

# WHAT'S A GREEK?

## GREECE AND GREEKS

### CHAPTER SUMMARY

The ancient Greeks spoke the same language and worshipped the same gods, but they were not a united country. Instead, because of the area's mountainous terrain, they lived in separate city-states.

### ACCESS

#### WITH A PARENT OR PARTNER

Think about the meaning of the terms *Greece* and *Greek*. With a parent or partner, discuss the terms *America* and *Americans*. Write down any words or phrases that come to mind. Discuss which words most accurately describe America and Americans.

#### BUILDING BACKGROUND

Copy the outline graphic organizer from page 8 into your history journal. For the main idea line, write the title of the chapter. As you read, fill in at least three topics and their supporting detail.

### CAST OF CHARACTERS

Write one sentence describing each character. Tell whether the character was a person, a literary character, or a god.

Homer \_\_\_\_\_

Odysseus (oh-DIS-ee-uhs) \_\_\_\_\_

Athena (uh-THEE-nuh) \_\_\_\_\_

Zeus (zoose) \_\_\_\_\_

### WORD BANK

Hellenes Indo-European Parthenon Odyssey

Complete the sentences with words from the Word Bank above. One word is not used.

1. The famous temple called the \_\_\_\_\_ was built by ancient Greeks.

2. The ancient Greeks called themselves \_\_\_\_\_.

3. The ancient Greeks spoke an \_\_\_\_\_ language called Greek.

Look through the chapter for the word that was not used. Then write a sentence that shows the meaning of that word.

### WHAT HAPPENED WHEN?

2000 BCE \_\_\_\_\_

725 BCE \_\_\_\_\_

## ALL OVER THE MAP

Mountains and sea were the two main geographic features that played a large part in the daily life of the ancient Greeks. Review the chapter to understand the physical geography of Greece. Then study the map of Greece on page 17 and answer these questions in your history journal.

1. Using the mileage scale, measure the distances between the three cities on the Greek mainland. Write these distances in your journal.
2. What is the distance between Athens and Sparta going by land? By water? Which way would take longer? Explain your answer.
3. Measure the distance from Syracuse and Miletus to the Greek mainland, respectively. Write the distances in your journal.
4. Which cities were most influenced by mountains, and which cities were most influenced by the sea? Explain your answers.

## MAKING INFERENCES

The following statements about daily life in Greece refer either to mountains or seas. Write "M" next to each statement from the book that explains how mountains affected the ancient Greeks. Write "S" by each statement that explains how seas affected life in ancient Greece.

1. \_\_\_\_ These covered four-fifths of the mainland.
2. \_\_\_\_ The Greeks didn't feel united with one another.
3. \_\_\_\_ They had to travel to trade olive oil and wine for supplies such as wood, metal ores, grain, and animal products.
4. \_\_\_\_ The warm water kept the winters from being very cold.
5. \_\_\_\_ It took days or weeks to get from one city to another on foot.
6. \_\_\_\_ Sheep, goats, and pigs thrive in areas too steep for cows and other large animals.
7. \_\_\_\_ They developed fast, sturdy boats.
8. \_\_\_\_ Olives and grapes grow well on slopes.
9. \_\_\_\_ The Greeks learned how to navigate.
10. \_\_\_\_ Messengers took a long time to carry word from one place to another.

## WORKING WITH PRIMARY SOURCES

*On The Early History of the Hellenes* (Thucydides, about 395 BCE)

Read the excerpt below and answer the following questions in complete sentences.

Hellas was not regularly settled in ancient times. The people . . . left their homes whenever they were overpowered by numbers. [T]ribes . . . had no . . . wealth, and did not plant the ground; for, being without walls, they were never sure that an invader might not come . . . so that they had neither great cities nor any . . . resources. [T]he best parts of [Greek] . . . land increased the power of individuals; this . . . was a source of quarrels by which communities were ruined, while . . . they were more exposed to attacks from without. [Athens had] soil [that] was poor and thin, [and] enjoyed a long freedom from civil strife.

1. What does the word *Hellas* mean? \_\_\_\_\_
2. Why was it difficult at first for some groups, or tribes, to have "great cities"?  
\_\_\_\_\_
3. What led to "quarrels" between communities?  
\_\_\_\_\_
4. In what ways were the people of Athens fortunate to have "poor and thin" soil? \_\_\_\_\_
5. Put a check in front of the words that have the same or almost the same meaning as "civil strife."  
\_\_\_\_ quarrels                  \_\_\_\_ attacks                  \_\_\_\_ freedom  
\_\_\_\_ overpowered              \_\_\_\_ wealth
6. If you lived in ancient Greece, would you rather live in a community with wealth and resources or one that has "freedom from civil strife"? Explain. Write your answer in your history journal.

## COMPREHENSION

Study the chart on page 24 and then close the book. Do the following exercise to test your understanding of Greek mythology. Draw a line from the god or goddess in the left column to match the name to the correct description in the right column.

- |               |                                      |
|---------------|--------------------------------------|
| 1. Hera       | (a) messenger of the gods            |
| 2. Zeus       | (b) god of war                       |
| 3. Poseidon   | (c) goddess of love                  |
| 4. Artemis    | (d) lord of the underworld           |
| 5. Aphrodite  | (e) lord of metalworking             |
| 6. Hephaestus | (f) lord of oceans and earthquakes   |
| 7. Apollo     | (g) queen of the gods                |
| 8. Athena     | (h) goddess of war and wisdom        |
| 9. Ares       | (i) god of the arts and the sun      |
| 10. Hades     | (j) goddess of hunting and the moon  |
| 11. Dionysus  | (k) king of the gods lord of the sky |
| 12. Hermes    | (l) god of wine                      |

## WORKING WITH PRIMARY SOURCES

The *Iliad* (Homer, about 750 BCE)

Read the following description of a sacrifice. Then answer the questions that follow in complete sentences.

And they did sacrifice . . . praying for escape from death [in] . . . battle . . . Agamemnon, king of men, [offered] a fat bull of five years . . . and called the elders . . . [who] . . . took the barley meal . . . Agamemnon . . . said: "Zeus most glorious, most great god of the storm cloud, that lives in the heavens, make not the sun set upon us, nor the darkness come near . . ." Now, when . . . they . . . scattered the barley meal, they . . . drew back the bull's head and cut his throat and . . . cut slices from the thighs and wrapped them in fat . . . And these they burnt . . . [W]hen the thighs were burnt . . . they [sliced] all the rest . . . roasted it . . . and . . . feasted . . .

1. How is the sacrifice of Agamemnon like the "presents" described on page 26?

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2. What did Agamemnon want in return for his sacrifice?

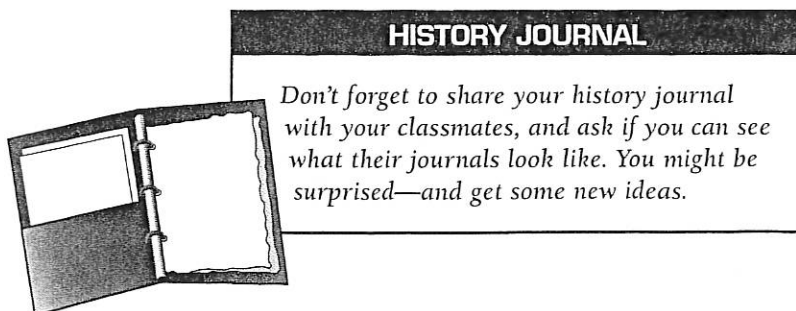
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3. Why did the Greeks burn the meat they offered to Zeus? (Hint: See page 26.)

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4. In what other ways was the bull used besides a sacrifice?

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## COMPREHENSION

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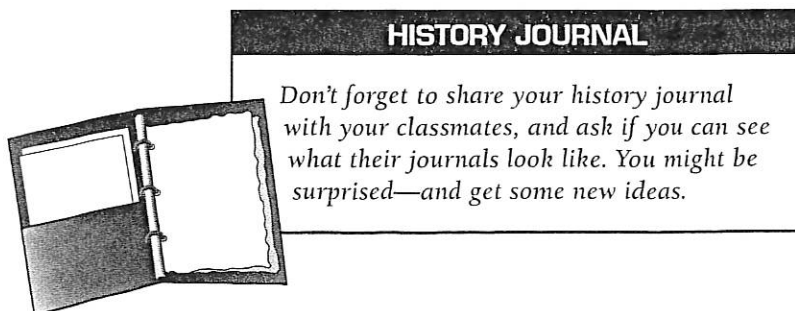
## WORKING WITH PRIMARY SOURCES

*The Iliad* (Homer, about 750 BCE)

Read the following description of a sacrifice. Then answer the questions that follow in complete sentences.

And they did sacrifice . . . praying for escape from death [in] . . . battle . . . Agamemnon, king of men, [offered] a fat bull of five years . . . and called the elders . . . [who] . . . took the barley meal . . . Agamemnon . . . said: "Zeus most glorious, most great god of the storm cloud, that lives in the heavens, make not the sun set upon us, nor the darkness come near . . ." Now, when . . . they . . . scattered the barley meal, they . . . drew back the bull's head and cut his throat and . . . cut slices from the thighs and wrapped them in fat . . . And these they burnt . . . [W]hen the thighs were burnt . . . they [sliced] all the rest . . . roasted it . . . and . . . feasted . . .

1. How is the sacrifice of Agamemnon like the "presents" described on page 26?  
\_\_\_\_\_
2. What did Agamemnon want in return for his sacrifice?  
\_\_\_\_\_
3. Why did the Greeks burn the meat they offered to Zeus? (Hint: See page 26.)  
\_\_\_\_\_
4. In what other ways was the bull used besides a sacrifice?  
\_\_\_\_\_



# MYSTERIOUS MINOANS: THE EARLIEST GREEKS

## CHAPTER SUMMARY

Little is known about the Minoans who settled on the island of Crete and developed the earliest civilization that was recognized as "Greek."

## ACCESS

### BUILDING BACKGROUND

Some facts are known about the Minoans. Other information is a mystery. In your history journal, make a chart with two columns. The first column should be called *What is Known About Minoans*. List at least five facts that historians know. The second column should be called *What is Uncertain*. In that column, list the questions historians still have about the Minoan civilization.

## CAST OF CHARACTERS

Write a sentence that describes each character below.

Minoans \_\_\_\_\_

Minos (MY-nus) \_\_\_\_\_

Minotaur \_\_\_\_\_

Theseus (THEE-see-us) \_\_\_\_\_

Ariadne \_\_\_\_\_

## WORD BANK

bronze catastrophe palace labyrinth frescoes

Complete the sentences below with the correct words from the Word Bank above. Two words are not used.

1. \_\_\_\_\_ originally meant "turning over" but now means "disaster."
2. \_\_\_\_\_ is another word for "maze," but was originally an area where the Minotaur lived.
3. \_\_\_\_\_ originated when copper and tin were mixed together.

## WORD PLAY

Look up in a dictionary one of the words that wasn't used. Write a sentence using that word that shows its meaning.

## WHAT HAPPENED WHEN?

3000–1000 BCE \_\_\_\_\_

1700 BCE \_\_\_\_\_

1450 BCE \_\_\_\_\_

## BUILDING A TIMELINE

In your history journal, copy the timeline graphic organizer from page 9 of this study guide. Begin at 3000 BCE and end at 500 BCE. Mark the date line in 500-year segments. Fill out your timeline with the dates above and with events listed in the first two chapters.

## CRITICAL THINKING

### LEGEND OR FACT?

Write "L" in front of the sentences from the chapter that are part of the Minoan legend. Write "F" in front of the sentences that are facts about the Minoan civilization.

1. \_\_\_\_ King Minos was "companion of mighty Zeus."
2. \_\_\_\_ Minos had a son who was half human and half bull.
3. \_\_\_\_ Many ancient religions had gods that looked like animals.
4. \_\_\_\_ Minos kept the Minotaur in a labyrinth under his palace.
5. \_\_\_\_ The Minotaur was so ferocious he ate only human flesh.
6. \_\_\_\_ Child sacrifice wasn't unheard of in the Mediterranean.
7. \_\_\_\_ Minos ordered the Athenians to send their children for the monster to eat.
8. \_\_\_\_ After Theseus killed the Minotaur, he followed the yarn back out of the labyrinth.
9. \_\_\_\_ Paintings showed young men charging a bull and somersaulting onto its back.

## WORKING WITH PRIMARY SOURCES

*The Life of Theseus* (Plutarch, c. 100 CE)

Read the excerpt below. Then answer the questions that follow with complete sentences.

Athenians . . . agreed to send to Crete . . . a tribute of seven young men and as many virgins . . . [where] the Minotaur destroyed them, or . . . finding no possible means of getting out, they miserably ended their lives [in the labyrinth]. Theseus . . . thinking . . . of the sufferings of his fellow-citizens, offered himself. . . . When he arrived at Crete, having a clue of thread given him by Ariadne . . . and instructed by her how to use it . . . through the windings of the labyrinth . . . slew the Minotaur, and [escaped to Athens] . . . taking . . . with him the Athenian captives.

1. What does Plutarch's story call the "children" on page 31 who were sent to Minos?  
\_\_\_\_\_
2. How does Plutarch explain Theseus's reason for going to Crete?  
\_\_\_\_\_
3. What does Plutarch mean when he says that Theseus had a "clue of thread given him by Ariadne"? (check more than one)
  - a) \_\_\_\_ a plan of escape
  - b) \_\_\_\_ a secret path
  - c) \_\_\_\_ a ball of yarn
  - d) \_\_\_\_ a special weapon
4. The word "slew" means
  - a) \_\_\_\_ burned
  - b) \_\_\_\_ fought
  - c) \_\_\_\_ killed
  - d) \_\_\_\_ ran from

# A GREAT CIVILIZATION IS BORN: MIGHTY MYCENAEANS

## CHAPTER SUMMARY

The Mycenaean civilization arose when people on the Greek mainland conquered Crete and began to blend their culture with that of the Minoans.

## ACCESS

### WITH A PARENT OR PARTNER

Today most people tend to take written communication for granted. Talk about these questions with a parent or partner: How often do you write every day? When do you usually write? What do you use to write? How often do you read written words?

### BUILDING BACKGROUND

A good way to understand the work of Micheal Ventris in deciphering Linear B is to create a sequence of events chart in your history journal, similar to the graphic organizer on page 9 of this study guide. In the first box, write a fact about Ventris's childhood. In the boxes that follow, fill in the major events of his work on Linear B.

## CAST OF CHARACTERS

Write a sentence to describe the characters below.

Michael Ventris \_\_\_\_\_

Mycenaeans \_\_\_\_\_

## WORD BANK

hieroglyphs syllabary archaic script wanax

Complete the sentences below with the correct words from the Word Bank above. Two words are not used.

1. Michael Ventris became interested ancient languages by studying the picture carvings of Egyptian \_\_\_\_\_.
2. He went on to study Linear B language and connect it to the \_\_\_\_\_ of the Mycenaeans.
3. Ventris helped to crack the old, or \_\_\_\_\_, language of ancient Greece.

Look up in a dictionary the words that weren't used. Write a sentence using both of those words.

\_\_\_\_\_

## COMPREHENSION

### MAIN IDEA AND SUPPORTING DETAILS

Each sentence in *italics* below states a main idea from the chapter. Put a check mark in the blanks in front of each detail that supports or tells more about the main idea.

1. *Once Ventris and other scholars were able to translate the tablets, they found out more about the Minoans.*  
\_\_\_\_ (a) Many of the tablets contained lists.  
\_\_\_\_ (b) The fact that Minoans kept lists showed they had an organized society.  
\_\_\_\_ (c) It must have been an unhappy time for the Minoans.  
\_\_\_\_ (d) They thought it was important to keep track of things.
2. *By piecing together evidence from different tablets, the archaeologists have figured out some details about the Mycenaean civilization.*  
\_\_\_\_ (a) They found out that a *wanax*, or leader, ruled over lower officials.  
\_\_\_\_ (b) People had to pay taxes.  
\_\_\_\_ (c) The Mycenaeans didn't have writing of their own.  
\_\_\_\_ (d) Wool and flax were important, and women did the spinning and the weaving.  
\_\_\_\_ (e) Most people were farmers.
3. *Most Mycenaean settlements were in mainland Greece.*  
\_\_\_\_ (a) The Mycenaeans didn't have a written language of their own.  
\_\_\_\_ (b) Archaeologists excavated large palaces on the Greek mainland.  
\_\_\_\_ (c) They unearthed enormous walls designed to protect the cities.  
\_\_\_\_ (d) Their pottery has been found in the western Mediterranean.

### WORKING WITH PRIMARY SOURCES

*On The Early History of the Hellenes* (Thucydides, c. 395 BCE)

Read the excerpt below. Then answer the questions that follow in complete sentences.

With respect to . . . [Mycenaean] towns . . . we find the shores becoming the site of walled towns . . . occupied for the purposes of [trade] and defense against a neighbor. . . . The coast population now began to apply themselves more closely to the acquisition of wealth, and their life became more settled; some even began to build themselves walls on the strength of their newly acquired riches . . . Agamemnon's strength, [allowed him to] . . . assume the [throne] of Mycenae. . . . He had . . . a navy far stronger than his contemporaries, so that . . . fear was strong . . . in the formation of the [Mycenaean empire].

1. What does Thucydides write in the first sentence that agrees with the final paragraph on page 38?  
\_\_\_\_\_  
\_\_\_\_\_
2. Once the towns were built, how did the people begin to "apply themselves"?  
\_\_\_\_\_  
\_\_\_\_\_
3. What is another word for "wealth" used by Thucydides? \_\_\_\_\_
4. What made Agamemnon strong enough to take the Mycenaean throne?  
\_\_\_\_\_  
\_\_\_\_\_

# ALWAYS LOOK A GIFT HORSE IN THE BELLY: THE TROJAN WAR

## CHAPTER SUMMARY

The story of the Trojan War, a mix of fact and fiction, was one of the most important legends of ancient Greece and has had a great influence on other cultures for thousands of years.

## ACCESS

### WITH A PARENT OR PARTNER

This chapter will explain one of the most famous wars in history. With a parent or partner, talk about what comes to mind when you hear the word *war*. Discuss these questions: Why are wars fought? What differences are there in the wars fought in the ancient world and modern times? How are ancient and modern wars similar?

### BUILDING BACKGROUND

In your history journal, list the events of the Trojan War in a sequence of events graphic organizer (see page 9 of this study guide). In the first box, describe in your own words the event that set the war in motion: Paris was asked to give a golden apple to a beautiful princess. Fill in the remaining boxes with events that cover the 10 years of the war.

## CAST OF CHARACTERS

Write a sentence to describe the characters below. Indicate whether each person was Greek or Trojan.

Paris \_\_\_\_\_  
 Hector \_\_\_\_\_  
 Helen of Troy \_\_\_\_\_  
 Achilles (ah-KIL-eez) \_\_\_\_\_  
 Clytemnestra (KLIE-tim-NES-truh) \_\_\_\_\_

## WORD BANK

Achilles' heel Trojan horse war ship Iliad Odyssey artifact

Complete the sentences below with the correct words or phrases from the Word Bank above. Two words are not used.

1. The trick of a \_\_\_\_\_ helped a weaker army defeat a stronger force.
2. The weakness of an \_\_\_\_\_ cost a strong warrior his life.
3. In the \_\_\_\_\_, Odysseus led soldiers into Troy.
4. In the \_\_\_\_\_, Odysseus returns to Greece.

In a dictionary, look up the words that were not used. Write a sentence in your history journal using each word.

## WHAT HAPPENED WHEN?

1200 BCE \_\_\_\_\_  
750 BCE \_\_\_\_\_

## CRITICAL THINKING

### CAUSE AND EFFECT

Organize the following statements into a cause and effect chart (see page 9 of this study guide). Each effect should be directly across from its cause. (Note that there is one extra effect.)

CAUSE	EFFECT
1. Paris must decide which goddess is the most beautiful,	a. Greek forces sail to Troy to capture Helen.
2. Menelaus asks Agamemnon to help get Helen back,	b. the Trojans open their gates for the Trojan horse.
3. Paris takes Helen from Menelaus,	c. Aphrodite promises Helen to Paris.
4. Greeks and Trojans fight for ten years,	d. Troy is destroyed.
5. Odysseus builds the Trojan horse,	e. Paris takes Helen to Troy.
6. Greek soldiers hide inside the horse,	f. neither side can win total victory.
	g. Homer writes the <i>Odyssey</i> .

### WITH A PARENT OR PARTNER

When you have completed the chart, read aloud each cause-and-effect pairing to a parent or partner. Use the word "so" to connect each cause with each effect.

## WORKING WITH PRIMARY SOURCES

excerpt from the *Iliad* (Homer, c. 750 BCE)

Read this passage and then answer the questions that follow in complete sentences.

Ucalegon and Antenor, elders of the people, were . . . too old to fight. . . . When they saw Helen coming towards the tower, they said softly to one another, "Small wonder that Trojans and [Greeks] should endure so much and so long, for the sake of a woman so . . . lovely. Still, fair though she be, let them take her and go, or she will breed sorrow for us and for our children after us."

But [the Trojan king called] her . . . "My child," said he, "take your seat . . . that you may see your former husband, your kinsmen and your friends. I lay no blame upon you, it is the gods, not you who are to blame. [T]hey . . . have brought about this terrible war."

- When is the part of the story described above taking place? (check all that apply)
  - \_\_\_\_\_ after Paris took Helen
  - \_\_\_\_\_ after the Trojan War started
  - \_\_\_\_\_ before Paris took Helen
  - \_\_\_\_\_ before the Trojan horse was built
- What do "the elders of the people" think of Helen's beauty?  
\_\_\_\_\_
- What is their opinion of what should happen to Helen?  
\_\_\_\_\_
- Who is Helen's "former husband"? \_\_\_\_\_
- Why do you think the king blames the gods for the war?  
\_\_\_\_\_

## CHAPTER SUMMARY

Poetry, a combination of words and music, helped to unify, inspire, and entertain the people of ancient Greece.

## ACCESS

### WHAT DO YOU KNOW?

In this chapter, you will read about Greek poets. In ancient Greece, poets were similar in some ways to popular singers today. What is your favorite current popular song? How does that song differ from "Happy Birthday" or "Take Me Out to the Ballgame," which were songs written more than 100 years ago?

### BUILDING BACKGROUND

In your history journal, copy the main idea map from page 9 of this study guide. In the main circle in the center, write *Poets and Poetry*. Fill in the smaller circle with facts about each topic as you read the chapter.

## CAST OF CHARACTERS

Write a sentence to describe each character below.

Hesiod (HE-see-ud) \_\_\_\_\_

Sappho (SAF-oh) \_\_\_\_\_

## WORD BANK

poet epitaph mousike alphabet

Complete the sentences below with the correct word from the Word Bank above. One word is not used.

1. The Greek word \_\_\_\_\_ means both "music" and "poetry."
2. Two Greek letters make up the modern word \_\_\_\_\_.
3. An \_\_\_\_\_ was written on a Greek tomb.

### WORD PLAY

Find the sentence on page 46 that contains the word that was not used. Look up the word in a dictionary and rewrite the sentence using the definition in place of the word.

## WHAT HAPPENED WHEN?

700 BCE \_\_\_\_\_

600 BCE \_\_\_\_\_

## CRITICAL THINKING

### DRAWING CONCLUSIONS

Each of the lines in *italics* below is taken from a poem in the chapter. Put a check mark in front of the conclusions that can be drawn from reading the lines.

1. *Whom the Muse had loved greatly . . .  
She had deprived him of sight, but she gave him  
the sweet singing art . . .* (Homer)
  - a) ☐ The Muse punished the poet.
  - b) ☐ The poet was blind.
  - c) ☐ "Singing art" is another way to say "poetry."
  - d) ☐ The Muse was a woman.
  - e) ☐ The poet was angry about his blindness.
2. *And into me they breathed voice divine  
to celebrate the future and the past* (Hesiod)
  - a) ☐ Hesiod was a god.
  - b) ☐ Hesiod believed gods made him a poet.
  - c) ☐ "Celebrate" means "praise."
  - d) ☐ Poets sang their words.
3. *You will die and be still, never shall memory be left of you* (Sappho)
  - a) ☐ The poet is a woman.
  - b) ☐ The poet dislikes the person called "you."
  - c) ☐ Remembering the dead was important.
  - d) ☐ Greeks feared death.
4. *Go tell the Spartans, stranger passing by,  
That here obeying their commands, we lie.* (Simonides)
  - a) ☐ More than one person died.
  - b) ☐ Spartans were ordered to fight to the death.
  - c) ☐ Spartans disliked following orders.
  - d) ☐ The "stranger" had to go to Sparta.

## WORKING WITH PRIMARY SOURCES

Two poems by Sappho (c. 600 BCE)

Read the poems and answer the questions that follow in complete sentences.

I

The stars about the lovely moon  
Fade back and vanish very soon,  
When, round and full, her silver face  
Swims into sight, and lights all space.

II

By the cool water the breeze murmurs, rustling  
Through apple branches, while from quivering leaves  
Streams down deep slumber

1. How are Sappho's poems above different from her first poem in the chapter?

---

2. How are the poems above like the second poem in the chapter?

---

3. How do you know Sappho is writing about the night in poem I?

---

4. What is Sappho writing about in Poem II?

---

5. What words does Sappho use to describe the moon?

---

6. What verbs does Sappho use to make the moon and the breeze seem alive?

---

7. Why do you think water is an important part of Sappho's poems?

---

Write a sentence describing the poetry of Sappho to someone who has never read her poems before.

---

On a separate paper, draw a picture of one of the scenes Sappho describes.

# GREECE SPREADS ITS WINGS: COLONIES AND CITY-STATES

## CHAPTER SUMMARY

The polis, or city-state, became the main type of settlement in ancient Greece and in the colonies that were founded by Greek explorers and merchants.

## ACCESS

### WHAT DO YOU KNOW?

In this chapter you will read about Greeks who traveled far from their homes to set up colonies. What is the longest trip you have taken with your family? Why did you take the trip? If you had a chance to move to another part of the United States, where would you move?

### BUILDING BACKGROUND

Copy the cause and effect graphic organizer from page 9 of this study guide into your history journal. List the causes that led to the establishment of colonies outside of Greece as you read the chapter.

## WORD BANK

aristocracy oligarchy polis acropolis colonies

Complete the sentences below with the correct word from the Word Bank above. One word is not used.

1. Wealthy landowners who supported government by the few called this form of government an \_\_\_\_\_.
2. Common people who disliked government by the few considered this form of government an \_\_\_\_\_.
3. When danger threatened the \_\_\_\_\_, its people fled to the \_\_\_\_\_, which was built on high ground.

## WORD PLAY

Look this word up in a dictionary and rewrite the sentence, using the word's definition in place of the word.

## WHAT HAPPENED WHEN?

1250–750 BCE \_\_\_\_\_

750–550 BCE \_\_\_\_\_

## TIMELINE

Review all of the key dates given in the chapters you have read so far. In your history journal, list each date, the event, and label it *Dark Age* or *Archaic Age*. Which age has more key dates? Explain your answer in one or two sentences.

## ALL OVER THE MAP

### MOVEMENT

PUSH	PULL
overpopulation	land
lack of land	freedom
poverty	trade
laws	

During the Archaic Age, Greeks migrated from one place to another for two main reasons. They were either pushed out of a location where they had settled, or they were pulled to a location that was better than the one where they had settled. Read the sentences from the chapter below. Then decide if the migration resulted from a “push” or a “pull.” Lastly, choose a reason for the migration from the chart above.

1. “If anyone is unwilling to set sail when sent by the city, let him be subject to the death penalty.”

\_\_\_\_\_

(push or pull)

\_\_\_\_\_

(reason)

2. “During the years of relative peace under the oligarchs, the population grew.”

\_\_\_\_\_

(push or pull)

\_\_\_\_\_

(reason)

3. “Greece’s rocky islands and mountains leave little land that can be farmed.”

\_\_\_\_\_

(push or pull)

\_\_\_\_\_

(reason)

4. “People had to think of new ways to acquire goods that their polis couldn’t supply.”

\_\_\_\_\_

(push or pull)

\_\_\_\_\_

(reason)

## WORKING WITH PRIMARY SOURCES

Excerpt from *The History* (Herodotus, c. 430 BCE)

Read the excerpt about the Greek polis of Thera, which established a colony on the island of Platea off the coast of the North African country of Libya. Answer the questions that follow.

Seven years passed . . . and not a drop of rain fell in Thera: all the trees . . . except one were killed with the drought. After a while, everything began to go wrong. The Therans went to [the oracle] to inquire for what reason they were afflicted. The [priest] . . . [said] . . . “if they . . . make a settlement at Cyrene in Libya, things would go better with them.” So . . . a few persons then sailed from Thera . . . to the island of Platea . . . and returned home with all speed to give . . . an account of the island.

- What caused some of the Therans to leave their polis? \_\_\_\_\_
- Why did the Therans go to an oracle when the people in the polis were suffering? \_\_\_\_\_
- The fact that the Therans “returned home with all speed” means that they (check more than one)
  - \_\_\_\_\_ liked Platea.
  - \_\_\_\_\_ did not like Platea.
  - \_\_\_\_\_ thought other Therans would want to move to Platea.
  - \_\_\_\_\_ were under attack.

