

Foundations of Western Ideas

Chapter 7 The Hebrews and Judaism

Chapter 8 Ancient Greece

Chapter 9 The Greek World



An illustration of a Greek warrior standing in a classical building. He is wearing a red cape over a patterned tunic and a skirt. He holds a dark, stylized mask in his right hand. To his left, the arm and hand of a woman in a red dress are visible. The background shows stone walls and columns.

What You Will Learn...

The foundations of Western civilization can be traced back more than 2,000 years to the eastern Mediterranean region. There, the ancient Hebrews, their descendants, and the ancient Greeks developed many of the ideas and traditions that have shaped the world today.

The Jewish religion, Judaism, is based on a belief in one God and basic ideas about right and wrong. The ancient Greeks created the world's first democracy. The Greeks also revolutionized science and mathematics and created some of the world's most famous art and literature.

In the next three chapters, you will learn how the Hebrews and Greeks helped shape the world you live in today.

Explore the Art

In this scene, the daughter of a Greek king warns her father not to trust a general who needs help in a war. What does this scene show about life in ancient Greece?



FLORIDA...

The Story Continues

CHAPTER 7, The Hebrews and Judaism (2000 BC–AD 70)

PEOPLE 1763: The first Jewish settlers come to Florida.

According to the earliest records, the first Jewish settlers came to Pensacola in 1763 from New Orleans. By 1821 the Jewish population was still quite small—only about 30 to 40 people. Hoping to attract Jewish settlers fleeing persecution in Europe, Moses Elias Levy (1782–1854) purchased a large tract of land near Micanopy in 1821 to start a colony. He named his colony Pilgrimage Plantation. To his disappointment, few settlers came. The colony was destroyed in 1835 during the Second Seminole War. Today Florida's Jewish population is about 750,000—the third largest in the nation.

PEOPLE 1838–1839: David Levy Yulee helps write the Florida State Constitution.

Floridians voted for statehood in 1838. The territorial governor called for the election of delegates to a constitutional convention. David Levy Yulee (1810–1886) was one of the delegates. Yulee was the son of Moses Elias Levy, the founder of Pilgrimage Plantation. The Levy family had originally come from Morocco. David Levy adopted the honorary Moorish title Yulee that his family had once used. Yulee was the person most responsible for getting Florida admitted to the Union. Some voters wanted to split the territory into two states. Yulee fought for a single state. He also lobbied members of Congress to vote for Florida's admission. Florida became the twenty-seventh state in 1845. Yulee went on to serve as one of the state's first two U.S. senators. The city of Yulee in northeastern Florida is named in his honor. Levy County on the Gulf Coast is named for his family.

PLACES

1990: The Holocaust Memorial opens in Miami Beach. In 1984 a group of Holocaust survivors decided to create a memorial to honor the 6 million Jewish victims of the Holocaust. Sculptor and architect Kevin Treister was asked to design the memorial. The memorial was opened to the public in 1990. It includes sculptures, granite slabs showing images of the Holocaust, and a meditation garden.

PLACES

1995: The Jewish Museum of Florida opens in Miami Beach. The Jewish Museum of Florida grew out of the MOSAIC project, a research project that documented the state's Jewish history. Beginning in 1985 Marcia Jo Zerivitz traveled the state collecting information and artifacts about Jewish life in Florida since 1763. She used the information and artifacts to create the MOSAIC: Jewish Life in Florida exhibit.

Zerivitz took the exhibit to 13 cities from 1990 to 1994. The exhibit then became the basis for the museum.

PEOPLE

2004: Debbie Wasserman Schultz becomes the first Jewish woman from Florida elected to the U.S. House of Representatives. In 2004, voters from the Twentieth Congressional District elected Debbie Wasserman Schultz (1966–) to the U.S. House of Representatives. It was the first time voters had elected a Jewish woman to serve the state in the U.S. House of Representatives. Representative Wasserman Schultz was sworn in on January 4, 2005. The Twentieth Congressional District stretches from Miami Beach to Fort Lauderdale. Before being elected to the U.S. House of Representatives, Wasserman Schultz served in the Florida state legislature, first as a representative and later as a senator.



Unpacking the Florida Standards <...>

Read the following to learn what this standard says and what it means. See FL8–FL29 to unpack all of the standards related to this chapter.

Benchmark SS.6.W.2.9 Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area. Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.

What does it mean?

Name leading ancient Israelites and explain their significance. Know the fundamental beliefs of the ancient Israelites and compare these beliefs to those of other nearby peoples.



SPOTLIGHT ON

SS.6.G.1.5, SS.6.G.2.1, SS.6.G.2.2, SS.6.G.2.7 See pages FL41–FL44 for content specifically related to these Chapter 7 standards.

The Hebrews and Judaism

Essential Question How did the Hebrews defend themselves and maintain their beliefs?



Florida Next Generation Sunshine State Standards

LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly. **LA.6.1.7.3** The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details. **SS.6.G.1.4** Utilize tools geographers use to study the world. **SS.6.G.1.5** Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world. **SS.6.G.1.7** Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. **SS.6.G.2.1** Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world. **SS.6.G.2.2** Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. **SS.6.G.2.4** Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. **SS.6.G.2.6** Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. **SS.6.G.2.7** Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world. **SS.6.G.4.1** Explain how family and ethnic relationships influenced ancient cultures. **SS.6.G.4.2** Use maps to trace significant migrations, and analyze their results. **SS.6.G.4.4** Map and analyze the impact of the spread of various belief systems in the ancient world. **SS.6.G.5.3** Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. **SS.6.W.1.1** Use timelines to identify chronological order of historical events. **SS.6.W.1.3** Interpret primary and secondary sources. **SS.6.W.1.6** Describe how history transmits culture and heritage and provides models of human character. **SS.6.W.2.9** Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

FOCUS ON WRITING

A Web Site Have you ever designed your own Web site? If not, here's your chance to create one. As you read this chapter, you'll gather information about Hebrew history, beliefs, values, and culture. Then you will write a description of how you would present this same information on a Web site.



In this photo, hundreds of people pray at the Western Wall, the holiest site in the world of Judaism. The wall was built around 19 BC.

CHAPTER EVENTS

c. 2000 BC
Abraham leaves Mesopotamia.

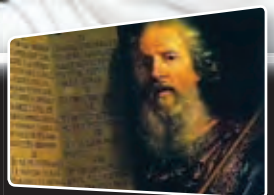
WORLD EVENTS

2000 BC

c. 1750 BC
Hammurabi issues his law code.



H
HISTORY



Moses at Mount Sinai

hmhsocialstudies.com VIDEO

c. 1000 BC
David becomes king of Israel.



586 BC
The Jews are enslaved in Babylon.



AD 70
The Romans destroy the Second Temple in Jerusalem.

1475 BC



c. 1240–1224 BC
Ramses the Great rules Egypt.

950 BC



c. 563 BC
The Buddha is born in India.

425 BC



27 BC
Augustus becomes the first Roman emperor.

AD 100

Reading Social Studies

Economics

Geography

Politics

Religion

Society
and Culture

Science and
Technology

Focus on Themes In this chapter, you will read about the Hebrews and their descendents, the Israelites and Jews, and the religion called Judaism. You will learn about Jewish beliefs, texts such as the Torah and the Dead Sea Scrolls, and leaders such as

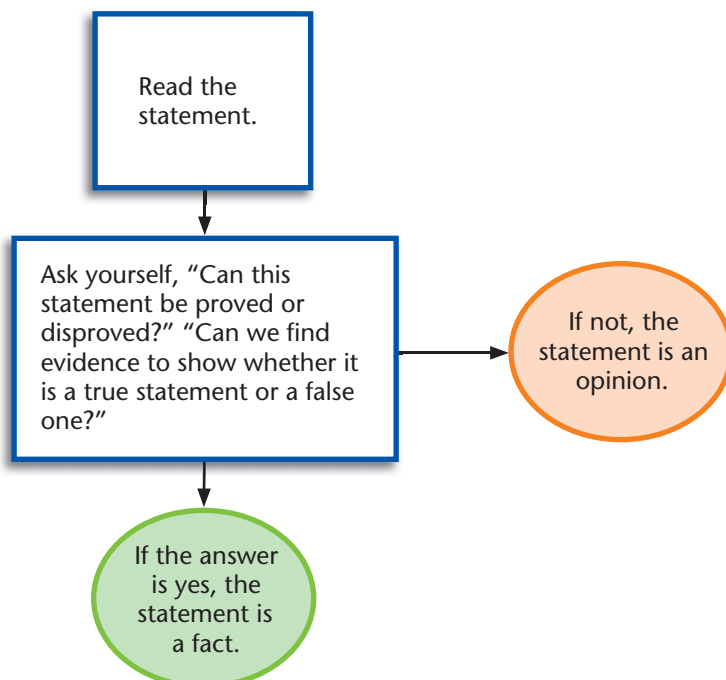
Abraham and Moses. As you read, pay close attention to how people's beliefs affected where and how they lived. In the process, you will discover that the lives of the early Jews revolved around their **religious** beliefs and practices.

Facts and Opinions about the Past

Focus on Reading Why is it important to know the difference between a fact and an opinion? Separating facts from opinions about historical events helps you know what really happened.

Identifying Facts and Opinions Something is a **fact** if there is a way to prove it or disprove it. For example, research can prove or disprove the following statement: "The ancient Jews recorded their laws." But research can't prove the following statement because it is just an **opinion**, or someone's belief: "Everyone should read the records of the ancient Jews."

Use the process below to decide whether a statement is fact or opinion.



Key Terms and People

You Try It!

The following passage tells about boys who, years ago, found what came to be called the Dead Sea Scrolls. All the statements in this passage are facts. What makes them facts and not opinions?

Scrolls Reveal Past Beliefs

Until 1947 no one knew about the Dead Sea Scrolls. In that year, young boys looking for a lost goat near the Dead Sea found a small cave. One of the boys went in to explore and found several old jars filled with moldy scrolls.

Scholars were very excited about the boy's find. Eager to find more scrolls, they began to search the desert. Over the next few decades, searchers found several more groups of scrolls.

Careful study revealed that most of the Dead Sea Scrolls were written between 100 BC and AD 50. The scrolls included prayers, commentaries, letters, and passages from the Hebrew Bible. These writings help historians learn about the lives of many Jews during this time.

*From
Chapter 7,
pages
212–213*

Identify each of the following as a fact or an opinion and then explain your choice.

1. Boys discovered the Dead Sea Scrolls in 1947.
2. The discovery of the scrolls is one of the most important discoveries ever.
3. All religious leaders should study the Dead Sea Scrolls.
4. The Dead Sea Scrolls were written between 100 BC and AD 50.

Chapter 7

Section 1

Judaism (p. 202)
Abraham (p. 202)
Moses (p. 203)
Exodus (p. 203)
Ten Commandments (p. 204)
David (p. 205)
Solomon (p. 205)
Diaspora (p. 206)

Section 2

monotheism (p. 208)
Torah (p. 210)
synagogue (p. 210)
prophets (p. 211)
Talmud (p. 212)
Dead Sea Scrolls (p. 212)

Section 3

Zealots (p. 214)
rabbis (p. 216)
Passover (p. 219)
High Holy Days (p. 219)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic word:

principles (p. 210)

As you read Chapter 7, look for clues that will help you determine which statements are facts.

SECTION

1

LA.6.1.6.1, LA.6.1.7.3, SS.6.G.1.4, SS.6.G.1.5, SS.6.G.1.7, SS.6.G.2.1, SS.6.G.2.2, SS.6.G.2.4, SS.6.G.4.1, SS.6.G.4.2, SS.6.G.5.3, SS.6.W.1.1, SS.6.W.1.3, SS.6.W.1.6, SS.6.W.2.9

What You Will Learn...

Main Ideas

1. Abraham led the Hebrews to Canaan and to a new religion, and Moses led the Israelites out of slavery in Egypt.
2. Strong kings united the Israelites to fight off invaders.
3. Invaders conquered and ruled the Israelites after their kingdom broke apart.
4. Some women in Israelite society made great contributions to their history.

The Big Idea

Originally desert nomads, the Hebrews established a great kingdom called Israel.

Key Terms and People

Judaism, p. 202
Abraham, p. 202
Moses, p. 203
Exodus, p. 203
Ten Commandments, p. 204
David, p. 205
Solomon, p. 205
Diaspora, p. 206



hmhsocialstudies.com

TAKING NOTES

Use the graphic organizer online to take notes on the stages of Hebrew and later Jewish history from its beginnings in Canaan to Roman rule.

The Early Hebrews

If YOU were there...

You and your family are herders, looking after large flocks of sheep. Your grandfather is the leader of your tribe. One day your grandfather says that your whole family will be moving to a new country where there is more water and food for your flocks. The trip will be long and difficult.

How do you feel about moving to a faraway land?

BUILDING BACKGROUND Like the family described above, the early Hebrews moved to new lands in ancient times. According to Jewish tradition, their history began when God told an early Hebrew leader to travel west to a new land.

Abraham and Moses Lead Their People

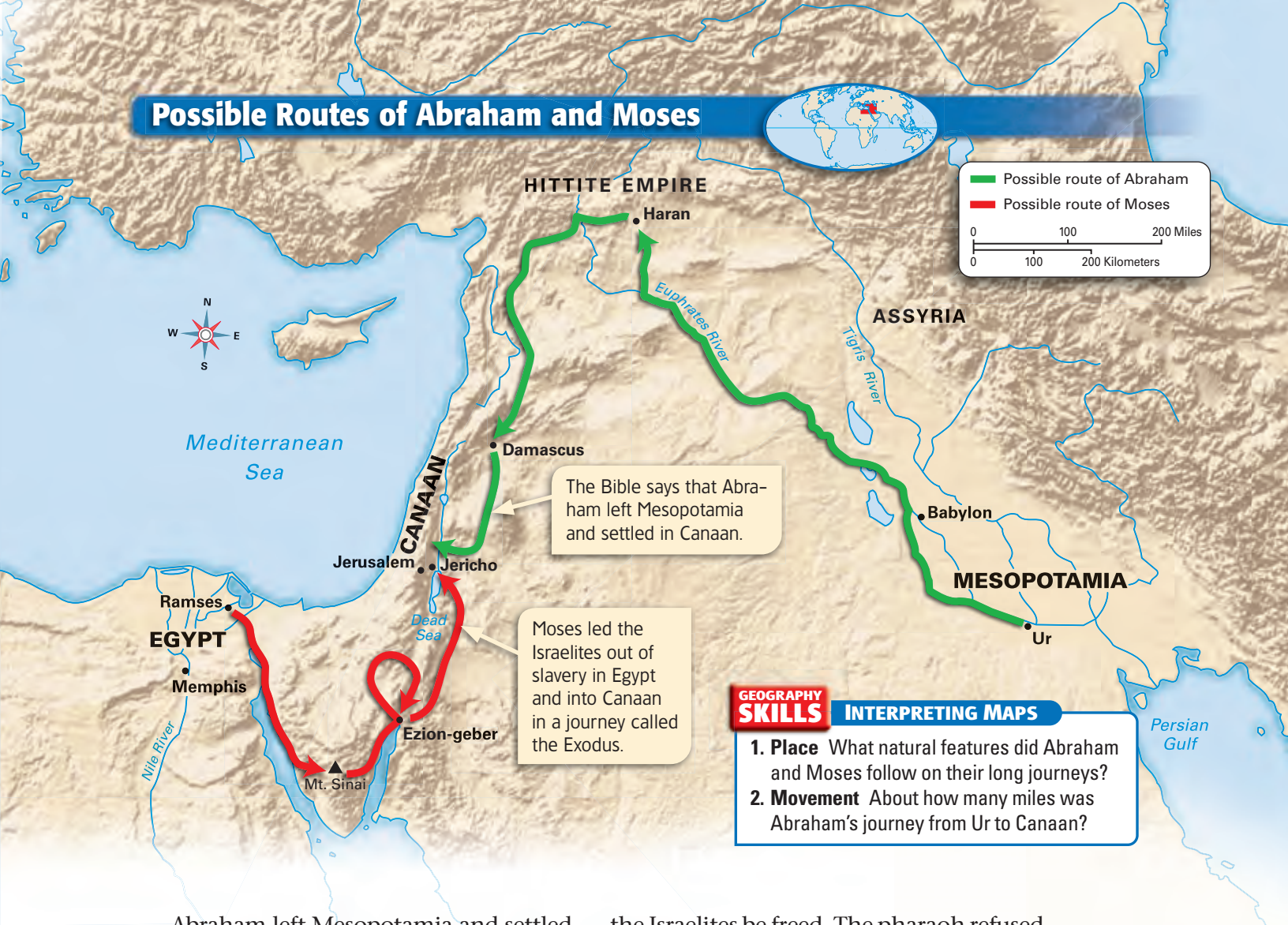
Sometime between 2000 and 1500 BC a new people appeared in Southwest Asia. They were the Hebrews (HEE-brooz), ancestors of the Israelites and Jews. The early Hebrews were simple herders, but they developed a culture that became a major influence on later civilizations.

Much of what is known about their early history comes from the work of archaeologists and from accounts written by Jewish scribes. These accounts describe the early history of the Jews' ancestors and the laws of **Judaism** (JOO-dee-i-zuhm), **their religion**. In time these accounts became the Hebrew Bible. The Hebrew Bible is largely the same as the Old Testament of the Christian Bible.

The Beginnings in Canaan and Egypt

The Hebrew Bible traces the Hebrews back to a man named **Abraham**. One day, the Hebrew Bible says, God told Abraham to leave his home in Mesopotamia. He was to take his family on a long journey to the west. God promised to lead Abraham to a new land and make his descendants into a mighty nation.

Possible Routes of Abraham and Moses



GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Place** What natural features did Abraham and Moses follow on their long journeys?
- 2. Movement** About how many miles was Abraham's journey from Ur to Canaan?

Abraham left Mesopotamia and settled in Canaan (KAY-nuhn), on the Mediterranean Sea. Some of his descendants, the Israelites, lived in Canaan for many years. Later, however, some Israelites moved to Egypt, perhaps because of famine in Canaan.

The Israelites lived well in Egypt, and their population grew. This growth worried Egypt's ruler, the pharaoh. He feared that the Israelites might soon become too powerful. To stop this from happening, the pharaoh made the Israelites slaves.

The Exodus

According to the Hebrew Bible, a leader named **Moses** appeared among the Israelites in Egypt. In the 1200s BC, God told Moses to lead the Israelites out of Egypt. Moses went to the pharaoh and demanded that

the Israelites be freed. The pharaoh refused. Soon afterward a series of terrible plagues, or disasters, struck Egypt.

The plagues frightened the pharaoh so much that he agreed to free the Israelites. Overjoyed with the news of their release, **Moses led his people out of Egypt in a journey called the Exodus.** To the Israelites, the release from slavery proved that God was protecting and watching over them. They believed that they had been set free because God loved them.

The Exodus is a major event in Jewish history, but other people recognize its significance as well. Throughout history, for example, enslaved people have found hope in the story. Before the Civil War, American slaves sang about Moses to keep their hopes of freedom alive.

For many years after their release, the Israelites traveled through the desert, trying to return to Canaan. During their journey they reached a mountain called Sinai. On that mountain, the Hebrew Bible says, God gave Moses two stone tablets. On the tablets was written a code of moral laws known as the **Ten Commandments**:

“I the Lord am your God who brought you out of the land of Egypt, the house of bondage: You shall have no other gods besides Me. . . . You shall not swear falsely by the name of the Lord your God; for the Lord will not clear one who swears falsely by His name. Remember the sabbath day and keep it holy. . . . Honor your father and your mother, that you may long endure on the land that the Lord your God is assigning to you. You shall not murder. You shall not commit adultery. You shall not steal. You shall not bear false witness against your neighbor. You shall not covet your neighbor’s house: you shall not covet your neighbor’s wife, or his male or female slave, or his ox or his ass, or anything that is your neighbor’s.”

—Exodus 20:2–14

As you can see, by accepting the Ten Commandments, the Israelites agreed to worship only God. They also agreed to value human life, self-control, and justice. Over time the commandments shaped the development of their society.

The Return to Canaan

According to the Hebrew Bible, the Israelites eventually reached the land of Canaan. Once there, they had to fight the people living there to gain control of the land before they could settle. After they conquered Canaan and settled down, the Israelites built their own society.

In Canaan, the Israelites lived in small, scattered communities. These communities had no central government. Instead, each community selected judges as leaders to enforce laws and settle disputes. Before long, though, a threat arose that called for a new kind of leadership.

READING CHECK Identifying Cause and Effect

Why did Abraham leave Mesopotamia?

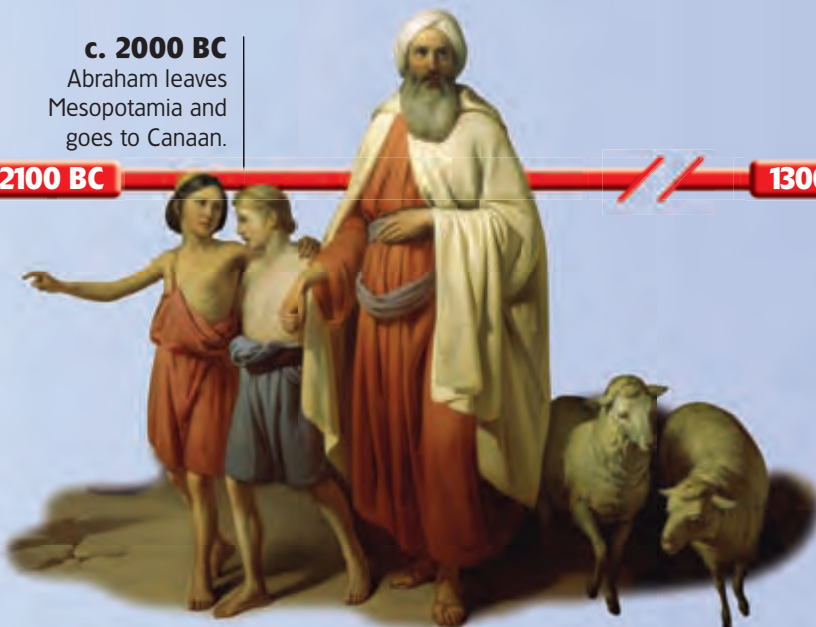
Time Line

Early Hebrew History

c. 2000 BC

Abraham leaves Mesopotamia and goes to Canaan.

2100 BC



1200s BC

Moses leads the Israelites on the Exodus out of slavery in Egypt.

1300 BC

1200 BC



Kings Unite the Israelites

The new threat to the Israelites came from the Philistines (FI-li-steenz), who lived along the Mediterranean coast. In the mid-1000s BC the Philistines invaded the Israelites' lands.

Frightened by these powerful invaders, the Israelites banded together under a single ruler who could lead them in battle. That ruler was a man named Saul, who became the first king of Israel. Saul had some success as a military commander, but he wasn't a strong king. He never won the total support of tribal and religious leaders. They often disputed his decisions.

King David

After Saul died, a man once out of favor with Saul became king. That king's name was **David**. As a young man, David had been a shepherd. The Hebrew Bible tells how David slew the Philistine giant Goliath, which brought him to the attention of the king. David was admired for his military skills and as a poet; many of the Psalms are

attributed to him. For many years, David lived in the desert, gathering support from local people. When Saul died, David used this support to become king.

Unlike Saul, David was well loved by the Israelites. He won the full support of Israel's tribal leaders. David defeated the Philistines and fought and won wars against many other peoples of Canaan. He established the capital of Israel in Jerusalem.

King Solomon

David's son **Solomon** (SAHL-uh-muhn) took the throne in about 965 BC. Like his father, Solomon was a strong king. He expanded the kingdom and made nearby kingdoms, including Egypt and Phoenicia, his allies. Trade with these allies made Israel very rich. With these riches, Solomon built a great Temple to God in Jerusalem. This Temple became the center of the Israelites' religious life and a symbol of their faith.

FOCUS ON READING

Are the sentences in this paragraph facts or opinions? How can you tell?

READING CHECK Finding Main Ideas Why did the Israelites unite under a king?



1100 BC

mid-1000s BC
Saul becomes the first king of Israel.

c. 1000 BC
David becomes king of Israel.

c. 965 BC
David's son Solomon becomes king of Israel. Solomon builds a great temple in Jerusalem.

c. 930 BC
Solomon dies. His kingdom is split into the kingdoms of Judah and Israel.



900 BC

800 BC

ANALYSIS SKILL

READING TIME LINES

About how many years after Abraham settled in Canaan did Saul become the first king of Israel?



Invaders Conquer and Rule

After Solomon's death in about 930 BC, revolts broke out over who should be king. Within a year, conflict tore Israel apart. Israel split into two kingdoms called Israel and called Judah (JOO-duh). The people of Judah became known as Jews.

The two new kingdoms lasted for a few centuries. In the end, however, both were conquered. The Assyrians defeated Israel around 722 BC. The kingdom fell apart because most of its people were dispersed. Judah lasted longer, but before long it was defeated by the Chaldeans.

Kingdoms of Israel and Judah, c. 920 BC



The Dispersal of the Jews

The Chaldeans captured Jerusalem and destroyed Solomon's Temple in 586 BC. They marched thousands of Jews to their capital, Babylon, to work as slaves. The Jews called this enslavement the Babylonian Captivity. It lasted about 50 years.

In the 530s BC a people called the Persians conquered the Chaldeans and let the Jews return to Jerusalem. But many never took this opportunity to return home. Instead, some moved to other parts of the Persian Empire. Scholars call the dispersal of the Jews outside of Israel and Judah the **Diaspora** (dy-AS-pruh).

The rest of the Jews did return home to Jerusalem. There they rebuilt Solomon's Temple, which became known as the Second Temple. The Jews remained under Persian control until the 330s BC, when the Persians were conquered by invaders.

Independence and Conquest

Tired of foreign rule, a Jewish family called the Maccabees (MA-kuh-beez) led a successful revolt in the 160s BC. For about 100 years, the Jews again ruled their own kingdom. Their independence, however, didn't last. In 63 BC the Jews were conquered again, this time by the Romans.

Although Jewish leaders added to the Second Temple under Roman rule, life was difficult. Heavy taxes burdened the people. The Romans were brutal masters who had no respect for the Jewish religion and way of life.

Some rulers tried to force the Jews to worship the Roman Emperor. The Roman rulers even appointed the high priests, the leaders of the Temple. This was more than the Jews could bear. They called on their people to rebel against the Romans.

READING CHECK Summarizing How did Roman rule affect Jewish society?

GEOGRAPHY SKILLS

INTERPRETING MAPS

Place How did Israel and Judah compare in size to Solomon's kingdom?

Women in Israelite Society

Israelite government and society were dominated by men, as were most ancient societies. Women and men had different roles. Men made most decisions, and a woman's husband was chosen by her father. However, a daughter could not be forced into marriage. A family's property was inherited by the eldest son, who provided for all children and for women without husbands.

Some Israelite and Jewish women, however, made great contributions to their society. The Hebrew Bible describes them. Some were political and military leaders, such as Queen Esther and the judge Deborah. According to the Hebrew Bible, these women saved their people from their enemies. Other women, such as Miriam, the sister of Moses, were spiritual leaders.

Some women in the Hebrew Bible were seen as examples of how Israelite and Jewish women should behave. For example, Ruth, who left her people to care for her mother-in-law, was seen as a model of human character. Ruth's story was told as an example of how people should treat their family members.

READING CHECK **Generalizing** What was life like for most Israelite women?

BIOGRAPHY

Ruth and Naomi

The story of Ruth and Naomi comes from the Book of Ruth, one of the books of the Hebrew Bible. According to this account, Ruth was not an Israelite, though her husband was. After he died, Ruth and her mother-in-law, Naomi, resettled in Israel. Inspired by Naomi's faith in God, Ruth joined Naomi's family and adopted her beliefs. She dedicated her life to supporting Naomi.

Drawing Inferences What lessons might the story of Ruth be used to teach?



SUMMARY AND PREVIEW The history of the Jews and their ancestors began some 3,500 to 4,000 years ago. The instructions that Jews believe God gave to the early Hebrews and Israelites shaped their religion, Judaism. In the next section, you will learn about the main teachings of Judaism.

Section 1 Assessment

Reviewing Ideas, Terms, and People

1. **a. Identify** Who was **Abraham**?
b. Evaluate Why was the **Exodus** a significant event in Israelite history?
2. **Summarize** How did **David** and **Solomon** strengthen the kingdom of Israel?
3. **Describe** What happened during the Babylonian Captivity?
4. **a. Describe** Who had more rights in Israelite society, men or women?
b. Make Inferences How did Ruth and Naomi set an example for other Israelites?

Critical Thinking

5. **Evaluating** Review your notes on the chapter. In a chart like this one, note the contributions of the four most important people.

Key Figure Contribution

FOCUS ON WRITING

6. **Taking Notes about Early Jewish History** Make a list of events and people that played key roles in early Jewish history. Look for ways to group your facts into features on your Web page.

 hmhsocialstudies.com
ONLINE QUIZ



What You Will Learn...

Main Ideas

1. Beliefs in God, education, justice, and obedience anchor Jewish society.
2. Jewish beliefs are listed in the Torah, the Hebrew Bible, and the Commentaries.
3. The Dead Sea Scrolls reveal many past Jewish beliefs.
4. The ideas of Judaism have helped shape later cultures.

The Big Idea

The central ideas and laws of Judaism are contained in sacred texts such as the Torah.

Key Terms

monotheism, p. 208

Torah, p. 210

synagogue, p. 210

prophets, p. 211

Talmud, p. 212

Dead Sea Scrolls, p. 212



hmhsocialstudies.com

TAKING NOTES

Use the graphic organizer online to record notes on Jewish beliefs and texts.

SS.6.W.2.9 Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

Jewish Beliefs and Texts

If YOU were there...

You live in a small town in ancient Israel. Some people in your town treat strangers very badly. But you have been taught to be fair and kind to everyone, including strangers. One day, you tell one of your neighbors he should be kinder to strangers. He asks you why you feel that way.

How will you explain your belief in kindness?

BUILDING BACKGROUND The idea that people should be fair and kind to everyone in the community is an important Jewish teaching. Sometimes, their teachings set the Jews apart from other people in society. But at the same time, their shared beliefs tie all Jews together as a religious community.

Jewish Beliefs Anchor Their Society

Religion is the foundation upon which the Jews base their whole society. In fact, much of Jewish culture is based directly on Jewish beliefs. The central concepts of Judaism are belief in God, education, justice and righteousness, and observance of religious and moral law.

Belief in One God

Most importantly, Jews believe in one God. The Hebrew name for God is YHWH, which is never pronounced by Jews, as it is considered too holy. The belief in only one God is called **monotheism**. Many people believe that Judaism was the world's first monotheistic religion. It is certainly the oldest such religion that is still widely practiced today.

In the ancient world where most people worshipped many gods, the Jews' worship of only God set them apart. This worship also shaped Jewish society. The Jews believed that God had guided their history through his relationships with Abraham, Moses, and other leaders.



Moses and the Golden Calf

According to the Hebrew Bible, when Moses returned from Mount Sinai, he found the Israelites worshipping a statue of a golden calf. They had become impatient waiting for Moses and wanted to worship a god they could see. Moses was furious that they were worshipping a statue instead of God. In this Italian painting from the 1600s, the Israelites are destroying the golden calf.

How are the Israelites destroying the golden calf?

Education

Another central element of Judaism is education and study. Teaching children the basics of Judaism has always been important in Jewish society. In ancient Jewish communities, older boys—but not girls—studied with professional teachers to learn their religion. Even today, education and study are central to Jewish life.

Justice and Righteousness

Also central to the Jews' religion are the ideas of justice and righteousness. To Jews, justice means kindness and fairness in dealing with other people. Everyone deserves justice, even strangers and criminals. Jews are expected to give aid to those who need it, including the poor, the sick, and orphans. Jews are also expected to be fair in business dealings.

Righteousness refers to doing what is proper. Jews are supposed to behave properly, even if others around them do not. For the Jews, righteous behavior is more important than formal ceremonies.

Observance of Religious and Moral Law

Observance of the law is closely related to justice and righteousness. Moral and religious laws have guided Jews through their history and continue to do so today. Jews believe that God gave them these laws to follow.

The most important Jewish laws are the Ten Commandments. The commandments, however, are only part of Jewish law. Jews believe that Moses recorded a whole system of laws that God had set down for them to obey. Named for Moses, this system is called Mosaic law.

Like the Ten Commandments, Mosaic laws guide many areas of Jews' daily lives. For example, Mosaic law governs how people pray and celebrate holidays. The laws forbid Jews to work on holidays or on the Sabbath, the seventh day of each week. The Sabbath is a day of rest because, in Jewish tradition, God created the world in six days and rested on the seventh. The Jewish Sabbath begins at sundown Friday and ends at nightfall Saturday, the seventh day of the week.

ACADEMIC VOCABULARY

principles
basic beliefs,
rules, or laws

Among the Mosaic laws are rules about the foods that Jews can eat and rules that must be followed in preparing them. For example, the laws state that Jews cannot eat pork or shellfish, which are thought to be unclean. Other laws say that meat has to be killed and prepared in a way that makes it acceptable for Jews to eat. Today foods that have been so prepared are called kosher (KOH-shuhr), or fit.

In many Jewish communities today, people still strictly follow Mosaic law. They are called Orthodox Jews. Other Jews choose not to follow many of the ancient laws. They are known as Reform Jews. A third group, the Conservative Jews, falls between the other two groups. These are the three largest groups of Jews in the world today.

READING CHECK **Generalizing** What are the most important beliefs of Judaism?

Texts List Jewish Beliefs

The laws and **principles** of Judaism are described in several sacred texts, or writings. Among the main texts are the Torah, the Hebrew Bible, and the Commentaries.

The Torah

The ancient Jews recorded most of their laws in five books. Together these books are called the **Torah, the most sacred text of Judaism**. In addition to laws, the Torah includes a history of the Jews until the death of Moses.

Readings from the Torah are central to Jewish religious services today. Nearly every **synagogue (si-nuh-gawg), or Jewish house of worship**, has at least one Torah. Out of respect for the Torah, readers do not touch it. They use special pointers to mark their places in the text.

Hebrew Texts

The Torah

Using a special pointer called a *yad*, this girl is reading aloud from the Torah. The Torah is the most sacred of Hebrew writings. Jews believe its contents were revealed to Moses by God. The Torah plays a central role in many Jewish ceremonies, like this one.



The Hebrew Bible

The Torah is the first of three parts of a group of writings called the Hebrew Bible, or Tanakh (tah-NAHK). The second part is made up of eight books that describe the messages of Jewish prophets. **Prophets are people who are said to receive messages from God to be taught to others.**

The final part of the Hebrew Bible is 11 books of poetry, songs, stories, lessons, and history. For example, the Book of Daniel tells about a prophet named Daniel, who lived during the Babylonian Captivity. According to the book, Daniel angered the king who held the Jews as slaves. As punishment, the king had Daniel thrown into a den of lions. The story tells that Daniel's faith in God kept the lions from killing him, and he was released. Jews tell this story to show the power of faith.

Also in the final part of the Hebrew Bible are the Proverbs, short expressions of Jewish wisdom. Many of these sayings are attributed to Israelite leaders, especially King Solomon. For example, Solomon is supposed to have said, "A good name is to be chosen rather than great riches." In other words, it is better to be seen as a good person than to be rich and not respected.

The third part of the Hebrew Bible also includes the Book of Psalms. Psalms are poems or songs of praise to God. Many of these are attributed to King David. One of the most famous psalms is the Twenty-third Psalm. It includes lines often read today during times of difficulty:

"The Lord is my shepherd; I lack nothing.
He makes me lie down in green pastures;
He leads me to water in places of repose;
He renews my life;
He guides me in right paths as befits His name."

—Psalms 23:1–3



The Hebrew Bible

These beautifully decorated pages are from a Hebrew Bible. The Hebrew Bible, sometimes called the Tanakh, includes the Torah and other ancient writings.

ANALYSIS
SKILL

ANALYZING VISUALS

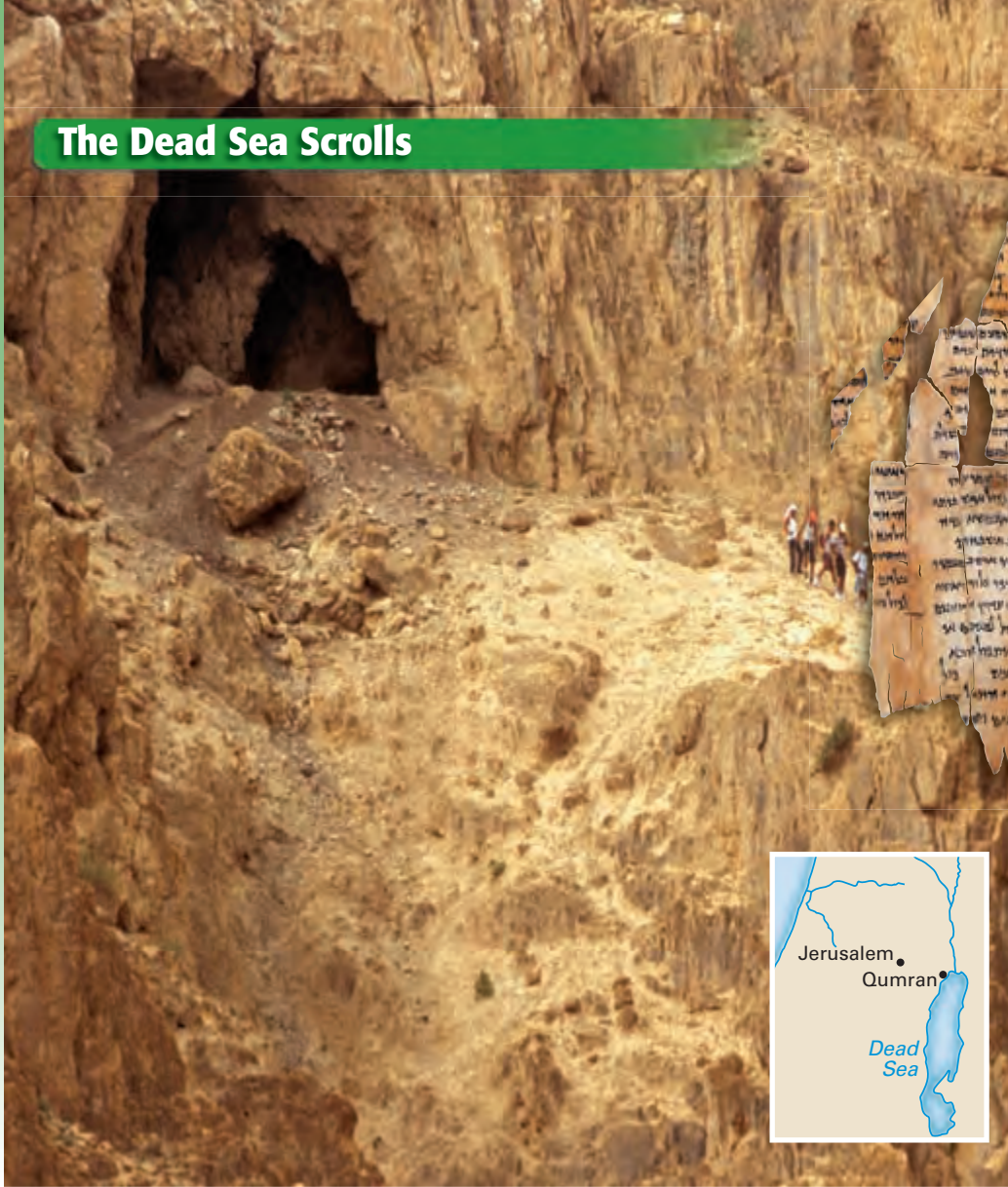
How does the Torah look different from the Hebrew Bible and the commentaries?



The Commentaries

The Talmud is a collection of commentaries and discussions about the Torah and the Hebrew Bible. The Talmud is a rich source of information for discussion and debate. Rabbis and religious scholars like these young men study the Talmud to learn about Jewish history and laws.

The Dead Sea Scrolls



The Dead Sea Scrolls were found in this cave, and in similar caves, near Qumran. The hot, dry desert climate preserved the 2,000-year-old scrolls remarkably well.

Why might historians have had trouble reading the Dead Sea Scrolls?

Commentaries

For centuries scholars have studied the Torah and Jewish laws. Because some laws are hard to understand, the scholars write commentaries to explain them.

Many such commentaries are found in the **Talmud** (TAHL-moohd), a set of commentaries and lessons for everyday life. The writings of the Talmud were produced between AD 200 and 600. Many Jews consider them second only to the Hebrew Bible in their significance to Judaism.

READING CHECK Analyzing What texts do Jews consider sacred?

Scrolls Reveal Past Beliefs

Besides the Torah, the Hebrew Bible, and the Commentaries, many other documents also explain ancient Jewish beliefs. Among the most important are the **Dead Sea Scrolls**, writings by Jews who lived about 2,000 years ago.

Until 1947 no one knew about the Dead Sea Scrolls. In that year, young boys looking for a lost goat near the Dead Sea found a small cave. One of the boys went in to explore and found several old jars filled with moldy scrolls.

Scholars were very excited about the boy's find. Eager to find more scrolls, they

began to search the desert. Over the next few decades, searchers found several more groups of scrolls.

Careful study revealed that most of the Dead Sea Scrolls were written between 100 BC and AD 50. The scrolls included prayers, commentaries, letters, and passages from the Hebrew Bible. These writings help historians learn about the lives of many Jews during this time.

READING CHECK **Finding Main Ideas** What did the Dead Sea Scrolls contain?

Judaism and Later Cultures

For centuries, Jewish ideas have greatly influenced other cultures, especially those in Europe and the Americas. Historians call European and American cultures the Western world to distinguish them from the Asian cultures to the east of Europe.

Because Jews lived all over the Western world, people of many cultures learned of Jewish ideas. In addition, these ideas helped shape the largest religion of Western society today, Christianity. Jesus, whose teachings are the basis of Christianity, was Jewish, and many of his teachings reflected Jewish ideas. These ideas were carried forward into Western civilization by both Jews and Christians. Judaism also influenced the development of another major religion, Islam. The first people to adopt Islam believed that they, like the Jews, were descendants of Abraham.

How are Jewish ideas reflected in our society? Many people still look to the Ten Commandments as a guide to how they should live. For example, people are expected to honor their parents, families, and neighbors and not to lie or cheat. Although these ideas were not unique to Judaism, it was through the Jews that they entered Western culture.

Not all of the ideas adopted from Jewish teachings come from the Ten Commandments. Other Jewish ideas can also be seen in how people live today. For example, many people do not work on weekends in honor of the Sabbath. In addition, people give money or items to charities to help the poor and needy. This concept of charity is based largely on Jewish teachings.

READING CHECK **Summarizing** How have Jewish ideas helped shape modern laws?

SUMMARY AND PREVIEW Judaism is based on the belief in and obedience to God as described in the Torah and other sacred texts. In the next section you will learn how religion helped unify Jews even when they were forced out of Jerusalem.

Section 2 Assessment



hmhsocialstudies.com

ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Define** What is **monotheism**?
- b. Explain** What is the Jewish view of justice and righteousness?
- a. Identify** What are the main sacred texts of Judaism?
- b. Predict** Why do you think the commentaries are so significant to many Jews?
- Recall** Why do historians study the Dead Sea Scrolls?
- Describe** How are Jewish teachings reflected in Western society today?

Critical Thinking

- Finding Main Ideas** Using the information in your notes, identify four basic beliefs of Judaism and explain them in a diagram like the one shown here.



FOCUS ON WRITING

- Thinking about Basic Values and Teachings** While the information in Section 1 was mostly historical, this section has different kinds of topics. As you write down this information for your Web site, what links do you see between these topics and items already on the list you started in Section 1?



SS.6.G.1.4, SS.6.G.1.5, SS.6.G.1.7,
SS.6.G.2.6, SS.6.G.2.7, SS.6.G.4.2,
SS.6.G.4.4, SS.6.W.1.3

What You Will Learn...

Main Ideas

1. Revolt, defeat, and migration led to great changes in Jewish culture.
2. Because Jews settled in different parts of the world, two cultural traditions formed.
3. Jewish traditions and holy days celebrate their history and religion.

The Big Idea

Although many Jews were forced out of Israel by the Romans, shared beliefs and customs helped Jews maintain their religion.

Key Terms

Zealots, p. 214

rabbis, p. 216

Passover, p. 219

High Holy Days, p. 219



hmhsocialstudies.com

TAKING NOTES

Use the graphic organizer online to take notes on events that threatened the survival of Jewish society, and notes on beliefs and customs that helped strengthen it.

Judaism over the Centuries

If YOU were there...

Foreign soldiers have taken over your homeland and are forcing you to obey their laws. So, some people are urging you to stand up and fight for freedom. But your conquerors come from a huge, powerful empire. If your people revolt, you have little chance of winning.

Will you join the rebellion? Why or why not?

BUILDING BACKGROUND By about AD 60, many Jews in Jerusalem had to decide whether they would join a rebellion against their foreign conquerors. For a little over a century, Jerusalem had been ruled by Rome. The Romans had a strong army, but their disrespect for Jewish traditions angered many Jews.

Revolt, Defeat, and Migration

The teachings of Judaism helped unite the ancient Jews. After the conquest of Israel by the Romans, many events threatened to tear Jewish society apart.

One threat to Jewish society was foreign rule. By the beginning of the first century AD, many Jews in Jerusalem had grown tired of foreign rule. If they could regain their independence, these Jews thought they could re-create the kingdom of Israel.

Revolt against Rome

The most rebellious of these Jews were a group called the **Zealots** (ZE-luhts). This group didn't think that Jews should answer to anyone but God. As a result, they refused to obey Roman officials. The Zealots urged their fellow Jews to rise up against the Romans. Tensions between Jews and Romans increased. Finally, in AD 66, the Jews revolted. Led by the Zealots, they fought fiercely.



In the end, the Jews' revolt against the Romans was not successful. The revolt lasted four years and caused terrible damage. By the time the fighting ended, Jerusalem lay in ruins. The war had wrecked buildings and cost many lives. Even more devastating to the Jews was the fact that the Romans burned the Second Temple during the last days of fighting in AD 70:

“As the flames went upward, the Jews made a great clamor [shout], such as so mighty an affliction [ordeal] required, and ran together to prevent it; and now they spared not their lives any longer, nor suffered any thing to restrain their force, since that holy house was perishing.”

—Flavius Josephus, *The Wars of the Jews*

After the Temple was destroyed, most Jews lost their will to fight and surrendered. But a few refused to give up their fight. That small group of about 1,000 Zealots locked themselves in a mountain fortress called Masada (muh-SAH-duh).

Intent on smashing the revolt, the Romans sent 15,000 soldiers to capture these Zealots. However, Masada was hard to reach. The Romans had to build a huge ramp of earth and stones to get to it. For two years, the Zealots refused to surrender, as the ramp grew. Finally, as the Romans broke through Masada's walls, the Zealots took their own lives. They refused to become Roman slaves.

THE IMPACT TODAY

The western retaining wall of the Second Temple survived the fire and still stands. Thousands of Jews each year visit the wall.

History Close-up

Destruction of the Second Temple

Frustrated by a century of Roman rule, many Jews rose up in armed rebellion. Led by the Zealots, they fought furiously for four years. But the experienced Roman army crushed the revolt. The Romans even destroyed the Jews' holiest site, the Second Temple in Jerusalem.

After surrounding Jerusalem and damaging its outer walls, Roman soldiers reached the inner courtyard of the Second Temple.

Roman soldiers removed valuable objects from the temple and set it on fire.

Jewish fighters defended their holy temple against Roman soldiers, but were eventually defeated.

ANALYSIS SKILL

ANALYZING VISUALS

What effect do you think the burning of the Temple had on the Jews?

Results of the Revolt

With the capture of Masada in AD 73, the Jewish revolt was over. As punishment for the Jews' rebellion, the Romans killed much of Jerusalem's population. They took many of the surviving Jews to Rome as slaves. The Romans dissolved the Jewish power structure and took over the city.

Besides those taken as slaves, thousands of Jews left Jerusalem after the destruction of the Second Temple. With the Temple destroyed, they didn't want to live in Jerusalem anymore. Many moved to Jewish communities in other parts of the Roman Empire. One common destination was Alexandria in Egypt, which had a large Jewish community. The populations of these Jewish communities grew after the Romans destroyed Jerusalem.

A Second Revolt

Some Jews, however, chose not to leave Jerusalem when the Romans conquered it. Some 60 years after the capture of Masada, these Jews, unhappy with Roman rule, began another revolt. Once again, however, the Roman army defeated the Jews. After this rebellion in the 130s the Romans banned all Jews from the city of Jerusalem. Roman officials declared that any Jew caught in or near the city would be killed. As a result, Jewish migration throughout the Mediterranean region increased.

Migration and Discrimination

For Jews not living in Jerusalem, the nature of Judaism changed. Because the Jews no longer had a single temple at which to worship, local synagogues became more important. At the same time, leaders called **rabbis** (RAB-yz), or religious teachers, took on a greater role in guiding Jews in their religious lives. Rabbis were responsible for interpreting the Torah and teaching.

THE IMPACT TODAY

The United States today has a larger Jewish population than any other country in the world.



The Sephardim are descended from Jews who migrated to Spain and Portugal during the Diaspora, or dispersal, of the Jews. This Sephardic rabbi is working on part of a Torah scroll.



AFRICA

ATLANTIC OCEAN

PORTUGAL
SPAIN

This change was largely due to the actions of Yohanan ben Zaccai, a rabbi who founded a school at Yavneh, near Jerusalem. In this school, he taught people about Judaism and trained them to be rabbis. Influenced by Yohanan, rabbis' ideas shaped how Judaism was practiced for the next several centuries. Many rabbis also served as leaders of Jewish communities.

Over many centuries, Jews moved out of the Mediterranean region to other parts of the world. In many cases this movement was not voluntary. The Jews were forced to move by other religious groups who discriminated against them or were unfair to them. Jews were forced to leave their cities and find new places to live. As a result, some Jews settled in Asia, Russia, and much later, the United States.

READING CHECK Identifying Cause and Effect

Why did the Romans force Jews out of Jerusalem?

Jewish Migration After AD 70



Two Cultural Traditions

As you read earlier, the dispersal of Jews around the world is called the Diaspora. It began with the Babylonian Captivity in the 500s BC. After that time, Jewish communities developed all around the world.

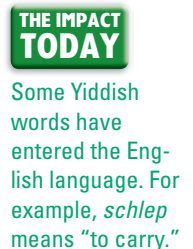
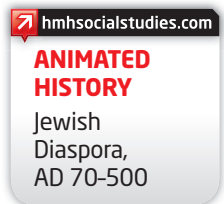
Jews everywhere shared the basic beliefs of Judaism. For example, all Jews still believed in God and tried to obey his laws as set forth in the sacred texts. But communities in various parts of the world had different customs. As a result, the Jewish communities in different parts of the world began to develop their own languages, rituals, and cultures. These differences led to the creation of two main cultural traditions, both of which still exist today.

The Jews in Eastern Europe

One of the two traditions, the Ashkenazim (ahsh-kuh-NAH-zuhm), is made up of descendants of Jews who moved to France, Germany, and eastern Europe during the Diaspora. For the most part, these Jews had communities separate from their non-Jewish neighbors. Therefore, they developed their own customs that were unlike those of their neighbors. As an example, they developed their own language, Yiddish. Yiddish is similar to German but is written in the Hebrew alphabet.

The Jews in Spain and Portugal

Another Jewish cultural tradition developed during the Diaspora in what are now Spain and Portugal in Western Europe.



A Passover Meal

Passover honors the Exodus, one of the most important events in Jewish history. In honor of this event from their past, Jews share a special meal called a seder. Each item in the seder symbolizes a part of the Exodus. For example, bitter herbs represent the Israelites' bitter years of slavery in Egypt. Before eating the meal, everyone reads prayers from a book called the Haggadah (huh-GAH-duh). It tells the story of the Exodus and reminds everyone present of the Jews' history. The small picture shows a seder in a copy of a Haggadah from the 1300s.



ANALYSIS SKILL

ANALYZING INFORMATION

How does the Passover seder reflect the importance of the Exodus in Jewish history?

The descendants of the Jews there are called the Sephardim (suh-FAHR-duhm). They also have a language of their own—Ladino. It is a mix of Spanish, Hebrew, and Arabic. Unlike the Ashkenazim, the Sephardim mixed with the region's non-Jewish residents. As a result, Sephardic religious and cultural practices borrowed elements from other cultures. Known for their writings and their philosophies, the Sephardim produced a golden age of Jewish culture in the AD 1000s and 1100s. During this period, for example, Jewish poets wrote beautiful works in Hebrew and other languages. Jewish scholars also made great advances in mathematics, astronomy, medicine, and philosophy.

READING CHECK Summarizing What were the two main Jewish cultural traditions?

Traditions and Holy Days

Jewish culture is one of the oldest in the world. Because their roots go back so far, many Jews feel a strong connection with the past. They also feel that understanding their history will help them better follow Jewish teachings. Their traditions and holy days help them understand and celebrate their history.

Hanukkah

One Jewish tradition is celebrated by Hanukkah, which falls in December. It honors the rededication of the Second Temple during the revolt of the Maccabees.

The Maccabees wanted to celebrate a great victory that had convinced their non-Jewish rulers to let them keep their

religion. According to legend, though, the Maccabees didn't have enough lamp oil to perform the rededication ceremony. Miraculously, the oil they had—enough to burn for only one day—burned for eight full days.

Today Jews celebrate this event by lighting candles in a special candleholder called a menorah (muh-NOHR-uh). Its eight branches represent the eight days through which the oil burned. Many Jews also exchange gifts on each of the eight nights.

Passover

More important than Hanukkah to Jews, Passover is celebrated in March or April.

Passover is a time for Jews to remember the Exodus, the journey of the Israelites out of slavery in Egypt.

According to Jewish tradition, the Israelites left Egypt so quickly that bakers didn't have time to let their bread rise. Therefore, during Passover Jews eat only matzo, a flat, unrisen bread. They also celebrate the holy day with ceremonies and a ritual meal called a seder (SAY-duhr). During the seder, participants recall and reflect upon the events of the Exodus.

High Holy Days

Ceremonies and rituals are also part of the **High Holy Days**, the two most sacred of all Jewish holy days. They take place each year in September or October. The first two days of the celebration, Rosh Hashanah (rahsh uh-SHAH-nuh), celebrate the beginning of a new year in the Jewish calendar.

On Yom Kippur (yohm ki-POOHR), which falls soon afterward, Jews ask God to forgive their sins. Jews consider Yom Kippur to be the holiest day of the entire year. Because it is so holy, Jews don't eat or drink anything for the entire day. Many of the ceremonies they perform for Yom Kippur date back to the days of the Second

Temple. These ceremonies help many Jews feel more connected to their long past, to the days of Abraham and Moses.

READING CHECK Finding Main Ideas What name is given to the two most important Jewish holy days?

SUMMARY AND PREVIEW The Jewish culture is one of the oldest in the world. Over the course of their long history, the Jews' religion and customs have helped them maintain a sense of identity and community. This sense has helped the Jewish people endure many hardships. In the next chapter you will learn about another people who made major contributions to Western culture. These were the Greeks.

Section 3 Assessment



hmhsocialstudies.com
ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Recall** Who won the battle at Masada?
b. Evaluate How did the defeat by the Romans affect Jewish history?
- a. Identify** What language developed in the Jewish communities of eastern Europe?
b. Contrast How did communities of Ashkenazim differ from communities of Sephardim?
- Identify** What event does **Passover** celebrate?

Critical Thinking

- Evaluating** Review your notes. Then use a graphic organizer like the one shown to describe the belief or custom that you think may have had the biggest role in strengthening Jewish society.

Major
Belief or Custom

FOCUS ON WRITING

- Organizing Your Information** Add notes about what you've just read to the notes you have already collected. Now that you have all your information, organize it into categories that will be windows, links, and other features on your Web page.

Identifying Short- and Long-Term Effects

Understand the Skill

Many events of the past are the result of other events that took place earlier. When something occurs as the result of things that happened earlier, it is an effect of those things.

Some events take place soon after the things that cause them. These events are short-term effects. Long-term effects can occur decades or even hundreds of years after the events that caused them. Recognizing cause-and-effect relationships will help you to better understand the connections between historical events.

Learn the Skill

As you learned in Chapter 5, “clue words” can reveal cause-and-effect connections between events. Often, however, no such words are present. Therefore, you should always be looking for what happened as a result of an action or event.

Short-term effects are usually fairly easy to identify. They are often closely linked to the event that caused them. Take this sentence, for example:

“After Solomon’s death around 930 BC, revolts broke out over who should be king.”

It is clear from this information that a short-term effect of Solomon’s death was political unrest.

Now, consider this other passage:

“Some Israelites . . . moved to Egypt . . . The Israelites lived well in Egypt and their population grew. But this growing population worried Egypt’s ruler, the pharaoh. He feared that the Israelites would soon become too powerful. To prevent this from happening, the pharaoh made the Israelites slaves.”

Look carefully at the information in the passage. No clue words exist. However, it shows that one effect of the Israelites’ move to Egypt was the growth of their population. It takes time for a population to increase, so this was a long-term effect of the Israelites’ move.

Recognizing long-term effects is not always easy, however, because they often occur well after the event that caused them. Therefore, the long-term effects of those events may not be discussed at the time. This is why you should always ask yourself why an event might have happened as you study it.

For example, many of our modern laws are based on the Ten Commandments of the ancient Israelites. Religion is a major force in history that makes things happen. Other such forces include economics, science and technology, geography, and the meeting of peoples with different cultures. Ask yourself if one of these forces is a part of the event you are studying. If so, the event may have long-term effects.

Practice and Apply the Skill

Review the information in Chapter 7 and answer the following questions.

1. What were the short-term effects of King Solomon’s rule of the Israelites? What long-term benefit resulted from his rule?
2. What was the short-term effect of the destruction of the temple at Jerusalem in AD 70? What effect has that event had on the world today?

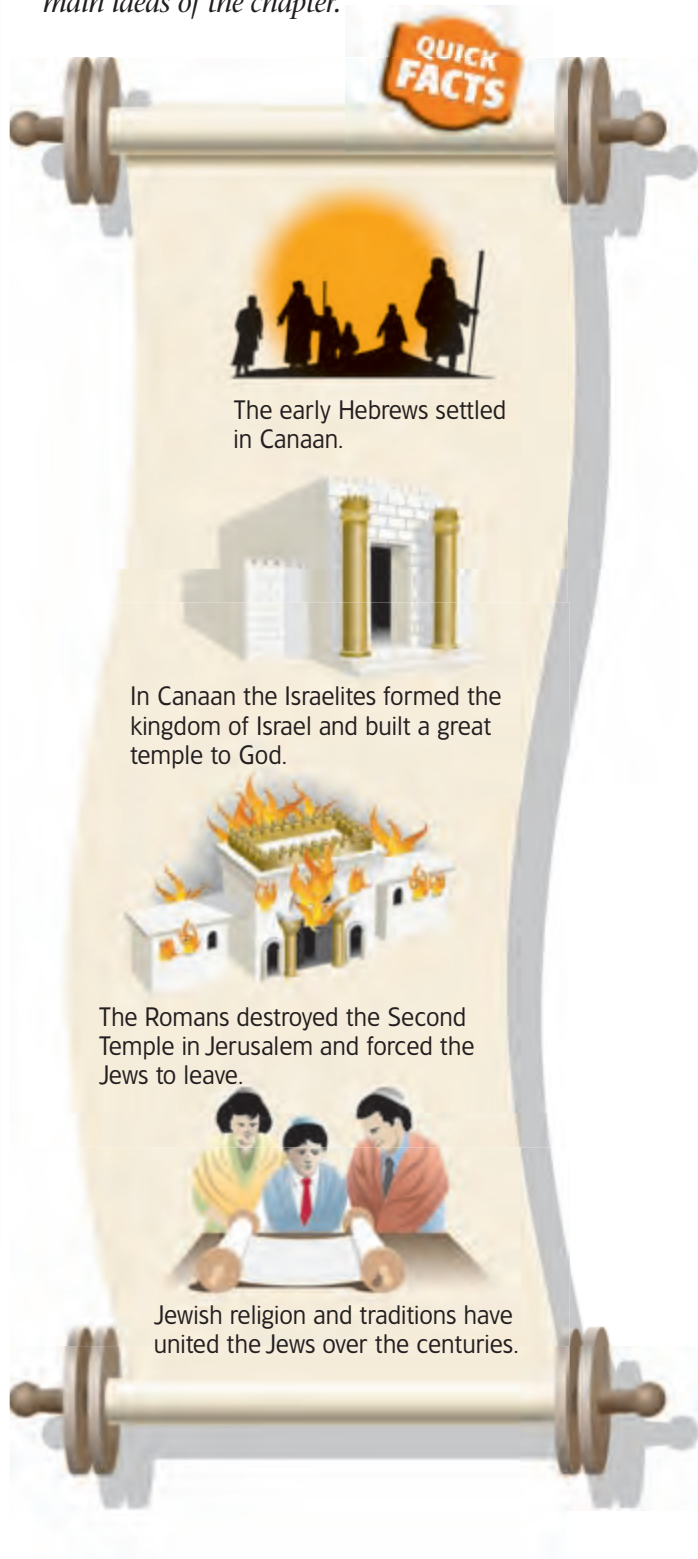


▶ video series

Review the video to answer the focus question:
What is the Jewish Diaspora, and how has it affected Jews around the world?

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.



Reviewing Vocabulary, Terms, and People

For each group of terms below, write a sentence that shows how the terms in the group are related.

- | | |
|-------------------------------|------------------------------|
| 1. Abraham
Judaism | 6. Moses
Ten Commandments |
| 2. Moses
Exodus | 7. Passover
Exodus |
| 3. David
Solomon | 8. monotheism
Judaism |
| 4. Torah
Talmud | 9. synagogues
rabbis |
| 5. Passover
High Holy Days | 10. principles
Torah |

Comprehension and Critical Thinking

SECTION 1 (Pages 202–207)

11. **a. Describe** How did Abraham and Moses shape the history of the Hebrews and Israelites?
- b. Compare and Contrast** What did Saul, David, and Solomon have in common? How did they differ?
- c. Evaluate** Of Esther, Deborah, Miriam, and Ruth, which do you think provided the best example of how people should treat their families? Explain your answer.

SECTION 2 (Pages 208–213)

12. **a. Identify** What are the basic beliefs of Judaism?
- b. Analyze** What do the various sacred Jewish texts contain?
- c. Elaborate** How are Jewish ideas observed in modern Western society?

SECTION 3 (Pages 214–219)

- 13. a. Describe** What happened as a result of tensions between the Romans and the Jews?
- b. Analyze** What led to the creation of the two main Jewish cultural traditions?
- c. Predict** In the future, what role do you think holy days and other traditions will play in Judaism? Explain your answer.

Reading Skills



Identifying Facts and Opinions *Identify each of the following statements as a fact or an opinion.*

- 14.** Much of what we know about Jewish history comes from the work of archaeologists.
- 15.** Archaeologists should spend more time studying Jewish history.
- 16.** The Exodus is one of the most fascinating events in world history.
- 17.** Until 1947, scholars did not know about the Dead Sea Scrolls.
- 18.** Hanukkah is a Jewish holy day that takes place every December.

Social Studies Skills



- 19. Identifying Short- and Long-Term Effects** *Identify both the short-term and long-term effects of each of the following events.*

	Short-Term Effects	Long-Term Effects
the Exodus		
the Babylonian Captivity		
the expulsion of the Jews from Jerusalem		

Using the Internet



- 20. Activity: Interpreting Maps** Migration and conflict were key factors shaping Jewish history and culture. The Exodus, the Babylonian Captivity, and the revolts against Rome forced Israelites and later Jews to adapt their culture and settle in regions outside Israel. Through your online book, create an annotated map showing the birthplace of Judaism and the Jews' movements into other parts of the world. Your map should include a legend as well as labels to identify events and explain their impact on the Jewish people.

hmhsocialstudies.com

Reviewing Themes

- 21. Religion** How did monotheism shape the history of the Jews?
- 22. Religion** Do you agree or disagree with this statement: "The history of Judaism is also the history of the Hebrew and Jewish people." Why?
- 23. Religion** How does Mosaic law affect the daily lives of Jewish people?

FOCUS ON WRITING



- 24. Designing Your Web Site** Look back at your notes and how you've organized them. Have you included all important facts and details? Will people be able to find information easily? What will appear in menus or as hot links, and elsewhere on the page? What images will you include? Draw a rough diagram or sketch of your page. Be sure to label the parts of your page.
- Most of the information in your textbook is presented chronologically, by the year or era. How did you present the information?

DIRECTIONS: Read each question, and write the letter of the best response.

- 1** Use the map to answer the following question.



The map above illustrates

- A the Babylonian Captivity.
 - B the Exodus.
 - C Abraham's migration to Canaan.
 - D the capture of Jerusalem by the Romans.
- 2** The Jews believe that the Ten Commandments were given by God to
- A Moses.
 - B Abraham.
 - C King David.
 - D King Solomon.
- 3** The ancient Jews probably were the first people to
- A conduct religious ceremonies.
 - B have a code of laws.
 - C practice monotheism.
 - D hold religious beliefs.

- 4** The basic teachings and laws that guide the Jewish people are found in the
- A Talmud.
 - B Torah.
 - C Book of the Dead.
 - D Dead Sea Scrolls.
- 5** Which group was *most* responsible for the migration of Jews out of Jerusalem to other parts of the Mediterranean region?
- A the Israelites
 - B the Philistines
 - C the Egyptians
 - D the Romans

Connecting with Past Learnings

- 6** Moses transmitted a set of laws for the Israelites to follow. What other ancient leader is famous for issuing a code of laws?
- A Gilgamesh
 - B Tutankhamen
 - C Asoka
 - D Hammurabi
- 7** Jewish teachings required people to honor and respect their parents. This was an idea also common in China. In his writings, who else encouraged people to respect their parents?
- A Chandragupta Maurya
 - B Shi Huangdi
 - C Confucius
 - D Abraham



FLORIDA...

The Story Continues

CHAPTER 8, Ancient Greece (2000–500 BC)

EVENTS

2000–500 BC: The people of Florida trade for goods.

Archaeologists believe that the people of Florida traded with faraway groups. They base this belief on archaeological evidence. Archaeologists have found items at many sites that are made from materials not found in Florida. For example, the people who lived along the St. Johns River used steatite—a soft talc-like stone—to weight their throwing sticks. Florida does not have deposits of steatite. The closest source is the area around Atlanta, Georgia. The St. Johns people must have traded with groups farther north to get the steatite. The St. Johns people were not the only ones who traded for steatite. Archaeologists have found items made of steatite at sites around the Tampa Bay area as well.

PLACES

2000–500 BC: Water routes help connect cultures.

Many of Florida's native people lived along the coasts and along rivers. Water provided a highway between groups. Archaeologists point to differences in cultural traits between groups as evidence of the importance of water routes in shaping culture. For example, archaeologists have found that groups from the Choctawhatchee Bay area in the Florida panhandle had more cultural traits in common with people from New Orleans than with people who lived around the St. Johns River. New Orleans and the St. Johns River are about the same distance from Choctawhatchee Bay. However, ancient people would have had to make the trip to the St. Johns River overland. They could have traveled to New Orleans by canoe. That would have been a much easier trip.

PEOPLE

1905: Greek divers come to Tarpon Springs to harvest the sponge beds. Divers hunting for turtles accidentally discovered huge sponge beds off the coast of Tarpon Springs in 1873. By 1900 Tarpon Springs was the largest sponge port in the United States. John Cocoris, a sponge buyer from New York, believed the industry could run more efficiently. People were using large hooks to haul the sponges into boats. He knew the Greeks had a better way. They used divers in special suits to harvest sponges from deep waters. Cocoris brought in 500 divers from Greece. More soon followed. Tarpon Springs developed a thriving Greek culture.

EVENTS

Present: Florida has a representative government. Floridians elect officials to make state laws and to enforce them. State representatives are elected to two-year terms. State senators are elected to four-year terms. Members

of the state legislature make the laws. They meet for a 60-day session each year. Special sessions are called when needed. Voters also elect the governor, who serves a four-year term. The governor sees that the laws are carried out.

PLACES

Present: The names for several Florida cities are taken from Greek mythology. Greek mythology and ancient Greek history provide the names for many places in Florida. Apollo Beach and Apollo Annex are named after Apollo, the Greek god of the sun. Arcadia is named for a famous place in ancient Greece. The name for Olympia Heights is based on Olympus, the home of the ancient Greek gods. Zephyr Hills is named after Zephyr, the West Wind. Lake Helen is named after Helen of Troy, the beautiful woman who caused the Trojan War. Marathon and Marathon Shores are named for Marathon, the site of an ancient Greek battle.



Unpacking the Florida Standards <...>

Read the following to learn what this standard says and what it means. See FL8–FL29 to unpack all of the standards related to this chapter.

Benchmark SS.6.W.3.5 Summarize the important achievements and contributions of ancient Greek civilization. Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.

What does it mean?

Identify the major accomplishments and contributions of Greek civilization.



SPOTLIGHT ON

SS.6.G.2.1, SS.6.G.2.2 See page FL42 for content specifically related to these Chapter 8 standards.

Ancient Greece

Essential Question What factors shaped government in Greece?



Florida Next Generation Sunshine State Standards

LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words. **LA.6.1.7.1** The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection. **SS.6.C.1.1** Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy. **SS.6.C.2.1** Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process. **SS.6.G.1.6** Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. **SS.6.G.1.7** Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. **SS.6.G.2.1** Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world. **SS.6.G.2.2** Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. **SS.6.G.3.1** Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. **SS.6.G.4.2** Use maps to trace significant migrations, and analyze their results. **SS.6.G.5.1** Identify the methods used to compensate for the scarcity of resources in the ancient world. **SS.6.G.5.3** Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. **SS.6.W.1.1** Use timelines to identify chronological order of historical events. **SS.6.W.1.3** Interpret primary and secondary sources. **SS.6.W.3.2** Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece. **SS.6.W.3.3** Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots). **SS.6.W.3.5** Summarize the important achievements and contributions of ancient Greek civilization. **SS.6.W.3.6** Determine the impact of key figures from ancient Greece.

FOCUS ON WRITING

A Myth Like most people, the Greeks enjoyed good stories. But they also took their stories seriously. They used stories called myths to explain everything from the creation of the world to details of everyday life. Reading this chapter will provide you with ideas you can use to create your own myth.



c. 2000 BC

The Minoan civilization prospers in Crete.



CHAPTER EVENTS

2000 BC

WORLD EVENTS

c. 2000 BC

The main part of Stonehenge is built in England.



In this photo you see the ruins of the temple at Delphi. It was one of the most sacred places in ancient Greece.



1700 BC

c. 1200 BC

The Greeks and Trojans fight the Trojan War.

1400 BC

c. 1200 BC

The Olmec civilization develops in the Americas.



1100 BC

c. 900 BC

The Phoenicians dominate trade in the Mediterranean.

c. 750 BC

The Greeks begin to build city-states.

800 BC



c. 500 BC

Athens becomes the world's first democracy.

500 BC

753 BC

According to legend, Rome is founded.



Reading Social Studies

Economics

Geography

Politics

Religion

Society
and Culture

Science and
Technology

Focus on Themes In this chapter, you will read about the civilizations of ancient Greece. Whether reading about the Minoans and Mycenaeans or the Spartans and Athenians, you will see that where the people lived affected how they lived.

You will also read how the government of these ancient people changed over the years. By the end of this chapter, you will have learned a great deal about the **geography** and the **politics** of the ancient Greeks.

Greek and Latin Word Roots

Focus on Reading Sometimes when you read an unusual word, you can figure out what it means by using the other words around it. Other times you might need to consult a dictionary. But sometimes,

if you know what the word's root parts mean, you can figure out its meaning. The charts below show you several English words that have Greek and Latin roots.

Common Latin Roots		
Root	Meaning	Sample words
-aud-	hear	audience, audible
liter-	writing	literature, literary
re-	again	repeat, redo
-script-	write	script, manuscript
sub-	below	submarine, substandard
trans-	across	transport, translate

Common Greek Roots		
Root	Meaning	Sample words
acr-	top	acropolis, acrophobia
-archy	rule	monarchy, architect
-cracy	power	democracy
dem-	people	demonstrate, democrat
olig-	few	oligarchy
-ology	study of	biology, geology

LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words.



LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.



Key Terms and People

You Try It!

Each of the following sentences is taken from the chapter you are about to read. After you've read the sentences, answer the questions at the bottom of the page.

Getting to the Root of the Word

1. Because the Greeks loved myths and stories, it is no surprise that they created great works of literature. (p. 246)
2. Writers have retold ancient stories, sometimes set in modern times. (p. 248)
3. The town around the acropolis was surrounded by walls for added protection. (p. 232)
4. Athens developed the world's first democracy. (p. 238)
5. Minoan ships transported goods such as wood, olive oil, and pottery. (p. 230)

Answer the following questions about the underlined words. Use the Common Roots charts on the opposite page for help.

1. Which of the underlined words has a root word that means "writing?" How does knowing the root word help you figure out what the word means?
2. What two root words make up the word *democracy*? How do the root words help you figure out the meaning of *democracy*?
3. In the second sentence, what do you think *retold* means? How could this be related to the root *re-*?
4. What's the root word in *transported*? What does *transported* mean? How is that definition related to the meaning of the root word?
5. The root word *phobia* means "fear of," and the word *acrophobia* means "fear of heights." How is the word *acrophobia* related to the word *acropolis* in the third sentence?
6. How many more words can you think of that use the roots in the charts on the opposite page? Make a list and share it with your classmates.

Chapter 8

Section 1

polis (p. 232)
classical (p. 232)
acropolis (p. 232)

Section 2

democracy (p. 236)
aristocrats (p. 237)
oligarchy (p. 237)
citizens (p. 237)
tyrant (p. 237)
Pericles (p. 240)

Section 3

mythology (p. 243)
Homer (p. 246)
Sappho (p. 247)
Aesop (p. 247)
fables (p. 247)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic word:

influence (p. 230)

As you read Chapter 8, pay close attention to the highlighted words. Many of those words are Greek or come from Greek roots. Refer to the chart on the opposite page to help you understand what those words mean.

SECTION

1



SS.6.E.1.3, SS.6.E.3.2, SS.6.E.3.3,
SS.6.E.3.4, SS.6.G.1.4, SS.6.G.1.6,
SS.6.G.1.7, SS.6.G.2.1, SS.6.G.2.2,
SS.6.G.2.4, SS.6.G.2.5, SS.6.G.3.1, SS.6.G.4.2,
SS.6.G.5.1, SS.6.G.5.3, SS.6.W.3.2

What You Will Learn...

Main Ideas

1. Geography helped shape early Greek civilization.
2. Trading cultures developed in the Minoan and Mycenaean civilizations.
3. The Greeks created city-states for protection and security.

The Big Idea

Greece's geography and its nearness to the sea strongly influenced the development of trade and the growth of city-states.

Key Terms

polis, p. 232
classical, p. 232
acropolis, p. 232



hmhsocialstudies.com

TAKING NOTES

Use the graphic organizer online to take notes on how Greece's geography affected the development of trade and city-states.

Geography and the Early Greeks

If YOU were there...

You live on the rocky coast of a bright blue sea. Across the water you can see dozens of islands and points of land jutting out into the sea. Rugged mountains rise steeply behind your village. It is hard to travel across the mountains in order to visit other villages or towns. Near your home on the coast is a sheltered cove where it's easy to anchor a boat.

What could you do to make a living here?

BUILDING BACKGROUND The paragraph you just read could be describing many parts of Greece, a peninsula in southern Europe. Greece's mountain ranges run right up to the coast in many places, making travel and farming difficult. Although it does not seem like the easiest place in the world to live, Greece was home to some of the ancient world's greatest civilizations.

Greece is a land of rugged mountains, rocky coastlines, and beautiful islands. The trees you see are olive trees. Olives were grown by the early Greeks for food and oil.



Geography Shapes Greek Civilization

The Greeks lived on rocky, mountainous lands surrounded by water. The mainland of Greece is a peninsula, an area of land that is surrounded on three sides by water. But the Greek peninsula is very irregular. It's one big peninsula made up of a series of smaller peninsulas. The land and sea intertwine like your hand and fingers in a bowl of water. In addition, there are many islands. Look at the map of Greece and notice the rugged coastline.

In your mind, picture those peninsulas and islands dominated by mountains that run almost to the sea. Just a few small valleys and coastal plains provide flat land for farming and villages. Now you have an image of Greece, a land where one of the world's greatest civilizations developed.

Mountains and Settlements

Because mountains cover much of Greece, there are few flat areas for farmland. People settled in those flat areas along the coast and in river valleys. They lived in villages and towns separated by mountains and seas.

Travel across the mountains and seas was difficult, so communities were isolated from one another. As a result, the people created their own governments and ways of life. Even though they spoke the same language, Greek communities saw themselves as separate countries.

Seas and Ships

Since travel inland across the rugged mountains was so difficult, the early Greeks turned to the seas. On the south was the huge Mediterranean Sea, to the west was the Ionian (eye-OH-nee-uhn) Sea, and to the east was the Aegean (ee-JEE-uhn) Sea.

Greece: Physical



GEOGRAPHY SKILLS

INTERPRETING MAPS

Location What bodies of water surround Greece?

Early Trading Cultures

The Minoans and Mycenaeans were expert shipbuilders and seafarers. They sailed throughout the eastern Mediterranean to trade.

For what did the Minoans and Mycenaeans use their ships?

The Minoans

The Minoans traded goods like this vase decorated with an octopus. Trade made the Minoans rich enough to build magnificent buildings. These are the ruins of a great palace in the Minoan city of Knossos, on the island of Crete.



It's not surprising that the early Greeks used the sea as a source for food and as a way of trading with other communities.

The Greeks became skilled shipbuilders and sailors. Their ships sailed to Asia Minor (present-day Turkey), to Egypt, and to the islands of the Mediterranean and Aegean seas. As they traveled around these seas, they found sources of food and other products they needed. They also exchanged ideas with other cultures.

READING CHECK Drawing Conclusions

How did mountains affect the location of Greek settlements?

Trading Cultures Develop

Many cultures settled and developed in Greece. Two of the earliest were the Minoans (muh-NOH-uhnz) and the Mycenaeans (my-suh-NEE-uhns). By 2000 BC the

Minoans had built an advanced society on the island of Crete. Crete lay south of the Aegean in the eastern Mediterranean. Later, the Mycenaeans built towns on the Greek mainland. These two civilizations **influenced** the entire Aegean region and helped shape later cultures in Greece.

The Minoans

Because they lived on an island, the Minoans spent much of their time at sea. They were among the best shipbuilders of their time. Minoan ships transported goods such as wood, olive oil, and pottery all around the eastern Mediterranean. They traded these goods for copper, gold, silver, and jewels.

Although Crete's location was excellent for Minoan traders, its geography had its dangers. Sometime in the 1600s BC a huge volcano erupted just north of Crete. This eruption created a giant wave that flooded much of Crete. In addition, the eruption

**ACADEMIC
VOCABULARY**
influence
change, or have
an effect on

Minoan and Mycenaean Civilizations



The Mycenaeans

After Minoan civilization declined, the Mycenaeans became the major traders in the eastern Mediterranean. This beautiful gold mask was found in a tomb in Mycenae.



threw up huge clouds of ash, ruining crops and burying cities. This eruption may have led to the end of Minoan civilization.

The Mycenaeans

Although they lived in what is now Greece and influenced Greek society, historians don't consider the Minoans to be Greek. This is because the Minoans didn't speak the Greek language. The first people to speak Greek, and therefore the first to be considered Greek, were the Mycenaeans.

While the Minoans were sailing the Mediterranean, the Mycenaeans were building fortresses all over the Greek mainland. The largest and most powerful fortress was Mycenae (my-SEE-nee), after which the Mycenaeans were named.

By the mid-1400s, Minoan society had declined. That decline allowed the Mycenaeans to take over Crete and become the major traders in the eastern Mediterranean.

They set up colonies in northern Greece and Italy from which they shipped goods to markets around the Mediterranean and Black seas.

The Mycenaeans didn't think trade had to be conducted peacefully. They often attacked other kingdoms. Some historians think the Mycenaeans attacked the city of Troy, possibly starting the legendary Trojan War, which is featured in many works of literature.

Mycenaean society began to fall apart in the 1200s BC when invaders from Europe swept into Greece. At the same time, earthquakes destroyed many cities. As Mycenaean civilization crumbled, Greece slid into a period of warfare and disorder, a period called the Dark Age.

READING CHECK Finding Main Ideas

To what regions did Minoan and Mycenaean traders travel?

Greek City-States and Colonies, c. 600 BC

ATLANTIC OCEAN



EUROPE

ITALY

Massilia (Marseille)

Neapolis (Naples)

Mediterranean Sea

GREECE

Cyrene

Byzantium (Istanbul)

ASIA MINOR

Athens

Corinth

EGYPT

Black Sea

Adriatic Sea

AFRICA

GEOGRAPHY SKILLS

INTERPRETING MAPS

Location Greek city-states and colonies were spread around the Mediterranean Sea and which other large sea?

Area of Greek influence

Greek city-state or colony

Trade route

0 150 300 Miles

0 150 300 Kilometers

Greeks Create City-States

The Greeks of the Dark Age left no written records. All that we know about the period comes from archaeological findings.

About 300 years after the Mycenaean civilization crumbled, the Greeks started to join together in small groups for protection and stability. Over time, these groups set up independent city-states. The Greek word for a city-state is **polis** (PAH-luhs). The creation of city-states marks the beginning of what is known as Greece's classical age. A classical age is one that is marked by great achievements.

Life in a City-State

A Greek city was usually built around a strong fortress. This fortress often stood on top of a high hill called the **acropolis** (uh-KRAH-puh-luhs). The town around the acropolis was surrounded by walls for added protection.

Not everyone who lived in the city-state actually lived inside the city walls. Farmers, for example, usually lived near their fields outside the walls. In times of war, however, women, children, and elderly people all gathered inside the city walls for protection. As a result, they remained safe while the men of the polis formed an army to fight off its enemies.


Life in the city often focused on the marketplace, or **agora** (A-guh-ruh) in Greek. Farmers brought their crops to the market to trade for goods made by craftsmen in the town. Because it was a large open space, the market also served as a meeting place. People held both political and religious assemblies in the market. It often contained shops as well.

The city-state became the foundation of Greek civilization. Besides providing security for its people, the city gave them an identity. People thought of themselves

SS.6.W.3.2 Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

FOCUS ON READING

How do Greek roots give you clues to the meaning of *acropolis*?



as residents of a city, not as Greeks. Because the city-state was so central to their lives, the Greeks expected people to participate in its affairs, especially in its economy and its government.

City-States and Colonization

Life in Greece eventually became more settled. People no longer had to fear raiders swooping down on their cities. As a result, they were free to think about things other than defense. Some Greeks began to dream of becoming rich through trade. Others became curious about neighboring lands around the Mediterranean Sea. Some also worried about how to deal with Greece's growing population. Despite their different reasons, all these people eventually reached the same idea: the Greeks should establish colonies.

Before long, groups from city-states around Greece began to set up colonies in distant lands. After they were set up, Greek colonies became independent. In other words, each colony became a new polis. In fact, some cities that began as colonies began to create colonies of their own. Eventually Greek colonies spread all around the Mediterranean and Black seas. Many big cities around the Mediterranean today began as Greek colonies. Among them are Istanbul (is-tahn-BOOL) in Turkey, Marseille (mahr-SAY) in France, and Naples in Italy.

Patterns of Trade

Although the colonies were independent, they often traded with city-states in Greece. The colonies sent metals such as copper and iron back to mainland Greece. In return, the Greek city-states sent wine, olive oil, and other products.

Trade made the city-states much richer. Because of their locations, some city-states became great trading centers. By 550 BC

the Greeks had become the greatest traders in the whole Aegean region. Greek ships sailed to Egypt and cities around the Black Sea.

READING CHECK Analyzing Why did the Greeks develop city-states?

SUMMARY AND PREVIEW In this section you learned about the creation of city-states and how they affected Greek society. In the next section you will read about how the government of one city-state changed as people became more interested in how they were ruled.

SS.6.E.3.3 Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

hmhsocialstudies.com
ANIMATED HISTORY
Greek Trade, 500 BC

Section 1 Assessment

hmhsocialstudies.com
ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** What kinds of landforms are found in Greece?
b. Interpret How did the sea help shape early Greek society?
c. Predict How might the difficulty of mountain travel have been a benefit to the Greeks?
- a. Recall** What was the first major civilization to develop in Greece?
b. Compare How were the Minoans and Mycenaeans similar?
- a. Define** What is a polis?
b. Elaborate Why do you think the Greeks built their cities around a high acropolis?

Critical Thinking

- Summarizing** Using your notes, write one descriptive sentence about Greece's geography and one about city-states. Then write a sentence summarizing the influence of geography on city-states.

Geography

City-States

Summary

FOCUS ON WRITING

- Thinking About Geographical Features as Characters** Have you ever thought about physical features as having personalities? For example, you might describe a strong, blustery wind as angry. Think about the physical features of Greece you read about in this section. What kinds of personalities might they have? Write your ideas down in your notebook.

Natural Disaster!

Nature is a powerful force. Throughout history, great natural disasters have affected civilizations. One natural disaster was so devastating that it may have contributed to the destruction of the entire Minoan civilization.

In the 1600s BC a volcano on the Greek island of Thera erupted. The colossal explosion was one of the largest in history. It was so powerful that people could see and hear it from hundreds of miles away. In a moment of nature's fury, the history of the Mediterranean world was changed forever.

Mycenae
PELOPONNESUS

Knossos
CRETE

Troy

ANATOLIA

BLACK
SEA

For centuries, the Minoans had thrived on the island of Crete. The Minoans were great sea traders who often sailed to the island of Thera, just 70 miles away.

The eruption of Thera produced fast-moving waves called tsunami (soo-NAH-mee) in the Mediterranean Sea. Scientists today estimate that the waves may have traveled at about 200 miles an hour.



MEDITERRANEAN SEA

LIBYA

SS.6.G.5.3 Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.



The ancient island of Thera is known as Santorini today. The huge gap on the island's western side and the water in the middle are evidence of the explosion more than 3,500 years ago.



CYPRUS

The explosion produced a massive cloud of ash that smothered crops, cities, and people. For years afterward, the ash dimmed the sunlight, making it difficult for farmers to grow their crops.

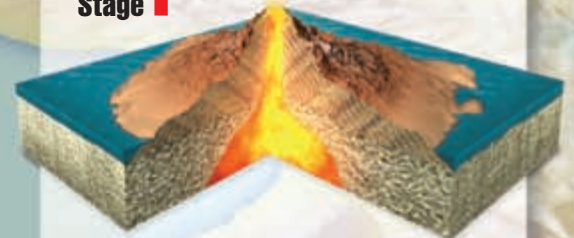
GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Location** What direction did the ash cloud travel after the island's eruption?
- 2. Human-Environment Interaction** How might the effects of the ash cloud have influenced Minoan civilization?

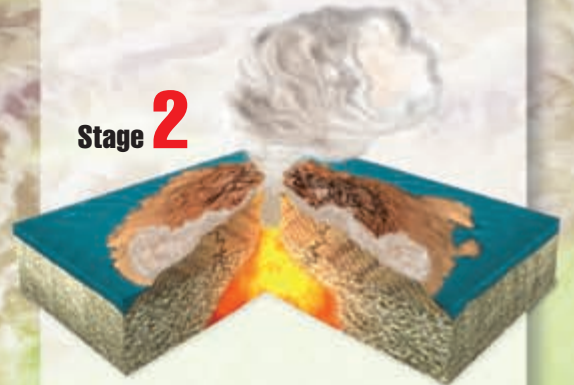
Three Stages of Disaster

Stage 1



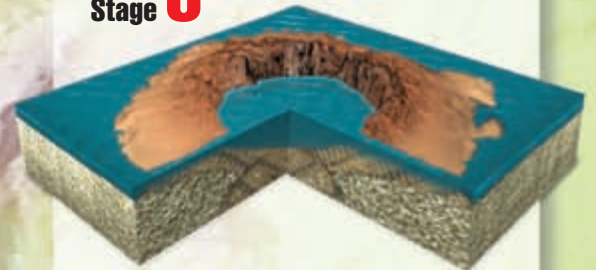
Warning Signs Following a series of earthquakes, the volcano begins to shoot ash into the sky. People flee the island in fear.

Stage 2



Explosion Ash and rock are flung into the air and sweep down the volcano's sides, destroying everything in their path. Cracks through the island rock begin to form from the powerful explosions.

Stage 3



Collapse The volcano collapses and falls into the sea, creating massive waves. The powerful waves slam into Crete, flooding coastal areas.

Aleppo

Jericho



What You Will Learn...

Main Ideas

1. Aristocrats and tyrants ruled early Athens.
2. Athens created the world's first democracy.
3. Ancient democracy was different than modern democracy.

The Big Idea

The people of Athens tried many different forms of government before creating a democracy.

Key Terms and People

democracy, p. 236
aristocrats, p. 237
oligarchy, p. 237
citizens, p. 237
tyrant, p. 237
Pericles, p. 240



hmhsocialstudies.com

TAKING NOTES

Use the graphic organizer online to take notes on the various types of government the people of Athens tried.

Government in Athens

If YOU were there...

For many years, your city has been ruled by a small group of rich men. They have generally been good leaders. They have built new buildings and protected the city from enemies. But now a new leader wants to let all free men help run the government. It won't matter whether they are rich or poor. Some people, however, worry about giving power to ordinary people.

What do you think of this new government?

BUILDING BACKGROUND The decision to change a city's government was not unusual in Greece. Many cities tried several forms of government before people were satisfied. To see how these changes came about, we can look at one city whose government changed many times—Athens.

Aristocrats and Tyrants Rule

Greece is the birthplace of **democracy**, a type of government in which people rule themselves. The word democracy comes from Greek words meaning “rule of the people.” But Greek city-states didn't start as democracies, and not all became democratic.

Government in Athens

QUICK
FACTS



Oligarchy

Early Athens was governed by a small group of powerful aristocrats. This type of government is called an oligarchy. Oligarchy means “rule by a few.”

Rule by a Few People

Even Athens, the city where democracy was born, began with a different kind of government. In early Athens, kings ruled the city-state. Later, a group of **rich landowners, or aristocrats** (uh-RIS-tuh-krats), took power. A government in which only a few people have power is called an **oligarchy** (AH-luh-gar-kee).

The aristocrats dominated Athenian society. As the richest men in town, they ran the city's economy. They also served as its generals and judges. Common people had little say in the government.

In the 600s BC a group of rebels tried to overthrow the aristocrats. They failed. Possibly as a result of their attempt, however, a man named Draco (DRAY-koh) created a new set of laws for Athens. These laws were very harsh. For example, Draco's laws made minor crimes such as loitering punishable by death.

The people of Athens thought Draco's laws were too strict. In the 590s BC a man named Solon (SOH-luhn) created a set of laws that were much less harsh and gave more rights to nonaristocrats. Under Solon's constitution, all free men living in Athens became **citizens, people who had the right to participate in government**. But his efforts were not enough for the Athenians. They were ready to end the rule of the aristocracy.

The Rise of the Tyrants

Because the Athenians weren't pleased with the rule of the aristocrats, they wanted a new government. In 546 BC a noble named Peisistratus (py-SIS-truht-uhs) overthrew the oligarchy. He became the ruler of Athens. Peisistratus was called a **tyrant, which meant a leader who held power through the use of force**.

Today the word *tyrant* means a ruler who is harsh, but the word had a different meaning in ancient Greece. Athenian tyrants were usually good leaders. Tyrants were able to stay in power because they had strong armies and because the people supported them.

Peisistratus brought peace and prosperity to the city. He began new policies meant to unify the city. He created new festivals and built temples and monuments. During his rule, many improvements were made in Athens.

After Peisistratus died, his son took over as tyrant. Many aristocrats, however, were unhappy because their power was gone. Some of these aristocrats convinced a rival city-state to attack Athens. As a result of this invasion, the tyrants lost power and, for a short time, aristocrats returned to power in Athens.

READING CHECK Finding Main Ideas What was a tyrant in ancient Greece?

SS.6.W.3.6 Determine the impact of key figures from ancient Greece.

FOCUS ON READING

How do Greek roots give you clues to the meaning of *oligarchy*?

THE IMPACT TODAY

Today very harsh laws or rules are called "draconian" after Draco.



Tyranny

Peisistratus overthrew the oligarchy in 546 BC, and Athens became a tyranny. Tyranny means "rule by a tyrant"—a strong leader who has power.



Democracy

Around 500 BC Athens became a democracy. Democracy means "rule by the people." For the first time in history, a government was based on the votes of its free citizens.

Democracy in Action

Ancient Athens was the birthplace of democracy—the system of government in which the people rule themselves. Democracy was perhaps the greatest achievement of ancient Athens. In time, it became the Greeks’ greatest gift to the world.

Only free male citizens of Athens were members of the assembly with the right to vote. Women, slaves, and foreigners could not participate.

In Athenian democracy, people debated issues in the open air, and these debates were noisy affairs.

Voting was usually done by a show of hands, but sometimes assembly members wrote their votes on broken pieces of pottery. Then officials collected these pottery pieces and counted the votes.

SS.6.C.1.1 Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.

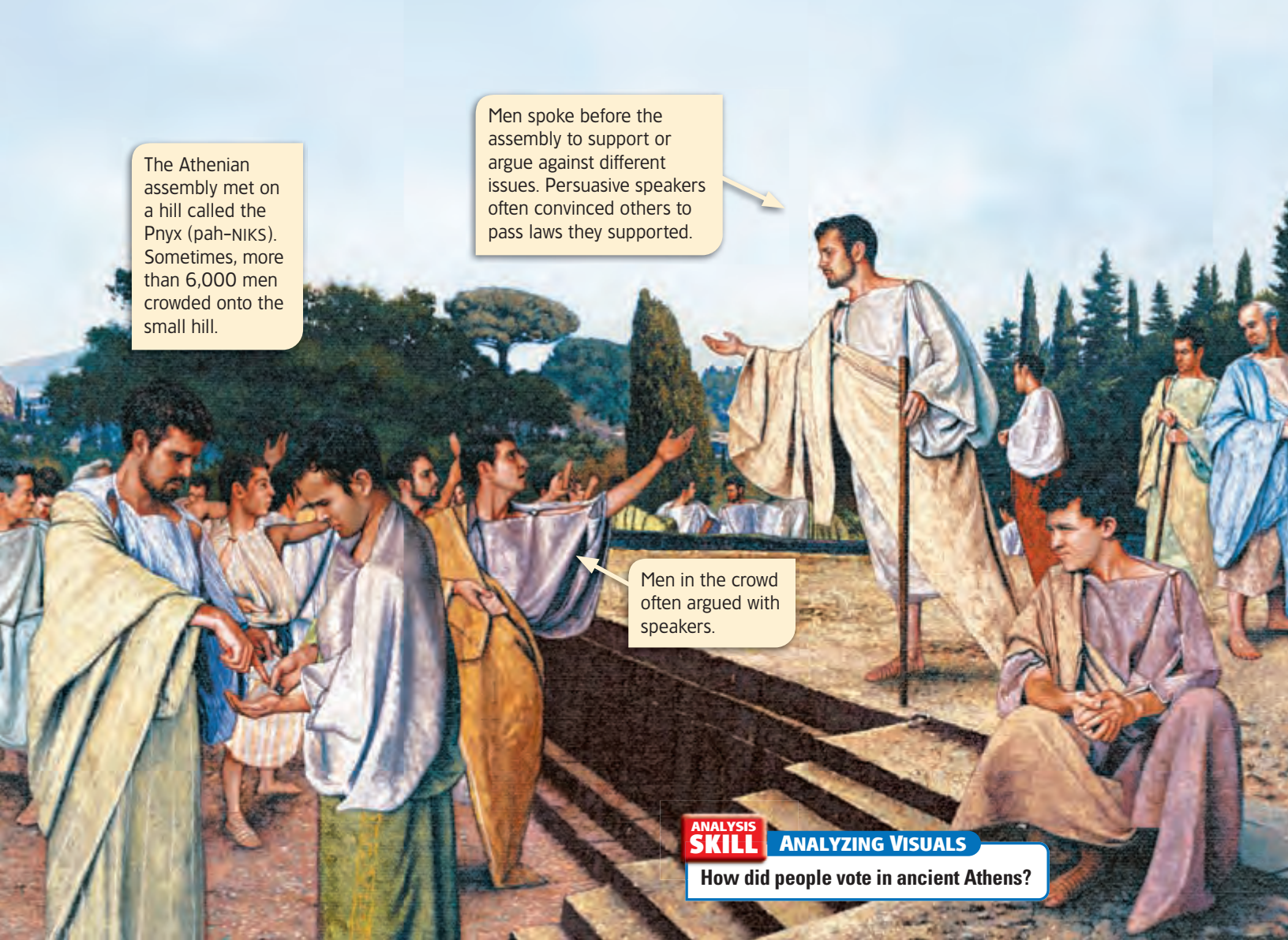
Athens Creates Democracy

Around 500 BC a new leader named Cleisthenes (KLYS-thuh-neeZ) gained power in Athens. Although he was a member of one of the most powerful families in Athens, Cleisthenes didn’t want aristocrats to run the government. He thought they already had too much influence. By calling on the support of the people, Cleisthenes was able to overthrow the aristocracy. Then he wrote a new constitution and established a completely new form of government.

Under Cleisthenes’ leadership, Athens developed the world’s first democracy. For this reason, he is sometimes called the father of democracy.

Democracy under Cleisthenes

Under Cleisthenes, all citizens in Athens had the right to participate in the assembly, or gathering of citizens, that created the city’s laws. The assembly met outdoors on a hillside so that everyone could attend the meetings. During meetings, people stood before the crowd and gave speeches on political issues. Every citizen had the right to speak his opinion. In fact, the Athenians encouraged people to speak. They loved to hear speeches and debates. After the speeches were over, the assembly voted. Voting was usually done by a show of hands, but sometimes the Athenians used secret ballots.



The Athenian assembly met on a hill called the Pnyx (pah-NIKS). Sometimes, more than 6,000 men crowded onto the small hill.

Men spoke before the assembly to support or argue against different issues. Persuasive speakers often convinced others to pass laws they supported.

Men in the crowd often argued with speakers.

**ANALYSIS
SKILL**

ANALYZING VISUALS

How did people vote in ancient Athens?

The number of people who voted in the assembly changed from day to day. For major decisions, however, the assembly needed about 6,000 people to vote. But it wasn't always easy to gather that many people together in one place.

According to one Greek writer, the government sent slaves to the market to round up more citizens if necessary. In one of the writer's plays, slaves walked through the market holding a long rope between them. The rope was covered in red dye and would mark the clothing of anyone it touched. Any citizen with red dye on his clothing had to go to the assembly meeting or pay a large fine.

Because the assembly was so large, it was sometimes difficult to make decisions. The Athenians therefore selected citizens to be city officials and to serve on a smaller council. These officials decided which laws the assembly should discuss. This helped the government run more smoothly.

Changes in Athenian Democracy

As time passed, citizens gained more powers. For example, they served on juries to decide court cases. Juries had anywhere from 200 to 6,000 people, although juries of about 500 people were much more common. Most juries had an odd number of members to prevent ties.

THE IMPACT TODAY

Like the ancient Greeks, we use juries to decide court cases. But our modern juries have only 12 people.

Primary Source

SPEECH

Pericles' Funeral Oration

In 430 BC Pericles addressed the people of Athens at a funeral for soldiers who had died in battle. In his speech, Pericles tried to comfort the Athenians by reminding them of the greatness of their government.

Pericles is praising the Athenians for creating a democracy.

“Our form of government does not enter into rivalry with the institutions of others. We do not copy our neighbors, but are an example to them. It is true that we are called a democracy, for the administration is in the hands of the many and not of the few . . . There is no exclusiveness [snobbery] in our public life, and . . . we are not suspicious of one another. . . .”

—Pericles, quoted in Thucydides, *The History of the Peloponnesian War*

Athenian government was open to all free men, not just a few.



ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

How do you think Pericles felt Athenian government compared to other cities' governments?

End of Democracy in Athens

Eventually, the great age of Athenian democracy came to an end. In the mid-330s BC Athens was conquered by the Macedonians from north of Greece. After the conquest, Athens fell under strong Macedonian influence.

Even after being conquered by Macedonia, Athens kept its democratic government. But it was a democracy with very limited powers. The Macedonian king ruled his country like a dictator, a ruler who held all the power. No one could make any decisions without his approval.

In Athens, the assembly still met to make laws, but it had to be careful not to upset the king. The Athenians didn't dare make any drastic changes to their laws without the king's consent. They weren't happy with this situation, but they feared the king's powerful army. Before long, though, the Athenians lost even this limited democracy. In the 320s BC a new king took over Greece and ended Athenian democracy forever.

READING CHECK Summarizing How were citizens involved in the government of Athens?

Ancient Democracy Differs from Modern Democracy

Like ancient Athens, the United States has a democratic government in which the people hold power. But our modern democracy is very different from the ancient Athenians' democracy.

Direct Democracy

All citizens in Athens could participate directly in the government. We call this form of government a direct democracy. It is called direct democracy because each person's decision directly affects the outcome of a vote. In Athens, citizens gathered

Athens remained a democracy for about 170 years. It reached its height under a brilliant elected leader named **Pericles** (PER-uh-leez). He led the government from about 460 BC until his death in 429 BC.

Pericles encouraged the Athenians to take pride in their city. He believed that participating in government was just as important as defending Athens in war. To encourage people to participate in government, Pericles began to pay people who served in public offices or on juries. Pericles also encouraged the people of Athens to introduce democracy into other parts of Greece.

together to discuss issues and vote on them. Each person's vote counted, and the majority ruled.

The United States is too large for direct democracy to work for the whole country. For example, it would be impossible for all citizens to gather in one place for a debate. Instead, the founders of the United States set up another kind of democracy.

Representative Democracy

The democracy created by the founders of the United States is a representative democracy, or republic. In this system, the citizens elect officials to represent them in the government. These elected officials then meet to make the country's laws and to enforce them. For example, Americans elect senators and representatives to Congress, the body that makes the country's laws. Americans don't vote on each law that Congress passes but trust their chosen representatives to vote for them.

READING CHECK **Contrasting** How are direct democracy and representative democracy different?

Democracy Then and Now

QUICK FACTS

In Athenian Direct Democracy...

- All citizens met as a group to debate and vote directly on every issue.
- There was no separation of powers. Citizens created laws, enforced laws, and acted as judges.
- Only free male citizens could vote. Women and slaves could not vote.

In American Representative Democracy...

- Citizens elect representatives to debate and vote on issues for them.
- There is a separation of powers. Citizens elect some people to create laws, others to enforce laws, and others to be judges.
- Men and women who are citizens have the right to vote.

SUMMARY AND PREVIEW In this section, you learned about the development and decline of democracy in Athens. You also learned how Athenian democracy influenced the government of the United States. In the next section, you will learn about the beliefs and culture of the ancient Greeks and how they affect our culture and literature today.

SS.6.C.2.1 Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

Section 2 Assessment



hmhsocialstudies.com
ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Define** What are **aristocrats**?
 - Contrast** How were **oligarchy** and **tyranny** different?
- Describe** Describe the **democracy** created by Cleisthenes.
 - Analyze** How did **Pericles** change Athenian democracy?
- Identify** What type of democracy did Athens have?
 - Develop** In what situations would a representative democracy work better than a direct democracy?

Critical Thinking

- Finding Main Ideas** Draw a chart like the one shown. Using your notes, identify who held power

in each type of government. Then write a sentence explaining what role common people had in each government.

Oligarchy	Tyranny	Democracy

FOCUS ON WRITING

5. Connecting Personalities and Governments

Think back to the personalities you assigned to natural features in Section 1. What if people with these same personalities were working to create a government? What kind would they create? Would they rule as tyrants or build a democracy? Write your thoughts in your notebook.



What You Will Learn...

Main Ideas

1. The Greeks created myths to explain the world.
2. Ancient Greek literature provides some of the world's greatest poems and stories.
3. Greek literature lives on and influences our world even today.

The Big Idea

The ancient Greeks created great myths and works of literature that influence the way we speak and write today.

Key Terms and People

mythology, p. 243

Homer, p. 246

Sappho, p. 247

Aesop, p. 247

fables, p. 247



hmhsocialstudies.com

TAKING NOTES

Use the graphic organizer online to record characteristics of Greek myths and literature.

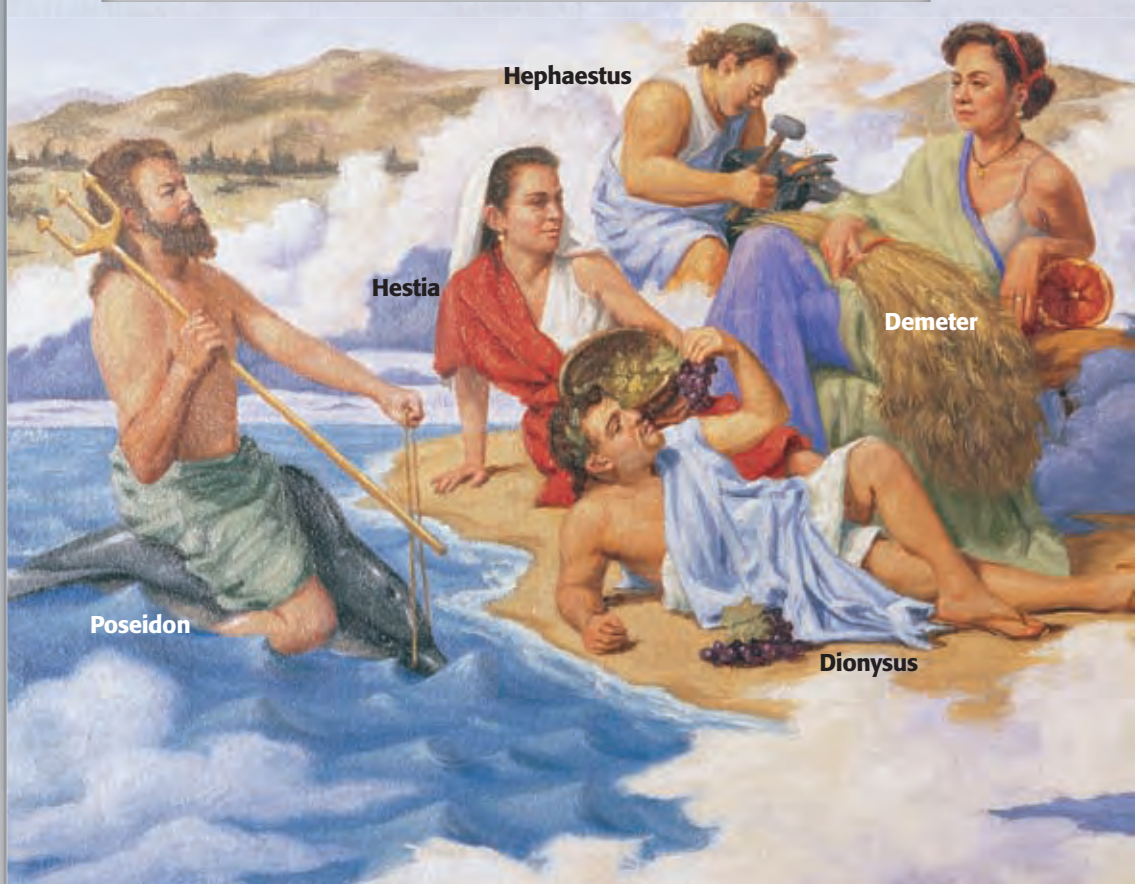
Greek Mythology and Literature

If YOU were there...

As a farmer in ancient Greece, your way of life depends on events in nature. The crops you grow need sunshine and rain, though thunder and lightning scare you. When you look up at the night sky, you wonder about the twinkling lights you see there. You know that at certain times of the year, the weather will turn cold and gray and plants will die. Then, a few months later, green plants will grow again.

How might you explain these natural events?

BUILDING BACKGROUND The Greeks lived in a time long before the development of modern science. To them, natural events like thunderstorms and changing seasons were mysterious. Today we can explain what causes these events. But to the Greeks, they seemed like the work of powerful gods.



Myths Explain the World

The ancient Greeks believed in many gods. These gods were at the center of Greek **mythology**—a body of stories about gods and heroes that try to explain how the world works. Each story, or myth, explained natural or historical events.

Greek Gods

People today have scientific explanations for events like thunder, earthquakes, and volcanic eruptions. The ancient Greeks did not. They believed their gods caused these events to happen, and they created myths to explain the gods' actions.

Among the most important Greek gods were the ones in the picture below:

- Zeus, king of the gods
- Hera, queen of the gods
- Poseidon, god of the sea
- Hades, god of the underworld
- Demeter, goddess of agriculture
- Hestia, goddess of the hearth
- Athena, goddess of wisdom
- Apollo, god of the sun
- Artemis, goddess of the moon
- Ares, god of war
- Aphrodite, goddess of love
- Hephaestus, god of metalworking
- Dionysus, god of celebration
- Hermes, the messenger god

Olympian Gods



VIDEO

The Panathenaia

hmhsocialstudies.com

ANALYSIS SKILL

ANALYZING VISUALS

What can you see that indicates the Olympian gods have superhuman powers?

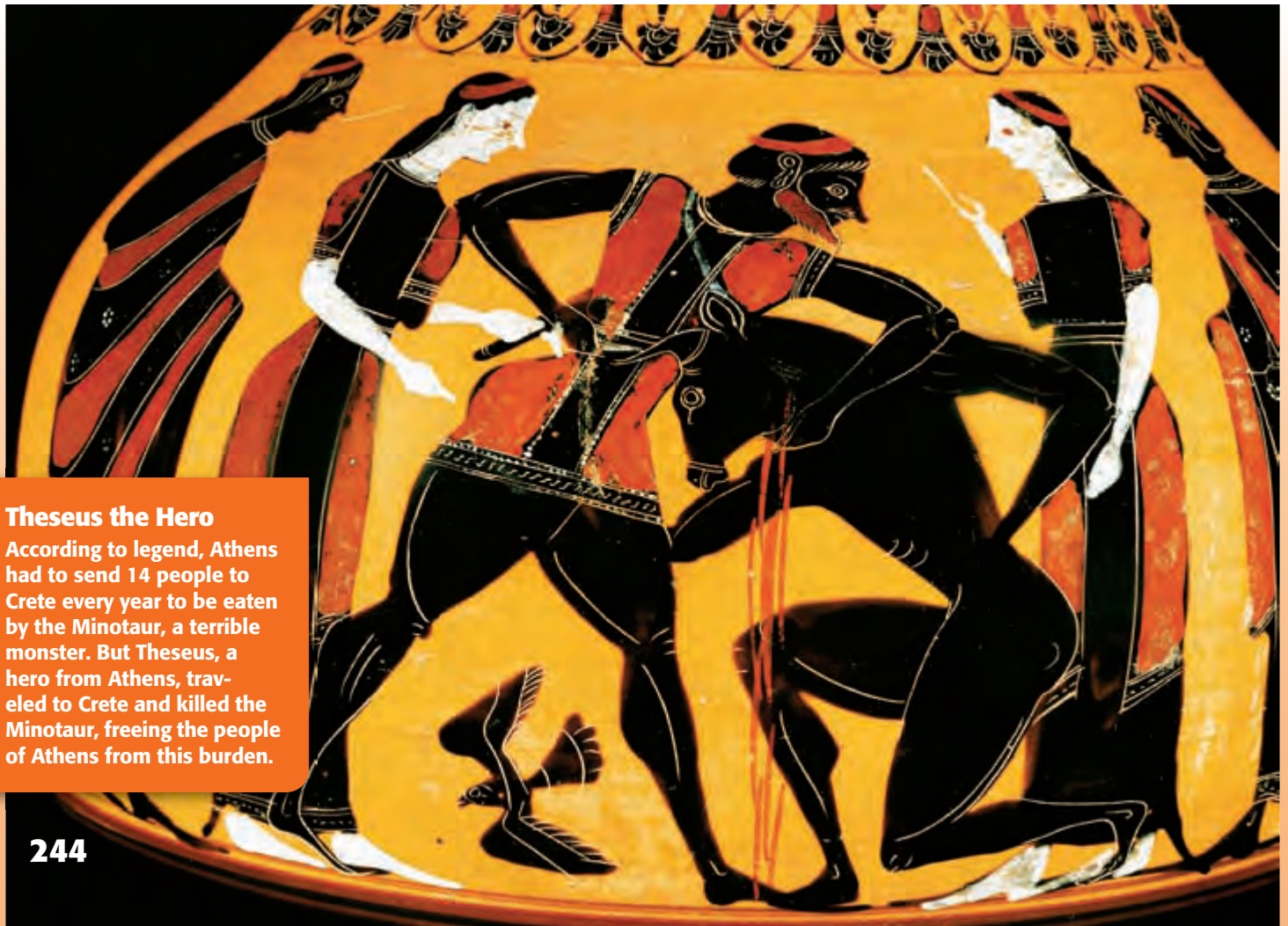
Gods and Mythology

The Greeks saw the work of the gods in events all around them. For example, the Greeks lived in an area where volcanic eruptions were common. To explain these eruptions, they told stories about the god Hephaestus (hi-FES-tuhs), who lived underground. The fire and lava that poured out of volcanoes, the Greeks said, came from the huge fires of the god's forge. At this forge he created weapons and armor for the other gods.

The Greeks did not think the gods spent all their time creating disasters, though. They also believed the gods caused daily events. For example, they believed the goddess of agriculture, Demeter (di-MEE-tuhr), created the seasons. According to Greek myth, Demeter had a daughter who was kidnapped by another god. The desperate goddess begged the god to let her daugh-

ter go, and eventually he agreed to let her return to her mother for six months every year. During the winter, Demeter is separated from her daughter and misses her. In her grief, she doesn't let plants grow. When her daughter comes home, the goddess is happy, and summer comes to Greece. To the Greeks, this story explained why winter came every year.

To keep the gods happy, the Greeks built great temples to honor them all around Greece. In return, however, they expected the gods to give them help when they needed it. For example, many Greeks in need of advice traveled to Delphi, a city in central Greece. There they spoke to the oracle, a female priest of Apollo to whom they thought the god gave answers. The oracle at Delphi was so respected that Greek leaders sometimes asked her for advice about how to rule their cities.



Theseus the Hero

According to legend, Athens had to send 14 people to Crete every year to be eaten by the Minotaur, a terrible monster. But Theseus, a hero from Athens, traveled to Crete and killed the Minotaur, freeing the people of Athens from this burden.

LINKING TO TODAY

Let the Games Begin!

One way the ancient Greeks honored their gods was by holding sporting contests like the one shown on the vase. The largest took place every four years at Olympia, a city in southern Greece. Held in honor of Zeus, this event was called the Olympic Games. Athletes competed in footraces, chariot races, boxing, wrestling, and throwing events. Only men could compete. The Greeks held these games every four years for more than 1,000 years, until the AD 320s.

In modern times, people began to hold the Olympics again. The first modern Olympics took place in Athens in 1896. Since then, athletes from many nations have assembled in cities around the world to compete. Today the Olympics include 28 sports, and both men and women participate. They are still held every four years. In 2004 the Olympic Games once again returned to their birthplace, Greece.



ANALYSIS SKILL

ANALYZING INFORMATION

How do you think the modern Olympics are similar to the ancient Games? How do you think they are different?

Heroes and Mythology

Not all Greek myths were about gods. Many told about the adventures of great heroes. Some of these heroes were real people, while others were not. The Greeks loved to tell the stories of heroes who had special abilities and faced terrible monsters. The people of each city had their favorite hero, usually someone from there.

The people of Athens, for example, told stories about the hero Theseus. According to legend, he traveled to Crete and killed the Minotaur, a terrible monster that was half human and half bull. People from northern Greece told myths about Jason and how he sailed across the seas in search of a great treasure, fighting enemies the whole way.

Perhaps the most famous of all Greek heroes was a man called Hercules. The myths explain how Hercules fought many monsters and performed nearly impossible tasks. For example, he fought and killed the hydra, a huge snake with nine heads and poisonous fangs. Every time Hercules cut off one of the monster's heads, two more heads grew in its place. In the end, Hercules had to burn the hydra's neck each time he cut off a head to keep a new head from growing. People from all parts of Greece enjoyed stories about Hercules and his great deeds.

READING CHECK **Finding Main Ideas** How did the Greeks use myths to explain the world around them?

Ancient Greek Literature

Because the Greeks loved myths and stories, it is no surprise that they created great works of literature. Early Greek writers produced long epic poems, romantic poetry, and some of the world's most famous stories.

Homer and Epic Poetry

Among the earliest Greek writings are two great epic poems, the *Iliad* and the *Odyssey*, by a poet named **Homer**. Like most epics, both poems describe the deeds of great heroes. The heroes in Homer's poems fought in the Trojan War. In this war, the Mycenaean Greeks fought the Trojans, people of the city called Troy.

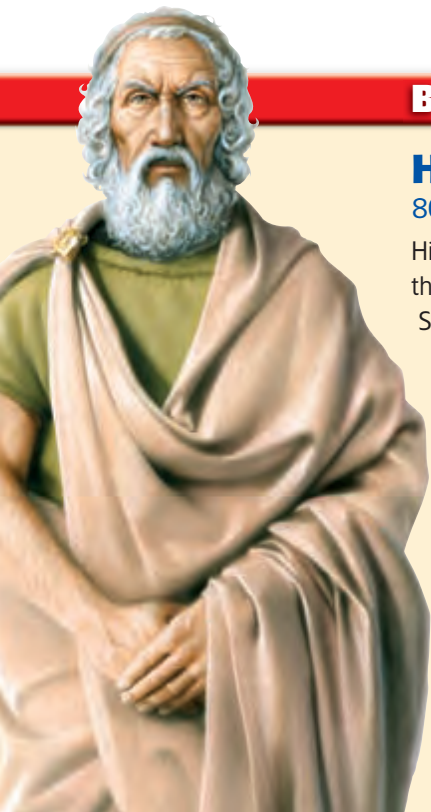
The *Iliad* tells the story of the last years of the Trojan War. It focuses on the deeds of the Greeks, especially Achilles (uh-KIL-

eez), the greatest of all Greek warriors. It describes in great detail the battles between the Greeks and their Trojan enemies.

The *Odyssey* describes the challenges that the Greek hero Odysseus (oh-DI-see-uhs) faced on his way home from the war. For 10 years after the war ends, Odysseus tries to get home, but many obstacles stand in his way. He has to fight his way past terrible monsters, powerful magicians, and even angry gods.

Both the *Iliad* and the *Odyssey* are great tales of adventure. But to the Greeks Homer's poems were much more than just entertainment. They were central to the ancient Greek education system. People memorized long passages of the poems as part of their lessons. They admired Homer's poems and the heroes described in them as symbols of Greece's great history.

Homer's poems influenced later writers. They copied his writing styles and borrowed some of the stories and ideas he wrote about in his works. Homer's poems are considered some of the greatest literary works ever produced.



BIOGRAPHY

Homer

800s–700s BC

Historians know nothing about Homer, the greatest poet of the ancient world. Some don't think such a person ever lived. The ancient Greeks believed he had, though, and seven different cities claimed to be his birthplace. According to ancient legend, Homer was blind and recited the *Iliad* and the *Odyssey* aloud. It wasn't until much later that the poems were written down.

Making Predictions Why might scholars not be sure that Homer existed?

In Homer's *Odyssey*, the half woman and half bird Sirens sang sweet songs that made passing sailors forget everything and crash their ships. To get past the Sirens, Odysseus plugged his crew's ears with wax and had himself tied to his ship's mast.



Lyric Poetry

Other poets wrote poems that were often set to music. During a performance, the poet played a stringed instrument called a lyre while reading a poem. These poets were called lyric poets after their instrument, the lyre. Today, the words of songs are called lyrics after these ancient Greek poets.

Most poets in Greece were men, but the most famous lyric poet was a woman named **Sappho** (SAF-oh). Her poems were beautiful and emotional. Most of her poems were about love and relationships with her friends and family.

Fables

Other Greeks told stories to teach people important lessons. **Aesop** (EE-sahp), for example, is famous for his fables. **Fables are short stories that teach the reader lessons about life or give advice on how to live.**

In most of Aesop's fables, animals are the main characters. The animals talk and act like humans. One of Aesop's most famous stories is the tale of the ants and the grasshopper:



BIOGRAPHY

Aesop

before 400 BC

Historians don't know for sure if a man named Aesop ever really lived, but many ancient legends are told about him. According to one story, Aesop was a slave in the 500s BC. Another story says he was an adviser to a king. Some historians think that the fables credited to Aesop were actually written by many different people and collected together under a single name.

Drawing Inferences Why might the Greeks have wanted to list a single author for the fables?

“The ants were spending a fine winter's day drying grain collected in the summertime. A Grasshopper, perishing [dying] with famine [hunger], passed by and earnestly [eagerly] begged for a little food. The Ants inquired [asked] of him, “Why did you not treasure up food during the summer?” He replied, “I had not leisure enough. I passed the days in singing.” They then said in derision: “If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter.”

—Aesop, from “The Ants and the Grasshopper”

The lesson in this fable is that people shouldn't waste time instead of working. Those who do, Aesop says, will be sorry.

Another popular fable by Aesop, “The Tortoise and the Hare,” teaches that it is better to work slowly and carefully than to hurry and make mistakes. “The Boy Who Cried Wolf” warns readers not to play pranks on others. Since we still read these fables, you may be familiar with them.

READING CHECK Summarizing Why did the Greeks tell fables?



SS.6.W.3.5
Summarize the important achievements and contributions of ancient Greek civilization.

Greek Literature Lives

The works of ancient Greek writers such as Homer, Sappho, and Aesop are still alive and popular today. In fact, Greek literature has influenced modern language, literature, and art. Did you know that some of the words you use and some of the stories you hear come from ancient Greece?

Language

Probably the most obvious way we see the influence of the Greeks is in our language. Many English words and expressions come from Greek mythology. For example, we call a long journey an “odyssey” after Odysseus, the wandering hero of Homer’s poem. Something very large and powerful is called “titanic.” This word comes from the Titans, a group of large and powerful gods in Greek myth.

Many places around the world today are also named after figures from Greek myths. For example, Athens is named for Athena, the goddess of wisdom. Africa’s

Atlas Mountains were named after a giant from Greek mythology who held up the sky. The name of the Aegean Sea comes from Aegeus, a legendary Greek king. Europe itself was named after a figure from Greek myth, the princess Europa. Even places in space bear names from mythology. For example, Jupiter’s moon Io was named after a goddess’s daughter.

Literature and the Arts

Greek myths have inspired artists for centuries. Great painters and sculptors have used gods and heroes as the subjects of their works. Writers have retold ancient stories, sometimes set in modern times. Moviemakers have also borrowed stories from ancient myths. Hercules, for example, has been the subject of dozens of films. These films range from early classics to a Walt Disney cartoon.

Mythological references are also common in today’s popular culture. Many sports teams have adopted the names of powerful figures from myths, like Titans or

Greek Influence on Language	
In Greek Literature and Mythology...	Today...
■ Achilles was a great warrior who was killed when an arrow struck his heel.	■ An “Achilles heel” is a person’s weak spot.
■ Hercules was the strongest man on earth who completed 12 almost impossible tasks.	■ When a person has a really hard job to do it is called a “Herculean” task.
■ A fox wanted to eat some grapes but he couldn’t reach the branch they were on, so he said, “Those grapes are probably sour anyway.”	■ When people pretend they don’t want something after they find out they can’t have it, they are said to have “sour grapes.”
■ King Midas was granted one wish by the god Dionysus, so he wished that everything he touched turned to gold.	■ A person who seems to get rich easily is said to have a “Midas touch.”
■ Tantalus was punished for offending the gods. He had to stand up to his chin in water and he was always thirsty, but if he tried to drink the water it went away.	■ Something is “tantalizing” if you want it but it’s just out of your reach.

Greek Names Today



The influence of Greek stories and culture can still be seen in names. Astronomers named one of Jupiter's moons Io (EYE-oh) after a woman from Greek mythology. Sports teams also use Greek names. This college mascot is dressed like a Trojan warrior.

Trojans. Businesses frequently use images or symbols from mythology in their advertising. Although people no longer believe in the Greek gods, mythological ideas can still be seen all around us.

READING CHECK Finding Main Ideas

How did Greek myths influence later language and art?

SUMMARY AND PREVIEW The myths, stories, and poems of ancient Greece have shaped how people today speak, read, and write. Like democracy, these myths, stories, and poems are part of ancient Greece's gift to the world. In the next chapter you will learn more about life and culture in ancient Greece.

Section 3 Assessment



hmhsocialstudies.com

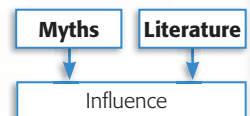
ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **a. Define** What is **mythology**?
b. Summarize Why did the ancient Greeks create myths?
2. **a. Identify** What are **Homer's** most famous works?
b. Contrast How are **fables** different from myths?
3. **a. Recall** In what areas have Greek myths influenced our culture?
b. Analyze Why do you think mythological references are popular with sports teams and businesses today?
c. Evaluate Why do you think Greek literature has been so influential throughout history?

Critical Thinking

4. **Analyzing** Using your notes and a chart like this, explain the influence of myths and literature on the world today.



FOCUS ON WRITING

5. **Putting Your Ideas Together** Look at your notes from the previous sections. Think about the personalities you gave physical features and government leaders. Now imagine that those personalities belonged to gods. What stories might be told about these gods? Write down some ideas.

The Epic Poetry of Homer

GUIDED READING

WORD HELP

main strength

resolute determined

imploring begging

1 To what is Achilles being compared?

2 Priam, Hector's father, knows that the gods have protected and strengthened Achilles.

3 Achilles' armor was made by the god of metalworking.

Why might the very sight of this armor make Priam afraid?

from the *Iliad*

as translated by Robert Fitzgerald

About the Reading *The Iliad describes one part of a ten-year war between the Greeks and the city of Troy. As the poem opens, the Greek hero Achilles (uh-KIL-eez) has left the battle to wait for help from the gods. When he learns that his best friend Patroclus is dead, however, Achilles springs back into action. In this passage, the angry Achilles sprints across the plain toward Troy—and Hector, the Trojan warrior who has killed his friend.*

AS YOU READ Look for words and actions that tell you Achilles is a hero.

Then toward the town with might and main
he ran magnificent, like a racing chariot horse
that holds its form at full stretch on the plain. **1**
So light-footed Achilles held the pace.
And aging Priam was the first to see him
sparkling on the plain, bright as that star
in autumn rising, whose unclouded rays
shine out amid a throng of stars at dusk—
the one they call Orion's dog, most brilliant... **2**
So pure and bright the bronze gear blazed upon
him as he ran. The old man gave a cry. **3** With
both his hands thrown up on high he struck his
head, then shouted, groaning, appealing to his
dear son. Unmoved, Lord Hector stood in the
gateway, resolute to fight Achilles.

Stretching out his hands,
old Priam said, imploring him:

"No, Hector!

... don't try to hold your ground against this man,
or soon you'll meet the shock of doom..."



The painting on this vase shows people fighting in the Trojan War.

from the *Odyssey*

About the Reading *The Odyssey takes place after the Trojan War has ended. It describes the adventures of another hero, Odysseus (oh-DIS-ee-uhs), as he makes his way home to his kingdom of Ithaca. His voyage is full of obstacles—including the two sea monsters described in this passage. The idea for these monsters probably came from an actual strait in the Mediterranean Sea, where a jagged cliff rose on one side and dangerous whirlpools churned on the other.*

AS YOU READ Try to picture the action in your mind.

And all this time,
in travail, sobbing, gaining on the current,
we rowed into the strait—Scylla to port
and on our starboard beam Charybdis, dire
gorge of the salt sea tide. ❶ By heaven! when she
vomited, all the sea was like a cauldron
seething over intense fire, when the mixture
suddenly heaves and rises.

The shot spume
soared to the landside heights, and fell like rain.
But when she swallowed the sea water down
we saw the funnel of the maelstrom, heard
the rock bellowing all around, and dark
sand raged on the bottom far below. ❷
My men all blanched against the gloom, our eyes
were fixed upon that yawning mouth in fear
of being devoured.

Then Scylla made her strike,
whisking six of my best men from the ship.
I happened to glance aft at ship and oarsmen
and caught sight of their arms and legs, dangling
high overhead. Voices came down to me
in anguish, calling my name for the last time . . . ❸

We rowed on.
The Rocks were now behind; Charybdis, too,
and Scylla dropped astern.

GUIDED READING

WORD HELP

travail pain
dire gorge terrible throat
spume foam or froth
maelstrom whirlpool
blanched grew pale
anguish great suffering

❶ Odysseus is the speaker.
He is referring to himself and
his crew.

**Why might the crew be
sobbing?**

❷ Three times a day, the
monster Charybdis (cuh-RIB-
duhs) takes in water and then
spits it out.

❸ Like many Greek mon-
sters, Scylla (SIL-uh) is part
human and part animal. She
has the body of a woman, six
heads with snake-like necks,
and twelve feet.

CONNECTING LITERATURE TO HISTORY

1. **Comparing** Many Greek myths were about heroes who had special abilities. What heroic abilities or traits do Achilles, Hector, and Odysseus share?

2. **Analyzing** The Greeks used myths to explain the natural world. How does the *Odyssey* passage illustrate this?

Analyzing Costs and Benefits

Understand the Skill

Everything you do has both costs and benefits connected to it. *Benefits* are what you gain from something. *Costs* are what you give up to obtain benefits. For example, if you buy a video game, the benefits of your action include the game itself and the enjoyment of playing it. The most obvious cost is what you pay for the game. However, there are also costs that do not involve money. One of these costs is the time you spend playing the game. This is a cost because you give up something else, such as doing your homework or watching a TV show, when you choose to play the game.

The ability to analyze costs and benefits is a valuable life skill as well as a useful tool in the study of history. Weighing an action's benefits against its costs can help you decide whether or not to take it.

Learn the Skill

Analyzing the costs and benefits of historical events will help you to better understand and evaluate them. Follow these guidelines to do a cost-benefit analysis of an action or decision in history.

- 1 First determine what the action or decision was trying to accomplish. This step is needed in order to determine which of its effects were benefits and which were costs.
- 2 Then look for the positive or successful results of the action or decision. These are its benefits.
- 3 Consider the negative or unsuccessful effects of the action or decision. Also think about what positive things would have happened if it had *not* occurred. All these things are its costs.

- 4 Making a chart of the costs and benefits can be useful. By comparing the list of benefits to the list of costs you can better understand the action or decision and evaluate it.

For example, you learned in Chapter 8 that because of Greece's geography, the early Greeks settled near the sea. A cost-benefit analysis of their dependence on the sea might produce a chart like this one.

Benefits	Costs
Sea was a source of some food.	Would have paid more attention to agriculture than they did.
Didn't have to depend on Greece's poor soil for food.	Had to rely on trade with other peoples for some food and other necessities.
Became great shipbuilders and sailors	
Became great traders and grew rich from trade	
Settled colonies throughout the region	

Based on this chart, one might conclude that the Greeks' choice of where to settle was a good one.

Practice and Apply the Skill

In 546 BC a noble named Peisistratus overthrew the oligarchy and ruled Athens as a tyrant. Use information from the chapter and the guidelines above to do a cost-benefit analysis of this action. Then write a paragraph explaining whether or not it was good for the people of Athens.



video series

Review the video to answer the focus question:

How was ancient Greek democracy different from democracy in the United States today?

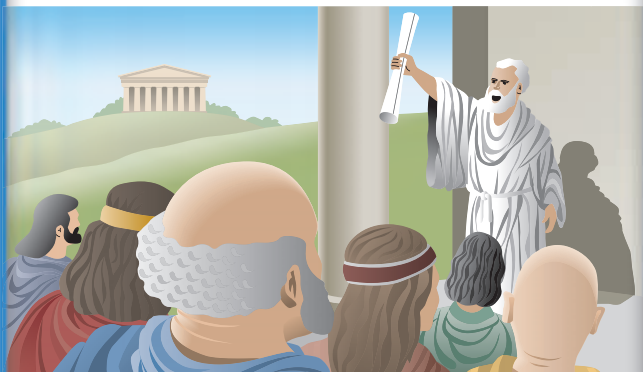
Chapter Review

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.



The early Greeks developed trading cultures and independent city-states.



Athens had the world's first direct democracy.



The stories of Greek literature and mythology have influenced language and culture today.

Reviewing Vocabulary, Terms, and People

Unscramble each group of letters below to spell a term that matches the given definition.

1. **olpsi**—a Greek city-state
2. **iciznets**—people who have the right to participate in government
3. **ntaryt**—a person who rules alone, usually through military force
4. **comdeyacr**—rule by the people
5. **bleafs**—stories that teach lessons
6. **tsrarciotas**—rich landowners
7. **coighlary**—rule by a few people
8. **sicalacs**—referring to a period of great achievements

Comprehension and Critical Thinking

SECTION 1 (Pages 228–233)

- Describe** How did geography affect the development of the Greek city-states?
- Compare and Contrast** What did the Minoans and Mycenaeans have in common? How were the two civilizations different?
- Elaborate** How did the concept of the polis affect the growth of Greek colonies?

SECTION 2 (Pages 236–241)

- Identify** What roles did Draco, Solon, and Peisistratus play in the history of Greek government?
- Contrast** The Greeks tried many forms of government before they created a democracy. How did these various forms of government differ?
- Evaluate** Do you agree or disagree with this statement: “Representative democracy works better than direct democracy in large countries.” Defend your answer.

SECTION 3 (Pages 242–249)

- 11. a. Recall** Who were some of the main gods of Greek mythology? Who were some of the main heroes?
- b. Analyze** What are some of the topics that appear in ancient Greek literature, such as the *Iliad* and the *Odyssey*?
- c. Predict** Do you think the language and literature of ancient Greece will play roles in Western civilization in years to come? Why or why not?

Reading Skills

Greek Word Origins Look at the list of Greek words and their meanings below. Then answer the questions that follow.

<i>archos</i> (ruler)	<i>monos</i> (single)
<i>bios</i> (life)	<i>oligos</i> (few)
<i>geo</i> (earth)	<i>pente</i> (five)
<i>micros</i> (small)	<i>treis</i> (three)

- 12.** Which of the following words means rule by a single person?
- a.** oligarchy **c.** pentarchy
b. monarchy **d.** triarchy
- 13.** Which of the following words means the study of life?
- a.** biology **c.** archaeology
b. geology **d.** pentology
- 14.** Is something that is *microscopic* very small or very large?

Using the Internet

- 15. Activity: Comparing Greek Governments** Greek government had many forms: tyranny, oligarchy, direct democracy, and monarchy. Use your online book to research Greek government, and then create a three-dimensional model, a drawing, or a diagram to illustrate what a person's life under each type of government might have looked like. Include information about the type of government you are representing.



Social Studies Skills

- 16. Analyzing Costs and Benefits** Under Cleisthenes' leadership, Athens developed the world's first democracy. Create a chart comparing costs and benefits of this event. Then write a sentence explaining whether or not it was good for the people of Athens.

Cleisthenes' Leadership

Costs	Benefits

Reviewing Themes

- 17. Geography** How do you think Greek society would have been different if Greece were a landlocked country?
- 18. Geography** How did Crete's physical geography both help and hurt the development of Minoan civilization?
- 19. Politics** Why was citizenship so important in Athens?

FOCUS ON WRITING

- 20. Writing Your Myth** First, decide if your main character is going to be a god or if it will be a human who interacts with the gods. Think about the situations and decisions that your character will face, and how he or she will react to them.

Now it's time to write your myth down. Write a paragraph of seven to eight sentences about your character. You may want to include terrible monsters or heroes with great powers. Don't forget that a myth is supposed to explain something about the world.

DIRECTIONS: Read each question, and write the letter of the best response.

1

... that multitude of gleaming helms and bossed shields issued from the ships, with plated cuirasses [armor] and ashwood spears. Reflected glintings flashed to heaven, as the plain in all directions shone with glare of bronze and shook with trampling feet of men. Among them Prince Achilles armed. One heard his teeth grind hard together, and his eyes blazed out like licking fire, for unbearable pain had fixed upon his heart. Raging at Trojans, he buckled on the arms Hephaestus forged.

The content of this passage suggests that it was written by

- A Homer.
- B Zeus.
- C Apollo.
- D Cleisthenes.

2 What type of ancient Greek literature would *most* likely describe the deeds of a great hero?

- A fable
- B epic poem
- C lyric poem
- D oration

3 Which was the main cause for the independence of city-states in ancient Greece?

- A the Greeks' location on the sea
- B the threat of warlike neighbors to the north
- C the geography of mountainous peninsulas
- D the spread of Minoan culture

4 Athens was ruled by a single person under the type of government known as

- A direct democracy.
- B representative democracy.
- C oligarchy.
- D tyranny.

5 The citizens' assembly in ancient Athens was an example of

- A trial by jury.
- B rule by aristocrats.
- C direct democracy.
- D representative democracy.

Connecting with Past Learnings

6 Recently you learned about Hebrew history and beliefs. The ancient Hebrew and Greek civilizations shared all of the following characteristics *except*

- A great written works.
- B democratic governments.
- C strong political leaders.
- D influence on later civilizations.

7 You know that early towns in India were controlled by small groups of priests. Like ancient Greek government, this early Indian government was an example of

- A oligarchy.
- B tyranny.
- C monarchy.
- D democracy.

ANCIENT GREECE



The Acropolis of Athens symbolizes the city and represents the architectural and artistic legacy of ancient Greece. *Acropolis* means “high-est city” in Greek, and there are many such sites in Greece. Historically, an acropolis provided shelter and defense against a city’s enemies. The Acropolis of Athens—the best known of them all—contained temples, monuments, and artwork dedicated to the Greek gods. Archaeological evidence indicates that

the Acropolis was an important place to inhabitants from much earlier eras. However, the structures that we see today on the site were largely conceived by the statesman Pericles during the Golden Age of Athens in the 5th century B.C.

Explore the Acropolis of ancient Greece and learn about the legacy of Greek civilization. You can find a wealth of information, video clips, primary sources, activities, and more at hmhsocialstudies.com.



The Parthenon

Watch the video to see what the Parthenon, one of the most important temples on the Acropolis, might have looked like after it was completed.

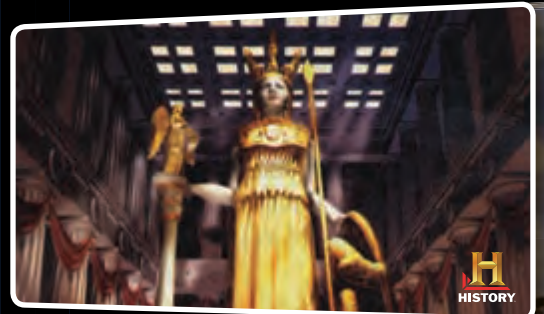


CLICK THROUGH
INTER/ACTIVITIES
hmhsocialstudies.com



The Persian Wars

Watch the video to find out how Athens emerged as the principal Greek city-state at the conclusion of the Persian Wars.



The Goddess Athena

Watch the video to learn how, according to Greek mythology, Athena became the protector of Athens.



Legacy of Greece

Watch the video to analyze *The School of Athens*, a painting by the Italian Renaissance artist Raphael, which pays tribute to the legacy of ancient Greece in philosophy and science.



FLORIDA...

The Story Continues

CHAPTER 9, The Greek World (550–30 BC)

PEOPLE **c. 550 BC–AD 1500: Florida’s Native Americans develop their war skills.**

Archaeologists have very few clues about the nature of warfare among Florida’s native people in 550 BC. They assume that fighting likely took place on a small scale between villages. What is known is that by the time the first Europeans arrived in the early 1500s, the Native American people of Florida were skilled fighters. The Spanish quickly learned to respect the bravery and determination of Timucua, Calusa, and Apalachee warriors. In the years between 500 BC and AD 1500, Native American populations grew and societies became more complex. Warfare between groups increased. By 1500, war chiefs held positions of power in many of Florida’s Native American societies.

PEOPLE **c. 550 BC–AD 1500: The people of North and Central Florida are fierce fighters.**

In AD 1500 the Timucua lived on land that had been home to the people of the St. Johns and Deptford cultures in 550 BC. The Timucua went to war for personal glory and to gain property. Timucua fighters prepared for war with special ceremonies and by filing their nails into sharp points. The Timucua used their sharp nails in hand-to-hand combat. A warrior cut an enemy’s forehead to blind the person with his own blood. The Timucua also used bows and arrows and heavy clubs. A warrior tied his long hair into a knot to hold his arrows. The Timucua tipped their arrows with flaming Spanish moss to burn down the houses of their enemies. Victorious Timucua warriors brought back their enemies’ legs, arms, and scalps as trophies.

PEOPLE

c. 550 BC–1500: The people of Southwest Florida view war as a way of life. In AD 1500 the Calusa lived on land that had been home to the people of the Caloosahatchee culture in 550 BC. The Caloosahatchee were the Calusa's direct ancestors. The Calusa worshipped three gods—one of them a god of war. Spanish reports indicate that the Calusa were skilled fighters and that warfare was a way of life for them. They used bows and arrows, clubs, spears, and blowguns against their enemies.

EVENTS

c. 550 BC–AD 1500: The chunky stone game trains warriors. Like other peoples of the Southeast, the Native Americans of Florida played a game called chunky stone. The game consisted of rolling a stone disk across the ground. Several players threw their spears or shot their arrows at the spot they thought the rolling stone would stop. The person who was the closest won.

PLACES

Present: Florida buildings show the influence of Greek architecture. Greek Revival architecture was popular in the late 1700s and early 1800s. The style grew out of a renewed interest in ancient Greece. The Greek Revival style is noted for its use of the large columns, porches, and domes found in ancient Greek architecture.

Many of the grand houses built in the years following Florida's statehood are in the Greek Revival style. Great Oaks mansion in Greenwood in the Florida panhandle is an example of this type of architecture. The house is on the National Register of Historic Places. Although built much later, the Florida State Supreme Court Building in Tallahassee has many features common in Greek Revival architecture. The front of the building has rows of massive columns and a large covered porch. A huge dome tops the center of the building.



Unpacking the Florida Standards <...>

Read the following to learn what this standard says and what it means. See FL8–FL29 to unpack all of the standards related to this chapter.

Benchmark SS.6.W.3.5 Summarize the important achievements and contributions of ancient Greek civilization. Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.

What does it mean?

Identify the major accomplishments and contributions of Greek civilization.



SPOTLIGHT ON

SS.6.G.1.5, SS.6.G.2.1, SS.6.G.2.2, SS.6.G.2.7 See pages FL41–FL44 for content specifically related to these Chapter 9 standards.

The Greek World

Essential Question What advances did the Greeks make that still influence the world today?



Florida Next Generation Sunshine State Standards

MA.6.A.2.2 Interpret and compare ratios and rates. **SS.6.G.1.4** Utilize tools geographers use to study the world. **SS.6.G.1.5** Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world. **SS.6.G.2.4** Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. **SS.6.G.2.6** Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. **SS.6.G.2.7** Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world. **SS.6.G.4.1** Explain how family and ethnic relationships influenced ancient cultures. **SS.6.G.4.2** Use maps to trace significant migrations, and analyze their results. **SS.6.G.4.4** Map and analyze the impact of the spread of various belief systems in the ancient world. **SS.6.G.5.2** Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages. **SS.6.G.5.3** Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. **SS.6.G.6.2** Compare maps of the world in ancient times with current political maps. **SS.6.W.1.1** Use timelines to identify chronological order of historical events. **SS.6.W.1.3** Interpret primary and secondary sources. **SS.6.W.1.6** Describe how history transmits culture and heritage and provides models of human character. **SS.6.W.2.9** Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area. **SS.6.W.3.3** Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots). **SS.6.W.3.4** Explain the causes and effects of the Persian and Peloponnesian Wars. **SS.6.W.3.5** Summarize the important achievements and contributions of ancient Greek civilization. **SS.6.W.3.6** Determine the impact of key figures from ancient Greece. **SS.6.W.3.7** Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

FOCUS ON WRITING

A Poem Ancient Greek poets often wrote poems in praise of great leaders, victorious military commanders, star athletes, and other famous people. As you read this chapter, you will learn about the accomplishments of Greek and Persian kings, generals, writers, thinkers, and scientists. As you read, you'll choose the one person you most admire and write a five-line poem praising that person.



c. 550 BC

Cyrus the Great founds the Persian Empire.

CHAPTER EVENTS

550 BC

WORLD EVENTS

c. 551 BC

Confucius is born in China.



The ruins shown in this photo are from the Parthenon, a beautiful temple built to celebrate a Greek victory in war.



H
HISTORY



Peter on
the Parthenon

 hmhsocialstudies.com **VIDEO**



431 BC

The Peloponnesian War begins.

450 BC

343 BC

The last Egyptian ruler of Egypt is overthrown.

350 BC

c. 325 BC

The Mauryan Empire is founded in India.



334–323 BC

Alexander the Great builds his empire.

250 BC



150 BC

c. 160 BC

The Maccabees regain Jewish independence.



50 BC

30 BC

Rome conquers Egypt, ending the Hellenistic Age.

Reading Social Studies

Economics

Geography

Politics

Religion

Society
and Culture

Science and
Technology

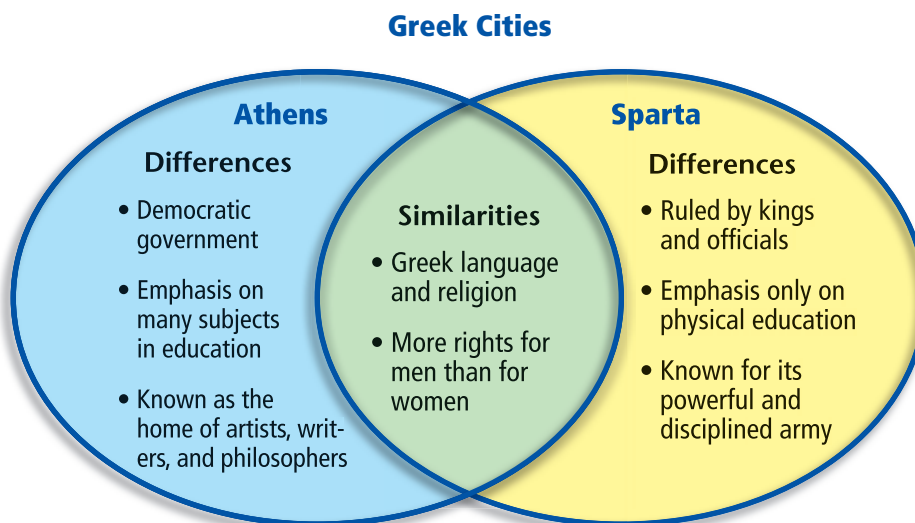
Focus on Themes In this chapter, you will learn about Persia's attempt to take over Greece. You will also read about two great Greek cities, Sparta and Athens, and how they both worked to protect Greece from this invader. Finally, you will

discover how, even though another invader conquered Greece, Greek influence continued to spread. Without a doubt, you need to understand the **politics** of the time in order to understand the Greek world and its **society and culture**.

Comparing and Contrasting Historical Facts

Focus on Reading Comparing and contrasting are good ways to learn. That's one reason historians use comparison and contrast to explain people and events in history.

Understanding Comparison and Contrast To **compare** is to look for likenesses, or similarities. To **contrast** is to look for differences. Sometimes writers point out similarities and differences. Other times you have to look for them yourself. You can use a diagram like this one to keep track of similarities and differences as you read.



Clues for Comparison-Contrast

Writers sometimes signal comparisons or contrasts with words like these:

Comparison—*similarly, like, in the same way, too*

Contrast—*however, unlike, but, while, although, in contrast*



LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly. **LA.6.1.6.2** The student will listen to, read, and discuss familiar and conceptually challenging text.



You Try It!

The following passage is from the chapter you are getting ready to read. As you read the passage, look for word clues about similarities and differences.

Boys and Men in Athens

From a young age, Athenian boys from rich families worked to improve both their bodies and their minds. Like Spartan boys, Athenian boys had to learn to run, jump, and fight. But this training was not as harsh or as long as the training in Sparta.

Unlike Spartan men, Athenian men didn't have to devote their whole lives to the army. All men in Athens joined the army, but only for two years. They helped defend the city between the ages of 18 and 20. Older men only had to serve in the army in times of war.

After you read the passage, answer the following questions.

1. What does the word *like* (line 3 of the passage) compare or contrast?
2. Which boys had harsher training, Athenian boys or Spartan boys? What comparison or contrast signal word helped you answer this question?
3. What other comparison or contrast words do you find in the passage? How do these words or phrases help you understand the passage?
4. How are the similarities and differences organized in the passage—alternating back and forth between topics (ABAB) or first one topic and then the next (AABB)?

Key Terms and People

Chapter 9

Section 1

Cyrus the Great (p. 261)
cavalry (p. 262)
Darius I (p. 262)
Persian Wars (p. 263)
Xerxes I (p. 264)

Section 2

alliance (p. 270)
Peloponnesian War (p. 271)

Section 3

Philip II (p. 272)
phalanx (p. 273)
Alexander the Great (p. 274)
Hellenistic (p. 275)

Section 4

Socrates (p. 281)
Plato (p. 281)
Aristotle (p. 281)
reason (p. 281)
Euclid (p. 282)
Hippocrates (p. 282)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic word:

strategy (p. 262)

As you read Chapter 9, think about the organization of the ideas. Look for comparison and contrast signal words.

SECTION

1



SS.6.G.1.4, SS.6.G.1.5, SS.6.G.1.6,
SS.6.G.1.7, SS.6.G.2.2, SS.6.G.5.2,
SS.6.W.1.3, SS.6.W.3.4, SS.6.W.3.6

What You Will Learn...

Main Ideas

1. Persia became an empire under Cyrus the Great.
2. The Persian Empire grew stronger under Darius I.
3. The Persians fought Greece twice in the Persian Wars.

The Big Idea

Over time the Persians came to rule a great empire which eventually brought them into conflict with the Greeks.

Key Terms and People

Cyrus the Great, p. 261

cavalry, p. 262

Darius I, p. 262

Persian Wars, p. 263

Xerxes I, p. 264



hmhsocialstudies.com

TAKING NOTES

Use the graphic organizer online to take notes on Persia and its conflicts with Greece.

Greece and Persia

If YOU were there...

You're a great military leader and the ruler of a great empire.

You control everything in the nations you've conquered. One of your advisers urges you to force conquered people to give up their customs. He thinks they should adopt your way of life. But another adviser disagrees. Let them keep their own ways, she says, and you'll earn their loyalty.

Whose advice do you take? Why?

BUILDING BACKGROUND Among the rulers who faced decisions like the one described above were the rulers of the Persian Empire. Created in 550 BC, the empire grew quickly. Within about 30 years, the Persians had conquered many peoples, and Persian rulers had to decide how these people would be treated.

Persia Becomes an Empire

While the Athenians were taking the first steps toward creating a democracy, a new power was rising in the East. This power, the Persian Empire, would one day attack Greece. But early in their history, the Persians were an unorganized nomadic people. It took the skills of leaders like Cyrus the Great and Darius I to change that situation. Under these leaders, the Persians created a huge empire, one of the mightiest of the ancient world.

Cyrus the Great

Early in their history, the Persians often fought other peoples of Southwest Asia. Sometimes they lost. In fact, they lost a fight to a people called the Medes (MEEDZ) and were ruled by them for about 150 years. In 550 BC, however, Cyrus II (SY-ruhs) led a Persian revolt against the Medes. His revolt was successful. Cyrus won independence for Persia and conquered the Medes. His victory marked the beginning of the Persian Empire.

The Persian Empire



GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Region** Which Persian leader conquered the most territory?
- 2. Movement** The Royal Road connected which two Persian cities?

BIOGRAPHY



Cyrus the Great

c. 585–c. 529 BC

One reason that Cyrus the Great was so successful as emperor was the way he treated conquered people. He didn't force people to adopt Persian customs, and he didn't mistreat them. For example, Cyrus allowed the conquered Babylonians to keep worshipping their own gods. He also allowed the Jews who had been Babylonian slaves to return to their homeland. Because of these acts, both the Babylonians and the Jews had great respect for Cyrus.

As you can see on the map, Cyrus conquered much of Southwest Asia, including nearly all of Asia Minor, during his rule. Included in this region were several Greek cities that Cyrus took over. He then marched south to conquer Mesopotamia.

Cyrus also added land to the east. He led his army into central Asia to the Jaxartes River, which we now call the Syr Darya. When he died around 529 BC, Cyrus ruled the largest empire the world had ever seen.

Cyrus let the people he conquered keep their own customs. He hoped this would make them less likely to rebel. He was right. Few people rebelled against Cyrus, and his empire remained strong. Because of his great successes, historians call him **Cyrus the Great**.

The Persian Army

Cyrus was successful in his conquests because his army was strong. It was strong because it was well organized and loyal.

Persia Under Darius



Sitting on a throne, the emperor Darius meets with an officer of his empire. Darius restored order to the Persian Empire and then expanded it. His army included royal guards like the two shown here.

Why do you think Darius appears larger than the official he is meeting with?

At the heart of the Persian army were the Immortals, 10,000 soldiers chosen for their bravery and skill. In addition to the Immortals, the army had a powerful cavalry. A **cavalry** is a unit of soldiers who ride horses. Cyrus used his cavalry to charge the enemy and shoot at them with arrows. This **strategy** weakened the enemy before the Immortals attacked. Working together, the cavalry and the Immortals could defeat almost any foe.

ACADEMIC VOCABULARY

strategy
a plan for fighting
a battle or war

READING CHECK Finding Main Ideas

Who created the Persian Empire?

The Persian Empire Grows Stronger

Cyrus's son Cambyses continued to expand the Persian Empire after Cyrus died. For example, he conquered Egypt and added it to the empire. Soon afterward, though, a rebellion broke out in Persia. During this rebellion, Cambyses died. His death left Persia without a clear leader.

Within four years a young prince named **Darius I** (da-RY-uhs) claimed the throne and killed all his rivals for power. Once he was securely in control, Darius worked to restore order in Persia. He also improved Persian society and expanded the empire.

Political Organization

Darius organized the empire by dividing it into 20 provinces. Then he chose governors called satraps (SAY-traps) to rule the provinces for him. The satraps collected taxes for Darius, served as judges, and put down rebellions within their territories. Satraps had great power within their provinces, but Darius remained the empire's real ruler. His officials visited each province to make sure the satraps were loyal to Darius. He called himself king of kings to remind other rulers of his power.

Persian Society

After Darius restored order to the empire, he made many improvements to Persian society. For example, he built many roads.

Darius had roads built to connect various parts of the empire. Messengers used these roads to travel quickly throughout Persia. One road, called the Royal Road, was more than 1,700 miles long. Even Persia's enemies admired these roads and the Persian messenger system. For example, one Greek historian wrote:

“Nothing mortal travels so fast as these Persian messengers . . . these men will not be hindered from accomplishing at their best speed the distance which they have to go, either by snow, or rain, or heat, or by the darkness of night.”

—Herodotus, from *History of the Persian Wars*

Darius also built a new capital for the empire. It was called Persepolis. Darius wanted his capital to reflect the glory of his empire, so he filled the city with beautiful works of art. For example, 3,000 carvings like the ones on the previous page line the city's walls. Statues throughout the city glittered with gold, silver, and precious jewels.

During Darius's rule, the prophet Zoroaster founded a new religion in the Persian Empire. This religion, which was called Zoroastrianism, taught that there were two forces fighting for control of the universe. One force was good, and the other was evil. Its priests urged people to help the side of good in its struggle. This religion remained popular in Persia for many centuries.

Persian Expansion

Like Cyrus, Darius wanted the Persian Empire to grow. In the east, he conquered the entire Indus Valley. He also tried to expand the empire westward into Europe. However, before Darius could move very far into Europe, he had to deal with a revolt in the empire.

READING CHECK **Summarizing** How did Darius I change Persia's political organization?

The Persians Fight Greece

In 499 BC several Greek cities in Asia Minor rebelled against Persian rule. To help their fellow Greeks, a few city-states in mainland Greece sent soldiers to join the fight against the Persians.

The Persians put down the revolt, but Darius was still angry with the Greeks. Although the cities that had rebelled were in Asia, Darius was enraged that other Greeks had given them aid. He swore to get revenge on the Greeks.

The Battle of Marathon

Nine years after the Greek cities rebelled, Darius invaded Greece. He and his army sailed to the plains of Marathon near Athens. **This invasion began a series of wars between Persia and Greece that historians call the Persian Wars.**

The Athenian army had only about 11,000 soldiers, while the Persians had about 15,000. However, the Greeks won the battle because they had better weapons and clever leaders.

The Persian Wars

This Greek vase shows a Persian soldier (at left) and a Greek soldier in a fight to the death. During the Persian Wars, the Greeks fiercely defended their homeland against massive invasions by the Persians.

With what kinds of weapons are the two soldiers fighting?



SS.6.W.3.4 Explain the causes and effects of the Persian and Peloponnesian Wars.

The Persian Wars



VIDEO

The Battle of Marathon

hmhsocialstudies.com



GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Location** Where in Greece were most of the allies against the Persians located?
- 2. Movement** About how far did Xerxes's army have to march to reach Thermopylae?

THE IMPACT TODAY

Athletes today re-create the Greek messenger's run in 26-mile races called marathons.

According to legend, a messenger ran from Marathon to Athens—a distance of just over 26 miles—to bring news of the great victory. After crying out “Rejoice! We conquer!” the exhausted runner fell to the ground and died.

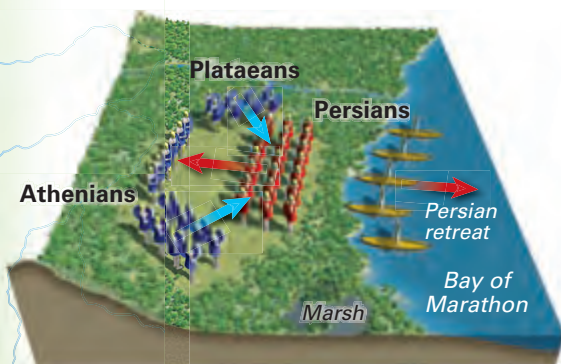
The Second Invasion of Greece

Ten years after the Battle of Marathon, Darius's son **Xerxes I** (ZUHRK-seez) tried to conquer Greece again. In 480 BC the Persian army set out for Greece. This time they were joined by the Persian navy.

The Greeks prepared to defend their homeland. This time Sparta, a powerful city-state in southern Greece, joined with Athens. The Spartans had the strongest army

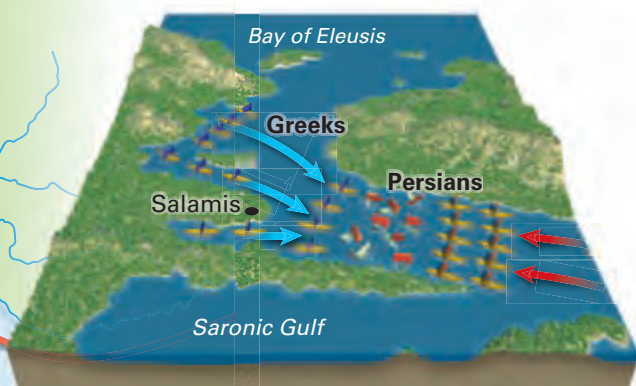
in Greece, so they went to fight the Persian army. Meanwhile, the Athenians sent their powerful navy to attack the Persian navy.

To slow the Persian army, the Spartans sent about 1,400 soldiers to Thermopylae (thuhr-MAH-puh-lee), a narrow mountain pass. The Persians had to cross through this pass to attack Greek cities. For three days, the small Greek force held off the Persian army. Then the Persians asked a traitorous Greek soldier to lead them through another pass. A large Persian force attacked the Spartans from behind. Surrounded, the brave Spartans and their allies fought to their deaths. After winning the battle, the Persians swept into Athens, attacking and burning the city.



Marathon

At Marathon, the Greeks defeated a larger Persian force by luring the Persians into the middle of their forces. The Athenians then surrounded and defeated the Persians.



Salamis

At Salamis, the Greeks destroyed the Persian navy by attacking in a narrow strait where the Persian ships could not maneuver well.

Although the Persians won the battle, the Greeks quickly regained the upper hand. A few days after Athens was burned, the Athenians defeated the Persian navy through a clever plan devised by their leader, Themistocles. They led the larger Persian navy into the narrow straits of Salamis. The Persians had so many ships that they couldn't steer well in the narrow strait. As a result, the smaller Athenian boats easily sank many Persian ships. Those ships that were not destroyed soon returned home.

Soon after the Battle of Salamis, an army of soldiers from all over Greece beat the Persians at Plataea (pluh-TEE-uh). This battle ended the Persian Wars. Defeated, the Persians left Greece.

For the Persians, this defeat was humiliating, but it was not a major blow. Their empire remained strong for more than a century after the war. For the Greeks, though, the defeat of the Persians was a triumph. They had saved their homeland.

READING CHECK Analyzing Why did Darius and Xerxes want to conquer Greece?

SUMMARY AND PREVIEW Athens and Sparta fought together against Persia. Their friendship didn't last long, though. In the next section, you will learn what happened when they became enemies.

hmhsocialstudies.com
ANIMATED HISTORY
The Persian Wars,
490-479 BC

Section 1 Assessment

hmhsocialstudies.com
ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Describe** Describe the empire of **Cyrus the Great**.

b. Make Generalizations Why did peoples conquered by Cyrus the Great seldom rebel?
- a. Identify** How did **Darius I** change Persia's political organization?

b. Make Generalizations How did Persia's roads help improve the empire's organization?
- a. Explain** Why did Persia want to invade Greece?

b. Predict How might the **Persian Wars** have ended if the Spartans had not slowed the Persians at Thermopylae?

Critical Thinking

- 5. Categorizing** Review your notes on major events. Using a chart like the one below, list the battles you have identified in the first column. In the other columns identify who fought, who won, and what happened as a result of each battle.

Battle	Armies	Winner	Result

FOCUS ON WRITING

- 5. Taking Notes on Persian Leaders** Draw a table with three columns. In the first column, write the names of each leader mentioned in this section. In the second column, list each person's military accomplishments. In the third column, list any other accomplishments.



LA.6.1.6.2, SS.6.G.1.4, SS.6.G.1.5,
SS.6.G.1.6, SS.6.G.1.7, SS.6.G.4.1,
SS.6.W.1.3, SS.6.W.3.3, SS.6.W.3.4,
SS.6.W.3.6

What You Will Learn...

Main Ideas

1. The Spartans built a military society to provide security and protection.
2. The Athenians admired the mind and the arts in addition to physical abilities.
3. Sparta and Athens fought over who should have power and influence in Greece.

The Big Idea

The two most powerful city-states in Greece, Sparta and Athens, had very different cultures and became bitter enemies in the 400s BC.

Key Terms

alliance, p. 270

Peloponnesian War, p. 271



hmhsocialstudies.com

TAKING NOTES

Use the graphic organizer online to take notes on Athens and Sparta.

SS.6.W.3.3 Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).

Sparta and Athens

If YOU were there...

Your father, a wandering trader, has decided it is time to settle down. He offers the family a choice between two cities. In one city, everyone wants to be athletic, tough, and strong. They're good at enduring hardships and following orders. The other city is different. There, you'd be admired if you could think deeply and speak persuasively, if you knew a lot about astronomy or history, or if you sang and played beautiful music.

Which city do you choose? Why?

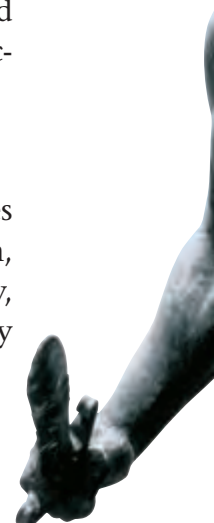
BUILDING BACKGROUND Two of the greatest city-states in Greece were Sparta and Athens. Sparta, like the first city mentioned above, had a culture that valued physical strength and military might. The Athenian culture placed more value on the mind. However, both city-states had military strength, and they both played important roles in the defense of ancient Greece.

Spartans Build a Military Society

Spartan society was dominated by the military. According to Spartan tradition, their social system was created between 900 and 600 BC by a man named Lycurgus (ly-KUHR-guhs) after a slave revolt. To keep such a revolt from happening again, he increased the military's role in society. The Spartans believed that military power was the way to provide security and protection for their city. Daily life in Sparta reflected this belief.

Boys and Men in Sparta

Daily life in Sparta was dominated by the army. Even the lives of children reflected this domination. When a boy was born, government officials came to look at him. If he was not healthy, the baby was taken outside of the city and left to die. Healthy boys were trained from an early age to be soldiers.



As part of their training, boys ran, jumped, swam, and threw javelins to increase their strength. They also learned to endure the hardships they would face as soldiers. For example, boys weren't given shoes or heavy clothes, even in winter. They also weren't given much food. Boys were allowed to steal food if they could, but if they were caught, they were whipped. At least one boy chose to die rather than admit to his theft:

“One youth, having stolen a fox and hidden it under his coat, allowed it to tear out his very bowels [organs] with its claws and teeth and died rather than betray his theft.”

—Plutarch, from *Life of Lycurgus*

To this boy—and to most Spartan soldiers—courage and strength were more important than one's own safety.

Soldiers between the ages of 20 and 30 lived in army barracks and only occasionally visited their families. Spartan men stayed in the army until they turned 60.

The Spartans believed that the most important qualities of good soldiers were self-discipline and obedience. To reinforce self-discipline they required soldiers to live tough lives free from comforts. For example, the Spartans didn't have luxuries like soft furniture and expensive food. They thought such comforts made people weak. Even the Spartans' enemies admired their discipline and obedience.

Girls and Women in Sparta

Because Spartan men were often away at war, Spartan women had more rights than other Greek women. Some women owned land in Sparta and ran their households when their husbands were gone. Unlike women in other Greek cities, Spartan women didn't spend time spinning cloth or weaving. They thought of those tasks as the jobs of slaves, unsuitable for the wives and mothers of soldiers.

Life in Sparta

QUICK FACTS

The Spartans valued discipline, obedience, and courage above all else. Spartan men learned these values at an early age, when they were trained to be soldiers. Spartan women were also expected to be strong, athletic, and disciplined.

The Life of a Spartan Soldier

Ages 7–12: Values training

Boys left home and got a basic education.

Ages 12–18: Physical training

Boys developed physical skills through exercise.

Ages 18–20: Military training

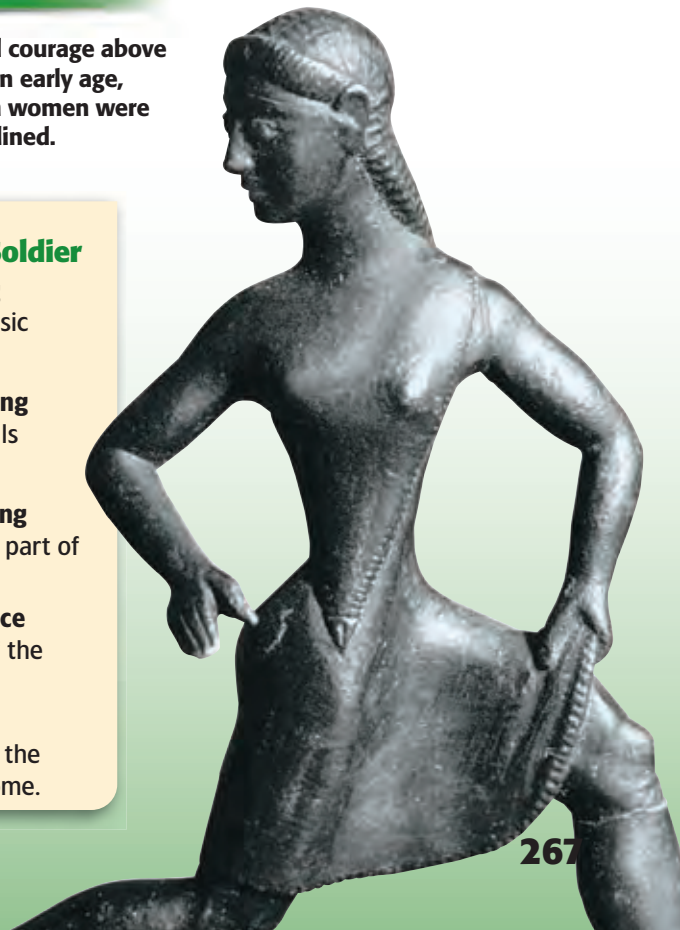
Men learned how to fight as part of the army.

Ages 20–30: Military service

Soldiers formed the body of the Spartan army.

Age 30: Full citizenship

Soldiers could participate in the assembly and move back home.



Primary Source

POINTS OF VIEW

Views of Education

Plato, an Athenian, thought that education for young boys should train both the mind and the body. He wanted students to be prepared for all aspects of life as adults.

“And what shall be their education? Can we find a better division than the traditional sort?—and this has two divisions, gymnastics for the body, and music for the soul.”

—Plato

from *The Republic*

Lycurgus, a Spartan lawgiver, thought education for boys should teach them how to fight. The historian Plutarch described how education was handled in Sparta under Lycurgus:

“Reading and writing they gave them, just enough to serve their turn; their chief care was to make them good subjects, and to teach them to endure pain and conquer in battle.”

—Plutarch

from *Life of Lycurgus*

ANALYSIS SKILL

ANALYZING POINTS OF VIEW

How do Plato's and Lycurgus's viewpoints reflect the ideals of Athens and Sparta?

Spartan women also received physical training. Like the men, they learned how to run, jump, wrestle, and throw javelins. The Spartans believed this training would help women bear healthy children.

Government

Sparta was officially ruled by two kings who jointly led the army. But elected officials actually had more power than the kings. These officials ran Sparta's day-to-day activities. They also handled dealings between Sparta and other city-states.

Sparta's government was set up to control the city's helots (HEL-uhts), or slaves. These slaves grew all the city's crops and did many other jobs. Their lives were miserable, and they couldn't leave their land. Although slaves greatly outnumbered Spartan citizens, fear of the Spartan army kept them from rebelling.

READING CHECK Analyzing What was the most important element of Spartan society?

Athenians Admire the Mind

Sparta's main rival in Greece was Athens. Like Sparta, Athens had been a leader in the Persian Wars and had a powerful army. But life in Athens was very different from life in Sparta. In addition to physical training, the Athenians valued education, clear thinking, and the arts.

Boys and Men in Athens

From a young age, Athenian boys from rich families worked to improve both their bodies and their minds. Like Spartan boys, Athenian boys had to learn to run, jump, and fight. But this training was not as harsh or as long as the training in Sparta.

Unlike Spartan men, Athenian men didn't have to devote their whole lives to the army. All men in Athens joined the army, but for only two years. They helped defend the city between the ages of 18 and 20. Older men only had to serve in the army in times of war.

FOCUS ON READING

How can the words **like** and **unlike** help you compare and contrast Athens and Sparta?

In addition to their physical training, Athenian students, unlike the Spartans, also learned other skills. They learned to read, write, and count as well as sing and play musical instruments. Boys also learned about Greek history and legend. For example, they studied the *Iliad*, the *Odyssey*, and other works of Greek literature.

Boys from very rich families often continued their education with private tutors. These tutors taught their students about philosophy, geometry, astronomy, and other subjects. They also taught the boys how to be good public speakers. This training prepared boys for participation in the Athenian assembly.

Very few boys had the opportunity to receive this much education, however. Boys from poor families usually didn't get any education, although most of them could read and write at least a little. Most of the boys from poor families became farmers and grew food for the city's richer citizens. A few went to work with craftspeople to learn other trades.

Girls and Women in Athens

While many boys in Athens received good educations, girls didn't. In fact, girls received almost no education. Athenian men didn't think girls needed to be educated. A few girls were taught how to read and write at home by private tutors. However, most girls only learned household tasks like weaving and sewing.

Despite Athens's reputation for freedom and democracy, women there had fewer rights than women in many other city-states. Athenian women could not

- serve in any part of the city's government, including the assembly and juries,
- leave their homes, except on special occasions,
- buy anything or own property, or
- disobey their husbands or fathers.

In fact, women in Athens had almost no rights at all.

READING CHECK Identifying Cause and Effect

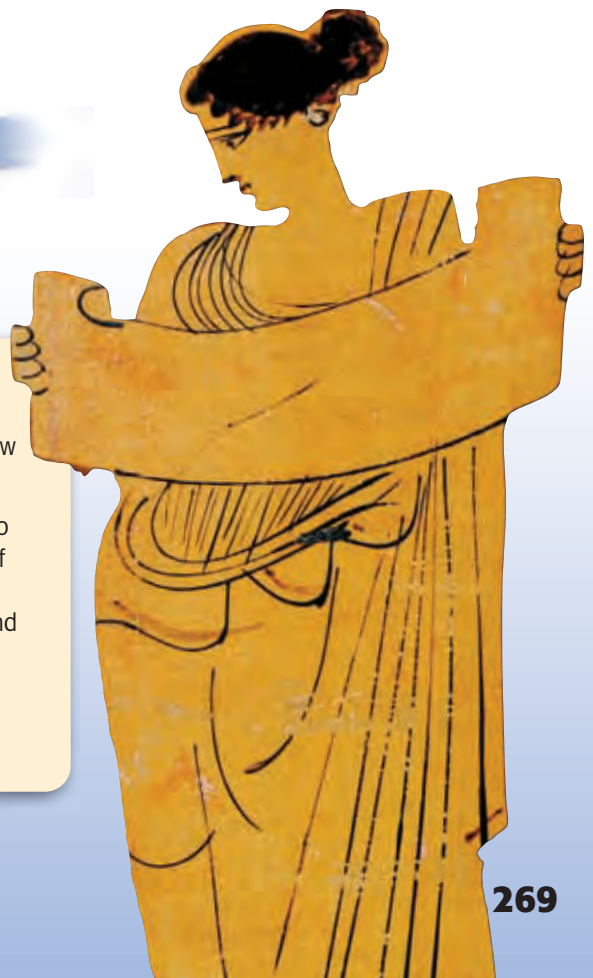
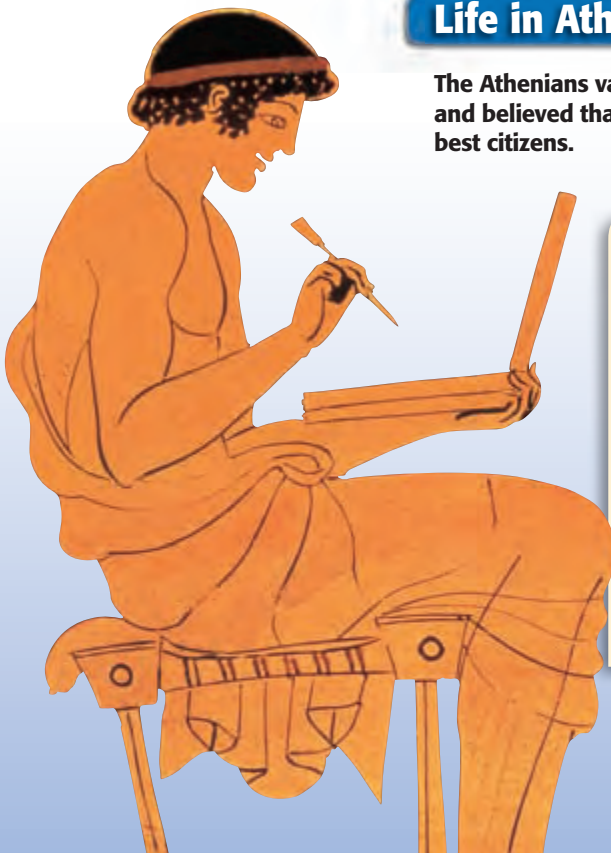
Why did girls in Athens receive little education?

Life in Athens

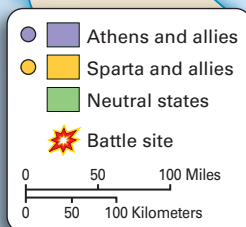
QUICK FACTS

The Athenians valued education and the arts and believed that educated people made the best citizens.

- Boys from wealthy families were taught how to read, how to speak, and even how to think properly.
- Some boys were required to memorize long passages of plays or poems. Some had to commit both the *Iliad* and the *Odyssey* to memory.
- Very few girls, however, received educations.



The Peloponnesian War, c. 431–404 BC



GEOGRAPHY SKILLS

INTERPRETING MAPS

- Region** Most islands in the Aegean Sea were allied with which city?
- Movement** About how far did Athenian ships have to sail from Athens to invade Sicily?

Sparta and Athens Fight

As you learned earlier, Sparta and Athens worked together to win the Persian Wars. The Spartans fought most of the battles on land, and the Athenians fought at sea. After the war, the powerful Athenian fleet continued to protect Greece from the Persian navy. As a result, Athens had a great influence over much of Greece.

With its navy protecting the islands, Athens was the strongest member of the league. As a result, the Athenians began to treat other league members as their subjects. They refused to let members quit the league and forced more cities to join it. The Athenians even used the league's money to pay for buildings in Athens. Without even fighting, the Athenians made the Delian League an Athenian empire.

SS.6.W.3.4 Explain the causes and effects of the Persian and Peloponnesian Wars.

Athenian Power

After the Persian Wars ended in 480 BC, many city-states formed an **alliance**, or an **agreement to work together**. They wanted to punish the Persians for attacking Greece. They also agreed to help defend each other and to protect trade in the Aegean Sea. To pay for this defense, each city-state gave money to the alliance. Because the money was kept on the island of Delos, historians call the alliance the Delian League.

The Peloponnesian War

The Delian League was not the only alliance in Greece. After the Persian Wars, many cities in southern Greece, including Sparta, banded together as well. This alliance was called the Peloponnesian League after the peninsula on which the cities were located.

The growth of Athenian power worried many cities in the Peloponnesian League. Finally, to stop Athens's growth, Sparta declared war.

This declaration of war began the **Peloponnesian War**, a war between Athens and Sparta that threatened to tear all of Greece apart. In 431 BC the Spartan army marched north to Athens. They surrounded the city, waiting for the Athenians to come out and fight. But the Athenians stayed in the city, hoping that the Spartans would leave. Instead, the Spartans began to burn the crops in the fields around Athens. They hoped that Athens would run out of food and be forced to surrender.

The Spartans were in for a surprise. The Athenian navy escorted merchant ships to Athens, bringing plenty of food to the city. The navy also attacked Sparta's allies, forcing the Spartans to send troops to defend other Greek cities. At the same time, though, disease swept through Athens, killing thousands. For 10 years neither side could gain an advantage over the other. Eventually, they agreed to a truce. Athens kept its empire, and the Spartans went home.

A few years later, in 415 BC, Athens tried again to expand its empire. It sent its army and navy to conquer the island of Sicily. This effort failed. The entire Athenian army was defeated by Sicilian allies of Sparta and taken prisoner. Even worse, these Sicilians also destroyed most of the Athenian navy.

Taking advantage of Athens's weakness, Sparta attacked Athens, and the war started up once more. Although the Athenians fought bravely, the Spartans won. They cut off the supply of food to Athens completely. In 404 BC, the people of Athens, starving and surrounded, surrendered. The Peloponnesian War was over, and Sparta was in control.

Fighting Among the City-States

With the defeat of Athens, Sparta became the most powerful city-state in Greece. For about 30 years, the Spartans controlled

nearly all of Greece, until other city-states started to resent them. This resentment led to a period of war. Control of Greece shifted from city-state to city-state. The fighting went on for many years, which weakened Greece and left it open to attack from outside.

READING CHECK Identifying Cause and Effect

What happened to Greece after the Peloponnesian War?

SUMMARY AND PREVIEW In this section you read about conflicts among city-states for control of Greece. In the next section, you will learn what happened when all of Greece was conquered by a foreign power.

Section 2 Assessment



hmhsocialstudies.com

ONLINE QUIZ

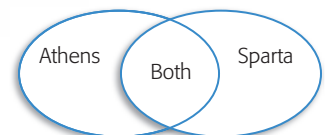
Reviewing Ideas, Terms, and People

- Recall** How long did Spartan men stay in the army?
 - Summarize** How did the army affect life in Sparta?
- Identify** What skills did rich Athenian boys learn in school?
 - Elaborate** How might the government of Athens have influenced the growth of its educational system?
- Identify** Which city-state won the Peloponnesian War?
 - Explain** Why did many city-states form an **alliance** against Athens?

Critical Thinking

4. Comparing and Contrasting

Look through your notes on Athens and Sparta to find similarities and differences between the two city-states. Use a graphic organizer like the one on the right to organize the information.



FOCUS ON WRITING

- Analyzing Greek Accomplishments** Think about the characteristics you would expect to be admired in Sparta and Athens. Write down some of these characteristics in your notebook. How do they relate to the Persian leaders you listed before?



What You Will Learn...

Main Ideas

1. Macedonia conquered Greece in the 300s BC.
2. Alexander the Great built an empire that united much of Europe, Asia, and Egypt.
3. The Hellenistic kingdoms formed from Alexander's empire blended Greek and other cultures.

The Big Idea

Alexander the Great built a huge empire and helped spread Greek culture into Egypt and Asia.

Key Terms and People

Philip II, p. 272

phalanx, p. 273

Alexander the Great, p. 274

Hellenistic, p. 275



hmhsocialstudies.com

TAKING NOTES

Use the graphic organizer online to take notes on Alexander the Great and how he spread Greek culture.

Alexander the Great

If YOU were there...

You are a soldier in the most powerful army in the world. In just eight years, you and your fellow soldiers have conquered an enormous empire. Now your general wants to push farther into unknown lands in search of greater glory. But you're thousands of miles from home, and you haven't seen your family in years.

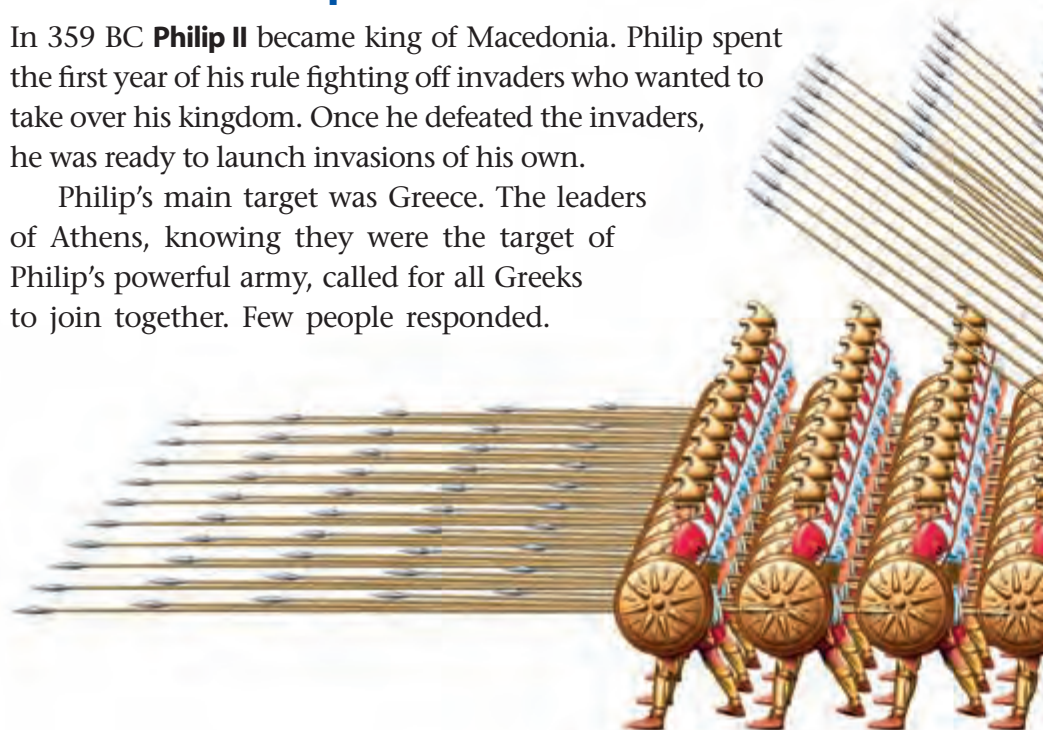
Do you agree to go on fighting? Why or why not?

BUILDING BACKGROUND The world's most powerful army in the 300s BC was from Macedonia, a kingdom just north of Greece. The Greeks had long dismissed the Macedonians as unimportant. They thought of the Macedonians as barbarians because they lived in small villages and spoke a strange form of the Greek language. But the Greeks underestimated the Macedonians, barbarians or not.

Macedonia Conquers Greece

In 359 BC **Philip II** became king of Macedonia. Philip spent the first year of his rule fighting off invaders who wanted to take over his kingdom. Once he defeated the invaders, he was ready to launch invasions of his own.

Philip's main target was Greece. The leaders of Athens, knowing they were the target of Philip's powerful army, called for all Greeks to join together. Few people responded.



As a result, the armies of Athens and its chief ally Thebes were easily defeated by the Macedonians. Having witnessed this defeat, the rest of the Greeks agreed to make Philip their leader.

Philip's Military Strength

Philip defeated the Greeks because he was a brilliant military leader. He borrowed and improved many of the strategies Greek armies used in battle. For example, Philip's soldiers, like the Greeks, fought as a phalanx (FAY-langks). A **phalanx** was a group of warriors who stood close together in a square. Each soldier held a spear pointed outward to fight off enemies. As soldiers in the front lines were killed, others stepped up from behind to fill their spots.

Philip improved upon the Greeks' idea. He gave his soldiers spears that were much longer than those of his opponents. This allowed his army to attack effectively in any battle. Philip also sent cavalry and archers into battle to support the phalanx.

After conquering Greece, Philip turned his attention to Persia. He planned to march east and conquer the Persian Empire, but he never made it. He was murdered in 336 BC while celebrating his daughter's wedding. When Philip died, his throne—and his plans—passed to his son, Alexander.

READING CHECK Summarizing How was Philip II able to conquer Greece?

Alexander Builds an Empire

When Philip died, the people in the Greek city of Thebes rebelled. They thought that the Macedonians would not have a leader strong enough to keep the kingdom together. They were wrong.

Controlling the Greeks

Although he was only 20 years old, Philip's son Alexander was as strong a leader as his father had been. He immediately went south to end the revolt in Thebes.

The Phalanx

With men holding 16-foot-long spears, a phalanx marches into battle.

Why were the soldiers' spears so long?



Within a year, Alexander had destroyed Thebes and enslaved the Theban people. He used Thebes as an example to other Greeks of what would happen if they turned against him. Then, confident that the Greeks would not rebel again, he set out to build an empire.

Alexander's efforts to build an empire made him one of the greatest conquerors in history. These efforts earned him the name **Alexander the Great**.

Building a New Empire

Like his father, Alexander was a brilliant commander. In 334 BC he attacked the Persians, whose army was much larger than his own. But Alexander's troops were well trained and ready for battle. They defeated the Persians time after time.

According to legend, Alexander visited a town called Gordium in Asia Minor while he was fighting the Persians. There he heard an ancient tale about a knot tied by an ancient king. The tale said that whoever untied the knot would rule all of Asia. According to the legend, Alexander pulled out his sword and cut right through the knot. Taking this as a good sign, he and his army set out again.

If you look at the map, you can follow the route Alexander took on his conquests. After defeating the Persians near the town of Issus, Alexander went to Egypt, which was part of the Persian Empire. The Persian governor had heard of his skill in battle. He surrendered without a fight in 332 BC and crowned Alexander pharaoh.

After a short stay in Egypt, Alexander set out again. Near the town of Gaugamela (gaw-guh-MEE-luh), he defeated the Persian army for the last time. After the battle, the Persian king fled. The king soon died, killed by one of his nobles. With the king's death, Alexander became the ruler of what had been the Persian Empire.



Marching Home

Still intent on building his empire, Alexander led his army through Central Asia. In 327 BC Alexander crossed the Indus River and wanted to push deeper into India. But his exhausted soldiers refused to go any farther. Disappointed, Alexander began the long march home.

Alexander left India in 325 BC, but he never made it back to Greece. In 323 BC, on his way back, Alexander visited the city of Babylon and got sick. He died a few days later at age 33. After he died, Alexander's body was taken to Egypt and buried in a golden coffin.

THE IMPACT TODAY

We still use the phrase "cutting the Gordian knot" to mean solving a difficult problem easily.

Alexander the Great's Empire, c. 323 BC



Alexander the Great



hmhsocialstudies.com

ANIMATED HISTORY

The Empire of Alexander, 323 BC

GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Movement** About how long was the route of Alexander from Pella to Babylon?
- 2. Region** Compare this map with the map of Asia on p. R10. In what Mountain range are Persepolis and Pasargadae located?

Spreading Greek Culture

Alexander's empire was the largest the world had ever seen. An admirer of Greek culture, he worked to spread Greek influence throughout his empire by founding cities in the lands he conquered.

Alexander modeled his new cities after the cities of Greece. He named many of them Alexandria, after himself. He built temples and theaters like those in Greece. He then encouraged Greek settlers to move to the new cities. These settlers spoke Greek, which became common throughout the empire. In time, Greek art, literature, and science spread into surrounding lands.

Even as he supported the spread of Greek culture, however, Alexander encouraged conquered people to keep their own customs and traditions. As a result, a new blended culture developed in Alexander's empire. It combined elements of Persian, Egyptian, Syrian, and other cultures with Greek ideas. Because this new culture was not completely Greek, or Hellenic, historians call it **Hellenistic**, or Greek-like. It wasn't purely Greek, but it was heavily influenced by Greek ideas.

READING CHECK Sequencing What steps did Alexander take to create his empire?

SS.6.W.3.7 Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

THE IMPACT TODAY

Ptolemy wanted a translation of the Hebrew Bible into Greek for the library in Alexandria. The translation, called the Septuagint, was the basis for many later translations into other languages.

Hellenistic Kingdoms

When Alexander died, he didn't have an obvious heir to take over his kingdom, and no one knew who was in power. With no clear direction, Alexander's generals fought for power. In the end, three powerful generals divided the empire among themselves. One became king of Macedonia and Greece, one ruled Syria, and the third claimed Egypt.

Hellenistic Macedonia

As you might expect, the kingdom of Macedonia and Greece was the most Greek of the three. However, it also had the weakest government. The Macedonian kings had to put down many revolts by the Greeks. Damaged by the revolts, Macedonia couldn't defend itself. Armies from Rome, a rising power from the Italian Peninsula, marched in and conquered Macedonia in the mid-100s BC.

Hellenistic Syria

Like the kings of Macedonia, the rulers of Syria faced many challenges. Their kingdom, which included most of the former Persian Empire, was home to many different peoples with many different customs.

Unhappy with Hellenistic rule, many of these people rebelled against their leaders. Weakened by years of fighting, the kingdom slowly broke apart. Finally in the 60s BC the Romans marched in and took over Syria.

Hellenistic Egypt

Ptolemy I was the first ruler of Hellenistic Egypt. He and other rulers of Egypt encouraged the growth of Greek culture. They built the ancient world's largest library in the city of Alexandria and the Museum, a place for scholars and artists to meet. Through their efforts, Alexandria became a great center of culture and learning. The Egyptian kingdom lasted longer than the other Hellenistic kingdoms. However, in 30 BC it too was conquered by Rome.

READING CHECK Analyzing Why were three kingdoms created from Alexander's empire?

SUMMARY AND PREVIEW Alexander the Great caused major political changes in Greece and the Hellenistic world. In the next section, you will learn about artistic and scientific advances that affected the lives of people in the same areas.

Section 3 Assessment



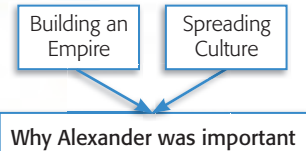
hmhsocialstudies.com
ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **Identify** What king conquered Greece in the 300s BC?
2. a. **Describe** What territories did **Alexander the Great** conquer?
b. **Interpret** Why did Alexander destroy Thebes?
c. **Calculate** If Alexander's armies marched 10 miles in 5 hours, what rate were they marching at?
3. a. **Recall** What three kingdoms were created out of Alexander's empire after his death?
b. **Explain** Why were these kingdoms called Hellenistic?

Critical Thinking

4. **Generalizing**
Review your notes on Alexander. Then, write one sentence explaining why he is an important historical figure.



FOCUS ON WRITING

5. **Evaluating Alexander** Add Alexander the Great to the table you created earlier. Remember that although Alexander was a military man, not all of his accomplishments were in battle.

Greek Achievements

SECTION

4



LA.6.1.7.3, MA.6.A.2.2, SS.6.W.1.3,
SS.6.W.3.5, SS.6.W.3.6, SS.6.W.3.7

If YOU were there...

Everyone in Athens has been talking about a philosopher and teacher named Socrates, so you decide to go and see him for yourself. You find him sitting under a tree, surrounded by his students. "Teach me about life," you say. But instead of answering, he asks you, "What is life?" You struggle to reply. He asks another question, and another. If he's such a great teacher, you wonder, shouldn't he have all the answers? Instead, all he seems to have are questions.

What do you think of Socrates?

BUILDING BACKGROUND Socrates was only one of the brilliant philosophers who lived in Athens in the 400s BC. The city was also home to some of the world's greatest artists and writers. In fact, all over Greece men and women made great advances in the arts and sciences. Their work inspired people for centuries.

The Arts

Among the most notable achievements of the ancient Greeks were those they made in the arts. These arts included sculpture, painting, architecture, and writings.

Statues and Paintings

The ancient Greeks were master artists. Their paintings and statues have been admired for hundreds of years. Examples of these works are still displayed in museums around the world.



Hellenistic sculpture is admired for its realism, natural look, and details.

What You Will Learn...

Main Ideas

1. The Greeks made great contributions to the arts.
2. The teachings of Socrates, Plato, and Aristotle are the basis of modern philosophy.
3. In science, the Greeks made key discoveries in math, medicine, and engineering.

The Big Idea

Ancient Greeks made lasting contributions in the arts, philosophy, and science.

Key Terms and People

Socrates, p. 281

Plato, p. 281

Aristotle, p. 281

reason, p. 281

Euclid, p. 282

Hippocrates, p. 282



hmhsocialstudies.com

TAKING NOTES

Use the graphic organizer online to take notes on Greek achievements in the arts, philosophy, and science.

SS.6.W.3.5 Summarize the important achievements and contributions of ancient Greek civilization.

Greek statues are so admired because the sculptors tried to make them look perfect. Like Classical Greek artists, Hellenistic sculptors wanted their statues to show how beautiful people could be. These sculptors carefully studied the human body, especially when it was moving. Then, using what they had learned, they carved stone and marble statues. As a result, many Hellenistic statues look as though they could come to life at any moment.

Hellenistic painting is also admired for its realism and detail. For example, Greek artists painted detailed scenes on vases, pots, and other vessels. These vessels often show scenes from myths or athletic competitions.

Many of the scenes were created using only two colors, black and red. Sometimes artists used black glaze to paint scenes on red vases. Other artists covered whole vases with glaze and then scraped parts away to let the red background show through.

Greek Architecture

If you went to Greece today, you would see the ruins of many ancient buildings. Old columns still hold up parts of broken roofs, and ancient carvings decorate fallen walls. These remains give us an idea of the beauty of ancient Greek buildings.

The Greeks took great care in designing

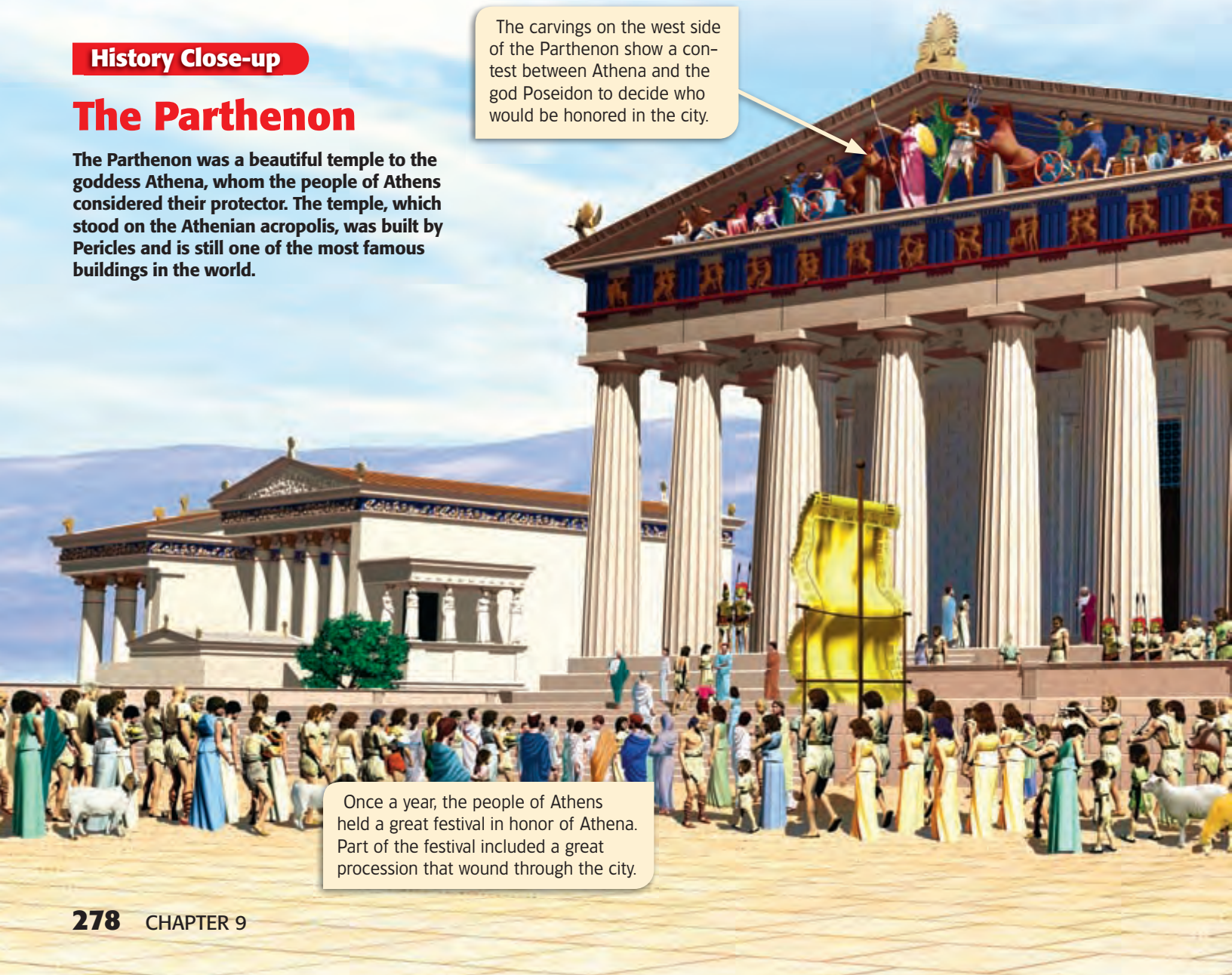
History Close-up

The Parthenon

The Parthenon was a beautiful temple to the goddess Athena, whom the people of Athens considered their protector. The temple, which stood on the Athenian acropolis, was built by Pericles and is still one of the most famous buildings in the world.

The carvings on the west side of the Parthenon show a contest between Athena and the god Poseidon to decide who would be honored in the city.

Once a year, the people of Athens held a great festival in honor of Athena. Part of the festival included a great procession that wound through the city.



their buildings, especially their temples. Rows of tall columns surrounded the temples, making the temples look stately and inspiring. Greek designers were very careful when they measured these columns. They knew that columns standing in a long row often looked as though they curved in the middle. To prevent this optical illusion, they made their columns bulge slightly in the middle. As a result, Greek columns look perfectly straight.


Ancient Greek designers took such care because they wanted their buildings to reflect the greatness of their cities. The most impressive of all ancient Greek build-

ings was the Parthenon (PAHR-thuh-nahn) in Athens, pictured below. This temple to Athena was built in the 400s BC on the Athenian acropolis. It was designed to be magnificent not only outside, but inside as well. As you can see, the interior was decorated with carvings and columns.

New Forms of Writing

Sculpture, painting, and architecture were not the only Greek art forms. The Greeks also excelled at writing. In fact, Greek writers created many new writing forms, including drama and history.

The Greeks created drama, or plays, as

FOCUS ON 
The Golden Mean
When the sculptor Phidias built the Parthenon, he used the mathematical ratio called the Golden Mean or the Golden Ratio. The Golden Ratio, which says that the length of a rectangle will be 1.618 times longer than the width of the rectangle, is found throughout Greek architecture.

MA.6.A.2.2 Interpret and compare ratios and rates.



Inside the Parthenon was a magnificent statue of Athena by the sculptor Phidias, whom many people considered the greatest sculptor in all of Greece.

The Parthenon's 46 columns are a type called Doric columns. These simple columns have no decoration at the top.

ANALYSIS SKILL

ANALYZING VISUALS

Why do you think people are bringing animals and goods with them to the temple?

ACADEMIC VOCABULARY

neutral

unbiased, not favoring either side in a conflict

THE IMPACT TODAY

The Hellenistic historian Plutarch, like the historian Thucydides, wanted to use history to teach lessons. His work *Parallel Lives* includes biographies of famous Greek and Roman statesmen chosen as examples of how, or how not, to live. This work is the best source we have today for many historical figures.

part of their religious ceremonies. Actors and singers performed scenes in honor of the gods and heroes. These plays became a popular form of entertainment.

In the 400s BC Athenian writers created many of the greatest plays of the ancient world. Some writers produced tragedies, which described the hardships faced by Greek heroes. Among the best tragedy writers were Aeschylus (ES-kuh-luhs) and Sophocles (SAHF-uh-kleez). For example, Sophocles wrote about a Greek hero who mistakenly killed his own father. Other Greek dramatists focused on comedies, which made fun of people and ideas. One famous comedy writer was Aristophanes (ar-uh-STAHF-uh-neeze). He used his comedy to make serious points about war, courts of law, and famous people.

The Greeks were also among the first people to write about history. They were interested in the lessons history could teach. One of the greatest of the Greek historians was Thucydides (thoo-SID-uh-deez). His history of the Peloponnesian

War was based in part on his experiences as an Athenian soldier. Even though he was from Athens, Thucydides tried to be **neutral** in his writing. He studied the war and tried to figure out what had caused it. Many later historians modeled their works after his.

READING CHECK Summarizing What were some forms of art found in ancient Greece?

Philosophy

The ancient Greeks worshipped gods and goddesses whose actions explained many of the mysteries of the world. But by around 500 BC a few people had begun to think about other explanations. We call these people philosophers. Thales is regarded as the first philosopher in the Greek tradition. He influenced many other Greek philosophers. They believed in the power of the human mind to think, explain, and understand life.

Primary Source

BOOK

The Death of Socrates

In 399 BC Socrates was arrested and charged with corrupting the young people of Athens and ignoring religious traditions. He was sentenced to die by drinking poison. Socrates spent his last hours surrounded by his students. One of them, Plato, later described the event in detail.

Socrates himself does not protest against his sentence but willingly drinks the poison.

The students and friends who have visited Socrates, including the narrator, are much less calm than he is.

“Then raising the cup to his lips, quite readily and cheerfully he drank off the poison. And hitherto most of us had been able to control our sorrow; but now when we saw him drinking . . . my own tears were flowing fast; so that I covered my face and wept . . . Socrates alone retained his calmness: What is this strange outcry? he said . . . I have been told that a man should die in peace. Be quiet then, and have patience.”

—Plato, from *Phaedo*

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

How does Socrates tell his students to act when they see him drink the poison?

Socrates

Among the greatest of these thinkers was a man named **Socrates** (SAHK-ruh-teez). He believed that people must never stop looking for knowledge.

Socrates was a teacher as well as a thinker. Today we call his type of teaching the Socratic method. Socrates taught by asking questions. His questions were about human qualities such as love and courage. He would ask, “What is courage?” When people answered, he challenged their answers with more questions.

Socrates wanted to make people think and question their own beliefs. But he made people angry, even frightened. They accused him of questioning the authority of the gods. For these reasons, he was arrested and condemned to death. His friends and students watched him calmly accept his death. He took the poison he was given, drank it, and died.

Plato

Plato (PLAYT-oh) was a student of Socrates. Like Socrates, he was a teacher as well as a philosopher. Plato created a school, the Academy, to which students, philosophers, and scientists could come to discuss ideas.

Although Plato spent much of his time running the Academy, he also wrote many works. The most famous of these works was called *The Republic*. It describes Plato’s idea of an ideal society. This society would be based on justice and fairness to everyone. To ensure this fairness, Plato argued, society should be run by philosophers. He thought that only they could understand what was best for everyone.

Aristotle

Perhaps the greatest Greek thinker was **Aristotle** (ar-uh-STAH-tuhl), Plato’s student. He taught that people should live lives of moderation, or balance. For example,

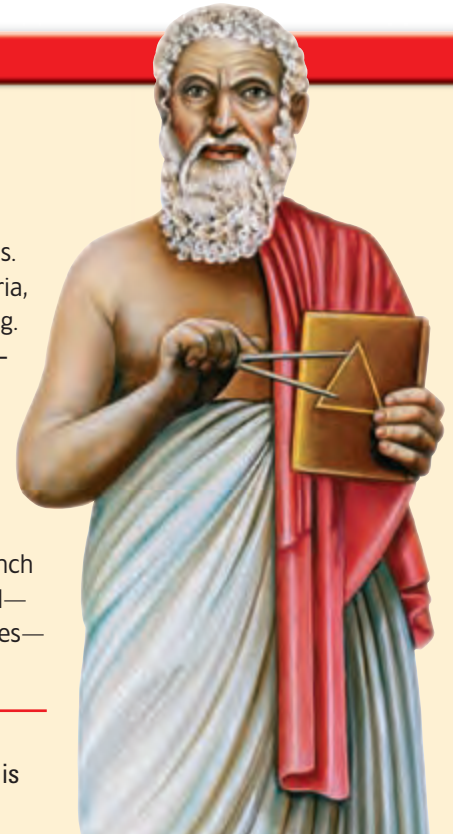
BIOGRAPHY

Euclid

c. 300 BC

Euclid is considered one of the world’s greatest mathematicians. He lived and taught in Alexandria, Egypt, a great center of learning. Euclid wrote about the relationship between mathematics and other fields, including astronomy and music. But it is for geometry that he is best known. In fact, his works were so influential that the branch of geometry we study in school—the study of flat shapes and lines—is called Euclidean geometry.

Drawing Conclusions Why do you think a branch of geometry is named after Euclid?



people should not be greedy, but neither should they give away everything they own. Instead, people should find a balance between these two extremes.

Aristotle believed that moderation was based on **reason, or clear and ordered thinking**. He thought that people should use reason to govern their lives. In other words, people should think about their actions and how they will affect others.

Aristotle also made great advances in the field of logic, the process of making inferences. He argued that you could use facts you knew to figure out new facts. For example, if you know that Socrates lives in Athens and that Athens is in Greece, you can conclude that Socrates lives in Greece. Aristotle’s ideas about logic helped inspire many later Greek scientists.

READING CHECK Generalizing What did ancient Greek philosophers like Socrates, Plato, and Aristotle want to find out?

FOCUS ON

Hellenistic Philosophy New philosophies emerged during the Hellenistic Period. **Epicureans** believed that people should focus on happiness and avoid pain. **Stoics** taught the importance of reason and duty above all other things. **Cynics** thought that people should live in harmony with nature, and that people should be free and take care of themselves.

THE IMPACT TODAY

Many doctors recite the Hippocratic Oath, a pledge to behave ethically, when they finish medical school.

FOCUS ON

Hellenistic Science Many Hellenistic scientists made important discoveries. Aristarchus figured out how to measure the sizes and distances of the sun and the moon. Another scientist, Erastosthenes of Cyrene, figured out that the earth makes the blood move throughout the human body.

Science

Aristotle's works inspired many Greek scientists. They began to look closely at the world to see how it worked.

Mathematics

Some Greeks spent their lives studying mathematics. One of these people was **Euclid** (YOO-kluhd). He was interested in geometry, the study of lines, angles, and shapes. In fact, many of the geometry rules we learn in school today come straight from Euclid's writings.

Other Greek mathematicians included a geographer who used mathematics to accurately calculate the size of the earth. Years later, in the AD 300s and 400s, a woman named Hypatia (hy-PAY-shuh) taught about mathematics and astronomy.

Medicine and Engineering

Not all Greek scientists studied numbers. Some studied other areas of science, such as medicine and engineering.

Greek doctors studied the human body to understand how it worked. In trying to cure diseases and keep people healthy, Greek doctors made many discoveries.

The greatest Greek doctor was **Hippocrates** (hip-AHK-ruh-teez). He wanted to figure out what caused diseases so he could better treat them. Hippocrates is better known today, though, for his ideas about how doctors should behave.

Greek engineers also made great discoveries. Some devices they invented are still used today. For example, farmers in many countries still use water screws to bring water to their fields. This device, which brings water from a lower level to a higher one, was invented by the Hellenistic scientist Archimedes (ahr-kuh-MEED-eez) in the 200s BC. Greek inventors could be playful as well as serious. For example, one inventor created mechanical toys like birds, puppets, and coin-operated machines.

READING CHECK Summarizing What advances did Greek scientists make in medicine?

SUMMARY AND PREVIEW Through their art, philosophy, and science, the Greeks have greatly influenced Western civilization. In the next chapter, you will learn about another group that has helped shape the Western world—the Romans.

Section 4 Assessment



hmsocialstudies.com

ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** What two types of drama did the Greeks invent?

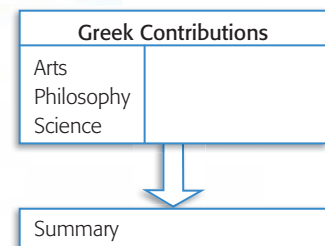
b. Compare What ratio was used in ancient Greek buildings? Name a rectangular building you know that appears to use the same ratio. How could you find out if the building uses the same ratio?

c. Elaborate How did studying the human body help Greek artists make their statues look real?
- Describe** How did **Socrates** teach? What is this method of teaching called?
- a. Identify** In what fields did **Hippocrates** and **Euclid** make their greatest achievements?

b. Make Inferences Why do some people call Greece the birthplace of the Western world?

Critical Thinking

- Summarizing** Add a box to the bottom of your note-taking chart. Use it to summarize Greek contributions in the arts, philosophy, and science.



FOCUS ON WRITING

- Taking Notes about Artists and Thinkers** Add the artists and thinkers from this section to your chart. Because these people were not military leaders, all of your notes will go in the third column of your chart.

Greek Philosophers— Socrates, Plato, and Aristotle

What would the world be like if no one believed in the importance of knowledge and truth?

When did they live? the 400s and 300s BC

Where did they live? Athens

What did they do? They thought. Socrates, Plato, and Aristotle thought about the world and searched for knowledge, wisdom, and truth. Between them they created the Socratic method of learning, the first political science book, and a method of scientific reasoning.

Why are they important? In most of the ancient world, strong fighters won all the glory. But in Athens, great thinkers and wise men were honored. People listened to them and followed their advice. Even today, people admire the ideas of Socrates, Plato, and Aristotle. Their teachings are at the root of modern philosophy and science.

Making Inferences Do you think these philosophers would have been as influential if they had lived in a different city? Why or why not?

This drawing shows how one artist imagined Plato (left), Aristotle (center), and Socrates (right) to look.



KEY FACTS

How did Socrates, Plato, and Aristotle influence history?

- **Socrates** taught Plato.
- **Plato** taught Aristotle.
- **Aristotle** taught Alexander the Great, who helped spread Greek ideas through much of the world.



VIDEO

The Death of a Philosopher

hmhsocialstudies.com

Interpreting Charts and Tables

Understand the Skill

Charts present information visually to make it easier to understand. Different kinds of charts have different purposes. *Organizational charts* can show relationships among the parts of something. *Flowcharts* show steps in a process or cause-and-effect relationships. *Classification charts* group information so it can be easily compared. *Tables* are a type of classification chart that organize information into rows and columns for easy comparison. The ability to interpret charts helps you to analyze information and understand relationships.

Learn the Skill

Use these basic steps to interpret a chart:

- 1 Identify the type of chart and read its title in order to understand its purpose and subject.
- 2 Note the parts of the chart. Read the headings of rows and columns to determine the categories and types of information. Note any other labels that accompany the information presented in the chart. Look for any lines that connect its parts. What do they tell you?
- 3 Study the chart's details. Look for relationships in the information it presents. If it is a classification chart, analyze and compare all content in the rows and columns. In flowcharts and organizational charts, read all labels and other information. Follow and analyze directional arrows or lines.

Sparta's Government, c. 450 BC

Ephors

- Five adult male citizens
- Elected to one-year terms
- Presided over Assembly and Council
- Ran Sparta's daily affairs

Kings

- Two hereditary rulers
- Commanded armies
- Served as high priests
- Served as judges in minor cases

Assembly

- All male citizens age 30 and above
- Passed or rejected proposals made by Council
- Could not propose actions on its own
- Elected ephors

Council of Elders

- 28 male citizens over age 60
- Elected for life by citizens
- Proposed actions to Assembly
- Served as judges in important cases

Practice and Apply the Skill

Apply the strategies given to interpret the chart above and answer the following questions.

1. What type of chart is this and what is its purpose?
2. In what ways were the ephors and the Assembly connected?
3. How did the roles of the Assembly and the Council of Elders differ?
4. What position in Spartan government had no direct relationship with the Assembly?



Chapter Review

History's Impact

► video series

Review the video to answer the focus question:
How have ancient Greek theories influenced American civilization?

Visual Summary

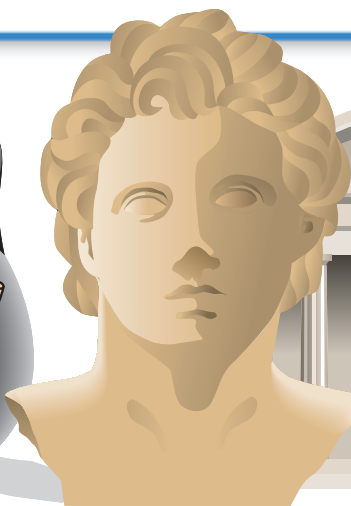
Use the visual summary below to help you review the main ideas of the chapter.



Sparta and Athens fought together to defeat Persia in the Persian Wars.



Spartan culture centered on the military, while Athenian culture emphasized government and the arts.



Alexander the Great built a huge empire and spread Greek culture.



The ancient Greeks made lasting contributions to architecture, philosophy, science, and many other fields.

Reviewing Vocabulary, Terms, and People

Choose one word from each word pair to correctly complete each sentence below.

1. A ruler named _____ created the Persian Empire. (**Cyrus the Great/Xerxes I**)
2. A _____ was a group of soldiers that stood in a square to fight. (**cavalry/phalanx**)
3. _____ built the largest empire the world had ever seen. (**Alexander the Great/Aristotle**)
4. The _____ War(s) pitted two city-states against each other. (**Persian/Peloponnesian**)
5. The philosopher _____ taught people by asking them questions. (**Darius/Socrates**)
6. The greatest medical scholar of ancient Greece was _____. (**Philip II/Hippocrates**)
7. Aristotle taught the importance of _____ in his writings. (**reason/alliance**)
8. _____ was a great mathematician. (**Plato/Euclid**)

Comprehension and Critical Thinking

SECTION 1 (Pages 260–265)

9. a. **Identify** Who were Cyrus the Great, Darius I, and Xerxes I?
- b. **Analyze** How did the Greeks use strategy to defeat a larger fighting force?
- c. **Elaborate** What were some factors that led to the success of the Persian Empire?

SECTION 2 (Pages 266–271)

10. a. **Describe** What was life like for Spartan women? for Athenian women?
- b. **Compare and Contrast** How was the education of Spartan boys different from the education of Athenian boys? What did the education of both groups have in common?
- c. **Evaluate** Do you agree or disagree with this statement: "The Athenians brought the Peloponnesian War on themselves." Defend your argument.

SECTION 3 (Pages 272–276)

11. **a. Describe** How did Philip II improve the phalanx?
b. Analyze How did the cultures that Alexander conquered change after his death?
c. Predict How might history have been different if Alexander had not died so young?

SECTION 4 (Pages 277–282)

12. **a. Identify** What is the Parthenon? For which goddess was it built?
b. Compare What did Socrates, Plato, and Aristotle have in common?
c. Evaluate Why do you think Greek accomplishments in the arts and sciences are still admired today?

Reviewing Themes

13. **Politics** Why did the Persians and the Greeks react differently to the end of the Persian Wars?
14. **Politics** How were the government and the army related in Sparta?
15. **Society and Culture** How were the roles of women different in Athens and Sparta?

Using the Internet

16. **Activity: Writing a Dialogue** While rulers such as Alexander and Cyrus fought to gain land, thinkers like Socrates may have questioned their methods. Through your online book, write a dialogue between Socrates and a student on whether it was right to invade another country. Socrates should ask at least 10 questions to his student.

 hmhsocialstudies.com

Social Studies Skills

17. **Interpreting Charts and Tables** Create a chart in your notebook that identifies key Greek achievements in architecture, art, writing, philosophy, and science. Complete the chart with details from this chapter.

Reading Skills



18. Comparing and Contrasting Historical Facts

Complete the chart below to compare and contrast two powerful leaders you studied in this chapter, Cyrus the Great and Alexander the Great.

Compare	
List two characteristics that Cyrus and Alexander shared.	
a. _____	_____
b. _____	_____

Contrast	
How did Cyrus's and Alexander's backgrounds differ?	
Cyrus c. _____	Alexander d. _____
What happened to their empires after they died?	
Cyrus e. _____	Alexander f. _____

FOCUS ON WRITING

19. **Writing Your Poem** Look back over your notes from this chapter. Ask yourself which of the accomplishments you noted are the most significant. Do you admire people for their ideas? their might? their leadership? their brilliance? Choose one person whose accomplishments you admire. Look back through the chapter for more details about the person's accomplishments. Then write a poem in praise of your chosen figure. Your poem should be five lines long. The first line should identify the subject of the poem. The next three lines should note his or her accomplishments, and the last line should sum up why he or she is respected.

DIRECTIONS: Read each question and write the letter of the best response.

1

The freedom which we enjoy in our government extends also to our ordinary life . . . Further, we provide plenty of means for the mind to refresh itself from business. We celebrate games and sacrifices all the year round . . . Where our rivals from their very cradles by a painful discipline seek after manliness . . . we live exactly as we please and yet are just as ready to encounter every legitimate danger.

The information in this passage suggests that the person who wrote it probably lived in

- A Athens.
- B Persia.
- C Sparta.
- D Troy.

2 The Athenians' main rivals were from

- A Sparta.
- B Rome.
- C Macedonia.
- D Alexandria.

3 Which people were the chief enemies of the Greeks in the 400s BC?

- A the Romans
- B the Persians
- C the Egyptians
- D the Macedonians

4 All of the following were Greek philosophers *except*

- A Aristotle.
- B Plato.
- C Socrates.
- D Zoroaster.

5 Hellenistic culture developed as a result of the activities of which person?

- A Darius I
- B Philip II
- C Cyrus the Great
- D Alexander the Great

Connecting with Past Learnings

6 Cyrus the Great and Alexander the Great both built huge empires. What other leader that you have studied in this course also created an empire?

- A Moses
- B Shi Huangdi
- C Confucius
- D Hatshepsut

7 In this chapter you have read about many great philosophers and thinkers. Which of the following people you have studied was *not* a philosopher or thinker?

- A Socrates
- B Ramses the Great
- C Confucius
- D Siddhartha Gautama

Assignment

Collect information and write an informative report on a topic related to the Hebrews or the ancient Greeks.

TIP Narrowing a Topic

Broad: Sparta

Less Broad: Women and Girls in Sparta

Focus Question: What was life like for women and girls in Sparta?

A Social Studies Report

The purpose of a social studies report is to share information. Often, this information comes from research. You begin your research by asking questions about a subject.

1. Prewrite

Choosing a Subject

You could ask many questions about the unit you have just studied.

- Why was Ruth an important person in the history of the Jewish religion?
- What was the role of mythology in the lives of the ancient Greeks?
- What were the most important accomplishments of Alexander the Great?

Jot down some topics that interested you. Then, brainstorm a list of questions about one or more of these topics. Make sure your questions are narrow and focused. Choose the question that seems most interesting.

Finding Historical Information

Use at least three sources besides your textbook to find information on your topic. Good sources include

- books, maps, magazines, newspapers
- television programs, movies, videos
- Internet sites, CD-ROMs, DVDs

Keep track of your sources of information by writing them in a notebook or on cards. Give each source a number as shown below.

Littleton, C. Scott. ①
"Mythology." World Book Encyclopedia. 2000.

Hamilton, Edith. ②
Mythology. Boston: Little, Brown and Company, 1998.

Lindemans, Micha F. ③
"Greek Mythology: Persephone." Encyclopedia Mythica. 27 April 2004.
<http://www.pantheon.org>.

Taking Notes

Take notes on important facts and details from your sources. Historical writing needs to be accurate. Carefully record all names, dates, and other information from sources. Copy any direct quotation word for word and enclose the words in quotation marks. Along with each note, include the number of its source and its page number.

Stating the Big Idea of Your Report

You can easily turn your original question into the big idea for your report. If your question changes a bit as you do your research, rewrite it before turning it into a statement. The big idea of a report is often, but not always, stated in the first paragraph.

Organizing Your Ideas and Information

Sort your notes into topics and subtopics. Put them in an order that is logical, that will make sense to your reader. We often use one of these ways to organize information:

- placing events and details in the order they happened
- grouping causes with their effects
- grouping information by category, usually in the order of least to most important

Here is a partial outline for a paper on Greek mythology.

Big Idea: The ancient Greeks told myths to explain the world.

I. Purpose of mythology in ancient Greece

A. Greeks' questions about the world around them

B. Greeks' use of myths for answers

II. Myths about everyday events in the Greeks' lives

A. The myth of Hestia, goddess of the home

B. The myth of Hephaestus, god of crafts and fire

III. Myths about the natural world of the Greeks

A. The myth of Apollo, god of the sun

B. The myth of Persephone, goddess of the seasons

TIP Statement or Question

Your big idea statement can be a statement of the point you want to make in your paper.

The ancient Greeks used mythology to explain nature.

It can also be a question, similar to your original research question.

How did the ancient Greeks use mythology to explain their lives?

TIP Making the Most of Your

Outline If you write each of your topics and subtopics as a complete sentence, you can use those sentences to create your first draft.

2. Write

It is good to write a first draft fairly quickly, but it's also helpful to organize it as you go. Use the following framework as a guide.

A Writer's Framework

Introduction

- Start with a quotation or interesting historical detail.
- State the big idea of your report.
- Provide any historical background readers need in order to understand your big idea.

Body

- Present your information under at least three main ideas.
- Write at least one paragraph for each of these main ideas.
- Add supporting details, facts, or examples to each paragraph.

Conclusion

- Restate your main idea, using slightly different words.
- Close with a general comment about your topic or tell how the historical information in your report relates to later historical events.

Studying a Model

Here is a model of a social studies report. Study it to see how one student developed a social studies paper. The first and the concluding paragraphs are shown in full. The paragraphs in the body of the paper are summarized.

INTRODUCTORY PARAGRAPH

Attention grabber

The ancient Greeks faced many mysteries in their lives. How and why did people fall in love? What made rain fall and crops grow? What are the planets and stars, and where did they come from? Through the myths they told about their heroes, gods, and goddesses, the Greeks answered these questions. They used mythology to explain all things, from everyday events to forces of nature to the creation of the universe.

Statement of Big Idea

Body Paragraphs

The first body paragraph opens with a statement about how the Greeks used myths to explain their daily lives. Then two examples of those kinds of myths are given. The student summarizes myths about Aphrodite, goddess of love, and Hephaestus, god of crafts and fire.

In the next paragraph, the student shows how the Greeks used myths to explain the natural world. The example of such a story is Persephone and her relationship to the seasons.

The last paragraph in the body contains the student's final point, which is about creation myths. The two examples given for these myths are stories about Helios, god of the sun, and Artemis, goddess of the moon.

CONCLUDING PARAGRAPH

First two sentences restate the thesis

Last three sentences make a general comment about the topic, Greek myths.

The Greeks had a huge number of myths. They needed that many to explain all of the things that they did and saw. Besides explaining things, myths also gave the Greeks a feeling of power. By praying and sacrificing to the gods, they believed they could affect the world around them. All people want to have some control over their lives, and their mythology gave the Greeks that feeling of control.

Notice that each paragraph is organized in the same way as the entire paper. Each paragraph expresses a main idea and includes information to support that main idea. One big difference is that not every paragraph requires a conclusion. Only the last paragraph needs to end with a concluding statement.

3. Evaluate and Revise

It is important to evaluate your first draft before you begin to revise it. Follow the steps below to evaluate and revise your draft.

Evaluating and Revising an Informative Report

1. Does the introduction grab the readers' interest and state the big idea of your report?
2. Does the body of your report have at least three paragraphs that develop your big idea? Is the main idea in each paragraph clearly stated?
3. Have you included enough information to support each of your main ideas? Are all facts, details, and examples accurate? Are all of them clearly related to the main ideas they support?
4. Is the report clearly organized? Does it use chronological order, order of importance, or cause and effect?
5. Does the conclusion restate the big idea of your report? Does it end with a general comment about your topic?
6. Have you included at least three sources in your bibliography? Have you included all the sources you used and not any you did not use?

4. Proofread and Publish

Proofreading

To correct your report before sharing it, check the following:

- the spelling and capitalization of all proper names for specific people, places, things, and events
- punctuation marks around any direct quotation
- punctuation and capitalization in your bibliography

Publishing

Choose one or more of these ideas to share your report.

- Create a map to accompany your report. Use a specific color to highlight places and routes that are important in your report.
- File a copy of your report in your school's library for other students' reference. Include illustrations to go with the report.
- If your school has a Web site, you might post your report there. See if you can link to other sources on your topic.

TIP Bibliography

- Underline the titles of all books, television programs, and Web sites.
- Use quotation marks around titles of articles and stories.

Practice and Apply

Use the steps and strategies outlined in this workshop to research and write an informative report.