



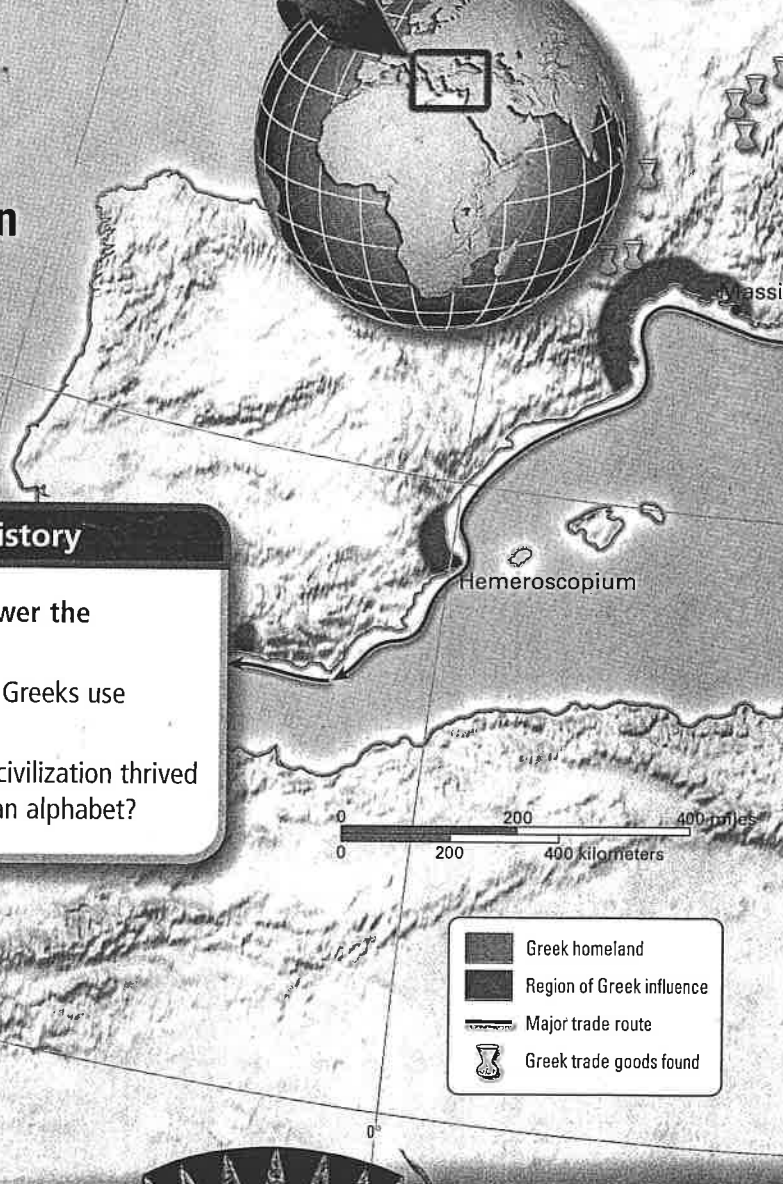
## Essential Question

What factors shaped government in Greece?

### CONNECT Geography & History

Use the map and the time line to answer the following questions.

1. Which bodies of water did the ancient Greeks use for trade?
2. How many years after the Mycenaean civilization thrived in Greece did the Greeks begin using an alphabet?



**GREECE**

**WORLD**

**1500 B.C.**  
Mycenaean civilization thrives in Greece.  
(Mycenaean headpiece, 1500s B.C.) ▲



**1050 B.C.**  
Dorians move into Greece.

**1500 B.C.**


**1000 B.C.**

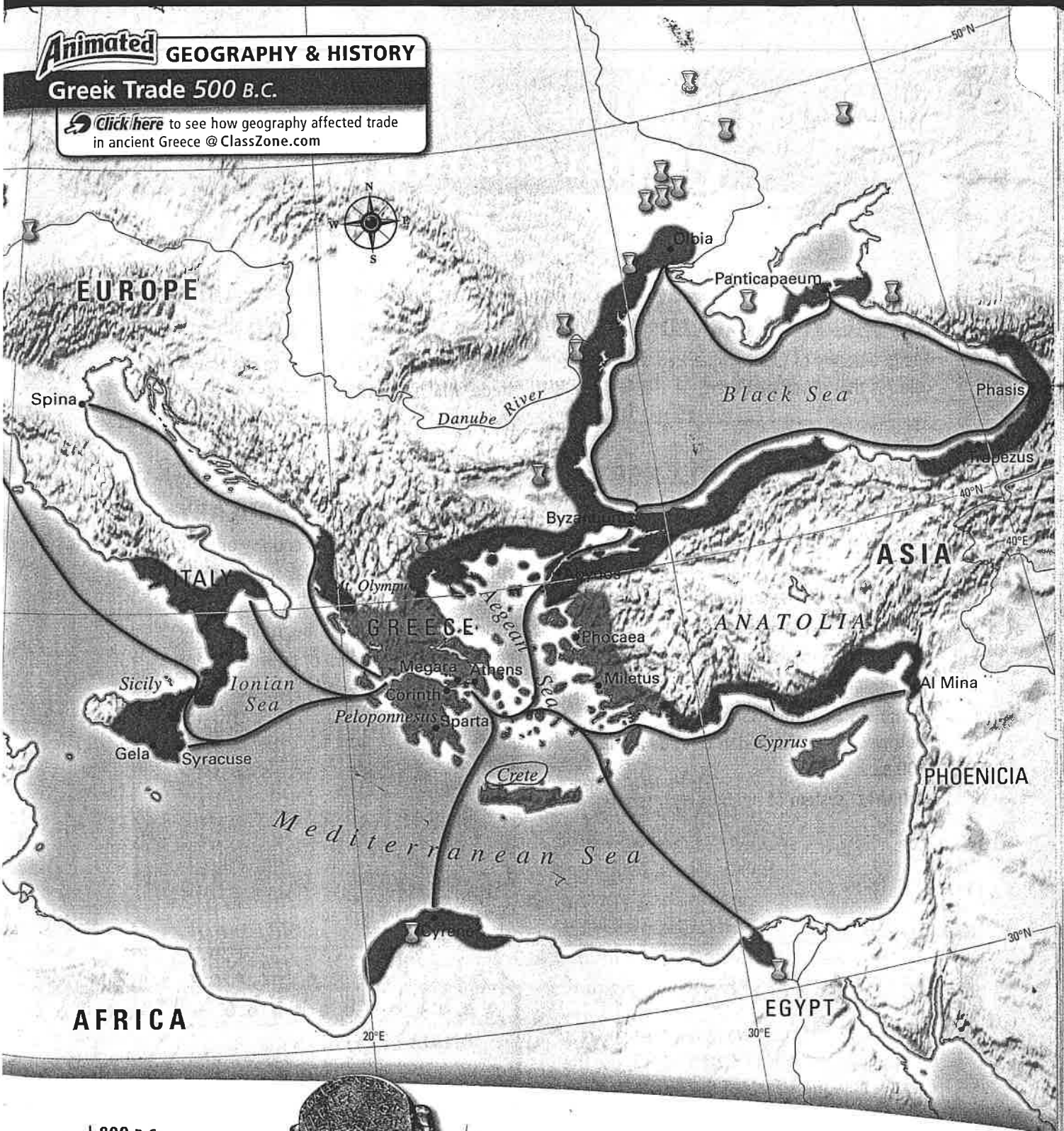
**c. 1200 B.C.**  
Olmec culture rises in Mexico.  
(Olmec sculpture of man with jaguar cub) ►



**1027 B.C.**  
Zhou Dynasty begins in China.

**Greek Trade 500 B.C.**

 [Click here](#) to see how geography affected trade in ancient Greece @ ClassZone.com



**800 B.C.**

Greeks use an alphabet.  
(ring showing Greek letters, 400s B.C.) ▶



**490 B.C.**

Athenians win the  
Battle of Marathon.

**700 B.C.**

**751 B.C.**

Kush conquers  
Upper Egypt.

**400 B.C.**

**c. 563 B.C.**

The Buddha is born.  
(head of the Buddha,  
Southeast Asia, A.D. 1100s) ▶





Section  
**1**

# Reading for Understanding

▶ **Key Ideas**

**BEFORE, YOU LEARNED**

The geography of China influenced the ancient cultures that developed there.

**NOW YOU WILL LEARN**

The geography of Greece led to sea travel and trade, which helped to influence Greek culture.

▶ **Vocabulary**

**TERMS & NAMES**

**peninsula** body of land nearly surrounded by water

**Peloponnesus** (PEHL•uh•puh•NEE•suhs)  
peninsula that forms the southern part of Greece

**isthmus** (IHS•muhs) strip of land that connects two landmasses

**Phoenicians** (fi•NIHSH•uhnz) people of Southwest Asia who began to trade around 1100 B.C.

**alphabet** system of symbols representing sounds

**BACKGROUND VOCABULARY**

**mainland** main part of a country or territory

**rugged** having a rough, jagged, or uneven surface

**founded** established; brought into being

**collapsed** broke down or ended suddenly



Visual Vocabulary peninsula

▶ **Reading Strategy**

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to note the effects of the causes that are already listed.



See Skillbuilder Handbook, page R7.

**ANALYZE EFFECTS**

Causes	Effects
Mountains cover most of Greece.	
Several seas surround Greece.	
Greece traded with other regions.	



**GRAPHIC ORGANIZERS**

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# The Geography of Greece



**Connect to What You Know** Has construction or an accident ever blocked the road your family wanted to take? How did you get around the problem? Mountains prevented the ancient Greeks from doing much traveling over land. This section will explain how other methods of travel affected Greek life.

▲ **Pottery Plate** The sea was very important to the ancient Greeks. For one thing, it provided them with a variety of seafood, as shown on this plate.

## Geography Shapes Ancient Greek Life

▼ **KEY QUESTION** How did mountains affect life in Greece?

The **mainland** of Greece sticks out into the Mediterranean Sea. It is a **peninsula**, a body of land that is nearly surrounded by water. Greece also includes thousands of islands.

A gulf of water nearly divides the Greek peninsula in two. The southern tip forms a second peninsula called the **Peloponnesus** (PEHL•uh•puh•NEE•suhs). A narrow strip of land called an **isthmus** (IHS•muhs) links the Peloponnesus to the rest of Greece.

**Landscape and Climate** Mountains cover most of Greece and divide the land into many regions. The country also has no large rivers. The uneven landscape and lack of large rivers made transportation difficult in ancient times. The **rugged** landscape also made it difficult for Greeks to unite under a single government.

Greece has mild, rainy winters and hot, dry summers. In much of Greece, temperatures range from about 50°F in winter to 80°F in summer. The warm climate encouraged outdoor life in ancient Greece. For example, outdoor athletic competitions such as races were an important part of Greek culture.

**Coastline of Greece** Because of its long coastline, Greece has many ports. This port, Palea Epidavros, is near the capital and ancient city of Athens. ▼

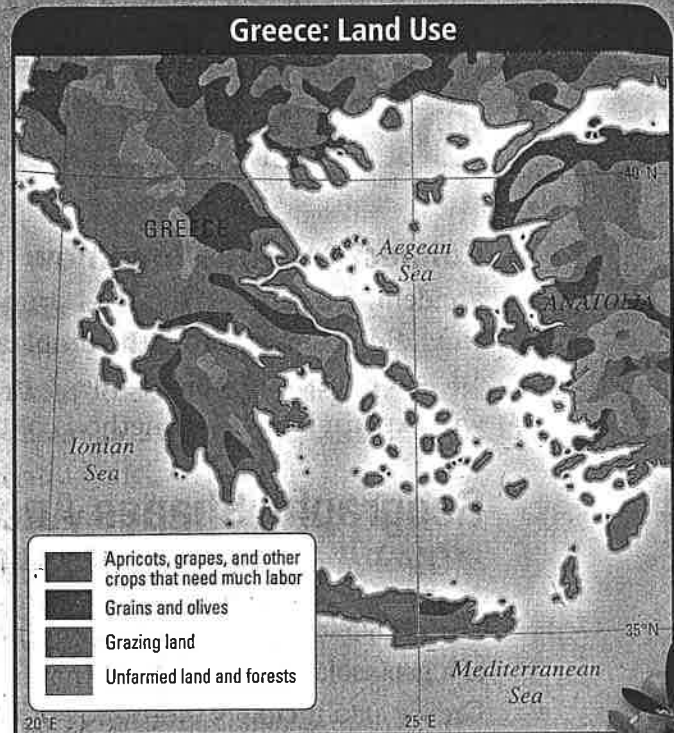
## Land Use in Greece

Mountains cover 70 to 80 percent of Greece. As a result, only about 20 to 30 percent of Greek land was good for farming. Even so, the ancient Greeks found ways to make the best use of the land that they had.

- They grew grain on the few open plains. Olive trees grew on the edges of those plains.
- The Greeks planted grapevines on the lower slopes of hills.
- Sheep and goats grazed on land that was too rocky or too infertile to grow crops.

### CRITICAL THINKING

**Compare and Contrast** How did the amount of land used for growing grains and olives compare with that used for grazing animals?



**Agriculture** Greek land was rocky, so only a small part of the region was good for farming. Even so, more than half of all Greeks were farmers or herders. Most farming took place in the valleys located between mountains.

In Greek society, landowners were part of the upper class. In general, only men owned property. A person who owned land could support himself. He had enough wealth to pay for equipment such as helmets, shields, and swords. This allowed him to serve in the army and defend his homeland. As a result, landowners had a higher place in society than merchants or poor people.

In order to get more farmland, the Greeks **founded** colonies in other regions. The western end of Anatolia had broad plains and rivers. The Greeks founded many colonies there.

**Resources** The lack of farmland was not the only problem. Greece also lacked natural resources such as precious metals. As a result, the Greeks had to find those resources in other places.

Greece did have two important resources. One was plentiful stone for building. The other was a coastline with many good sites for harbors.

**ANALYZE EFFECTS** Describe the effects of mountains on life in Greece.



## Trade Helps Greece Prosper

▼ **KEY QUESTION** How did the sea affect the economy of Greece?

Just as rivers influenced other ancient cultures, the sea influenced life in ancient Greece. Greece has a long coastline, and most places in Greece are less than 100 miles from the coast. In fact, many cities were built directly on harbors.

**A Seafaring People** Several seas played a major role in the life of ancient Greece. The largest was the Mediterranean Sea to the south. The Ionian and Aegean seas were branches of the Mediterranean. The Ionian Sea is west of Greece, and the Aegean Sea lies to the east.

These "highways of water" linked most parts of Greece to each other. The Greeks used the seas as transportation routes, and they became skilled sailors and shipbuilders. They built rowing ships for fighting and sailing ships for trading. Some warships had two or three levels of oars on each side. Most sailing ships had a single mast and square sail.

The Ionian and Aegean seas are not very large. Small ships could sail around them by staying near the coast or by sailing from island to island. Once the Greeks learned these routes, they were able to sail to other regions.

The sea was a source of fish, an important part of the Greek diet. The Greeks traded fresh fish from the sea to local ports along the coast. They also dried some kinds of fish so that they could be transported over great distances.

**Trade and Commerce** Greece did not produce much grain, but some regions produced surplus olive oil, wine, wool, and fine pottery. Greek city-states bought and sold surplus goods from each other. In addition, Greeks traded these items to other regions around the Black Sea and the Mediterranean Sea, including Egypt and Italy.

The main items that the Greeks bought were grain, timber for building, animal hides, and slaves. The Greeks also traded for nuts, figs, cheese, and flax, which they used to make linen.

▲ **ANALYZE EFFECTS** Identify the ways the sea affected the Greek economy.

**Greek Ship** This contemporary ship shows how ancient Greek fishing ships may have worked. ▼



# The Earliest Greeks

**KEY QUESTION** How did trade influence Greek culture?

The Greek culture of sailing and trading developed over thousands of years. The earliest Greeks had moved onto the Greek peninsula about 2000 B.C.

**Mycenaean Civilization** The first Greek civilization was built on the Peloponnesus. It was named after its most important city, Mycenae (my•SEE•nee). The city, located among hills, was surrounded by a protective wall. This fortress could withstand almost any attack. A king ruled each city of Mycenaean Greece as well as the surrounding villages and farms.

The nobles who lived within the fortress in Mycenae lived in luxury. They enjoyed great feasts in huge dining halls. They drank from gold cups and wielded bronze weapons. Most common people in Mycenaean Greece made tools from less expensive materials such as stone and wood.

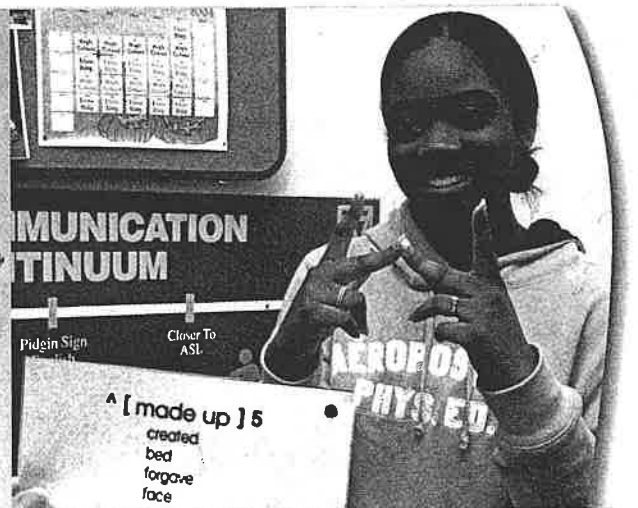
The Mycenaeans were traders. Their culture featured writing, gold jewelry, bronze weapons, and fine pottery. Their civilization **collapsed** about 1200 B.C., perhaps because of invaders.

After the fall of the Mycenaeans, Greek culture declined. People no longer kept written records. Without such records, historians know little about the period from 1200 to 750 B.C.

## COMPARING Alphabets

Writing systems change over time. The Greeks borrowed the Phoenician alphabet of 22 letters but wrote the symbols differently. Also, the Greeks added two letters. The alphabet of the ancient Greeks evolved into the 26 letters used for English today.

**Sign Language** American sign language includes an alphabet that consists of gestures. ▶



Culture	Alphabet Characters																													
Phoenician	𐤀	𐤁	𐤂	𐤃	𐤄	𐤅	𐤆	𐤇	𐤈	𐤉	𐤊	𐤋	𐤌	𐤍	𐤎	𐤏	𐤐	𐤑	𐤒	𐤓	𐤔	𐤕	𐤖	𐤗	𐤘	𐤙	𐤚	𐤛	𐤜	𐤝
Ancient Greek	Α	Β	Γ	Δ	Ε	Ζ	Η	Θ	Ι	Κ	Λ	Μ	Ν	Ξ	Ο	Π	Ρ	Σ	Τ	Υ	Φ	Χ	Ψ	Ω	Ͱ	ͱ	Ͳ	ͳ	ʹ	͵
Modern English	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z				

**New Advances in Greek Culture** In time, Greek culture began to flourish again. One reason for this is that the Greeks learned from other people, such as the **Phoenicians** (fih•NIHSH•uhnz). The Phoenicians were an important trading people living on the eastern coast of the Mediterranean. As traders, the Phoenicians needed a way of recording trade transactions clearly and quickly. As you've learned, they developed a system that used 22 symbols to stand for sounds. Such a system of symbols is called an **alphabet**. By trading with other people, the Phoenicians spread their system of writing.

The Greeks picked up the Phoenician alphabet between 900 and 800 B.C. They changed some letters to suit their language. The Greek alphabet later evolved into our own alphabet of 26 letters. The table on page 180 shows the Phoenician, Greek, and modern English alphabets.

The Greeks also learned about coins from trading with other peoples. Coins were invented about 650 B.C. in Anatolia. Most parts of Greece were making their own coins by 500 B.C.

Eventually, the Greeks also developed new forms of literature and government. You will learn more about these developments in Sections 2 and 3.

**Greek Coins** This coin is from the city of Athens, Greece. One side shows the goddess Athena, for whom Athens was named. The other side shows an owl, which was a symbol of Athena's wisdom. ▼



**ANALYZE EFFECTS** Identify the effects of trade on Greek culture.

## 1 Section Assessment

**ONLINE QUIZ**  
For test practice, go to  
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### Terms & Names

#### 1. Explain the importance of

peninsula                  isthmus                  alphabet  
Peloponnesus          Phoenicians

### Use Your Reading Notes

#### 2. Analyze Effects

Use your completed chart to answer the following question:

What effects did the geography of Greece have on settlement patterns?

Causes	Effects
Mountains cover most of Greece.	
Several seas surround Greece.	
Greece traded with other regions.	

### Key Ideas

- How did the geography of the Greek peninsula affect the political organization of the region?
- How did the seas affect the trade patterns that the Greeks established?
- What were some features of the culture of Mycenaean Greece?

### Critical Thinking

- Analyze Causes** Why did the ancient Greeks develop trade with other regions?
- Compare and Contrast** What were two major differences between the civilizations of Greece and Mesopotamia?

### Activity

**Make a Map** Using the map on page 175 as a model, make an outline map of Greece. Then reread "Trade Helps Greece Prosper" and "The Earliest Greeks." With whom did ancient Greeks trade? What waterways did they use? Label these places on your map.



## Section 2

# Reading for Understanding

### ▶ Key Ideas

#### BEFORE, YOU LEARNED

The life of ancient Greeks was influenced by Greece's geography and trade.

#### NOW YOU WILL LEARN

The ancient Greeks honored many gods and developed their own literature.

### ▶ Vocabulary

#### TERMS & NAMES

**Zeus** ruler of the Greek gods

**Mount Olympus** highest mountain in Greece; home of the Greek gods, according to myth

**myths** stories that people tell to explain beliefs about their world

**Olympics** games held every four years

**epics** long poems about a hero's adventures

**fable** short story that usually involves animals and teaches a moral

#### BACKGROUND VOCABULARY

**vivid** producing clear mental images

**javelin** light spear thrown by hand

#### REVIEW

**polytheism** belief in many gods and goddesses



Visual Vocabulary javelin

### ▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, record information that will help you make a generalization, or broad judgment, about the relationship between Greek beliefs and literature.



See Skillbuilder Handbook, page R12.

#### MAKE GENERALIZATIONS

Greek Religious Beliefs	Greek Literature



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# Life in Ancient Greece

**Connect to What You Know** Like other ancient peoples, the Greeks believed in many gods. This belief is called **polytheism**. But you won't find gods with animal heads in Greece as you did in Egypt. Greek gods looked like humans, yet were more powerful and beautiful than any human could be.

## Greek Gods and Myths

▼ **KEY QUESTION** How were Greek myths and religion related?

To the Greeks, the gods were not distant beings. They became involved in people's lives, and the Greeks loved to tell stories about them. These **vivid** tales portrayed gods who could be noble or wise but could also be cruel or selfish.

**The Gods of Greece** The Greek gods had both divine and human qualities. For example, they were very powerful and could shape human events. Yet they had a wide range of human emotions, including love, anger, and jealousy. The gods and goddesses of Greece constantly competed with one another.

**Zeus** (ZOOS) was the ruler of the gods. The Greeks believed that he and 11 other major gods and goddesses lived on **Mount Olympus** (uh•LIHM•puhs), the highest mountain in Greece. The Greeks also worshiped many less-important gods.

Each city had a special god or goddess to protect it. For example, Athena (one of the 12 who lived on Olympus) was the protector of Athens. She was the goddess of wisdom, a warrior, and the patron of crafts such as weaving.



▲ **Greek Vase** This vase shows a scene from a Greek myth about the hero Heracles (also called Hercules).

### Mount Olympus

In the stories of ancient Greek religion, the most important gods lived on this mountain. As a result, this group is frequently called the Olympian gods. ▼



**Greek Mythology** Myths are stories that people tell to explain beliefs about their world. Myths often begin as oral stories. Later they might be written down.

The Greeks developed myths to explain the creation of the world and of human beings. One such myth tells about Pandora, the first woman on earth. Zeus gave Pandora a sealed jar, but told her not to open it. Despite the warning, she opened the jar, releasing sickness, greed, and all the other evils upon the earth. One spirit remained in the jar: hope.

Many myths described the gods and goddesses and how they related to one another and to humans. For example, the myth of Prometheus (pruh•MEE•thee•uhs) tells how he stole fire from the gods and gave it to humans. Zeus punished him for this by chaining him to a rock. Every day, an eagle ate his liver—which grew back every night.

Other myths portrayed Greek heroes and heroines. One such myth describes Atalanta, who was raised by a mother bear and then by caring hunters. As a result she became a skilled hunter and runner.

▲ **SUMMARIZE** Explain how Greek myths and religion were connected.

## Honoring the Gods

▼ **KEY QUESTION** How did the Greeks honor their gods?

Like other ancient peoples, the Greeks believed it was important to honor the gods. An angry god could cause trouble. The Greeks created statues of the gods and built temples as places for the gods to live. They also held special events to honor the gods.

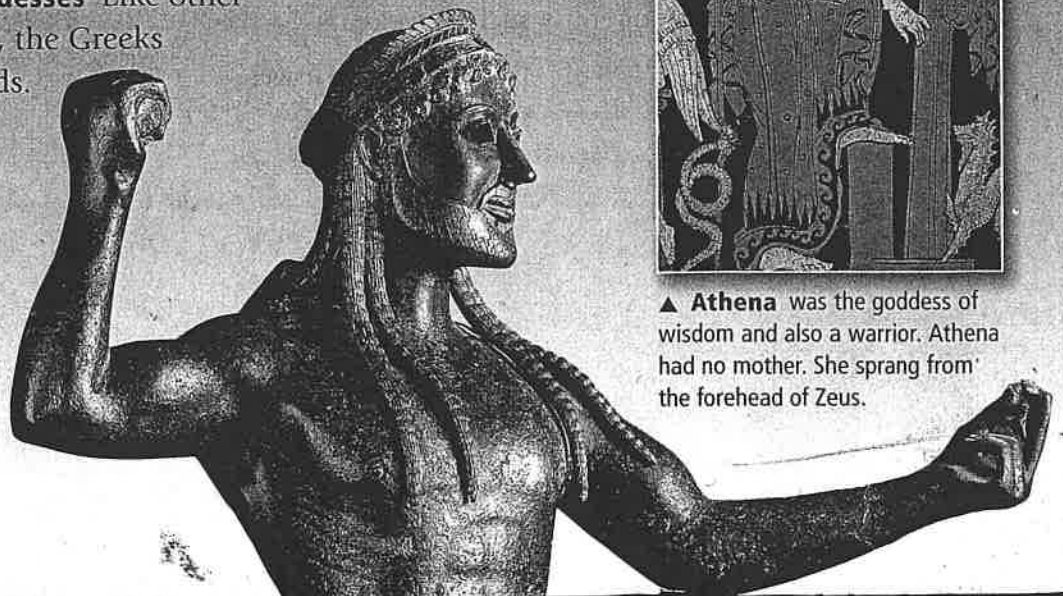
### CONNECT to Culture

**Greek Gods and Goddesses** Like other ancient civilizations, the Greeks worshiped many gods. Each god had a specific purpose.

**Zeus** was the father of many other gods. Some of his children were Aphrodite, Apollo, Athena, and Hermes. ▶



▲ **Athena** was the goddess of wisdom and also a warrior. Athena had no mother. She sprang from the forehead of Zeus.





**Holy Festivals** Certain days of each month were holy to different gods and goddesses or to aspects of nature. People celebrated holy days with sacrifices and public ceremonies.

The most important festivals honored the 12 Olympian gods. For example, there was a great festival to honor Athena. A new robe was woven for her statue in the main temple. The festival also included a procession, races and other athletic games, and poetry recitals.

**The Olympics** In Greece, games were often part of religious festivals. The largest and most elaborate of these were the Olympics. The **Olympics** were games held every four years as part of a major festival that honored Zeus. They took place in a stadium built in the city of Olympia. Only men competed in these contests.

The oldest records of winners at the Olympics date to 776 B.C., but the games might have been going on for centuries before that. The first Olympics included only a foot race. Over time, longer races and other events were added. Events included wrestling, the long jump, the **javelin** throw, and the discus throw. These games tested skills that were valuable to soldiers.

A festival to honor the goddess Hera, the wife of Zeus, was held at the same time as the Olympics. As part of the festival, unmarried girls competed in foot races. The races, held for three different age categories, took place in the Olympic stadium.

**▲ CATEGORIZE** Describe the ways Greeks honored their gods.



**▲ Olympics for All**  
Today, a wider variety of athletes has the chance to compete in Olympic games than ever before.

**◀ Demeter** was a fertility goddess who was linked with growing grain.

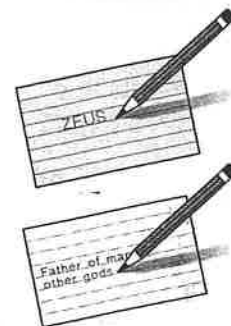
## Activity **Make Flipcards**

Learn the names and roles of Greek gods and goddesses by making flipcards.

- 1 Find the names and roles of the 12 major Greek gods and goddesses.
- 2 Write the name of the god on one side of an index card.
- 3 Write the role of the god on the other side.

### Materials

- index cards
- markers



## Early Greek Literature

**KEY QUESTION** Why is early Greek literature, such as Homer's epics, important?

In addition to stories about gods, the Greeks told stories about their ancient heroes. Much of what we know about the early Greeks comes from stories passed down through generations and from long poems that told stories. These long poems are called **epics**. According to tradition, a blind man named Homer composed the most famous epic poems. They are still considered masterpieces of literature.

**Epics of Homer** Homer's two great epic poems are the *Iliad* and the *Odyssey*. The backdrop of both poems is the Trojan War. The war started because a Trojan (a resident of Troy) stole the wife of a Greek king. The Greeks gathered a great army and sailed to the city of Troy. They surrounded the city and spent more than nine years fighting the Trojans and trying to capture their city.

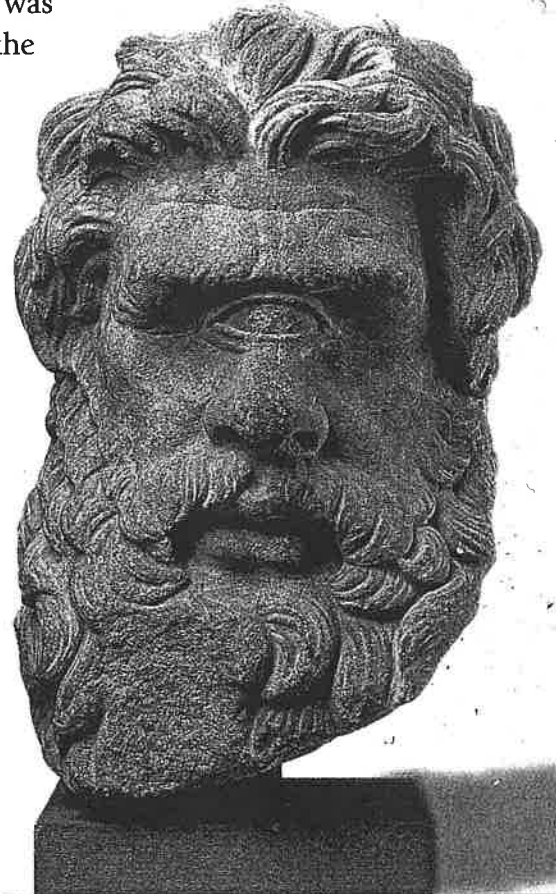
The *Iliad* is famous for its portrayal of heroes, especially the Greek warrior Achilles (uh•KIHL•eez). When he was a baby, his mother held him by his heel and dipped him in a special river. Every place the water touched was protected from injury. Achilles seemed unbeatable in battle. But when an arrow struck his one weak spot—his heel—he died.

For centuries, people thought the Trojan War was fiction. Around 1870, archaeologists discovered the ruins of ancient Troy. A real war did take place there, but it did not happen exactly as the *Iliad* portrays it.

Homer's other major epic is the *Odyssey*. It describes the adventures of the Greek hero Odysseus (oh•DIHS•yoos). On his trip home after the Trojan War, Odysseus offended Poseidon, the Greek god of the sea. In revenge, the god made Odysseus' journey take ten years. During that time, Odysseus and his men traveled through strange and mysterious lands and encountered many dangers. Odysseus used his wits and trickery to survive his long journey.

These ancient stories still influence speech and art today. For instance, the phrase "Achilles' heel" is used to refer to a person's weakest area. The word *odyssey* describes a challenging trip or adventure.

**Cyclops** On Odysseus' long voyage, a one-eyed monster called a Cyclops made him and his men prisoners. The Cyclops ate several of the men before Odysseus blinded him and escaped. ▼



**Aesop's Fables** A fable is a short story, usually involving animals, that teaches a moral lesson. Many fables told today are credited to a Greek named Aesop (EE•suhp). Several ancient historians described Aesop as a slave who lived in Greece and wrote the fables. However, modern scholars believe it is unlikely that a person named Aesop actually existed. It is more likely that the name was invented to provide an author for many ancient fables.

One of Aesop's best-known fables is "The Hare and the Tortoise." In this fable, a hare (rabbit) makes fun of a tortoise (turtle) for being slow. The tortoise challenges the hare to a race. The hare thinks the challenge is ridiculous. He is so sure he will win that he decides to lie down for a nap. The tortoise, however, never stops but instead goes at a slow, steady pace until he reaches the finish line. When the hare wakes up, he realizes that it is too late for his speed to save him, and the slow tortoise wins the race. People today still refer to the lesson in this fable to encourage people to work steadily at a task, even if the task seems like an impossible one to accomplish.



▲ **The Hare and the Tortoise** This cartoon uses the theme of the hare and the tortoise. What sort of race is measured by "the polls" mentioned in the caption?

▲ **FIND MAIN IDEAS** Explain the importance of Homer's epics.

## 2

## Section Assessment



### ONLINE QUIZ

For test practice, go to  
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### Terms & Names

#### 1. Explain the importance of

Zeûs	myth	epics
Mount Olympus	Olympics	fable

### Use Your Reading Notes

#### 2. Make Generalizations

Use your completed chart to answer the following question:

How were Greek religious beliefs and literature linked? Write your answer as a generalization.

Greek Religious Beliefs	Greek Literature

### Key Ideas

- Why was mythology important to the lives of ancient Greeks?
- What role did religious festivals play in Greek life?
- How are the *Iliad* and the *Odyssey* connected?

### Critical Thinking

- CONNECT to Today** What lesson might people today learn from the myth of Pandora?
- Compare and Contrast** In what key ways were the religions of Egypt and Greece similar and different?

### Activity

**Write a Fable** Consider a moral lesson that is important to you. Working with a group, create a story that uses animals to teach that lesson.



# Section 3

# Reading for Understanding

## ▶ Key Ideas

### BEFORE, YOU LEARNED

The Greeks honored many gods and developed their own literature.

### NOW YOU WILL LEARN

The growth of city-states in Greece led to the development of different political systems, including democracy.

## ▶ Vocabulary

### TERMS & NAMES

**polis** Greek word for city-state

**aristocracy** (AR•ih•STAHK•ruh•see) a government ruled by the upper classes

**oligarchy** (AHL•ih•GAHR•kee) a government ruled by a few powerful individuals

**tyrant** in ancient Greece, ruler who took power illegally

**democracy** government in which citizens make political decisions, either directly or through elected representatives

**ostracize** to send someone away from the city-state for ten years

### BACKGROUND VOCABULARY

**supreme** greatest in power or authority

**citizen** person who is loyal to and protected by a state or nation

**entitled** to have rights and privileges

**gradual** happening little by little

### REVIEW

**city-state** political unit made up of a city and its surrounding lands

## ▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use your own words to take notes about types of government on the chart.



See Skillbuilder Handbook, page R6.

### CATEGORIZE

Types of Government		
Monarchy	Oligarchy	Democracy



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# The City-State and Democracy



**Connect to What You Know** As you read in Section 1, the Mycenaean civilization fell about 1200 B.C. After a decline, Greek culture gradually started to advance again. This led to the rise of Greek civilization. Like ancient Sumer, Greece was a region of people who shared a common language and common beliefs. In spite of that cultural unity, Greece was divided politically.

▲ **Ostracism** Athenian citizens could vote to ostracize, or banish, someone. They voted by scratching the person's name on a piece of pottery called an ostrakon.

## The Rise of City-States

▼ **KEY QUESTION** How was Greece organized politically?

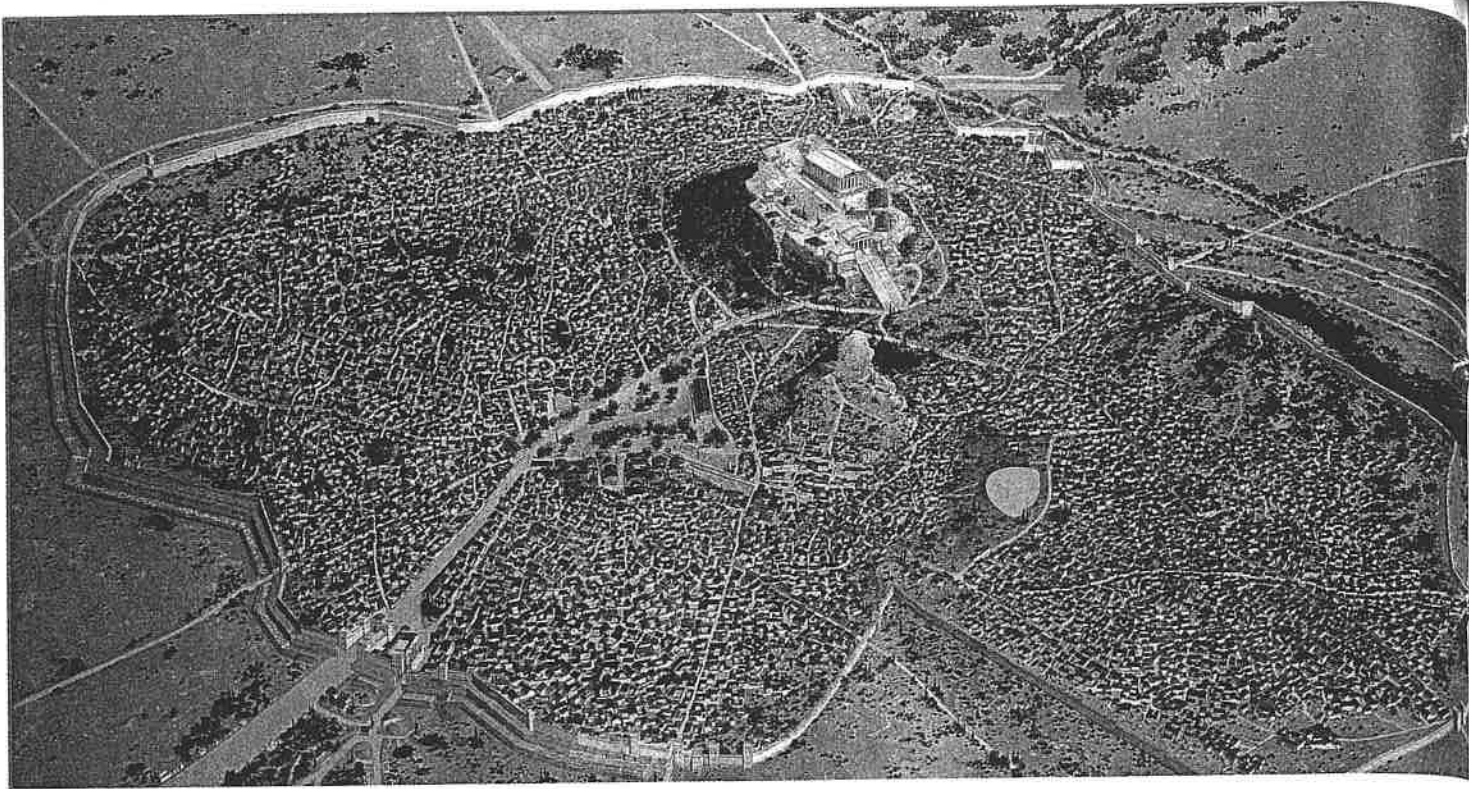
You have learned how geography divided Greece into small regions. Because of this, the basic form of government in Greece was the **city-state**. A city-state is a state formed by a city and its surrounding lands. It generally included numerous villages. The colonies founded by Greeks around the Mediterranean were also city-states.

**Greek City-States** City-states became common in Greece about 700 B.C. In Greek, the word for city-state was **polis**. Most city-states were small. Geographic features, such as mountains, limited their size. Athens and Sparta were the largest Greek city-states. Their lands included the plains that surrounded the center city.

Most Greek city-states controlled from 50 to 500 square miles of territory and had fewer than 20,000 residents. Because the typical city-state was fairly small, the people who lived there formed a close community.

**Agora** Most Greek cities had an open marketplace called an agora. The remains of ancient Athens' agora are shown here. ▼





**Layout of the City** The center of city life was the agora, an open space where people came for business and public gatherings. Male citizens met there to discuss politics. Festivals and athletic contests were held there. Statues, temples, and other public buildings were found in and around the agora. (See Daily Life on pages 202–203.)

Many cities had a fortified hilltop called an acropolis. The word means “high city.” At first, people used the acropolis mainly for military purposes; high places are easier to defend. Later the Greeks built temples and palaces on the flat tops of these hills. Ordinary houses were built along the hill’s base.

**SUMMARIZE** Explain how Greece was organized politically.

## Forms of Government

**KEY QUESTION** What different political systems evolved in the city-states of Greece?

Each city-state of Greece was independent. The people of each one figured out what kind of government worked best for them. As a result, different city-states used different political systems. Some city-states kept the same system of government for centuries. Others slowly changed from one system to another.

**▲ Athens from the Air** A modern artist painted this watercolor showing what ancient Athens may have looked like. Notice how the Acropolis is much higher than everything else.



**Monarchs and Aristocrats** The earliest form of government in Greece was monarchy. A monarch is a king or queen who has **supreme** power. A monarchy is a government that a king or queen rules. Most Greek city-states started out as monarchies but changed over time to other forms of government.

**Aristocracy** (AR•ih•STAHK•ruh•see) is a government ruled by the upper class of society or by nobility. In Greece, the nobles were people who were descended from high-born ancestors. Some aristocrats claimed that their ancestors were mythical heroes.

The Greek city-state of Corinth began as a monarchy. Later, it was ruled by an aristocracy. Many other Greek city-states followed the same path. By the 700s B.C., the governments of most of the Greek city-states had changed from monarchies to aristocracies.

**Oligarchy** Some city-states developed a political system called **oligarchy** (AHL•ih•GAHR•kee). Oligarchy means "rule by the few." It is similar to aristocracy because in both cases, a minority group controls the government.

The main difference between an aristocracy and an oligarchy is the basis for the power of the ruling class. When aristocrats rule, they do so because of their inherited social class. In an oligarchy, people rule because of wealth or land ownership. In some Greek city-states, an oligarchy replaced aristocratic rule. In others, the aristocrats and the oligarchs shared power.




**Tyrants** Poor people were not part of government in monarchies, aristocracies, or oligarchies. Often, the poor people came to resent being shut out of power, and at times, they showed their resentment by rebelling.

Sometimes a wealthy person who wanted to seize power made use of that anger. He would ask poor people to support him in becoming a leader. Such leaders were called tyrants. In Greece, a **tyrant** was someone who took power in an illegal way. Today the term *tyrant* means a cruel leader. To the Greeks, a tyrant was simply someone who achieved the power of a king without being of royal birth. Some Greek tyrants worked to help the poor or created building programs to provide jobs. Others enacted laws canceling the debts that poor people owed to the wealthy.

Tyrants played an important role in the development of rule by the people. They helped to overthrow the oligarchies. They also showed that if common people united behind a leader, they could gain the power to make changes.

 **COMPARE AND CONTRAST** Describe the political systems that evolved in the city-states of Greece.

## COMPARING Governments

	Monarchy	Oligarchy	Direct Democracy
<b>Who ruled</b>	A king or queen ruled the government. 	A small group of citizens ruled the government. 	All citizens took part in the government. 
<b>Basis for rule</b>	Many kings or queens claimed that the gods gave them the right to rule. The monarch's son usually was the next ruler.	Wealth or land ownership gave this group the right to rule.	Citizenship was usually limited to adult males. Sometimes other restrictions applied.
<b>Type of rule</b>	The king or queen often had supreme power over everyone else.	The ruling group ran the government for their own purposes.	Decisions were made by voting. The majority won.

### CRITICAL THINKING

**Draw Conclusions** Reading from left to right, what pattern do you see in how many people were involved in government?

## Athens Builds a Limited Democracy

**KEY QUESTION** How did Cleisthenes change Athens' government?

By helping tyrants rise to power, people in the lower classes realized they could influence government. As a result, they began to demand even more political power.

**Citizenship** One of the major legacies of ancient Greece is the idea of citizenship, which the Greeks introduced. In today's world, a **citizen** is a person who is loyal to a country and who is **entitled** to protection by the government of that country. In ancient Greece, only adult males could be citizens. Other restrictions on citizenship varied in different city-states. Some limited citizenship to land owners. Others required having parents who were free citizens.

In much of ancient Greece, people of both upper and lower classes were citizens, but only upper-class citizens held power. By demanding political power, the lower-class citizens were asking for a major change to their society. Such changes do not happen quickly. During the 500s B.C., two leaders in Athens made **gradual** reforms that gave people more power. Those leaders were Solon and Cleisthenes (KLYS•thuh•NEEZ).

**Solon** In the 500s B.C., trouble stirred in Athens. Many poor farmers owed so much money that they were forced to work their land for someone else or to become slaves. The lower classes were growing angry with the rulers.

About 594 B.C., the nobles elected Solon to lead Athens. He made reforms that helped prevent a revolt by the poor. First he freed people who had become enslaved because of debts. He made a law that no citizen could be enslaved.

Solon also organized citizens into four classes based on wealth, not birth. The richest men had the most power. Even so, this was still a fairer system than the old one that limited power to those of noble birth. The changes established by Solon allowed all citizens to serve in the assembly, the lawmaking body, and to help elect leaders. He also reformed the laws to make them less harsh.

**Cleisthenes** Around 500 B.C., Cleisthenes increased the power of Athenian citizens even more. He reorganized the assembly to take power away from the nobles. He organized citizens into ten groups, known as tribes. The tribes were based on place of residence, instead of on wealth or family ties.

Cleisthenes set up a group of ten commanders to lead the military. Each tribe elected one of the commanders, who served for one year. Cleisthenes also reformed the council that helped the assembly to govern. It became known as the Council of Five Hundred.

## History Makers

### Solon (c. 630 to 560 B.C.)

Solon was called one of the Seven Wise Men of Greece. Although he was the son of a noble family, he reduced the nobles' power. He is known for his political reforms and his poetry. Poetry was the way he communicated with the citizens.

About 600 B.C., Solon recited a poem to encourage the Athenians in a war. He persuaded them to resume the war and save the honor of Athens.

Solon's reforms did not make all Athenians happy. The nobles wished he had made fewer changes. Poor farmers wished that he had given them more land. Tired of having to justify his reforms, Solon left on a trip for ten years. He traveled to Egypt and Cyprus, among other places. He wrote poems about his journey.



#### CRITICAL THINKING

**Analyze Point of View** Why might nobles have disliked Solon's reforms?



**Direct Democracy** The Council of Five Hundred was made up of 500 men, 50 men from each of the 10 tribes. Any citizen over the age of 30 was qualified to be a member. Each tribe chose the men by lot, or at random, to serve for a term of one year. Members could be reelected only once. The yearly turnover allowed for a greater number of Athenian citizens to participate in their government at a high level.

Cleisthenes' plan allowed members of the Council of Five Hundred to suggest laws to the assembly for debate and possible passage. The Council advised the assembly. Laws were passed by a majority vote in the assembly.

These changes moved Athens toward an early form of democracy.

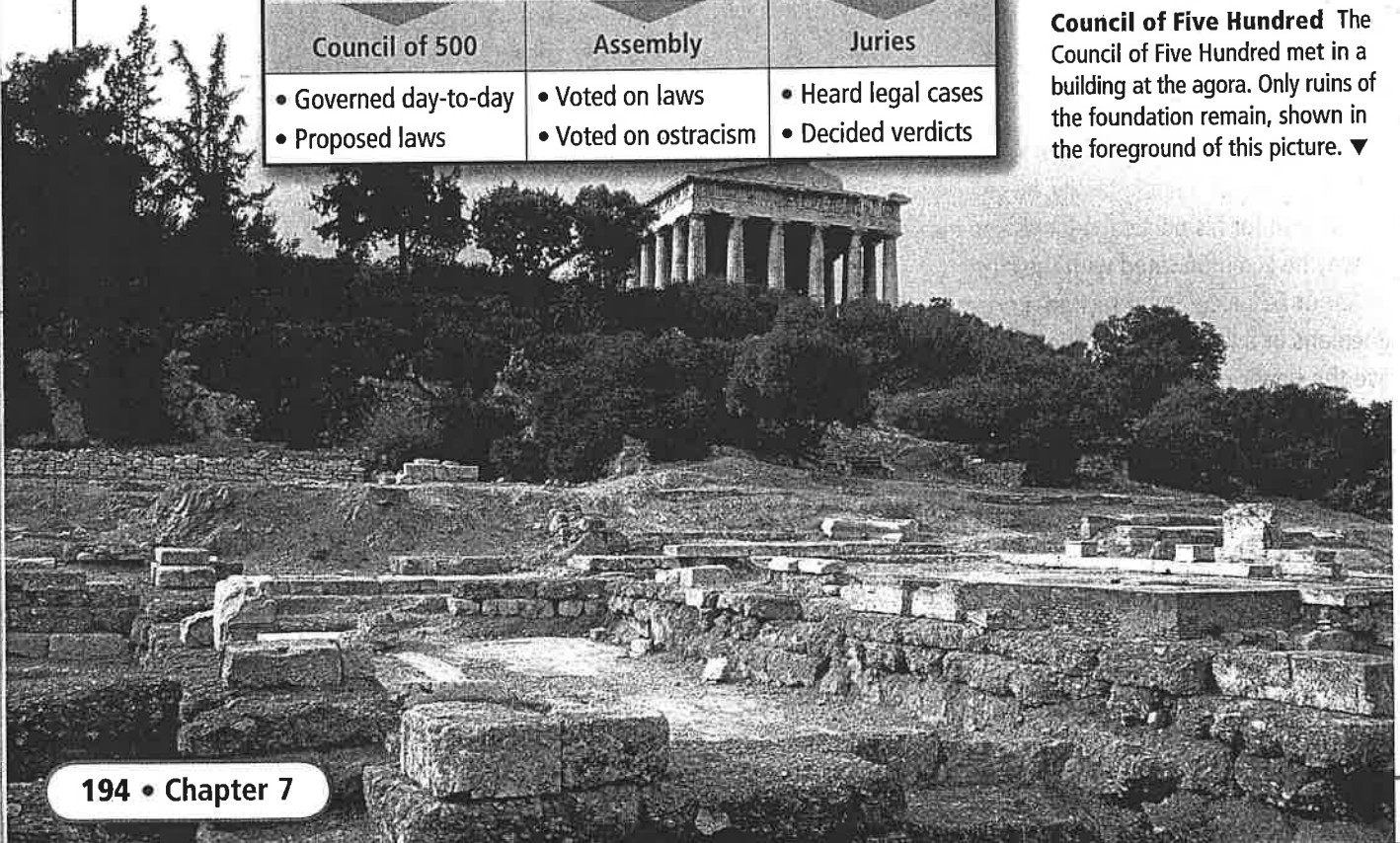
**Democracy** is a government in which the citizens make political decisions either directly or through elected representatives. The Athenian style of democracy is called a direct democracy. In such a system, all the citizens meet to decide on the laws. (Indirect democracy, in which people elect representatives to make laws, is more common today. The United States is an example.)

**Limited Democracy and Ostracism** Although Athens established a direct democracy, its benefits were limited. The government did not include all of the people who lived in the city-state. Only free adult males who were citizens could take part in the government.

#### Institutions of Athenian Democracy

Athenian Citizens		
Council of 500	Assembly	Juries
<ul style="list-style-type: none"> <li>Governed day-to-day</li> <li>Proposed laws</li> </ul>	<ul style="list-style-type: none"> <li>Voted on laws</li> <li>Voted on ostracism</li> </ul>	<ul style="list-style-type: none"> <li>Heard legal cases</li> <li>Decided verdicts</li> </ul>

**Council of Five Hundred** The Council of Five Hundred met in a building at the agora. Only ruins of the foundation remain, shown in the foreground of this picture. ▼




Women, enslaved people, and foreigners could not take part. Noncitizens in Athens were not allowed to become citizens.

Athenian democracy included a system called ostracism. In this system, any member of the assembly who thought someone was a danger to the city-state could submit the name of the person for a vote by the assembly. If that person received a large number of votes to ostracize, then he or she would be sent away for ten years.

**Citizens' Responsibilities** Athenian citizens had several responsibilities. They had to serve in the army whenever they were needed. Under the changes brought about by Cleisthenes, each of the ten tribes was required to provide citizens for military duty. Athenian citizens were trained for warfare and were called upon to take up arms in times of actual war.

Athenian citizens also served on juries. To be eligible to serve, a citizen had to be at least 30 years old. Juries usually had several hundred people to hear charges against a person. In Athens, all citizens were equal in the courts. There were no professional lawyers or judges. Citizens argued their cases directly before the jury. The jurors then voted to decide whether or not the person was guilty.

 **ANALYZE EFFECTS** Explain how Cleisthenes helped to change the government of Athens.

### 3

## Section Assessment



### ONLINE QUIZ

For test practice, go to  
Interactive Review  
@ClassZone.com

#### Terms & Names

##### 1. Explain the importance of

polis                  oligarchy          democracy  
aristocracy          tyrant                  ostracize

#### Use Your Reading Notes

##### 2. Categorize

 Use your completed chart to answer the following question:

In which form of government do the fewest people share power?

Types of Government		
Monarchy	Oligarchy	Democracy

#### Key Ideas

- How did the geography of Greece lead to the rise of city-states?
- What was the role of tyrants in the development of democracy in Greece?
- What made democracy in Athens a limited democracy?

#### Critical Thinking

- Analyze Causes** What were the key factors leading to the rise of tyrants? Explain.
- Draw Conclusions** Why was the introduction of the idea of citizenship important to the development of democracy?

### Activity

**Make a Poster** Find out how a person qualifies as a citizen in the United States. How can a noncitizen become a citizen? Make a poster comparing U.S. citizenship with Athenian citizenship.

## Section 4

# Reading for Understanding

### ▶ Key Ideas

#### BEFORE, YOU LEARNED

Athens developed a direct, though limited, democracy in which citizens made political decisions.

#### NOW YOU WILL LEARN

Sparta's government developed around its strong army. Several city-states united to defeat the invading Persians.

### ▶ Vocabulary

#### TERMS & NAMES

**Athens** city-state of ancient Greece, noted for its democratic form of government

**Sparta** city-state of ancient Greece, noted for its militarism

**helots** (HEHL•uhtz) enslaved people of Sparta

**barracks** military houses

**Marathon** plain near Athens

#### BACKGROUND VOCABULARY

**supervisors** people who are in charge of a unit or group

**proposed** suggested, or put forward for consideration

**industry** enterprise in which goods are manufactured from raw materials

**clever** smart; showing quick thinking and resourcefulness

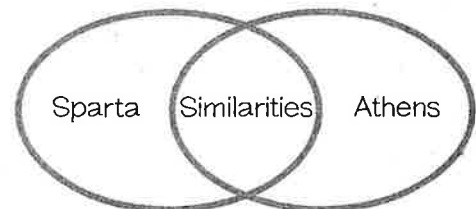
### ▶ Reading Strategy

Re-create the Venn diagram shown at right. As you read and respond to the **KEY QUESTIONS**, take notes comparing and contrasting life in Sparta and Athens.



See *Skillbuilder Handbook*, page R8.

#### COMPARE AND CONTRAST



**GRAPHIC ORGANIZERS**

Go to Interactive Review @ClassZone.com



# Sparta and Athens

**Connect to What You Know** You've read about Athens. Its main rival was **Sparta**, a large city-state in the Peloponnesus. Life there was quite different from life in Athens.

## Sparta's Military State

**KEY QUESTION** How did Spartan education support the military?

About 715 B.C., Sparta conquered a neighboring area to gain land. The Spartans forced the defeated people to become enslaved people called **helots** (HEHL•uhtz). They worked mostly on farms and had to give the Spartans half their crops. The helots rebelled many times. Although they greatly outnumbered the Spartans and fought hard, the Spartans put down the revolts. Fear of these revolts led Sparta to become a state that focused everything on building a strong army.

**Government and Society** Sparta had a government that was part monarchy, part oligarchy, and part democracy. Two kings ruled Sparta, and five elected **supervisors** ran the government. The Council of Elders, which was made up of 30 older citizens, **proposed** laws. All Spartan citizens were part of the Assembly, which elected officials and voted on the laws proposed by the Council.

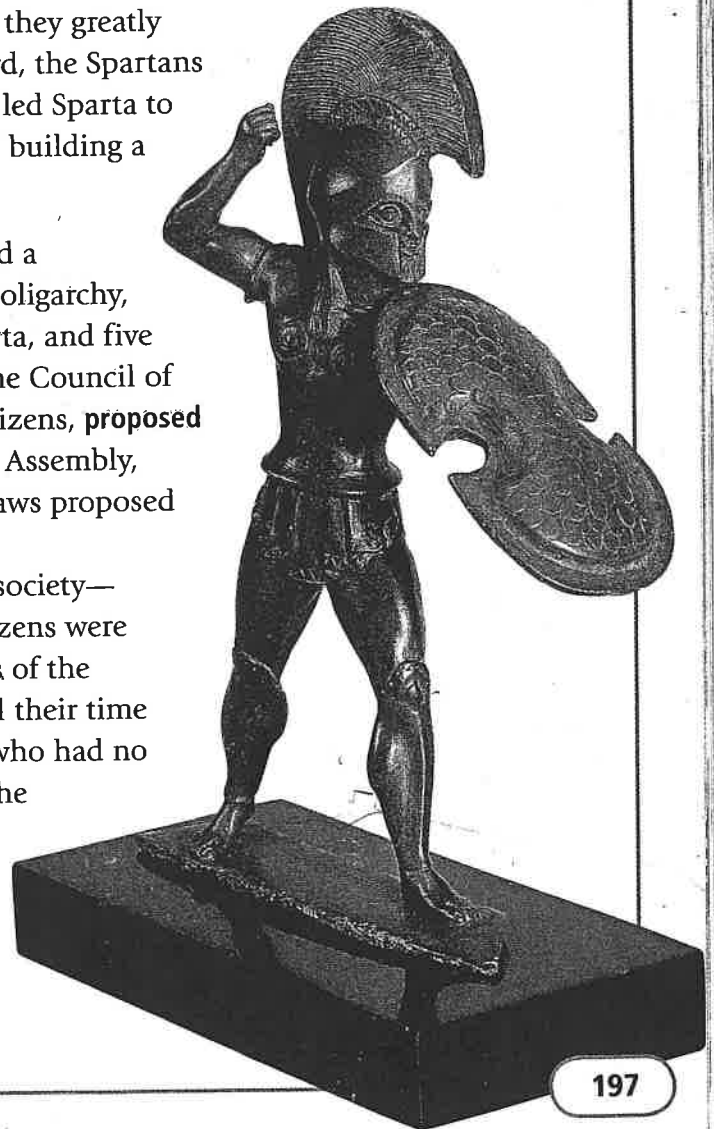
Three social groups made up Spartan society—citizens, free noncitizens, and helots. Citizens were descendants from the original inhabitants of the region. They lived in the city and spent all their time training to be soldiers. Free noncitizens, who had no political rights, lived in nearby villages. The lowest group was the helots. Their labor fed Sparta, making it possible for free Spartans to be full-time soldiers.

**Spartan Warrior** As this statue shows, Spartans valued military strength. Probably only an officer of a high rank could wear the crested helmet shown here. ►

### Starting with a Story

Imagine you are a Spartan soldier. Persia is invading Athens, and Athenians are asking Sparta to help.

[Click here](#) to listen to the story @ClassZone.com



**Education** The goal of Spartan society was to have a strong army. At age seven, boys moved into military houses called **barracks**. Their education stressed discipline, duty, strength, and military skill. The boys learned to read just a little.

All male citizens entered the army at the age of 20 and served until they were 60. Even after men got married, they had to eat with their fellow soldiers.

**Women's Roles** Spartan society expected its women to be tough, emotionally and physically. Mothers told their sons, "Bring back this shield yourself or be brought back on it." (Spartans carried dead warriors home on their shields.) Education for girls in Sparta focused on making them physically strong. They had athletic training and learned to defend themselves.

The emphasis on the army made family life less important in Sparta than in other Greek city-states. In Sparta, husbands and wives spent much time apart. Women had more freedom. They were allowed to own property. A wife was expected to watch over her husband's property if he was at war.

**SUMMARIZE** Explain how education in Sparta supported the military.

## Primary Source

**Background** Plutarch (PLOO•tahrk) was a Greek historian who lived between A.D. 46 and about 120. One of the people he wrote about was Lycurgus (ly•KUR•guhs), the leader of Sparta who created its strong military institutions. This passage describes how boys were trained in Sparta by being placed in companies, or military units.

Lycurgus, seated, discusses the meaning of education in this painting created in the 1600s. ▼



## from *Parallel Lives*

By Plutarch (Based on the translation by Aubrey Stewart and George Long)

As soon as the boys were seven years old Lycurgus took them from their parents and enrolled them in companies. Here they lived and ate in common and shared their play and work. One of the noblest and bravest men of the state was appointed superintendent of the boys, and they themselves in each company chose the wisest and bravest as captain. They looked to him for orders, obeyed his commands, and endured his punishments, so that even in childhood they learned to obey.

### DOCUMENT-BASED QUESTION

What did Spartan boys learn that made them good soldiers?

## Athens' Democratic Way of Life

▼ **KEY QUESTION** What was the role of women in Athens?

As you learned in Section 3, Athens gradually developed a direct democracy. All of its citizens met to vote on laws. However, democracy was limited because only free men were citizens.



**Athenian Society** Athenians were divided into four main classes—citizens, women, noncitizen free persons, and enslaved people. However, within each class were smaller classes. For example, the citizen class included several levels of citizens, generally based on wealth.

Enslaved people made up one-third of the population. Generally, Athenians enslaved people whom they captured in wars. The children of enslaved people were also enslaved. Enslaved people in Athens worked in homes, agriculture, **industry**, and mines, and often worked alongside their masters. Some even earned wages and were able to buy their freedom.

**Education** In Athens, education was designed to prepare boys to become good citizens. Boys of wealthy families started school at age six or seven. They studied logic and public speaking to help them debate as adults in the assembly. They also studied reading, writing, poetry, arithmetic, and music. Athletic activities helped them to develop strength and coordination.

**Women's Roles** Women did not participate in the Athenian government. Athenians expected women to be good wives and mothers. These roles were respected because they helped to keep the family and society strong. In addition, some women fulfilled significant religious roles as priestesses in temples. In spite of their importance to society, Athenian women had much less freedom than Spartan women.

Women could inherit property only if their fathers had no sons. Girls did not attend school. They learned household duties from their mothers. A few learned to read and write.

▲ **FIND MAIN IDEAS** Describe the role of women in Athenian society.

▲ **Knucklebones Players** These women are playing knucklebones, an ancient game similar to the child's game of jacks. It was originally played with the knucklebones (anklebones) of a sheep.



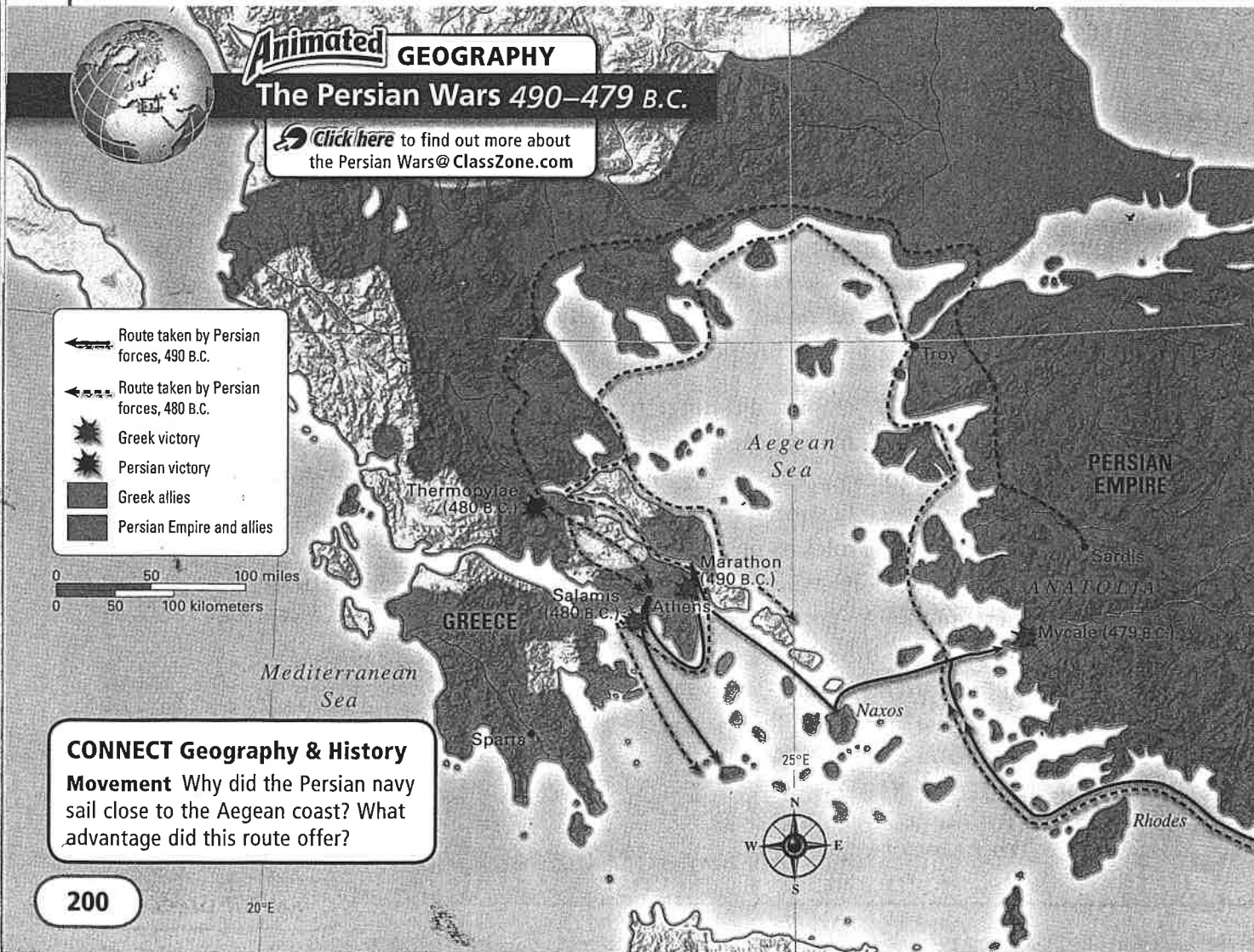
# The Persian Wars

**KEY QUESTION** How did the Persian Wars affect Greek city-states?

As you know, Persia conquered much of Southwest Asia. In the 500s B.C., Persia conquered Anatolia, a region with many Greek colonies. In 499 B.C., some Greeks in Anatolia revolted against Persian rule. Athens sent ships and soldiers to help them. The revolt failed, but Persia decided to punish Athens for interfering. In 490 B.C., the Persians arrived near Athens on the plain of **Marathon**. The Athenians sent a runner to ask Sparta for help, but the Spartans came too late.

The Athenians were greatly outnumbered, so they had to use a **clever** plan. First they drew the Persians toward the center of the Greek line. Then the Greeks surrounded them and attacked. In close fighting, Greek spears were more effective than Persian arrows. The Persians lost 6,400 men. The Greeks lost only 192.

Legend says that a soldier ran from Marathon about 25 miles to Athens to tell of the victory. After he reached Athens with the news, he collapsed and died. Modern marathons are based on his long run.



**Greek Victory** In 480 B.C., Persia again invaded Greece. In spite of past quarrels with each other, several Greek city-states united against Persia. An army of 300 Spartans guarded the narrow pass at Thermopylae (thuhr•MAHP•uh•lee) to stop a Persian army from reaching Athens. The Spartans held the pass for two days before the Persians killed them all. Their sacrifice gave the Athenians time to prepare for battle.



The Athenians left their city to fight a naval battle against the Persians. The battle took place in a narrow body of water where the large Persian fleet could barely move. Smaller, more mobile Greek ships sunk about 300 Persian ships. The war finally ended in 479 B.C. You will read more about Greece after the war in the next chapter.

**▲ Battle of Thermopylae** This painting shows Spartan soldiers fighting off the Persian invasion. Which are the Greek warriors and which are the Persians?

**▲ ANALYZE EFFECTS** Explain how the Persian Wars affected the Greek city-states.

**ONLINE QUIZ**  
For test practice, go to  
**Interactive Review**  
@ClassZone.com

## 4 Section Assessment

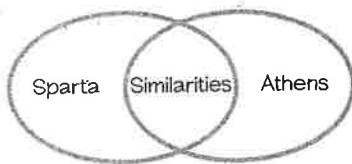
### Terms & Names

#### 1. Explain the importance of

Athens      helot      Marathon  
Sparta      barracks

### Use Your Reading Notes

**2. Compare and Contrast** Use your completed Venn diagram to answer the following question:  
What were some ways that Athens and Sparta were alike?



### Key Ideas

3. What form of government existed in ancient Sparta?
4. How were direct democracy and education related in Athens?
5. What roles did Athens and Sparta play in defeating the Persians?

### Critical Thinking

6. **Analyze Causes** How did the conquest of the helots make it necessary for Sparta to be a military state?
7. **Contrast** How was the role of women in Athens different from the role of women in Sparta?

### Activity

**Internet Activity** Use the Internet to learn more about the Persian Wars. Then create one panel for a mural about the wars. Illustrate one battle or another event.

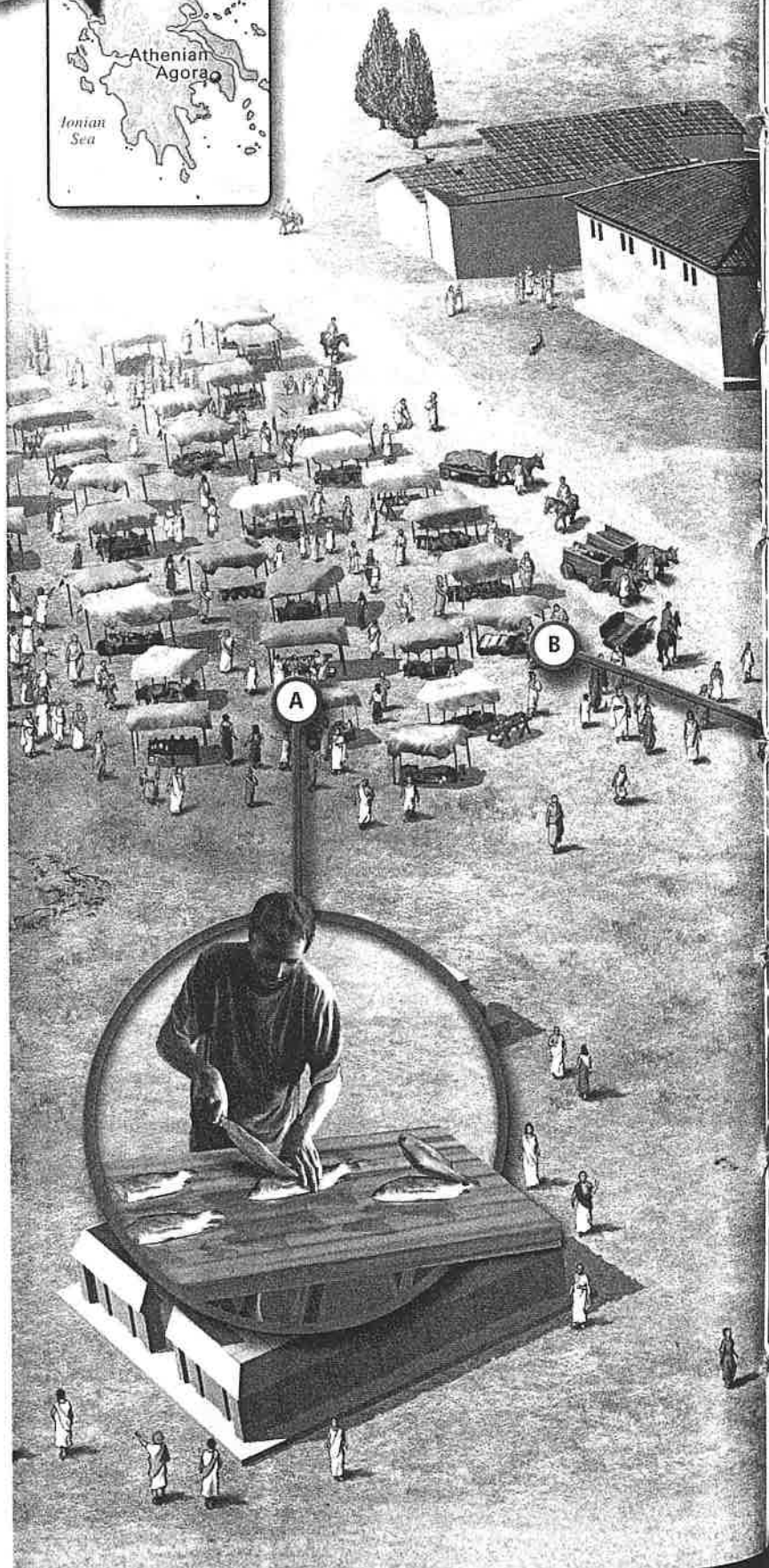
**INTERNET KEYWORDS:** *Battle of Marathon, Battle of Salamis, Thermopylae*



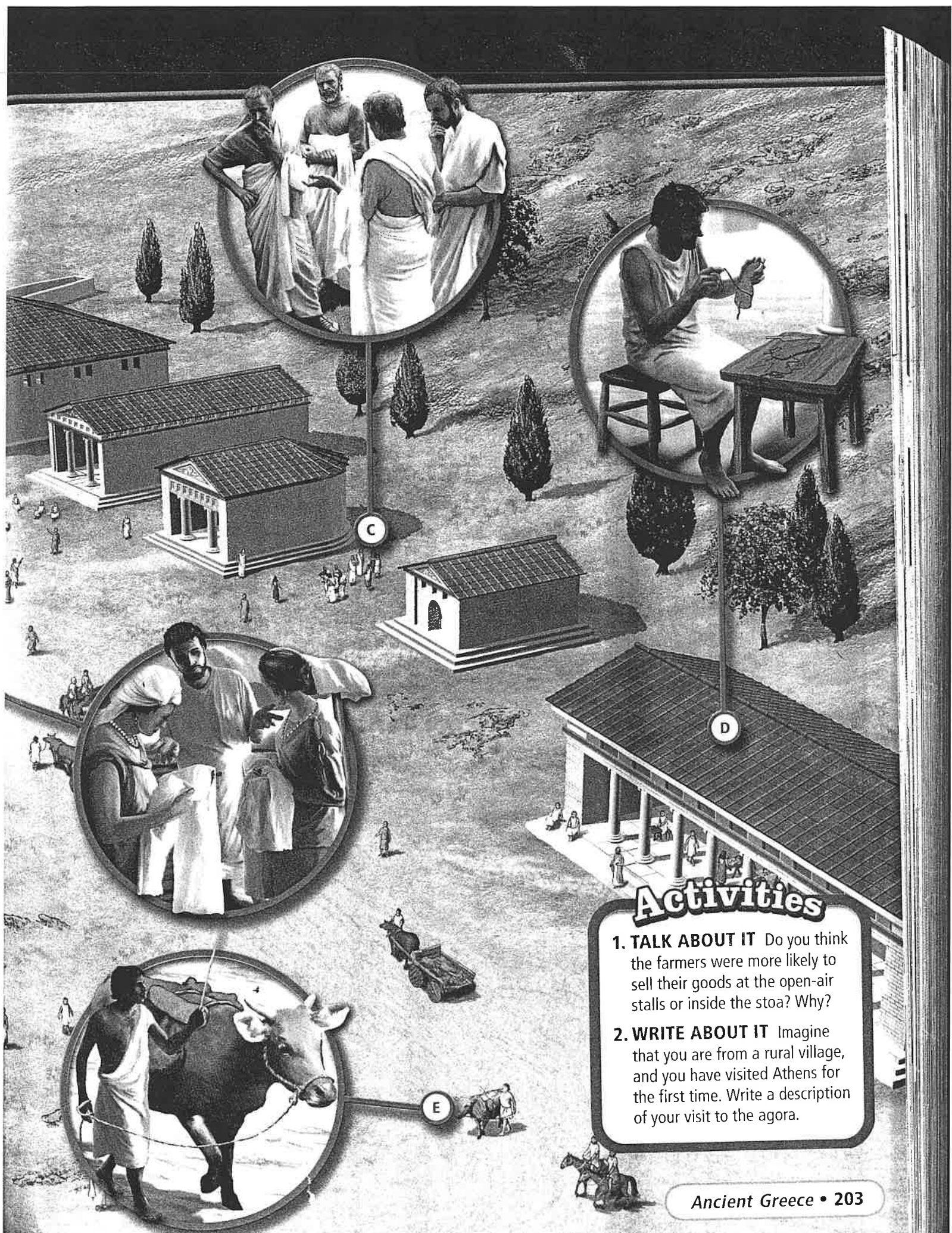
## Life in the Agora

Imagine a place that is a shopping mall, city hall, sports arena, and place of worship all in one. The agora of an ancient Greek city was just such a place. An agora was an open space with buildings around it and roads leading into it. People went there to buy and sell goods, to worship at the nearby temples, and to take part in government. This illustration shows the agora of ancient Athens in about 500 B.C.

- A Fish Seller** Merchants set up stalls in the open space to sell goods. Because the Greeks lived near the sea, they ate a great deal of fish. Fresh fish was sold locally; it would spoil if it was transported very far. (Dried fish could be stored and traded to distant regions.)
- B Cloth Seller** Sheep could graze on land that was too poor to farm, so most Greeks wore clothes made from wool. They also wore some linen, made from flax bought in Egypt.
- C Political Discussions** Direct democracy required citizens to be very involved in government, so political discussions were popular in Athens. Because the weather was so mild, men often held such discussions outdoors.
- D Shoemaker** Craftspeople, such as this shoemaker, often set up shop in the stoa. A stoa was a building made of a roof held up by long rows of columns. Stoas were also used for political meetings and as places for teachers to meet with their students.
- E Farmers** Farmers sold their own vegetables, fruit, milk, and eggs at the market. First they had to transport the food to the city. Using an animal to carry the heavy load was the easiest method. Some poor farmers carried goods on their backs.







C


D

E

## Activities

- 1. TALK ABOUT IT** Do you think the farmers were more likely to sell their goods at the open-air stalls or inside the stoa? Why?
- 2. WRITE ABOUT IT** Imagine that you are from a rural village, and you have visited Athens for the first time. Write a description of your visit to the agora.

## Interactive Review

 [Click here](#) for quizzes, flipcards, crosswords, review notes, and activities @ClassZone.com

### Ancient Greece

#### Geography

- Greece did not have much good farmland.
- Most places in Greece were close to the sea. The Greeks used the seas as highways.



#### Economics

- The Greeks built their economy on farming and sea trade.
- They learned to use coins from other trading people.



#### Culture

- Early Greek literature included Aesop's fables and the epic poems the *Iliad* and the *Odyssey*.
- The Greeks learned the alphabet from the Phoenicians and adapted it to their language.



#### Government

- Different city-states had different forms of government, including monarchy, rule by aristocrats, and oligarchy.
- Athens developed limited, direct democracy.



### VOCABULARY

Sort the words in the list below into three categories: geography, government, and culture. Be prepared to explain your decisions.

- |                |              |
|----------------|--------------|
| 1. alphabet    | 6. myth      |
| 2. aristocracy | 7. oligarchy |
| 3. democracy   | 8. peninsula |
| 4. fable       | 9. polis     |
| 5. isthmus     | 10. tyrant   |

### KEY IDEAS

**The Geography of Greece** (pages 176–181)

11. How did the geography of Greece affect the location of cities?
12. What skills did the Greeks need to master to become successful traders?

**Life in Ancient Greece** (pages 182–187)

13. In what ways did Homer use mythology?
14. How were epic poems and fables the same? How were they different?

**The City-State and Democracy** (pages 188–195)

15. How did government in Athens evolve into early forms of democracy?
16. How was Athenian democracy different from democracy in the world today?

**Sparta and Athens** (pages 196–203)

17. What roles did slaves play in Sparta and Athens?
18. How were Athens and Sparta different?

### CRITICAL THINKING

19. **Identify Problems** Why would the rugged geography make it difficult to unify Greece? Explain the potential problems.
20. **Draw Conclusions** Considering their cultures, why do you think democracy developed in Athens and not in Sparta?
21. **Analyze Effects** How did Solon's reforms change Athenian society?



## Activities

- 1. Writing Activity** Imagine that you have lived in both Sparta and Athens. Write an essay persuading your readers which city-state was better to live in and why.
- 2. Interdisciplinary Activity—Literature** Read several of Aesop's fables. Choose one other than "The Hare and the Tortoise." Make a poster illustrating the fable and its lesson.



### ONLINE ACTIVITY

Click [here](#) to do an activity on the adventures of Odysseus @ ClassZone.com



### Answer the ESSENTIAL QUESTION

## What factors shaped government in Greece?

**Written Response** Write a two- or three-paragraph response to the Essential Question. Consider the key ideas in each section and specific details about how geography and culture influenced Greek government. Use the rubric to guide your thinking.

### RESPONSE RUBRIC

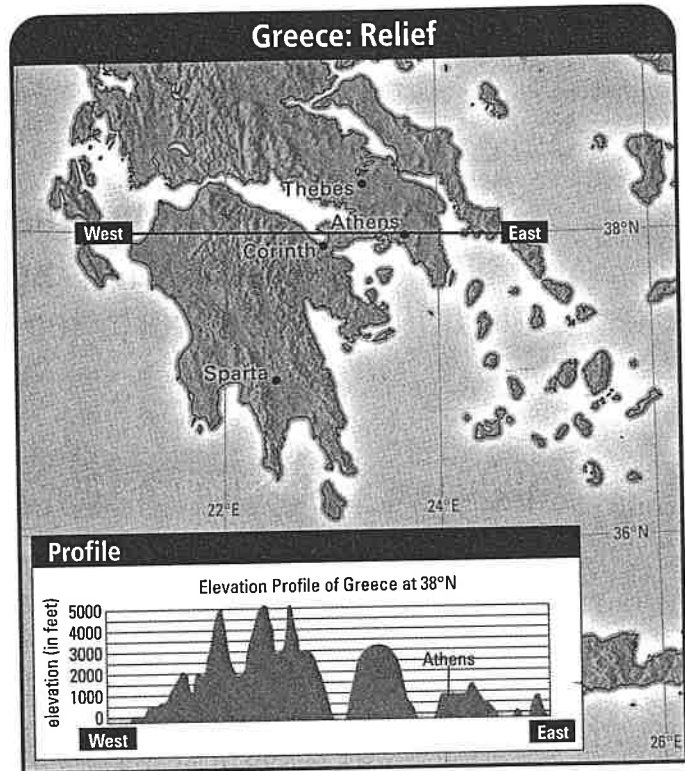
#### A strong response will

- describe the influence of geography on government
- discuss the development of various political systems in Greece

## Test Practice

- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

**Read a Map** Use the map and graph below to answer the questions.



**1. At what elevation is Athens located?**

- about 400 feet
- about 650 feet
- about 950 feet
- about 1,200 feet

**2. Which of the following general statements is supported by the elevation profile?**

- There are many lakes in Greece.
- Broad plains cover most of Greece.
- The Greek coastline has numerous harbors.
- Greece has many mountains.