

# Chapter

# 7

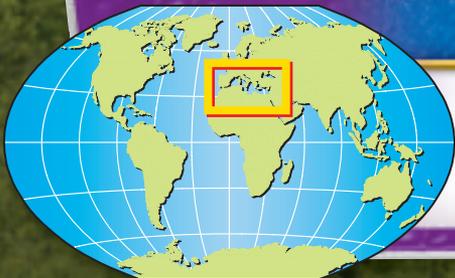
# The Ancient Greeks

The Parthenon rises above the city of Athens. The people of ancient Greece built this temple to celebrate their goddess Athena. ▶



NATIONAL GEOGRAPHIC

## Where & When?



700 B.C.

● c. 750 B.C.  
Greece's Dark Age comes to an end

600 B.C.

● c. 650 B.C.  
Tyrants overthrow nobles in city-states

500 B.C.

● 480 B.C.  
Xerxes invades Greece

400 B.C.

● 431 B.C.  
Peloponnesian War begins

# The Big Ideas

## Section 1

### The Early Greeks

**Physical geography plays a role in how civilizations develop and decline.**

Greece's mountains, climate, and surrounding seas played a large role in its history. The earliest civilizations in Greece were the Minoans and the Mycenaeans.

## Section 2

### Sparta and Athens

**Systems of order, such as law and government, contribute to stable societies.**

Athens and Sparta, the two major city-states in ancient Greece, developed different governments that emphasized opposite aspects of society. Sparta focused on its military, while Athens focused on trade, culture, and democracy.

## Section 3

### Persia Attacks the Greeks

**Conflict often brings about great changes.** The Persian Empire gained control of most of southwest Asia. However, when the Persians tried to conquer the Greeks, Athens and Sparta united to defeat them.

## Section 4

### The Age of Pericles

**Civilizations with strong economies prosper and grow.** Under the leadership of Pericles, Athens became a powerful city-state with a strong economy and blossoming culture.

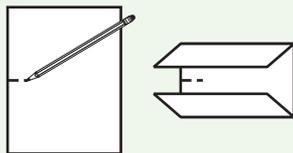


View the Chapter 7 video in the Glencoe Video Program.

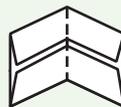
## FOLDABLES™ Study Organizer

**Summarizing Information** Make this foldable to help you organize and summarize information about the ancient Greeks.

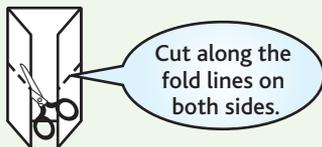
**Step 1** Mark the midpoint of a side edge of one sheet of paper. Then fold the outside edges in to touch the midpoint.



**Step 2** Fold the paper in half again from side to side.



**Step 3** Open the paper and cut along the inside fold lines to form four tabs.



**Step 4** Label as shown.



### Reading and Writing

As you read the chapter, write information under each appropriate tab. Be sure to summarize the information you find by writing only main ideas and supporting details.

# Get Ready to Read

## Comparing and Contrasting



### Reading Skill

### 1 Learn It!

Good readers compare and contrast information as they read. This means they look for similarities and differences. Comparing the ways in which people, places, or ideas are the same or different helps you understand how each is unique. Look for signal words in the text. Some comparison signal words are *same*, *at the same time*, *like*, and *still*. Contrast signal words include *some*, *others*, *different*, *however*, *rather*, *yet*, *but*, and *or*. Read the passage about Persian religion and then look at the questions that follow.

1) Persian religion is being compared to Jewish religion.

2) The similarities are highlighted in blue and the contrasts in orange.

3) *Like* signals a comparison, and *however* signals contrast.

Like the Jews, Zoroaster believed in one god. He viewed this supreme being as the creator of all things and a force of goodness. However, Zoroaster recognized evil in the world, too. He taught that humans had the freedom to choose between right and wrong, and that goodness would triumph in the end.

— from page 353

### Reading Tip

Look for the compare and contrast signal words when you take tests.

- As you compare and contrast, ask these questions:
- 1) What things are being compared or contrasted?
  - 2) Which characteristics can be compared or contrasted?
  - 3) How are they similar, and how are they different?
  - 4) Are there any signal words?

## 2 Practice It!

Read the passage and the directions below.

Athens and Sparta, the two major city-states in ancient Greece, developed different governments that emphasized opposite aspects of society. Sparta focused on its military, while Athens focused on trade, culture, and democracy.

— from page 333

Read Section 2 and use a chart like the one below to organize the similarities and differences between Sparta and Athens. In the first column, fill in the characteristics that you will compare and contrast. In the second and third columns, describe the characteristics of each city-state.

Characteristic	Sparta	Athens

### Read to Write

Reread the passage labeled *Roles of Men and Women* in Section 4 of this chapter. Then write a short paragraph comparing and contrasting what life was like for men and women in ancient Athens.

▼ Spartan warrior



## 3 Apply It!

As you read the chapter, choose three pairs of subjects to compare and contrast. List the similarities and differences using a graphic organizer, such as the one above.

# The Early Greeks

## Guide to Reading



### History Social Science Standards

**WH6.4** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

### Looking Back, Looking Ahead

In Chapters 1 and 2, you learned about Mesopotamia and Egypt. These civilizations grew up in great river valleys with rich soil. Greece had no great river valleys. Instead, it had mountains, rocky soil, and many miles of seacoasts.

### Focusing on the Main Ideas

- The geography of Greece influenced where people settled and what they did. (page 337)
- The Minoans earned their living by building ships and trading. (page 338)
- Mycenaeans built the first Greek kingdoms and spread their power across the Mediterranean region. (page 339)
- The idea of citizenship developed in Greek city-states. (page 341)
- Colonies and trade spread Greek culture and spurred industry. (page 343)

### Meeting People

**Agamemnon** (A•guh•MEHM•nahn)

### Locating Places

**Crete** (KREET)

**Mycenae** (my•SEE•nee)

**Peloponnesus**

(PEH•luh•puh•NEE•suhs)

### Content Vocabulary

**peninsula** (puh•NIHN•suh•luh)

**polis** (PAH•luhs)

**agora** (A•guh•ruh)

**colony** (KAH•luh•nee)

### Academic Vocabulary

**region** (REE•juhn)

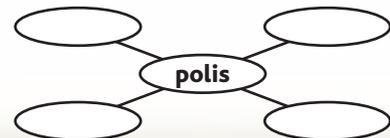
**culture** (KUHL•chuhr)

**overseas** (OH•vuhr•SEEZ)

**community** (kuh•MYOO•nuh•tee)

### Reading Strategy

**Finding Details** Draw a diagram like the one below. In each oval write one detail about a polis.



## Where & When?



2000 B.C.

c. 2000 B.C.

Minoans control eastern Mediterranean

1250 B.C.

c. 1200 B.C.

Mycenaean civilization declines

500 B.C.

c. 750 B.C.

Greece's Dark Age comes to an end



**WH6.4.1** Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

## The Geography of Greece

**Main Idea** The geography of Greece influenced where people settled and what they did.

**Reading Connection** Do you rake leaves in the fall? Do you walk uphill to school? Your answers explain how geography shapes your life. Read to learn how geography shaped life in early Greece.

If you fly over Greece today, you will see a mountainous land framed by sparkling blue water. To the west is the Ionian (eye • OH • nee • uhn) Sea, to the south is the Mediterranean Sea, and to the east is the Aegean (ih • JEE • uhn) Sea. Hundreds of islands lie offshore, stretching across to Asia like stepping-stones. Mainland Greece is a

**peninsula** (puh • NIHN • suh • luh)—a body of land with water on three sides.

Many ancient Greeks made a living from the sea. They became fishers, sailors, and traders. Others settled in farming communities. Greece's mountains and rocky soil were not ideal for growing crops. However, the climate was mild, and in some places people could grow wheat, barley, olives, and grapes. They also raised sheep and goats.

Ancient Greeks felt deep ties to the land, but the mountains and seas divided them from one another. As a result, early Greek communities grew up fiercely independent.

**Reading Check Cause and Effect** How did geography discourage Greek unity?

NATIONAL GEOGRAPHIC

Ancient Greece *c. 750 B.C.*

**Using Geography Skills**

- Location** What body of water lies directly east of the Balkan Peninsula?
- Movement** What transportation was probably most useful to the early Greeks?

Find NGS online map resources @ [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

**Mountains and seas played an important role in Greek history.**

CONTENTS



**WH6.4** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

**WH6.4.1** Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

## The Minoans

**Main Idea** The Minoans earned their living by building ships and trading.

**Reading Connection** Imagine what it would be like to uncover a building that is more than 5,000 years old. Read to learn how such a discovery unlocked clues to Greece’s ancient past.

The island of **Crete** (KREET) lies southeast of the Greek mainland. There, in 1900, an English archaeologist by the name of Arthur Evans made the find of a lifetime. Evans uncovered the ruins of a grand palace that had been the center of Minoan (muh•NOH•uhn) civilization. The Minoans were not Greeks, but their civilization was the first to arise in the **region** that later became Greece.

The palace at Knossos (NAH•suhs) revealed the riches of an ancient society. Its twisting passageways led to many different rooms: private quarters for the royal family

and storerooms packed with oil, wine, and grain. Other spaces were workshops for making jewelry, vases, and small ivory statues. The palace even had bathrooms.

The Minoans made their wealth from trade. They built ships from oak and cedar trees and sailed as far as Egypt and Syria. There they traded pottery and stone vases for ivory and metals. By 2000 B.C., Minoan ships controlled the eastern Mediterranean Sea. They carried goods to foreign ports and kept the sea secure from pirates.

About 1450 B.C., the Minoan civilization suddenly collapsed. Some historians think undersea earthquakes caused giant waves that washed away the Minoans’ cities. Others think the cities were destroyed by a group of Greeks from the mainland. These invaders were called the Mycenaeans (MY•suh•NEE•uhns).

**Reading Check Explain** How did the Minoans become a trading civilization?



◀ Minoan calendar

▲ This wall painting from Knossos shows Minoans participating in a dangerous sport called bull leaping. **Who discovered the palace at Knossos?**



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## The First Greek Kingdoms

**Main Idea** Mycenaeans built the first Greek kingdoms and spread their power across the Mediterranean region.

**Reading Connection** What is the most important building in the area where you live? Is it a government building, a grocery store, or a hospital? Read to find out what building was most important in the Mycenaean civilization.

The Mycenaeans were originally from central Asia. They invaded the Greek mainland around 1900 B.C. and conquered the people living there. The Mycenaean leaders became the first Greek kings. Their warriors became nobles who ruled the people they had conquered. In the late 1800s, a German named Heinrich Schliemann (HYN•rihk SHLEE•MAHN) discovered one of their walled palaces in **Mycenae** (my•SEE•nee). He named the people of this civilization the Mycenaeans.

### What Were Mycenaean Kingdoms Like?

The centerpiece of each Mycenaean kingdom was a fortified palace on a hill. The ruler lived there, surrounded by giant stone walls. Beyond the palace walls lay large farms, or estates, that belonged to the nobles. Slaves and farmers lived on the estates and took shelter inside the fortress in times of danger.

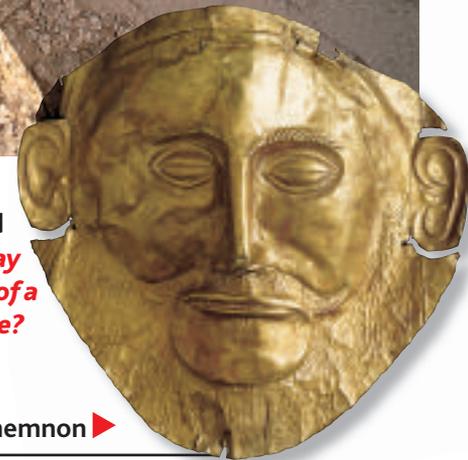
Mycenaean palaces hummed with activity. Artisans tanned leather, sewed clothes, and made jars for wine and olive oil. Other workers made bronze swords and ox-hide shields. Government officials kept track of the wealth of every person in the kingdom. Then they collected wheat, livestock, and honey as taxes and stored them in the palace.

**Power From Trade and War** Soon after the Mycenaeans set up their kingdoms, Minoan traders began to visit from Crete.



▲ The ruins at Mycenae included this gate. **What lay outside the walls of a Mycenaean palace?**

Gold mask of Agamemnon ▶



As a result, Mycenaeans learned much about Minoan **culture**. They copied the ways Minoans worked with bronze and built ships. They learned how the Minoans used the sun and stars to find their way at sea. The Mycenaeans even started worshiping the Earth Mother, the Minoans' chief goddess.

Around 1400 B.C., the Mycenaeans replaced the Minoans as the major power on the Mediterranean. They traded widely, sailing to Egypt and southern Italy. Some

historians think they conquered Crete and nearby islands.

Although trade made the Mycenaeans wealthy, they were prouder of their deeds in battle. Their most famous victory is probably the Trojan War. In the next chapter, you will learn the legend of how the Mycenaean king **Agamemnon** (A • guh • MEHM • nahn) used trickery to win that war.

**What Was the Dark Age?** By 1200 B.C., the Mycenaeans were in trouble. Earthquakes and fighting among the kingdoms had destroyed their hilltop forts. By 1100 B.C., Mycenaean civilization had collapsed.

The years between 1100 B.C. and 750 B.C. were difficult for the Greeks. **Overseas** trade slowed, and poverty took hold. Farmers grew only enough food to meet their own family's needs. People also stopped teaching others how to write or do craftwork. Before long, the Greeks had forgotten their written language and how to make many things. As a result, historians call this time the Dark Age.

The changes that took place in the Dark Age were not all bad, however. One positive development was a huge population shift. Thousands of Greeks left the mainland and settled on islands in the Aegean Sea. Other Greeks moved to the western shores of Asia Minor, to what is now the country of Turkey. This wave of movement expanded the reach of Greek culture.

Meanwhile, a Greek-speaking people known as the Dorians (DOHR • ee • uhns), who lived in Greece's northern mountains, began to move south. Many settled in the southwest on the **Peloponnesus** (PEH • luh • puh • NEE • suhs). The Dorians brought iron weapons with them, giving Greece more advanced technology. Iron weapons and farm tools were stronger and cheaper than those made of bronze.

Gradually, farmers began to produce surplus food again. As a result, trade revived. One benefit of the increased trade was a new way of writing. As you read in Chapter 3, the Greeks picked up the idea of an alphabet from the Phoenicians, one of their trading partners who lived on the coast of the eastern Mediterranean.

The Greek alphabet had 24 letters that stood for different sounds. It made reading and writing Greek much simpler than ever before. Soon people were writing down tales that had been passed down by storytellers for generations.

**Reading Check Identify** Why were the Mycenaeans able to become a major power in the Mediterranean region?

## The Greek Alphabet

Greek Letter	Written Name	English Sound
Α	alpha	a
Β	beta	b
Γ	gamma	g
Δ	delta	d
Ε	epsilon	e
Ζ	zeta	z
Η	eta	e
Θ	theta	th
Ι	iota	i
Κ	kappa	c, k
Λ	lambda	l
Μ	mu	m
Ν	nu	n
Ξ	xi	x
Ο	omicron	o
Π	pi	p
Ρ	rho	r
Σ	sigma	s
Τ	tau	t
Υ	upsilon	y, u
Φ	phi	ph
Χ	chi	ch
Ψ	psi	ps
Ω	omega	o

▲ The Greek alphabet was based on the Phoenician alphabet. **What happened to Greek writing during the Dark Age?**



**WH6.4.1** Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the Mediterranean region.

**WH 6.4.2** Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).

## The Polis

**Main Idea** The idea of citizenship developed in Greek city-states.

**Reading Connection** Did you know that the word “politics” comes from *polis*, the Greek term for a city-state? Read to find how the Greeks also created the idea of citizenship.

By the end of the Dark Age, many nobles who owned large estates had overthrown the Greek kings. They created city-states. Like the Mesopotamian city-states you read about in Chapter 1, those in Greece were made up of a town or city and the surrounding countryside. Each Greek city-state, known as a **polis** (PAH•luhs), was like a tiny independent country.

The main gathering place in the polis was usually a hill. A fortified area, called an acropolis (uh•KRAH•puh•luhs), stood at the top of the hill. It provided a safe refuge in case of attacks. Sometimes the acropolis also served as a religious center. Temples and altars were built there to honor the many Greek gods and goddesses.

Below the acropolis was an open area called an **agora** (A•guh•ruh). This space had two functions: it was both a market and a place where people could meet and debate issues. Just beyond the agora lay the farmland that belonged to the city-states.

City-states varied in size. Because of the mountains and seas, most city-states were small and very independent. A few were only a few square miles in size, but some covered hundreds of square miles. They also varied in population. Athens was by far the largest. By 500 B.C., nearly 300,000 people lived there. Most city-states were much smaller than Athens.

**What Was Greek Citizenship?** Each Greek city-state was run by its citizens. When we speak of citizens, we mean mem-

## Primary Source

### Athenian Soldier's Oath



In the Greek city of Athens, soldiers took this oath:

“I will not disgrace my sacred arms nor desert my comrade, wherever I am stationed. . . . I will obey the ruling magistrates who rule reasonably. And I will observe the established laws and whatever laws in the future may be reasonably established. If any person seek to overturn the laws. . . . I will oppose him. I will honor the religion of my fathers.”

▲ Greek soldier

—Athenian Epehebic Oath, Clarence A. Forbes, trans.

### DBQ Document-Based Question

Identify six things each soldier promises to do in taking the oath.

bers of a political **community** who treat each other as equals and who have rights and responsibilities. This was very different from ancient Mesopotamia or Egypt. There, most people were subjects. They had no rights, no say in government, and no choice but to obey their rulers.

The Greeks were the first people to develop the idea of citizenship. Today, the word applies to almost everyone in a society. However, in most Greek city-states, only free native-born men who owned land could be citizens. From their point of view, the city-state was made up of their lands, and it was their responsibility to run it.

Some city-states, such as Athens, eventually dropped the land-owning requirement.

Slaves and foreign-born residents, however, continued to be excluded. Women and children might qualify for citizenship, but they had none of the rights that went with it.

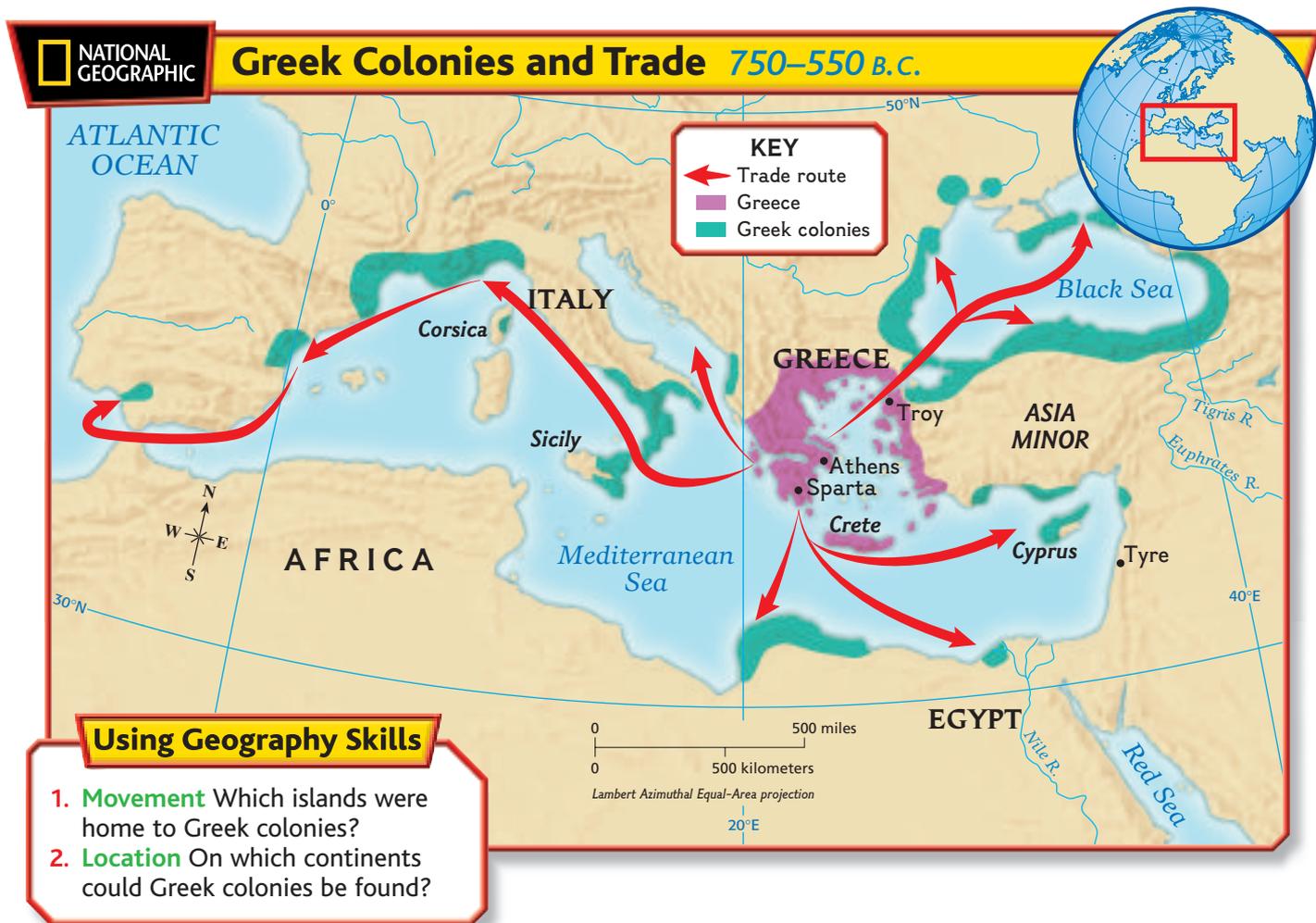
What exactly were the rights of Greek citizens? They could gather in the agora to choose their officials and pass laws. They had the right to vote, hold office, own property, and defend themselves in court. In return, citizens had a duty to serve in government and to fight for their polis as citizen soldiers.

**Citizens as Soldiers** In early Greece, wars were waged by nobles riding horses and chariots. As the idea of citizenship developed, however, the military system changed. By 700 B.C., the city-states had begun to depend on armies of ordinary citizens called hoplites (HAHP•LYTS).

Unable to afford horses, the hoplites fought on foot and went into battle heavily armed. Each soldier carried a round shield, a short sword, and a 9-foot (2.7-m) spear. Row upon row of soldiers marched forward together, shoulder to shoulder in a formation called a phalanx (FAY•langks). With their shields creating a protective wall, they gave their enemies few openings to defeat them.

Hoplites made good soldiers because, as citizens, they took pride in fighting for their city-state. However, “hometown” loyalties also divided the Greeks and caused them to distrust one another. A lack of unity always existed among the Greek city-states.

**Reading Check Explain** How did citizenship make the Greeks different from other ancient peoples?





**WH6.4.1** Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

## A Move to Colonize

**Main Idea** Colonies and trade spread Greek culture and spurred industry.

**Reading Connection** If you read labels, you know that your food and clothing come from all over the world. Read to find out where the early Greeks got their goods.

As Greece recovered from its Dark Age, its population rose quickly. By 700 B.C., city-states could no longer grow enough grain to feed everyone. As a result, cities began sending people outside Greece to start **colonies** (KAH•luh•nees). A colony is a settlement in a new territory that stays closely linked to its homeland.

Between 750 B.C. and 550 B.C., adventurous Greeks streamed to the coasts of Italy, France, Spain, North Africa, and western Asia. With each new colony, Greek culture spread farther.

Colonists traded regularly with their “parent” cities, shipping them grains, metals, fish, timber, and enslaved people. In return, the colonists received pottery, wine, and olive oil from the mainland. Overseas trade got an extra boost during the 600s B.C., when the Greeks began to mint coins. Merchants were soon exchanging goods for currency rather than for more goods.

By importing grain and other foods from their colonies, many city-states could support a much larger population. This made it very important to protect their colonies, otherwise people would starve. Trade also led to the growth of industry. As the demand for goods grew, producers had to keep pace. People in different areas began specializing in certain products. For example, pottery became popular in places with large amounts of clay.

**Reading Check Cause and Effect** How did the founding of new colonies affect industry?

## Section 1 Review

### History online

**Study Central** Need help understanding the importance of geography in ancient Greece? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the **Main Ideas**

- Geography influenced the way Greek communities developed.
- The Minoan civilization on the island of Crete built ships and became wealthy from trade.
- The Mycenaeans created the first Greek kingdoms.
- After the Dark Age, the Greeks set up colonies and trade increased.
- The idea of citizenship developed in Greek city-states.

### What Did You Learn?

1. What made the Minoans wealthy?
2. How was a Greek city-state different from a city?

#### Critical Thinking

3. **Compare** Create a Venn diagram to compare the Minoans and Mycenaeans. **CA 6RC2.2**



4. **The Big Ideas** How did early Greek civilizations use their natural surroundings to prosper and grow? **CA CS3.**

5. **Citizenship Skills** Name three rights granted to Greek citizens that American citizens have today. **CA 6RC2.3**
6. **Economics Connection** Why did the use of money help trade to grow? **CA HI6.**
7. **Reading Comparing and Contrasting** Write an essay that compares and contrasts the Mycenaeans and the Dorians. Look for clues in the text that will help you make these comparisons. **CA 6WA2.2**