

## CHAPTER 11 | LESSON 1 The Geography of Greece

**Lesson 1 The Geography of Greece****BEFORE YOU READ**

In Lesson 1, you will learn how geography affected the development of the Greek civilization.

**AS YOU READ**

Use this chart to take notes about how geography affected ancient Greece.

Causes	Effects
Mountains cover most of Greece.	
Several seas surround Greece.	
Greece traded with other regions.	

**TERMS & NAMES**

- **Peninsula** a body of land that has water on three sides
- **Peloponnesus** the southern peninsula of Greece
- **isthmus** a narrow strip of land connecting two larger bodies of land
- **Phoenicians** a group of trading people on the coast of the eastern Mediterranean
- **alphabet** a system of symbols that stands for sounds

**Geography Shapes Greek Life**

(pages 355–356)

*What were the main features of the geography of Greece?*

Greece is a **peninsula**, or body of land that has water on three sides. The mainland of Greece borders the Mediterranean Sea. Thousands of islands also make up Greece.

The Greek peninsula is divided in two. The **Peloponnesus** is the southern peninsula. An **isthmus**, or narrow strip of land, joins the Peloponnesus to the rest of Greece.

Most of Greece is made up of mountains. The mountains divide Greece into many rugged regions. They make transportation difficult. There are no rivers in Greece for travel. The rugged landscape made it difficult to bring Greece together under one government.

Greece has a warm climate. This kind of climate led to an outdoor life for the Greek people.

Because the land in Greece is rocky, very little of it could be used for farming. But most Greeks were farmers or herders. In Greece, landowners made up the upper class. Landowners could support themselves. They also had enough money to buy helmets and weapons. As a result, landowners could serve in the army and defend their land.

To get more farmland, the Greeks found colonies in other places. They set up many colonies in Anatolia, which had plains and rivers.

Greece also did not have enough natural resources such as metals. They had to get these resources from someplace else. Greece did have stone for building. It also had good places for harbors.

1. Why did Greeks set up colonies?

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READING STUDY GUIDE CONTINUED

**Trade Helped Greece Prosper**

(page 357)

*How did the sea affect Greek life?*

The sea was important to Greece. On the south is the Mediterranean Sea. The Ionian Sea is west of Greece, and the Aegean Sea is east. These seas linked the different parts of Greece to each other. The seas were important for transportation.

The Greeks were skilled sailors. They also were skilled ship builders. They built rowing ships for fighting and trading. The sea also provided the Greeks with fish, an important part of the Greek diet. The Greeks traded fish for other products.

The Greeks did not grow much grain. They did produce olive oil, wine, wool, and pottery. Greek city-states bought and sold these products from each other. Greeks also traded these products with places such as Egypt and Italy. The Greeks bought products such as grain, timber, flax to make linen, and slaves.

2. How was fish important to the Greeks?

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**The Earliest Greeks**

(pages 358–359)

*How did trade influence Greek culture?*

The earliest people had moved into Greece by about 2000 B.C. The first Greek civilization started on the Peloponnesus. It was named after its most important city, Mycenae. A king ruled each Mycenaean city. The people were traders. Their culture had writing, gold jewelry, and bronze weapons. By 1200 B.C., the Mycenaean civilization disappeared. Between 1200 and 700 B.C., Greek culture declined. During this time, people did not keep written records. As a result, historians know very little about the decline of this culture.

In time, Greek culture began to advance again. This is because the Greeks began to learn from other people. One group they learned from was the **Phoenicians**, a trading people. The Phoenicians lived on the coast of the eastern Mediterranean. The Greeks picked up the alphabet from the Phoenicians. This was a system of writing in which 22 symbols stood for sound. Eventually, the Greek **alphabet** became the alphabet we use today. The Greeks learned about making coins from people in Anatolia. The Anatolians invented coins.

3. What did the Greeks learn from the Phoenicians?

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## CHAPTER 11 | LESSON 2 Beliefs and Customs

**Lesson 2 Beliefs and Customs****BEFORE YOU READ**

In Lesson 2, you will learn about Greek religion, Greek customs, and Greek literature.

**AS YOU READ**

Use this chart to show how Greek beliefs were related to Greek literature..

Greek Beliefs	Greek Literature

**TERMS & NAMES**

- **Zeus** the ruler of the Greek gods
- **Mount Olympus** the highest mountain in Greece and home to the Greek gods
- **myth** stories that people tell to explain beliefs about their world
- **Olympics** games held every four years in Greece
- **epic poem** long poems that told stories
- **fable** a short story that teaches a moral lesson

**Greek Gods and Myths**

(pages 361–362)

*What was Greek religion like?*

The Greeks worshiped many gods. The gods had both godlike and human qualities. They were not always nice. **Zeus** was the ruler of the gods. Greeks believed that he and 11 other gods lived on **Mount Olympus**, the highest mountain in Greece. In addition to these 12 gods, the Greeks worshiped many lesser gods. Each Greek city-state had a special god who protected it. For example, Athena was the goddess of Athens.

The Greeks created **myths** to explain how the world and people were created. Myths are stories that explain people's beliefs about their world. Many myths described Greek gods and goddesses. Some myths told about Greek heroes and heroines.

1. Why did the Greeks create myths?

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**Honoring the Gods**

(pages 362–363)

*How did the Greeks honor their gods?*

The Greeks believed it was important to honor and worship the gods. They believed that not doing so could cause gods to be angry and bring trouble on the Greeks. Certain days were holy to certain gods and goddesses. The Greeks celebrated these days with sacrifices and festivals. The most important festivals honored the 12 most important Greek gods.

Religious festivals always included games. The **Olympics** were the largest of these games and they honored Zeus. The Olympics took place every four years. Only men took part in the Olympic games.

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2. Which god did the Olympic games honor?

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**Early Greek Literature**

(pages 364–365)

*What literature did the early Greeks produce?*

The Greeks told stories about their heroes. Many of these stories were long poems called **epic poems**. They tell us much about the early Greeks.

A man named Homer wrote the most famous epics. His epic about the Trojan War is called the *Iliad*. During this story, the Greeks surrounded the city of Troy for almost 10 years to try to capture it. The *Iliad* is famous for what it told about Greek heroes. For hundreds of years, people thought that the story was fiction. But around 1870, archaeologists found the ruins of ancient Troy. But the real Trojan War did not happen in the same way as the *Iliad* describes it.

Another epic poem by Homer was the *Odyssey*. It tells about the Greek hero Odysseus and his adventures after the Trojan War. The *Odyssey* tells about the dangers that Odysseus faced in the ten years it took him to get home.

A Greek storyteller named Aesop wrote many Greek fables. A **fable** is a short story that teaches a moral lesson. The stories usually involve animals. One of Aesop's best-known fables is "The Hare and the Tortoise."

3. What are the *Iliad* and the *Odyssey* about?

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## CHAPTER 11 | LESSON 3 The City-State and Democracy

**Lesson 3 The City-State and Democracy****BEFORE YOU READ**

In Lesson 3, you will learn what types of government developed in ancient Greece.

**AS YOU READ**

Use this chart to take notes about the types of government that existed in ancient Greece.

Types of Government			
Monarchy	Aristocracy	Oligarchy	Democracy

**TERMS & NAMES**

- **polis** the Greek word for city-state
- **aristocracy** a government in which the upper class rules
- **oligarchy** a government in which a small group rules
- **tyrant** someone who took power in an illegal way
- **citizen** a person who is loyal to a government and is entitled to protection by the government
- **democracy** a government in which the citizens make political decisions

**The Rise of City-States**

(pages 371–372)

*How was Greece organized politically?*

Because geography separated Greece into small regions, the main form of government in Greece was the city-state. A city-state is a city that rules its surrounding farmlands. The Greek word for city-state was **polis**. The largest Greek city-states were Sparta and Athens.

Most city-states in Greece had fewer than 20,000 people. Because a city-state was small, the people who lived there formed a close community. The center of the city was the agora. This was an open space where people met to do business and to talk about politics. Festivals were also held at the agora.

Many cities had an acropolis. This was a hilltop that was protected against attack. The acropolis was first used for military purposes. Later, Greeks built temples on the flat tops of the hills. Regular houses were built on the bottom of the hill.

1. What was the acropolis used for?

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**Forms of Government**

(pages 372–373)

*What different political systems evolved in the city-states of Greece?*

Each city-state had its own kind of government. Some city-states kept the same kind of government for a long time. In other city-states, the government changed from one system to another.

The earliest kind of government in Greece was a monarchy. This is a kind of government in which a monarch rules. A monarch is a king or queen who has supreme power. In some city-states, a monarchy gave way to a government called an aristocracy. An



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**aristocracy** is a government in which the upper class rules.

Some city-states developed an **oligarchy**. This is a government in which a few people control the government. What is the difference between an oligarchy and an aristocracy? In an aristocracy, people rule because of their inherited social class. In an oligarchy, people rule because they are wealthy or landowners.

Poor people in Greece were often not part of government. They often resented this and sometimes rebelled. Sometimes a wealthy person who wanted power asked poor people to support him in becoming a leader. Such leaders were called tyrants. In Greece, a **tyrant** was a person who took power in an illegal way. Some Greek tyrants worked to help the poor.

2. How did tyrants often come to power?

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**Athens Builds a Limited Democracy**

(pages 374-376)

*How did limited democracy develop in Athens?*

In time, people in the lower classes realized that they could influence government. They began to demand more power.

The Greeks invented the idea of citizenship. Today, a **citizen** is a person who is loyal to a government and who is entitled to protection by the government. In Greece, a citizen was a person who had the right to take part in ruling the city-state. To be a citizen, a person had to be born to free citizens.

In the 500s B.C., two leaders made reforms that gave people more power. These leaders were Solon and Cleisthenes. In Athens, many poor people owed more money than they could repay. Because of this, they were forced to become slaves. As a result, people in the lower

classes grew angry with their rulers.

In 594 B.C., Solon was elected to lead Athens. He freed people who were forced to become slaves because of debt. He made a law that no citizens could be made slaves. Solon organized citizens into four classes that were based on wealth. All citizens were allowed to be part of the assembly and help elect leaders.

Cleisthenes increased the citizens' power even more. He took power away from the nobles. He organized citizens into groups based on where they lived. Any citizen could vote on laws.

Athens government became a form of **democracy**. This is a government in which the citizens make political decisions. Athens had a direct democracy. All citizens met to decide on the laws. Athens also had a limited democracy. Only free adult males were citizens who could take part in the government. Women, slaves, and foreigners could not take part. People who were not citizens were not allowed to become citizens.

3. How did Cleisthenes' reforms give people more power?

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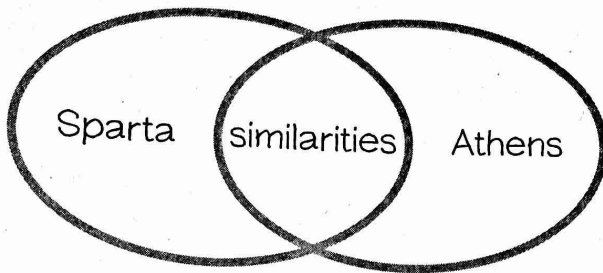
## Lesson 4 Sparta and Athens

### BEFORE YOU READ

In Lesson 4, you will learn what life was like in Sparta and Athens.

### AS YOU READ

Use this diagram to tell how life in Sparta and Athens was the same and how it was different.



### TERMS & NAMES

- **Athens** a large city-state in the Peloponnesus
- **Sparta** a large city-state in the Peloponnesus
- **helot** a slave in Sparta
- **barracks** military houses in Sparta
- **Marathon** a plain near Athens and site of a battle in the Persian Wars

### Sparta's Military State

(pages 379–380)

*What did Spartan society emphasize the most?*

The main rival of **Athens** was **Sparta**. About 715 B.C., Sparta began to conquer nearby areas to get land. Sparta forced many of the people it defeated to become slaves called **helots**. Helots worked on farms. They had to give the Spartans half their crops. The Helots outnumbered the Spartans. They hated Spartan rule and rebelled many times. The Spartans put down these revolts. But the Spartans also feared Helot revolts. Because of this, they stressed building a strong army.

Two kings ruled Sparta. Five elected supervisors ran the government. Thirty older citizens made up the Council of Elders. They proposed laws. An Assembly voted on the suggested laws of the Council. This Assembly was made up of all Spartan citizens.

Sparta had three social groups. Citizens lived in the city. They spent all their time training to be soldiers. Free noncitizens lived in nearby villages. They had no political rights. The lowest group was the helots.

The goal of Spartans was to have a strong army. At age seven, boys moved into military houses called **barracks**. The boys' education focused on military skill. All male citizens joined the army when they were 20 years old. They stayed in the army until they were 60.

Spartan women were expected to be tough. Girls were educated to be strong and to defend themselves. For Spartans, the army was more important than family life. Because of this, husbands and wives spent much time apart. Women had some rights, such as being able to own property.

1. How was Sparta's society organized?

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READING STUDY GUIDE CONTINUED

**Athens' Democratic Way of Life**

(page 381)

*What was the government of Athens like?*

Athens had a direct democracy. All citizens met to vote on laws. The government of Athens included the Council of Four Hundred and the Assembly. The Council took care of day-to-day problems. The Assembly voted on laws suggested by the Council. Citizens in Athens served in the army whenever they were needed. Citizens also served on juries.

In Athens, citizens were organized into four classes that were based on wealth. Foreigners, women, children, and slaves were not citizens.

Boys of wealthy families started school when they were seven years old. They studied many different subjects. They also took part in athletic activities.

Women in Athens were expected to keep the family strong. They could inherit property only if the family had no sons. Girls did not go to school. They learned how to do household chores from their mothers.

2. Who was allowed to vote on laws in Athens?

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**The Persian Wars**

(pages 382–383)

*What happened when Persia invaded Greece?*

In the 500s B.C., Persia conquered Anatolia, which had many Greek colonies. In 499 B.C., some Greeks in Anatolia rebelled against the Persians. Athens sent soldiers and ships to help these Greeks. After the revolt failed, the Persians decided to punish Athens for helping the Greek colonists. Around 490 B.C., the Persians arrived near Athens on the plain of **Marathon**. The Athenians sent a runner to ask Sparta for help. But the Spartans did not arrive on time.

The Athenians were outnumbered by the Persians. Even so, the Athenians were able to defeat them. In 480 B.C., Persia again invaded Greece. Several Greek city-states united to fight and eventually defeated the Persians.

3. Why did the Persians attack Athens around 490 B.C.?

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## CHAPTER 11 Ancient Greece

**Chapter 11 Ancient Greece****Glossary/After You Read****bodies** groups acting together**clever** smart; showing quick thinking and resourcefulness**entitled** having rights and privileges**found** establish; bring into being**hero** a person who is admired for great courage or special achievements**mainland** the main part of a country or territory**proposed** suggested, put forward for consideration**rugged** having a rough, jagged, or uneven surface**Terms & Names****A.** Write the letter of the term that best completes each sentence.

\_\_\_\_ 1. A(n) \_\_\_\_\_ connected the Peloponnesus with the rest of Greece.

\_\_\_\_ 2. The Phoenicians were the first people to develop a(n) \_\_\_\_\_.

\_\_\_\_ 3. Greek \_\_\_\_\_ told of gods, goddesses, heroes, and heroines.

\_\_\_\_ 4. The Greek word for city-state was \_\_\_\_\_.

\_\_\_\_ 5. The government in Athens was a direct \_\_\_\_\_.

- a. polis
- b. democracy
- c. myths
- d. isthmus
- e. alphabet
- f. fables

**B.** In the blank, write the letter of the choice that best completes the statement or answers the question.

\_\_\_\_ 6. Most of Greece is covered by \_\_\_\_\_.

a. deserts

b. plains

c. mountains

d. isthmuses

\_\_\_\_ 7. In order to get more farmland, the Greeks \_\_\_\_\_.

a. set up colonies

b. irrigated their land

c. farmed on the mountainsides

d. farmed in England

\_\_\_\_ 8. The \_\_\_\_\_ civilization was the first Greek civilization.

a. Persian

b. Spartan

c. Athenian

d. Mycenaean

\_\_\_\_ 9. The Iliad and the Odyssey are two famous Greek \_\_\_\_\_.

a. fables

b. epic poems

c. myths

d. festivals

\_\_\_\_ 10. A government in which the upper class rules is a(n) \_\_\_\_\_.

a. aristocracy

b. oligarchy

c. monarchy

d. democracy

Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

READING STUDY GUIDE CONTINUED

**Main Ideas**

11. How were the seas important to the Greeks?

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12. How did Greeks honor their gods?

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13. What were two types of early Greek literature and what were they about?

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14. How was an aristocracy different than an oligarchy?

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15. How was education in Sparta different than education in Athens?

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**Thinking Critically**

16. **Understanding Cause and Effect** How did geography affect the development of Greece?

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17. **Forming and Supporting Opinions** Would you rather have lived in Sparta or in Athens? Explain why.

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