

*World History*  
Topic 6  
**Ancient Greece**  
2,000-300 BCE

NAME: \_\_\_\_\_

I. The Early Years of Greek Civilization

A. Ancient Greece

1. spread across \_\_\_\_\_ and \_\_\_\_\_ of the Mediterranean Sea
2. interacted with older societies in \_\_\_\_\_ and Egypt
3. contributed to art, \_\_\_\_\_, philosophy, and \_\_\_\_\_
4. helped form \_\_\_\_\_ civilization (Europe and \_\_\_\_\_)
5. created the concepts of *democracy*, \_\_\_\_\_, and *politics*

B. Geography

1. no \_\_\_\_\_ called Greece, just Greek \_\_\_\_\_ in the area
2. lay on the \_\_\_\_\_ of Europe and Asia
3. travelers and \_\_\_\_\_ exchanged good, ideas, and customs
4. occupied a large \_\_\_\_\_
  - a. a land area surrounded by \_\_\_\_\_
  - b. many other \_\_\_\_\_ extend from it
  - c. the \_\_\_\_\_ Peninsula juts from southern Greece
5. the \_\_\_\_\_
  - a. area of land that is part of a continent
  - b. Greek speakers from the north settled the mainland and many \_\_\_\_\_
  - c. divided by \_\_\_\_\_ ranges
    - 1.) grazed \_\_\_\_\_ and goats
    - 2.) too \_\_\_\_\_ and rocky for farming
    - 3.) divided the \_\_\_\_\_ communities
  - d. narrow \_\_\_\_\_ and small plains in between the mountains
    - 1.) less than \_\_\_\_\_ could be used for farming
    - 2.) settled farming \_\_\_\_\_ there
    - 3.) had to become fiercely \_\_\_\_\_
6. the \_\_\_\_\_
  - a. brought contact with the world
  - b. skillful \_\_\_\_\_ and merchants
  - c. \_\_\_\_\_ and traded
    - 1.) Mediterranean Sea to the south
    - 2.) \_\_\_\_\_ Sea to the east
    - 3.) Ionian Sea to the \_\_\_\_\_
- 7. climate
  - a. mild, \_\_\_\_\_ winters
  - b. \_\_\_\_\_, dry summers
  - c. too \_\_\_\_\_ to grow grains
  - d. ideal for growing deep-rooted plants live \_\_\_\_\_ trees and \_\_\_\_\_ vines
  - e. olive \_\_\_\_\_ and \_\_\_\_\_ became valuable trade goods

C. Cultures That Influenced the Greeks

1. Minoans

- a. developed in \_\_\_\_\_ -- an island south
- b. spread across the \_\_\_\_\_ islands and the mainland
- c. highly advanced
  - 1.) \_\_\_\_\_ system

- 2.) built huge stone palaces, like Knossos, with running \_\_\_\_\_
- 3.) \_\_\_\_\_ goods throughout the Mediterranean
- 4.) mysteriously destroyed (by \_\_\_\_\_?)

2. Mycenaean

- a. \_\_\_\_\_ was a Greek speaking civilization influenced by Minoans
- b. each town governed by a monarchy
  - 1.) headed by a \_\_\_\_\_
  - 2.) lived in stone \_\_\_\_\_ on hilltops above the town
- c. made \_\_\_\_\_ weapons and pottery
  - 1.) traded for copper, \_\_\_\_\_, and luxury goods
  - 2.) raided for \_\_\_\_\_
- d. grew weak and was destroyed by \_\_\_\_\_ from the north

3. the \_\_\_\_\_ age

- a. people lost the ability to \_\_\_\_\_ and \_\_\_\_\_
- b. \_\_\_\_\_ across the Aegean
- c. settled island and the west coast of Anatolia, or \_\_\_\_\_
  - 1.) different waves of immigrants brought different \_\_\_\_\_
  - 2.) told stories and sang about the "\_\_\_\_\_ age" of Mycena

D. The \_\_\_\_\_ War

1. the story

- a. Mycenaean \_\_\_\_\_ sailed across the Aegean
- b. attacked Troy in \_\_\_\_\_ (Asia Minor, now Turkey)
- c. lasted \_\_\_\_\_ years
- d. Greeks tricked the Trojans into accepted a large wooden \_\_\_\_\_ as a gift
- e. once in the city, hiding Greeks crept out and opened the city \_\_\_\_\_
- f. the Greek army entered and \_\_\_\_\_ Troy to the ground

2. the *Iliad*

- a. recited or \_\_\_\_\_ for years
- b. then developed an \_\_\_\_\_
- c. \_\_\_\_\_ wrote this long epic poem to tell the story
- d. tells of events during the \_\_\_\_\_
- e. stops before the **eventual** victory – \_\_\_\_\_

3. the \_\_\_\_\_

- a. another \_\_\_\_\_ poem written by Homer
- b. describes the adventures of Odysseus on his journey home from the \_\_\_\_\_
- c. imagined Mycenaean warriors as \_\_\_\_\_

4. taught the Greek values of \_\_\_\_\_, strength, and honor

E. Emergence of City-States

1. polis

- a. \_\_\_\_\_
- b. mostly along the \_\_\_\_\_
- c. cut off from one another by mountains and \_\_\_\_\_
- d. established own commerce, \_\_\_\_\_, and culture
- e. seas allowed \_\_\_\_\_

2. community with its own government

- a. also ruled surrounding villages and \_\_\_\_\_
- b. had a \_\_\_\_\_ and government center
- c. **citizens**
  - 1.) members of the city-state who \_\_\_\_\_
  - 2.) made laws and discussed \_\_\_\_\_
- d. area and \_\_\_\_\_ were small

3. acropolis

- a. \_\_\_\_\_

- b. stood on a high \_\_\_\_\_
- c. public buildings and \_\_\_\_\_ temples
- d. served as a \_\_\_\_\_ in times of danger
- e. below lay \_\_\_\_\_, shops, farms, and the \_\_\_\_\_ (marketplace)

4. politics

- a. \_\_\_\_\_
- b. came from the word *polis*
- c. each had a different kind of government
- d. **aristocracy** – \_\_\_\_\_ (ruled by the best)
- e. citizens began governing \_\_\_\_\_ (very unique)
- f. women, \_\_\_\_\_, and foreigners were **excluded** – \_\_\_\_\_, kept from participating
- g. three kinds of \_\_\_\_\_
  - 1.) citizens (could \_\_\_\_\_)
  - 2.) women and free \_\_\_\_\_ (couldn't vote)
  - 3.) \_\_\_\_\_ (few rights at all)

5. "The Framework for Greek Life"

- a. proud of and loyal to their \_\_\_\_\_
- b. a good citizen is willing to sacrifice for their city (even \_\_\_\_\_)

## Take Notes

**Literacy Skills: Analyze Cause and Effect** Use what you have read to complete the organizer. For each event, write the cause in the box to the left and the effect in the box to the right. The first one has been completed for you.

Cause	Event	Effect
The mountains of Greece were too steep and rocky for farming.	People settled in the lowland valleys and plains.	The mountains isolate these lowland settlers, who develop independent communities.
	The Greeks become skillful sailors and merchants.	
	Mycenaean civilization is destroyed.	
	In the 700s BCE, the Greeks develop an alphabet.	

**INTERACTIVE**

For extra help, review the 21st Century Tutorial: **Analyze Cause and Effect**.

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## Practice Vocabulary

**Vocabulary Quiz Show** Some quiz shows ask a question and expect the contestant to give the answer. In other shows, the contestant is given an answer and must supply the question. If the blank is in the Question column, write the question that would result in the answer in the Answer column. If the question is supplied, write the answer.

### Question

1. ....

2. ....

3. Where were temples and public buildings located in Greek city-states?

4. What did the Greeks call the art and practice of government?

5. What term means "rule by the best people"?

### Answer

1. polis

2. citizens

3. ....

4. ....

5. ....

II. \_\_\_\_\_ in Athens

A. Struggle in Athens

1. \_\_\_\_\_, a judge, tried to crush a movement for democracy
2. invited warriors from the city-state of \_\_\_\_\_
3. forced the \_\_\_\_\_ Cleisthenes to flee
4. exiled \_\_\_\_\_ families
5. Athenians fought back and \_\_\_\_\_

B. Experimenting with Forms of Government

1. oligarchy

- a. political power is \_\_\_\_\_ (aristocrats)
- b. headed by a \_\_\_\_\_
- c. Draco

- 1.) created \_\_\_\_\_ punishments for all offenses
- 2.) *draconian* – laws that are too harsh or \_\_\_\_\_

2. \_\_\_\_\_ tactic changes

- a. battles used to depend on fights between \_\_\_\_\_ warriors
- b. introduced the **phalanx**
  - 1.) a formation \_\_\_\_\_ who moved together as a unit
  - 2.) lined up to form a row of overlapping \_\_\_\_\_ before battle
  - 3.) each man's shield protected his \_\_\_\_\_
  - 4.) held a \_\_\_\_\_ or sword in the right hand
- c. \_\_\_\_\_ soldiers
  - 1.) no need to buy a horse or **maintain** it – \_\_\_\_\_
  - 2.) could instead afford weapons and \_\_\_\_\_
  - 3.) gained \_\_\_\_\_ power as they grew more important

3. tyrannies

- a. government \_\_\_\_\_
- b. \_\_\_\_\_ were aristocrats
- c. promised land and benefits to the \_\_\_\_\_ to gain support
- d. took over and often governed \_\_\_\_\_ and improved life
- e. some ruled \_\_\_\_\_ and didn't fulfill \_\_\_\_\_

C. The World's First Democracy

1. democracy

- a. \_\_\_\_\_
- b. large numbers of \_\_\_\_\_ started to participate in \_\_\_\_\_ affairs

2. Solon

- a. chosen to lead \_\_\_\_\_
- b. ended \_\_\_\_\_ for debtors
- c. gave non-aristocrats the right to \_\_\_\_\_

3. Cleisthenes

- a. reduced the power of the \_\_\_\_\_
- b. brought in voters from the \_\_\_\_\_ class
- c. gave the \_\_\_\_\_ more power
  - 1.) all \_\_\_\_\_ voters
  - 2.) met to discuss \_\_\_\_\_ and make decisions

4. citizen \_\_\_\_\_

- a. group of people who hear evidence and decide a \_\_\_\_\_ case
- b. put legal decisions in the \_\_\_\_\_ hands

5. Pericles

- a. \_\_\_\_\_ citizens for jury service and civic duties
- b. helped \_\_\_\_\_ people take part

6. citizenship

- a. \_\_\_\_\_
- b. ordinary people helped make decisions
- c. not \_\_\_\_\_ who had to obey their ruler

7. education

- a. produced well-rounded \_\_\_\_\_
- b. \_\_\_\_\_ learned to read and write
- c. boys
  - 1.) attended school from age \_\_\_\_\_
  - 2.) studied literature, \_\_\_\_\_ education, and music
- d. higher education
  - 1.) lecturer - \_\_\_\_\_
  - 2.) mathematics and public \_\_\_\_\_

D. Athenian Democracy

1. the \_\_\_\_\_

- a. main political body
- b. all \_\_\_\_\_ adult male citizens could attend
- c. met \_\_\_\_\_ times a year
- d. all had the right to \_\_\_\_\_

2. the \_\_\_\_\_

- a. \_\_\_\_\_-person council
- b. chosen at \_\_\_\_\_
- c. decided which \_\_\_\_\_ to bring before the assembly

3. the courts

- a. many different courts to decide different types of \_\_\_\_\_
- b. citizen juries
  - 1.) several hundred or \_\_\_\_\_ citizens
  - 2.) decided by a \_\_\_\_\_ vote
  - 3.) laws discouraged \_\_\_\_\_

4. \_\_\_\_\_

- a. a council of advisers who decided some cases
- b. eventually only judged \_\_\_\_\_ cases

5. limitations

- a. \_\_\_\_\_ could not vote or hold office
- b. \_\_\_\_\_ were not citizens
- c. slaves had no \_\_\_\_\_

6. direct democracy

- a. a political system in which \_\_\_\_\_
- b. populations were \_\_\_\_\_ and were committed and hard working
- c. wouldn't work in big \_\_\_\_\_

7. representative democracy

- a. citizens elect others to \_\_\_\_\_ them
- b. representatives make decisions and pass \_\_\_\_\_ on their behalf

8. both are rule" for the \_\_\_\_\_ by the \_\_\_\_\_"

Name \_\_\_\_\_

Skill: making comparisons

# Democracy Then and Now

Democracy is a form of government in which the citizens of a country take part in government. Democracy began in ancient Greece in the sixth century BC. Athens is the most famous of the Greek city-states that had democratic governments.



Compare democracy in Athens with democracy in the United States. List ways in which the two governments are similar or different.

Democracy in Athens

Democracy in the United States

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## Take Notes

**Literacy Skills: Summarize** Use what you have read to complete the flowcharts. Write a summary for each set of facts. The first flowchart has been completed for you.

Summary: Great Political Variety Existed Among City States

Tyrants came to power in some Greek cities, while oligarchs ruled other cities.

First Athens, and then other Greek cities, developed democracy.

Summary:

The reforms of Solon and Cleisthenes increased the number of citizens who could vote.

Pericles' reforms allowed citizens to be paid for jury service and other civic duties.

Summary:

The population of Athens was small.

Not all the people who lived in Athens were citizens.

### INTERACTIVE

For extra help, review the 21st Century Tutorial: **Summarize**.

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# Practice Vocabulary

**Sentence Builder** Finish the sentences below with a key term from this section. You may have to change the form of the words to complete the sentences.

## Word Bank

oligarchy

phalanx

representative democracy

democracy

citizenship

direct democracy

tyranny

1. Many city-states moved toward rule by the many, a form of government called

.....  
.....  
.....

2. Membership in a community in which people help make government decisions is called

.....  
.....  
.....

3. A political system in which citizens elect others to represent them in government is called a(n)

.....  
.....  
.....

4. Political power is held by a small group of people in a(n)

.....  
.....  
.....

5. A political system in which citizens participate directly in decision-making is called a(n)

.....  
.....  
.....

6. A formation of heavily armed foot soldiers who moved together as a unit was called a(n)

.....  
.....  
.....

7. Government run by a strong ruler is known as

.....  
.....  
.....

### III. Oligarchy in Sparta

#### A. Spartan Life

1. life was \_\_\_\_\_
2. \_\_\_\_\_ taken by the state at age seven
3. trained and served in the army for \_\_\_\_\_ years
4. girls were raised to \_\_\_\_\_

#### B. The Spartan State

1. like an \_\_\_\_\_ camp, both feared and \_\_\_\_\_
2. mix of \_\_\_\_\_, oligarchy, and democracy
3. government
  - a. \_\_\_\_\_ city-state on the Peloponnesian Peninsula
  - b. ruled by \_\_\_\_\_ kings
    - 1.) \_\_\_\_\_ leaders
    - 2.) headed the council of \_\_\_\_\_
    - 3.) \_\_\_\_\_ men over the age of \_\_\_\_\_
  - c. democratic assembly
    - 1.) free \_\_\_\_\_ males
    - 2.) \_\_\_\_\_,000 citizens (versus Athens's \_\_\_\_\_,000)
    - 3.) far \_\_\_\_\_ power
    - 4.) passed laws but the \_\_\_\_\_ had to approve
    - 5.) elected the five **ephors**
      - a.) \_\_\_\_\_
      - b.) made sure the kings and council acted within the \_\_\_\_\_ of the law
      - c.) could \_\_\_\_\_ a king if he broke the law
4. military \_\_\_\_\_
  - a. didn't have resources and trade from the \_\_\_\_\_
  - b. conquered \_\_\_\_\_ and enslaved the people
  - c. **helot**
    - 1.) \_\_\_\_\_, not individuals
    - 2.) farmed the land and turned over \_\_\_\_\_ the crop
    - 3.) treated \_\_\_\_\_
    - 4.) supported all Spartans so they could \_\_\_\_\_ as warriors
5. the Helot \_\_\_\_\_
  - a. outnumbered the Spartans
  - b. lost the revolt but posed a \_\_\_\_\_
  - c. so Sparta became an even stronger **military state** – a society organized for the purpose of \_\_\_\_\_
  - d. ephors declared war on the helots \_\_\_\_\_ to scare them
  - e. secret \_\_\_\_\_ watched the helots

#### C. Military Training in Sparta

1. Spartan – highly disciplined or lacking in \_\_\_\_\_
2. did not value \_\_\_\_\_ or beautiful buildings
3. education
  - a. helots worked the \_\_\_\_\_
  - b. \_\_\_\_\_ trained for the military
    - 1.) started at age \_\_\_\_\_
    - 2.) lived in **barracks** – \_\_\_\_\_
    - 3.) \_\_\_\_\_, hunted, and trained
    - 4.) were only taught to
      - a.) obey orders and **authority** – \_\_\_\_\_
      - b.) endure \_\_\_\_\_
      - c.) win or \_\_\_\_\_ in battle

5.) began a two-year military program at age 18 and could \_\_\_\_\_

6.) left army at age \_\_\_\_\_ but still spent most time with other men

4. social \_\_\_\_\_

a. men had to gain entry to a men's \_\_\_\_\_ of soldiers to be "equals"

1.) had full citizenship \_\_\_\_\_

2.) were members of the assembly

3.) had the right to a piece of \_\_\_\_\_ worked by helots

4.) became a \_\_\_\_\_ for the council of elders at age 60

b. if not, they became " \_\_\_\_\_ " who were outcasts

5. women

a. raised to be strong and \_\_\_\_\_

b. participated in \_\_\_\_\_

c. had healthy babies who would grow into \_\_\_\_\_

d. many \_\_\_\_\_ and responsibilities

e. husbands spent most of their lives at \_\_\_\_\_ camp

f. \_\_\_\_\_ because they raised future soldiers for the state

6. Sparta versus Athens

a. Spartans

1.) powerful \_\_\_\_\_ and stable government

2.) feared individual \_\_\_\_\_ and change

3.) valued those who \_\_\_\_\_ in, not those who \_\_\_\_\_ out

4.) the \_\_\_\_\_ and society changed little

5.) relied on \_\_\_\_\_ and slave labor for food

b. Athenians

1.) valued individual \_\_\_\_\_ and new ideas

2.) \_\_\_\_\_ evolved over time

3.) addicted to **innovation** - \_\_\_\_\_

4.) had a lot of \_\_\_\_\_ to trade for food

c. created \_\_\_\_\_

d. \_\_\_\_\_ used these differences to raise moral when

Athens fought Sparta

## Take Notes

**Literacy Skills: Compare and Contrast** Use what you have read to complete the graphic organizers. For each category, compare and contrast Sparta and Athens. The first organizer has been done for you.

Government	
Sparta	Athens
A mix of monarchy, oligarchy, and democracy	Democracy

Economy	
Sparta	Athens

Culture and the Arts	
Sparta	Athens

**INTERACTIVE**

For extra help, review the 21st Century Tutorial: **Compare and Contrast**.

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## Practice Vocabulary

**Words in Context** For each question below, write an answer that shows your understanding of the boldfaced key term.

1. How did **ephors** give the Spartan assembly an important power?

2. How were **helots** different from slaves?

3. Why did Sparta become a **military state**?

4. Why did Spartan males live in **barracks**?

#### IV. Ancient Greek Society and Economic Expansion

##### A. Alike but Different

1. all spoke the same \_\_\_\_\_ and worshiped the same \_\_\_\_\_
2. different governments, \_\_\_\_\_, and societies

##### B. The Role of Women

1. had much freedom in \_\_\_\_\_
2. few \_\_\_\_\_ in Athens
3. family life
  - a. husband, wife, and children
  - b. \_\_\_\_\_ were head of the family and had the control
  - c. poor women worked outdoors on \_\_\_\_\_ or sold goods at market
  - d. rich women stayed \_\_\_\_\_
    - 1.) supervised the household
    - 2.) raised \_\_\_\_\_
    - 3.) kept track of \_\_\_\_\_
    - 4.) managed \_\_\_\_\_
    - 5.) made family's clothing
      - a.) \_\_\_\_\_ wool or flax into yarn
      - b.) wove \_\_\_\_\_
      - c.) sewed or \_\_\_\_\_ into clothes
    - 6.) supervised preparation of \_\_\_\_\_
  - e. played public roles in religious \_\_\_\_\_
4. Spartan women
  - a. could sell \_\_\_\_\_
  - b. well educated
  - c. \_\_\_\_\_ in sports
  - d. shocked other Greeks

##### C. Social Divisions

1. complex \_\_\_\_\_ system
  - a. \_\_\_\_\_ landowners
  - b. small landowners
  - c. \_\_\_\_\_ and artisans
  - d. landless \_\_\_\_\_
  - e. slaves
2. aristocracy
  - a. claimed descent from \_\_\_\_\_ or gods
  - b. had the \_\_\_\_\_ to hold public power
  - c. owned large plots of \_\_\_\_\_ and raised crops and livestock
  - d. \_\_\_\_\_ did the work
3. citizens
  - a. adult males
  - b. had the right to \_\_\_\_\_
  - c. \_\_\_\_\_ farmers (very few)
  - d. small \_\_\_\_\_ (no land for livestock or a surplus)
  - e. *thetes* or **tenant farmers** – paid rent, \_\_\_\_\_, to grow crops on \_\_\_\_\_
4. noncitizens
  - a. \_\_\_\_\_ rights
  - b. **metic** – \_\_\_\_\_
  - c. a Greek from another \_\_\_\_\_ or someone who was not Greek
  - d. many merchants and \_\_\_\_\_
5. slavery
  - a. \_\_\_\_\_

- b. enslaved in various ways
  - 1.) prisoners of \_\_\_\_\_
  - 2.) bought from slave traders or sold into slavery by their \_\_\_\_\_
  - 3.) abandoned by \_\_\_\_\_
- c. \_\_\_\_\_ and domestic
- d. widespread and 1/\_\_\_\_ of the population
- e. many jobs
  - 1.) cooked, \_\_\_\_\_, and cared for children
  - 2.) \_\_\_\_\_
  - 3.) worked on farms, \_\_\_\_\_, and in mines
  - 4.) helped Greek economy grow
- f. treatment
  - 1.) some were treated kindly and sometimes \_\_\_\_\_
  - 2.) had \_\_\_\_\_ legal rights
  - 3.) some were punished \_\_\_\_\_ by owners
  - 4.) sometimes worked to \_\_\_\_\_

#### D. The Greek Economy

- 1. conquest
  - a. limited \_\_\_\_\_ and resources for the growing population
  - b. **obtained** – \_\_\_\_\_, more land and resources
  - c. example: Sparta conquered \_\_\_\_\_ to raise crops
  - d. allowed Sparta to form a professional \_\_\_\_\_
- 2. colonization
  - a. migrated – \_\_\_\_\_
  - b. faced \_\_\_\_\_, uncertainty, and challenges
  - c. the \_\_\_\_\_ was ideal
    - 1.) anchor \_\_\_\_\_
    - 2.) set up a \_\_\_\_\_ for trade
  - d. needed good \_\_\_\_\_
    - 1.) farming
    - 2.) resources such as \_\_\_\_\_ or minerals to export
  - e. ties to the old city-state
    - 1.) brought a \_\_\_\_\_ to **symbolize** – \_\_\_\_\_
    - 2.) \_\_\_\_\_ with the home city but never returned there
  - f. \_\_\_\_\_ colonies
    - 1.) around the Mediterranean Sea and \_\_\_\_\_ Sea
    - 2.) stretched from \_\_\_\_\_ to Spain
- 3. currency
  - a. made by kings of \_\_\_\_\_
  - b. gold and \_\_\_\_\_ coins
  - c. standard \_\_\_\_\_ and value
  - d. replaced trading \_\_\_\_\_ for goods
  - e. made trade easier
  - f. set up \_\_\_\_\_ – places where coins are made
  - g. stamped with \_\_\_\_\_ of each city-state (Athens – \_\_\_\_\_ for the goddess)
- 4. trade in Athens
  - a. traded silver, \_\_\_\_\_, jewelry, olive \_\_\_\_\_, and wine
  - b. for grain, \_\_\_\_\_, minerals, ivory, glass, and \_\_\_\_\_
- 5. expansion
  - a. spread culture, goods, \_\_\_\_\_, and ideas
  - b. Greek alphabet from \_\_\_\_\_ alphabet
  - c. stories of Egyptian gods and goddesses mingled with Greek



## Take Notes

**Literacy Skills: Use Evidence** Use what you have read to complete the table. On each row, provide either evidence or a conclusion, based on your reading of the text. The first row has been done for you.

Evidence	Conclusion
<p>Spartan women could sell property; they were educated and trained in sports.</p>	<p>In contrast to the women of other city-states, Spartan women had more freedom.</p>
<p>.....</p>	<p>The economy of all the city-states depended on slavery.</p>
<p>Greek colonies spread across the Mediterranean Sea and the Black Sea.</p>	<p>.....</p>
<p>Most Greek women were expected to remain indoors, managing the home, while men conducted business outside the home.</p>	<p>.....</p>

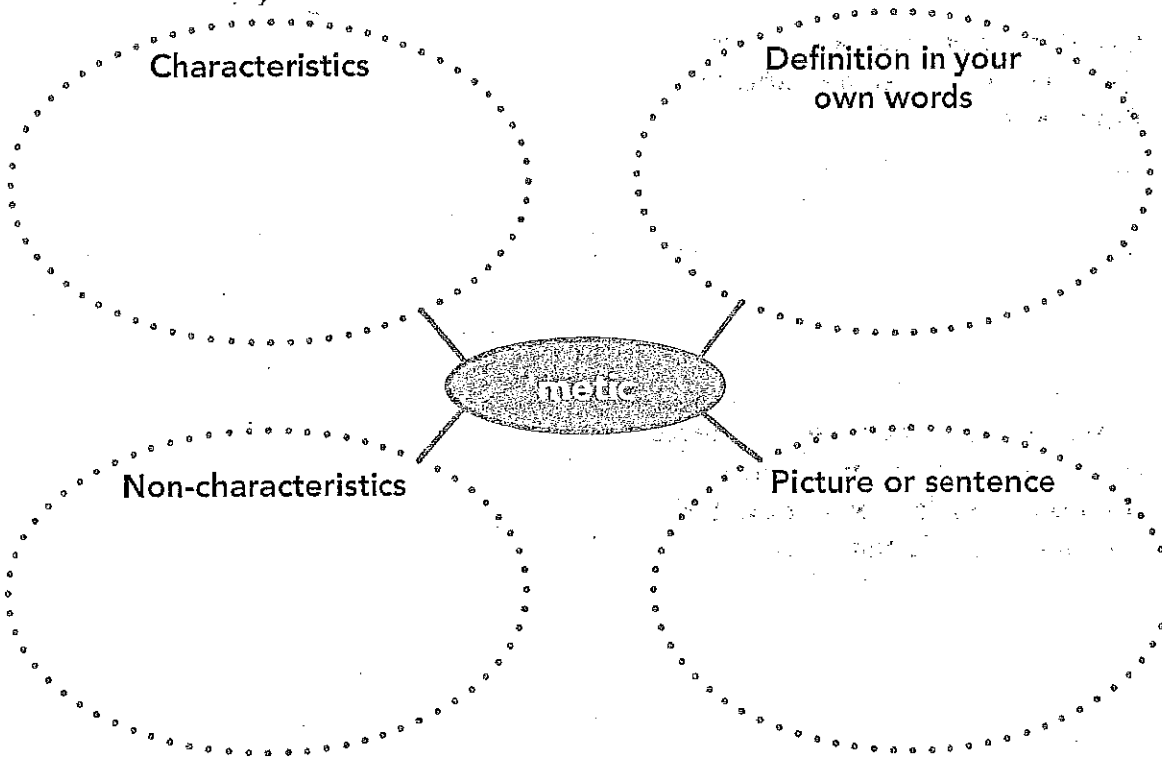
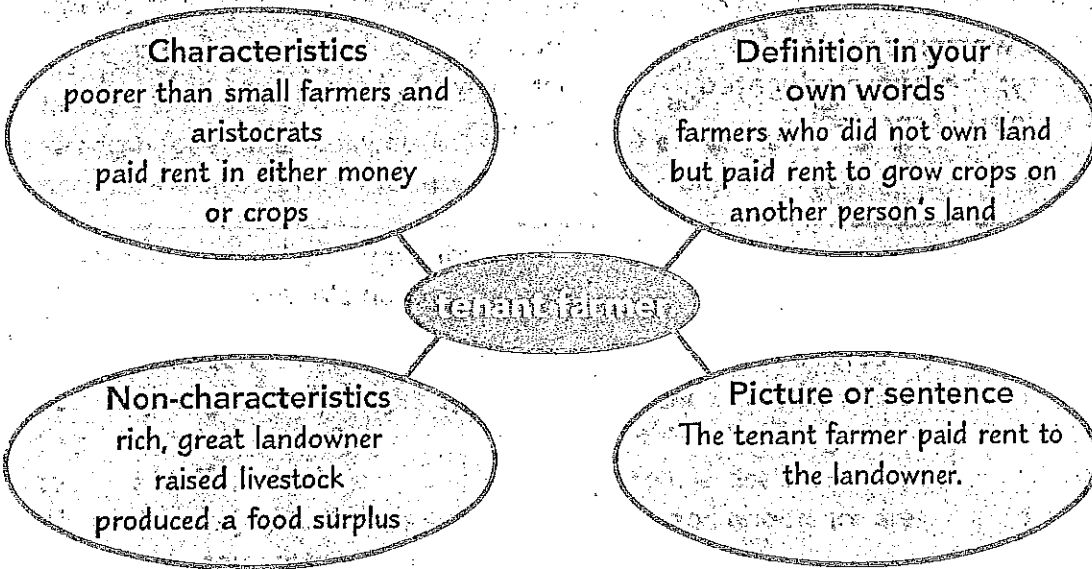
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**INTERACTIVE**

For extra help, review the 21st Century Tutorial: **Support Ideas With Evidence.**

## Practice Vocabulary

**Word Map** Study the word map for the word *tenant farmer*. Characteristics are words or phrases that relate to the word in the center of the word map. Non-characteristics are words and phrases not associated with the word. Use the blank word map to explore the meaning of the word *metic*. Then make a word map of your own for the word *slavery*.



## V. Warfare in Ancient Greece

### A. Warfare Was Common

1. city-states fought over \_\_\_\_\_ and resources
2. also fought \_\_\_\_\_ major wars
3. \_\_\_\_\_ twice long enough to defeat the Persian empire

### B. The Persian Wars

1. Persia conquered \_\_\_\_\_
  - a. Ionians were used to governing themselves
  - b. \_\_\_\_\_
  - c. Athenian soldiers helped by burning the Persian city of \_\_\_\_\_
  - d. enraged \_\_\_\_\_, the Persian king
  - e. he recaptured Ionia and set out to conquer all of \_\_\_\_\_
2. Persian war and conquest
  - a. established a vast empire after defeating \_\_\_\_\_
  - b. controlled \_\_\_\_\_ to India
  - c. greatest empire of its time
  - d. yet had trouble \_\_\_\_\_ the Greeks
3. **Battle of Marathon**
  - a. Greek victory over the \_\_\_\_\_ army that ended the First Persian War
  - b. \_\_\_\_\_,000 Persian soldiers sailed to the plain of Marathon near Athens
  - c. Athenian soldiers rushed there but were outnumbered \_\_\_\_\_ to one
  - d. and they didn't have \_\_\_\_\_ or horses like the Persians
  - e. Greek \_\_\_\_\_ took them by surprise
  - f. the surprise Greek victory ended the \_\_\_\_\_ Persian War
  - g. a messenger died after running \_\_\_\_\_ miles to Athens to share the news
  - h. now a \_\_\_\_\_ is a challenging footrace
4. Second Persian War
  - a. \_\_\_\_\_ died but his son, Xerxes, took over
  - b. assembled \_\_\_\_\_,000 soldiers including Egyptians
  - c. had no navy but used \_\_\_\_\_ ships
  - d. Spartan King Leonidas stopped them at \_\_\_\_\_, a mountain pass
  - e. a Greek \_\_\_\_\_ led them on another path through the mountains
  - f. the Spartans \_\_\_\_\_ as they were attacked from both sides
5. \_\_\_\_\_ for Athens
  - a. Persians headed for Athens
  - b. Themistocles told the people to flee to \_\_\_\_\_
  - c. Xerxes \_\_\_\_\_ Athens
  - d. his ships **pursued** - \_\_\_\_\_, the Greek navy
  - e. watched the naval battle in the Strait of Salamis from a \_\_\_\_\_ on a hill
  - f. Themistocles had hidden his ships and then \_\_\_\_\_ the Persian ships
  - g. Persians lost \_\_\_\_\_ ships and Athens only \_\_\_\_\_
  - h. **Battle of Salamis** - Greek victory over the Persian \_\_\_\_\_ during the Second Persian War

### C. Athens and Sparta Were \_\_\_\_\_

1. \_\_\_\_\_ age
  - a. \_\_\_\_\_ rebuilt Athens
  - b. much art, learning, \_\_\_\_\_, and power
  - c. trouble was brewing with the two rivals
    - 1.) Athens had the strongest \_\_\_\_\_
    - 2.) Sparta had the strongest \_\_\_\_\_
    - 3.) both wanted to be the \_\_\_\_\_ power
2. **Delian League**
  - a. a military \_\_\_\_\_ led by Athens

- b. allies – \_\_\_\_\_ of an alliance
- c. met on the island of \_\_\_\_\_
- d. promised to defend one another with ships or \_\_\_\_\_
- e. kept money in a \_\_\_\_\_ on Delos
- f. \_\_\_\_\_ members
- g. Athens \_\_\_\_\_ the league
  - 1.) protected its traders, travelers, and \_\_\_\_\_
  - 2.) brought some into the league by \_\_\_\_\_
  - 3.) \_\_\_\_\_ tried to leave and was attacked and forced to stay
  - 4.) collected money to build their own \_\_\_\_\_
  - 5.) forced others to use their \_\_\_\_\_
  - 6.) moved treasury to \_\_\_\_\_
    - a.) used its funds to rebuild Athens
    - b.) helped construct the \_\_\_\_\_ – temple to Athena on the \_\_\_\_\_

### 3. Peloponnesian League

- a. military alliance led by \_\_\_\_\_
- b. on the \_\_\_\_\_ Peninsula
- c. \_\_\_\_\_ instead of democracies like Athens
- d. Athens banned trade with \_\_\_\_\_, a Spartan ally
- e. both sides prepared for \_\_\_\_\_

### D. The Peloponnesian War

- 1. lasted on and off for \_\_\_\_\_ years
- 2. Sparta's \_\_\_\_\_ of Athens
  - a. Sparta's army marched into Athens
  - b. Pericles told \_\_\_\_\_ to hide inside the city walls for safety
  - c. Spartans led a siege to cut off \_\_\_\_\_ and supplies
  - d. Athenians had built two long \_\_\_\_\_ along the road to the \_\_\_\_\_ city
  - e. held out for more than a \_\_\_\_\_
  - f. a \_\_\_\_\_, or contagious disease, broke out in the crowded city
  - g. agreed to a \_\_\_\_\_
- 3. Athens surrendered
  - a. Athens broke the truce and invaded \_\_\_\_\_
  - b. lost a large part of its navy at \_\_\_\_\_
  - c. \_\_\_\_\_ gave money to Sparta to build a navy
  - d. Sparta defeated the Athenian navy at the Battle of \_\_\_\_\_
  - e. then attacked Athens and used the navy to cut off food supplies at \_\_\_\_\_
  - f. Athens \_\_\_\_\_
- 4. peace terms
  - a. Athens had to give up their \_\_\_\_\_
  - b. hurt \_\_\_\_\_ city-states
  - c. ended the \_\_\_\_\_ age of Greece

## Take Notes

**Literacy Skills: Compare and Contrast** Use what you have read to complete the tables. For each battle or war, compare and contrast the advantages and/or disadvantages of each side in the conflict. The first table has been done for you.

Battle of Marathon	
Persians	Athenians
Outnumbered the Athenians by about two to one	Unlike the Persians, had no archers or cavalry, but won the battle because they relied on surprise

Second Persian War	
Persians	Greeks

Peloponnesian War	
Spartans	Athenians

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**INTERACTIVE**

For extra help, review the 21st Century Tutorial: **Compare and Contrast**.

## Practice Vocabulary

Words in Context For each question below, write an answer that shows your understanding of the boldfaced key term.

1. What happened at the **Battle of Salamis**?

2. What was the **Delian League**, and why was it formed?

3. Who made up the **Peloponnesian League**, and why did its members resent Athens?

4. Why was the **Battle of Marathon** significant?

## VI. Ancient Greek Beliefs and Arts

### A. Greek \_\_\_\_\_

1. a proud girl named \_\_\_\_\_ said she could \_\_\_\_\_ better than Athena
2. created a \_\_\_\_\_ that mocked the gods
3. Athena changed her into a \_\_\_\_\_ to weave webs forever
4. warned people against being too \_\_\_\_\_

### B. Greek Religion and Mythology

#### 1. polytheism

- a. \_\_\_\_\_, or deities
- b. \_\_\_\_\_ – being with supernatural powers
- c. looked and behaved like \_\_\_\_\_ (unlike Egyptian gods)

#### 2. Greek mythology

- a. the collection of myths and stories \_\_\_\_\_
  - 1.) explained the changing of the \_\_\_\_\_
  - 2.) revealed why \_\_\_\_\_ exists
  - 3.) explained \_\_\_\_\_ behavior
  - 4.) taught \_\_\_\_\_ lessons
  - 5.) described entertaining \_\_\_\_\_
- b. included heroes like \_\_\_\_\_ who had amazing strength
- c. the *Odyssey* tells of Odysseus's \_\_\_\_\_ year trip back to Ithaca

#### 3. Greek gods and goddesses

- a. \_\_\_\_\_
  - 1.) supreme ruler of the gods, lord of the sky, god of the \_\_\_\_\_
  - 2.) lived on Mount \_\_\_\_\_
  - 3.) threw \_\_\_\_\_
- b. Hera – his \_\_\_\_\_, protected married women and households
- c. Poseidon – god of the \_\_\_\_\_
- d. Hades – ruled the \_\_\_\_\_, inhabited by the souls of the dead
- e. \_\_\_\_\_ – god of the arts, prophecy, and healing
- f. Ares – god of \_\_\_\_\_
- g. Aphrodite – goddess of \_\_\_\_\_ and beauty
- h. Artemis – goddess of hunting and \_\_\_\_\_
- i. Athena
  - 1.) gave the Greeks the gift of the \_\_\_\_\_ tree
  - 2.) \_\_\_\_\_ of the city of Athens and very popular
- j. acted like humans
  - 1.) fell in \_\_\_\_\_, got married, and had \_\_\_\_\_
  - 2.) celebrated and played \_\_\_\_\_
  - 3.) felt \_\_\_\_\_ and rage

#### 4. religion's role

- a. public and private \_\_\_\_\_
- b. began meetings with prayer and animal \_\_\_\_\_
- c. \_\_\_\_\_ in homes and \_\_\_\_\_ in cities
- d. made sacrifices at temples on \_\_\_\_\_ days for favors from the gods

#### 5. Olympic games

- a. an \_\_\_\_\_ competition held every \_\_\_\_\_ years in honor of \_\_\_\_\_
- b. displayed skills at religious festivities to honor the gods
- c. boxing, \_\_\_\_\_, and running
- d. **ceased** – \_\_\_\_\_, all conflicts between city-states
- e. Olympia crowded with merchants, \_\_\_\_\_ sellers, and artisans
- f. winner rewarded with privileges and \_\_\_\_\_

#### 6. \_\_\_\_\_ sites

- a. groves of trees, springs, etc.

b. Mount \_\_\_\_\_ – in norther Greece, home to major gods

c. Delphi

1.) on slopes of Mount \_\_\_\_\_

2.) contained many shrines

3.) holy temple of \_\_\_\_\_

a.) housed Apollo's \_\_\_\_\_, the Delphic oracle

b.) \_\_\_\_\_ – someone who predicts the \_\_\_\_\_

### C. Arts in Ancient Greece

1. appreciated \_\_\_\_\_

2. painting and sculpture

a. \_\_\_\_\_ with depth and perspective

b. \_\_\_\_\_ influence

c. calm and peaceful humans and \_\_\_\_\_

d. decorated shrines, \_\_\_\_\_, and gravestones

3. architecture

a. inspired by \_\_\_\_\_ of the human body

b. aimed for \_\_\_\_\_, balance, and harmony

c. the \_\_\_\_\_ (finest example)

1.) built by Ictinus, Callicrates, and Phidias to honor \_\_\_\_\_

2.) columns, bands of sculpture, and a giant \_\_\_\_\_ of Athena

d. \_\_\_\_\_ marble

1.) statues would have looked real

2.) now \_\_\_\_\_

### D. Greek Literature

1. religious

a. held poetry \_\_\_\_\_ at festivals

b. wrote \_\_\_\_\_ based on myths

c. the *Iliad* and *Odyssey* showed \_\_\_\_\_ controlled human life

2. lyric poetry

a. poetic \_\_\_\_\_, performed by singers playing a \_\_\_\_\_

b. Pindar praised victorious \_\_\_\_\_

c. \_\_\_\_\_ wrote about politics and war

d. Sappho wrote about human \_\_\_\_\_

3. drama

a. a \_\_\_\_\_ or performance on stage

b. *drama*, *theater*, \_\_\_\_\_, *comedy* and *scene* come from Greek

c. performed to honor the god \_\_\_\_\_

d. \_\_\_\_\_ performed character roles

e. **chorus** – \_\_\_\_\_

f. plays at festivals were award \_\_\_\_\_

g. tragedy

1.) traced the \_\_\_\_\_ of a hero caught in violent conflict

2.) taught **submission** – \_\_\_\_\_, to the gods

2.) *Anigone* by \_\_\_\_\_, and Aeschylus and Euripides

h. comedies

1.) ended \_\_\_\_\_

2.) current events about culture, \_\_\_\_\_, and politicians

3.) Aristophanes

4. Aesop's \_\_\_\_\_

a. a story, with \_\_\_\_\_ as characters, that teaches a \_\_\_\_\_ lesson

b. Aesop was a \_\_\_\_\_ on the island of Samos

c. was freed for \_\_\_\_\_ and traveled, telling his fables

d. tortoise and the \_\_\_\_\_ – slow and steady wins the \_\_\_\_\_



## Quick Activity Create a Comic Strip

Hundreds of fables from ancient Greece are said to have been written by Aesop, an enslaved person who was given his freedom because of his wisdom and talent. Although Aesop was likely not a real person, the fables said to be written by him have endured for hundreds of years. Read this text from one of Aesop's Fables.

### The Fox and the Crow

A crow, having stolen a bit of flesh, perched in a tree and held it in her beak. A Fox, seeing this, longed to possess himself of the flesh, and by a wily stratagem succeeded.

"How handsome is the Crow," he exclaimed, "in the beauty of her shape and in the fairness of her complexion! Oh, if her voice were only equal to her beauty, she would deservedly be considered the Queen of Birds!"

This he said deceitfully; but the Crow, anxious to [respond to the criticism of] her voice, set up a loud caw and dropped the flesh.

The Fox quickly picked it up, and thus addressed the Crow: "My good Crow, your voice is right enough, but your wit is wanting."

— From *Three Hundred Aesop's Fables*, translated by George Fyler Townsend

**Team Challenge!** Form teams to create a comic strip that illustrates the story. Use speech bubbles to have the characters talk to one another.

--	--	--

Name \_\_\_\_\_

# A Greek Myth

Skill: summarizing

The Greeks created myths about their gods and heroes. These myths still fascinate people today. Choose a myth that you find interesting. List the main characters, and then write a summary of the myth below.



Name of myth: \_\_\_\_\_

Main characters: \_\_\_\_\_

Summary of myth: \_\_\_\_\_

### Practice Vocabulary

**Vocabulary Quiz Show** Some quiz shows ask a question and expect the contestant to give the answer. In other shows, the contestant is given an answer and must supply the question. If the blank is in the Question column, write the question that would result in the answer in the Answer column. If the question is supplied, write the answer.

#### Question

1. What is the worship of many gods called?

2.

3. Which famous sports event took place every four years and honored Zeus?

4.

5.

#### Answer

1.

2. mythology

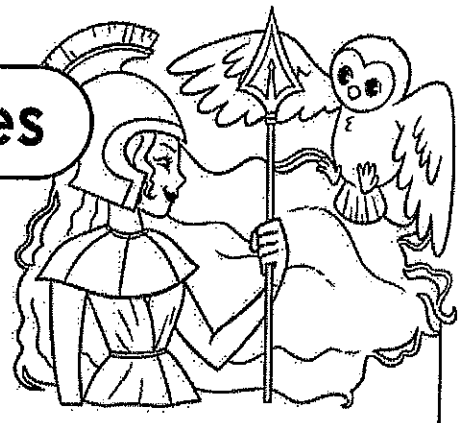
3.

4. lyric poetry

5. chorus

Name: \_\_\_\_\_

# Symbols of Greek Deities



P	E	L	T	S	W	R	D	K	V	S	E	S						
E	T	V	G	C	W	G	R	I	F	P	E	H						
A	S	L	F	P	H	H	D	O	V	E	C	A						
C	A	D	U	C	E	U	S	C	P	A	D	G	S	W	O	R	D	G
O	O	L	P	W	A	G	N	U	F	R	E	A	U	H	O	R	C	E
C	G	R	A	P	T	E	R	P	N	K	U	S	M	E	E	G	A	L
K	S	V	N	C	T	D	M	U	N	B	A	M	B	L	U	L	N	K
W	H	W	Y	U	S	C	B	E	S	C	E	P	T	E	R	P	L	F
G	O	K	D	O	C	V	O	D	M	B	K	A	N	A	V	L	E	B
T	R	I	B	M	P	O	W	L	N	I	F	J	M	G	P	U	T	I
R	S	A	N	V	I	L	P	H	T	B	N	O	B	L	O	H	M	D
Y	E	S	P	A	R	D	W	I	V	E	C	T	Y	E	L	W	R	E
D	G	D	U	E	L	T	S	C	A	N	D	L	E	P	E	S	B	N
T	W	O	P	D	S	P	E	R	K	L	G	T	R	I	D	E	N	T

Identify which god or goddess is associated with each symbol and write their name on the line. Then find the word for the symbol in the puzzle.

Words are hidden →, ↓, and ↘.

- |               |                  |               |
|---------------|------------------|---------------|
| TRIDENT _____ | PEACOCK _____    | BIDENT _____  |
| WHEAT _____   | GRAPES _____     | BOW _____     |
| ANVIL _____   | SEASHELL _____   | PELTS _____   |
| SPEAR _____   | CANDLE _____     | MINT _____    |
| EAGLE _____   | CORNUCOPIA _____ | HORSE _____   |
| SWORD _____   | SUNBEAM _____    | OWL _____     |
| DOVE _____    | CADUCEUS _____   | SCEPTER _____ |

Teachers: Copy this word bank onto the back of the word search, if desired.

## **Symbols of Greek Deities**

### Word Bank

**Aphrodite**

**Demeter**

**Hermes**

**Apollo**

**Dionysus**

**Hestia**

**Ares**

**Hades**

**Poseidon**

**Artemis**

**Hephaestus**

**Zeus**

**Athena**

**Hera**

Note: Some words may be used more than once.

## VII. Ancient Greek Learning

### A. \_\_\_\_\_ of Learning

1. honored scholars, scientists, and great \_\_\_\_\_
2. \_\_\_\_\_ findings laid the foundation for future discoveries
3. \_\_\_\_\_ – thinkers who explored knowledge

### B. Greek Philosophy

1. philosophy means “love of \_\_\_\_\_”
2. importance of **reason**
  - a. the power to \_\_\_\_\_
    - 1.) nature of the universe
    - 2.) a good \_\_\_\_\_
    - 3.) what is \_\_\_\_\_
    - 4.) what is \_\_\_\_\_
  - b. developed \_\_\_\_\_
    - 1.) system of reasoning
    - 2.) involves a step-by-step \_\_\_\_\_ to solve \_\_\_\_\_ or answer \_\_\_\_\_

### 3. Socrates

- a. son of a \_\_\_\_\_ and midwife
- b. wandered Athens sparking \_\_\_\_\_ with others (annoying)
- c. challenged beliefs and was sentenced to \_\_\_\_\_
- d. **Socratic method** – form of teaching in which the \_\_\_\_\_ asks students question after question to force them to \_\_\_\_\_ more clearly

### 4. \_\_\_\_\_

- a. Socrates’s student
- b. recorded his ideas in \_\_\_\_\_
- c. the **Academy** – \_\_\_\_\_ of philosophy founded by Plato
- d. now means a school of \_\_\_\_\_ learning
- e. interested in the nature of \_\_\_\_\_

### 5. Stoics

- a. \_\_\_\_\_ period
- b. founded by \_\_\_\_\_
- c. divine reason governed the \_\_\_\_\_
  - 1.) should live in \_\_\_\_\_ with nature
  - 2.) tried to master their \_\_\_\_\_ through self-control

## C. History and Politics Shape Greece

1. historians studied the past and asked \_\_\_\_\_
2. Herodotus
  - a. writer called “the father of \_\_\_\_\_”
  - b. lived during the \_\_\_\_\_ Persian War
  - c. wrote *The Histories* to investigate the causes of the \_\_\_\_\_
3. Thucydides
  - a. lived during the Peloponnesian \_\_\_\_\_
  - b. wrote about the war by visiting the \_\_\_\_\_ sites and interviewing people
  - c. wanted to avoid \_\_\_\_\_ mistakes
- 4 Xenophon
  - a. traveled \_\_\_\_\_ and Greece
  - b. wrote the first \_\_\_\_\_
  - c. believed history could teach people to live \_\_\_\_\_
5. Plato
  - a. wrote *The Republic* to present his ideas about an \_\_\_\_\_ government
  - b. wanted to be led by philosopher-kings who would be \_\_\_\_\_
  - c. wouldn’t be elected by the \_\_\_\_\_

6. Aristotle

- a. wrote *Politics* to compare governments
- b. said the best government would be \_\_\_\_\_
- c. felt citizens must \_\_\_\_\_ in government to be happy

7. Demosthenes

- a. \_\_\_\_\_ – gifted public speaker
- b. Athenian statesman who overcame a \_\_\_\_\_

D. Science and Technology

- 1. believed gods and spirits were behind \_\_\_\_\_ events, illness, etc.
- 2. began observing nature and formed a **hypothesis** – \_\_\_\_\_, to explain
- 3. began identifying and explaining \_\_\_\_\_ of nature
- 4. \_\_\_\_\_ of Miletus
  - a. How \_\_\_\_\_ is Earth, what is its \_\_\_\_\_, and what holds it up in space?
  - b. thought everything was made of \_\_\_\_\_
  - c. thought Earth was a disk \_\_\_\_\_ on water

5. Democritus realized the universe was made up of \_\_\_\_\_

- 6. \_\_\_\_\_
  - a. studied at Plato's academy
  - b. set up his own school, \_\_\_\_\_
  - c. \_\_\_\_\_ plants, animals, and rocks and collected \_\_\_\_\_
  - d. studied \_\_\_\_\_ and logic
  - e. analyzed government and the \_\_\_\_\_

7. technology

- a. invented \_\_\_\_\_ clocks, watermills, and \_\_\_\_\_
- b. \_\_\_\_\_ power to operate mechanical statues, gadgets, and \_\_\_\_\_
- c. Archimedes created a weapon that used \_\_\_\_\_ to redirect the sun and set \_\_\_\_\_ to enemy ships (a \_\_\_\_\_)

E. Mathematics and Medicine

1. mathematics

- a. discovered basic **concepts** – \_\_\_\_\_
- b. \_\_\_\_\_ of Samos
  - 1.) thought numbers were the key to understanding the universe
  - 2.) “\_\_\_\_\_ numbers”
  - 3.) Pythagorean \_\_\_\_\_ – a statement that can be proved true
- c. Hypatia – daughter of \_\_\_\_\_ of Alexandria (mathematician)
- d. Euclid
  - 1.) the “father of \_\_\_\_\_” taught in Alexandria, Egypt
  - 2.) compiled *The Elements* – a geometry \_\_\_\_\_

2. medicine

- a. looked for \_\_\_\_\_ causes of illness (not gods)
- b. practiced surgery and \_\_\_\_\_
- c. Hippocrates
  - 1.) best-known Greek \_\_\_\_\_
  - 2.) wrote books and ran a school to \_\_\_\_\_ doctors
  - 3.) taught doctors to ask questions and make \_\_\_\_\_
  - 4.) **Hippocratic oath** – oath taken by medical students  
\_\_\_\_\_ to practice medicine in an \_\_\_\_\_ way
- d. Alexandria, \_\_\_\_\_
  - 1.) Herophilus and Erasistratus \_\_\_\_\_ the human body
  - 2.) studied human \_\_\_\_\_
    - a.) the \_\_\_\_\_ nerve linked the \_\_\_\_\_ to the brain
    - b.) the \_\_\_\_\_ is the center of thought
    - c.) the \_\_\_\_\_ sends blood through the arteries

## Take Notes

**Literacy Skills: Summarize** Use what you have read to complete the flowcharts. Write a summary for each set of facts. The first flowchart has been completed for you.

**Summary:** The Greeks valued the human power of reason to help people understand their lives and world.

By asking questions, Socrates encouraged people to think more clearly.

Plato wrote about the nature of reality.

**Summary:**

Thucydides hoped that his history of the Peloponnesian War would help people avoid repeating the mistakes of the past.

The historian Xenophon believed that the study of history could teach people how to live moral lives.

**Summary:**

Through observation, the Greeks realized that natural laws governed the universe.

The philosopher Aristotle sought knowledge through observation. He was a great collector and classifier of data.

### INTERACTIVE

For extra help, review the 21st Century Tutorial: **Summarize**.



## Practice Vocabulary

**Sentence Builder** Finish the sentences below with a key term from this section. You may have to change the form of the words to complete the sentences.

### Word Bank

Academy

hypothesis

Hippocratic oath

Socratic method

1. A question-and-answer method of teaching is called the

.....  
.....  
.....

2. Plato's famous school of philosophy was called the

.....  
.....  
.....

3. After making observations of a natural event, Greek scholars explained their observations by forming a logical guess called a(n)

.....  
.....  
.....

4. When promising to use their knowledge only in ethical ways, doctors state the

.....  
.....  
.....

## VIII. Alexander and the Hellenistic World

### A. Alexander the Great

1. \_\_\_\_-year-old prince of Macedonia
2. watched his father, King Philip II, barter over an angry, unruly black \_\_\_\_\_
3. the king decided it could not be \_\_\_\_\_, but Alexander grabbed the reins
4. he knew it was afraid of its own \_\_\_\_\_ and faced it towards the \_\_\_\_\_
5. named him Bucephalus, who never allowed anyone else to \_\_\_\_\_ him
6. the two eventually set out to conquer the \_\_\_\_\_

### B. Macedonia's Rise

1. land \_\_\_\_\_ in the Greek peninsula
2. governed by \_\_\_\_\_, and considered old-fashioned by others
3. King \_\_\_\_\_
  - a. regained independence from Persia after their defeat by the Greeks
  - b. \_\_\_\_\_ and ambitious leader
  - c. his \_\_\_\_\_, the king, had died and his son was an infant
  - d. built a powerful army with new tactics
    - 1.) organized \_\_\_\_\_
    - 2.) armed each man with a **sarissa**
      - a.) \_\_\_\_-foot-long Macedonian \_\_\_\_\_ or spear
      - b.) \_\_\_\_\_ than the Greeks and gave them huge advantage
    - 3.) trained men to change direction without losing \_\_\_\_\_
  - e. defeated the \_\_\_\_\_
  - f. conquered Greece
    - 1.) with his son, Alexander, who led the \_\_\_\_\_
    - 2.) beat \_\_\_\_\_ and Athens
    - 3.) said city-states could keep their governments
    - 4.) wanted to conquer \_\_\_\_\_ next
  - g. was then \_\_\_\_\_ at his daughter's wedding

### C. Alexander on the March

1. gained the throne at age \_\_\_\_
2. brilliant military leader influenced by \_\_\_\_\_
3. the *Iliad* was his favorite book and he wanted to be like \_\_\_\_\_
4. led his armies through Persia, central \_\_\_\_\_, and Europe
5. \_\_\_\_\_ his soldiers into battle personally to lift morale
6. spread Greek culture along the way
7. conquered Greece
  - a. crushed \_\_\_\_\_ after his father's death
  - b. \_\_\_\_\_ Thebes to the ground as a warning
8. took 30,000 \_\_\_\_\_ and 5,500 \_\_\_\_\_ into Asia next
  - a. freed \_\_\_\_\_ from Persian rule
  - b. captured cities along the Mediterranean \_\_\_\_\_
9. liberated Egypt from Persians and founded \_\_\_\_\_ on the Nile delta
10. headed to Persia and defeated the \_\_\_\_\_
11. led his army to Afghanistan and \_\_\_\_\_
12. became known as "Alexander the \_\_\_\_\_" in \_\_\_\_ short years of conquest
13. **Hellenistic period**
  - a. \_\_\_\_\_-like (\_\_\_\_\_ is the Greeks' word for themselves)
  - b. founded Greek-style \_\_\_\_\_ everywhere
  - c. Greek soldiers, traders, and \_\_\_\_\_ settled in
  - d. built Greek temples and \_\_\_\_\_
  - e. shared Greek ideas and \_\_\_\_\_
  - f. Greek culture mixed with Egyptian, Persian, and Indian cultures
    - 1.) Egyptian goddess \_\_\_\_\_ is now in Greek mythology

14. the fall

- a. \_\_\_\_\_ died of battle wounds after a battle in Pakistan
- b. Alexander's army \_\_\_\_\_
- c. he died of a \_\_\_\_\_ in Babylon at the age of 32
- d. his \_\_\_\_\_ son couldn't take over
- e. generals divided up the empire into \_\_\_\_\_
- f. \_\_\_\_\_
  - 1.) ruled a kingdom in Egypt
  - 2.) his family ruled for \_\_\_\_\_ years
  - 3.) \_\_\_\_\_ was the last

15. this **period** – \_\_\_\_\_, was short lived but changed the world forever

D. The Impact of Hellenistic Learning

1. Alexander brought \_\_\_\_\_ to study plants and animals on his conquests

2. Hellenistic \_\_\_\_\_

a. Alexandria

- 1.) Greek \_\_\_\_\_ of Egypt
- 2.) founded by Alexander
- 3.) grew rich from \_\_\_\_\_ between Europe, Africa, and Asia

b. the Great \_\_\_\_\_

- 1.) funded by the trade
- 2.) founded by the \_\_\_\_\_
- 3.) wanted to **acquire** -- \_\_\_\_\_, a copy of every book in the \_\_\_\_\_
- 4.) collected 500,000 \_\_\_\_\_

3. city of \_\_\_\_\_

a. \_\_\_\_\_ scholars created the Septuagint, a translation of the Hebrew Bible into Greek, at the Great Library

b. Euclid, \_\_\_\_\_, and Hypatia lived and worked in Alexandria

c. Archimedes studied there

- 1.) invented the Archimedean \_\_\_\_\_
  - a.) lifted \_\_\_\_\_ for irrigation
  - b.) drained \_\_\_\_\_

2.) made important \_\_\_\_\_ contributions as well

4. Greek culture spread

a. influenced \_\_\_\_\_ in Italy

b. created the Greco-Roman or **classical civilization** -- \_\_\_\_\_

5. exchange between \_\_\_\_\_

a. cities along the Silk Road became sites of \_\_\_\_\_, spreading

1.) religions

2.) \_\_\_\_\_

b. spread ideas and ways of life from many different \_\_\_\_\_

1.) Europe

2.) \_\_\_\_\_

3.) Asia

4.) connected people from the Mediterranean to \_\_\_\_\_

c. became great gathering places for

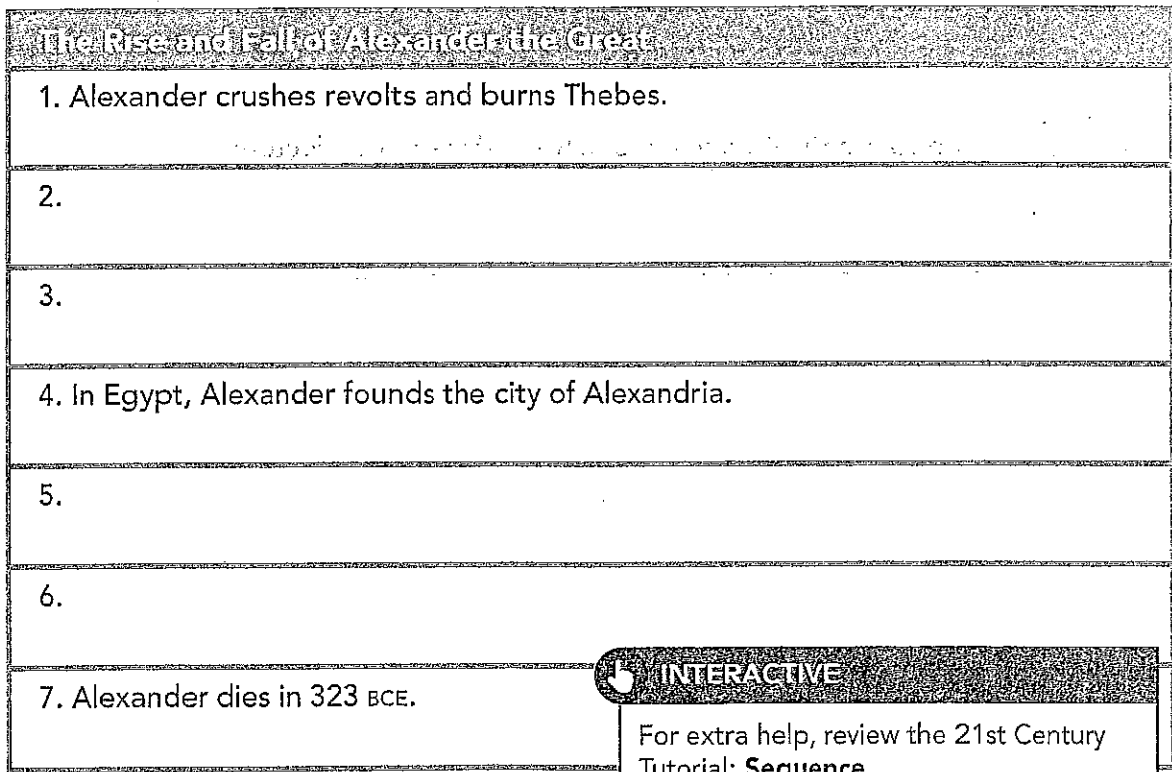
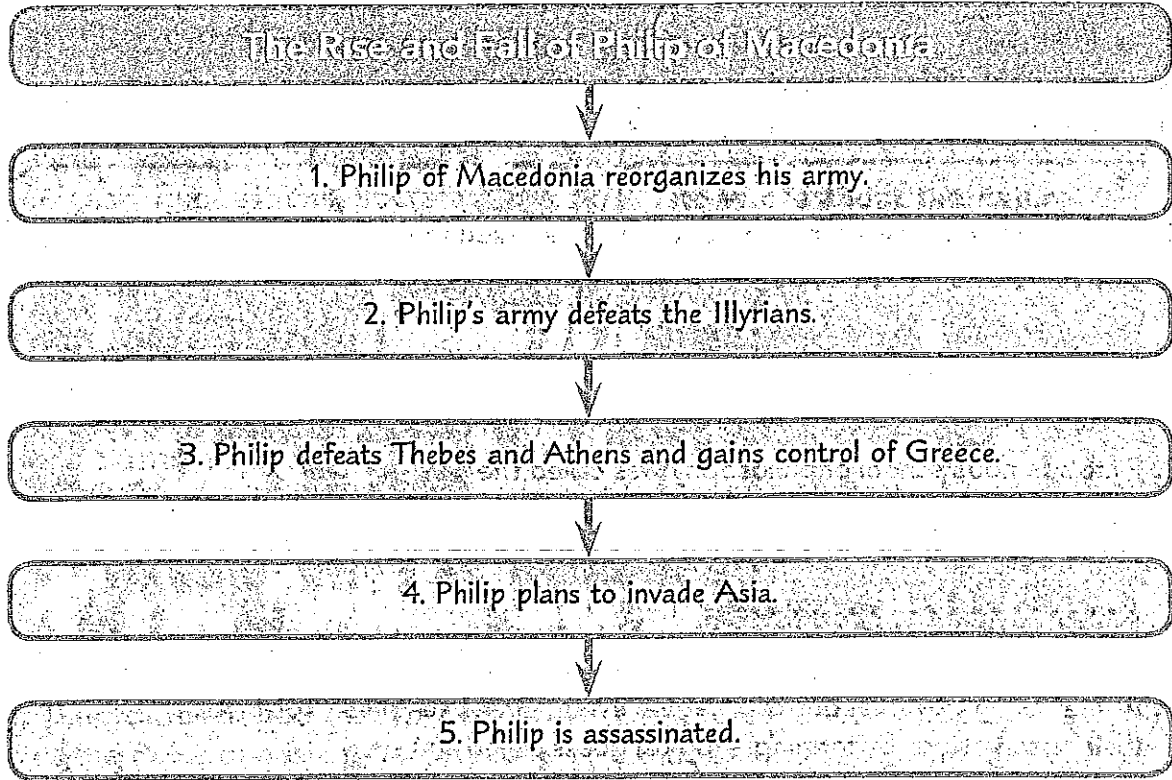
1.) traders

2.) \_\_\_\_\_

3.) merchants

### Take Notes

**Literacy Skills: Sequence** Use what you have read to complete the flowcharts in order to show the sequence of events. The first flowchart has been completed for you.



## Practice Vocabulary

Use a Word Bank. Choose one word from the word bank to fill in each blank. When you have finished, you will have a short summary of important ideas from the section.

### Word Bank

sarissa

Hellenistic

classical civilization

Philip of Macedonia gained control of Greece with powerful, disciplined

troops, each of whom was armed with a



After Philip was assassinated, his son Alexander gained the throne.

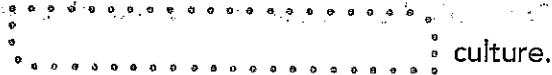
Alexander secured control of Greece and then captured cities in Asia and

along the Mediterranean coast. He freed Egypt from the Persians and

founded Alexandria on the Nile delta. After defeating the Persian empire,

Alexander moved east into India. Alexander founded Greek-style cities

from which emerged



culture.

Alexander's conquests helped spread Greek culture. In time, Greek

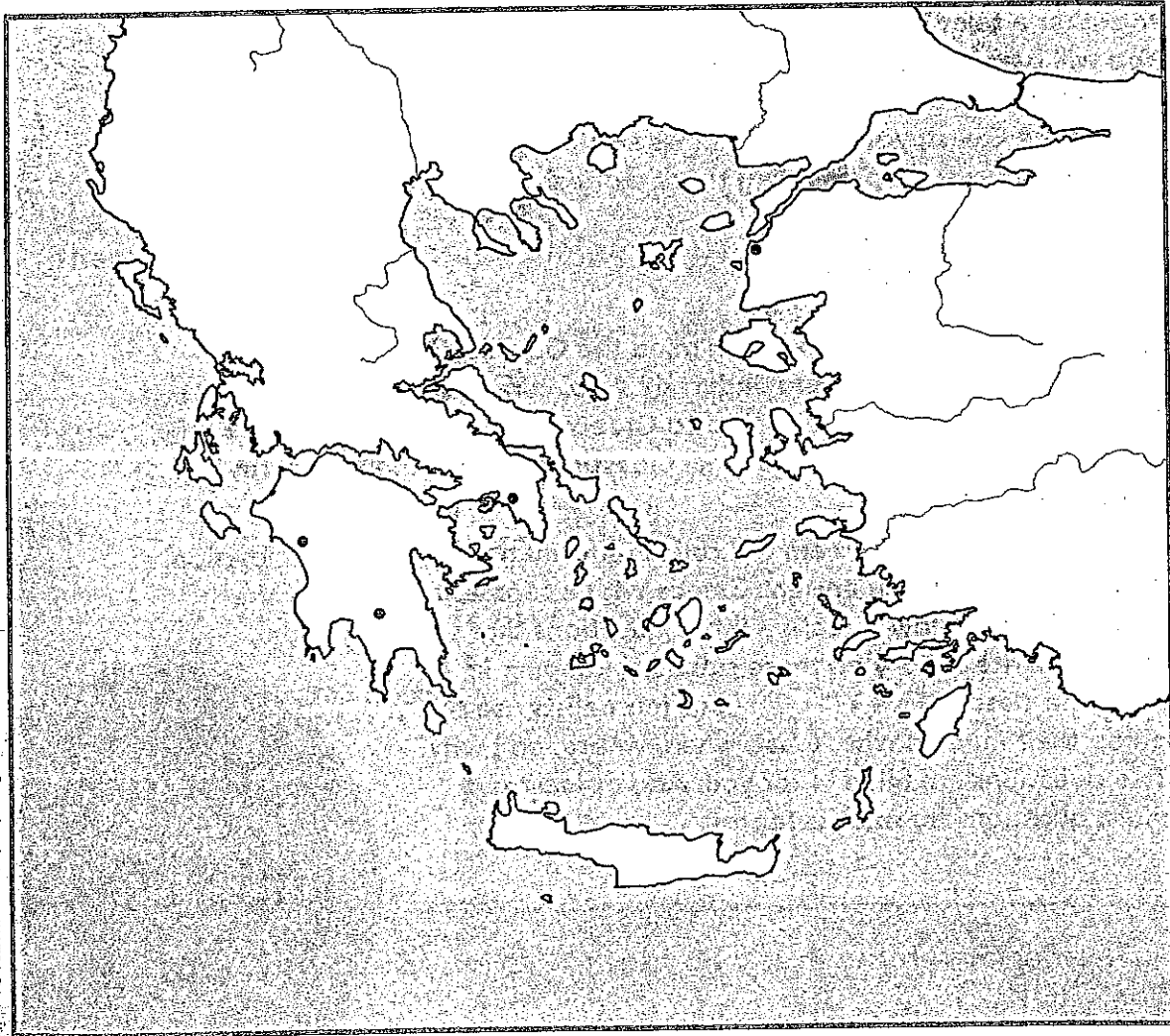
and Roman culture would form



## Map Skills

Using the map in your text, label the outline map with the places listed. Then color in significant features of the region, such as mountains.

Europe	Asia	Greece	Aegean Sea
Ionian Sea	Mediterranean Sea	Athens	Sparta
Olympia	Troy	Peloponnesian Peninsula	Crete



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500  
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400  
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300  
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