Geography Skills

Analyze the maps in “Setting the Stage” for Unit 5 the Student Text. Then answer the following questions and fill out the map as directed.

1. Locate the sea that is south of ancient Greece. Label it.

   What sea lies along the eastern coast of Greece? Label it.

2. On what continent is ancient Greece located? Label it.

3. On which continents did the ancient Greeks establish settlements? On your map, shade these colonies and label the continents on which they are located.

4. Use the large map in the Student Text to name the peninsula in Europe that had Greek colonies that were the farthest away from mainland Greece. Then use the scale of miles on the map in the Student Text to measure the approximate distance from mainland Greece to this colony.

5. Locate the Adriatic and the Ionian seas on your map and label them. How did the seas surrounding ancient Greece influence its development?

6. In what direction would you travel to get from ancient Greece to Egypt?

7. Locate and label the cities of Athens and Sparta. Which one was farther north?
Critical Thinking
Answer the following questions in complete sentences.

8. Review the Unit 5 “Setting the Stage” feature in the Student Text. The Greeks did not have much level land for farming or grazing cattle. How did they meet this challenge?

9. Over time, as the population of ancient Greek communities increased, some communities did not have enough farmland to produce enough food for the population. Using the large map in the Unit 5 “Setting the Stage” feature, predict what ancient Greeks did to solve this problem.

10. Most of the Greek islands lie between the Greek mainland and Asia Minor (present-day Turkey). Would this fact have made travel to Asia Minor easier or more difficult? Explain your answer.

11. When the ancient Greeks established settlements in other countries, they came into contact with people from other cultures. How might this have affected the history of ancient Greece?
Geography and the Settlement of Greece

How did geography influence settlement and way of life in ancient Greece?

PREVIEW

Examine the map and the information about the physical geography of Greece. Then answer the question that follows.

Facts About the Geography of Greece
- Greece has no major rivers.
- Greece is surrounded on three sides by seas.
- Greece is mostly mountainous.
- Greece includes hundreds of islands.

How do you think the physical geography of Greece influenced where people settled and how they lived?

READING NOTES

Social Studies Vocabulary
As you complete the Reading Notes, use these terms in your answers.
peninsula  Aegean Sea  colony
Section 1

1. Examine the map in Section 1 of the Student Text. Where did the ancient Greeks mostly settle?

2. Why were ancient Greek communities isolated from each other?

3. List three or more reasons why travel was challenging in ancient Greece.
   -
   -
   -

Section 2

1. Complete the chart by listing challenges facing Greek farmers in the first column, and the ways in which farmers met these challenges in the second column.

<table>
<thead>
<tr>
<th>Challenges to Greek Farmers</th>
<th>How Farmers Met These Challenges</th>
</tr>
</thead>
</table>

2. Why did some Greek settlements fight each other?
Section 3

1. What was the primary reason why the ancient Greeks started colonies?

2. Describe the actions that the ancient Greeks were likely to take when starting a new colony.

3. When did the Greeks establish colonies? Where were the colonies located?

Section 4

1. Why did some ancient Greek settlements trade?

2. What goods from the Greek mainland were traded? What goods did the Greeks get in exchange?

3. Identify two or more challenges merchant ships faced.
   •
   •
Use the graphic organizer below to create a storyboard for a children's book about the geography of ancient Greece. A storyboard is a simple draft of your ideas.

In the title box, write a title for your children's book. In each of the page boxes, make a simple sketch and then write two or three sentences explaining the topic. For example, on Page 2: Visiting a Farm, you might sketch crops growing on a hillside, and write about what farmers grew and why. Make sure your sentences are appropriately written for a young audience.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Page 1: Traveling from Place to Place</th>
<th>Page 2: Visiting a Farm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|        | Page 3: Starting a Colony             | Page 4: Sailing on a Merchant Ship |
|        |                                      |                         |
|        |                                      |                         |
Ancient Civilization for Children: ANCIENT AEGEAN

Directions: While watching the movie, complete the answers.

1. Fill in the years for each time period:
   Early Bronze Age: _____ - _____ BC
   Minoan Civilization: _____ - _____ BC
   Mycenaean Civilization: _____ - _____ BC

2. What natural disaster occurred on the island of Santorini that provides a theory for the legend of the lost city of Atlantis?

3. How did the Minoans use the sea to become prosperous?

4. Describe some of the amazing discoveries made at Knossos by archaeologist Sir Arthur Evans.

5. What have the archaeologists learned about the lifestyle of the Minoans from their colorful frescos?
6. Describe a Minoan "bull fight."

7. What do scholars believe happened to cause the fall of the Minoan civilization?

8. Describe some of Heinrich Schliemann's famous discoveries at Mycenae.

9. What are some theories for the sudden decline of the Mycenaean cities?

10. Why do historians call certain periods in history "dark ages"?
Ancient Crete

Greek civilization grew out of two earlier civilizations, the Minoan and the Mycenaean. Both were sea powers of ancient Crete.

The Minoans probably came from several places, including what is now Turkey, the Holy Land, and Egypt. Like other Mediterranean people, they were slim and brown-skinned, and had long, black hair.

The early Minoans spread throughout their mountainous island. They found fertile soil in the lowlands, and farmed. They became carpenters, and built sturdy ships from the wood in their forests. They traded with the people who lived on the Greek islands, and with the Egyptians. They sold grain, timber, olive oil, wine, pottery, and textiles.

The people of Crete loved sports and built the first open air arena, where they held boxing matches and watched bull leaping. Bull leaping was a sport in which young men and women would challenge a bull, using no weapons. They would lure the bull toward them, grab its horns, and swing themselves over its head and onto its back. The athlete would then do a backflip off the bull’s back and be caught by a partner. If this was not done precisely, the athlete could get gored by the bull.

The island had great palaces and cities. One of the greatest cities was Knossos. In the middle of the city was a two-story palace. It served as a government building, temple, factory, and warehouse. It was built of stone, and decorated with brightly colored frescoes (water color paintings made on damp plaster.) The palace had indoor bathrooms with hot and cold water, bathtubs and toilets. It had several entrances and passageways which formed a labyrinth (maze.)

The rulers of Crete were priest-kings. They made the laws and represented the gods on earth. The Minoans believed that the hilltops led to heaven and the caves led to the underworld. They were peaceful people, whose lives were only threatened by earthquakes.

Then came catastrophe. The Greeks from the mainland attacked, and sacked the unprotected cities. A volcano erupted around the same time, depositing hot lava and ash, and causing huge tidal waves. The Minoan civilization came to an end.
Using the worksheet called **Ancient Crete**, answer the following questions in complete sentences.

1. Where did the Minoans most likely come from?

2. What types of landforms were found on the island of Crete?

3. Describe the types of products that the Minoans exported.

4. How did the Minoans entertain themselves?

5. What is a fresco?

6. Why is Knossos so important?

7. What led to the decline of the Minoan civilization?
The Rise of Democracy

How did democracy develop in ancient Greece?

PREVIEW

Suppose that you are on a sports team that is one play away from winning a game. Which of these options do you think is the best way to choose the final play of the game?

A. Have the coach or the assistant coach choose the final play.
B. Have the three most talented players choose the final play.
C. Have the most popular player choose the final play.
D. Have all the team members choose the final play.

In the space below, write your choice and explain the reasons for your choice.

READING NOTES

Social Studies Vocabulary
As you complete the Reading Notes, use these terms in your answers.

monarchy    oligarchy    democracy    assembly
aristocrat    tyranny    citizen
Section 1

1. Shade in the bar below the timeline to show approximately when most Greek city-states had monarchies. Label this period on the timeline, using a simple visual that represents a monarchy.

2. Under a monarchy, the power to make political decisions is in the hands of ______________________, usually called a ______________________.

3. I ruled by . . .

4. I lost power because . . .

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Section 2

1. Shade in the bar below the timeline to show approximately when most Greek city-states had oligarchies. Label this period on the timeline, using a simple visual that represents an oligarchy.

2. Under an oligarchy, the power to make political decisions is in the hands of _______________, called _______________.

3. We ruled by...

4. We lost power because...
Section 3

1. Shade in the bar below the timeline to show approximately when most Greek city-states had tyrannies. Label this period on the timeline, using a simple visual that represents a tyranny.

|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|

2. Under a tyranny, the power to make political decisions is in the hands of , called a .

3. I ruled by ...

4. I lost power because ...
1. Shade in the bar below the timeline to show approximately when Athens had a democracy. Label this period on the timeline, using a simple visual that represents a democracy.

2. Under a democracy, the power to make political decisions is in the hands of ______________________, called ______________________.

3. We ruled by . . .

4. Not all Greeks thought democracy was a good idea because . . .
Complete the following report card to evaluate the four forms of government practiced in ancient Greece. For each form of government, write a grade for each of the topics listed at the top of the report card. Then answer the question at the bottom of the report card.

### Key for Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
</tr>
</tbody>
</table>

### Report Card for Ancient Greek Governments

<table>
<thead>
<tr>
<th></th>
<th>Making Efficient Decisions</th>
<th>Giving Equality to All People</th>
<th>Meeting the Needs of the People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monarchy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oligarchy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tyranny</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Democracy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which of the four forms of government do you think deserves the highest overall grade and why?
Greek Gods and Goddesses

Greece is a country whose recorded history goes back to 3000BC. The ancient Greeks made great achievements in government, philosophy, science, and the arts. These achievements influence our civilizations today.

Greece developed as small city-states. A city-state was made up of a city or town and the villages and farmland that surrounded it. Each city-state was very independent. These various communities were never united into one nation. However, they did share a common language, culture and religion.

The religion of the ancient Greeks was created to explain the world around them. The ancient Greeks were polytheistic. This means that they worshiped many deities. A deity is a god or a goddess. There was no written scripture, so the qualities and actions of these deities could change with the story teller.

The people believed that these gods and goddesses watched over them and had an influence over their daily activities. Each household would try to please its chosen deity with offerings and ceremonies. Each city-state also honored one or more of these deities. They were considered protectors of the community. People built temples and held annual festivals in their honor.

The gods and goddesses of ancient Greece formed a family. These deities made their home on Mount Olympus. From here, they were able to attend their own affairs, as well as watch over the affairs of mortals on Earth. Twelve main deities lived on Mount Olympus: Zeus, Hera, Athena, Ares, Apollo, Artemis, Hermes, Dionysus, Poseidon, Aphrodite, Demeter, and Hephaestus. Hades was another main god but he did not live on Mount Olympus because he was the god of the underworld.

Zeus was considered the king of the gods. He ruled over Mount Olympus. He was the lord of the skies. Hera was the wife of Zeus. She was the goddess of marriage and protector of childbirth.

Zeus was also father to many other deities. Athena was the daughter of Zeus and, according to the legend, she was born from his head. She was the goddess of war. Athena was also the protector of those skills women used in their homes. She protected weaving, needlework, sewing, and other domestic crafts. She was an advisor of Ares, a son of Zeus. Ares
Gods and goddesses

This family tree shows the main gods of the state religion (see page 62). The Greek name of each god is in brackets.

- **Uranus**
- **Gea**
- **Cronus**
- **Rhea**
- **Juno (Hera), wife and sister of Jupiter, goddess of women**
- **Vesta (Hestia), goddess of the hearth**
- **Vulcan (Hephaestus), god of craftsmen and forges**
- **Jupiter (Zeus), king of the gods, god of thunder and lightning**
- **Neptuna (Poseidon), god of the sea**
- **Ceres (Demeter), goddess of agriculture**
- **Dis (Pluto), god of the underworld**
- **Minerva (Athena), goddess of crafts and war**
- **Mars (Ares), god of war**
- **Diana (Artemis), goddess of the moon and hunting**
- **Bacchus (Dionysus), god of wine**
- **Apollo, god of the sun, music, healing and prophecy (The Romans adopted Apollo from the Greeks.)**

== This symbol means 'married'.
as the god of war. Apollo, another son, was the god of the oracles or fortune tellers. He could foresee the future and people came to his Oracle at Delphi to find out what was going to happen to them. He was also the protector of music. He could bring sickness or health to an individual. Artemis was the goddess of all wild animals. She was the protector of nature and hunting. Hermes was another son of Zeus. He served as the messenger of the gods. Hermes was the protector of shepherds, heralds, and thieves. His job was also to help guide the souls of the dead to the underworld. Dionysus was another son of Zeus and the god of wine.

Poseidon was Zeus’s brother. He was the lord of the seas and the waters, earthquakes, and horses. Together with Zeus, he watched over the earth. Hades was another brother of Zeus. He was the god of the dead and ruler of the underworld.

Aphrodite was the goddess of love and all things romantic. She was the daughter of no one. She was born out of the sea. Demeter was the goddess of agriculture and had an influence over the seasons. Hephaestus was the god of fire and protector of blacksmiths.

In addition, there were other minor gods and goddesses. There were also half-mortals and heroic mortals who were favored by the gods. All of these characters played parts in stories that were passed down orally, written in epic poems like the Iliad and the Odyssey, and shown in statues and vase paintings. All of these helped explain the workings of nature and mankind. Over time, the views of the Greek people began to change. As humans began to better understand nature and science, they began to believe less in those deities. Philosophers started to question the influence of the gods. They even began to explore new belief systems where there was only one god and no others. Some even wondered if there were any gods or goddesses at all. These new ideas meant an end to the belief in the gods and goddesses of Mount Olympus.
Greek God and Goddess Comprehension Questions

1. How did the religious beliefs of the ancient Greeks unite the city states?

2. Name the children of Zeus.

3. In what form were the Greek gods and goddesses mainly represented? How could they disguise themselves? What emotions did their behavior show?
How did we learn about the Greek Gods and Goddesses?

5. Why do you think each household would try to please its chosen deity?

**ANCIENT GREECE GODS/GODDESSES**

<table>
<thead>
<tr>
<th>NAME</th>
<th>ROLE (WHAT ARE THEY GOD OR GODDESS OF?)</th>
<th>SYMBOL (WHAT SYMBOL IS ASSOCIATED WITH THE GOD OR GODDESS?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZEUS</td>
<td>King of the Gods, God of the Sky</td>
<td>Thunderbolt</td>
</tr>
<tr>
<td>HERA</td>
<td>Queen of the Gods</td>
<td>High Crown</td>
</tr>
<tr>
<td>ATHENA</td>
<td>Goddess of War and Cunning Wisdom</td>
<td>Owl</td>
</tr>
<tr>
<td>APOLLO</td>
<td>God of the Sun, Truth, Music, Poetry, Dance, and Healing</td>
<td>Bow (during war), Lyre (in peace)</td>
</tr>
<tr>
<td>DEMETER</td>
<td>Goddess of Fertility and Agriculture</td>
<td>Sheaves of Grain</td>
</tr>
<tr>
<td>POSEIDON</td>
<td>God of the Sea and Horses</td>
<td>Trident</td>
</tr>
<tr>
<td>APHRODITE</td>
<td>Goddess of Love and Beauty</td>
<td>The Dove</td>
</tr>
<tr>
<td>HERMES</td>
<td>God of Travel, Business, etc. Messenger God</td>
<td>Traveler's hat, winged sandals, staff</td>
</tr>
<tr>
<td>ARTEMIS</td>
<td>Goddess of Hunting, Archery, Childbirth, Goddess of the Moon</td>
<td>Bow and Arrow</td>
</tr>
<tr>
<td>ARES</td>
<td>God of War</td>
<td>Armor and Helmet</td>
</tr>
<tr>
<td>HEPHAESTUS/HEPHAISTOS</td>
<td>God of Fire, Volcanoes, Blacksmiths, and Craftspeople</td>
<td>Tools/Twisted Foot</td>
</tr>
<tr>
<td>HADES</td>
<td>GOD OF THE UNDERWORLD</td>
<td>INVISIBLE HELMET</td>
</tr>
</tbody>
</table>
Life in Two City-States: Athens and Sparta

What were the major differences between Athens and Sparta?

PREVIEW

Examine the two illustrations of ancient Greek city-states your teacher will show you. Then answer the questions below.

1. Describe the geography of the city-state in the top image. Do you think that this city-state was a farming or a trading community?

2. Describe the geography of the city-state in the bottom image. Do you think that this city-state was a farming or a trading community?

3. Using the details in the illustrations to help you, try to predict what other differences might have existed between these two city-states.
Social Studies Vocabulary
As you complete the Reading Notes, use these terms in your answers.

Athens  Peloponnesus  agora
Sparta  Council of 500  Council of Elders

Section 1

Athens and Sparta

1. On the map, circle the city-state of Athens.
2. Briefly describe Athens's location.
3. On the map, place a square around the city-state of Sparta.
4. Briefly describe Sparta's location.
If your class is doing the activity for this lesson, follow directions 1 through 3 below to complete your Reading Notes for Sections 2 to 9. (Note: If your class is not doing the activity, follow only directions 1 and 2 below.)

1. For each topic below, read the appropriate sections in the lesson.
2. Write three or more key details to answer the section questions.
3. Answer the challenge questions and check the answer key.

Government

Athens Section 2

Sparta Section 6

Why was Athens called a democracy?

- 
- 
- 

Answer to challenge question:

Why was Sparta called an oligarchy?

- 
- 
- 

Answer to challenge question:
How did Athenians get the goods they needed for everyday life?

- 
- 

Answer to challenge question:

How did Spartans get the goods they needed for everyday life?

- 
- 

Answer to challenge question:
Education

Athens  Section 4

How did Athenians educate their children?

•

•

•

Answer to challenge question:

Sparta  Section 8

How did Spartans educate their children?

•

•

•

Answer to challenge question:
Treatment of Women and Slaves

**Athens** Section 5

How were women and slaves treated in Athens?

- 
- 
- 

Answer to challenge question:

**Sparta** Section 9

How were women and slaves treated in Sparta?

- 
- 
- 

Answer to challenge question:
Compare and contrast the city-states of Athens and Sparta by completing the chart below with sentences each face might say. Your statements should highlight major similarities and differences between the two city-states, in the areas of government, economy, education, and the treatment of women and slaves.

- For the Athenian citizen at the left, write four or more statements in the left column that describe what life was like in Athens. For example, you might write, “In Athens, all citizens participate in the government by voting on laws.”
- For the Spartan soldier at the right, write four or more statements in the right column that describe what life was like in Sparta. For example, you might write, “In Sparta, both boys and girls receive military training from the age of 7.”
Greek Architecture

Greek temples were homes for gods so Greek architecture designed them to be beautiful as a tribute to the gods. The temples were designed simply, with a pillared porch on all sides of a rectangular structure. Columns, made in cylindrical sections and held together with metal pegs, bore the weight of the roof. The columns were lifted into position with ropes and pulleys. Temples were made of limestone or marble, with roofs and ceilings of wood.

The Greek architects used Doric, Ionic, and Corinthian columns in their buildings. **Doric** columns are thick and powerful. They have no base but are topped with a plain, round capital. Most Athenian temples, including the famous Parthenon in Athens, were built in the strong, simple Doric style used in mainland Greece and the colonies in southern Italy and Sicily. **Ionic** columns are taller and more slender than Doric, with a rounded base and a scroll-shaped capital. They usually had 24 flutes—more than a Doric column. The Temple of Athena Nike at the gateway of the acropolis is one of the oldest surviving Ionic buildings in Athens. **Corinthian** is the most elaborate style. It was first used in the city-state of Corinth. The Corinthian order adopted the Ionic columns but added capitals intricately carved with delicate acanthus leaf patterns. This ornate style was rarely used in the temples of Greece's Golden Age but often appeared in later Roman temples.

Identify each architectural order.
The very early Greeks traveled to Phoenicia and brought back knowledge of the Phoenician alphabet that later became the basis for the Greek alphabet. In lands such as Egypt and China, whose scripts consisted of hundreds of symbols, reading and writing was left to scholars and scribes. Learning Greek was much easier, and most Greek males and many Greek females learned to read.
Architecture
The Parthenon

Architecture, like painting, literature, and other forms of art, reflects the ideals of the people who build it. The Parthenon is the best example of ancient Greek architecture. The structure, created between 447 B.C.E. and 432 B.C.E., tells us a lot about the Greek way of thinking.

In Greece, balance and order were important principles\(^1\). The Greeks believed that everything around them happened for a reason. They wanted to find out this reason and discover the order of the world around them. Their buildings were beautiful, but they do not overflow with frivolity\(^2\) or emotion. Instead, Greek buildings define order.

Columns are one hallmark\(^3\) of classical structure that we associate with Greece and Rome. The Parthenon was built with eight columns on the front and 17 on each side. The building is symmetrical and balanced. Mathematical principles make the design stable. Almost the entire structure is made of marble.

\(^1\)principle: a rule or a law
\(^2\)frivolity: lack of seriousness
\(^3\)hallmark: a distinguishing characteristic, trait, or feature
The balance and order that we see in the Parthenon echo the principles of Greek government. In Greece, the polis, or "city-state", was ruled by the people in a democracy. Greek citizens debated the actions to be taken by the government. This was very different from a monarchy where kings, queens, or emperors ruled the people. The citizens within the city-state ran their own government. This system of government would require balance—no one person could become too powerful. It would also require order so that the government would not crumble. These ideas from ancient Greece about balance and order made their way to America. They are the very things that the founding fathers of the United States, such as Thomas Jefferson and James Madison, thought about when they prepared the outline for democracy in the United States.

Can you think of any buildings in the United States with columns that look like the Greek columns on the Parthenon? What do you think of when you see the columns?

\footnote{debate: to discuss or examine a question often publicly by presenting and considering arguments on both sides}
1. The Parthenon is made up almost entirely of what material?
   a. granite
   b. marble
   c. wood
   d. adobe

2. Why does the author discuss the founding fathers of the United States?
   a. to explain why the founding fathers hated Greek architecture
   b. to contrast the cultures of ancient Greece and modern America
   c. to illustrate the fact that architects can become politicians
   d. to describe something that Greek ideas influenced

3. Which of these statements best explains why an American government building would be designed like classical Greek architecture?
   a. to show the influence of Greece’s balance and order
   b. to try to be very original in its design
   c. to make visitors from Greece feel very welcome
   d. to pretend that the buildings are much older than they are

4. Read the following sentence: “Their buildings were beautiful, but they do not overflow with frivolity or emotion.”
   The word **overflow** means
   a. to fail to meet expectations
   b. to be made of liquid
   c. to be used for entertainment
   d. to have too much of something

5. The main idea of this passage is that
   a. the Parthenon was unlike the vast majority of buildings in ancient Greece.
   b. ancient Greece had government buildings that were very unusual.
   c. the Parthenon represents the balance and order that the ancient Greeks valued.
   d. the United States copied their architecture style from the Greeks.
6. How did the Parthenon show the ideals of balance and order?


7. Based on the passage, explain why a building would be used to show a culture's ideals.


8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

The Parthenon was built with eight columns on the front and seventeen on each side, ______ it is symmetrical and balanced.

   a. instead  
   b. so  
   c. because  
   d. but

9. Read the following sentence.

Ancient Greeks showed balance and order in their architecture by using columns and mathematical principles.

Answer the questions below based on the information provided in the sentence you just read. One of the questions has already been answered for you.

1. Who? ancient Greeks

2. What did ancient Greeks do? _________________________________

3. Where? _________________________________

4. How? _________________________________


Use the vocabulary word in a sentence: _________________________________
The Golden Age of Athens

What were the major cultural achievements of Athens?

PREVIEW

In Athens, public funerals were held for soldiers who had died in battle. In 430 B.C.E., after a difficult year of war, an Athenian leader named Pericles spoke at such a funeral. In his speech, he described the greatness of Athens and why it was important to keep on fighting. Below is an excerpt from that speech.

Carefully read the excerpt and then answer the questions that follow.

...we have not forgotten to provide for our weary [tired] spirits many relaxations from toil [hard work]; we have regular games and sacrifices throughout the year; our homes are beautiful and elegant; and the delight which we daily feel in all these things helps to banish [send away] sorrow. Because of the greatness of our city, the fruits of the whole earth flow in upon us; so that we enjoy the goods of other countries as freely as our own. . . . To sum up: I say that Athens is the school of Hellas [Greece]. . . . Such is the city for whose sake these men nobly fought and died. . . .

— Pericles, Funeral Oration, in History of the Peloponnesian War by Thucydides.

1. According to Pericles, what made Athens great?

2. What else have you learned about Athens that might make people think of it as a great city?

3. Why do you think Pericles would call Athens the "school of Greece"?
Social Studies Vocabulary
As you complete the Reading Notes, use these terms in your answers.

- Pericles
- Parthenon
- acropolis
- myth
- drama
- Socrates
- Panathenaic Games

Section 1

1. What contributions did Pericles make to Athens after the Greco-Persian wars?

2. Why can Athens be called a city of contrasts?

Sections 2 to 7

As you begin each section of the Reading Notes, locate the related site on the map of Athens below. Then answer the questions for that section.

Athens, 479–431 B.C.E.
Section 2

The Site: You are visiting the Temple of Apollo at Delphi, a town outside Athens, to learn about religion.

1. Why would a person go to see an oracle?

2. What did the ancient Greeks believe about where gods and goddesses lived and what they were like?

3. In what ways was religion a part of the everyday lives of the ancient Greeks?

Section 3

The Site: You are standing among the grand temples on the acropolis in Athens to learn about architecture.

1. Why did the ancient Greeks build temples like the Parthenon?

2. Identify the three types of Greek columns and describe one characteristic of each.

3. What features made the Parthenon one of the most beautiful temples in ancient Greece?
Section 4

The Site: You are visiting a marble workshop to learn about sculpture.
1. How did the styles of ancient Egyptian statues influence those of the ancient Greeks?

2. How did styles of Greek sculpture change over time?

3. Who was Phidias, and what did he do?

Section 5

The Site: You are visiting the Theater of Dionysus to learn about drama.
1. How many people could a theater hold, and how might its shape help a large audience?

2. Identify two ways in which ancient Greek drama differed from modern plays and movies.
Section 6

The Site: You are standing in the agora in Athens to learn about philosophy.
1. What did Greek philosophers do?

2. How did Socrates try to teach others?

3. What happened to Socrates?

Section 7

The Site: You are watching the Panathenaic Games, a series of athletic competitions, to learn about sports.
1. What was the purpose of the Panathenaic Games?

2. What events were held as part of the Panathenaic Games?

3. Identify one event that is still part of athletic competitions today, and then one event that is not.
In the space below, write a paragraph that answers the Essential Question:
What were the major cultural achievements of Athens?

In your paragraph, identify and describe at least three specific examples from your Reading Notes.
Identifying Evidence

Consider this question: *What do dramas of ancient Greece reveal about its society?*

Examine the four primary sources in the reading, and write down evidence from each source that helps answer this question.

<table>
<thead>
<tr>
<th>Primary Source 1</th>
<th>Primary Source 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Primary Source 3</th>
<th>Primary Source 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Use the evidence you gathered to make a claim to the question.

Claim:
Constructing an Argument

Create an argument to answer the question: *What do dramas of ancient Greece reveal about its society?* Your argument should:

- clearly state your claim.
- include evidence from multiple sources.
- provide explanations for how the sources support the claim.

Use this rubric to evaluate your argument. Make changes as needed.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The claim clearly answers the question. The argument uses evidence from two or more primary sources that strongly support the claim. The explanations accurately connect to the evidence and claim.</td>
</tr>
<tr>
<td>2</td>
<td>The claim answers the question. The argument uses evidence from one or more primary sources that support the claim. Some of the explanations connect to the evidence and claim.</td>
</tr>
<tr>
<td>1</td>
<td>The claim fails to answer the question. The argument lacks evidence from primary sources. Explanations are missing or are unrelated to the evidence and claim.</td>
</tr>
</tbody>
</table>
The Ancient Olympic Games

Directions: Read the passage and complete the activities that follow.

The ancient Olympic Games were far different from the Olympic Games of today. The ancient games were part of religious festivals held to honor Zeus, the king of Greek gods. The games combined athletic competition with religious worship.

The first games on record were held in 776 B.C. The games took place every four years in the valley of Olympia, in western Greece. The different Greek city-states sent their finest athletes to the games, which were held only in the summer. During the long war between Sparta and Athens, truces were called in order to hold the games.

The first Olympics consisted of only foot races. Over time, chariot races, boxing, and other events were added to the Olympics. Winners received crowns of wild olive leaves.

Only males competed in the ancient games, and only males could watch. The only exception was for priestesses. Sometimes women disguised themselves to attend the games. But these women took a great risk. If they were discovered, they were put to death.

After the Roman Empire conquered Greece, the games lost their religious meaning. Athletes competed mainly for money rather than to glorify the gods. The games declined so much in quality that the Roman emperor banned them in A.D. 394. They were not held again until more than 1,500 years later.
The Ancient Olympic Games

Questions:

1. Identify six ways in which the Olympic Games were different than the Olympics you know today.

2. Based on what you know about the ancient Greek culture, explain why women were not allowed to compete in the Olympics.

3. Based on what you know about the education of Spartan males, do you think they would have been good or poor athletes? Explain your answer.
Ancient Civilizations for Children: ANCIENT GREECE

Directions: While watching the movie, complete the answers.

1. Explain the main differences between Athens and Sparta.

2. Describe how the voting process worked in Athens.

3. Who qualified for citizenship in Athens?

4. What was a major accomplishment of Athens' leader Pericles?

5. Describe the temple of the Parthenon on the Acropolis of Athens.
6. Why are Greek vases valuable sources of information to archeologists?

7. What roles did the Greek gods of Mt. Olympus play in the Greek's daily life?

8. Why did the ancient Greeks visit Delphi?

9. What was the importance of athletics in ancient Greece? What were the ancient Olympics like?

10. What factors led to the weakening of powering Athens and Sparta.

11. How did Greek culture spread throughout the world?
Alexander the Great and His Empire

How did Alexander build his empire?

PREVIEW

Throughout history, some rulers have been given the title “Great.” For example, Ramses II of Egypt is also known as “Ramses the Great.” Why do you think a ruler from ancient times would be given this title? In the space below, list at least three possible reasons.

A great ruler . . .

A great ruler . . .

A great ruler . . .

READING NOTES

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

Peloponnesian War  Aristotle  custom
Macedonia  Alexander the Great  Alexandria
Complete the boxes below the timeline. Name the event for each year and add a simple visual. Then, write complete sentences to answer the questions that follow.

- What roles did Athens and Sparta play in the Peloponnesian War?
- Why was Alexander well trained to be a leader?
- How did the Peloponnesian War contribute to the expansion of Macedonia?
- How did Alexander plan to build his empire?
Section 3

Follow the directions to complete the map.
1. Shade in Alexander's empire on the map and in the key.
2. Circle the names of at least two regions or empires included in Alexander's empire.
3. Write a caption below the map that explains what is significant about the empire's size and what problems that size might create.

Alexander the Great's Empire, About 323 B.C.E.
Section 4

Write three examples of how Alexander spread Greek ideas to unite the different peoples of his empire.

Section 5

Write three examples of how Alexander used religion to unite his empire.
Section 6

Write three examples of how Alexander adopted the ways of other cultures to show respect for the people he had conquered.

Section 7

Write three or four sentences that explain what happened to Alexander’s empire after he died.
PROCESSING

Design three medallions to show the different ways in which Alexander planned to build and unite his empire. For each medallion, include the following:

- A simple illustration.
- A corresponding title for Alexander (for example, “Alexander the Conqueror” or “Alexander the Religious”). You may not use “Alexander the Great.”
- A caption. Briefly describe the illustration and explain how it shows one part of Alexander’s plan to build and unite his empire.

Then choose the medallion that you think best demonstrates why Alexander is known as “Alexander the Great.” Draw or color a decorative border around that medallion and explain why you chose it.
The Legacy of Ancient Greece

How did ancient Greece contribute to the modern world?

Many English words have Greek roots. For example, the word telephone is made up of the Greek words tel, meaning "far off," and phone, meaning "voice." Use the key of Greek words to help you match the English terms below to their definitions.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
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</thead>
<tbody>
<tr>
<td>autocracy</td>
<td>rule by one person</td>
</tr>
<tr>
<td>autograph</td>
<td>study of the order in time</td>
</tr>
<tr>
<td>chronic</td>
<td>an instrument for measuring temperature</td>
</tr>
<tr>
<td>chronology</td>
<td>study of the structure of Earth</td>
</tr>
<tr>
<td>geology</td>
<td>relating to Earth's heat</td>
</tr>
<tr>
<td>geothermal</td>
<td>somebody's signature</td>
</tr>
<tr>
<td>thermograph</td>
<td>lasting over a long period of time</td>
</tr>
<tr>
<td>thermometer</td>
<td>an instrument that records temperature</td>
</tr>
</tbody>
</table>

Key of Greek Words

<table>
<thead>
<tr>
<th>Greek Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>auto</td>
<td>self</td>
</tr>
<tr>
<td>chronos</td>
<td>time</td>
</tr>
<tr>
<td>geo</td>
<td>earth</td>
</tr>
<tr>
<td>grapho</td>
<td>draw, record, or write</td>
</tr>
<tr>
<td>kratos</td>
<td>power or rule</td>
</tr>
<tr>
<td>metron</td>
<td>measure</td>
</tr>
<tr>
<td>logy</td>
<td>study</td>
</tr>
<tr>
<td>thermo</td>
<td>heat</td>
</tr>
</tbody>
</table>

Social Studies Vocabulary
As you complete the Reading Notes, use these terms in your answers:

geometry       latitude       longitude       biology
If your class is doing the activity for this lesson, complete all three columns in the matrix below to complete your Reading Notes for Sections 1 to 10. *(Note: If your class is not doing the activity, skip the Placard Letter column.)*

Complete the matrix for each section. Write the placard letter that matches the legacy card. Draw and label a picture of the contribution that you think is most important today. List at least two other contributions in the reading.

<table>
<thead>
<tr>
<th>Placard Letter</th>
<th>Draw and Label the Most Important Contribution</th>
<th>List Other Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature and History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 2</td>
<td></td>
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<td>Government</td>
<td></td>
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<tr>
<td>Section 3</td>
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<tr>
<td>Medicine</td>
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<tr>
<td>Section 4</td>
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<tr>
<td>Mathematics</td>
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</tr>
<tr>
<td>Placard Letter</td>
<td>Draw and Label the Most Important Contribution</td>
<td>List Other Contributions</td>
</tr>
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</tr>
<tr>
<td>Section 5 Astronomy</td>
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<tr>
<td>Section 6 Geography</td>
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<tr>
<td>Section 7 Biology</td>
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<tr>
<td>Section 8 Architecture</td>
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<tr>
<td>Section 9 Theater</td>
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<tr>
<td>Section 10 Sports</td>
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</tbody>
</table>
Along the spectrum from least to most significant, consider the impact on life today of the contributions that ancient Greeks made in each of these areas:

<table>
<thead>
<tr>
<th>Literature and History</th>
<th>Mathematics</th>
<th>Biology</th>
<th>Theater</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>Astronomy</td>
<td>Architecture</td>
<td>Sports</td>
</tr>
<tr>
<td>Medicine</td>
<td>Geography</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose five items from the list above to place along your spectrum. For each item you choose, do the following:

- Label the spectrum.
- Draw an appropriate symbol or illustration.
- Below the drawing, write one sentence explaining your placement.

Most Significant Impact on Modern Life

Least Significant Impact on Modern Life
Preparing to Write: Listing Reasons for Opposing Points of View

In 1986, the owner of a television network bought the rights to more than 100 old black-and-white movies. His company reedited them in color so that the films would have more appeal to modern viewers. While some professionals in the movie industry were not bothered by his actions, many more were outraged. It was the standard of the 1930s and 1940s to film in black and white, critics said. These films were the creations of the directors. To change the movies was to tamper with art and history. Directors, including some whose movies were among those being changed, called the colorizers “fools,” and their actions “criminal.” One director called it “the death knell of an entire art form.”

Suppose that the sculptors of ancient Greece could see how Vinzenz Brinkmann has attempted to reconstruct their work. Do you think that they would approve or object to modern archaeologists adding color to their sculptures? List reasons why you think ancient Greek sculptors might have each of these points of view.

---

### Adding Color to Ancient Sculptures

<table>
<thead>
<tr>
<th>Reasons to Approve</th>
<th>Reasons to Object</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Writing a Point-of-View Paragraph

Suppose that you are a sculptor from ancient Greece. Would you approve of or object to the Brinkmanns’ replicas, or copies, of your work in color? Write a paragraph expressing and explaining your point of view. Support your position, using ideas from the chart you completed on the preceding page and information from the Reading Further.

Use this rubric to evaluate your paragraph. Make changes to your work if you need to.

<table>
<thead>
<tr>
<th>Score</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The paragraph clearly states a position. Very relevant statements and facts support the position. There are no spelling or grammar errors.</td>
</tr>
<tr>
<td>2</td>
<td>The paragraph states a position. Somewhat relevant statements and facts support the position. There are some spelling or grammar errors.</td>
</tr>
<tr>
<td>1</td>
<td>The paragraph does not state a position. There are few or no statements and facts to support a position. There are many spelling or grammar errors.</td>
</tr>
</tbody>
</table>
The Odyssey Study Guide
The Odyssey: Film Study Guide

Introduction
1. Who is Odysseus’s wife? Answer:
2. What is their child’s name? Answer:
3. Why must Odysseus leave his home, Ithaca? Answer:
4. Where is he going? Answer:
5. What does Odysseus make Penelope promise him? Answer:
6. Who is Odysseus’ protector? Answer:

The Trojan War (Trojans versus the Greeks)
1. How long did the siege of Troy take? Answer:
2. After Achilles’ death, the Greeks feel very defeated. Odysseus persuades them to stay and comes up with a clever plan to defeat the Trojans. Describe his plan. Answer:
3. After the Greeks sack Troy, how does Odysseus offend Poseidon? Answer:
**The Cyclops – The One-Eyed Monster**

1. How do Odysseus and his men escape Polyphemus?
   
   Answer: ______________________________________________________

---

**Aeolus – God of the Wind**

1. Why does Aeolus help Odysseus?
   
   Answer: ______________________________________________________

2. What help does Aeolus offer?
   
   Answer: ______________________________________________________

3. What prevents Aeolus’s gift from getting Odysseus back to Ithaca in the promised nine days?
   
   Answer: ______________________________________________________

---

**Circe**

1. What does Circe do to Odysseus’s men?

   Answer: ______________________________________________________

2. Who helps Odysseus defeat Circe?

   Answer: ______________________________________________________
Back at Ithaca

1. What promise does Penelope make to Telemachus?  
Answer: ________________________________

2. What does Odysseus's mother do?  Answer: ________________________________

3. Why does she?  Answer: ________________________________

More on Circe

1. How long does Odysseus stay with Circe?  Answer: ________________________________

2. What advice does Circe give to Odysseus?  
Answer: ________________________________

Back at Ithaca

1. Who comes to Ithaca as Odysseus prepares to go into Hades?  Answer: _________

2. What is the purpose of these visitors?  
Answer: ________________________________

3. Describe the argument between Telemachus and Penelope.

Answer: ________________________________

Journey to the Underworld – Odysseus sees blind prophet Tiresias

1. When their ship docks near the river of fire, what instructions does Odysseus give his men before going to find Tiresias?  
Answer: ________________________________
2. What news does Tiresias give Odysseus?

Answer: ____________________________

3. Who else does Odysseus see while in Hades? Answer: ____________________________

4. How does this one person really motivate him to get home?

Answer: ____________________________

**The Suitors** – men trying to marry Penelope

1. How does Penelope avoid choosing a new husband?

Answer: ____________________________

**Scylla and Charybdis** – monsters

1. Describe Scylla.

Answer: ____________________________

2. Describe Charybdis.

Answer: ____________________________

3. Who escapes these monsters? Answer: ____________________________

4. Who distracts Odysseus from his troubles after Scylla and Charybdis?

Answer: ____________________________

**Telemachus's Troubles**

1. Describe the problems that Telemachus experiences in Ithaca.

Answer: ____________________________
2. What advice does Penelope give him?

Answer: ________________________________________

3. Do the men of Ithaca help Telemachus?

Answer: ________________________________________

4. What do the suitors plan for Telemachus? Answer: ________________________

5. Who actually helps Telemachus? Answer: ________________________

Calypso – Witch on island of salt

1. How long is Odysseus stuck with Calypso? Answer: ________________________

2. Why does Calypso let Odysseus go? Answer: ________________________

3. How does Calypso help Odysseus?

Answer: ________________________________________

The Suitors, Again

1. Explain why Penelope’s plan to avoid choosing a husband fails.

Answer: ________________________________________

More on Calypso

1. How does Calypso try to entice Odysseus to stay?

Answer: ________________________________________

Telemachus in Sparta

1. After traveling to Sparta on Athena’s advice, Telemachus meets Menelaus. What does Menelaus tell him?

Answer: ________________________________________
Odysseus at Sea

1. What does Poseidon want? Consider his conversation with Odysseus.
   Answer:

2. What change enables Odysseus to return safely to Ithaca?
   Answer:

Back Home at Ithaca

1. What challenges face Odysseus upon his return to Ithaca?
   Answer:

2. How does Odysseus save Telemachus during his fight with Antinous?
   Answer:

3. What does Odysseus, disguised, promise Penelope?
   Answer:

4. How will Penelope choose a new husband?
   Answer:

5. According to Odysseus, what crime do the suitors commit?
   Answer:

6. How are the suitors punished?
   Answer:

7. In your opinion, does the punishment fit the crime? Explain.