

Chapter 7 & 8: Outline Notes “Ancient Greeks & Greek Civilization”

Lesson 7.1 – Rise of Greek Civilization

Mountains and Seas:

- Greece was the _____ civilization to develop in Europe
 - Greek civilization began in an area covered by _____ and _____.
- The mainland is on the southern part of Europe’s _____ Peninsula
 - Peninsula – body of land with water on _____ sides.
 - Between the Balkan Peninsula and the _____ Peninsula is the Aegean Sea.
- The Greeks traded _____ and ideas between islands and along the area’s coastline.
- _____ and _____ are how Greeks make a living.
- Some Greeks settled on the farms, growing wheat, _____, olives and _____.
- The inland communities were _____ from each other by mountains and valleys. As a result, these communities became very _____ and considered to be _____ countries.

An Island Civilization:

- Greek myths describe an early civilization that developed on _____, an island southeast of the Greek mainland.
 - Built by ancient people, called the _____, whom constructed the palace for King _____ and his family to live.
 - Their _____ civilization was the first to develop in the Aegean region and lasted from about _____ B.C. to _____ B.C.
- _____ was an important economic activity for the Minoans.
- Sometime around _____ the Minoan civilization collapsed.
- Historians believe either _____ destroyed the Minoan cities or people from the Greek mainland, known as _____, invaded Crete.

A Mainland Civilization:

- About 2000 B.C., the _____ left their homeland in central Asia and moved into mainland Greece.
- 1. Mycenaean’s Kingdom:
 - a. Each Mycenaean _____ lived in a palace built on a hill, protected by stone _____.
 - b. Nobles lived outside the walls on large farms called _____.
 - c. Mycenaean palaces were centers of _____.
- 2. Traders and Warriors:
 - a. Minoan traders from _____ visited the Greek mainland and the Mycenaeans adopted features of Minoan Culture.
 - They built _____ and worked with _____. They used the sun and stars to navigate the seas.
 - Their chief god was _____.
 - b. By the mid-1400s B.C., the _____ had conquered the _____ and controlled the Aegean Sea.
 - The Mycenaeans were proud of their _____ successes in the _____ War.
- 3. A Dark Age:
 - a. Over time, the Mycenaean culture _____ due to fighting and earthquakes.
 - b. By _____, the Mycenaean culture had crumbled.
 - c. A Greek speaking group known as the _____ invaded the Greek mainland and took control of most of the region.
 - The next 300 years in Greek history are known as the _____.
 - 1. This was a _____ time in history.
 - Dorian warriors introduced _____ and _____.
- 4. Hellenes:
 - a. By 750 B.C., many descendants of the people who ran away returned to the _____ mainland.
 - b. Small _____ developed under local leaders who became kings.
 - c. These people called themselves _____, or Greeks.
 - d. Farmers grew more food, traded the surpluses, and developed a _____ system that had _____ letters.

Colonies and Trade:

- Greek communities began to send people outside the Aegean area to establish _____ due to a shortage of food.
- Most of the colonies were along the _____ Sea and the _____ Sea.
- Colonies traded with their _____ causing trade to increase and adding to a colony's wealth.

The Greek City-State:

- Greek communities became fiercely _____ and nobles ruled many city-states.
 - The Greek city-states were made up of a _____ or _____, which formed a _____ (similar to an independent country)
1. What Did a Polis Look Like:
 - a. At the center of each polis was a _____ built on a hilltop, also known as a _____.
 - b. Outside of the acropolis was an open area called an _____ (used as a marketplace).
 - c. Neighborhoods surrounded the agora.
 - d. City-states were surrounded by _____ and _____, they were usually _____.
 2. What Did Citizenship Mean to the Greeks?:
 - a. We owe many of our ideas about citizenship to the _____.
 - b. In Greece, male citizens had the right to _____, hold public _____, own _____, and _____ themselves in court.
 - c. Citizens had the responsibility to serve in _____ and fight for their polis as a citizen _____.
 - d. In most city-states, only free, _____ - _____ men born in the polis could be citizens.
 - e. Women and children might qualify for citizenship, but they had no _____.
 3. Citizen Soldiers:
 - a. In Greece, wars were fought by wealthy nobles riding _____ and driving _____.
 - b. By 700 B.C., citizens called _____ made up the armies.
 - This soldiers fought on _____. They stood shoulder to shoulder and raised their shields to protect from enemy fire – this formation is known as _____.
 - c. Citizens put the needs of the _____ above their own, but were not _____ as a whole country which made Greece easy to conquer.

Lesson 7.1 Review Questions:

- 1) Explain the difference between a colony and polis?
- 2) What were the ancient Greeks' most important economic activities?

Lesson 7.2 – Sparta and Athens: City State Rivals

Political Changes:

- As Greek city-states grew, wealthy nobles seized _____, however they did not rule for very long.
- Small farmers wanted _____, and merchants and artisans also called for _____.
- The growing unrest led to the rise of _____, a leader who seized power and ruled with total authority.
- The harsh rule of a few tyrants gave the word "tyranny" its current meaning: Rule by a _____ person.
- Tyrants ruled many of the Greek city-states until about 500 B.C. Then, most city-states developed into either an _____, in which a few wealthy people hold power over a group of citizens, or a _____, where citizens share in running the government.
- Two of the major city-states in ancient Greece, _____ & _____, were governed very differently and created different societies.

Sparta: A Military Society:

- Located on the _____ Peninsula in southern Greece, the people living in the city-state of Sparta were known as Spartans and were descendants of the _____.
- Sparta invaded neighboring city-states and _____ the local people, calling these laborers _____ - a Greek word meaning "capture".

1. A Strong Military:
 - a. A military society that stressed _____, Sparta's government prepared all boys and men for a life of war. Boys left their homes at age _____ to join the military. Men entered the regular army at age _____.
 - b. Since Spartan men lived away from home, Spartan women enjoyed _____ than the women of other Greek city-states:
 - They could own _____ and travel.
 - Girls were trained in _____.
 - Their main goal was to raise _____ who were brave and strong _____.
2. How Was Sparta Governed? :
 - a. An _____, two kings ruled Sparta jointly but they had little _____.
 - b. Sparta had two other governing bodies: _____ and the council of elders.
 - The assembly, including all _____ citizens over the age of 30, made decisions about _____ and _____.
 - The council of elders served as judges and each year elected five people to be _____ (those who enforced the laws and managed the collection of taxes).
 - c. Sparta's strict government brought _____, but because the government feared losing the helots, they _____ free thinking and new ideas.
 - d. Sparta did not welcome foreign visitors and _____ from traveling outside the city-state except for _____ reasons.
 - e. For Sparta's strong army, the only important goals were military _____ and victory.

Athens: A Young Democracy:

- Located northeast of Sparta, Athens was founded by the descendants of the _____ and was very different from the city-state of Sparta.
1. An Athenian Education:
 - a. Males were _____ in Athens. Boys studied arithmetic, geometry, drawing, _____ and public speaking.
 - b. Athenians believed this form of education produced young people with strong _____ and _____.
 - c. Athenian mothers educated their daughters at _____ where they learned spinning, weaving, and other household duties.
 - d. Overall, women were expected to marry and care for their _____.
 - They did _____ play an active role in business or government in Athens.
 2. Early Reforms:
 - a. By 600 B.C. most Athenian _____ owed money to the nobles.
 - Some farmers were forced into _____ to repay their debts.
 - The Athenians rebelled and the farmers called for an end to all _____.
 - b. In 594 B.C., a merchant named _____ ended the farmers' debts and freed those who were _____. He also opened the assembly and law courts to all male citizens.
 - c. The common people praised Solon's reforms, but many Athenians remained _____.
 - d. In 560 B.C., a tyrant named _____ made reforms that divided large estates among farmers who had no land. He provided _____ to help farmers buy equipment and gave _____ to Athenians who did not own land.
 3. Toward Democracy:
 - a. After Peisistratus died, a noble named _____ became the leader of Athens and made the _____ the city-state's major governing body. Assembly members could now discuss issues freely, hear legal cases and appoint _____ officials.
 - b. Cleisthenes also created a new council of _____ citizens to help the assembly manage daily _____ affairs.
 - c. Because council members could only serve a year term, and only two terms, every citizen had a chance to be a council member.
 - d. Still, people who were not _____ could not participate in the government – this group included Athenian _____, foreign-born men, and _____ people.

Lesson 7.2 Review Questions:

- 1) What was a major accomplishment of Cleisthenes?
- 2) Why did the Spartans emphasize military training?

Lesson 7.3 – Greece and Persia

Persia's Empire:

- While Athens was undergoing political changes, the Persians were building a powerful empire in present-day _____ located in Southwest Asia.
 - Under the rule of King _____, Persia built a strong army and started to create an empire that became the largest in the ancient world.
1. Creating an Empire:
 - a. In 540 B.C. Persian troops brought Mesopotamia, _____, Judah, and the Greek city-states under Persian rule.
 - King Cyrus allowed them these people to keep their own _____, religions and laws.
 - He also allowed the exiled _____ to return Babylon (their homeland).
 - b. After Cyrus, other rulers continued to expand the empire that stretched for nearly _____ miles.
 - c. To link the massive territory, the Persians improved the network of roads begun by the _____.
 2. Persian Government:
 - a. Darius I ruled Persia from 522 to 486 B.C. and reorganized the government to make it more efficient. He divided the empire into _____ called satrapies, each ruled by a governor called a _____.
 - They collected _____, judged legal cases, managed the _____, and recruited soldiers.
 - b. Persia maintained a full-time, paid, professional army, whereas Greece's army consisted of _____ called to serve only during times of war.
 - Known as the _____ - when one died, another immediately took their place.
 3. Who Was Zoroaster?
 - a. At first the Persians worshipped many _____, until a religious teacher, _____, preached a new monotheistic religion.
 - Once accepted, his religion became known as _____.
 - b. As a result of Zoroastrianism, the Persians began to view their own monarchy as a _____ institution or role.
 - c. After Darius' rule ended, the Persians continued to practice Zoroastrianism for centuries. The religion has about _____ followers today, more of which live in South Asia.

The Persian Wars:

- As the 400s B.C. began, the Persians were ready to expand into Europe, however, they _____ with the Greeks.
 - While Persians obeyed a king, many of the Greeks believed citizens should _____ who ruled and governed them.
 - When the Greeks revolted against their Persian rulers, King Darius _____ the mainland of Greece.
1. How Did the Greeks Win at Marathon?:
 - a. The Persians landed at _____, a plain about 25 miles northeast of Athens. When their enemy refused to fight, the Persians sailed directly to _____ to attack by sea.
 - b. As soon as the Persian horseman were on the ships, the Athenians charged down the hills and onto the plain of _____.
 - c. As a result, the Persians suffered a terrible _____.
 2. Land and Sea Battles:
 - a. After losing at Marathon, the Persians vowed _____ against the Athenians and under the rule of their new king, _____, the Persians invaded Greece.
 - b. The Greek city-states banded _____ to fight the Persians.
 - c. Although the Spartan's fought _____ at Thermopylae, the Greeks could not stop the Persians. A traitor showed the Persians a trail leading around the Greek line which allowed them to _____ from behind.
 - d. While the Spartans continued to attack Persia's ships, the Athenian fleet lured the Persian fleet into the Strait of _____. The Greeks had fewer ships, but their boats were smaller and _____.
 - e. The Greeks almost entirely destroyed the Persian fleet, but still, the Persian _____ soldiers marched on to Athens and set it on fire.
 - f. Then, the Greek city-state formed their _____ yet and defeated the Persian army.
 3. Decline of Persia:
 - a. After losing Greece, Persia faced many challenges. Their army was no longer strong and the people grew unhappy with their government. As Persia weakened, it became open to _____.

Lesson 7.3 Review Questions:

- 1) What were the responsibilities of the satrap?
- 2) What brought Sparta and Athens together as allies?

Lesson 7.4 – Glory, War, and Decline

The Rule of Pericles:

- As the Persian Wars ended, Athens became a _____ city-state.
 - Under the new leader, _____, the Athenians enjoyed a golden age of prosperity and achievement.
1. Democracy in Athens:
 - a. Athens had a _____ democracy, in which all citizens met to debate and vote on government matters. This type of government worked because of the _____ number of citizens living in ancient Athens.
 - b. During the meetings of the assembly, participating citizens passed laws, elected officials, and made policy war and foreign affairs. The _____ top officials, elected each year, were known as _____.
 2. Pericles in Charge:
 - a. Pericles made Athens a more democratic city-state and brought more ordinary Athenians into _____.
 - b. Under his rule, Athens was rebuilt and became a center of _____ and the arts.
 - c. Pericles also supported writers, _____, teachers, sculptors, and _____.
 - Philosophers also flourished during his rule

Athenian Life:

- At its height in the 400s B.C., Athens was the _____ Greek city-state
1. Athenian Men and Women:
 - a. Men worked as farmers, artisans, and _____.
 - b. Women focused on their _____. They could not attend school, but many learned to read and play music.
 - Educated women were _____ equal to men.
 - c. Husbands were responsible for their wives and _____.
 - Sons looked after their _____ mothers.
 - d. A few women had more freedom, especially foreigners, who were regarded differently than Athenian-born women.
 - Example: A woman named _____ - known for her intelligence and charm.
 2. What Was the Role of Slavery in Athens?:
 - a. Even in a democracy like Athens, _____ was common. Many enslaved people were prisoners who had been captured in battle.
 - Enslaved _____: worked on farms, in the shops of artisans, or hard labor.
 - Enslaved _____: cooked or servants
 - b. Slavery might have helped Athens develop its _____.
 3. The Athenian Economy:
 - a. While farming was a common occupation among Athenians, farms lacked _____ to grow enough food to support the city-state.
 - b. Athens built a large fleet of ships to trade with colonies and other city-states in the Mediterranean world.

War Between Athens and Sparta:

- In 479 B.C., _____ joined with other city-states to form a protective league to defend its members against the _____.
 - The headquarters was located on the island of _____. It became known as the _____ League.
 - Athens provided the _____ and _____, while other city-states supplied the _____.

1. The Athenian Empire:
 - a. Despite its successes, the Delian League _____.
 - Athens being the strongest city-state, over time, began to control the other member city-states.
 - b. Under the leadership of _____, Athens dominated the Delian League and treated the other city-states like subjects.
2. War Breaks Out:
 - a. Both Athens and Sparta wanted to be the _____ in the Greek world. War broke out between the two city-states in 431 B.C. and continued until 404 B.C.
 - b. Historians call this conflict the _____ War because Sparta was located in the Peloponnesus.
3. Pericles' Funeral Oration:
 - a. During the war's first winter, Athens held a public funeral to _____ soldiers who had died in battle. In a famous speech called the "Funeral Oration," Pericles talked about the greatness of Athens and reminded the people that they made their government _____.
 - b. In his speech, Pericles emphasized that the _____ way of life is worth protecting.
 - Citizens had to obey the rules in their _____.
 - Accept certain duties like paying _____ and defending the city.
 - They could also _____ and run for office.
4. Why Did Athens Lose the War?:
 - a. Shortly after the war states, Sparta surrounded _____.
 - b. The powerful Athenian _____ would bring supplies to the city from its colonies and allies. However, Sparta lacked a _____ and could not stop the Athenian ships.
 - c. After two years of remaining safe, a _____ broke out in the overcrowded city of Athens. More than a third of the people died, included _____.
 - d. After several years of fighting, Sparta made a deal with the Persian Empire and agreed to give the Persians some Greek territory in _____. In return, Sparta received enough Persian gold to build its own _____.
 - e. As war dragged on, Athens fell into a states of _____. The Spartans were able to known down the city walls of Athens and the Athenian empire _____.
5. The Effects of the War:
 - a. The Peloponnesian War brought _____ to the Greek city-state.
 - Governments were left divided and weak. Many people had died and fighting had destroyed _____.
 - b. After the war, Sparta ruled its new empire much like Athens had before. But this _____ angered Sparta's former allies and people started to rebel.
 - c. Although Sparta tried to put down rebellions and fight Persia again, the city-sates of _____ seized Sparta and ended the Spartan Empire.
 - d. But as city-states fought, they did not notice a growing threat facing them from the kingdom of Macedonia to the north. Macedonia's strength and desire for expansion would eventually cost the Greek city-states their _____.

Lesson 7.4 Review Questions:

- 1) What jobs in the Athenian slaves do?
- 2) Why did the Delian League break apart?

Lesson 8.3 – Alexander’s Empire

Phillips of Macedonia:

- The _____ set out to conquer the Greek city-states but failed.
 - The _____ were people who lived north of Greece. Around 300 B.C., they conquered Greece.
1. Conquering Greece:
 - a. The Macedonians were _____ and did not become a strong kingdom until King Phillip II.
 - Philip became _____ of Macedonia in 359 B.C. He created a strong military which he used to take control of the Greek city-states.

Alexander Takes Over:

- King Philip was killed and his son _____ became king.
 - At age _____, Alexander was serving as a commander in the Macedonian.
1. War with Persia:
 - a. In 334 B.C., Alexander led about 40,000 Macedonian and Greek soldiers into _____ Minor. Their goal was to defeat the _____ (one of the strongest armies in the world).
 - b. Alexander’s _____ (soldiers on horseback), proved to be a stronger force. Fighting a battle at Granicus which crushed the Persian forces.
 - c. As Alexander’s forces continued to march across Asia Minor, they _____ Greek city-states that had been under Persian rule.
 - d. Alexander and his troops continued to fight and conquer lands along the Mediterranean coast. In 331 B.C. they conquered _____.
 - He built a new city, named _____. This became a key place for business and trade.
 - Alexander led his troops to Mesopotamia and then to India.
 - In 323 B.C., Alexander returned to Babylon in bad condition. He would die at the age of _____.

Alexander’s Legacy:

- Alexander’s successes marked the beginning of the _____ Era.
 - The spreading of Greek language, ideas, art, and architecture though Asia and Egypt.
1. A Divided Empire:
 - a. Alexander planned to unite _____, Greeks, _____ and Asians in his new empire. Creating _____ great empire.
 - b. His plan died when he died, and his generals divided the empire into _____ separate kingdoms.
 - Macedonia, _____, Egypt, and the _____ Empires.
 2. The Hellenistic Kings:
 - a. People who served in the government of the Hellenistic kings had to speak _____.
 - The kings preferred to give jobs to Greeks and _____.
 - b. The Hellenistic kings created new cities and military posts.
 - c. The Hellenistic rulers encouraged Greek and Macedonians to settle in conquered lands. These colonies spread Greek culture widely into Egypt and _____.

Lesson 8.3 Review Questions:

- 1) Why was the cavalry an important part of Alexander’s army?

- 2) What is the Hellenistic Era?

Lesson 8.4 – Hellenistic Culture

Hellenistic Arts:

- During the Hellenistic Era, philosophers, scientists, poets, and writers moved to New Greek cities in Southwest Asia and Egypt. Many of these cities were centers of _____.
1. Buildings and Statues:
 - a. Greek architects served an important role, planning public _____ projects for new cities and rebuilding old cities.
 - b. Hellenistic kings and other wealthy citizens hired Greek sculptors to create _____ for towns and cities. They did not carve ideal figures to reflect beauty and harmony, however, but rather showed people in a more _____ style.
 2. Hellenistic Writers:
 - a. Hellenistic rulers supported talented writers, therefore poets and writers produced a large amount of _____ during the Hellenistic Era.
 - b. Athens remained the center for Greek theater where writers produced plays that were _____, not tragedies.

Thinkers and Scientists:

- During the Hellenistic Era, Athens continued to support Greek philosophers.
 - _____
 - King Philip was killed and his son _____ became king.
 - At age _____, Alexander was serving as a commander in the Macedonian.
1. Who Was Epicurus?:
 - a. Epicureanism taught that finding _____ was the goal of life and that the way to be happy was to avoid _____.
 2. The Stoics:
 - a. The Stoics claimed that people who were guided by their emotions lived unhappy lives and that _____ resulted from using _____.
 - b. Unlike Epicureans, Stoics thought people had a duty to serve their community.
 3. Science and Mathematics:
 - a. Science also flourished during the Hellenistic Era and scientists performed many experiments and developed new theories. At the time, some astronomers thought that the Earth was the _____ of the universe.
 - b. Eratosthenes concluded that Earth was _____ and then used his knowledge to measure Earth's _____.
 - c. Euclid of Alexandria advanced the field of mathematics and described _____ geometry in his book "Elements."
 - d. Archimedes worked on solid geometry and was an inventor. He developed machinery and weapons of war, one of the more famous being the _____.
 - Hellenistic thought and culture had long lasting effects.

Greece and Rome:

- Macedonia held power over Greece for a time. However, Sparta and other city-states regained their independence but only for a _____ time.
- Rome, a city-state in central Italy, conquered the entire Italian Peninsula and Greece lost its land in _____ in the late 200s B.C.
- The Greeks attempted to stop Rome's growing power, but failed. They started to support Rome's _____ in wars, but the Romans won the battles.
- Gradually, Rome gained control of the Greek mainland.

Lesson 8.4 Review Questions:

- 1) Why did Greek scientists study the circumference of Earth?

- 2) Why did Alexandria become a major center of learning?