

# Classical Greece

## Before You Read: Anticipation Guide

Copy the statements below in your notebook. Write *agree* or *disagree* next to each one. After you read the lesson, check to see if you have changed your mind about each.

- The Golden Age of Greece lasted about a hundred years.
- Alexander the Great's empire was bigger than the Persian empire.
- The Greeks studied philosophy more than science.

## Big Ideas About Classical Greece

**Geography** Migration, trade, warfare, and the action of missionaries spread ideas and beliefs.

Greek ideas about the arts, architecture, sciences, and philosophy spread to parts of Asia through Alexander the Great and his armies. Greek culture blended with the cultures of conquered lands including Egypt, Persia, and India to create a new one. Millions of people who lived in Alexander's empire shared that new culture. The culture continued long after Alexander died.



*Ionian Sea*



Tholos Temple, Delphi

### Integrated Technology

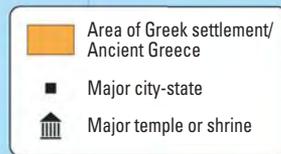
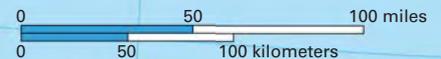
#### eEdition

- Interactive Maps
- Interactive Visuals
- Starting with a Story

#### INTERNET RESOURCES

Go to [ClassZone.com](http://ClassZone.com) for

- WebQuest
- Homework Helper
- Research Links
- Internet Activities
- Quizzes
- Maps
- Test Practice
- Current Events



18°E

**GREECE**



**477 B.C.**

The Golden Age of Athens begins. (Parthenon) ▶

**431 B.C.**

The Peloponnesian War begins.

**500 B.C.**

**475 B.C.**

**450 B.C.**

**WORLD**

**500 B.C.**

Nok people of Africa make iron tools.

**483 B.C.**

Siddhartha Gautama, the Buddha, dies.



**445 B.C.**

Jews rebuild the walls of Jerusalem. ◀ (illustration of Jerusalem)

# The Greek City-States, 500 B.C.

INTERACTIVE



Lion Terrace, Delos



**399 B.C.**  
Socrates is  
condemned to death.  
(Socrates' bust) ▶

**326 B.C.**  
The empire of Alexander  
the Great is at its peak.

**400 B.C.**

**400 B.C.**  
Olmec civilization of Mexico  
begins to decline.  
(Olmec man with infant) ▶

**375 B.C.**



**350 B.C.**

**350 B.C.**  
African urban centers  
develop.

**325 B.C.**

# CHANGING TIMES

**Background:** Pericles (PEHR•ih•KLEEZ) was the leader in Athens from 460 to 429 B.C. One of his goals was to strengthen Athenian democracy. He proposed a plan that increased the number of paid political positions. When political positions were unpaid, only wealthy people could afford to serve. With the new plan even poor citizens could serve in the government.

This suggested change has caused a lot of people to talk about how times are changing. Some people say it is good, but others don't agree. You have been asked by Pericles to go to the marketplace and listen to what citizens are saying about his plan.

Bust of Pericles ▶



**T**hey were shouting. “Pericles wants more public officials to get paid,” one of them hollered above the rest. “Poor citizens will be able to serve the government of Athens. I don’t like that!”

The wealthy citizens were talking about the proposed policy change. Pericles was due to arrive at any moment. I was acting as his “eyes and ears” in the market place. Later, I would tell Pericles what I heard being said by the citizens of Athens.

“But I think Pericles is right,” another man said. “Any citizen who wants to serve in the government should be able to do so. Pericles says being poor shouldn’t prevent a man from serving our city.”

“Yes,” another man agreed. Several others nodded. “A poor man can serve Athens. A poor man is just as intelligent as a rich man. How can we ask the poor to obey our government if they cannot be public officials?”

“You’re right. If a man is poor, it’s not his fault!” piped up a fourth citizen. “Blame it on the gods!”

“Rich men are much better educated,” a fifth man argued. “That’s why only the rich should serve Athens.”

Another man answered him. “But Pericles said that no one needs to be ashamed of poverty. The real shame is not trying to escape it.”

Just then I heard footsteps. Pericles was coming! I needed to move away from the crowd. Later, he asked me if I had some advice for him based on what I heard. I knew what I would say and hoped he would agree with my advice.

## What advice would you give Pericles?

### Reading & Writing

- 1. READING: Character and Plot** What character trait does Pericles show when supporting the rights of a poor citizen to serve in the government? What other character traits will he need to actually get the plan passed?
- 2. WRITING: Persuasion** Think about what you heard. Think about the qualities needed to be a good public official. Then write a position paper outlining points that will help Pericles persuade people that his plan is the correct one.

## MAIN IDEAS

- 1 **Government** Democracy expanded under the leadership of Pericles.
- 2 **Economics** Pericles expanded the wealth and power of Athens through the Delian League.
- 3 **Culture** Pericles launched a program to make Athens beautiful.

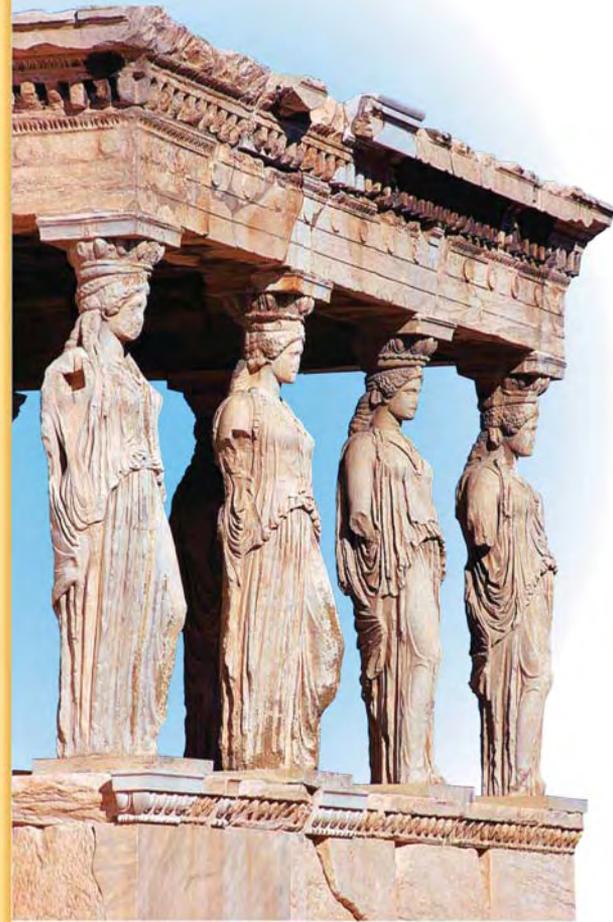
## TAKING NOTES

### Reading Skill: Finding Main Ideas

Identifying the main ideas and finding details about those ideas will help you understand the material in the lesson. In Lesson 1, look for three goals set by Pericles, and find details about them. Record the information in a web diagram.



 Skillbuilder Handbook, page R2



▲ **Porch of the Caryatids** The porch is part of the Erechtheum, a temple that honors several gods and goddesses. The columns are sculptures of maidens (caryatids).

## Words to Know

Understanding the following words will help you read this lesson:

**ability** a skill or talent (page 393)

*The ability that an individual possesses can be natural or the result of practice.*

**league** a group of people, organizations, or countries working together for a common goal (page 395)

*The city-states who joined the league promised to protect one another in the case of attack.*

**glorify** to bring honor, praise, and admiration to someone or something (page 396)

*The leader of Athens hired architects and artists to help glorify the city.*

**ivory** the substance that forms the tusks of animals such as elephants or walruses (page 396)

*Sculptors wanted ivory because it was an especially good material for carving.*

# The Golden Age of Greece

## TERMS & NAMES

Pericles  
direct democracy  
Delian League  
Acropolis  
Parthenon

**Build on What You Know** Have you ever had a time when you were really successful in the things you were doing? A period of great achievement is sometimes called a golden age. Ancient civilizations, such as the Han Dynasty in China and the Gupta in India, had golden ages. Greece too had a golden age, during the time of Pericles.

## Pericles Leads Athens

**1 ESSENTIAL QUESTION** What democratic changes did Pericles bring?

After the Persian Wars that you read about in Chapter 11, one of Athens' greatest leaders, **Pericles**, emerged. By 460 B.C., Pericles was the strongest leader in Athens. He remained the leader until his death 31 years later. He was so important that this time in Athens is often called the Age of Pericles.

Pericles had three goals for Athens. The first was to strengthen democracy. The second was to expand the empire. The third was to beautify Athens.

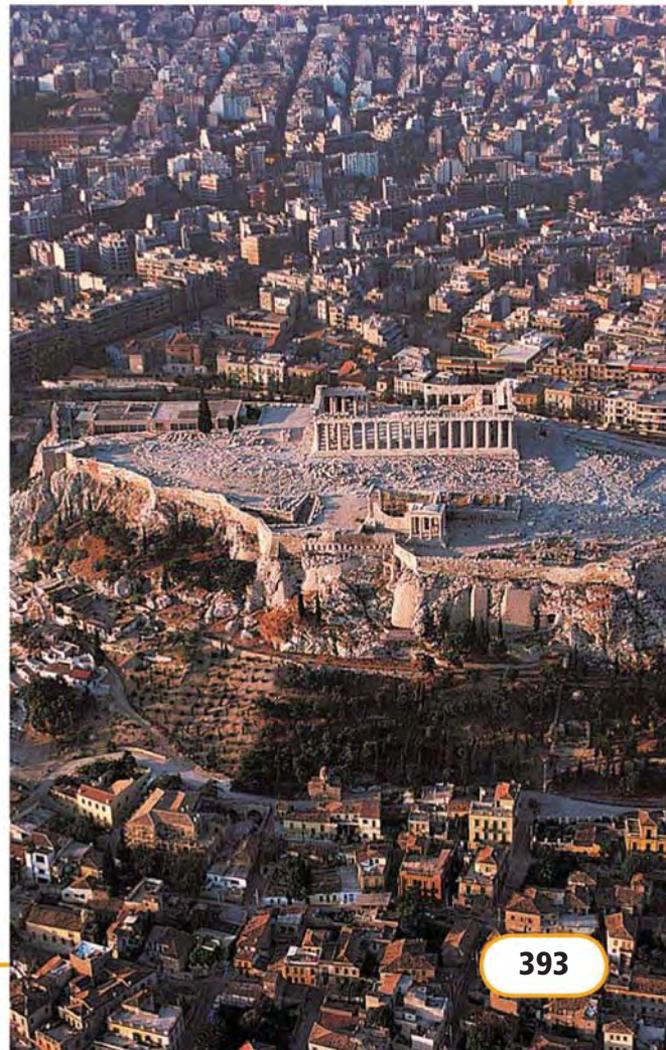
## Pericles Strengthens Democracy

Remember that, before Pericles, leaders in Athens had begun to expand democracy. Pericles supported those reforms. He wanted, however, to change the balance of power between the rich and the poor.

About 430 B.C., Pericles gave his view of democracy in a speech honoring Athenian soldiers killed in war. "Everyone is equal before the law," he said. What counts in public service "is not membership of a particular class, but the actual ability which the man possesses."

## Connect to Today

Ruins of Ancient Athens **Parts of ancient Athens sit above the modern city.** ▼



**Paid Public Officials** To spread power more evenly, Pericles changed the rule for holding public office. Most public officials were unpaid before he came to power. This meant that only wealthy people could afford to serve in government in Athens. Pericles increased the number of public officials who were paid. Now even poor citizens could hold a public office if elected or chosen randomly. However, to be a citizen an individual had to be a free male, over 18, and the son of Athenian-born parents.

**Direct Democracy** The form of democracy practiced in Athens was not the kind practiced in the United States today. The form used in Athens was called **direct democracy**. In a direct democracy all citizens participate in running the government. For example, all citizens in Athens could propose and vote directly on laws. By comparison, the United States has representative democracy, or a republic. U.S. citizens—male and female—elect representatives to take care of government business. These representatives propose and vote on laws. Study the chart on page 395 to find other differences.

**REVIEW** How is direct democracy different from representative democracy?

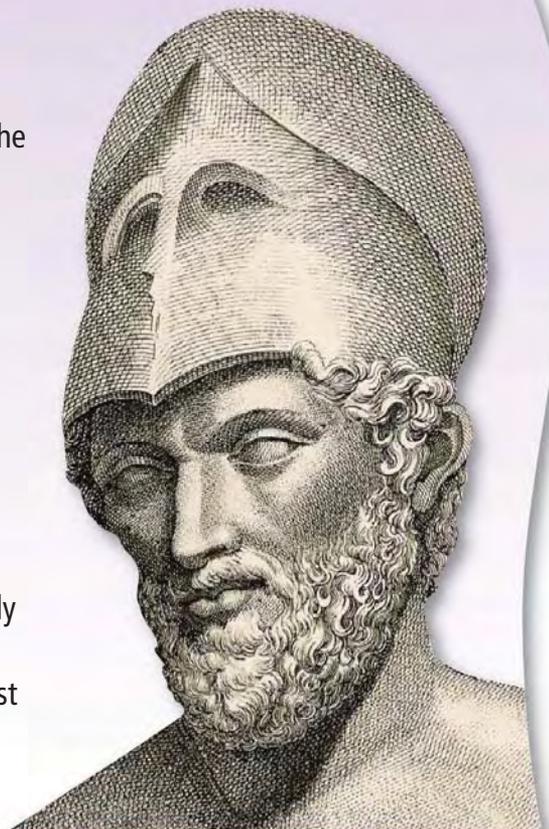
## History Makers

### Pericles (495–429 B.C.)

Pericles' speaking skills set him apart from other Athenians. He was so skilled that most regarded him as the best speaker of the time. Some people said that when he spoke, his words were like thunder and lightning.

Once, Pericles and another Athenian were involved in a wrestling match. Pericles lost. But his powers of speech were so great that he actually convinced the spectators that he won the match, even though they saw him lose!

His ability to speak so well made it possible for him to persuade Athenian citizens to back his reforms. These reforms brought about major changes in Athenian life. Unfortunately, toward the end of his life, Pericles was involved in several political scandals. As a result, he briefly stepped down from his position of leadership but later was reinstated. He is still thought of as one of the greatest leaders of Greece.



### Athenian and U.S. Democracy

#### Athenian Democracy

##### Direct Democracy

- Citizenship: male; 18 years old; born of citizen parents
- Assembly of all citizens votes on laws.
- Leader is selected randomly or elected.
- Council of Five Hundred prepares business for the assembly.
- As many as 500 jurors could serve.

#### Both

- Political power is held by all citizens.
- Government has three branches.
- Law-making branch passes laws.
- Executive branch carries out laws.
- Judicial branch holds trials.

#### U.S. Democracy

##### Representative Democracy

- Citizenship: born in United States or completed citizenship process
- Representatives are elected to law-making body.
- Leader is elected.
- Executive branch has elected and appointed officials.
- Juries usually have 12 jurors.

## Expanding the Empire

### 2 ESSENTIAL QUESTION How did Athens become more powerful?

Greek wealth depended on overseas trade. Athens was determined to protect its overseas trade and its homeland. At the end of the Persian War, the Greek city-states formed a league for mutual protection. It was called the **Delian League**.

**Delian League** Athens helped to organize this league. It was called the Delian League because its headquarters and treasury were located at first on the island of Delos. Pericles used money from the league's treasury to build a strong navy. The naval fleet was made up of at least 300 warships.

**Athens Dominates the Delian League** The fleet of Athens was the strongest in the Mediterranean region. Because Athens now had a superior navy, it took over leadership of the Delian League. In 454 B.C., the Delian League's treasury was moved to Athens. The transfer of the Delian League's treasury helped to strengthen Athens' power. Athens started treating the other members of the league as if they were conquered people, not allies. Eventually, Athens dominated all of the city-states to such an extent that they became part of an Athenian empire.

**REVIEW** How did the power of Athens expand?

## Beautifying Athens

### 3 ESSENTIAL QUESTION How did Pericles beautify Athens?

Athens was a city in ruins when the war with Persia ended in 480 B.C. Parts of it were burned, and most of the buildings were destroyed. Pericles saw this destruction as a chance to rebuild, glorify, and beautify Athens.

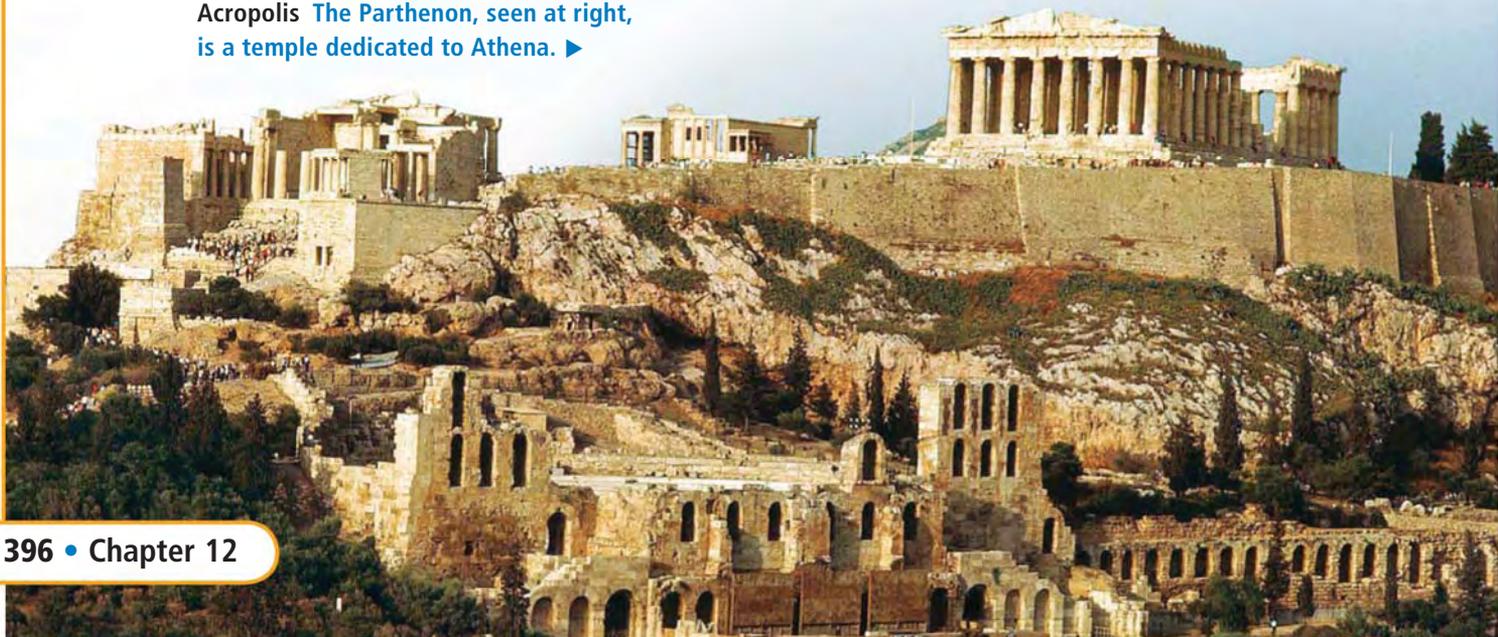
**Rebuilding Athens** The Greek city-states paid a tribute to the Delian League organization. The funds were supposed to help build the power of the league. Instead, Pericles used these funds to beautify Athens. He did not ask approval from the members of the league to use the money. This action made other city-states angry.

Pericles spent the money to purchase gold, ivory, and marble to create sculptures and construct beautiful buildings. Pericles also used the money to pay artists, architects, and sculptors for these projects.

**The Acropolis** One of the areas rebuilt was the **Acropolis** (uh•KRAHP•uh•lihs), or the “high city” part of Athens. An acropolis is an area in a Greek city where important temples, monuments, and buildings are located. The Persians had destroyed the temples and smashed the statues in Athens during the war.

One of the buildings constructed was the **Parthenon** (PAHR•thuh•NAHN). Its purpose was to house a statue of Athena, a goddess. Athenians thought of her as a warrior who protected Athens. Athena was also the goddess of wisdom, arts, and handicrafts.

Acropolis The Parthenon, seen at right, is a temple dedicated to Athena. ►



The Parthenon is considered the most magnificent building on the Acropolis. It is a masterpiece of architectural design, especially known for its graceful proportions and sense of harmony and order. Another temple on the Acropolis was one dedicated to Athena Nike, the goddess of victory. The most sacred site on the hill is the Erechtheum (ehr•ihic•THEE•uhm). It is considered the most beautiful example of Greek architecture. You can see its porch at the beginning of this lesson. Legend says it marks the site where the god Poseidon and the goddess Athena had a contest to see who would be the patron god of the city. Athena won.

**REVIEW** How did Pericles finance his program to make Athens beautiful?

### Lesson Summary

- Pericles strengthened democracy in Athens by paying public officials.
- Pericles expanded the empire by building a strong naval fleet.
- Pericles rebuilt and beautified Athens.

### Why It Matters Now . . .

Athenian democracy, art, and architecture set standards that remain influential in the world today.

## 1 Lesson Review

### Terms & Names

1. Explain the importance of

Pericles	Delian League	Parthenon
direct democracy	Acropolis	

### Using Your Notes

**Finding Main Ideas** Use your completed graphic to answer the following question:

2. How did Pericles advance democracy?



 **Homework Helper**  
ClassZone.com

### Main Ideas

3. What trait did Pericles believe was important to qualify for public service?
4. How did gaining control of the Delian League increase Athens' power?
5. Why was it important to rebuild and beautify the Acropolis in Athens?

### Critical Thinking

6. **Comparing and Contrasting** How does the way Athenian citizens voted on laws compare with how U.S. citizens vote?
7. **Determining Historical Context** How was the Athenian view of a citizen different from the U.S. view of a citizen?

### Activity

**Making a Map** Do some research on what buildings besides the Parthenon and the Erechtheum were located on the Acropolis. Then draw a map showing their locations.

## MAIN IDEAS

- 1 **Government** Athens and Sparta and their allies fought a war over Athens' growing power.
- 2 **Government** Athens lost the Peloponnesian War.
- 3 **Government** More than 25 years of war weakened all of the Greek city-states.

## TAKING NOTES

### Reading Skill: Comparing and Contrasting

Comparing and contrasting the war strategies of Athens and Sparta will help you understand the outcome of the war. In Lesson 2, look for the differences between the war strategies of the two city-states. Record the differences on a chart like the one below.

War Strategy	
Athens	Sparta

 Skillbuilder Handbook, page R4



▲ **Spartan Soldier**  
Sparta had the most powerful army of all the Greek city-states.

## Words to Know

Understanding the following words will help you read this lesson:

**ally** a country that has joined with another for a special purpose (page 399)  
*Sparta was joined by allies, who helped it fight the war.*

**prestige** importance in a group (page 399)  
*Having prestige in the Delian League was important to Athens.*

**strategy** a plan for a series of actions designed to reach a specific goal (page 400)

*Each city-state based its strategy on its particular military strengths.*

**countryside** a rural or agricultural region, as opposed to an urban area (page 401)

*The countryside beyond the walls of the city-state was easy to attack.*

# Peloponnesian War

**Build on What You Know** In Chapter 11, you learned that important differences existed between Athens and Sparta. Tensions had been building between Athens and Sparta for years. Sparta did not like Athens growing more powerful.

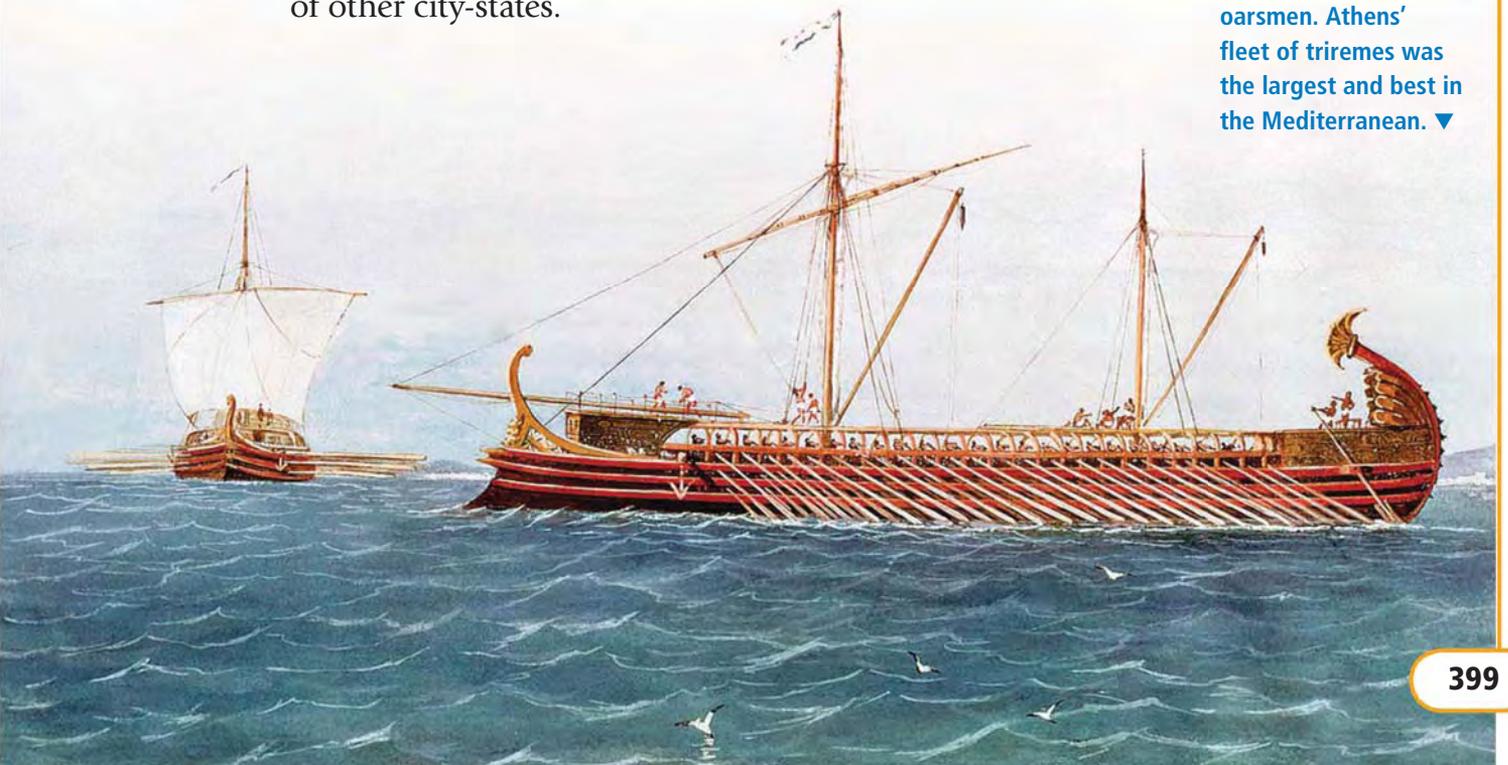
## The Outbreak of War

**1 ESSENTIAL QUESTION** What led Athens and Sparta to fight a war?

There were many differences between the city-states of Athens and Sparta. For example, Athens had a democratic form of government. Sparta had a culture that glorified military ideals. Both wanted to be the most powerful city-state in the region. This competition led to clashes between the two city-states and their allies.

**Causes of the War** There were three main reasons war broke out. First, some city-states feared Athens because of its grab for power and prestige. Second, under the leadership of Pericles, Athens grew from a city-state to a naval empire. Third, some Athenian settlers began to move into the lands of other city-states.

**Trireme** A trireme was a ship propelled by three tiers of oarsmen. Athens' fleet of triremes was the largest and best in the Mediterranean. ▼



**Athens Disliked** The other city-states also resented how Athens spent money from the Delian League, intended for the mutual protection of all the city-states. Athens used some of the money to beautify its city. Because of this practice several city-states tried to break free of Athenian power. Pericles' policy was to punish any city-state that resisted Athens.

Sparta headed a league of city-states to stand up to the power of the Delian League. It is called the Peloponnesian League because many of the city-states were located on the Peloponnesus. Finally, in 431 B.C., Sparta declared war on Athens. This conflict was called the **Peloponnesian War**.

**P** Primary Source Handbook

See the excerpt from *History of the Peloponnesian War*, page R56.

**REVIEW** What were the causes of the war between Athens and Sparta?

## The War Rages

**2 ESSENTIAL QUESTION** What happened during the Peloponnesian War?

Each side in the war had advantages and disadvantages. Sparta had the better land-based military force, and its location could not be attacked by sea. Athens had the better navy and could strike Sparta's allies by sea. These differences shaped the war strategy of each side.

### Primary Source

#### Pericles' Funeral Oration

**Background:** Pericles spoke to honor Athenians killed in action during the first year of the Peloponnesian War, which began in 431 B.C. Parts of his speech paid tribute to democracy in Athens as well.



#### from *The History of the Peloponnesian War*

By Thucydides (Translated by Rex Warner)

It is true that we are called a democracy, for the administration is in the hands of the many and not of the few. But while the law secures equal justice to all alike in their private disputes, the claim of excellence is also recognized; and when a citizen is in any way distinguished, he is preferred to the public service, not as a matter of privilege, but as the reward of merit. Neither is poverty a bar, but a man may benefit his country whatever be the obscurity [insignificance] of his condition.

#### DOCUMENT-BASED QUESTION

Why do you think Pericles praises Athenian life in a tribute to the war dead?



**Strategies of War** Sparta's strategy was to cut off the Athenian food supply by destroying crops. The Spartans did this by taking control of the countryside around Athens.

Athens' strategy was to avoid battles on land and to rely on sea power. Pericles persuaded the Athenians to allow the Spartans to destroy the countryside. He brought people from the areas surrounding Athens inside the city walls. The people would be safe there and Athens would be supplied with food by sea.

**Disaster Strikes Athens** Because of Pericles' plan to bring people into Athens, the city became badly overcrowded. In the second year of the war, an outbreak of a **plague** took many lives in Athens. The plague was a disease that spread easily and usually caused death. Athens lost as many as one-third of its people and armed forces. Pericles, too, died from the plague.

In 421 B.C., Athens signed a **truce**, or an agreement to stop fighting. Athens finally surrendered to Sparta in 404 B.C.

**REVIEW** What caused Pericles' strategy to fail?

## Consequences of the War

### 3 ESSENTIAL QUESTION What was the result of the Peloponnesian War?

The Peloponnesian War lasted for over 27 years. Cities and crops were destroyed, and thousands of Greeks died. All of the Greek city-states suffered losses of economic and military power.

To the north of the Greek city-states, King Philip II of Macedon came to power in 359 B.C. Planning to build an empire, he looked south toward the weakened Greek city-states.

**REVIEW** What was the long-term effect of the Peloponnesian War?

### Lesson Summary

- The wealth, prestige, policies, and power of Athens caused resentment among other city-states.
- A plague that killed many Athenians helped Sparta defeat Athens.
- The Peloponnesian War weakened all of the Greek city-states for 50 years.

### Why It Matters Now . . .

The Peloponnesian War shows that countries that wage war may lose power and prestige instead of gaining it.

## 2 Lesson Review

### Terms & Names

1. Explain the importance of Peloponnesian War    plague    truce

### Using Your Notes

**Comparing and Contrasting** Use your completed graphic to answer the following question:

2. How was the war strategy of Athens different from that of Sparta?

War Strategy	
Athens	Sparta



### Main Ideas

3. Why did smaller city-states resent Athenian control?
4. What was the Peloponnesian League and who led it?
5. Why did the Greek city-states lose power after the Peloponnesian War?

### Critical Thinking

6. **Making Generalizations** What can happen to both sides in a war when the fighting goes on for many years?
7. **Making Inferences** What might have helped the Greek city-states to be more cooperative at the end of the Peloponnesian War?

### Activity

**Writing a Persuasive Composition** Write a persuasive composition in which Pericles tries to convince people to leave their land and move into Athens to be safe from Spartan attacks.

# Create a Storyboard

**Goal:** To analyze the roles of Athens and Sparta in the Peloponnesian War and to create a storyboard portraying the events of that war

## Prepare

- 1 Research the roles Athens and Sparta played in the Peloponnesian War. Look for important events that occurred during this war.
- 2 Reread the information in Lesson 2 of this chapter.

## Do the Activity

- 1 Make a list of six to eight events that occurred during the Peloponnesian War. Include events that were not battles.
- 2 Decide on a visual way to show the events you selected.
- 3 Divide the poster board into sections based on the number of events you selected.
- 4 Draw one event scene in each of the sections on the board.

## Follow-Up

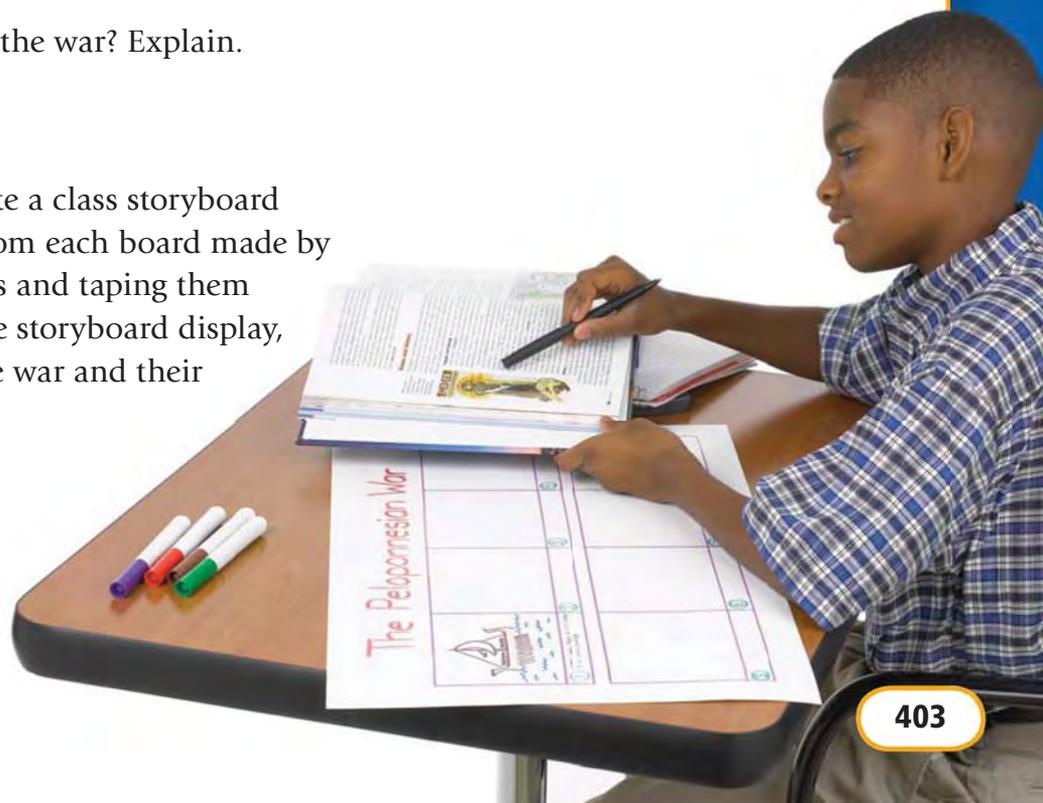
- 1 What event that was not a battle had a major influence on the course of the war?
- 2 Did Sparta actually win the war? Explain.

## Extension

**Making a Display** Create a class storyboard by taking one section from each board made by the members of the class and taping them together. Then, using the storyboard display, explain the events of the war and their impact on Greece.

### Materials & Supplies

- books on the Peloponnesian War
- poster board
- markers



## MAIN IDEAS

- 1 **Government** Philip II of Macedonia conquered Greece.
- 2 **Government** Alexander built a huge empire that spread across parts of Europe and Asia.
- 3 **Geography** Alexander spread Greek culture and influence throughout his empire.

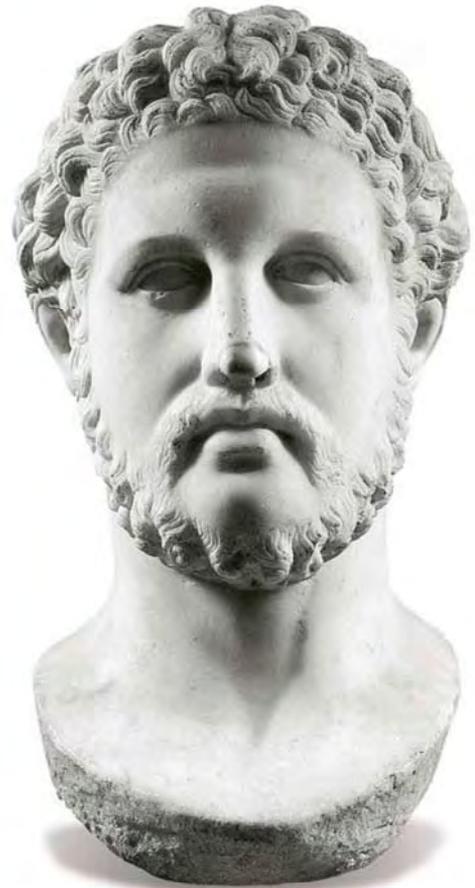
## TAKING NOTES

### Reading Skill: Understanding Cause and Effect

Following causes and effects can help you understand patterns in history. In this lesson, look for the effects of conditions listed in the chart. Record them on a chart of your own.

Causes	Effects
Weak governments	
New weapons of warfare	
Foreign conquests	

 Skillbuilder Handbook, page R26



▲ Philip II, King of Macedonia  
Philip had dreams of defeating both the Greeks and the Persians.

## Words to Know

Understanding the following words will help you read this lesson:

**hostage** a person taken by force to make sure the taker's demands are met (page 405)

*The city-state of Thebes held Philip **hostage**, but it did not treat him badly.*

**tutor** to give individual instruction to (page 406)

*The Greek philosopher Aristotle **tutored** the future king.*

**common** shared by two or more people or all group members (page 408)

*They were from different states, but a **common** language allowed them to communicate.*

**style** a way of dressing or behaving (page 408)

*By adopting the **styles** of conquered peoples, the invaders may have lessened the chance of rebellion.*

catapult

Alexander the Great

Hellenistic

Alexandria

# Alexander the Great

**Build on What You Know** While the Greek city-states were busy fighting each other, a new power was rising in the north. The king there was strong. You have learned that a strong ruler can often unite a divided people.

## The Kingdom of Macedonia

**1 ESSENTIAL QUESTION** Who conquered the Greek city-states?

The new power to the north of Greece was the country of Macedonia (MAS•ih•DOH•nee•uh). Its king, Philip II, was 23 years old, strong and fearless. He had plans to build an empire that included the lands of Greece and of Persia.

**A Military Genius** As a teenager, Philip had been a hostage in the Greek city of Thebes. There he observed its army and its military tactics. Philip learned of the advantages of a professional army, or an army of full-time soldiers, rather than one made up of citizen-soldiers.

Philip organized a well-trained professional army. He devised new battle formations and tactics. He experimented with the combined use of cavalry and infantry. He supplied his soldiers with new weapons, like the catapult. A **catapult** is a military machine that was used to hurl stones at enemy forces and city walls. His soldiers also used battering rams to smash through closed gates.

Alexander the Great  
The detail is from  
this mosaic. It shows  
Philip's son, Alexander,  
in battle. ▼



**Philip Conquers Greece** After conquering the lands around Macedonia, Philip focused on the Greek city-states. After the Peloponnesian War, the Greeks were too weak and disorganized to unite against Philip. In 338 B.C., Philip completed the conquest of the Greeks. Philip became the ruler of the Greek city-states. His dictatorial rule ended Greek democratic practices. He brought Greek troops into his army and prepared to attack Persia.

**Alexander Takes Over** However, in 336 B.C., Philip was assassinated at his daughter's wedding. His 20-year-old son Alexander took the throne. Many wondered if such a young man was ready to take control of Macedonia.

**REVIEW** Why were the Greek city-states open to an attack by Philip?

## Alexander Tries to Conquer the World

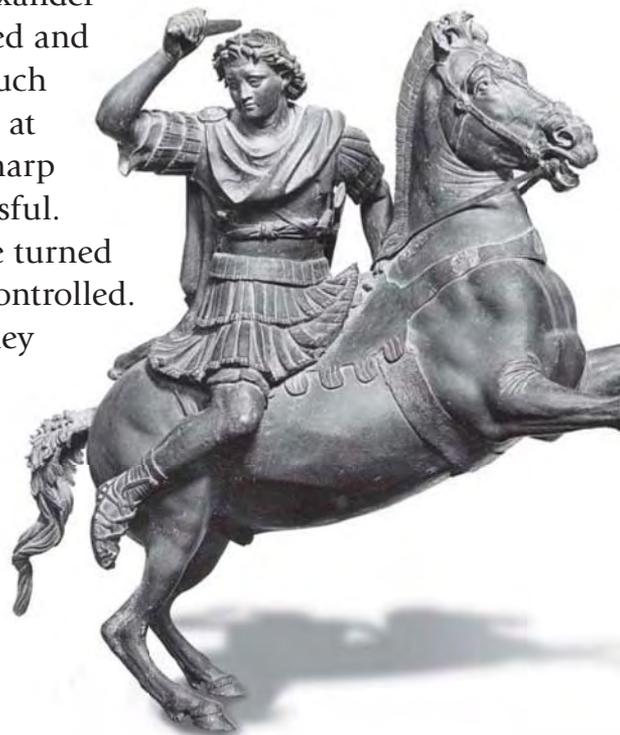
### 2 ESSENTIAL QUESTION How did Alexander build an empire?

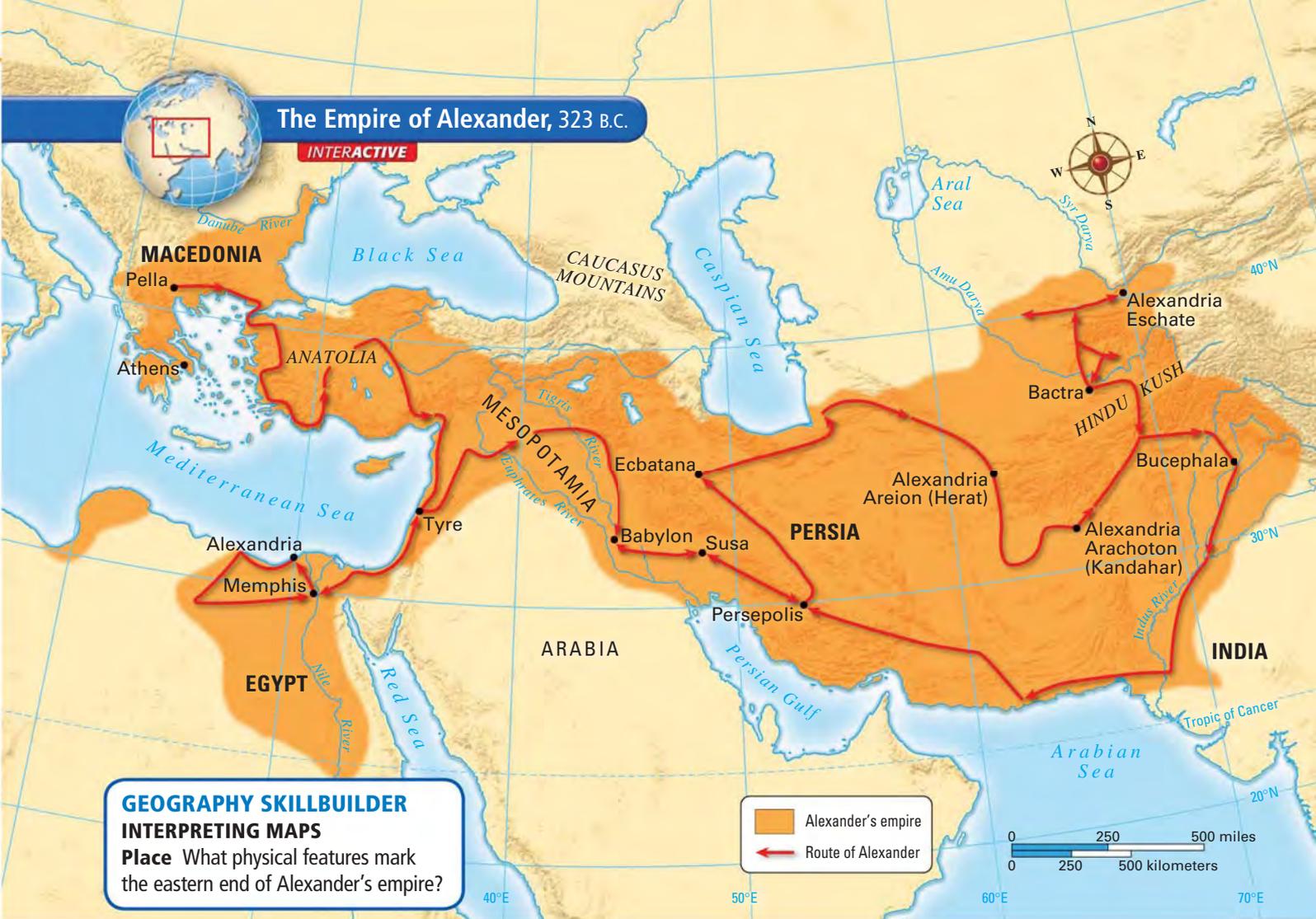
Alexander was well-prepared for the job of king. He had been tutored by the finest Greek scholars and trained in the Macedonian army. He continued his father's plan of creating an empire.

**Alexander Defeats Persia** Before Alexander could attack Persia, the Greek city-state of Thebes rebelled. Alexander destroyed the city. His cruel tactics made other Greek city-states too fearful to rebel. Next, Alexander moved his troops to Anatolia, where he attacked and defeated Persian forces. He used bold tactics, such as using thousands of troops to charge straight at the enemy. In the beginning, Alexander met sharp resistance from the Persians, but he was successful.

Next, instead of going directly to Persia, he turned south and entered Egypt, which the Persians controlled. The Egyptians welcomed Alexander because they hated the Persians. They even chose him to be their pharaoh. Alexander then moved his forces from Egypt across Mesopotamia toward Persia. Finally, he struck Persepolis, the royal capital of the Persians. By 331 B.C., Alexander controlled the Persian Empire.

Alexander Alexander rides his favorite horse Bucephalus. ▼





**Alexander's Other Conquests** In the next three years, Alexander pushed his armies eastward to conquer parts of Central Asia. In 326 B.C., they reached the Indus River Valley and India. Alexander urged his armies to continue eastward, but they refused to go any further. They had been fighting for 11 years and had marched thousands of miles from home. Alexander was forced to turn back.

In 323 B.C., Alexander and his armies returned to Babylon. While they paused there, Alexander fell ill with a fever and died within days. He was 32 years old. Although he did not live to an old age, he managed to create a great empire. Because of his achievements, he is remembered as **Alexander the Great**.

Alexander did not have time to unify his empire. After he died, military leaders fought among themselves to gain control of the empire. Not one of Alexander's generals was strong enough to take control of the entire empire. Eventually, three key generals divided the empire.

**REVIEW** How far eastward in Asia did Alexander build his empire?

## The Legacy of Alexander

### 3 ESSENTIAL QUESTION How did culture change under Alexander's rule?

Alexander and his armies carried their culture and customs everywhere they went. As Alexander conquered one land after another, he set up colonies. He also built cities based on Greek culture. He named many of them Alexandria, after himself. The historian Plutarch, who lived a few centuries later, wrote that Alexander actually named 70 cities Alexandria.

**A Blend of Cultures** Alexander left Greeks behind to rule his lands. Greek became the common language in the lands he controlled. At the same time, Alexander adopted Persian clothing styles and Persian customs. He urged his armies to do the same. Some of the Greek settlers married Persian women and adopted Persian ways. In Egypt, the Greek rulers accepted Egyptian culture and blended it with Greek styles. In India, the same blending occurred.

This blend of Greek, Persian, Egyptian, and Indian styles and customs became known as **Hellenistic** culture. *Hellas* was the Greek name for Greece. This culture influenced the lands of the empire for hundreds of years.

Learning was especially affected by the mingling of cultures. The combined knowledge of the Greeks, Egyptians, Arabs, and Indians made new discoveries possible in science and medicine. You will learn more about this in Lesson 4.

**Alexandria** The most famous of the Hellenistic cities was **Alexandria**, Egypt, which Alexander founded in 332 B.C. The city was an important center of learning until the second century A.D. A library there contained major collections of Greek, Persian, Egyptian, Hebrew, and other texts. Scholars from the Mediterranean area and from Asia came to Alexandria to study.



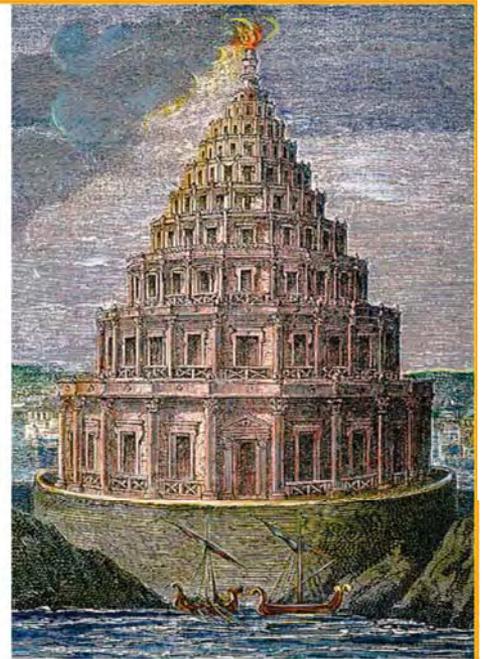
▲ Iranian Manuscript  
This manuscript depicts Hellenistic art. Aristotle, a Greek thinker, teaches astronomy to Persians. He is dressed in Persian-style clothing.

Also located in Alexandria was the Temple of the Muses. Muses are goddesses who rule the arts and sciences. Many examples of the arts and sciences were stored there. Today we call such a location a museum. Alexandria also had an enormous lighthouse whose light could be seen 35 miles away. It is considered one of the Seven Wonders of the World.

**REVIEW** How did Hellenistic culture develop?

### Lesson Summary

- Philip II, king of Macedonia, conquered Greece.
- Alexander the Great conquered the Persian Empire and parts of Central Asia.
- Hellenistic culture—a blend of Greek, Persian, Egyptian, and Indian cultures—was created.



▲ Lighthouse at Alexandria  
The image above is an artist's idea of what the lighthouse may have looked like.

### Why It Matters Now . . .

The blended culture created by Alexander's empire forms a basis for culture in the countries that exist in those lands today.

## 3 Lesson Review

### Terms & Names

1. Explain the importance of
 

catapult	Hellenistic
Alexander the Great	Alexandria

### Using Your Notes

**Understanding Cause and Effect** Use your completed graphic to answer the following question:

2. What were the effects of Alexander's conquest of a vast area?

Causes	Effects
Weak governments	
New weapons of warfare	
Foreign conquests	

### Main Ideas

3. What happened to Greek democratic practices when Philip of Macedonia conquered Greece?
4. Why did Alexander's empire include Central Asia but not India?
5. How did Alexander spread Greek influence in new cities he founded?

### Critical Thinking

6. **Understanding Cause and Effect** How did the Peloponnesian War lead to Alexander's success as a conqueror?
7. **Making Inferences** What made Hellenistic culture unique?



### Activity

**Calculating the Size of the Empire** Go to the map on page 407. Use the scale to calculate the distance from east to west of Alexander's empire. How does it compare to the distance of the continental United States from east to west?

## MAIN IDEAS

- 1 Culture** Greek art and architecture introduced new styles and concepts that set standards for generations of artists around the world.
- 2 Culture** The Greek love of reason and logic influenced the development of Western knowledge.
- 3 Science and Technology** Hellenistic science provided much of the scientific knowledge of the world until the modern age.

## TAKING NOTES

### Reading Skill: Finding Main Ideas

Looking for the main ideas as you read can help you understand the value of a period in history. As you read this lesson, look for the cultural and scientific contributions made by people of the Greek and Hellenistic cultures. Record these contributions on a list for each of the three headings in Lesson 4.

The Arts & Architecture	History & Philosophy	Science & Technology

 Skillbuilder Handbook, page R2



▲ Hellenistic Sculpture This sculpture is titled *Winged Victory of Samothrace*. The sculpture features Nike, the goddess of victory.

## Words to Know

Understanding the following words will help you read this lesson:

**sponsor** to support another person or thing (page 411)

*The city leader found the money to sponsor a play festival.*

**troupe** a group, especially of actors, singers, or dancers (page 411)

*The acting troupe spent months trying to memorize their lines from the play.*

**proportion** a pleasing balance of various parts of a whole (page 413)

*Greek buildings are famous for their graceful proportions.*

**compound** consisting of or using more than one (page 416)

*Archimedes used compound pulleys to move extremely heavy objects easily.*

drama  
tragedy  
comedy  
ideal  
philosophy

# The Legacy of Greece

**Build on What You Know** You have learned about the great art, literature, and thought of Chinese and Indian civilizations. Greek civilization spread through the actions of Alexander the Great. Later, the Hellenistic culture spread to Mediterranean countries and into Asia.

## The Arts and Architecture

**1 ESSENTIAL QUESTION** What new elements did Greek art and architecture introduce?

The Greeks invented drama as an art form. **Drama** was a written work designed for actors to perform. The Greeks built the first theaters in the western world.

**Drama** Greek drama was a part of every city's religious festival. Wealthy citizens spent money to sponsor the production of the dramas. Writers submitted plays to the city leader, who chose the ones he thought were the best. Then a play was assigned to a troupe of actors for production. When the plays were performed, contests were held to award prizes to the best writers.

Ancient Theater  
The theater at  
Epidaurus is built  
into a hillside. ▼



**Actors** The actors in plays were men, who also played the parts of women. The actors wore colorful costumes and masks to portray their characters. The stage sets were colorful as well. Dancing was important in Greek festivals and plays. Often the plays included a large chorus that danced, sang, and recited poetry. Drama had two forms: tragedy and comedy.

**Tragedy and Comedy** The first form, **tragedy**, was a serious drama that presented the downfall of an important character, such as a king. Common themes for tragedy included love, war, and hate. One example is the hero in the play *Oedipus Rex* (EHD•uh•puhs rehks) by Sophocles (SAHF•uh•KLEEZ). In the play, a good, intelligent ruler named Oedipus kills a man. Later, Oedipus finds out that the man he killed was really his own father.

The second form of drama, called **comedy**, was a less serious dramatic work. Comedies often made fun of politics, important people, and ideas of the time. Comedies usually ended happily. Aristophanes (AR•ih•STAHF•uh•neeZ), who was born in the time of Pericles, was a great writer of comedy. One of his plays, *The Birds*, makes fun of those who would gain power. In the play, a king becomes a bird and founds a city in the sky. The city is called Cloudcuckooland. The hero blocks the gods from interfering with his rule and declares himself the king of the universe.

**Sculpture** Greek artists aimed to capture the **ideal** in their work. In other words, they tried to portray objects, including humans, in as perfect a form as possible. The artists tried to create a sense of order, beauty, and harmony in every work. Since the Greeks spent much of their time out-of-doors, works of art were located outside and were of a large scale. Many Greek sculptures portrayed the gods. The sculptures were placed in temples. These temples were built to honor the gods.

One of the most famous statues was created to honor the goddess Athena. In 447 B.C., Pericles appointed the sculptor Phidias (FIHD•ee•uhs) to direct the building of the Parthenon as a house for Athena. Phidias created a statue of Athena that was placed inside. He used gold and ivory to make the statue. It stood more than 30 feet tall when it was finished.



▲ Dramatic Masks  
The mask at the top represented comedy. The lower mask was used in tragedy.

**Architecture** Greek architects designed temples, theaters, meeting places, and wealthy citizens' homes. Like the sculptors, the architects worked to create beautiful buildings with graceful proportions. Several distinct elements appeared in architectural works. One element was a column.

Often a series of columns, called a colonnade, was placed around the outside of a building. The space between the top of a column and the roof is called a *pediment*. Sculptures or paintings usually were placed in the pediments. The Parthenon displayed the temple form that was most often used (see page 396). It had a four-sided colonnade around a room built to house the statue of the goddess Athena. Sculptured designs that portrayed scenes in Athena's life were put in the pediments of the Parthenon.

#### Visual Vocabulary



pediment

**REVIEW** What was the goal of Greek artists?

## Greek Columns

### Ionic

This style has a thin column with a scroll-like design for its top.



### Doric

This simple style has a plain top. It was used throughout Greece and its colonies.



### Corinthian

The Greeks did not use this style much. The Romans copied it in the design of their temples.



## History, Philosophy, and Democracy

- 2 ESSENTIAL QUESTION** How did the Greek love of reason and logic influence the development of Western thought?

Perhaps the greatest legacy the Greeks left for the world was the idea of democracy and ways to run a government.

**Democracy Becomes Reality** The citizens of some Greek city-states practiced direct democracy. Unfortunately, citizenship was limited to a few people. But, for the first time, citizens had a voice in their government. The government was more open and more fair than any government had been. The Greeks' ideas have been copied in many places over time. Democracy continues to be a goal for many nations where it does not yet exist.

**Herodotus and Thucydides** The Greeks were among the first civilizations to write down their history. They did not just tell stories about their past. They examined the past to try to determine the facts and significance of a historical event.

Herodotus (hih•RAHD•uh•tuhs) has been called the Father of History. He was interested in learning and recording the stories about events. Herodotus was born in 484 B.C. and traveled widely as a young man. He wrote an account of the Persian Wars called *History*.

Another Greek historian, Thucydides (thoo•SIHD•ih•DEEZ), wrote a history of the Peloponnesian War. To make sure he was accurate, he used documents and eyewitness accounts to create his work. This approach set a standard for the writing of history.

**The Search for Truth** After the Peloponnesian War, Greek thinkers began to question their values. In this questioning they were like the Chinese thinkers before and during the Time of the Warring States. In the search to find answers, the Greeks developed **philosophy**, or the study of basic truths and ideas about the universe.

**Greek Philosophers**  
The three most famous Greek philosophers are Plato, Socrates, and Aristotle. ▼



Plato



Socrates

Greek philosophers had two basic ideas about the universe. First, they assumed that the universe is put together in an orderly way. They believed that laws of nature control the universe. Second, the philosophers assumed that people could understand these laws. The philosophers used these two ideas when they sought the truth.

**Socrates** Over a period of time, Greece had many famous philosophers. One of them was Socrates (SAHK•ruh•TEEZ), who lived from 470 to 399 B.C. He encouraged his young students to examine their beliefs by asking them a series of questions. This question-and-answer style of teaching is called the Socratic method.

Young people liked the teaching of Socrates. But his enemies accused him of causing young people to rebel. They brought him to trial. Socrates told the court that he was teaching young people to think about their values and actions. The jury did not agree with his actions and sentenced him to death. Socrates died by drinking a poison called hemlock.

**Plato and Aristotle** One of Socrates' best students was Plato. He was born about 427 B.C. Plato wrote about an ideal government in a book titled *The Republic*. He did not describe a democracy. Instead, he believed that a philosopher-king should rule. This king would be wise, calm, and reasonable—like a philosopher. Plato started an important school of higher learning called the Academy. It stayed open for about 900 years.

Aristotle (AR•ih•STAHT•uhl) was Plato's brightest student. Aristotle lived from 384 to 322 B.C. He invented a method of debating that followed rules of logic. Later, the rules of logic were applied to studies in science. Aristotle opened his own school in Athens called the Lyceum. In addition to his great philosophical work, Aristotle also spent three years tutoring Alexander the Great.

**REVIEW** How did Herodotus and Thucydides influence the writing of history today?



▲ Death of Socrates  
Socrates' supporters gather with him as he drinks poison.



Aristotle

## Science and Technology

### 3 ESSENTIAL QUESTION Why is Hellenistic science so important?

Hellenistic scholars preserved and expanded the scientific and mathematical knowledge of the thinkers of Greece, Egypt, and India.

**Astronomy** Some important discoveries about the planets and the stars came from scientists studying at Alexandria. For instance, Eratosthenes (EHR•uh•TAHS•thuh•NEEZ) found a way to estimate the circumference, or distance around Earth.

Another scientist at Alexandria, Aristarchus (AR•ih•STAHR•kus), studied the relationship of the sun, moon, and Earth to each other. He also estimated the size of the sun. The scientist Ptolemy (TAHL•uh•mee) studied the universe. Unfortunately for the world of science, Ptolemy placed Earth at the center of the universe. This incorrect view persisted for 1,400 years!

**Mathematics and Physics** Knowledge of very complicated mathematics is needed to do work in astronomy. Hellenistic mathematicians developed several kinds of math. The mathematician Euclid (YOO•klihd) created a geometry text complete with proofs for his work. The work of Euclid is still the basis for geometry.

Archimedes (AHR•kuh•MEE•deez) explained the law of the lever. As an inventor, he developed the compound pulley. He is also believed to have created a device to lift water. He intended his water-lifting device to be used for the irrigation of fields.

## Greek Astronomy

### Earth

Eratosthenes' estimate of the Earth's circumference was between 28,000 and 29,000 miles.



The actual circumference of Earth is 24,901.5 miles.

### Sun

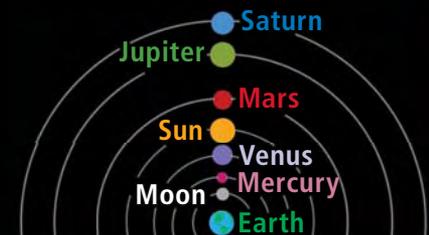
Aristarchus' estimate of the sun's size was 300 times the size of Earth.



The sun is actually 1.3 million times the size of Earth.

### The Universe

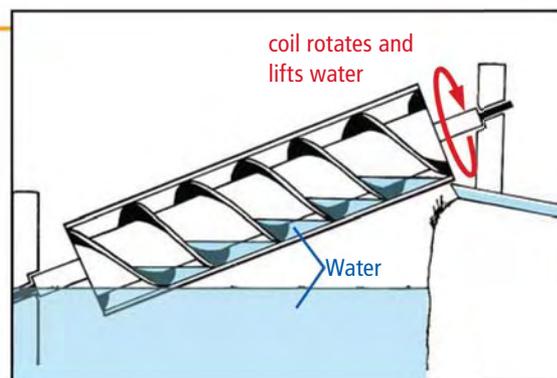
Ptolemy's view of the universe placed Earth in the center.



The sun is the center of a solar system, which is part of the universe.

The ideas of Archimedes were used to build pumps and eventually to create a steam engine.

The first noted female mathematician, Hypatia (hy•PAY•shuh), taught at Alexandria. Hypatia was also an astronomer. She wrote about the works of Ptolemy and about Euclid and geometry as well. She was also the leader of a philosophical movement based on the works of Plato.



▲ Archimedes' Water-Lifting Device  
The device is a large coil open at both ends. It is placed inside a water tight tube. As the coil turns it brings up water from a lower level.

**REVIEW** In what areas of math and science did Greek thinkers work?

### Lesson Summary

- Greek and Hellenistic writers, artists, and architects invented new and beautiful styles.
- Greek philosophy and history set standards of logic, reason, and record keeping.
- Hellenistic scientists made important discoveries about the world.

### Why It Matters Now . . .

The Greek and Hellenistic cultures set enduring standards in art, philosophy, and science.

## 4 Lesson Review

### Terms & Names

1. Explain the importance of
- |         |        |            |
|---------|--------|------------|
| drama   | comedy | philosophy |
| tragedy | ideal  |            |

### Using Your Notes

**Finding Main Ideas** Use your completed graphic to answer the following question:

2. What two ideas about the universe did Greek philosophers accept?

The Arts & Architecture	History & Philosophy	Science & Technology

 **Homework Helper**  
ClassZone.com

### Main Ideas

3. What qualities did Greek architects strive for in their work?
4. What teaching style is identified with Socrates, and what was it like?
5. What important discoveries about Earth, the planets, and the sun came from the scientists of Alexandria?

### Critical Thinking

6. **Determining Historical Context** What was wrong with Ptolemy's theory?
7. **Explaining Historical Patterns** Why did both Chinese and Greek thinkers develop ideas about philosophy during times of war and disorder?

### Activity

**Internet Activity** Use the Internet to research inventions of ancient Greeks. Design a Web page that illustrates and explains those inventions.

**INTERNET KEYWORD:** *Greek inventions*

## Greek Influences Today

**Purpose:** To explore places where Greek influence can be found in today's world

The Greeks have influenced our ideas in many different areas. They strived to achieve the ideal in all areas of life. They paid especially close attention to those aspects of life that were a part of the polis. Today, we can clearly see the Greek influence in sports, architecture, and jury selection.

### Olympics

► **Past** The Olympics were held in Olympia every four years. Only men could compete. Sports included boxing, wrestling, running, jumping, javelin and discus throwing, and events using horses. The image at the right shows an athlete arriving at the Olympics.

▼ **Present** The modern Olympics are held every four years. There are so many events that the games were split into the Summer Games and the Winter Games. Cathy Freeman (center), gold medal winner in the 400 meter dash in 2000, represented Australia.



## Architecture

▼ **Past** Greek architects looked to nature to find the ideal form for building. They found a ratio in nature that they believed created perfect proportions. They used it in their buildings and especially with their columns. The result was a graceful structure like the Temple of Hephaestus.



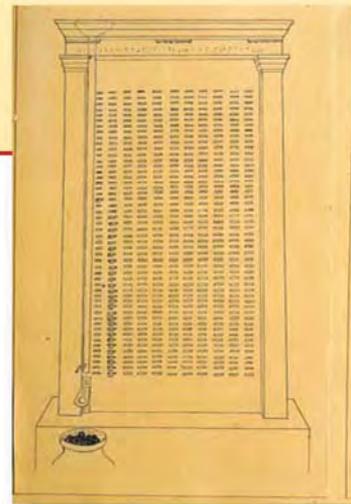
▼ **Present** Many buildings copy the Greek style. The columns lend a sense of importance and authority to the building. The building below is the Lincoln Memorial in Washington, D.C.



## Jury Selection

► **Past** Athens had a pool of about 6,000 qualified jurors. Trials required as many as 500 jurors. Jurors were paid. At right is a jury selection device from ancient Greece. Each juror had a metal plate with his name on it. The plates were randomly placed in the slots. Then rows of the plates were selected for a specific trial.

▼ **Present** The adult population of citizens of a district make up the jury pool. Jurors are randomly called to serve and are paid a small amount. Juries are made up of 12 persons, although there can be as few as 6. Potential jurors are sent a legal order to serve. The order must be obeyed.



## Activities

1. **TALK ABOUT IT** Why do you think jurors are paid?
2. **WRITE ABOUT IT** Use the library or the Internet to research the development of the modern Olympic games. Write a research report describing your findings.

# Chapter 12 Review

## VISUAL SUMMARY

### Classical Greece

#### Culture

- Developed the basis of western philosophy
- Established rules for the writing of history
- Set out rules of logic



#### Arts

- Created drama
- Used the ideal as the basis for the arts
- Set artistic standards for art and architecture



#### Science & Technology

- Made important discoveries about Earth and the planets
- Devised new mathematics
- Developed inventions such as compound pulley and water lifting devices



#### Government

- Created and used direct democracy
- Expanded citizen participation in government
- Alexander built an enormous empire including land in Asia, Africa, and Europe



## TERMS & NAMES

Explain why the words in each set below are linked with each other.

1. **Pericles** and **direct democracy**
2. **Delian League** and **Peloponnesian War**
3. **Alexander the Great** and **Hellenistic**
4. **tragedy** and **comedy**

## MAIN IDEAS

**The Golden Age of Greece** (pages 392–397)

5. How did the three goals of Pericles bring a Golden Age to Greece?
6. What aspects of Athenian direct democracy are similar to democracy as practiced by the United States?

**Peloponnesian War** (pages 398–403)

7. Why did other city-states in the Delian League resent Athens?
8. How did Athens and Sparta shape their war strategies?

**Alexander the Great** (pages 404–409)

9. How did the Peloponnesian War help Philip II of Macedonia conquer Greece?
10. How did Alexander the Great introduce Greek ideas to Egypt and Central Asia?

**The Legacy of Greece** (pages 410–419)

11. What qualities did Greek sculptors and architects seek to portray?
12. What are the basic ideas in Greek philosophy?

## CRITICAL THINKING Big Ideas: Geography

13. **UNDERSTANDING CAUSE AND EFFECT** Why didn't the democratic ideas of Greek city-states spread throughout the empire of Alexander the Great?
14. **MAKING INFERENCES** How did the conquests of Alexander the Great change the cultures of the conquered lands?
15. **UNDERSTANDING CONTINUITY AND CHANGE** How did the Greek scientists expand knowledge about the world?

## ALTERNATIVE ASSESSMENT

**1. WRITING ACTIVITY** Review the section about Socrates in Lesson 4. Use books or the Internet to learn more about Socrates' trial. Working with a partner, write a short scene for a play about the trial of Socrates. Be sure to include parts for Socrates, his students, and his enemies.

**2. INTERDISCIPLINARY ACTIVITY—SCIENCE** Use books or the Internet to research the ideas of Archimedes about levers. Duplicate some of Archimedes' experiments. Prepare a lab report on your activities.

### 3. STARTING WITH A STORY



Review your letter of advice to Pericles about paid public officials. Use the Internet to find what paid public positions exist in your hometown or state. Also find out what qualifications are required for those positions and how the positions are filled. Prepare a report with your findings.

### Technology Activity

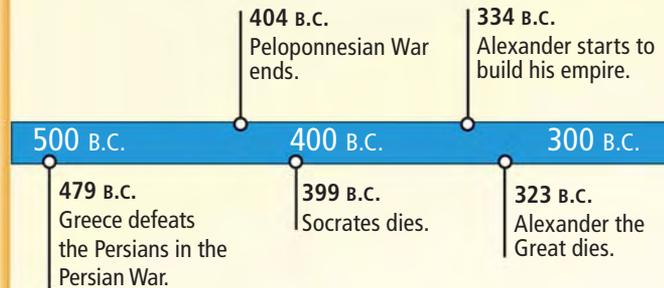
**4. CREATING A VIDEO SCRIPT** Use the Internet or the library to research modern buildings that show the influence of Greek architecture. Create a video script for a presentation on the influence of Greek architecture on modern buildings.

Include

- the location of the modern buildings
- images of the modern and Greek buildings
- comparisons of modern buildings and Greek buildings

**Research Links**  
ClassZone.com

**Using a Time Line** The time line below shows changes in Greece from 479 B.C. to 323 B.C. Use it to answer the questions below.



**1. Which of the events listed above occurred first?**

- A. death of Socrates
- B. death of Alexander
- C. Peloponnesian War
- D. Persian War

**2. Which of the following statements is correct?**

- A. Socrates and Alexander lived at the same time.
- B. The Peloponnesian War ended before Alexander built an empire
- C. The Persian War occurred after the Peloponnesian War.
- D. It took Alexander 10 years to build his empire.

**Test Practice**  
ClassZone.com

Additional Test Practice, pp. S1–S33

## Persuasive Writing: Honoring an Ancient Leader

**Purpose:** To persuade a historical society to honor the leader of your choice with a statue

**Audience:** Members of the historical society

You read on page 394 that Pericles convinced people who saw him lose a wrestling match that he had really won. How did he do that? He used persuasion. Writing intended to convince another person to adopt your opinion or position is called **persuasive writing**.

Pericles ►



### Organization & Focus

A historical society has raised money to erect a statue. Its goal is to honor the ancient Hebrew or ancient Greek who had the most-lasting influence on history. Your assignment is to write a 500- to 700-word letter to persuade the society to honor the leader of your choice.

**Choosing a Topic** Skim Chapters 10, 11, and 12. In your notebook, write the name of each leader you find. Take notes about his or her accomplishments and lasting influence. Even if you find a leader you want to recommend, keep reviewing the chapters. To write a good persuasive letter, you will need to show why your leader is a better choice than other leaders. So you will need details about them too. When you've finished, review your notes and make your choice.

**Identifying Purpose and Audience** Your purpose is to use facts, examples, and reasons to convince others to adopt your opinion. Your audience is the members of a historical society. Because they are familiar with history, you won't have to provide much background information. You can focus on giving solid and convincing reasons.

**Finding Supporting Evidence** Gather facts, examples, and reasons to prove that your leader is the best choice. Also, anticipate the leaders others might suggest, and gather evidence against those choices.

**Outlining and Drafting** Make an outline of the three main parts of your persuasive letter. The **introduction** should grab the readers' interest and state your recommendation. The **body** of your letter should offer facts and examples as supporting evidence for your recommendation. The body of your letter should also show why other recommendations—counterarguments—are not as good as yours. The **conclusion** should tie everything together and make a strong appeal.



## Research & Technology

Give your readers a strong sense of your leader's personality. One way to do this is to describe actions that demonstrate the leader's best characteristics. You can find additional information about the life of your leader in the library or online. Record helpful information on a chart like the one below.

Characteristics	Actions that Demonstrate Them



**Technology Tip** Not all information on the Internet is accurate. Learn to evaluate online sources. For example, museums and encyclopedias are reliable. If you have questions about a source, ask your teacher or librarian.



## Evaluation & Revision

Exchange first drafts with a classmate. Use the following guide to evaluate your partner's letter:

- Is the thesis statement clear?
- How strong are the main arguments and evidence?
- Were counterarguments addressed well?
- Were you convinced by the letter? Why or why not?

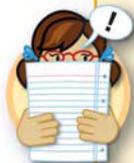
Listen carefully to your partner's comments. Rework your letter until you are satisfied that you have addressed your partner's major concerns.



### Self-Check

Does my letter have

- an awareness of my audience and purpose?
- an introduction that states my recommendation?
- well-organized and convincing evidence?
- a strong conclusion with a final appeal?



## Publish & Present

Make a neat final copy of your letter. Make a sketch to go along with it to show what the statue might look like. Post your letter and drawing on the bulletin board and read what others have posted there.