

## CHAPTER SUMMARY

Warfare was common in ancient Greece, and city-states devoted large amounts of money to building armies and navies.

## ACCESS

### WHAT DO YOU KNOW?

This chapter will describe what the life of a soldier in ancient Greece. Find pictures of modern soldiers in magazines. What would a historian looking at these photos learn about military life? Why do you think historians would want to learn about daily life?

### BUILDING BACKGROUND

To organize the information in the chapter, copy the K-W-L graphic organizer from page 8 of this study guide into your history journal. In the K column, write everything you *know* about soldiers in ancient Greece. In the W column, write questions about what you *want to know* about soldiers. After you finish the chapter, fill in the L column with what you *learned* about soldiers in ancient Greece.

## CAST OF CHARACTERS

Write a sentence describing each character below.

Tyrtaeus (tur-TEE-us) \_\_\_\_\_

Nike (NIE-kee) \_\_\_\_\_

### THINK ABOUT IT

Why do you think a sporting goods company took its name from the goddess of victory in war?

\_\_\_\_\_

## WORD BANK

tactic trophy trireme hoplites

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

1. The first syllable of the word \_\_\_\_\_ means "three."
2. The term \_\_\_\_\_ comes from the Greek word for the "art of arrangement."
3. A \_\_\_\_\_ given to the winner of a contest comes from the Greek word meaning "defeat."

Find the unused word in the chapter. Write a different sentence correctly using the word.

\_\_\_\_\_

## CRITICAL THINKING

### FACT OR OPINION?

A fact is a statement that can be proved. An opinion judges things or people, but it cannot be proved or disproved. Label each sentence from the chapter "F" if it is a fact, or "O" if it is an opinion.

- \_\_\_\_\_ 1. Greece is a land of rough mountains, beaches, plains, and seas.
- \_\_\_\_\_ 2. A trireme could cover over 200 miles without stopping, at a speed of about 9 miles per hour.
- \_\_\_\_\_ 3. This might not sound like much, but it was breathtaking in those days.
- \_\_\_\_\_ 4. Hoplites were really heavily armed—the helmet, breastplate, greaves (shin guards), sword and shield weighed between 50 and 70 pounds.
- \_\_\_\_\_ 5. This would be a burden today and must have seemed even heavier then, when people were generally smaller than they are now.
- \_\_\_\_\_ 6. Hoplites moved in an organized unit called a phalanx, rows of soldiers usually 8 to 12 men deep.
- \_\_\_\_\_ 7. Ancient war must have been deafening—the rattling armor, the whinnying horses, the shouting men.
- \_\_\_\_\_ 8. It was noisy, chaotic, terrifying, and bloody.
- \_\_\_\_\_ 9. The aftermath of the battle wasn't much better.
- \_\_\_\_\_ 10. Survivors on the losing side were executed, held for ransom, or taken into slavery which was often a death sentence.
- \_\_\_\_\_ 11. So warfare was brutal and ugly.

## WORKING WITH PRIMARY SOURCES

Read the untitled poem on page 99. Does the poem describe "a young man" before or after a battle? What lines explain your answer?

Now read the final lines of the poem by Tyrtaeus that follow the lines in your book. Answer the questions that follow.

Now fallen, the noblest of the [soldiers] . . . dies!  
His city by the heroic death [saved];  
his low-bent father marking where he lies, the shield, the breastplate  
hacked by many a wound.  
Though mixed with earth . . . his name shall live, while glory loves to tell,  
True to his country . . . how firm the hero stood, how calm he fell!  
[Onward] . . . to reach such . . . fame; to gain such acclaim . . . my youths!

- 1. In the first line, the word "noblest" means  
\_\_\_\_\_ unluckiest. \_\_\_\_\_ bravest.
- 2. What made the death of the soldier "heroic"?  
\_\_\_\_\_
- 3. The word "low-bent" is the poet's way of saying that the soldier's father is  
a) \_\_\_\_\_ dying. c) \_\_\_\_\_ sad.  
b) \_\_\_\_\_ old. d) \_\_\_\_\_ short.
- 4. What is the father doing in the poem? \_\_\_\_\_
- 5. Another way to say "his name shall live" is:  
a) \_\_\_\_\_ He will recover from his wounds. c) \_\_\_\_\_ He has children.  
b) \_\_\_\_\_ He will not be forgotten. d) \_\_\_\_\_ He was killed in battle.
- 6. Are the words "how firm the hero stood, how calm he fell" a fact or an opinion?

Explain your answer. \_\_\_\_\_

# THE GREEK WORLD WAR: THE PELOPONNESIAN WAR

## CHAPTER SUMMARY

A period of warfare between Athens and Sparta in the 5th century BCE eventually led to the defeat of Athenian democracy and rule by the Spartan oligarchy.

## ACCESS

### WITH A PARENT OR PARTNER

This chapter describes a war between the two most powerful city-states in Greece. With a parent or partner, look up in a dictionary the term *civil war*. Write the definition in your history journal. What civil wars are you familiar with? Discuss what causes people from the same country to fight against each other. How is a civil war like a fight between family members? Talk about how family arguments differ from arguments with your peers.

### BUILDING BACKGROUND

To organize the events in this chapter, make a sequence of events chart in your history journal like the one on page 9 of this study guide. The first event in the series should be the Thirty Years' Peace agreement between Athens and Sparta. The final event should be the fall of Athens. Fill in the remaining events in the chapter in the order that they occur.

## CAST OF CHARACTERS

Write a sentence to describe the character below.

Alcibiades (AL-si-BY-uh-deez) \_\_\_\_\_

## WORD BANK

strategos

- Find the sentence in the book in which the word above appears. Rewrite that sentence using the definition of the word.  
\_\_\_\_\_

- What modern words are based on the Word Bank word? What do those words mean?  
\_\_\_\_\_

## WHAT HAPPENED WHEN?

445 BCE \_\_\_\_\_

421 BCE \_\_\_\_\_

420 BCE \_\_\_\_\_

## DO THE MATH

1. If the Thirty Years' Peace lasted as long as it was supposed to, when would it have ended?  
\_\_\_\_\_
2. What date above tells you that it didn't last? \_\_\_\_\_

## CRITICAL THINKING

### CAUSE AND EFFECT

In your history journal, draw a T-chart like the one on from page 9 of this study guide. Copy the causes listed below into the left-hand column. Then copy corresponding letter for each effect in the right-hand column, across from the correct cause, to explain the Peloponnesian War. (There is one extra effect.)

CAUSE	EFFECT
1. Alcibiades warns Athenians before battle.	a. Athens loses political power.
2. Pericles orders Athenians inside city walls.	b. One-third of Athenians die.
3. Plague strikes Athens with people in the city.	c. Athenians crowd together.
4. Spartans defeat Athens.	d. Athenians battle Spartans.
5. Alcibiades leaves Athens to join Sparta.	e. Athenians distrust Alcibiades.
6. Spartans were angry about Athenian treatment of their allies.	f. Athenians ignore the warning.
7. Athenians gave up on staying inside city walls.	g. Spartans march on Athens.
	h. Athens rules Delian League.

## WORKING WITH PRIMARY SOURCES

Read the first paragraph on page 109. Explain in complete sentences how the "political enemies" of Alcibiades caused him to go over to the Spartans.

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Now read this description of Alcibiades written by Plutarch in 75 CE. Answer the questions that follow.

[Alcibiades went] to Sparta . . . he earned . . . admiration . . . by [following] . . . Spartan habits. People . . . saw him wearing his hair close cut, bathing in cold water, eating coarse meal, and dining on black broth . . . [H]e had . . . this peculiar talent . . . to change faster than the chameleon. Alcibiades, whether with good men or with bad, could adapt himself to his company . . . he transformed himself into any shape.

1. How did Alcibiades act when he went to Sparta? \_\_\_\_\_
2. List the four "Spartan" habits given by Plutarch.
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
3. Plutarch says Alcibiades has a peculiar talent. He means that Alcibiades is
  - \_\_\_\_\_ a) unusual.
  - \_\_\_\_\_ b) cowardly.
  - \_\_\_\_\_ c) average.
  - \_\_\_\_\_ d) special.
4. Plutarch calls Alcibiades a "chameleon." If someone called you a chameleon, would you feel insulted or complimented? (Look up this word in a dictionary if you need to.)  
Explain your answer \_\_\_\_\_
5. If "transformed" means "changed," what does "shape" mean in the last sentence?  
\_\_\_\_\_

# TAKE TWO VULTURE'S EGGS AND CALL ME IN THE MORNING

## CHAPTER SUMMARY

Greek mathematicians, scientists, and doctors rejected myths and used experiments, logic, and observation to develop theories.

## ACCESS

### WHAT DO YOU KNOW?

In this chapter, you will learn about science and medicine in ancient Greece. What is your favorite subject in school? Why do you prefer that subject over others? Think about how your interest in the subject will help you as an adult.

### BUILDING BACKGROUND

A good way to organize the information in this chapter is to copy the main idea map on page 8 of this study guide into your history journal. In the center circle, write the words *Science and Medicine*. Draw linking circles with the names of famous Greeks from those fields. In each of these circles, write what each person is known for. For example, Hippocrates is famous for the oath he took.

## CAST OF CHARACTERS

Write a sentence describing each of the characters below.

- Archimedes (AHR-kuh-ME-deez) \_\_\_\_\_
- Democritus (di-MOK-ruh-tus) \_\_\_\_\_
- Erathosthenes (EHR-uh-TAHS-thuh-neeZ) \_\_\_\_\_
- Hippocrates (hi-PAHK-ruh-teeZ) \_\_\_\_\_
- Hypatia (hi-PAY-shuh) \_\_\_\_\_
- Pythagoras (pi-THAG-uh-rus) \_\_\_\_\_

## WORD BANK

atom   epilepsy   myths   harmony

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

- The word \_\_\_\_\_ comes from the Greek words for "fitting together."
- The word \_\_\_\_\_ comes from the Greek words meaning "taking hold."
- The word \_\_\_\_\_ comes from the Greek words meaning "not to cut."

In a dictionary, look up the meaning of the word that is not used. Rewrite the sentence from the chapter where the word appears, using its definition.

\_\_\_\_\_

## COMPREHENSION

The words from the chapter below describe the innovations and ideas of ancient Greek scientists and mathematicians. Link the idea to the correct scientist or mathematician. Copy the corresponding letter for each idea into the correct box below.

- a. reasons, not gods, caused illness
- c. measured weight by water overflow
- e. smallest piece of matter is atomon
- g. used mathematics to study planet movement
- i. used mathematics to determine Earth's size

- b. colors caused by arrangement of atoms
- d. universe is big nothingness filled with particles
- f. human souls reborn in animals
- h. formula for the size of a triangle
- j. relationship between numbers and music

Pythagoras

Democritus

Archimedes

Hippocrates

## WORKING WITH PRIMARY SOURCES

1. Read the oath of Hippocrates on pages 115 and 116. Another way to say "I will abstain from whatever is deleterious and mischievous" is
  - \_\_\_\_\_ a) I will not give a patient any medicine or treatment that is harmful or makes an illness worse.
  - \_\_\_\_\_ b) I will not try to heal a sick patient.
  - \_\_\_\_\_ c) I will not take any medicine that will harm me.
  - \_\_\_\_\_ d) I will avoid treating a condition I do not understand.

Now read the following sayings about health and medicine written by Hippocrates in about 400 BCE. Answer the questions that follow.

- Life is short, experiment [is] dangerous, judgment [is] difficult.
- Whatever is beyond moderation is an enemy to nature; but that is safe which is done little by little, and especially when a change is to be made from one thing to another.
- Changes of seasons are most effectual causes of diseases, and so are alterations of cold and heat within the seasons.
- In what part of the body the sweat is there is the disease.
- And in what part of the body there is unusual heat or cold there the disease is seated.

2. In the first statement, Hippocrates seems to say
  - \_\_\_\_\_ a) people should not expect to live to old age.
  - \_\_\_\_\_ b) people should not become doctors.
  - \_\_\_\_\_ c) people should never trust their health to the care of others.
  - \_\_\_\_\_ d) doctors must be very careful when caring for patients.
3. In the second statement, the word "moderation" means
  - \_\_\_\_\_ a) enemy.
  - \_\_\_\_\_ b) up to date.
  - \_\_\_\_\_ c) little by little.
  - \_\_\_\_\_ d) change.
4. From reading the second part of the third statement, how do you think Hippocrates would explain his belief that the change of seasons causes disease?  
 \_\_\_\_\_
5. Imagine you are a physician in ancient Greece who agrees with Hippocrates. What are the first things you would ask a patient who comes to you with an illness?  
 \_\_\_\_\_
6. What area of the patient would you examine?  
 \_\_\_\_\_
7. How are visits that you make to a doctor today different from the ideas of Hippocrates?  
 \_\_\_\_\_

# "FREED FROM THE CLASH OF ARMS": THE OLYMPIC GAMES

## CHAPTER SUMMARY

Because almost all Greeks admired athletic skill, the Olympic games were one of the most important unifying events held in ancient Greece.

## ACCESS

### WITH A PARENT OR PARTNER

This chapter will describe the first Olympic games, which originated in ancient Greece. With a parent or partner, make a list of your favorite "Olympic moments." What events have you seen on television? Do you prefer the Summer or Winter Olympics? Who are some of your favorite Olympic athletes? Make a list of all the Olympic athletes you can name that represent countries other than the United States.

### BUILDING BACKGROUND

To organize the information in the chapter, copy the K-W-L graphic organizer from page 9 of this study guide in your history journal. In the K column, write everything you *know* about the Olympic Games. In the W column, write questions about what you *want to know* about the first Olympic Games. After you finish the chapter, fill in the L column with what you *learned* about Olympics.

## CAST OF CHARACTERS

Write a sentence describing each character below.

Athenaeus (ATH-i-NEE-us) \_\_\_\_\_

Baccylides (buh-KIL-i-deez) \_\_\_\_\_

Pausanias (paw-SAY-nee-us) \_\_\_\_\_

## WORD BANK

stadium pentathlon pankration diskus

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

- \_\_\_\_\_ sounds like the modern word for the place where people watch sporting events.
- A Greek version of extreme fighting would be called \_\_\_\_\_.
- If a \_\_\_\_\_ has five events, how many sides does a pentangle have?

## WORD PLAY

Find the sidebar in which the unused word appears. What modern words have the same sound and meaning as this word? \_\_\_\_\_

## WHAT HAPPENED WHEN?

State in a sentence what happened on each date below.

776 BCE \_\_\_\_\_

394 CE \_\_\_\_\_

## DO THE MATH

If the date of the first Olympic Games was considered the year 1 to the Greeks, what year would 394 CE be to the Greeks? \_\_\_\_\_

## 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. *Most of the events were track and field, with a sprint called the stadion being one of the most important.*  
\_\_\_\_\_ (a) Only the best athletes attempted the pentathlon, which combined the stadion, the long jump, the javelin throw, the discus throw, and wrestling.  
\_\_\_\_\_ (b) The Greek *poleis* were very competitive with each other.  
\_\_\_\_\_ (c) And you had to be not only skilled but brave to participate in the *pankration*.
2. *Although the Games were popular, they had problems too.*  
\_\_\_\_\_ (a) Sometime athletes found ways to cheat.  
\_\_\_\_\_ (b) Wrestlers would secretly oil their bodies to slip out of their opponents' grasps.  
\_\_\_\_\_ (c) The athlete would wrap his hands in hard oxhide.
3. *In some competitions, prizes were so valuable that they might as well have been salaries.*  
\_\_\_\_\_ (a) Some winners would be awarded free meals for the rest of their lives.  
\_\_\_\_\_ (b) All the Greek states were supposed to declare a truce for the games.  
\_\_\_\_\_ (c) Judges at the Isthmian Games awarded a winner a huge jar of olive oil.

## WORKING WITH PRIMARY SOURCES

*Hellenica* by Xenophon (c. 370 BCE)

Read the following excerpt, then answer the questions that follow.

If one should win a victory thanks to the swiftness of his feet . . . at Olympia, or if one should gain the prize in wrestling or painful boxing . . . to his fellow citizens he would be thought . . . glorious . . . even though he is not as worthy as I. For our wisdom is better than the strength of men. . . . For even if there were a good boxer among the citizens . . . the *polis* would still not be better governed . . . A *polis* would gain little joy if someone should win in competition . . . for that victory would not fill its storehouses.

1. Overall, Xenophon's opinion seems to \_\_\_\_\_ with the opinion of Euripides.  
\_\_\_\_\_ (a) agree      \_\_\_\_\_ (b) disagree
2. Why does Xenophon say a winning athlete is "not as worthy as I"?  
\_\_\_\_\_
3. Which is the most important attribute for an athlete, according to Xenophon?  
\_\_\_\_\_ (a) muscles      \_\_\_\_\_ (c) brains  
\_\_\_\_\_ (b) speed      \_\_\_\_\_ (d) wealth
4. Why are storehouses important to a *polis*?  
\_\_\_\_\_



# STRIVING FOR PERFECTION: THE VISUAL ARTS

## CHAPTER SUMMARY

Artistic expression, especially in the creation of buildings and statues, played a central role in the culture of ancient Greece from Minoan times on.

## ACCESS

### WHAT DO YOU KNOW?

The chapter will discuss the ways that the people of ancient Greece used art to express themselves. Why is art important to you? Think about which type of art do you like the best (such as painting, drawing, sculpture, or photography). If you were to make a painting of a scene in your life, what would be in the picture?

### BUILDING BACKGROUND

A good way to understand the way art changed in the world of ancient Greece is to make a timeline in your history journal like the one on page 9 of this study guide. For the first entry, list a work of art by the Minoans that you read about in the chapter, with an approximate date. For the last entry, list any works of art by the Athenians that you read about, with their dates. Fill in the other entries with works of art and dates as you read about them.

## CAST OF CHARACTERS

Write a sentence to describe each character below.

Pheidias (FID-ee-us) \_\_\_\_\_

Polykleitos (PAH-li-KLIE-tus) \_\_\_\_\_

1. Who made a statue of gold and ivory? \_\_\_\_\_
2. Who made a sculpture of a spear carrier? \_\_\_\_\_
3. Which sculpture would most people today think was the most "perfect," the "Spear Carrier" or the sculptures of Kleobis and Biton? Why?  
\_\_\_\_\_

## WHAT HAPPENED WHEN?

Explain in a complete sentence what happened on each date.

580 BCE \_\_\_\_\_

420 BCE \_\_\_\_\_

1. Look at the sculpture of Kleobis and Biton on 125. Then look at the sculpture of the little girl on page 128. Do you think the girl was sculpted close to the time of Kleobis and Biton or about the time of the Parthenon? Give one reason for your answer.  
\_\_\_\_\_
2. Was the Parthenon built before or after the end of the Persian War?  
\_\_\_\_\_

## WORD BANK

Use clues in the sentences to figure out the meaning of the words in *italics* below. Check the words that mean the same or almost the same as the word.

Their heads have been destroyed over the *millennia*, but they must have looked ferocious.

1. Which word is a clue to *millennia*?

- a) \_\_\_\_\_ ferocious      b) \_\_\_\_\_ destroyed      c) \_\_\_\_\_ over      d) \_\_\_\_\_ looked

2. "Must have looked" means that their heads

- a) \_\_\_\_\_ can no longer be seen.      c) \_\_\_\_\_ were carved in stone.  
b) \_\_\_\_\_ appeared friendly.      d) \_\_\_\_\_ were once painted.

3. Stone changes

- a) \_\_\_\_\_ only rarely.      c) \_\_\_\_\_ quickly, over a short time.  
b) \_\_\_\_\_ over a long period of time.      d) \_\_\_\_\_ when it is wet.

4. "Millennia" means

- a) \_\_\_\_\_ a few weeks.      b) \_\_\_\_\_ several years      c) \_\_\_\_\_ many centuries      d) \_\_\_\_\_ millions of years.

This was an act of such *piety* that their mother prayed they would be given a great reward.

5. Which word is a clue to the meaning of *piety*?

- a) \_\_\_\_\_ prayed      b) \_\_\_\_\_ reward      c) \_\_\_\_\_ mother      d) \_\_\_\_\_ given

6. If the mother prays for a reward, the "act" must have been

- a) \_\_\_\_\_ harmful.      b) \_\_\_\_\_ a good deed.      c) \_\_\_\_\_ helpful.      d) \_\_\_\_\_ not necessary.

7. In this sentence, "act" means

- a) \_\_\_\_\_ role.      b) \_\_\_\_\_ action.      c) \_\_\_\_\_ make believe.      d) \_\_\_\_\_ routine.

The folds of cloth, the bones and muscles, even the small wrinkles are as *meticulously* done as though the artist expected someone to inspect it closely.

8. Which words are clues to *meticulously*?

- a) \_\_\_\_\_ folds      b) \_\_\_\_\_ artist      c) \_\_\_\_\_ wrinkles      d) \_\_\_\_\_ someone

9. Carving the bones and muscles of a human body out of stone calls for (check more than one)

- a) \_\_\_\_\_ wealth.      b) \_\_\_\_\_ skill.      c) \_\_\_\_\_ strength.      d) \_\_\_\_\_ honesty.

## WORKING WITH PRIMARY SOURCES

Read the second and third paragraphs on page 124. What made the gate of Mycenae amazing to visitors back in ancient times?

Now study the photo in your book on page 35. Answer the questions that follow.

1. How can you tell the animals are lions?

2. Why do you think the gate had lions instead of a bull?

3. In English, the word "gate" can mean "door." This gate is different from a door because it

- \_\_\_\_\_ a) is made of stone.  
\_\_\_\_\_ b) is not made of wood.  
\_\_\_\_\_ c) does not open or close.  
\_\_\_\_\_ d) shows animals instead of people in its carving.

4. Which do you think were put on the gate first, the lions or the stones?

Explain your answer

# "ALL THE WORLD'S A STAGE": GREEK DRAMA

## CHAPTER SUMMARY

Plays, both tragedies and comedies, were popular in ancient Greece. Today, they are considered among the greatest contributions to our culture.

## ACCESS

### BUILDING BACKGROUND

A good way to organize the information in this chapter is to create a main idea map in your history journal (see page 8 of this study guide). In the main circle, write the words from the chapter title: *Greek Drama*. Fill in the small circles with the names of plays and playwrights.

### WITH A PARENT OR PARTNER

In this chapter, you will read about the favorite entertainment of the people of ancient Greece. With a friend or a parent, read the sidebar on page 134 about the death of a famous playwright. Then write two short scenes with others playing the role of the person, the bird, and the turtle. Write the event once as a tragedy. Write it a second time as a comedy. Take turns performing the scenes for each other.

## CAST OF CHARACTERS

Write a sentence to describe each character below

Aeschylus (ES-kuh-lus) \_\_\_\_\_

Antigone (an-TIG-uh-nee) \_\_\_\_\_

Aristophanes (ar-i-STAHF-uh-nee) \_\_\_\_\_

Creon (KREE-ahn) \_\_\_\_\_

Haemon (HE-mun) \_\_\_\_\_

Sophocles (SAW-fuh-kleez) \_\_\_\_\_

Which are real people? \_\_\_\_\_

Which are characters from Greek plays? \_\_\_\_\_

## WORD BANK

*hubris hypokrites protagonistes skene*

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

1. Today, the word based on \_\_\_\_\_ means phony or untrue.
2. Today, the word based on \_\_\_\_\_ means the main character in a movie, book, or play.
3. Today, one meaning of the word based on \_\_\_\_\_ means a part or a division of a play.
4. Today, the word \_\_\_\_\_ is still used to describe people whose actions are the result of false pride.

Find the page on which the word that is not used appears. Write a sentence using that word.

\_\_\_\_\_

## COMPREHENSION

### SEQUENCE OF EVENTS

The sentences below tell what happens in the play *Antigone*. When the play begins, Haemon and Antigone are already engaged. Make a sequence of events chart in your history journal (see page 9 of this study guide). Copy the events below (or write their numbers) in the boxes of your chart to list them in the correct order

1. Creon orders the chamber open, but Antigone has killed herself.
2. Antigone's brother rebels against King Creon and is killed.
3. Creon has Antigone locked up a chamber to starve to death.
4. Creon is left alone with his son, wife, and Antigone dead.
5. Creon refuses to allow Antigone's brother to be buried.
6. A prophet warns Creon that tragedy will occur if he allows Antigone to die.
7. Haemon kills himself in front of his father.
8. Antigone goes against Creon's order and sprinkles dirt over her brother's body.

## WORKING WITH PRIMARY SOURCES

Read the words of Antigone's sister to Antigone on page 132. What two reasons does she give for being unable to bury their brother?

1. \_\_\_\_\_
2. \_\_\_\_\_

Now read Antigone's reply to her sister. Answer the questions that follow.

ANTIGONE: Say what you wish, but I will bury him [or] die in doing that. I shall love a loved one . . . [and be] sinless in my crime; for I owe [greater] allegiance to the dead than to the living; in that world I shall abide forever. [I will not] be guilty of dishonouring laws which the gods have established.

1. How does Antigone decide to show love to a loved one?

\_\_\_\_\_

\_\_\_\_\_

2. Another word for "sinless" is \_\_\_\_\_.

(a) innocent      (b) famous      (c) guilty      (d) unknown

3. School days often begin with the Pledge of *Allegiance*. Antigone says she owes *allegiance* to her brother. With these clues, check the words below that have similar meanings to *allegiance*. (Check more than one.)

\_\_\_\_\_ (a) dishonesty      \_\_\_\_\_ (b) duty      \_\_\_\_\_ (c) support      \_\_\_\_\_ (d) money

4. Which word means the same or almost the same as "abide"?

\_\_\_\_\_ (a) live      \_\_\_\_\_ (b) rule      \_\_\_\_\_ (c) sleep      \_\_\_\_\_ (d) exist

5. In what "world" does Antigone plan to "abide forever"? \_\_\_\_\_

\_\_\_\_\_

6. Which laws does Antigone consider more important?

\_\_\_\_\_ (a) Creon's laws      \_\_\_\_\_ (c) the laws of the gods  
\_\_\_\_\_ (b) the laws of the city of Thebes      \_\_\_\_\_ (d) Greek laws

# GOING TO SCHOOL: GREEK EDUCATION

## CHAPTER SUMMARY

Education in ancient Greece was mainly for boys. It was focused on preparing them for leadership positions by teaching them reading, writing, music, and athletic skills.

## ACCESS

### WHAT DO YOU KNOW

What punishment would you receive if you were late to school? What would happen if you had sloppy handwriting or you spoke without raising your hand in class? In this chapter, you'll read about how lucky you are that you go to school in the 21st century CE and not the 5th century BCE.

### BUILDING BACKGROUND

To organize the information in this chapter, make an outline (see the graphic organizer on page 8 of this study guide) into your history notebook. For the title write *Greek Education* (the chapter subtitle). Fill in at least three main ideas and their supporting details as you read.

## CAST OF CHARACTERS

Write a sentence to describe each of the characters below.

Chiron (KIE-ron) \_\_\_\_\_

Hyperides (high-PAIR-uh-deez) \_\_\_\_\_

## WORD BANK

pedagogy school sophists

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

1. The word \_\_\_\_\_ originally referred to a slave, not to a free person.
2. The word \_\_\_\_\_ originally referred to free time, not time spent in class.

## WORD PLAY

Find the page in the chapter on which the word that is not used appears. Write a sentence using that word.

## WHAT HAPPENED WHEN?

State in a complete sentence what happened on the following dates.

650 BCE \_\_\_\_\_

550 BCE \_\_\_\_\_

## THINK ABOUT IT

If the first texts written in Greek began to appear about 650 BCE, how can you explain that Homer's *Iliad* and *Odyssey* date from about 750 BCE? \_\_\_\_\_

## CRITICAL THINKING

### COMPARE AND CONTRAST

In your history journal, make a Venn diagram like the one found on page 9 of this study guide. In the area where the circles overlap, write *Education in Greece*. Label one circle *Education in Athens* and the other circle *Education in Sparta*. Below are phrases from the chapter, each with a corresponding letter, that describe education in ancient Greece. Write the letter of each phrase in the circle where it belongs. If the phrase refers to education in all of Greece, it goes in the area where the two circles overlap.

- |   |  |
|---|--|
| a. schools began after alphabet developed                   | g. music and poetry important to education         |
| b. wealthy children most likely to be educated              | h. only polis to educate girls                     |
| c. boys trained to be soldiers                              | i. physical training part of every day             |
| d. literacy the main focus of school                        | j. painting and drawing sometimes taught           |
| e. only public schools in ancient Greece                    | k. teachers beat students                          |
| f. first schools taught boys reading and writing for career | l. girls trained to be soldiers' wives and mothers |

## COMPREHENSION

Read paragraph 4 on page 140. Explain, using complete sentences, how the phrase "no pain, no gain" relates to students and teachers in ancient Greece.

## WORKING WITH PRIMARY SOURCES

Phaedrus by Plato (360 BCE)

In the following excerpt, the philosopher Plato relates a story told by his teacher Socrates about the dangers of being able to write. In the story, the Egyptian god Theuth, who invented numbers and letters, tries to convince Thamus, the king of Egypt, that reading and writing are valuable skills. Read the excerpt carefully and then answer the questions that follow.

"This invention, O king," said Theuth, "will make the Egyptians wiser and will improve their memories; for it is a magic potion of memory and wisdom that I have discovered." But Thamus replied, "Most ingenious Theuth, . . . this invention will produce forgetfulness in the minds of those who learn to use it, because they will not practice their memory. Their trust in writing, produced by external characters which are no part of themselves, will discourage the use of their own memory within them. You . . . offer your pupils the appearance of wisdom, not true wisdom, for they will read many things without instruction and will therefore seem to know many things, when they are for the most part ignorant and hard to get along with, since they are not wise but only appear wise."

1. What does Thamus mean when he says that writing "will produce forgetfulness in the minds of those who learn to use it"?
  - a) People who can write are more forgetful than other people.
  - b) People who know how to read and write might lose their memorizing skills.
  - c) Memorizing is impossible for people who learn how to write.
  - d) Writing makes people lazy.
2. What is another way to say "their own memory within them"?
  - a) memories of the past
  - b) thoughts and ideas
  - c) the ability to memorize other texts
  - d) secrets
3. What is the main point of Thamus's argument against writing?
  - a) People can't learn anything from being able to read and write.
  - b) Writing is bad for the mind.
  - c) Writing is a dangerous potion.
  - d) Writing is deceptive because it makes people appear more knowledgeable than they are.

## IN YOUR OWN WORDS

In your history journal, write your own version of the excerpt. How would you argue the same case?

## CHAPTER SUMMARY

Socrates was a famous Greek philosopher who challenged the Athenians to examine their accepted beliefs more closely.

## ACCESS

## WHAT DO YOU KNOW?

This chapter will introduce Socrates, a famous philosopher from Athens. Many of those people who looked up to Socrates thought of him as a teacher rather than a philosopher. Who are some of your favorite teachers? Think about what makes that person a good teacher.

## BUILDING BACKGROUND

In your history journal, copy the main idea map from page 8 of this study guide. In the center circle, write *Socrates*. Label one of the smaller circles *Athens*. Use this circle to list facts about how Socrates was punished by the Athenians. As you read the chapter, write down facts about Socrates in the other circles.

## CAST OF CHARACTERS

Write a sentence to describe each character below.

Socrates (SOCK-ruh-teez) \_\_\_\_\_

Apollo (uh-PA-low) \_\_\_\_\_

## THINK ABOUT IT

Why did the ancient Greeks make a connection between wisdom and the sun?

## WORD BANK

paradox eccentric philosophers

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

1. A \_\_\_\_\_ is something that is different from what you expect.
2. An \_\_\_\_\_ person is someone who does things that are different from what you might expect.

Find the page in the chapter on which the word that is not used appears. Write a sentence using that word.

## WHAT HAPPENED WHEN?

State in a complete sentence what happened on the following dates.

423 BCE \_\_\_\_\_

399 BCE \_\_\_\_\_

## CRITICAL THINKING

### DRAWING CONCLUSIONS

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

1. *The Greeks thought of philosophy and science as two branches of the same study.*  
\_\_\_\_ (a) The Greeks did not believe in gods or legends.  
\_\_\_\_ (b) The Greeks did not think science was important.  
\_\_\_\_ (c) The Greeks thought that understanding the world around them was important.  
\_\_\_\_ (d) Group discussions among educated men were important in Greek life.
2. *Paradoxically, Socrates believed that every individual knew more than he thought he knew.*  
\_\_\_\_ (a) Socrates believed everyone knew how to read.  
\_\_\_\_ (b) Socrates thought people were unaware of how much they knew.  
\_\_\_\_ (c) Socrates enjoyed making people feel stupid.  
\_\_\_\_ (d) Socrates was a teacher as well as a philosopher.
3. *Athens had no laws protecting freedom of speech, the way many countries do today.*  
\_\_\_\_ (a) People in Athens could not call for revolt against the government.  
\_\_\_\_ (b) Athens was different from all other Greek city states.  
\_\_\_\_ (c) The Athenians were easily offended.  
\_\_\_\_ (d) Philosophers who spoke about social problems could get into trouble.
4. *The jury of 501 Athenian citizens condemned Socrates to death by drinking hemlock, a slow-acting poison.*  
\_\_\_\_ (a) Socrates was guilty.  
\_\_\_\_ (b) The jury wanted to make death easy for Socrates.  
\_\_\_\_ (c) Athenian juries were large.  
\_\_\_\_ (d) Everyone on the jury voted against Socrates.

### WORKING WITH PRIMARY SOURCES

Read paragraph 4 on page 146. What three charges were made against Socrates?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Now read the words of Socrates at his trial in 399 BCE. He is arguing against Meletus, one of the Athenians who have accused him of a crime. Answer the questions that follow.

O Athenians . . . if I am really corrupting the youth, . . . those . . . [who] have grown up and have become sensible that I gave them bad advice in . . . their youth should come forward as accusers and take their revenge; and . . . should say what evil their families suffered at my hands . . . Many of them I see in the court . . . whom Meletus should have produced as witnesses . . . Nay, Athenians, the very opposite is the truth. For all these are ready to witness in support of [me] the destroyer of their [youth] as Meletus . . . call[s] me. . . . Why should they too support me? . . . because they know that I am speaking the truth, and that Meletus is lying.

1. Of which crime has Meletus accused Socrates? \_\_\_\_\_
2. Whom does Socrates ask to "come forward"? \_\_\_\_\_
3. On page 145, the book says "There aren't many things more hurtful than to be made to feel stupid." How does Socrates make Meletus feel stupid?  
\_\_\_\_\_
4. How does Socrates prove that Meletus is lying?  
\_\_\_\_\_