

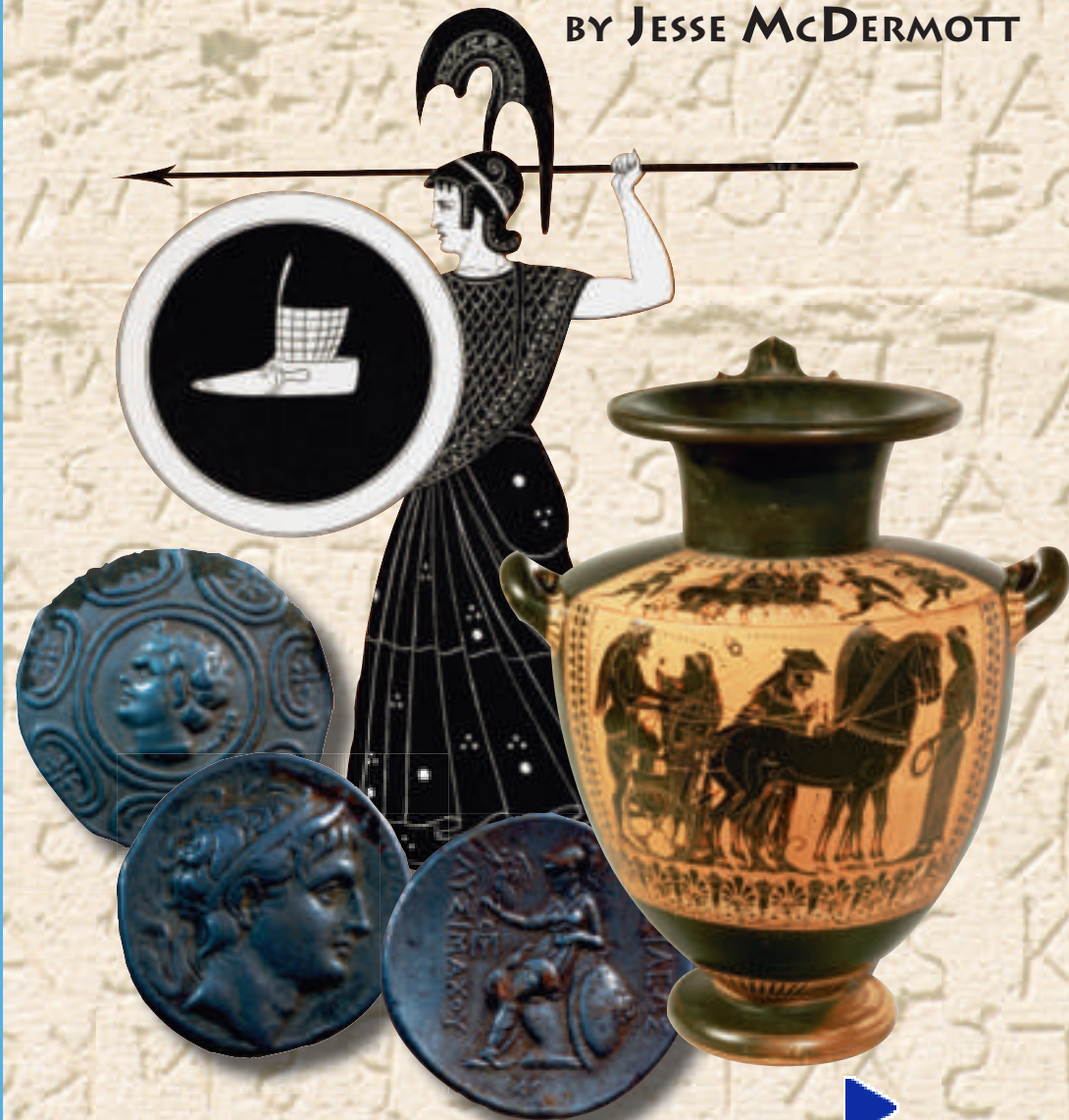
Suggested levels for Guided Reading, DRA™, Lexile®, and Reading Recovery™ are provided in the Pearson Scott Foresman Leveling Guide.

Social Studies

Social Studies

# HOW DID ANCIENT GREECE GET SO GREAT?

BY JESSE McDERMOTT



Genre	Comprehension Skills and Strategy	Text Features
Expository nonfiction	<ul style="list-style-type: none"><li>• Graphic Sources</li><li>• Main Idea and Details</li><li>• Graphic Organizers</li></ul>	<ul style="list-style-type: none"><li>• Table of Contents</li><li>• Heads</li><li>• Maps</li><li>• Captions</li></ul>

Scott Foresman Reading Street 6.6.2



scottforesman.com





## Vocabulary

adorned

aspects

cultivate

deities

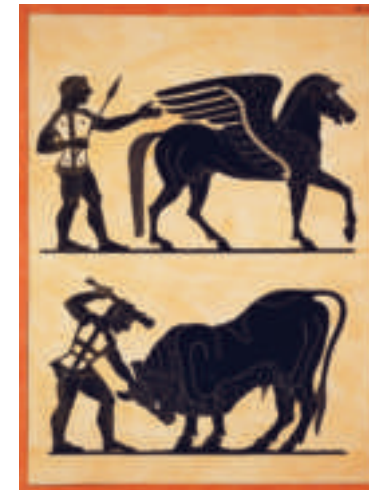
dominant

innovations

prosperous

Word count: 2,402

# HOW DID ANCIENT GREECE GET SO GREAT?



BY JESSE McDERMOTT



Note: The total word count includes words in the running text and headings only. Numerals and words in chapter titles, captions, labels, diagrams, charts, graphs, sidebars, and extra features are not included.

Editorial Offices: Glenview, Illinois • Parsippany, New Jersey • New York, New York  
Sales Offices: Needham, Massachusetts • Duluth, Georgia • Glenview, Illinois  
Coppell, Texas • Ontario, California • Mesa, Arizona



# CONTENTS

INTRODUCTION	4
CHAPTER 1	5
<b>GREECE IN THE DARK AGES</b>	
CHAPTER 2	6
<b>TECHNOLOGICAL ADVANCES</b>	
CHAPTER 3	12
<b>COMMERCE AND TRADE</b>	
CHAPTER 4	14
<b>FOREIGN INFLUENCE ON GREEK RELIGION AND PHILOSOPHY</b>	
CHAPTER 5	18
<b>FOREIGN INFLUENCE ON GREEK ART</b>	
<b>NOW TRY THIS</b>	22
<b>GLOSSARY</b>	24

Every effort has been made to secure permission and provide appropriate credit for photographic material. The publisher deeply regrets any omission and pledges to correct errors called to its attention in subsequent editions.

Unless otherwise acknowledged, all photographs are the property of Scott Foresman, a division of Pearson Education.

Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)

Cover(C) ©Kevin Schafer/CORBIS; Cover(BR) ©Stapleton Collection/CORBIS; Cover(BL) ©Ali Meyer/CORBIS; Cover(Bkgd) ©Gianni Dagli Orti/CORBIS; 1 ©Stapleton Collection/CORBIS; 4 ©Stapleton Collection/CORBIS; 6 ©Chris Hellier/CORBIS; 7 ©Bettmann/CORBIS; 9 ©Archivo Iconografico, S.A./CORBIS; 10 ©Royalty-Free/CORBIS; 11 ©Kevin Schafer/CORBIS; 13 ©Gianni Dagli Orti/CORBIS; 14 ©Craig Aurness/CORBIS; 15 ©Stapleton Collection/CORBIS; 16 ©Images.com/CORBIS; 17 ©Ted Spiegel/CORBIS; 18 ©Gianni Dagli Orti/CORBIS; 19 ©Historical Picture Archive/CORBIS; 20 ©Ali Meyer/CORBIS; 23 ©Ali Meyer/CORBIS

ISBN: 0-328-13672-7

Copyright © Pearson Education, Inc.

All Rights Reserved. Printed in China. This publication is protected by Copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permission(s), write to: Permissions Department, Scott Foresman, 1900 East Lake Avenue, Glenview, Illinois 60025.

4 5 6 7 8 9 10 V0H3 14 13 12 11 10 09 08 07 06







## INTRODUCTION

According to Greek mythology, Zeus feared having a son who might one day take Zeus's place as king of the gods. To ensure his companion, Metis, did not bear a son, Zeus hatched a plan. He and Metis began playing a game of shape-changing—as gods could do. They changed into many creatures, big and small. When Metis turned into a fly, Zeus swallowed her, and he presumed his problem was solved.

Zeus was wrong. A while later, he began to suffer from a terrible headache. Zeus called for help to another god, who split open Zeus's head (since Zeus was a god, this didn't hurt). From the opening, out sprang the goddess Athena fully formed and wearing battle armor. This was one version of how Athena was born.

Unlike Athena, the civilization of the ancient Greeks did not spring to life fully formed and ready for battle.



It took a long time, and it was not completely the work of the Greeks alone. Many important **aspects** of Greek civilization were learned through contact with other parts of the world. As other nations of the Near East and Africa began to trade in the region, the Greeks absorbed new ideas, and from these exchanges, they learned new technologies, ways of thinking, and artistic techniques.

**ATHENA, GREEK  
GODDESS OF WAR**



## CHAPTER 1: GREECE IN THE DARK AGES

For hundreds of years prior to 1200 B.C., a civilization existed in the area we now call Greece. The people there became prosperous by trading with other groups, including Phoenicians, who lived on the Mediterranean Sea, north of Palestine. These first Greeks also worked as soldiers for Egypt. Through trade and plunder, they amassed great wealth. Their kings built palaces so big that future generations of Greeks believed giants, called Cyclops, had built them.

Around 1200 B.C., however, something happened. Greek civilization seems to have fallen apart. The great palaces were destroyed, taxes were no longer collected, and roads fell into disrepair. Gold was no longer plentiful, trade with other nations ceased, and Greek craftsmen vanished. Scholars call this time the Greek Dark Ages. It lasted until around 750 B.C.

Then, new groups brought new ideas to the Greeks. These new ideas became the foundation upon which the Greeks built a new civilization—a flowering of art and culture known as classical Greece.

**ANCIENT  
GREECE AND  
SURROUNDING  
AREAS**







## CHAPTER 2: TECHNOLOGICAL ADVANCES

During the Dark Ages, trade broke down among the nations of the Aegean and Mediterranean Seas. After a time, however, Phoenicians began using the long-distance trading routes through the Mediterranean Sea to Greece and other nations. Another group, called the Hittites, who ruled a vast empire in Western Asia, also ventured west toward the Aegean Sea, where the Greeks lived. These groups were responsible for bringing two very important new technologies to Greece.

The Hittites were the **dominant** cultural power in Western Asia for hundreds of years. Traders who brought their goods to the Mediterranean region as far as Greece and Egypt, they also were among the first people to learn to temper iron, which enabled them to create superior weapons and tools.

The Hittites guarded this knowledge from outsiders for a long time. Eventually, however, Greeks on the island of Cyprus learned these secret ironworking techniques, and from there the knowledge then spread west to the rest of Greece.



A DETAIL FROM AN EXAMPLE OF HITTITE ART SHOWS HITTITE WARRIORS ON THE MARCH.



THE HITTITES HAD SECRET TECHNIQUES FOR CREATING SUPERIOR WEAPONS AND TOOLS OUT OF IRON.







## IRON

Why was iron so important to the ancient Greeks? Until around 1200 B.C., the Greeks had depended on tin and copper, the two metals from which they made bronze—the metal from which their weapons, armor, tools, and other objects were forged. In fact, the years from 3000–1200 B.C. are known as the Bronze Age.

But tin and copper were expensive, as they had to be imported from far away. Further, conflicts in various regions often interrupted trading. The supply of tin began to dwindle. The Greeks could have recycled the bronze they had, but what they really needed was a new material and technology from which to make their tools and weapons.

Iron ore was found in the Greeks' own lands, as well as in the Near East, which was not so far away. As knowledge of how to work with iron spread from the Hittites to Cyprus, and then throughout Greece, the Greeks began to replace bronze with iron. Iron is a great example of how humans throughout history have borrowed and adapted knowledge to their own uses.

Iron had many advantages. It was more readily available, it could be mined and smelted locally, and since it could be produced locally, it was far less expensive than bronze. That meant far more people could afford to have tools and weapons. Iron was also harder than bronze, which meant items made of iron lasted longer, and the blades of iron swords and tools stayed sharp longer than bronze swords and tools.



Iron was used to make swords, spear points, and other weapons. It was also used to make tools such as the sickle—a large, curved blade at the end of a long wooden handle. The sickle helped the Greeks increase their own food production, as it was used to harvest crops such as grain.

The ability to use iron was a tremendous boost to the ancient Greeks. They now had more and better weapons with which to defend themselves. They also had more tools to use in food production. Iron helped the Greek civilization become more productive and **prosperous**, but it still took them another 400–500 years before they could climb out of the Dark Ages.



THE ABILITY TO USE IRON TO CREATE TOOLS AND WEAPONS WAS A CRITICAL STEP TOWARD BUILDING GREEK CIVILIZATION AND CULTURE.





EGYPTIAN WRITING, CALLED  
HIEROGLYPHICS, USED PICTURES.



## WRITING

Ironworking was not the only technology that the Greeks learned from other cultures. Sometime between 950 B.C. and 750 B.C., the Greeks relearned how to use a written language.

In very early times, the Greeks had a written language, but it had been lost in the destruction that led to the Dark Ages. No examples of Greek writing appeared for hundreds of years.

This changed as the Phoenicians began trading with the area. The Phoenicians had an alphabet and written language originally based on Egyptian hieroglyphics. By the time the Phoenicians brought their writing to Greece,

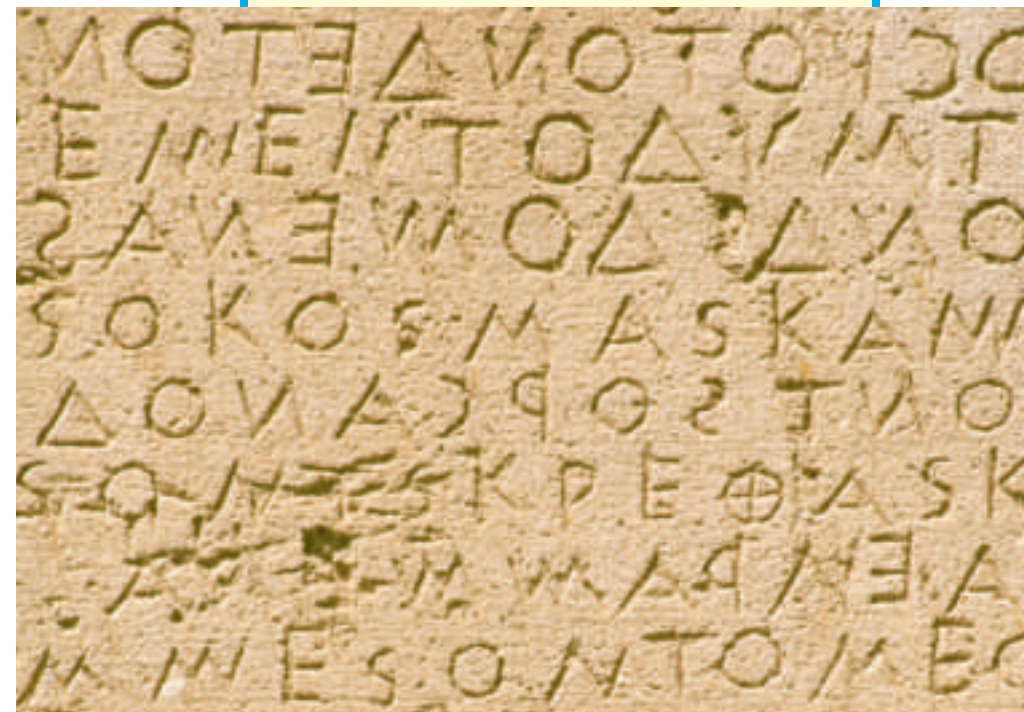


however, it was no longer image-based, like Egyptian writing; instead, it was more like our alphabet—with symbols created by drawing lines. The Phoenician alphabet had twenty-two characters, all of which were consonants.

The Greeks adapted the Phoenician alphabet to their own tongue. Letters that had no match in their own language they used as vowels.

At first, the Greeks used writing only to record business and trade, but they soon began to record the stories of their culture—the legends of gods and goddesses and the epic poems of Homer. Later, Greek scholars, philosophers, and playwrights created some of the most profound and enduring literature ever. These great works of literature were preserved for all time in the writing of the Greeks.

**AFTER THE DARK AGES, THE GREEKS  
ADAPTED THE PHOENICIAN ALPHABET  
TO THEIR OWN SPOKEN LANGUAGE.**







## CHAPTER 3: COMMERCE AND TRADE

**Innovations** such as ironworking and writing came to the Greeks as a result of trade with other nations. Trade brought other changes as well.

Commercial interests took Greeks out of their homeland. Businessmen left Greece to start new businesses in foreign trading towns. The Phoenicians had built many such towns. Soon after, the Greeks themselves began building trading posts around the Mediterranean, which, over time, grew into bustling colonies.

Back on the homeland, as trade and business grew, the original Greek settlements became overcrowded. Many Greeks emigrated to the new colonies. This migration, in turn, contributed to the region's continued growth and prosperity.



AS A RESULT OF RENEWED TRADE, THE GREEKS ESTABLISHED COLONIES ALL AROUND THE MEDITERRANEAN SEA.



The trading posts in foreign lands allowed the Greeks to trade for meat, animal hides, wool, timber, and many other resources that were not available in their own land. Greek people were also exposed to luxury items—such as jewelry, artwork, and pottery—from Egypt and the Near East. They began to **cultivate** a taste for these kinds of goods.

Finally, trade with other nations led to an important change in the Greek economy, which previously had been based on barter—or the trade of one item for another item. Around 700 B.C., the Greeks learned how to make and trade with coins.

They picked up this skill from the Lydians, a group of people who lived on the opposite side of the Aegean Sea, near present-day Turkey. Coins were made by crafting a long cylinder of metal that was sliced into thin pieces, which were then imprinted with an image. The introduction of coins in Greece marked the beginning of a shift from a barter economy, where goods were exchanged for other goods, to a money economy, where goods could be bought with coins.



WHEN THE GREEKS LEARNED TO MAKE COINS FROM THE LYDIANS, THEIR ECONOMY CHANGED TO A MONEY-BASED SYSTEM.





## CHAPTER 4: FOREIGN INFLUENCE ON GREEK RELIGION AND PHILOSOPHY

Greek religion was also highly influenced by other cultures. Many aspects of Greek mythology were borrowed from other cultures.

For example, one Greek creation myth tells the story of the birth of the Olympian gods and goddesses. According to the story, Kronos was the son of Gaia (Earth) and Ouranos (Uranus, or sky).

Ouranos wanted to keep all his children locked away inside caves in the earth, so Gaia convinced Kronos to attack his father. Ouranos was driven off, and Kronos became ruler of the gods. He had many children, including Zeus, Hera, Hades, and Poseidon. Kronos was afraid, however, that one of his own children would grow up to overthrow him, just as he had overthrown his father. So, as his children were born, Kronos ate them.

Gaia and Kronos's wife, Rhea, were unhappy about this, so they hid the baby Zeus and tricked Kronos into eating a rock instead. Zeus eventually grew up and overthrew his father, freeing all his brothers and sisters, who became the Olympian gods worshipped by the Greeks.



THE GOD ZEUS SITS AT THE CENTER OF THE GREEK PANTHEON.



The previous story, however, was not a Greek creation. Instead, it is a Hittite myth, which made its way to Greece through the Phoenicians, who were themselves influenced by it. The Hittite version is not exactly the same as the Greek version, but it has many of the same elements and the same gods—although they have different names.

In addition, the Greeks adapted many of their gods and heroes from the Egyptians. Heracles (commonly known today as Hercules), an important Greek hero, was probably named after an Egyptian god. Egyptians may also have taught the Greeks about the god Dionysus and the proper way to worship him.



THE GREEK HERO HERACLES, OR HERCULES, WAS PROBABLY NAMED AFTER AN EGYPTIAN GOD.





## IDEAS

In addition to new religious ideas, the Greeks picked up new ideas about the natural world and its workings from nearby cultures. The Greek region of Ionia was located close to non-Greek civilizations that had long been in contact with Egypt and the Near East. Ionia was in a perfect position to learn from its neighbors, as some Ionians began to question the world of humans and its relationship to the world of the gods.

The early Greeks, and indeed most ancient cultures, believed that humans were at the mercy of the gods. Surrounded by natural forces they did not understand, they attributed these forces to their **deities**.

As the Greeks learned about sciences like astronomy and mathematics, however, they began to question these beliefs. By observing regular patterns in the movement of heavenly bodies, these thinkers gradually came to the conclusion that the world was governed by a set of natural laws, not by vengeful gods.

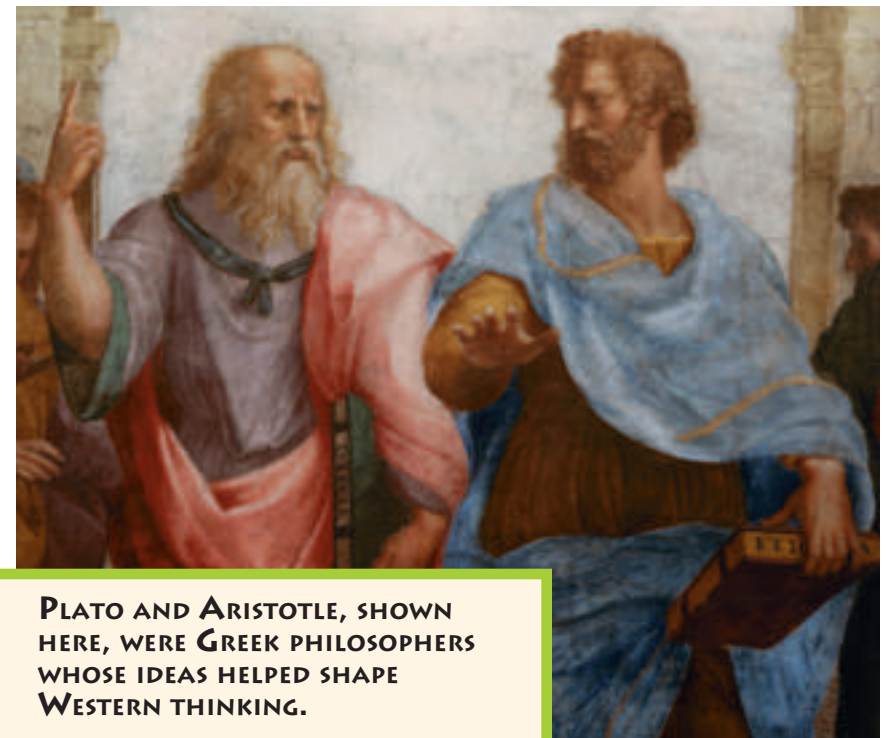
LIKE MANY EARLY CULTURES, THE GREEKS BELIEVED THAT THE GODS, SUCH AS POSEIDON, WERE RESPONSIBLE FOR THE FORCES OF NATURE



Early Ionian philosophers were also scientists who learned a great deal from their contact with Near East civilizations. For example, from the Babylonians and the Egyptians, the Greeks learned how to measure land, make a sundial, and observe and record the movements of the stars and planets. Using this information, one of the first Ionian philosophers was said to have been able to predict a solar eclipse that occurred in 585 B.C.

These early Greek philosophers began a tradition of teaching others what they had learned and of writing down their thoughts, observations, and experiments in poetry or prose.

From this beginning, many famous Greek philosophers emerged, including Socrates, Plato, and Aristotle. Their ideas and writings are still studied, and they are considered the foundation of the modern disciplines of philosophy, political science, mathematics, and astronomy, as well as cornerstones of modern scientific experimentation.



PLATO AND ARISTOTLE, SHOWN HERE, WERE GREEK PHILOSOPHERS WHOSE IDEAS HELPED SHAPE WESTERN THINKING.







## CHAPTER 5: FOREIGN INFLUENCE ON GREEK ART

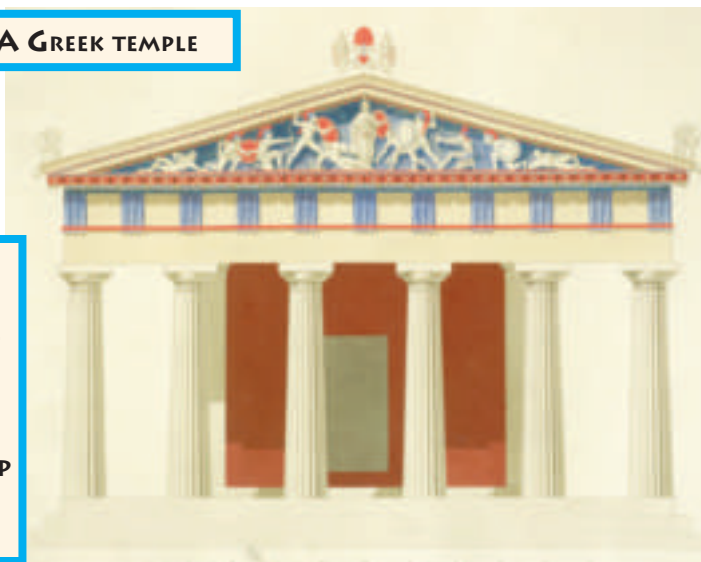
Art in Greece took many forms. Each of these was influenced in the beginning by other cultures.

Greek sculpture and architecture were both heavily influenced by the Egyptians. Many Greeks traveled as mercenary soldiers to Egypt, where they were impressed by the Egyptians' use of stone to create huge temples to their gods. Greeks soon began to do the same thing, at first using stone to build columns and ornamental details for temples made of wood but eventually building entire temples out of stone.

Egyptians also used stone to create life-sized sculptures. Greek craftsmen working in Egypt learned how these were made and copied them. Early Greek sculptures resemble Egyptian art, which portrays people standing stiffly and facing forward.

With time, the Greeks developed their own styles. Columns and decorative touches in Greek architecture became more complex. Sculpture became more lifelike. Greek artists portrayed men as warriors and athletes in action. Men and women were sculpted to show the ideal beauty of the human form.

A GREEK TEMPLE



**THE GREEKS WERE HEAVILY INFLUENCED BY THE EGYPTIANS IN SCULPTURE AND ARCHITECTURE BUT WENT ON TO DEVELOP THEIR OWN STYLE.**

AN EGYPTIAN TEMPLE







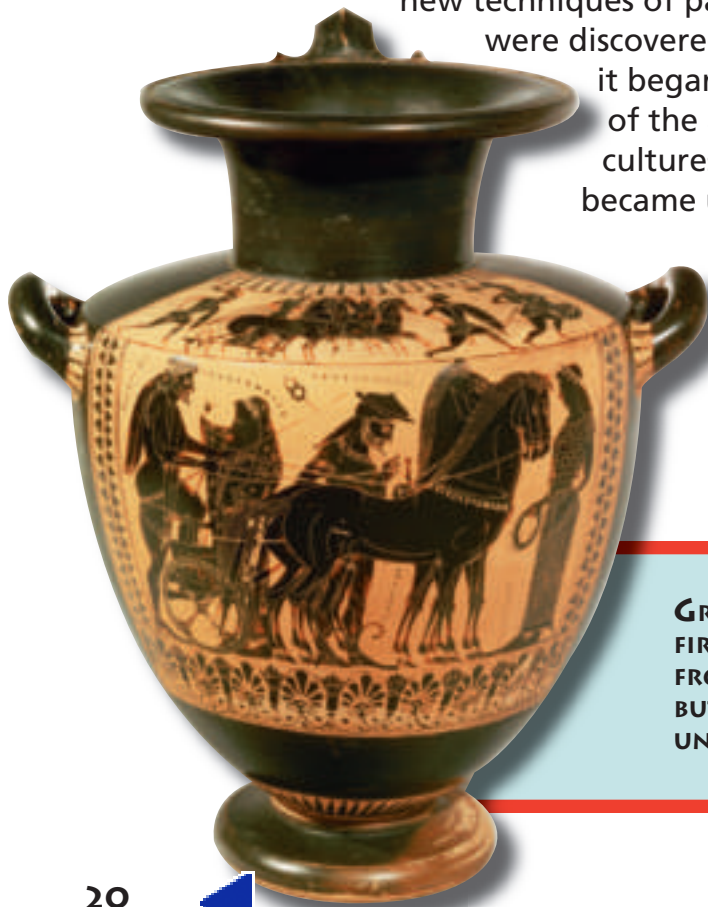
## POTTERY

In the Dark Ages, Greek pottery was rarely decorated. Bowls and dishes were sometimes **adorned** with only a simple, wavy line.

As trade picked up again, Greek pottery began to show more complex, geometric patterns, perhaps copied from Near Eastern clothing that the Greeks received in trade with the Phoenicians.

From complex, geometric patterns, Greek pottery evolved to include images of mythical beasts and people. These, too, were borrowed from Near Eastern art. At a certain point, however, Greek craftsmen and painters developed their own style. They began to paint scenes from Greek mythology, and then scenes of daily life among Greeks. They showed Greeks at work, at play, and performing their religious ceremonies. At the same time,

new techniques of painting pottery were discovered. So although it began as an imitation of the art of other cultures—Greek pottery became unique.



GREEK POTTERY WAS AT FIRST INFLUENCED BY ART FROM THE NEAR EAST, BUT THEN IT BECAME UNIQUELY GREEK.



Greek culture is widely studied as one of the most influential cultures of the ancient world. From technological advances and scientific discoveries to religion and art, the Greeks borrowed ideas from other cultures, including Egyptian, Phoenician, Hittite, and Near Eastern.

In all cases, however, the Greeks took these ideas and advanced them. They developed their own styles, conducted their own scientific inquiries, and created their own works of art. In the end, they made enormous contributions to human knowledge and culture. It is important to remember, however, that these advances were founded upon the knowledge and wisdom of cultures that came before them.

GREEK ARCHITECTURE, AS SHOWN IN THE ACROPOLIS, IS A SYMBOL OF THE HIGHLY ADVANCED GREEK CULTURE.







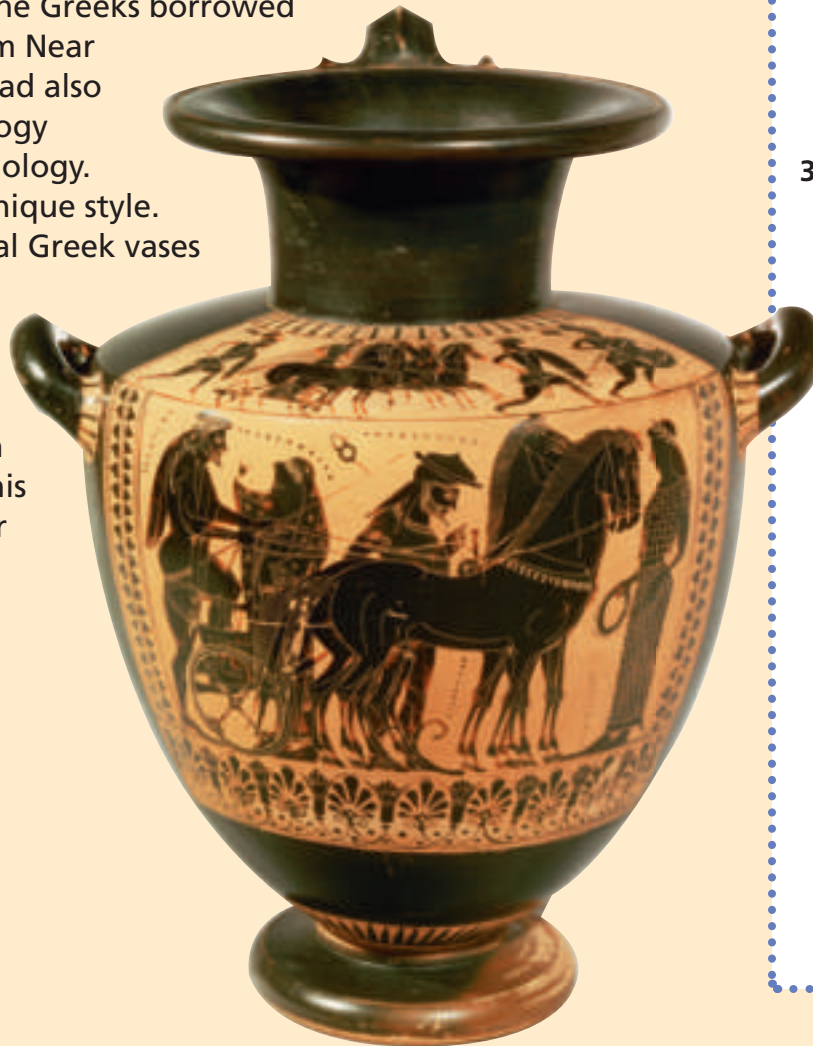
## Now Try This

### Every Picture Tells a Story

In this selection, you learned how ancient Greece borrowed and adapted from other cultures. It truly was a nation that relied on trade—not just of materials, but of ideas and technologies as well.

But the Greeks did more than just copy from the peoples with whom they had contact. They improved upon those ideas and technologies, and they made them their own. You can see a good example of that in Greek pottery. The Greeks borrowed designs and images from Near Eastern cultures. They had also borrowed some mythology from Near Eastern mythology. But they developed a unique style. The paintings on classical Greek vases tell wonderful stories celebrating scenes from Greek myth and daily life.

What would happen if you now borrowed this approach to create your own vase?



### Here's How to Do It!

1. Research Greek vases. Use the library or the Internet to find out more about how the Greeks decorated their vases. You might want to look for a book on ancient Greek art that includes large reproductions of vases, as well as explanations. Or, you might look on a museum's Internet site.
2. Choose a Greek vase that appeals to you, perhaps one with a scene of warriors fighting or of a dancer moving to a musician's song. Find out everything you can about the scene on the vase. Who is on the vase? What are they doing? Why do you think the artist chose to depict this? Make sure you know who the characters depicted on the vase are.
3. Finally, it's time to "borrow" the ideas, story, and art on the vase and make them part of your own culture.

Pretend you're an ancient Greek artist, transported into the twenty-first century. On a piece of paper, draw (or trace) the shape of the vase. Draw a scene with your own characters, from your own culture. If you picked a vase with a mythological story, then you might want to draw scenes including heroes, superheroes, or real figures (such as presidents or world leaders). If you chose a vase with a story from everyday life, then pick a scene from everyday life in the twenty-first century.

Then write your story. Explain why you chose the characters that you did. Have fun!





# Glossary

**adorned** *adj.* decorated; ornamented

**aspects** *n.* ways in which a subject may be looked at or thought about; elements

**cultivate** *v.* to improve or develop by study or training

**deities** *n.* gods or goddesses

**dominant** *adj.* most powerful or influential; controlling; ruling

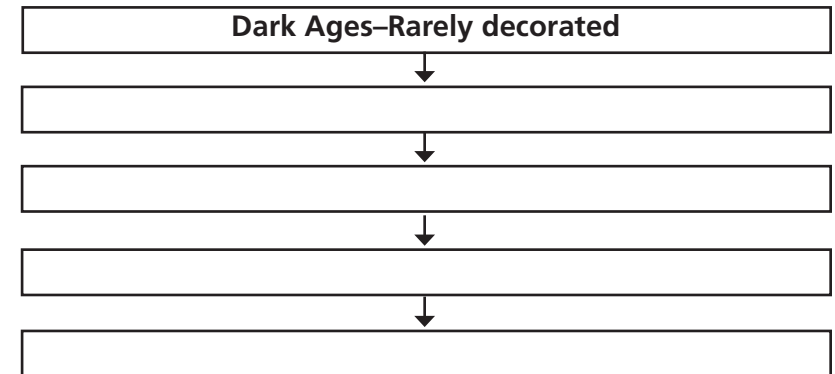
**innovations** *n.* changes made in the established ways of doing things

**prosperous** *adj.* wealthy; successful; thriving



# Reader Response

1. Compare and contrast the architecture of the Egyptians and the Greeks shown on pages 18 and 19. In what ways are they similar? In what ways are they different?
2. Make a flow chart that shows each type of decoration that was created on Greek pottery beginning with the Dark Ages.



3. Find *cultivate* in a large or unabridged dictionary. Copy the different definitions. Under each definition, list examples of things that can be cultivated. What do all these definitions have in common?
4. List the chapter headings in this book. Write some notes under each heading to help you remember what you have learned.

