

## Chapter Preview

This chapter will introduce you to

### Section 1

Daily Life in Athens

### Section 2

Athens and Sparta

### Section 3

The Spread of Greek Culture

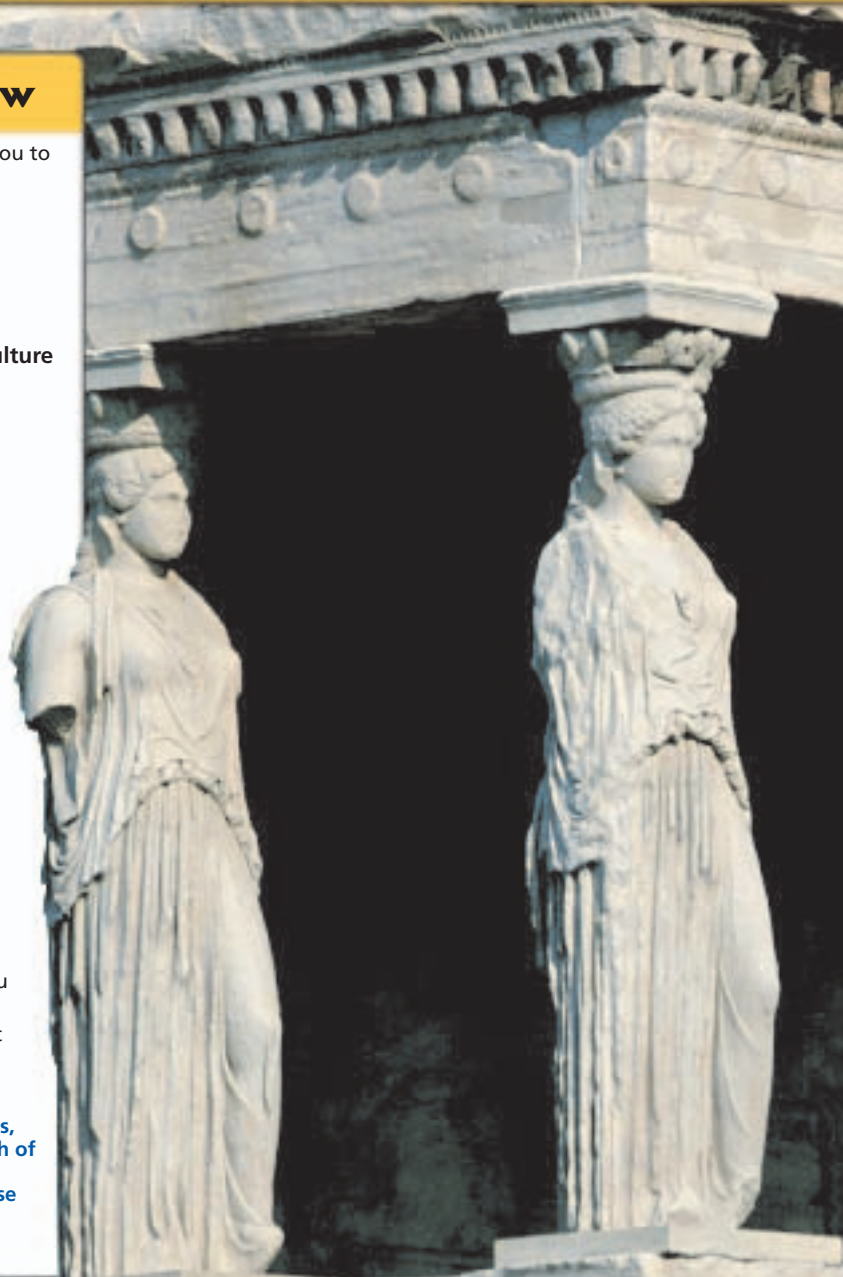


### Target Reading Skill

#### Make Comparisons and Contrasts

In this chapter you will learn to compare and contrast to help you sort out and analyze information.

► At the Acropolis in Athens, these statues on the porch of the Erechtheion are called *Caryatids*, possibly because women called the *Karyai* were the models.





## The Glory of Ancient Greece

MAP MASTER  
Skills Activity



**Location** In the Mediterranean civilization of the fifth century B.C. travel over land was difficult and dangerous. **Identify** Examine the map to discover how many cities are close to the sea. **Draw Conclusions** Use the topographical features of the map to determine what other reason might cause cities to be located where they are. Use the same features to explain why overland travel was difficult.

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map skills practice.



# Daily Life in Athens

## Prepare to Read

### Objectives

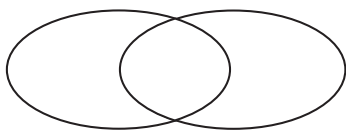
In this section you will

1. Learn about public life in Athens.
2. Find out how Athenians spent their time when they were at home.
3. Understand how slavery operated in ancient Greece.

### Taking Notes

As you read, look for ways that life is similar and different for various people in Ancient Greece. Copy the Venn diagram below. Write the differences in the outside areas and the similarities where the circles overlap.

Life in Ancient Greece



### Target Reading Skill

#### Compare and Contrast

Comparing and contrasting can help you sort out and analyze information. When you compare, you examine the similarities between things. When you contrast, you look at the differences. As you read this section, compare and contrast the daily life of Athenians. Write the information in your Taking Notes diagram.

### Key Terms

- **Athens** (ATH unz) *n.* a city-state in ancient Greece; the capital of modern-day Greece
- **agora** (AG uh ruh) *n.* a public market and meeting place in an ancient Greek city; the Agora, spelled with a capital a, refers to the agora of Athens
- **vendor** (VEN dur) *n.* a seller of goods
- **slavery** (SLAY vur ee) *n.* condition of being owned by, and forced to work for, someone else



A statue of a discus thrower

The light from the courtyard was still gray when the young boy awoke. He sat up on his hard bed and felt the morning air on his face. It was time to get up for school. The boy swallowed his breakfast, pulled his cloak around him, and left the house.

On the way to school, the boy met other students. All were carrying wooden tablets covered with wax. They would write their lessons on the tablets. They talked about their lesson, a long passage of history that they had to memorize.

The best part of the day came after school. Then, the boy spent the afternoon at the training ground. All the boys exercised and practiced wrestling and throwing a flat plate called a discus. Sometimes they watched older athletes training to compete in the Olympic Games, held in honor of Zeus.

This story shows how a boy might have spent his day in **Athens, a city-state in ancient Greece**. A look at daily life in ancient Athens will help you understand how many people lived in the early days of Greece.

## Public Life

Boys growing up in Athens needed only to look around to understand that it was the men who were active in politics, in society, and in other aspects of Athenian public life. The boys knew that they could look forward to assuming an important role in Athenian public life as they became adults.

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on education in ancient Greece.

**The Marketplace** On their way to school, the boys passed through the Agora of Athens. The Acropolis was the center of Athens' religious life, and the Agora was the center of its public life. The Agora was near the Acropolis, which rose in splendor above it. All Greek cities had **agoras, or public markets and meeting places**. The Agora in Athens was probably the busiest and most interesting of them all. The mild climate of Athens made it possible to carry on business in the open.

**The Business of Men** In the morning, many Athenian men made their way to the Agora. In the Agora, the men talked of politics, philosophy, or events in their community.

As they talked, they heard the cries of **vendors, or sellers of goods**. Buyers and vendors commonly haggled, or bargained, for the best prices. The streets were lined with shops. Farmers and artisans also sold their wares from stands set up under shady trees. Just about any food an Athenian would want could be found in the Agora. Other goods were also for sale—sheep's wool, pottery, hardware, cloth, and books.

**Public Buildings** Temples and government buildings lined the Agora. The buildings were often beautiful structures, for Athenians greatly admired beauty in architecture. The Greek classical style of architecture, or the style developed during the Golden Age, continues to influence how buildings are built in our time. Many government buildings in Europe and the United States were patterned after Greek architecture.



### Community Life

The ruins of an agora are shown above. Greeks used agoras as public markets and meeting places. A vase from the 400s shows two Greeks discussing philosophy. **Analyze** Why do you think the Agora was the center of public life in Athens?

**✓ Reading Check** What business did Athenian men conduct in the Agora?

## At Home in Athens

The splendor of public buildings in Athens contrasted with the simplicity of people's houses, even in the Golden Age.

Ancient Greek wine vessel



**Private Life** Throughout Greece, private homes were plain. Made of mud bricks, Greek houses consisted of rooms set around an open courtyard that was hidden from the street. The courtyard was the center of the household. Other rooms might include a kitchen, storerooms, a dining room, and bedrooms. Some homes even had bathrooms. Water had to be carried from a public fountain.

The ancient Greeks ate simple foods. Breakfast might be just bread. For midday meals, Athenians might add cheese or olives to the bread. Dinner would be a hot meal that was more filling. It might consist of fish and vegetables followed by cheese, fruit, and even cakes sweetened with honey. Most Athenians ate little meat. Even wealthy families ate meat only during religious festivals.

**Women of Athens** If you had walked through the Agora, you would have noticed that most of the people there were men. If you had asked where the women were, an Athenian man might have replied, "At home."

Home was where most Athenian women spent their days. Women led secluded lives. Athenian men thought that women needed to be protected. Keeping them out of the public eye, men thought, gave women the most protection.



### Compare and Contrast

Where did Athenian men spend most of their time? Where did Athenian women spend most of their time? What was similar about their daily lives?

### Greek Women

The women of ancient Greece making bread, as shown in the figure at right.

**Predict** Use what you know about the lives of ancient Greeks to predict where girls might gather to play games.



Most Greeks thought that women needed to be guided by men. Women had almost none of the freedom their husbands, sons, and fathers took for granted. They could not take any part in politics. Nor could they vote. They could not own property. About the only official activity allowed them was to be priestesses in religious groups.

Running the home and family was the job of women. In some wealthy families, men and women had completely separate quarters. Women organized the spinning and weaving, looked after supplies of food and wine, and cared for young children. They also kept track of the family finances. If a family was wealthy enough to have slaves, they were the woman's responsibility as well. She directed them, trained them, and cared for them when they were sick.

If a woman lived in a poor household, she often worked outside of the home. Women who had little money found jobs making pottery, tending sheep, or manufacturing cloth from wool.

Although women throughout Greece did important work, they were expected to be almost invisible. As Pericles once said: "The greatest glory belong to the woman who is least talked about by men, either they praise her or find fault with her."

**✓ Reading Check** What kinds of foods did Athenians eat?

## Links to Art

### Painting Their Lives

Athenians were known for their beautiful pottery. They decorated vases, jars, and cups with black or reddish-tan figures. Many scenes were mythological, but others showed Athenian daily life. Some of the pottery was used in religious ceremonies. However, much of it was used in Athenian households to carry water, serve food, and hold flowers.



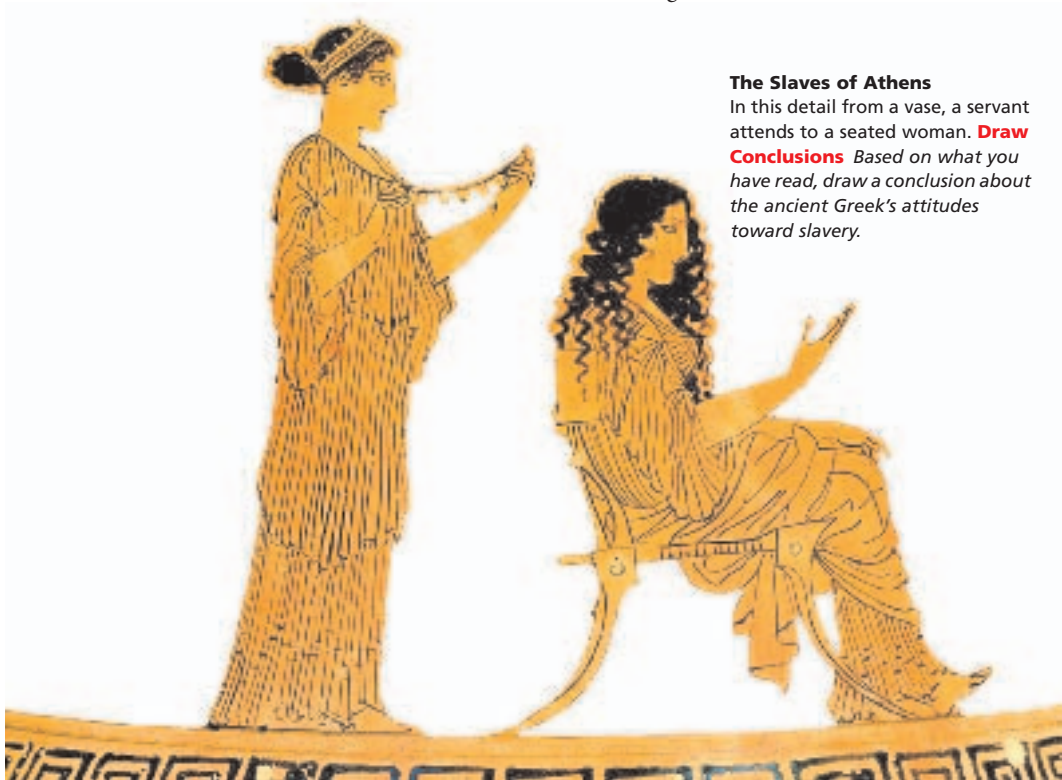
## Slavery in Ancient Greece

Slaves did a great deal of work throughout the city-states of Greece. It was the labor of the slaves that gave Athenian men the leisure time to go to the Agora, participate in government, and develop a love of the arts.

**Slavery, the condition of being owned by someone else**, was common in Athens. Historians estimate that as many as 100,000 slaves may have lived in Athens. This would mean that almost one third of the city's population were slaves. Today, we consider slavery a crime. However, in ancient times free people rarely questioned slavery, even in democratic Athens.

**Who Were the Slaves?** Many free people became enslaved when they were captured by armies during war or by pirates while traveling on ships. Children born into slave families automatically became slaves.

Some Greeks were uncomfortable owning other Greeks. Greeks with such scruples, or ethical objections to a situation, solved this problem by owning foreign slaves. A large number of slaves in Greece were foreigners.




### The Slaves of Athens

In this detail from a vase, a servant attends to a seated woman. **Draw**

**Conclusions** Based on what you have read, draw a conclusion about the ancient Greek's attitudes toward slavery.

**The Lives of Slaves** Slaves did not have any of the privileges taken for granted by the rest of Greek society. Citizenship in Greece was very restricted, so it follows that slaves, on the lowest rung of Greek society, were not citizens. They had no political rights or personal freedom and they received no formal education. Slaves could only become free if they bought their own freedom or if their master freed them.

Remember that without the labor of the slaves, Greek citizens—that is, Greek men—would not have had the leisure to participate in government and the arts. Slaves did many kinds of work. Some provided labor on farms. Others dug silver and other metals in mines. Still others assisted artisans by making pottery and other decorative items. Some slaves helped construct buildings. Others helped forge weapons and armor. Most Greek households could not have operated without slaves. They cooked and served food, tended children, cleaned, and wove cloth.

 **Reading Check** What kinds of labor did slaves perform?

A painting from a cup shows a male slave balancing two vessels.



## Section 1 Assessment

### Key Terms

Review the key terms at the beginning of this section. Use each term in a sentence that explains its meaning.



### Target Reading Skill

Name two ways in which the lives of Athenian men and women were similar. Name two ways in which they differed.

### Comprehension and Critical Thinking

- (a) **Describe** What activities took place in the Agora of Athens?
- (b) **Explore Main Ideas and Details** What does the Agora tell us about the culture of Athens?

- (a) **Recall** Describe the home life of the Athenians.
- (b) **Compare** What were the responsibilities of men compared to those of women in ancient Athens?
- (c) **Draw Conclusions** Considering your answer to the previous question, what conclusions can you make about society in ancient Athens?
- (a) **Recall** Describe the various roles of slaves in Athens and of those in the rest of ancient Greece.
- (b) **Draw Inferences** Free people rarely questioned slavery in ancient Greece. Why do you think this was so?

### Writing Activity

Write a description of your school-day routine. How does your day compare with that of the Greek boy you read about at the beginning of this section?

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## Prepare to Read

## Objectives

In this section you will

1. Learn how people lived in ancient Sparta.
2. Discover some results of the Persian invasion of Greece.
3. Understand the conflicts that the Athenian empire faced.

## Taking Notes

As you read, look for ways in which Spartans differed from Athenians. Copy the chart below, and use it to record those differences.

Differences Between Spartans and Athenians	
Spartans	Athenians
<ul style="list-style-type: none"> <li>• Boys trained in military arts</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Boys educated in arts, history, and physical training</li> <li>•</li> <li>•</li> </ul>


**Target Reading Skill**

**Identify Contrasts** When you contrast two peoples or cultures, you examine how they differ. In this section, you will read about the Spartan people. Although they had many of the same elements of Greek culture that the Athenians did, they differed in other ways. As you read, list the differences between Athens and Sparta. Record your findings in your Taking Notes chart.

## Key Terms

- **Sparta** (SPAHR tuh) *n.* a city-state in ancient Greece
- **helots** (HEL uts) *n.* In ancient Sparta, the term for slaves who were owned by the state
- **Peloponnesian War** (pel uh puh NEE shun wawr) *n.* (431–404 B.C.), war fought between Athens and Sparta in ancient Greece; almost every other Greek city-state was involved in the war
- **plague** (playg) *n.* a wide-spread disease
- **blockade** (blah KAYD) *n.* an action taken to isolate the enemy and cut off its supplies



A Spartan warrior

**T**he boy stood still and straight beside his companions as their trainer approached. “You,” the trainer barked, “Are you sick? Don’t think you’ll get out of sword practice—and why are you holding your belly? Hiding something?”

The trainer gave the boy’s cloak a sharp tug. It fell to the ground, freeing a fox that streaked off into the underbrush. The boy fell to the ground. His cloak was blood red. His side was shredded with deep cuts and bites. The boy had stolen the fox and hidden it beneath his cloak.

Later, the boy died from his wounds. He had endured terrible pain without giving any sign of his distress. To the Spartans, this was the sign of true character.

This Spartan story of the boy and the fox may be true, or it might be just a legend. However, it tells us much about the people of **Sparta**, a city-state in southern Greece.

## Living in Sparta

Life in Athens was free and open, but life for the citizens of Sparta was just the opposite. Life in Sparta was harsh and even cruel. The Spartans themselves were tough, silent, and grim. Sparta's army easily equaled that of Athens' in the 400s B.C. However, Sparta never came close to equaling Athens' other achievements.

In its early days, Sparta was similar to other Greek cities. Then, in the 600s B.C., wars inside and outside the city led to changes in the government and the way people lived. The changes turned Sparta into a powerful war machine. The city-state established one basic rule: Always put the city's needs above your own.

Early in its history, the Spartans conquered the land around their city. They turned the conquered people into **helots, or slaves owned by the city-state of Sparta**. Helots did all the farm work on the land owned by Spartan citizens. This system left the Spartans free to wage war. However, the helots far outnumbered the Spartans. Living in fear of a helot revolt, the Spartans turned their city into an armed camp. They treated the helots very harshly.

 **Reading Check** What type of people were the Spartans?

**Sparta lies in a fertile valley with mountains on three sides. Sparta spent its money and energy on its army instead of fine buildings. Today, few ruins remain to tell us about this important city-state.**



## Growing Up in Sparta

The life of every Spartan was in the hands of the government from birth. Only the healthiest children were raised because the Spartans wanted only the healthiest people in their city.

**Growing Up Male** Training began early. At seven, a Spartan boy left his home to live in barracks with other boys. His training continued for the next 13 years.

By the age of 12, a boy had spent long hours practicing with swords and spears. He had only one cloak and a thin mat to sleep on. He could hardly live on the small amount of food he was given, so he was urged to steal. The Spartans thought that a boy who learned to steal would know how to live off the land during a war. However, if the boy were caught stealing, he was severely punished. Boys were expected to bear pain, hardship, and punishment in silence. Through this rigid discipline, Spartan youths became excellent soldiers.

When he became 20, a young man officially became a soldier. Men remained soldiers until their sixtieth birthdays. At the age of 30, a man was able to take his place in the assembly, a council consisting of all the male citizens born in Sparta. As in Athens, only non-slave males were considered citizens in Sparta. The council approved the decisions made by the council of elders who, in turn, acted as advisors to the king.



Helmet worn by Greek soldiers

**Spartan soldiers were trained to be excellent warriors. Many armies suffered defeat at the hands of Spartan fighting forces.**



**Growing Up Female** Like the boys, girls also trained and competed in wrestling and spear throwing. No one expected girls to become soldiers. However, Spartans did believe that girls who grew up strong and healthy would have strong, healthy children. Therefore, unlike other Greek women, Spartan women were trained to exercise and build up their bodies.

Spartan women had a somewhat better life than women in other Greek city-states. They were allowed to own land and even take some part in business. However, like their Athenian sisters, they had to obey the males—the fathers, husbands, or brothers—in their lives. Because the men were so involved in military matters, some Spartan women took on larger responsibilities, such as the running of their farms or estates.

**Spartan Attitudes** The Spartans did not mingle with other Greeks. They were not allowed to travel. They looked down on the desire for wealth and on those engaged in trade. They lacked the interest in the arts that the Athenians and some other Greeks cultivated. However, Spartan warriors were known for their skill and bravery. The Spartan fighting force played a key role in the Greek wars against the Persians, a people who lived across the Aegean Sea, east of Greece.

**✓ Reading Check** What was the Spartan attitude about trade?



**Identify Contrasts**

Contrast the life of Spartan women to that of Athenian women. Enter your findings on your Taking Notes chart.



**The Legend of the Marathon**

Stories say that after the battle at Marathon, the Athenians sent their fastest runner to tell the people of Athens of the victory. His chest heaving, the runner covered the distance to the city and shouted to the people "Rejoice! We have won." Then he dropped dead. The actual distance from Marathon to Athens is about 25 miles (40 km). Today's marathon races of 26.2 miles (42 km) honor this legend.

**Timeline Skills**

The timeline below covers events that occurred during Classical Greece, an era that lasted from about 500 B.C. to 323 B.C. **Identify** What event occurred near the end of the Persian Wars? **Analyze** After which war did Athens surrender to Sparta?

## The Persians Invade

Much of Greek history tells of wars the Greeks fought among themselves. Near the beginning of the 400s B.C., a new threat loomed—the growing might of Persia. The Greeks put aside their differences and joined forces to defend their peninsula.

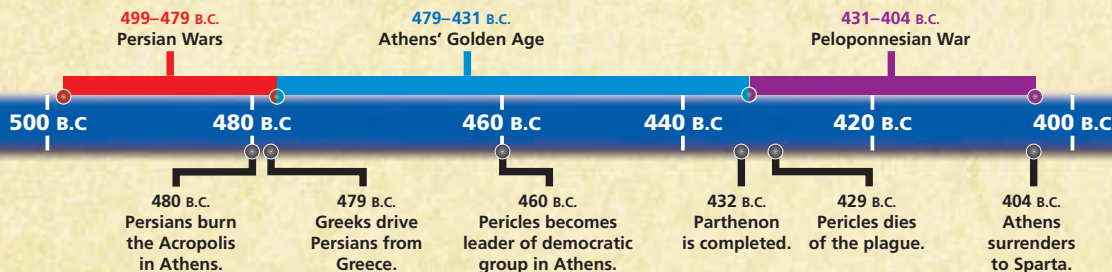
**The Expanding Persian Empire** Cyrus the Great had founded the Persian Empire in the mid-500s B.C. Cyrus and the rulers who followed him extended the original empire. By 520 B.C., the Persians had gained control of the Greek colonies on the west coast of Asia Minor.

**Battle at Marathon** In the fall of 490 B.C., a force including thousands of Persians landed in Greece. The Persian soldiers gathered at Marathon (MAR uh thahn), about 25 miles (40 km) north of Athens. The Athenians hastily put together a small army. However, the Persians outnumbered them by at least two to one. For several days, the armies stared tensely at each other across the plain of Marathon.

Then, without warning, the Athenians rushed the Persians, who were overwhelmed by the furious attack. By one account, at the end of the battle the Athenians had killed 6,400 Persians but had lost only 192 soldiers themselves. The Persian losses may have been exaggerated. However, it is true that in a short time this tiny state had defeated the giant that had come to destroy it.

**Reading Check** What happened during the battle at Marathon?

## Classical Greece





These warriors decorate a vase from the 500s B.C. The background is the natural color of the baked clay. The black figures were made by using a glossy black pigment.

## Conflict and the Athenian Empire

More battles with Persia followed. As a common enemy, Persia distracted the Greek city-states from fighting one another. Briefly united, Greece drove away the Persians.

Their victory over the Persians increased the Greeks' sense of their own importance. They believed that the gods had favored them and had therefore influenced the outcome of the wars.

Athens emerged from the war as the most powerful city-state in Greece. Its influence spread over much of eastern Greece. Athens joined other city-states in the Delian League (DEE lee un leeg), named after the island of Delos (DEE lahs), where the league's treasury was kept. In time, however, these cities were treated more like subjects of Athens and less like allies. Athens came to dominate the league and used it to create its own empire.

Ironically, while Athens was expanding its empire and forcing other city-states to bow to its will, Athens came to champion political freedom at home. Athens did support democratic groups within the other city-states, but its focus was on freedom for its own people. The years following the Persian Wars were the Golden Age of Athens that you read about in Chapter 6.

**✓ Reading Check** Why did Greeks believe they had won their wars with Persia?

### Citizen Heroes

#### Working Together

In one of the wars against the Persians, some 6,000 Greeks had to defend a mountain pass leading into southern Greece. They faced nearly 200,000 Persians. Most of the Greeks retreated, but 300 Spartan soldiers stood their ground. All of them died in the battle. They didn't hold back the Persians, but they earned undying praise for their brave sacrifice.



## Greece and the Persian Empire

## MAP MASTER Skills Activity



**Movement** By the early 400s B.C., the Persian Empire had spread from India to just north of the Greek mainland. **Identify** What cities were Persian capitals? **Infer** What advantage would the Persians gain from winning control over Greece?

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 map skills practice.



## Sparta and Athens at War

Athens may have been a democracy at home, but it began to act unfairly toward other city-states. At first, allies of Athens had paid tribute to the city-state for protection, in case the Persians caused more trouble. Later, Athens moved the treasury from Delos to Athens and used the money that was supposed to help defend its allies to build the Parthenon and to finance other projects.

Greek warrior figurine



**The Peloponnesian War** The people of these city-states began to fear and resent Athens' power. They looked to Sparta, which had not joined the alliance, to protect them. To counter the Delian League, Sparta formed the Peloponnesian League, named after Peloponnesus, the southern Greek peninsula where Sparta was located. In 431 B.C., Sparta and its allies fought against Athens and its allies. Thus began the **Peloponnesian War**, a conflict between Athens and Sparta that lasted for 27 years.

Even though Athens had a fine navy and more wealth than the other city-states, its geography was a great disadvantage in the war. Sparta, located inland, could not be attacked from the sea. However, Sparta had only to march north to attack Athens by land.

When Sparta invaded Athens, the statesman Pericles, whom you read about in Chapter 6, let the people from the surrounding countryside move inside the city walls. The overcrowded conditions led to a **plague, or widespread disease**. By the time the plague ended five years later, about one third of the people of Athens had died from it. Among the dead was Pericles. The power struggles of those who sought to take Pericles' place also undermined the city's government.

**The Fall of Athens** Athens never recovered from its losses during the plague. To make matters worse, Sparta allied itself to its former common enemy to have the advantage of the Persian navy. In 405 B.C., with their new allies, the Spartans staged a **blockade, an action taken to isolate the enemy and cut off its supplies**. The Spartans surrounded and closed the harbor where Athens received food shipments. Starving and beaten, the Athenians surrendered in 404 B.C.

The victorious Spartans knocked down the walls of Athens. They destroyed its navy and decimated its empire. Athens never again dominated the Greek world.

**✓ Reading Check** What did Greek city-states do to overcome oppression by Athens?

### Athens Defeated

Shields and spears, such as those carried by the warriors below, could not spare the Athenians from the plague. **Analyze** What factors contributed to the fall of Athens?



## Section 2 Assessment

### Key Terms

Review the key terms listed at the beginning of this section. Use each term in a sentence that explains its meaning.



### Target Reading Skill

Look at the chart you made of the differences between the Spartans and the Athenians. Name one of the differences that led to the outcome of the Peloponnesian War.

### Comprehension and Critical Thinking

- (a) Recall** Describe what life was like for boys living in Sparta.
- (b) Explain** What was the Spartan attitude toward wealth?

**(c) Draw Inferences** How did the Spartans' attitude toward wealth affect their trade and travel?

- (a) Describe** How did the Greeks overcome the Persian invasion?
  - (b) Evaluate Information** What was at stake for the people of Athens at the Battle of Marathon?
  - (c) Predict** How might the history of Greece have changed if the Persians had succeeded at Marathon?
- (a) Recall** What happened to the Greeks' attitude about themselves after defeating the Persians?
  - (b) Summarize** How did the Athenian empire develop after its victory over Persia?

### (c) Synthesize Information

How did Athens play a part in its own downfall?

### Writing Activity

Reread the story that begins this section. From a trainer's point of view, write a report that explains the event to other Spartan officers.

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## Section 3

# The Spread of Greek Culture

### Prepare to Read

#### Objectives

In this section you will

1. Learn how King Philip of Macedonia came to power and how Alexander the Great built his empire.
2. Understand what role the conquests of Alexander the Great played in spreading Greek culture.

#### Taking Notes

As you read, look for details about the spread of Greek culture. Copy the chart below, and use it to record your findings.

The Spread of Greek Culture	
Alexander's Empire	The Hellenistic Age
•	•
•	•
•	•

#### Target Reading Skill

##### Make Comparisons

Comparing two or more situations, people, or items enables you to see how they are alike. As you read this section, compare the ideas of Alexander the Great to those of his predecessors.

#### Key Terms

- **barbarian** (bahr BEHR eeun) *n.* a person who belongs to a group that others consider wild, or uncivilized

- **assassinate** (uh SAS uh nayt) *v.* to murder for political reasons
- **Alexander the Great** (alig ZAN dur thuh grayt) *n.* (356–323 B.C.) king of Macedonia; conquered Persia and Egypt and invaded India
- **Hellenistic** (hel uh NIS tik) *adj.* describing Greek history or culture after the death of Alexander the Great, including the three main kingdoms formed by the breakup of Alexander's empire



A sculpture of King Philip of Macedonia

**K**ing Philip of Macedonia (mas uh DOH nee uh) had not wasted the money he spent on Greek tutors for his son. Young Alexander was a fine and eager student. The boy wanted to learn as much as he could, especially about the ideas and deeds of the Greeks.

The kingdom of Macedonia lay just north of Greece. Alexander thought of himself as Greek and spoke the Greek language. However, people who lived to the south did not accept the Macedonians as Greeks. They thought the Macedonians were **barbarians, or wild, uncivilized people.**

Alexander's tutor was the Greek philosopher Aristotle (AIR uh STAHT ul). Aristotle taught the boy Greek literature, philosophy, and science. Aristotle also passed on his strong feelings that the Greeks were a superior people and, therefore, deserved to rule.

Alexander loved his tutor, but his role model was Achilles, the warrior hero of the *Iliad*. Alexander vowed to visit the site of ancient Troy and lay a wreath at the tomb of his hero.

## Philip Comes to Power

Like his predecessors, the other Macedonian rulers before him, Philip had Greek ancestors and thought of himself as Greek. Also like his predecessors, Philip had maintained ties to his Greek neighbors. When he was young, Philip had studied in Greece. His experience of studying there led to his hiring of Aristotle to tutor Alexander.

When Philip came to power, he dreamed of conquering the rich city-states of Greece. He would accomplish this by using diplomacy as well as military force.

Before King Philip seized power in 359 B.C., Macedonia was poor and divided. Philip united Macedonia and then formed alliances with many of the Greek city-states by threatening or bribing them. He built an army even stronger than Sparta's. With this army and his talent for waging war, Philip captured one Greek city-state after another.

Demosthenes (dih MAHS tuh neez), who was a master of elocution (eluh KYOO shun), or the art of public speaking, tried to warn his fellow Athenians of the danger to the north:

**“He is always taking in more, everywhere casting his net round us, while we sit idle and do nothing. When, Athenians, will you take the necessary action? What are you waiting for?”**

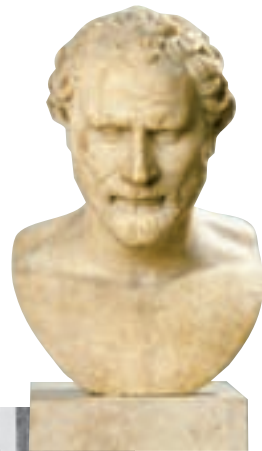
In 338 B.C., Athens and another city-state, Thebes (theebz), at last joined to try to stop Philip. However, they were unsuccessful. Philip gained control of all of Greece.

**✓ Reading Check** Why did King Philip think Greece would be easy to conquer?



### Make Comparisons

How were Philip's attitudes about Greece similar to those of his predecessors? What clue word helps you recognize the similarities?



**In an effort to unite the people of his country and preserve Greek freedom, Demosthenes issued powerful speeches against King Philip of Macedonia. These speeches came to be known as Philippics. This term is still used today to describe strong appeals against someone or something.**



## Alexander Builds an Empire

After he had conquered all of Greece, Philip then planned to attack Persia. But in 336 B.C., before he could carry out his plan, Philip was **assassinated, or murdered for political reasons**, by a rival. At just 20 years old, Alexander became king. He now had a chance to be as great as his hero Achilles.

**Alexander's Conquests** Although he was young, Alexander was already an experienced soldier. One of his first actions was to invade the Persian Empire. The empire was much weaker than it had been in the days when Persia had attempted to conquer Greece. However, it was still huge, stretching from Egypt to India. In 334 B.C., Alexander won his first battle in the vast empire. He then led his army through Asia Minor, where together they won battle after battle. He then led them on to Judaea (earlier known as Canaan), Egypt, and Babylon, the Persian capital. Alexander's forces crossed the Indus River into India, taking extensive territory wherever they fought.

Within 11 short years, **the Macedonian king had conquered Persia, Egypt, and lands extending beyond the Indus River in the east. He had earned the right to be called Alexander the Great.**

Wherever Alexander went, he established cities. Many of them he named after himself. Even today, there are numerous cities named Alexandria or Alexandroupolis (ah lek sahn DROO puh lis) throughout western Asia.



### Fighting the Persian Empire

The mosaic, at right, shows the Battle of Issus, in which Alexander the Great, above, defeated an army of Persians in 333 B.C. **Infer** Why do you think Alexander is called "Alexander the Great"?





## The Empire of Alexander the Great



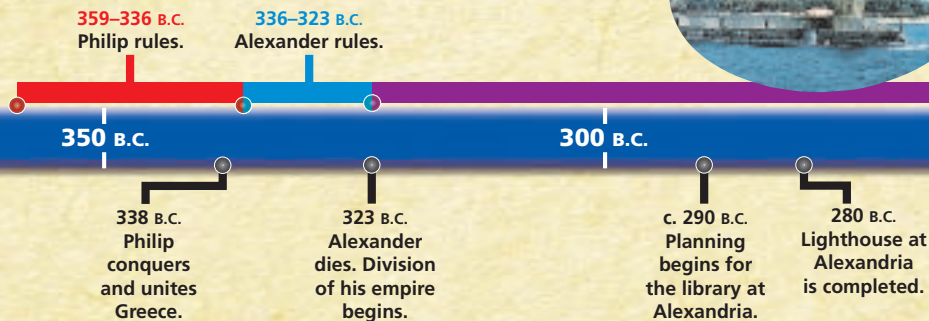
**Movement** By 323 B.C., Alexander controlled Greece as well as the territory once ruled by the Persians. **Identify** Use your finger to trace the route of Alexander from 334 to 323 B.C. Where did his journey begin and end? **Infer** How do you think geography affected the journey taken by Alexander and his troops?

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map skills practice.

**Alexander's Last Battle** Alexander's energy and military genius helped him succeed. This leader drove himself and his army hard, advancing across vast lands at lightning speed. His soldiers grumbled, but they obeyed him. He traveled far into the east, never losing a battle.

At last, not far beyond the Indus River, his weary troops refused to go another step east. Alexander was angry, but he turned back. Alexander got as far as Babylon (BAB uh lahn), where he came down with a fever. In 323 B.C., only 13 years after he had come to the throne, Alexander died. Like the legendary warrior Achilles, Alexander had died young. However, he had gone far beyond the deeds of his hero. His conquests spread Greek culture throughout a vast area.

✓ **Reading Check** Why was Alexander so successful as a military leader?



## Greek Culture Spreads

Alexander's death spelled death for his empire. After 50 years of confusion and disorder, the empire was split into three kingdoms, with each kingdom ruled by one of Alexander's former commanders. One commander ruled Greece and Macedonia, which were combined into one kingdom. The other two commanders ruled the kingdoms of Egypt and Persia. For the next three hundred years, the descendants of these commanders fought over the lands that Alexander had conquered.

As Alexander had done before them, his successors created new cities throughout the new kingdoms. Many Greek soldiers remained in the new kingdoms after Alexander's death and settled in those cities. Soon thousands of Greek traders and artisans followed. These emigrants, or people who leave their country to settle in another, ensured that Greek culture would remain alive and well in these Hellenistic kingdoms, as they came to be called. **The word Hellenistic describes Greek history and culture after the death of Alexander the Great.** *Hellenistic* comes from the word *Hellas*—the name Greeks gave their land.

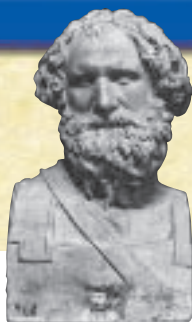


### Use Context Clues

Look at the word

*Hellenistic* in this paragraph. If the word were not defined for you, what context clues would help you guess what it means?

323–146 B.C.  
Hellenistic Age



212 B.C.  
Archimedes  
dies.

200 B.C.

150 B.C.

146 B.C.  
Greece is  
conquered  
by Romans.

**The Hellenistic Kingdoms** When Alexander took control of lands, he tried not to destroy the cultures of the defeated people. Instead, he hoped that the local cultures would mix with Greek culture in his new cities. Unfortunately, this mixing did not happen in the three Hellenistic kingdoms.

The cities of the Hellenistic world were modeled after Greek cities. Greek kings ruled, and Greeks held the most important jobs. The cities were designed with Greek temples and agoras. Citizens gathered at large theaters for performances of Greek tragedies. The Greek language was spoken in the cities for hundreds of years, even though people in the countryside continued to speak their local languages.

**Greek Culture in Egypt** The greatest of all Hellenistic cities was Alexandria in Egypt. Alexander had founded this city in 332 B.C. at the edge of the Nile delta. Alexandria became the capital of Egypt. Over the years, it grew famous as a center for business and trade. Its double harbor was dominated by a huge lighthouse that rose about 350 feet (106 m) in the air. The tower was topped by a flame that guided ships safely into port.

The important Hellenistic cities were centers of learning, but Alexandria outdid them all. It boasted the largest library in the world, with half a million scrolls. It was the learning capital of the Greek world. Scholars and writers from all over came to use the huge library.

**✓ Reading Check** Why was Alexandria in Egypt such an important city?

## Timeline Skills

The Hellenistic Age began with the death of Alexander.

**Identify** How long did the Hellenistic Age last?

**Predict** Why do you think historians mark the end of the Hellenistic Age as 146 B.C.?

## Science

**The Earth and the Sun** One scientist of the 200s B.C. rejected the idea that the Earth was the center of the universe. Aristarchus (AIR uh STAHR kus) of Samos believed that the sun is at the center and that the Earth revolves around it. His idea did not catch on. Astronomers continued to base their work on an Earth-centered universe until the A.D. 1500s.



## Math and Science

Mathematics and science also flourished in Alexandria. Around 300 B.C., a mathematician named Euclid (yoo klid) developed the branch of mathematics called geometry. He started with accepted mathematical laws. Then, he wrote step-by-step proofs of mathematical principles. The proofs helped explain the qualities of such figures as squares, cubes, angles, triangles, and cones. Mathematicians today still use Euclid's system.

Unlike the people who lived at the time of Columbus, many scientists in Hellenistic times knew that the Earth was round. A scientist named Eratosthenes (ehr uh TAHS thuh neez) even calculated the distance around the Earth. Eratosthenes used mathematics that were advanced for his time. His result was very close to the correct distance as it is known today.

Probably the greatest scientist of the times was Archimedes (ar kuh MEE deez). Archimedes studied in Alexandria. He discovered that people can use pulleys and levers to lift very heavy objects. One story says that he hoisted up a loaded ship with these devices. Once he boasted: "Give me a lever long enough and a place to stand on, and I will move the Earth."

 **Reading Check** How did scientists of Hellenistic times differ from scientists of Columbus's time in their thinking about the Earth?



## Section 3 Assessment

**Key Terms**

Review the key terms listed at the beginning of this section. Use each term in a sentence that explains its meaning.


**Target Reading Skill**

What goals did Alexander and his father King Philip have in common?

**Comprehension and Critical Thinking**

- (a) **Recall** Who was Alexander's tutor when he was young?
- (b) **Identify Cause and Effect** How did Alexander's upbringing affect his attitudes about Greek culture?

(c) **Draw Conclusions** Alexander the Great wanted the cultures of his defeated cities to survive and mix with Greek culture. What happened instead? Why?

2. (a) **Describe** What features of Greek culture were carried over to the Hellenistic kingdoms?

(b) **Make Inferences** Name one way that the domination of Greek culture in the Hellenistic countries might have been an advantage. Name one way that it might have been a disadvantage.


(c) **Evaluate** Describe the importance of the contributions made by Euclid, Eratosthenes, and Archimedes.

**Writing Activity**

What do you think of Alexander's education? Write a short paragraph that supports your opinion.

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## Focus On The Agora of Athens

In the center of town stands the town hall, a grocery store, a church, a library, and a firehouse. These buildings enclose a public square. The square looks like countless town squares throughout America and Europe, yet its roots lie in ancient Greece. The busy heart of a Greek city was called the *agora*, or “marketplace.” Some agoras were laid out as squares or rectangles. The Athenian agora shown here followed a more rambling style.



### The Bouleuterion

The Athenian Council met here. *Bouleuterion* (boo luh TEHR ee ahn) comes from *boule*, the Greek word for “council.”

### Hephaisteion

This temple honored Hephaistos (he FES tus), the god of invention and crafts.



### Hephaisteion Ruins

This temple was built in the 400s B.C. Among all the Agora ruins, it is the best preserved.



### The Odeion of Agrippa

This concert hall could seat 1,000 people.

### Stoa of Attalos

Merchants housed their *stoa*e (STOH ee), or “shops,” here.

### The Tholos

Council members ate and slept in this round building.

**The Athenian Marketplace** The Agora symbolized the Greeks’ love of public participation—political, religious, economic, judicial, and scholarly. Public buildings surrounded open spaces for the exchange of news, ideas, and goods. In the shadow of the Acropolis, Athens built a magnificent agora. There, the orator Pericles spoke, and the philosopher Socrates taught and was sentenced to death. Generals rallied the city to war, and priests paid respect to the gods. There, democracy was born as Athenian citizens voted for their leaders and sat on juries. Although the Agora was once adorned with fountains, gardens, and sculpture, little is left of it today.

## Assessment

**Describe** What kinds of activities took place in the Agora?

**Compare** In what ways is the Agora similar to the citadel section of Mohenjo-Daro (shown on pages 112–113)?



# Analyzing Primary Sources

Mary and Kevin were writing a report on the Peloponnesian War.

"Where should we look for information?" Mary asked.

"You can find anything on the Internet," replied Kevin. "Here's a report that an eighth grader named Tracy wrote."

"It seems as though we ought to have something a little more official than a report written by another student."

"Well, there isn't anyone around to give us a firsthand account," retorted Kevin.

"It can't be a firsthand account," chimed in Kevin's mom, who overheard their conversation. "But you can use something written during a time much closer to the Peloponnesian Wars. You should try to use a primary source."

**A** primary source is a book, a document, an artifact, or another record that supplies firsthand information about a subject. When you do research, it is important to look carefully at the sources you are using to see how much you can rely on what the author is reporting.

## Learn the Skill

Use these steps to learn how to analyze written primary sources:

- 1 Look carefully at the material or object.** Who created it? Why?
- 2 Find out when the source was written.** Was the information witnessed firsthand?
- 3 Determine whether the author is a neutral source.** Does the author show a bias?
- 4 Determine why the author created the source.** Is the material meant to persuade or inform?



*"I, Atticus, take care to write faithfully everything my glorious commander, Alexander, has done on the field of battle. Yesterday, Alexander led us into battle near the Indus River against a hundred thousand soldiers all riding atop gigantic elephants. My regiment was the most fierce of all and followed my every command. Not one of our soldiers died. We routed the enemy by midday."*

*"My name is Demetrius. I am a soldier in Alexander's army. We have been marching for ten years now. I'm tired of walking and fighting. I'm cold and hungry all the time. I don't think I'll ever return to Macedonia and my family. How much farther can Alexander make us go? He's a great leader, but do we really need to go all the way to India? Isn't he just a bit greedy for land and power? I wish I'd never joined this army."*

*"From our present-day vantage point, we can recognize both positive and negative things about Alexander's campaign to build an empire in the known world at that time. He was a great warrior, and his men were only too happy to follow him into battle. However, by the time they had reached the Indus River, his men began to rebel. They had fought with Alexander for thirteen years, extending the empire from Macedonia to Asia. But now it seemed time to go home."*

## Practice the Skill

If you were to come across the three quotations above while doing research, how would you evaluate them as historical sources? Ask yourself the following questions:

- 1 Who is Atticus? Who is Demetrius? Who could be the author of the third quote?
- 2 When is it likely that Atticus and Demetrius lived? What clues let you know when the third author wrote his or her statement?
- 3 Do you think that either Atticus or Demetrius is a neutral source? What bias might Demetrius have had? What might Atticus' bias have been? For whom were they writing? Provide evidence for your answers.
- 4 What purpose does Atticus have for writing? Demetrius? The third writer?

## Apply the Skill

Research an aspect of Greek culture discussed in this chapter, such as the life of women in Athens contrasted with the life of women in Sparta. Examine two sources on the same subject, and evaluate the sources as to their bias and reliability.