian writer. In his plays, Sophocles accepted suffering as a real part of life. He also stressed courage and understanding. In his play *Antigone* (an•TIH•guh•nee), Sophocles questions whether it is better to obey orders or to do what one believes to be right.

Another leading Greek dramatist was Euripides (yuh•RIH•puh•deez). Unlike Aeschylus and Sophocles, Euripides wrote about ordinary human beings in realistic situations. His plays often show the suffering caused by war.



# THE PARTHENON



In theaters today, the actors include men, women, and children. In ancient Greece, however, only men could be actors. Even female characters were played by male actors. The most famous writer of Greek comedies was Aristophanes (ar•uh•STAH•fuh•neeZ). His works poked fun at the leaders and issues of his day. He encouraged people to think and laugh. Many of Aristophanes's comedies included jokes, just as television comedy shows do today.

## HOW GREEK DRAMA DEVELOPED

Drama was more than entertainment for the people of ancient Greece. It was part of religious festivals and a way to show loyalty to their city-state.

In early Greek dramas, a group of performers, called the chorus, presented the story through singing and dancing. Later, dramas used several actors on stage. Then, stories were created using action and **conflicts** among the characters.

### ✓ CHECKING FOR UNDERSTANDING

- SUMMARIZING** What did each of the four Greek dramatists, Aeschylus, Sophocles, Euripides, and Aristophanes, write about?
- IDENTIFYING CAUSES AND EFFECTS** How did Greek drama influence how people are entertained today?

To honor Athena, the Greeks built the Parthenon on the Acropolis. The Acropolis was the fortified center of Athens situated on a rocky hill and strengthened by high walls. Athenians fled to the Acropolis for shelter during times of war.

[Modern diagram]

**INTEGRATING VISUAL INFORMATION** What features of the temple tell you that it was built by the Greeks?

# GREEK ART AND ARCHITECTURE

## ANALYZING KEY IDEAS AND DETAILS

- 1. DETERMINING MEANING** What context clues can you use to understand the word *excelled*?
- 2. ANALYZING TEXT PRESENTATION** Why does the author present information about art and architecture in the same section?

*The design of the Lincoln Memorial (dedicated May 30, 1922 C.E.) in Washington, D.C., is similar to the Parthenon (built 400s B.C.E.). The 36 columns of the Lincoln Memorial represent the number of states in the Union at the time President Lincoln died.*



## GUIDING QUESTION *What ideas did the Greeks express in their art and architecture?*

The ancient Greeks excelled in the arts and architecture. They created works that expressed the ideals of reason, balance, and harmony. The characteristics of Greek art became the artistic **style** that we now call classical. Classical Greek art set standards of beauty that people still admire today.

The Greeks constructed beautiful buildings. Every Greek city-state had a temple dedicated to a God or Goddess. Temples such as the Parthenon included a central room that housed statues of the Gods. Large, graceful columns supported many Greek buildings. Some famous buildings in Washington, D.C., such as the White House and the Capitol, have Greek columns.

Sculpture decorated many Greek temples. The human body was the favorite subject of Greek artists. Greek sculptors tried to show ideal beauty in perfect human forms.

## CHECKING FOR UNDERSTANDING

- 1. EXPLAINING ISSUES** How did the Greeks design their buildings?
- 2. ASKING QUESTIONS** What questions might you need to ask to determine what beliefs ancient Greeks had about ideal beauty?

©Brand X Pictures/PunchStock

## LESSON 1 REVIEW AND ACTIVITIES

### Time and Place

- 1. EXPLAINING EFFECTS** Why was Mount Olympus important to the Greeks' beliefs?

### Building History-Social Science Analysis Skills

- 2. RELATING EVENTS** Explain the origins of today's Olympics.
- 3. INFERRING** Why are some computer viruses called Trojan horses?
- 4. ASKING QUESTIONS** What questions might historians need to ask to determine whether Aesop was a real, individual writer?

### Writing About History

- 5. INFORMATIVE WRITING** Write a two-paragraph essay that explains the significance of Homer's epics.

### Collaborating

- 6. NARRATIVE WRITING** Work with a partner to write a fable similar to one of Aesop's fables. Remember to include the typical elements of a fable.



Include this lesson's information in your Foldable®.

## ESSENTIAL QUESTION

- How do new ideas change the way people live?

# THE STORY BEGINS...

## LESSON 2

# The Greek Mind

Socrates had been such a wonderful teacher. He taught by having conversations with his students, inviting them to think aloud. As Plato sat down to write about his own ideas, he thought back to when Socrates was his teacher. He decided that he would write a story with Socrates as one of the main characters. By writing this story, Plato could share his thoughts and ideas with the world and show others how powerful Socrates's method of teaching was. Plato often thought about justice and what real justice is. He knew that his old teacher had also cared deeply about justice. He could imagine Socrates talking with others about how to be just and how to live a good life:

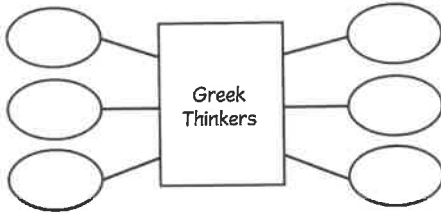
“[C]oncerning justice, what is it?—to speak the truth and to pay your debts—no more than this? And even to this are there not exceptions? Suppose that a friend when in his right mind has deposited arms with me and he asks for them when he is not in his right mind, ought I to give them back to him?”

—from *The Republic* by Plato, c. 360 B.C.E.

Plato (c. 428-347 B.C.E.) and other ancient Greek philosophers valued wisdom, learning, and questioning. [Plato is shown here in Raphael's painting, *School of Athens*, c. 1509 C.E.]

PHOTO: Sheila Terry/Stone Source; TEXT: Jowett, Benjamin, tr. 1838. *The Republic of Plato*. Oxford: The Clarendon Press.





### ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the Greek thinkers highlighted in this lesson. With each name you list on the graphic organizer, write down one thing the person is known for. Then, choose one thinker and describe how he continues to impact today's world.

### ANALYZING KEY IDEAS AND DETAILS

1. **SUMMARIZING** What is the Socratic Method?
2. **DESCRIBING** How were Plato and Aristotle similar?

## GREEK THINKERS

**GUIDING QUESTION** *What ideas did the Greeks develop to explain the world around them?*

The Greeks believed the human mind was capable of great understanding. During the Golden Age of Greece, from approximately 500 B.C.E. to 350 B.C.E., art, architecture, and literature all flourished. This was also a very fertile time for the life of the mind. Most of the thinkers discussed in this chapter were part of that exciting time. They were pondering deep questions about truth and also developing the study of science and mathematics.

One type of thinker was involved in creating a new body of knowledge. These thinkers were known as philosophers. The body of knowledge they created is called philosophy (fih-LAH-suh-fee). *Philosophy* is a Greek word that means "love of wisdom." Through philosophy, Greek philosophers helped develop the study of many subjects, including history, political science, biology, and logic, or the study of reasoning.

### THE SOPHISTS

Many Greek philosophers were teachers. A group of philosophers known as the **Sophists** (SAH-fihsts) traveled from polis to polis. They made a living by teaching. The Sophists taught many subjects, including mathematics, science, and history. However, they were best known for teaching **rhetoric**, or the art of public speaking and debate.

Sophists did not believe that the Gods influenced human actions. They also **rejected** the idea of absolute right or wrong. For the Sophists, a way of life that was right for one person might be wrong for another.

The Sophists challenged Greek traditions and they also accepted money for their teaching. Other Greek philosophers did not approve of this practice. Many Greeks also thought that the Sophists lacked ideals and values. Critics claimed the Sophists taught students to win arguments rather than seek truths.

### DETERMINING MEANING

How might the words *Sophist* and *philosophy* be related?

## WHO WAS SOCRATES?

Although a sculptor by training, Socrates (SAH•kruh•teez) loved philosophy. He lived in Athens and spent most of his time teaching. Socrates did not leave a written record of his beliefs. Information about him is found in his students' writings. These writings **reveal** that Socrates was a harsh critic of the Sophists.

Unlike the Sophists, Socrates believed in absolute truth and that all real knowledge was within each person. In his search for truth, Socrates created a new way of questioning called the **Socratic** (suh•KRA•tihk) **method**. Today, many university professors use the Socratic method when they teach. Socrates did not lecture. Instead, he asked pointed questions and waited for his students to respond. He wanted students to find the answers for themselves and form their own opinions.

Some Athenian leaders believed that the Socratic method was dangerous. At one time, Athens had allowed its people to speak freely. They could publicly question their leaders. However, when Athens lost the Peloponnesian War, its new rulers limited this freedom. The Athenians no longer trusted open debate. This method of discussion, however, was exactly what Socrates thought was necessary. He continued to teach his students.

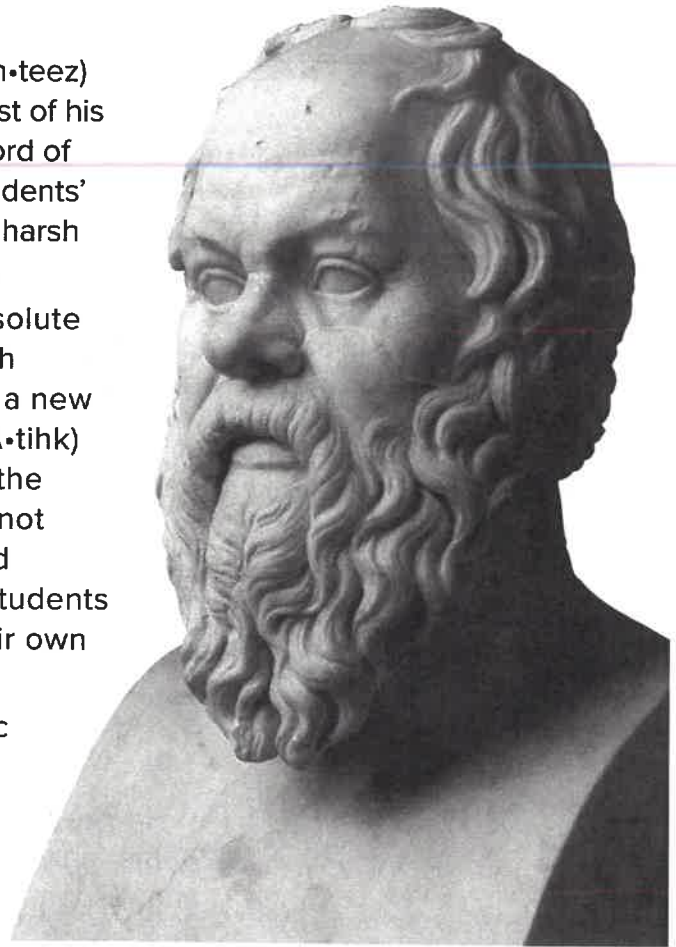
In 399 B.C.E., city leaders—fearing his influence—arrested Socrates. They charged that he had urged young people to rebel against the government. A jury found Socrates guilty and sentenced him to death.

Following the verdict of the court, Socrates was given the opportunity to leave Athens and live. Instead, he stayed. Surrounded by his students and friends, Socrates gave his last speech.

He said that he was living under the city's laws. As a result, he stated, he was committed to obeying them. Socrates then drank poison to carry out the jury's sentence and died.

## PLATO'S IDEAS

The two Greek philosophers you may have heard of are Plato and Aristotle. The philosopher Plato (PLAY•toh) was one of Socrates's students. Plato became a teacher and founded a school in Athens called the Academy. Unlike Socrates, Plato recorded his ideas in writing. One work Plato wrote was *The Republic*. It presented his plan for an ideal society and government.



*Socrates (c. 470-399 B.C.E.) believed that obeying the law was more important than his own life. Rather than leave Athens, he accepted a sentence of death. [Date of sculpture unknown]*

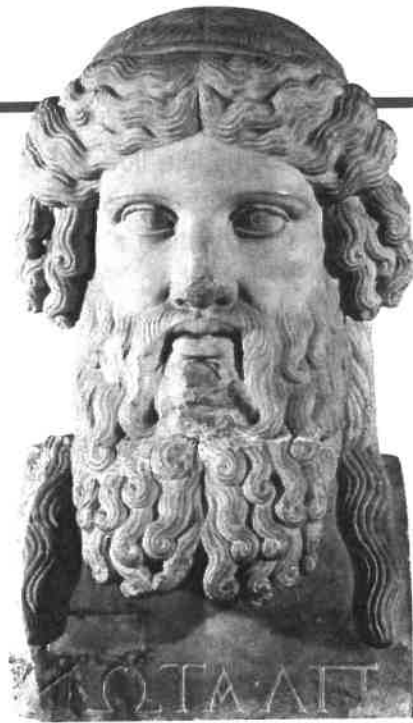
**PLATO** (c. 428–347 B.C.E.)

Plato had planned a career in government. However, he was horrified by the death of his teacher, Socrates. As a result, Plato left politics and spent many years traveling and writing. When Plato returned to Athens in 387 B.C.E., he started the Academy, which was a school where students learned using Socrates's method of questioning. His school attracted young people from Athens and other Greek city-states. He believed that by training the mind, people could discover truth. Plato's teachings and writings would influence the Western world for centuries.

[Date of sculpture unknown]

**INFERRING** Why do you think Plato felt he could not have a career in government?

**ANALYZING INDIVIDUALS** Why do you think Plato opened his Academy?



In *The Republic*, Plato organized society into three groups. At the top were philosopher kings. They ruled through logic and wisdom. Warriors, the second group, defended society from attack, using force. The third group included the rest of the people. Their role was to produce society's food, clothing, and shelter. They lacked the wisdom of the kings and the courage of the warriors.

Plato believed that an ideal society must have a just and reasonable government. In *The Republic*, Plato noted his dislike of Athenian democracy. He wrote that the common people did not think for themselves and that they could be easily influenced into making foolish decisions. Plato believed that "philosopher kings" were intelligent and well-educated. He felt these kings would place the needs of the community ahead of their own needs. Plato wanted only these philosopher kings to govern the citizens of Greece.

**Despite** his distrust of the common people, Plato was willing to grant more rights to women. He believed that women should have the same opportunities for education and jobs that men have.

**WHO WAS ARISTOTLE?**

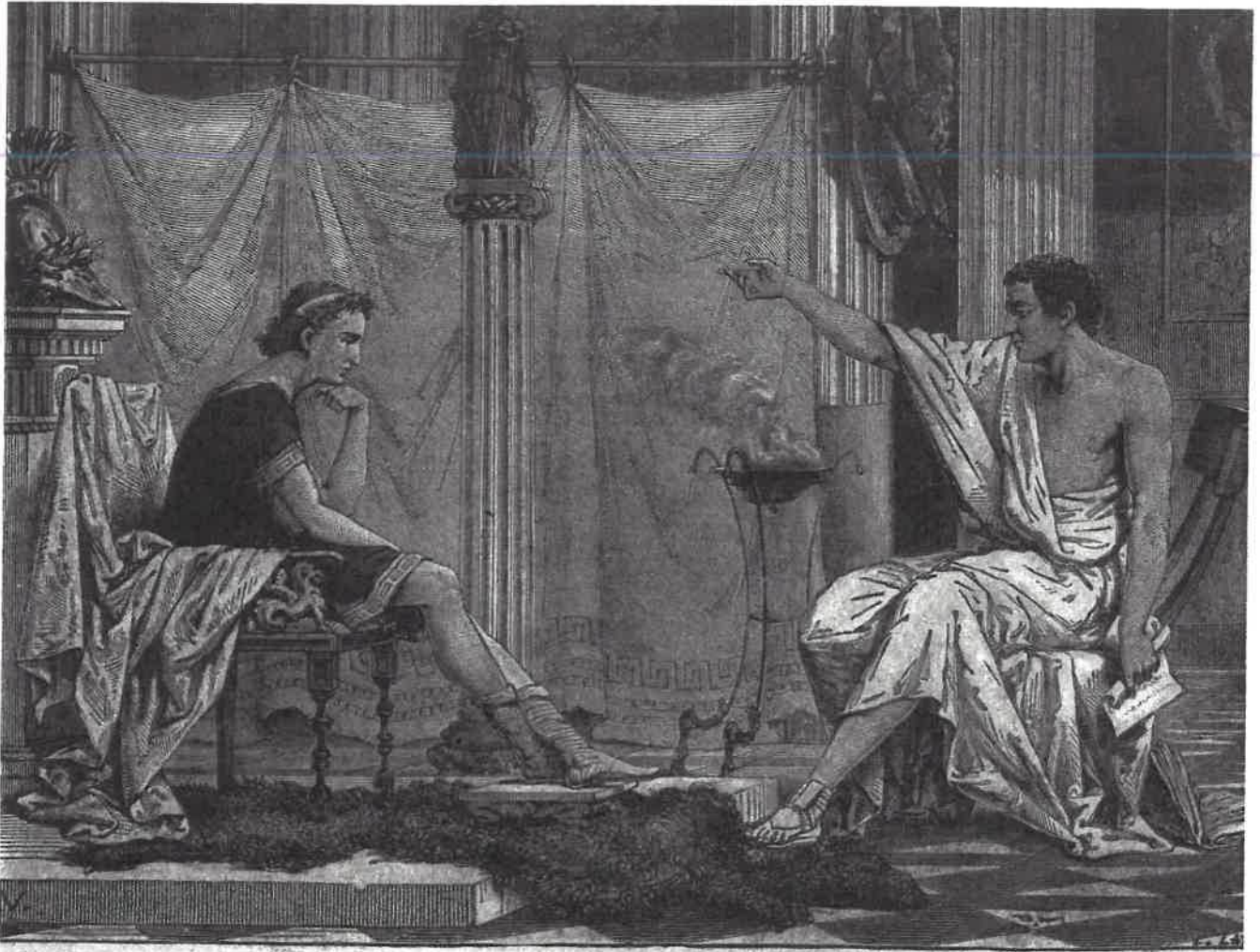
Another great thinker of ancient Greece was Aristotle (AR•uh•stah•tuhl). He wrote more than 200 works on topics such as government, astronomy, and political science. In 335 B.C.E.,

## CITIZENSHIP

**CIVIC PARTICIPATION**

Aristotle believed that citizens had a duty to participate in civic life – the public affairs of their communities. Today, Americans are sometimes required to serve on juries in courts. Some Americans also believe that they have a duty to vote or to serve in the military, although there are no laws today that require this. However, some countries around the world do require citizens to go to the ballot box or to serve a minimum amount of time in the armed forces.









ARISTOTLE AND HIS PUPIL, ALEXANDER.

Aristotle started a school called the Lyceum. At this school, he taught his students the “golden mean.” The mean is the middle position between two extremes. The idea of the golden mean is that people should live moderately. For example, **individuals** should not eat too little or too much. Instead, they should eat just enough to stay well.

Aristotle had many interests, including science. He studied the stars, plants, and animals and carefully recorded what he observed. Aristotle classified living things according to their similarities and differences. Aristotle’s methods were an important step in the development of modern science.

Like Plato, Aristotle also wrote about government. He studied and compared the governments of different city-states and hoped to find the best political system. In his book *Politics*, Aristotle divided governments into three types.

*Before starting his own school, the Lyceum, Aristotle taught at Plato’s Academy. Here he tutors a young man who soon would be called Alexander the Great.  
[Modern illustration]*

GREEK PHILOSOPHERS				
	Sophists	Socrates	Plato	Aristotle
Thinker Or Group				
Main Idea	Sophists like Libanius (above) thought that people should use knowledge to improve themselves. They believed that there is no absolute right or wrong.	Socrates was a critic of the Sophists. He believed that there was an absolute truth.	Plato rejected the idea of democracy as a form of government. He believed that philosopher-kings should rule society.	Aristotle taught the idea of the "golden mean." He believed observation and comparison were necessary to gain knowledge.
Important Contribution	They developed the art of public speaking and debate.	He created the Socratic method of teaching.	He described his vision of the ideal government in his work <i>The Republic</i> .	He wrote over 200 books on philosophy and science. He divided all governments into three basic types.
Influence on Today	The importance of public speaking can be seen in political debates between candidates.	His methods influenced the way teachers interact with their students.	He introduced the idea that government should be fair and just.	His political ideas still shape political ideas today.

The influence of Greek thinkers is felt today in education and politics. [Date of sculptures and image unknown]

- IDENTIFYING** What did the Sophists believe?
- ANALYZING** Would Plato approve or disapprove of the American system of government? Why?

The first was monarchy, or rule by one person. The second was oligarchy (OHL•uh•gahr•kee), which is rule by a few people. The third type was democracy, or rule by many.

Aristotle believed the best government had features of all three. A chief executive would serve as head of state. A council or legislature would assist this leader and be supported by the people. Aristotle's ideas influenced the way Europeans and Americans thought about government. The authors of the United States Constitution, like Aristotle, believed that no one person or group should have too much power.

#### CHECKING FOR UNDERSTANDING

- EXPLAINING ISSUES** Why did Plato dislike Athenian democracy?
- IDENTIFYING CAUSES** Why did some Athenian leaders think the Socratic method was dangerous?

# NEW HISTORY AND SCIENCE IDEAS

**GUIDING QUESTION** *What did the Greeks believe about history and science?*

The Greeks used their thinking skills to write history. They also **investigated** the natural world. They developed new ways of studying science and history.

## THE GREEKS AND HISTORY

In many ways, the ancient Greeks were like most people living at that time. They believed that legends and myths were true. People did not analyze events in order to explain the past. Then, in 435 B.C.E., the Greek thinker Herodotus (hih•RAH•duh•tuhs) wrote a history of the Persian Wars. Herodotus wrote that the Gods played a role in historical events. However, he made a great effort to separate fact from fiction. Like a news reporter, he questioned many people to get information, but then he investigated the truthfulness of these sources. Because of Herodotus's careful research, many European and American historians consider him "the father of history."

Another famous historian of ancient Greece was Thucydides (thoo•SIH•duh•deez). He was a general in the Peloponnesian War. The two great Greek city-states of Athens and Sparta fought in this conflict, which lasted nearly 30 years. Thucydides considered this war to be a major event in world history. After the war, he wrote *The History of the Peloponnesian War*.

Unlike Herodotus, Thucydides rejected the idea that the Gods affected human history. Thucydides believed that only people made history. In his writing, Thucydides tried hard to be accurate and impartial. Thucydides acted like a modern roving reporter. He visited battle sites, and he also carefully examined documents. In addition, he accepted only actual eyewitness reports of events.

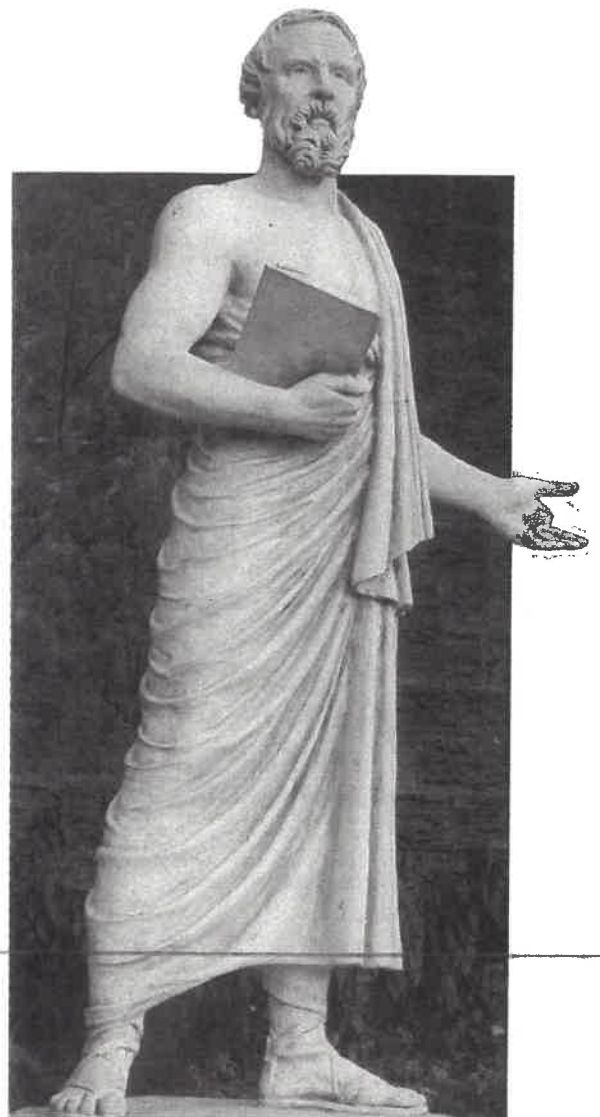
Thucydides did not just state the facts. He also explored the causes and effects of events. He believed that future generations could learn from the past. Moreover, as a historian, he wanted to leave behind ideas and commentary so that others could learn.

## INTEGRATION OF KNOWLEDGE AND IDEAS

1. **EVALUATING ARGUMENTS**  
What information does the author provide to support the claim that Herodotus and Thucydides were unique writers?
2. **COMPARING** Describe how Pythagoras and Hippocrates had similar beliefs about the world.

*Herodotus was careful about any information he recorded. He wanted to be sure of the accuracy of what he wrote. [Date of sculpture unknown]*

**INTEGRATING VISUAL INFORMATION** How does this statue support the information in the text about Herodotus?



## ANALYZING SECONDARY SOURCES

1. **DETERMINING CENTRAL IDEAS** What does Thucydides admire about Athens?
2. **ANALYZING POINT OF VIEW** What does Thucydides mean when he talks about not submitting to injustice?

For example, in *The History of the Peloponnesian War*, Thucydides wrote of a warning to Sparta:

“ And yet, [Sparta], you still delay. You fail to see that peace stays longest with those who . . . show their determination not to submit to injustice. . . . Your habits are old-fashioned as compared with [those of Athens]. It is the law as in art, so in politics, that improvements [will win out]. . . . Athens has [made greater progress] than you on the path of innovation. ”

— from *The History of the Peloponnesian War*, by Thucydides, c. 431 B.C.E.

## THE FIRST SCIENTISTS

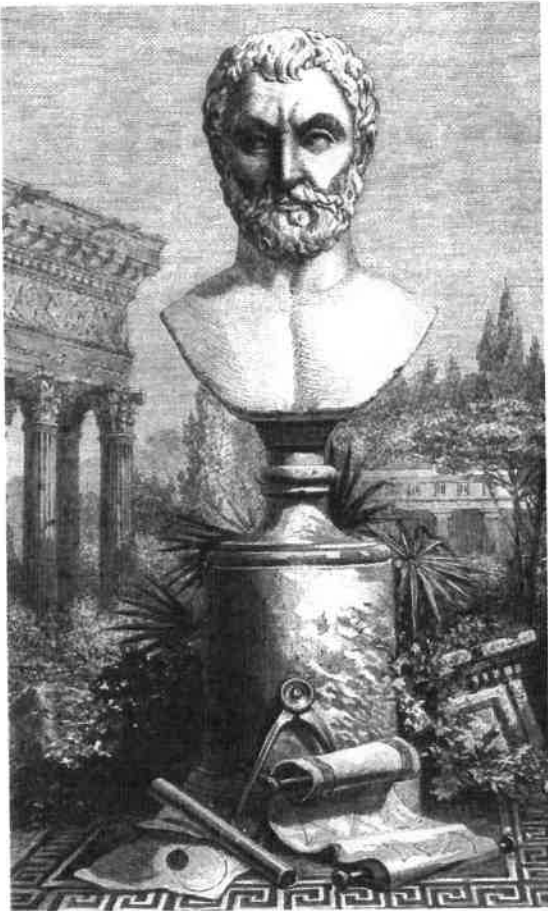
The ancient Greeks developed many scientific ideas. These ideas have influenced scientific thinking for centuries. In ancient times, most people thought that their Gods controlled nature. Early Greek scientists had a different idea. They thought that natural events could be explained logically and that people could discover the causes of these events by using reason.

The first important Greek scientist was Thales (THAY•leez) of Miletus. Born in the mid-600s B.C.E., Thales studied astronomy and mathematics. He did not have telescopes and other instruments that scientists use today. Thales made discoveries and developed theories by observing and thinking.

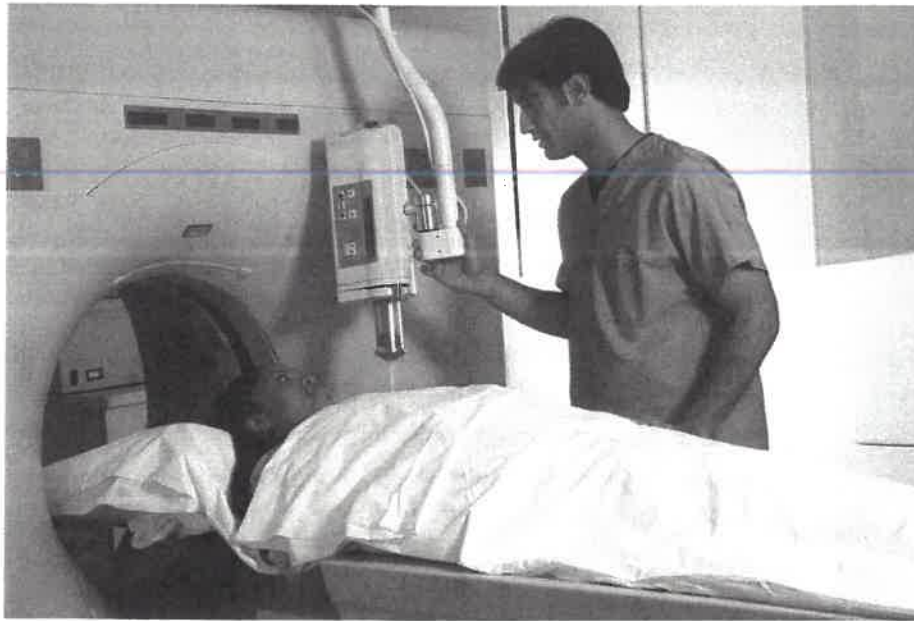
Another Greek scientist, Pythagoras (puh•THA•guh•ruhs), taught his pupils that the universe followed the same laws that governed music and numbers. He believed that all relationships could be expressed in numbers. As a result, he developed many new ideas about mathematics. Most people know his name because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

## ANCIENT GREEK MEDICINE

Greek scientists also studied medicine, or the science of treating diseases. Hippocrates (hih•PAH•kruh•TEEZ) was a physician in ancient Greece who is regarded as the “father of medicine.” He believed diseases came from natural causes. Most people at that time thought evil spirits caused diseases. Hippocrates traveled all over Greece to help the sick. He used his new ideas to diagnose different illnesses. He also discovered his own treatments to help cure sick people.



*Thales was one of the first scientists to explain the physical world using examples from nature. He is pictured here with some of the tools he used to develop his theories. [Date of image unknown]*



Today's scientists and doctors have the use of many tools that were not available to Thales and other ancient Greeks.

**ANALYZING** What might Thales have discovered about water if he had been able to use a modern microscope?

**MAKING CONNECTIONS:  
MUSIC**

**PYTHAGORAS**

Pythagoras studied stringed instruments and developed theories about harmony based on mathematics. Pythagorean tuning is a system of tuning musical instruments, based on Pythagoras's mathematical description of harmony.

Hippocrates created a list of rules about how doctors should use their skills to help patients. His rules are listed in the **Hippocratic Oath** (HIH•puh•KRAT•ihk). The oath says that doctors should do their best to help the patient. It also says that they should protect the patient's privacy. Today, doctors around the world still promise to honor the Hippocratic Oath.

**✓ CHECKING FOR UNDERSTANDING**

- 1. EXPLAINING IDEAS** Why is Herodotus called "the father of history"?
- 2. SUMMARIZING** How did ancient Greek scientists differ from other early people?

**LESSON 2 REVIEW AND ACTIVITIES**

**Time and Place**

- 1. EXPLAINING EFFECTS** What role did Athens play in the development of Greek philosophy?

**Building History-Social Science Analysis Skills**

- 2. COMPARING** What was an important similarity between Plato and Aristotle?
- 3. DESCRIBING** Describe the connection between Socrates and Plato.
- 4. EXPLAINING IDEAS** What is the Hippocratic Oath?

**Writing About History**

- 5. ARGUMENTATIVE WRITING** Review the people featured in this lesson. Then write a one-page explanation of whose ideas or contributions you think are most valued today.

**Collaborating**

- 6. INTERPRETING INFORMATION** Work with a group to make a video or brochure explaining Plato's or Aristotle's vision of an ideal government and society.



Include this lesson's information in your Foldable®.

# Did Socrates Commit Treason?

After Athens lost the Peloponnesian War, there was a period of political disorder in the city-state. Athenian leaders restricted free speech to help keep peace and order in Athens. Socrates was critical of the decision to limit free speech. He taught his students to question everything and to think for themselves. The Athenian leaders felt his criticisms were a threat. They thought that his influence with the young people was dangerous. They accused Socrates of misleading students by teaching them to question authority. Following a trial, Socrates was found guilty of treason and sentenced to death.

### VOCABULARY

*corrupting*: misguiding

*incite*: to urge on

*doctrine*: principle or policy

*Freedom of speech was not guaranteed in ancient Greece. Citizens gathered daily to discuss current issues. [Modern illustration]*

“ Socrates is guilty of ... **corrupting** the young. Did not Socrates cause his associates to despise the established laws. ... [His] [w]ords ... tended to **incite** the young to contemn [to treat with scorn] the established constitution, rendering them violent and headstrong. ... Socrates taught sons to pour contumely [harsh criticism] upon their fathers by persuading his young friends that he could make them wiser than their sires [fathers], or by pointing out that the law allowed a son to sue his father for aberration [unsoundness] of mind, and to imprison him. ”

—Socrates’ accusers, Meletus, Anytus, and Lycon, 399 B.C.E., quoted in *The Memorabilia: Recollections of Socrates* by Xenophon (translated by Henry Graham Daykns)

### ANALYZING POINT OF VIEW

What words and phrases reveal the authors’ attitude toward the subject of Socrates’s teachings?



TEXT: Daykns, H. G. tr. 1897. *The Works of Xenophon*, Vol. III. New York: The Macmillan Co.; PHOTO: North Wind Picture Archives/North Wind Picture Archives

“Men of Athens, I honor and love you; but I shall obey God rather than you, and while I have life and strength I shall never cease from the practice and teaching of philosophy, exhorting [urging] anyone . . . I meet . . . saying: my friend—a citizen of the great and mighty and wise city of Athens,—are you not ashamed of heaping up [so much] money and honor and reputation, and caring so little about wisdom and truth and the greatest improvement of the soul, which you never regard or heed [pay attention to] at all? . . . For I do nothing but go about persuading you all, old and young alike, not to take thought for your persons and your properties, but . . . to care about the greatest improvement of the soul. . . . This is my teaching, and if this is the **doctrine** which corrupts the youth, I am a mischievous person. But if any one says that this is not my teaching, he is speaking an untruth. Wherefore, O men of Athens, I say to you . . . whichever you do, understand that I shall never alter my ways, not even if I have to die many times.”

—Socrates, as quoted in *Apology*, by Plato, 399 B.C.E. (translated by Benjamin Jowett)

#### DETERMINING CENTRAL IDEAS

What argument is the author using to defend his actions?

*This famous painting, The Death of Socrates, shows Socrates speaking to his followers as he is given a cup of poison hemlock. At his death, Socrates was still committed to reason. [Jacques Louis David, 1787 C.E.]*



## What Do YOU Think?

- 1. CITING TEXT EVIDENCE** In what way does Socrates reject his accusers' claim that he has "corrupted the young"? What evidence from the text supports your answer?
- 2. ANALYZING** How do the excerpts differ in the emotions they convey to the reader? What evidence from the texts supports your answer?
- 3. EXPLAINING POINTS OF VIEW** How do the two excerpts differ in their views on teaching youth to question established social beliefs? How are they alike? What evidence supports your answers?
- 4. EVALUATING ARGUMENTS** Who do you think makes the stronger argument based on the logic and evidence, Socrates or his accusers? Why?



## ESSENTIAL QUESTION

- *What are the characteristics of a leader?*

# THE STORY BEGINS...

*Alexander conquered a vast amount of territory and spread Hellenistic culture.  
[Date of sculpture unknown]*

## LESSON 3

# Alexander's Empire

Alexander was feeling proud and confident. He had won many battles and was moving closer to his dream of bringing all the surrounding lands together under his rule. The Persian emperor, Darius, was a great military leader. Alexander was eager to defeat him, although it would be hard. When the day of the great battle came, Alexander saw what to do. He watched the Persians as they fought. Suddenly, he saw a way to surround Darius's troops. The battle was fierce, but the victory was so complete that people remembered it for years afterward:

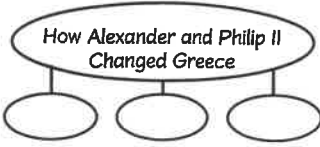
“Fortune, no doubt, greatly favoured Alexander, but yet he owed much of his success to his excellent generalship; for although enormously outnumbered by the enemy, he not only avoided being surrounded by them, but was able to outflank their left with his own right wing, and by this manœuvre [skillful action] completely defeated the Persians. He himself fought among the foremost, and, according to Chares, was wounded in the thigh by Darius himself.”

—from Plutarch's "Life of Alexander," c. 125 C.E.



TEXT: Stewart, Aubrey and Long, George, trs. 1892. *Plutarch's Lives*. London: George Bell and Sons.; PHOTO: twins\_2/iStock/Getty Images.





## ANALYZING KEY IDEAS AND DETAILS

Read closely to identify how Philip II and Alexander changed Greece. Use a diagram like this one to record your notes. Then, identify the term that describes the time period during which Greek culture spread to the non-Greek peoples conquered by Alexander.

# PHILIP II OF MACEDONIA

**GUIDING QUESTION** *Why did Macedonia become powerful?*

As you learned earlier, the Persians set out to conquer the Greek city-states but failed. The Macedonians (ma•suh•DOH•nee•uhnz) were people who lived north of Greece. In the 300s B.C.E., they conquered Greece.

## CONQUERING GREECE

The Macedonians were farmers. They raised sheep and horses and grew crops in their river valleys. For much of its history, Macedonia was not a very strong kingdom. Under King Philip II, however, Macedonia became a superpower in the ancient world.

As a young man, Philip had lived in Greece. He came to admire Greek culture and military skill. Philip became king of Macedonia in 359 B.C.E. He **created** a strong army. Philip planned to unite the Greek city-states under his rule and destroy the mighty Persian Empire. Philip trained a vast army of foot soldiers to fight like the Greeks. At this time, the Greek city-states were weak. They had been divided by the Peloponnesian War. As a result, they could not defend themselves against Philip's powerful army.

Philip took control of the city-states one by one. He defeated some city-states in battle, and he bribed the leaders of others to surrender. A few city-states **voluntarily** agreed to join with Macedonia.

Many Greeks worried about Philip's plans. Demosthenes (dih•MAHS•thuh•neez) was an Athenian who opposed Philip. He was a lawyer and one of Athens's great public speakers. Demosthenes warned the Athenians that Philip was a threat to Greek freedom. He urged all the city-states to join together to fight the Macedonians:

“...[R]emember only that Philip is an enemy, who robs us of our own and has long insulted us. ... [T]he future depends on ourselves, and unless we are willing to fight him there, we shall perhaps be compelled [forced] to fight him here. ... You need not pry into [think about] the future, but assure yourselves it will be disastrous, unless you attend to your duty.”

—Demosthenes, “The First Philippic,” c. 351 B.C.E., in *Oration of Demosthenes*

## UNDERSTANDING CRAFT AND STRUCTURE

### 1. DETERMINING MEANING

What context clues help you understand the word *unite* in this section?

### 2. ANALYZING TEXT

**PRESENTATION** How do the headings in this section help you understand the main ideas?

## ANALYZING PRIMARY SOURCES

### 1. ANALYZING POINT OF VIEW

Why does Demosthenes want the Greeks to go and fight Philip?

### 2. CITING TEXT EVIDENCE

What words in the text show why Demosthenes thinks Philip is dangerous?

Demosthenes (384-322 B.C.E.), a famous orator, or speaker, spoke out against Philip. [Modern illustration]

#### FINDING THE MAIN IDEA

Why was Demosthenes opposed to Philip's plans?



By the time the Greeks tried to unite, it was too late. The Athenians joined with Thebes and a few other free city-states. They battled Philip's army, but they could not stop his invasion. In 338 B.C.E., the Greeks and the Macedonians fought one last major battle. At the Battle of Chaeronea (kehr•uh•NEE•uh), Philip's army crushed the Greeks. Philip now ruled most of Greece.

#### CHECKING FOR UNDERSTANDING

1. **SUMMARIZING** How was Philip II able to gain control over most of Greece?
2. **EXPLAINING EFFECTS** How did the Battle of Chaeronea change the situation in ancient Greece?

## ALEXANDER TAKES OVER

**GUIDING QUESTION** *What were Alexander's goals as a ruler?*

Philip hoped to lead the Greeks and Macedonians to war against the Persian Empire. Before Philip could carry out his plans, he was killed. His son Alexander became king.

Alexander was only 20 when he became ruler of Macedonia and Greece, but Philip had carefully prepared his son for the job. By age 16, Alexander was serving as a commander in the Macedonian army. He quickly won the respect of his soldiers.

They admired him for his bravery and military skill. After Philip's death, Alexander was ready to fulfill his father's dream. He prepared to invade the Persian Empire.

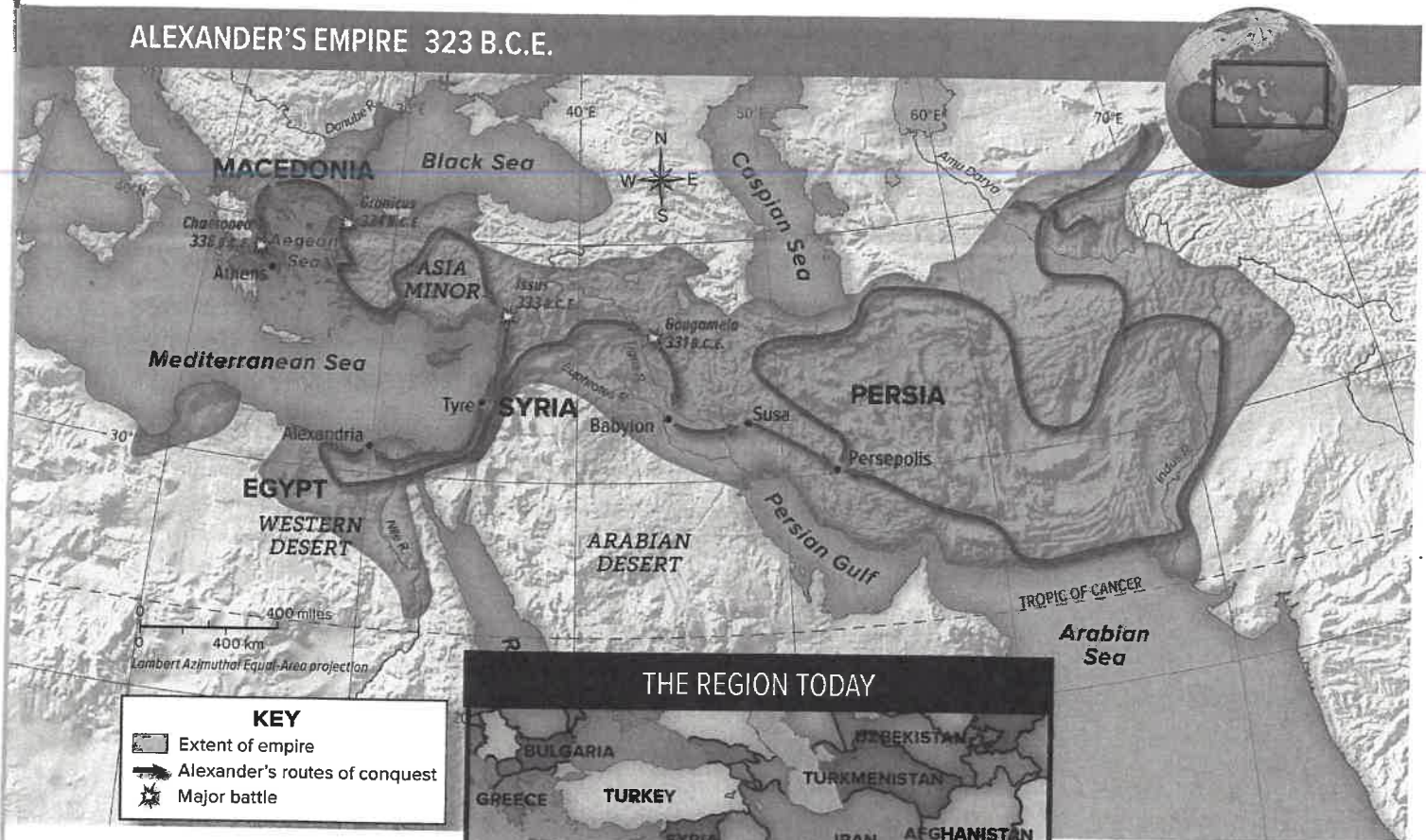
#### ANALYZING KEY IDEAS AND DETAILS

##### 1. DETERMINING CENTRAL IDEAS

What are the central ideas of the section titled "War with Persia"?

- ##### 2. CITING TEXT EVIDENCE
- What evidence does the author present to support the inference that Alexander understood the feelings of his soldiers?

## ALEXANDER'S EMPIRE 323 B.C.E.



### WAR WITH PERSIA

In the spring of 334 B.C.E., Alexander led about 40,000 Macedonian and Greek soldiers into Asia Minor. Their goal was to defeat one of the strongest armies in the world—the Persians. Alexander's **cavalry** (KAV•uhl•ree), or soldiers on horseback, proved to be a stronger force. They fought a battle at Granicus, in what is today northwestern Turkey. In that battle, Alexander's cavalry crushed the Persian forces. Alexander's forces continued to march across Asia Minor. They freed Greek city-states that had been under Persian rule.

A year and a half later, in November 333 B.C.E., Alexander fought the next major battle against the Persians at Issus (IH•suhs), in Syria. Once again, Alexander's military skills resulted in a victory. The Persian king Darius III was forced to flee from Issus.

Alexander and his troops did not **pursue** Darius, though. Instead, they moved south along the Mediterranean coast. In early 331 B.C.E., they conquered Egypt. Alexander built a new city in Egypt and named it Alexandria (a•lihg•ZAN•dree•uh) after himself. As a center of business and trade, Alexandria became one of the most important cities of the ancient world. It remains a vital city in the Mediterranean region today.



### GEOGRAPHIC REASONING

Alexander the Great's empire covered parts of three different continents.

- 1. EXPLORING PLACE** In what place today are the people known as Persians living?
- 2. PATTERNS AND MOVEMENT** Why did Alexander go primarily east and south from Macedonia and Greece in his conquests?

### DETERMINING MEANING

Alexander's army included a **cavalry** (soldiers on horseback). What words might be used for soldiers not on horseback?

In late 331 B.C.E., Alexander's army headed back north. He turned eastward and invaded Mesopotamia, now ruled by the Persians. Alexander's army smashed Darius's forces at Gaugamela (gaw•guh•MEE•luh), near the Tigris River. After this victory, Alexander's army took over the rest of the Persian Empire.

After he conquered Persia, Alexander did not stop. Over the next three years, he moved as far as modern Pakistan. In 327 B.C.E., he marched his army into northwestern India. There he fought a number of bloody battles. His soldiers were tired of constant fighting and refused to go farther. Alexander agreed to lead them home.

On the return march, the troops crossed a desert in what is now southern Iran. Heat and thirst killed thousands of soldiers. At one point, a group of soldiers found a little water and scooped it up in a helmet. They offered the water to Alexander. According to a Greek historian:

“ Alexander, with a word of thanks for the gift, took the helmet, and, in full view of his troops, poured the water on the ground. So extraordinary was the effect of this action that the water wasted by Alexander was as good as a drink for every man in the army. ”

—*The Campaigns of Alexander* by Arrian, c. 145 C.E., tr. by Aubrey De Sélincourt

In 323 B.C.E., Alexander returned to Babylon, one of the Persian cities now under his control. Although he was planning more conquests, the hardships of the journey had wrecked his health. Suffering from wounds and worn out by fever, Alexander died. He was only 32 years old.

#### ☑ CHECKING FOR UNDERSTANDING

1. **EXPLAINING ISSUES** Why was the Battle of Gaugamela so important to Alexander?
2. **SEQUENCING** Describe the sequence of Alexander's conquests.

Alexander is remembered as a great military leader. Here, Alexander is pictured during a battle. [Reproduction of Alexander Mosaic 100s B.C.E.]

#### INTEGRATING VISUAL

**INFORMATION** How does the painting support the information given in the text about Alexander?



## ESSENTIAL QUESTION

- How do new ideas change the way people live?

# THE STORY BEGINS...

## LESSON 4

# Hellenistic Culture

No one knew what caused Alexander to fall ill with a fever. Ten days later, he was dead. His death brought many changes, but he had set in motion a quest for learning that continued after he was gone. It was an exciting time for scientists, philosophers, writers, and researchers. Many people were working to learn about the natural world and the experience of being human. Alexandria had grown from being a small port city to a bustling capital. The new king had a greater dream for Alexandria. If it could become a center for learning, it would be truly glorious:

“Ptolemy, king of Egypt, formed a library in Alexandria and collected books from every quarter and filled it. Then, learning that certain ancient histories written in Hebrew characters had been preserved with scrupulous [precise] care, and being desirous [wanting] to know what was written therein, he sent

to Jerusalem for seventy wise men, who were familiar with the speech of both Greeks and Hebrews, and bade [ordered] them translate the books.... It was in the days when the Macedonians were still masters of Asia that the king was fired with the ambition to adorn the library which he had founded in Alexandria with all manner of writings....”

—from “Letter of Aristeas,” c. 200-100 B.C.E., translated by Henry St. John Thackeray



*The library at Alexandria, finished around 280 B.C.E., became a research center for scholars and thinkers. [Modern illustration]*

Greek Scientist	Achievements
Eratosthenes	
Euclid	
Archimedes	

### ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the achievements of the Greek scientists. Record their contributions on a chart like this one. Then, describe why Alexandria came to be a major center of learning during the Hellenistic Era.

### UNDERSTANDING CRAFT AND STRUCTURE

#### 1. ANALYZING TEXT

**PRESENTATION** How does the author organize the information in the section on Hellenistic arts?

#### 2. DETERMINING MEANING

What context clues help you understand what a scholar is?

## HELLENISTIC ARTS

**GUIDING QUESTION** *How did Greek culture spread during the Hellenistic Era?*

During the Hellenistic Era, philosophers, scientists, poets, and writers moved to the new Greek cities of Southwest Asia and Egypt. Alexandria, for example, served as the Greek capital of Egypt and was a major center of learning. Many scholars were attracted to Alexandria's library. It contained more than 500,000 scrolls. Alexandria also had a museum that attracted scholars to do research. The city's reputation as a place of learning and its location on the Mediterranean Sea contributed to Alexandria's economic growth. Today, Alexandria remains a vital city in Egypt where nearly 4 million people live and work.

### BUILDINGS AND STATUES

Greek architects served an important role in expanding Alexander's empire. They planned public building projects for new cities that were being founded and for old cities that were being rebuilt. Hellenistic kings wanted these cities to be like Athens and other cultural centers in Greece. They were willing to spend huge amounts of money to make this happen. These kings wanted to line the streets with Greek temples, theaters, and baths.

Hellenistic kings and other wealthy citizens hired Greek sculptors, who created thousands of statues for towns and cities. Hellenistic sculptors proved to be as talented as the sculptors of Greece's Golden Age. These sculptors, however, developed new styles. They did not carve ideal figures. Instead, they showed people in a more realistic style. They even created statues that looked angry or sad.

### HELLENISTIC WRITERS

Hellenistic rulers also supported talented writers. As a result, poets and writers produced a large amount of literature during the Hellenistic Era. Very little of this writing has survived today.

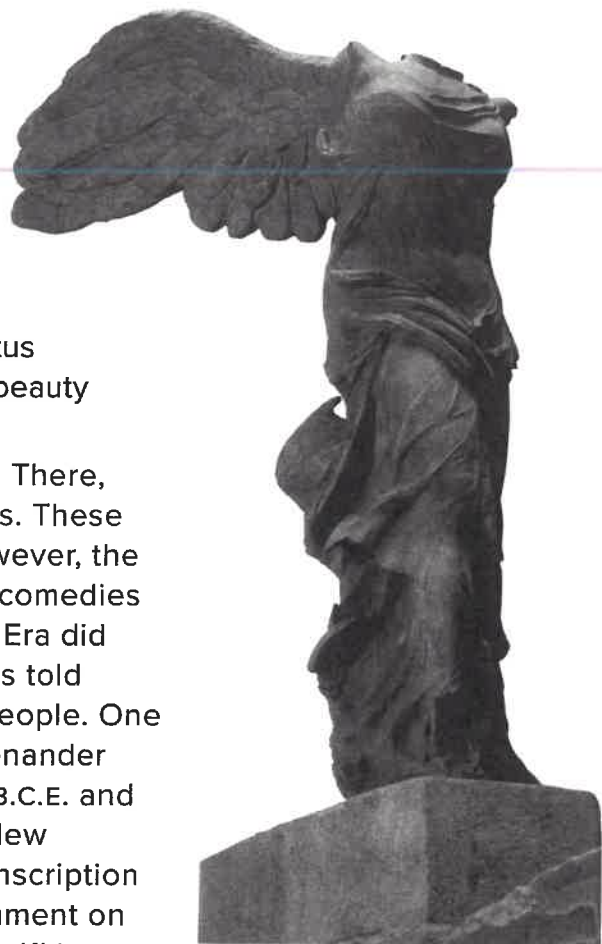
#### MAKING CONNECTIONS TO TODAY

### THE LIBRARY OF ALEXANDRIA

The ancient library of Alexandria had an enormous collection of documents. The library was destroyed by fire, and its entire collection was lost. Throughout history, people around the world have remembered the destruction of the library at Alexandria as a great loss of knowledge and culture. A new library was built in Alexandria in 2002 C.E., with donations of money, books, and materials from around the world.

One work that we do know about is an epic poem called *Argonautica*. Written by Appolonius (a•puh•LOH•nee•uhs) of Rhodes (ROHDZ), the poem tells the story of Jason and his band of heroes. You may have read or seen a modern version of this poem, often called *Jason and the Argonauts*. Jason and his band sail the seas **seeking** a ram with a golden fleece. Along the way, they have many adventures. Another poet, Theocritus (thee•AH•kruh•tuhs), wrote short poems about the beauty of nature.

Athens remained the center for Greek theater. There, writers of plays produced comedies, not tragedies. These comedies are known as Greek New Comedy. However, the comedies of the Hellenistic Era were not like the comedies of Greece’s Golden Age. Those of the Hellenistic Era did not poke fun at political leaders. Instead, the plays told stories about love and relationships of ordinary people. One of the best known of the new playwrights was Menander (muh•NAN•duhr). He lived from 343 B.C.E. to 291 B.C.E. and is considered the most important poet of Greek New Comedy. The Temple of Apollo at Delphi had an inscription that read “Know thyself.” Making a humorous comment on that inscription, Menander said “This ‘Know Yourself’ is a silly proverb in some ways; To know the man next door is a much more useful rule.” His works were later adapted by Roman writers. Through his works, Menander influenced the development of European comedy during the Renaissance (reh•nuh•ZAHNTS) and even comedy today.



*Hellenistic artists were masters at capturing movement and emotion. This statue, The Winged Victory of Samothrace, seems to be walking forcefully forward. [Sculpture c. 190 B.C.E.]*

### ✓ CHECKING FOR UNDERSTANDING

1. **SUMMARIZING** How did Greek sculpture and drama change during the Hellenistic Era?
2. **IDENTIFYING PERSPECTIVES** How does Menander’s proverb help us understand Greece’s New Comedy?

### INTEGRATING VISUAL

**INFORMATION** How does this statue help demonstrate the accomplishment of Hellenistic sculptors?

### INTEGRATION OF KNOWLEDGE AND IDEAS

1. **INTEGRATING VISUAL INFORMATION** How does the image of Aristarchus’s model of the solar system help support the information that the author is presenting?
2. **EVALUATING ARGUMENTS** What information does the author provide to support the claim that Archimedes was the most famous Hellenistic inventor?

## THINKERS AND SCIENTISTS

**GUIDING QUESTION** *What ideas and discoveries emerged during the Hellenistic Era?*

During the Hellenistic Era, Athens continued to support Greek philosophers. These philosophers tried to answer questions, such as, “What is a good life?” and “How can people find peace of mind in a troubled world?” The two most important Hellenistic philosophers were Epicurus and Zeno.

## WHO WAS EPICURUS?

Epicurus founded a philosophy known as **Epicureanism** (eh•pih•kyu•REE•uh•nih•zuhm). He taught his students that finding happiness was the goal of life. He believed that the way to be happy was to avoid pain.

Today the word *epicurean* means the love of physical pleasure, such as good food or comfortable surroundings. For Epicurus, however, pleasure meant spending time with friends. It meant learning not to be upset about problems in life. Epicureans avoided worry. They limited their wants and lived simply.

### ANALYZING PRIMARY SOURCES

1. **DESCRIBING** Explain in your own words how Epicurus defines pleasure.
2. **EXPLAINING POINT OF VIEW** How does Epicurus believe we can avoid feeling troubled or upset?

“The end [goal] of all our actions is to be free from pain and fear...Pleasure is our first and kindred good... By pleasure we mean the absence of pain in the body and trouble in the soul. It is not an unbroken succession of drinking feasts and of revelry, not the enjoyments of the fish and other delicacies of a splendid table, ... it is sober [thoughtful] reasoning, searching out the reasons for every choice and avoidance, and banishing those beliefs through which great tumults take possession of the soul.”

—Epicurus, c. 310-270 B.C.E., quoted in *The Five Great Philosophies of Life*  
by William De Witt Hyde

## THE STOICS

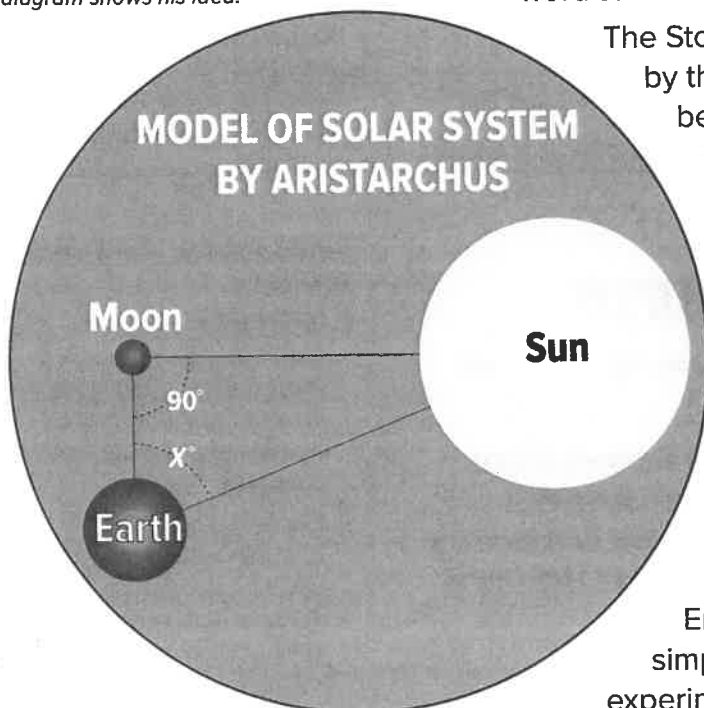
A Phoenician thinker named Zeno developed a philosophy called **Stoicism** (STOH•uh•sih•zuhm). Zeno did not have the money to rent a lecture hall in which to teach. Instead, he taught at a building called the “painted porch”. The Greek word for porch was *stoa*. The term “Stoicism” thus comes from the Greek word *stoa*.

The Stoics claimed that people who were guided by their emotions lived unhappy lives. They believed that happiness resulted from using reason. Sound thinking, they thought, should guide decisions. Today, the word *stoic* is used to describe someone who seems not affected by joy or sadness. Unlike Epicureans, Stoics thought people had a duty to serve their **community**. The ideas of the Stoics would later influence Roman thinkers.

## SCIENCE AND MATHEMATICS

Science also flourished during the Hellenistic Era. Even though Hellenistic scientists used simple instruments, they performed many experiments and developed new theories.

Other astronomers would not believe Aristarchus when he stated that the solar system moved around the sun. This diagram shows his idea.





Aristarchus (ar·uh·STAIR·kuhs) claimed that the sun was at the center of the universe. He said that Earth circled the sun. At the time, other astronomers rejected his ideas. They thought that Earth was the center of the universe. Euclid taught others his theories about geometry. If you study geometry today, you will be learning about the same topics studied by ancient Greeks.

Another scientist, Eratosthenes (ehr·uh·TAHS·thuh·neeZ), was the chief librarian at the library at Alexandria. After study and research, Eratosthenes concluded that Earth was round. He then used his knowledge to measure Earth's **circumference** (suh·KUH·m·fuhr·ens)—the distance around Earth.

In order to measure the Earth's circumference, Eratosthenes put two sticks in the ground far apart from each other. When the sun was directly over one stick, he measured its shadow. By measuring the shadows, he was able to calculate the curve of Earth's surface.

Using his measurements, Eratosthenes tried to figure the distance around Earth. Remarkably, his estimate was within 185 miles (298 km) of the actual distance. Using similar **methods**, he tried to determine how far it was to the sun and to the moon. Although his measurements were not **accurate**, he concluded that the sun was much larger than Earth and the moon.

Euclid (YOO·kluhd) of Alexandria advanced the field of mathematics. His best-known book, *Elements*, describes plane geometry. **Plane geometry** is one branch of mathematics.



*The modern age owes a great debt to the Hellenistic thinkers. Many scientists and mathematicians are portrayed in this detail from The School of Athens, a painting by sixteenth-century artist Raphael. The work can be viewed today at the Vatican in Rome.*

#### DETERMINING MEANING

What are some words in the same word family as **circumference**? What do you think the prefix *circum-* means?

## GREEK SCIENTISTS AND THEIR CONTRIBUTIONS

Scientists	Scientific "Firsts"
Archimedes	Established the science of physics Explained the lever and compound pulley
Aristarchus	Established that Earth revolves around the sun
Eratosthenes	Figured out that Earth is round
Euclid	Wrote a book that organized information about geometry
Hipparchus	Created a system to explain how planets and stars move
Hippocrates	Known as the "Father of Medicine" First to write a medical code of good behavior
Hypatia	Expanded knowledge of mathematics and astronomy

The ancient Greeks made advances in science and mathematics.

- EXPLAINING IDEAS** How was Euclid's achievement important for the study of geometry?
- INFERRING** Why did Aristarchus's ideas upset some people?



Archimedes's calculation of  $\pi$  is used daily in mathematics, more than 2,000 years after he made it. [Illustration by André Thévet, 1584 C.E.]

#### MAKING CONNECTIONS

### CONSTANT $\pi$

Astronomers in the Hellenistic Era made amazing discoveries. Many of the measurements they made were very accurate. Even though scientists today can measure more accurately, no one has ever been able to improve on Archimedes's calculation of  $\pi$ . The number  $\pi$  ( $\pi$ ) is a ratio. When the circumference of a circle is divided by its diameter, you get  $\pi$ .  $\pi$  is always the same for every circle—about 3.14159.

It shows how points, lines, angles, and surfaces relate to one another. Around 300 B.C.E., Egypt's King Ptolemy I (TAH•luh•mee) asked Euclid if he knew a faster way to learn geometry. Euclid answered that “there is no royal way” to learn geometry. In other words, if the king wanted to understand Euclid's ideas, he would have to study. Euclid's theories still influence mathematicians today.

The most famous scientist of the Hellenistic Era was Archimedes (ahr•kuh•MEE•deez). Archimedes worked on **solid geometry**. He studied ball-like shapes, called spheres, and tube-like shapes, called cylinders. He also figured out the value of  $\pi$ . This number is used to measure the area of circles. It is represented by the Greek symbol  $\pi$ .

Archimedes was also an inventor. He developed machinery and weapons of war. Archimedes was known as a modest man. According to one story, however, he boasted, “Give me a lever and a place to stand on ... and I will move the earth.”

The king of Syracuse heard of Archimedes's boast. He asked Archimedes to build a machine to defend the city, so Archimedes designed catapults. These machines could throw rocks, arrows, and spears over long distances.

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

Hellenistic thought and culture had long-lasting effects. The mathematician Hypatia (hy•PAY•shuh) lived in Alexandria in Egypt around 400 C.E., more than 700 years after the Hellenistic Era. She kept up the Greek tradition of studying philosophy and mathematics. Like the great Greek thinkers of the past, Hypatia also championed the use of reason over superstition:

“To teach superstitions as truth is a most terrible thing.”

“Reserve your right to think, for even to think wrongly is better than not to think at all.”

—from Hypatia, *Encyclopaedia Britannica Profiles*,  
300 Women Who Changed the World

#### ✓ CHECKING FOR UNDERSTANDING

1. **COMPARING** How were Epicureanism and Stoicism similar? How were they different?
2. **EXPLAINING ISSUES** How does the story about Euclid and Ptolemy help illustrate Euclid's thoughts about mathematics?

# GREECE AND ROME

**GUIDING QUESTION** *How did Greece fall under Roman rule?*

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

Macedonia held power over Greece for a time. It could not keep the Greek city-states permanently under control, though. Sparta and some other city-states regained their independence. These city-states had Hellenistic cultures, but they did not have strong armies. They remained free for only a short time.

Rome was a city-state in central Italy. In the late 200s B.C.E., Rome conquered the entire Italian Peninsula. Greece lost its lands in southern Italy. The Greeks now feared that Rome would take control of Greece.

The Greeks tried to stop Rome's growing power, but failed. They began supporting Rome's enemies in various wars. The Romans won these conflicts, however. Gradually, Rome gained control of the Greek mainland.

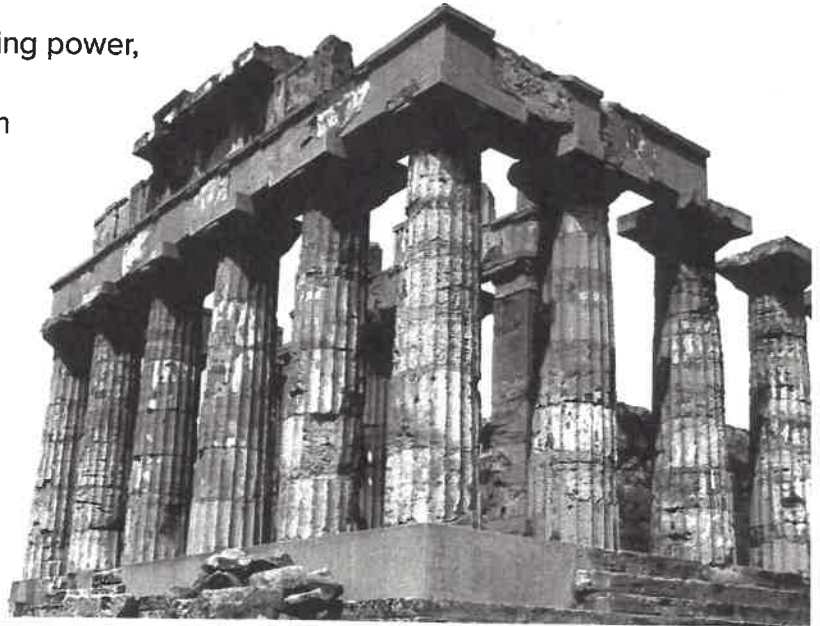
## CHECKING FOR UNDERSTANDING

1. **EXPLAINING ISSUES** How did the Greek city-states react to Rome's growing power?
2. **SEQUENCING** What groups held power in Greece during this period?

## INTEGRATION OF KNOWLEDGE AND IDEAS

1. **DISTINGUISHING FACT AND OPINION** How can you tell that the claim that Macedonia could not keep the Greek city-states under its control is a fact rather than an opinion?
2. **EVALUATING ARGUMENTS** What text shows that the four Hellenistic kingdoms were unable to work together? How?

*Sicily is a beautiful island in the Mediterranean. Ruled by ancient Greeks and then the Romans, it is the home today of many historic ruins of both cultures. [Hera Temple in Sicily c. 490-470 B.C.E.]*



## LESSON 4 REVIEW AND ACTIVITIES

### Time and Place

1. **EXPLAINING IDEAS** What was the vision of the universe that most astronomers of this era had? Why was Aristarchus's vision of the universe so revolutionary?

### Building History-Social Science Analysis Skills

2. **SUMMARIZING** Describe how Eratosthenes advanced humanity's understanding of the Earth.
3. **IDENTIFYING EFFECTS** How did the Greek influence on philosophy and science affect later thinkers?
4. **EXPLAINING CAUSE AND EFFECT** How did the lack of strong armies affect Greek city-states in this period?

### Writing About History

5. **ARGUMENTATIVE WRITING** Compare the Stoic and Epicurean views about life. Which of these views appeals to you? Write a paragraph that explains the reasons for your choice.

### Collaborating

6. **COLLABORATING** With a small group, discuss why Plato felt he could not have a career in the government. Do you think he was right to stay out of the government, or would it have been better to try to work to change the things that bothered him?



Include this lesson's information in your Foldable®.

## GREEK CIVILIZATION

In early Greek culture, literature, philosophy, science, and art were highly valued. These subjects were seen as interconnected. All contributed toward developing wisdom, a quality the Greeks stressed as important in order to live a good life. What relationships did the Greeks see between literature, philosophy, science, and other subjects? Why was wisdom so significant?

### VOCABULARY

*sage*: wise person  
*sway*: reign, influence  
*venerable*: respected, admired  
*was wont to*: had the habit of  
*the latter*: the second  
*the former*: the first  
*prominent*: well-known, important  
*derive*: get, acquire, take

### PRIMARY SOURCE: LITERATURE

#### THE *ILIAD*, c. 700s B.C.E.

Homer

Nestor is a character in the *Iliad*. He often tells stories to inspire or guide the other characters. In this excerpt, Nestor addresses his fellow Greeks, who are arguing among themselves.

“To calm their passion with the words of age,  
 Slow from his seat arose the Pylian **sage**,  
 Experienced Nestor, in persuasion skill’d;  
 Words, sweet as honey, from his lips distill’d:  
 Two generations now had pass’d away,  
 Wise by his rules, and happy by his **sway**;  
 Two ages o’er his native realm he reign’d,  
 And now the example of the third remain’d.  
 All view’d with awe the **venerable** man;”

#### ANALYZE THE TEXT

1. **DETERMINING CENTRAL IDEAS** According to the excerpt, why is Nestor respected?
2. **DETERMINING MEANING** Explain the meaning of this line from the text: “Wise by his rules, and happy by his sway.”

### SECONDARY SOURCE: BIOGRAPHY

#### “LIFE OF ALEXANDER,” c. 100 C.E.

Plutarch

Plutarch was a Greek writer and historian who wrote about 400 years after the reign of Alexander the Great. Plutarch wrote many biographies of figures in Greek and Roman history. In this excerpt, Plutarch discusses the influence of philosophers and writers on Alexander.

“I think also that Aristotle more than any one else implanted a love of medicine in Alexander, who was not only fond of discussing the theory, but used to prescribe for his friends when they were sick, and order them to follow special courses of treatment and diet, as we gather from his letters. He was likewise fond of literature and of reading, and we are told by Onesikritus that he **was wont to** call the *Iliad* a complete manual of the military art, and that he always carried with him Aristotle’s recension [critical revised version] of Homer’s poems, which is called ‘the casket

copy,' and placed it under his pillow together with his dagger. Being without books when in the interior of Asia, he ordered Harpalus to send him some. Harpalus sent him the histories of Philistus, several plays of Euripides, Sophokles, and Æschylus, and the dithyrambic hymns [enthusiastic poems] of Telestus and Philoxenus. Alexander when a youth used to love and admire Aristotle more even than his father, for he said that **the latter** had enabled him to live, but that **the former** had taught him to live well. ”

#### ANALYZE THE TEXT

1. **SUMMARIZING** According to the passage, how were Homer's poems significant to Alexander?
2. **DETERMINING CENTRAL IDEAS** What is the central idea of the passage?

#### PRIMARY SOURCE: BOOK

### *GEOMETRICAL SOLUTIONS DERIVED FROM MECHANICS, 200s B.C.E.*

Archimedes

Archimedes wrote this work for his friend and fellow scientist, Eratosthenes. Like other Greek thinkers, Archimedes stressed logical reasoning. In this excerpt, Archimedes explains to Eratosthenes why he has chosen to write this book.

“Since I see, however, as I have previously said, that you are a capable scholar and a **prominent** teacher of philosophy, and also that you understand how to value a mathematical method of investigation when the opportunity is offered, I have thought it well to analyze and lay down for you in this same book a peculiar method by means of which it will be possible for you to **derive** instruction as to how certain mathematical questions may be investigated by means of mechanics. ”

#### ANALYZE THE TEXT

1. **CITING TEXT EVIDENCE** What evidence in the text supports the idea that Archimedes admires Eratosthenes?
2. **ANALYZING POINT OF VIEW** According to the passage, what is the main benefit the reader will get from his book?



### MULTIPLE PERSPECTIVES

Compare the ways wisdom and education are discussed in these three sources. What do these passages have in common? How are the ideas expressed in each passage related?

# CHAPTER 6 Analysis Skills Activities

Write your answers on a separate piece of paper.

## Thinking Like a Historian

1. **COMPARING** Select one of the historical maps from the chapter. Then search the Internet for maps of the same region today. Write one or two paragraphs explaining how the region has changed since the time of ancient Greece.

## Understanding Time

2. **SEQUENCING** Create a time line showing when the writers, philosophers, scientists, and leaders you learned about in this chapter lived and worked.

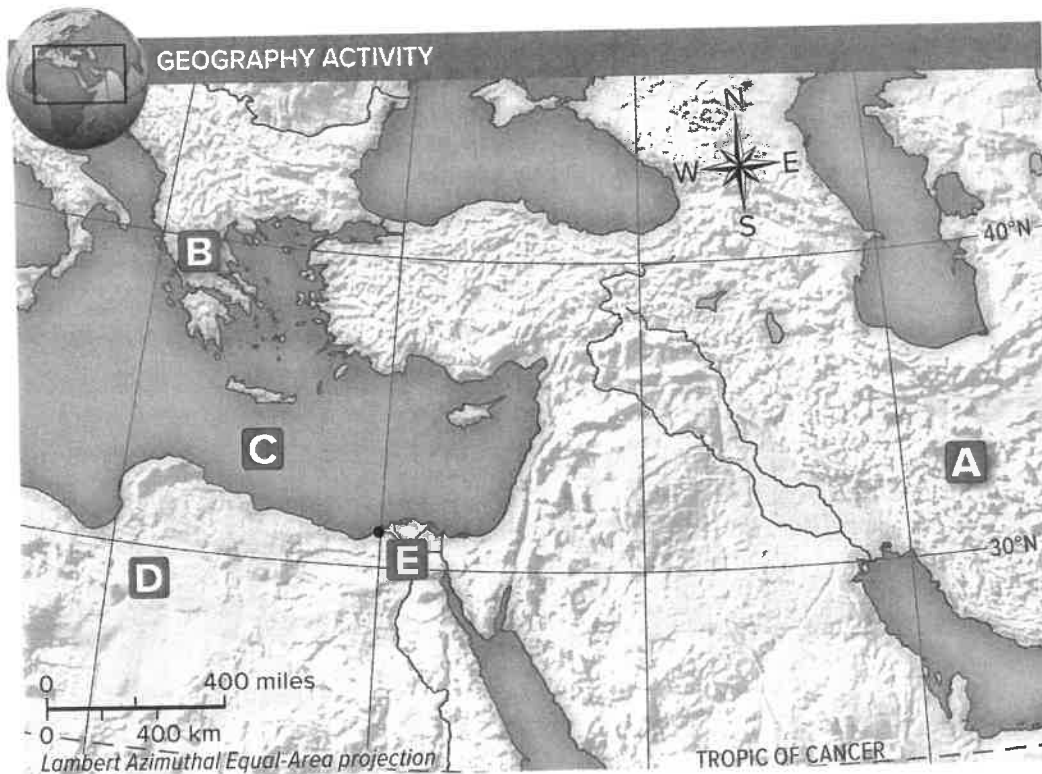
## Building Citizenship

3. **CIVIC PARTICIPATION** In small groups, discuss the Stoics' idea that people have a duty to serve their community. Why might Stoic philosophy support this idea? Do you agree with this idea? What are some arguments against this idea?

## Geographic Reasoning

Use the map to answer the following questions.

4. **LOCATING PLACES** On a separate sheet of paper, match the letters on the map with the numbered places listed here.
  1. Greece
  2. Africa
  3. Alexandria
  4. Persia
  5. Mediterranean Sea



# CHAPTER 6 Assessment

Directions: Write your answers on a separate piece of paper.

## Vocabulary Practice

- 1 Describe each of the following terms.
- A. myth
  - B. ritual
  - C. oracle
  - D. oral tradition
  - E. rhetoric
  - F. Socratic method
  - G. cavalry
  - H. Hellenistic Era
  - I. Epicureanism
  - J. Stoicism

## Short Answer

- 2 **SUMMARIZING** What were two types of events that the Greeks held to honor their Gods?
- 3 **DESCRIBING** Use your own words to explain why Homer's epics were important to the ancient Greeks.
- 4 **DETERMING CENTRAL IDEAS** What do you think is the main idea that Homer wanted readers to understand about the Trojan horse? Explain.
- 5 **SUMMARIZING** Summarize how drama developed in Ancient Greece.
- 6 **DESCRIBING** According to Aristotle, what are the three types of government in the world? Describe each one.
- 7 **EXPLAINING ISSUES** What did the early Greek scientists, such as Thales, believe about science?
- 8 **EXPLAINING ISSUES** What idea did Aristarchus develop based on his studies of the universe?
- 9 **IDENTIFYING CAUSES** How did King Philip II help Macedonia become powerful?

- 10 **SUMMARIZING** Summarize the goals of Alexander the Great.
- 11 **IDENTIFYING CAUSES** How was Greek culture able to spread so quickly during the Hellenistic Era?
- 12 **EXPLAINING ISSUES** How were oracles related to the religious beliefs of the ancient Greeks?
- 13 **IDENTIFYING CAUSES** Why did Athenians limit free speech after the Peloponnesian War?
- 14 **CONTRASTING** How was Herodotus's approach to history different from that of earlier Greeks?
- 15 **INFERRING** Study the map of the Hellenistic World in Lesson 3. Why do you think Alexandria became the main center of learning for the Hellenistic world, rather than another city?
- 16 **EXPLAINING ISSUES** Assume that you need to raise a small building two feet higher than its current position. What advice might Archimedes give you? Explain.
- 17 **GIVING EXAMPLES** How might you use the Socratic method to teach sixth-graders the advantages of living in a democracy? Give at least one specific example.
- 18 **EXPLAINING IDEAS** How were Stoics similar to and different from Epicureans?
- 19 **CITING TEXT EVIDENCE** Describe how the ancient Greeks used architecture to support their religious beliefs.
- 20 **SPECULATING** If Alexander had not read the Greek epics as a boy, do you think he still would have become a great warrior and leader? Explain your answer.

## Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Review Lesson	1-4	1	1	1	1	3	4	1	3	3	4	1	1	2	3	4	2	2	1, 2	1, 3

# CHAPTER 6 Assessment, continued

Write your answers on a separate piece of paper.

## Analyzing Primary Sources

Aristotle, in *A Treatise on Government*, c. 335-322 B.C.E., argues that in an ideal society most people have a moderate amount of wealth:

“It is therefore the greatest happiness which the citizens can enjoy to possess a moderate and convenient fortune; for when some possess too much, and others nothing at all, the government must either be in the hands of the meanest rabble [disorganized group] or else a pure oligarchy; or, from the excesses of both, a tyranny; for this arises from a headstrong democracy or an oligarchy, but very seldom when the members of the community are nearly on an equality with each other. . . . The middle state is therefore best, as being least liable to those seditions [crimes causing others to disobey government] and insurrections [revolts] which disturb the community; . . . from the same principle it is that democracies are more firmly established and of longer continuance than oligarchies; but even in those when there is a want of a proper number of men of middling fortune, the poor extend their power too far, abuses arise, and the government is soon at an end.”

- 21 **SUMMARIZING** Which of the following sentences best summarizes Aristotle’s point of view about tyranny?
- A. Tyranny rarely forms when society has a high level of equality.
  - B. Tyranny forms when society fails to choose a democracy.
  - C. Tyranny is usually the same as an oligarchy.
  - D. Tyranny prevents people from seeking equality.

- 22 **DETERMINING MEANING** Read the phrase from the excerpt.

“...democracies are more firmly established and of longer continuance than oligarchies; but even in those when there is a want of a proper number of men of middling fortune, the poor extend their power too far”

Which of the following words could replace the underlined words in the phrase?

- A. desire, secure
- B. lack, average
- C. respect, uneven
- D. envy, necessary

### Need Extra Help?

If You’ve Missed Question	21	22	23	24	25	26
Review Lesson	2	2	2	2	2	2, 4

- 23 **ANALYZING TEXT** Read the phrase from the excerpt.

“The middle state is therefore best, as being least liable to those seditions [crimes causing others to disobey government] and insurrections [revolts] which disturb the community.”

How does this sentence contribute to the development of Aristotle’s argument?

- A. It is a reasoned judgment based on other points he makes earlier.
- B. It is a fact that he presents to support the next part of his argument.
- C. It is an opinion that shows his concern about types of government.
- D. It is a detail that introduces a new point that he presents.

- 24 **INFERRING** Which of these inferences is supported by the text?

- A. People who are very wealthy are most likely to support tyranny.
- B. People who support democracy care about happiness more than money.
- C. People who have the same amount of wealth are less likely to fight with each other.
- D. People who are poor have more power than those who are wealthy.

- 25 **DETERMINING MEANING** Read the following phrase from the excerpt.

“when some possess too much, and others nothing at all, the government must either be in the hands of the meanest rabble [disorganized group] or else a pure oligarchy”

Write a brief explanation of what this quote means and how it relates to Aristotle’s main point.

## Extended Response Essay

- 26 **NARRATIVE WRITING** You are a citizen in a new city of the Hellenistic Era. Write a description of the ideal Hellenistic city.