



## INQUIRY JOURNAL

**IMPACT**  
CALIFORNIA  
SOCIAL STUDIES

# WORLD

## HISTORY & GEOGRAPHY

### ANCIENT CIVILIZATIONS



**Mc  
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CHAPTER  
**5**

# The Ancient Greeks

## ESSENTIAL QUESTION

# Why does conflict develop?

Think about how this question might relate to the Ancient Greek civilization.



### TALK ABOUT IT

Discuss with a partner what information you would need in order to answer this question. For example, one question might be: Did the geography of Greece affect the development of conflict within its civilization?

**DIRECTIONS:** Write down three more questions that might help you explain the influence of conflict as the Greeks developed as a civilization.

### MY RESEARCH QUESTIONS

Supporting Question 1:

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Supporting Question 2:

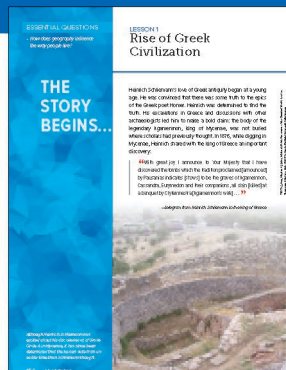
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Supporting Question 3:

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## ESSENTIAL QUESTION

*Why does conflict develop?*

As you gather evidence to answer the Essential Question, think about:

- the distance between the communities in Greece.
- reasons for the Dark Age and the later recovery of Greece.

## My Notes

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# Rise of Greek Civilization

**DIRECTIONS:** Search for evidence in Chapter 5, Lesson 1 to help you answer the following questions.

- 1 ANALYZING** What problems or benefits did the people of ancient Greece experience as a result of being surrounded by seas and mountains?

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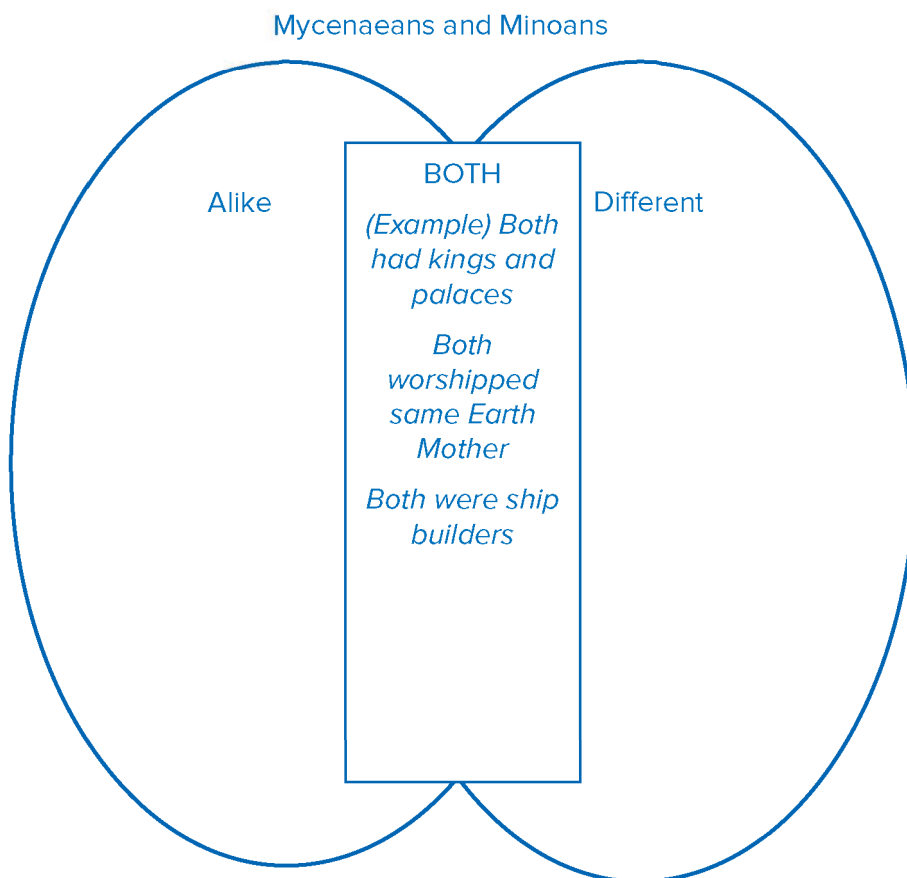
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- 2 COMPARING AND CONTRASTING** In what ways were the Mycenaeans and Minoans alike and different?

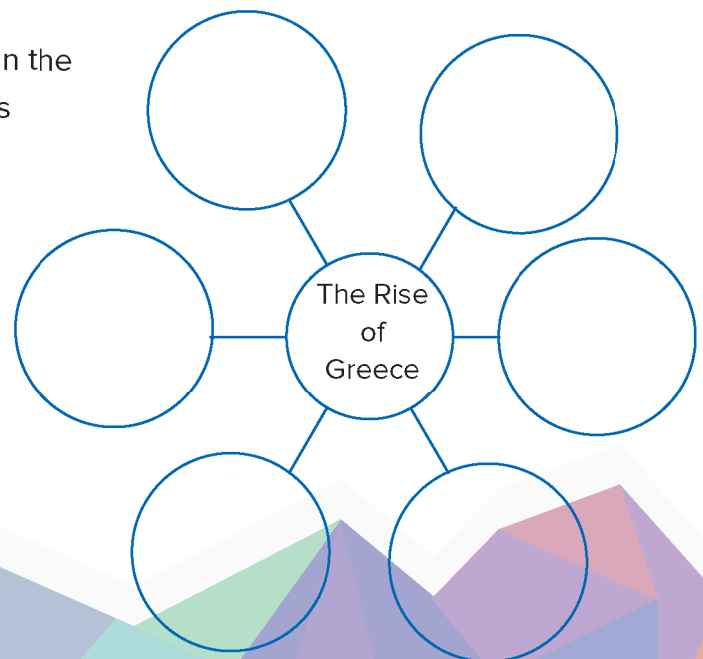




- 3 IDENTIFYING CAUSE AND EFFECT** Fill in the chart below to show the relationship between the fall of the Mycenaeans and its effects during the Dark Age. Use details to fill in what the effects were for each event listed.

<b>Fall of Mycenaeans</b>	
<b>Dorians invaded mainland</b>	
<b>Many people left the mainland to escape</b>	

- 4 HISTORY** What were the historic developments in the restoration of Greece? Fill in the web with details of Greek accomplishments after the Dark Age.



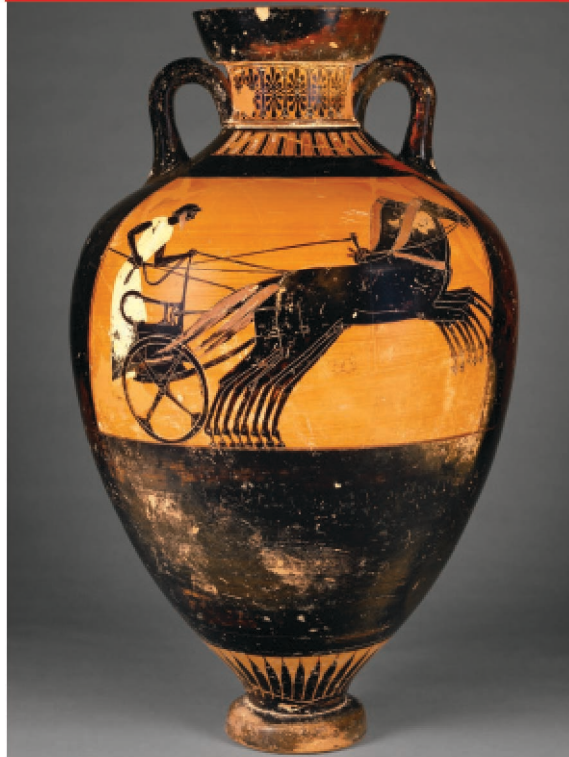
## ESSENTIAL QUESTION

*Why does conflict develop?*

# Chariot Race

**DIRECTIONS:** Study the following image and answer the accompanying questions.

**EXPLORE THE CONTEXT:** The image provides a glimpse of a chariot used in early chariot racing and what impact chariots may have had on ancient Greek civilization.

**PRIMARY SOURCE: IMAGE**

- 1A COMPARING AND CONTRASTING** Compare the image of the chariot and its driver with the picture of the Greek city-state hoplites in Lesson 1. Describe any advantages or disadvantages of fighting in a chariot as compared with being a heavily armed hoplite.

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**1B** How did the use of chariots contribute to the development of conflict?

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**2** **HISTORY** Why would chariot racing have become a sporting event when the chariots were designed for war?

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**3** **DRAWING CONCLUSIONS** By examining the image, can you determine how the nobles controlled their horses? Why would control be important? Support your opinion with reasons.

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**4** **DETERMINING POINT OF VIEW** Whose point of view, the hoplites or the nobles, is illustrated in the image? Why do you think this image would have been painted onto vases and walls of palaces? What evidence can you supply from Lesson 1 to support your answer?

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## ESSENTIAL QUESTION

*Why does conflict develop?*

## VOCABULARY

*strife*: quarrel, conflict*supernatural*:something related to a  
god or deity*reckoned with*: dealt  
with*malevolent*: having an  
evil influence*exulting*: rejoicing,

feeling joy or

happiness

*mortals*: humans*emulation*: imitation  
of something admired*vied*: competed for  
superiority

## Hesiod on Conflict

**DIRECTIONS:** Read the following excerpt and answer the accompanying questions.

**EXPLORE THE CONTEXT:** The excerpt from *The Ancient Olympics*, by Nigel Spivey, provides insight from poetry written by Hesiod, an early Greek writer.

## SECONDARY SOURCE: BOOK

“It was one of the earliest surviving Greek poets, Hesiod, composing his verses probably around 700 BC, who not only made ‘Strife’ (Eris) a supernatural force to be reckoned with, but also divided this force into one Strife that was useful and productive (Eris agathos) and another that caused nothing but grief for humankind. This malevolent Strife, ‘exulting in bad things’ (kakochartos), was the bringer of war and dissent to the world. Good Strife . . . encouraged mortals to make the most of their brief time on earth; Bad Strife sets up lusts for battle and bloodshed. Good Strife nurtured desires for wealth and fame; Bad Strife was a destroyer of lives and property. Good Strife urged creative industry, stirring the energies of emulation. So craftsmen competed amongst themselves, so farmers toiled to get the best from their land, so even beggars vied in their begging, and poets challenged other poets.”

— Nigel Spivey, *The Ancient Olympics*

- 1 DETERMINING MEANING** Spivey explains the importance of *Strife*, according to Hesiod. Examine the meaning of the word *strife* as it is usually defined today. How does that compare with Hesiod’s point of view concerning *Strife*? Explain.

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**2 CITING TEXT EVIDENCE** Which phrases or lines from Hesiod would relate to the Olympics, both then and now?

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**3 EXPLAINING EFFECTS** Review Lesson 1 to see how Greek citizens viewed their individual city-states. Describe the effects of “good strife” in the individual polis and the effects of “bad strife” among the city-states of Greece.

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**4 DRAWING CONCLUSIONS** What character qualities would a person choosing Hesiod’s “good strife” exhibit? Explain.

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**5 RELATING EVENTS** If you faced a competition at school and felt you were not ready, what could you apply from Hesiod’s poetry theme?

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ESSENTIAL QUESTION


Why does conflict develop?

THE STORY BEGINS...

LESSON 2

Sparta and Athens: City-State Rivals

As the two great city-states of the ancient world, Sparta and Athens were rivals. Sparta was a militaristic society, while Athens was a democratic society. The two city-states often fought wars, but they also had periods of peace. During these periods, the two city-states often traded goods and services. Sparta was known for its military, while Athens was known for its art and culture. The two city-states were both powerful, and their rivalry was a major factor in the development of ancient Greece.



## ESSENTIAL QUESTION

*Why does conflict develop?*

As you gather evidence to answer the Essential Question think about:

- the resentment people had toward the control of the wealthy nobles.
- the reign of controlling tyrants before the rise of oligarchies and democracies.

## My Notes

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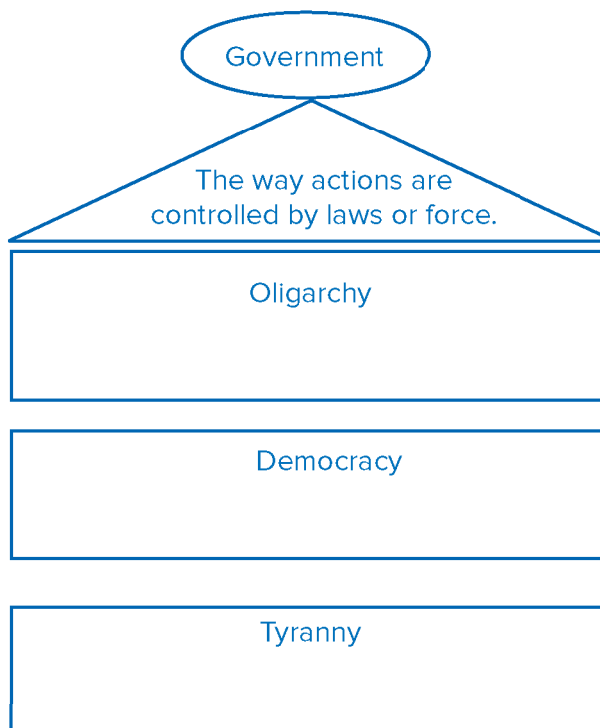
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# Sparta and Athens: City-State Rivals

**DIRECTIONS:** Search for evidence in Chapter 5, Lesson 2 to help you answer the following questions.

- 1 DETERMINING SUPPORTING DETAILS** Complete the chart to define and compare the differences in the following types of government.



- 2 ECONOMICS** How might Sparta's culture affect their relationships with other city-states?

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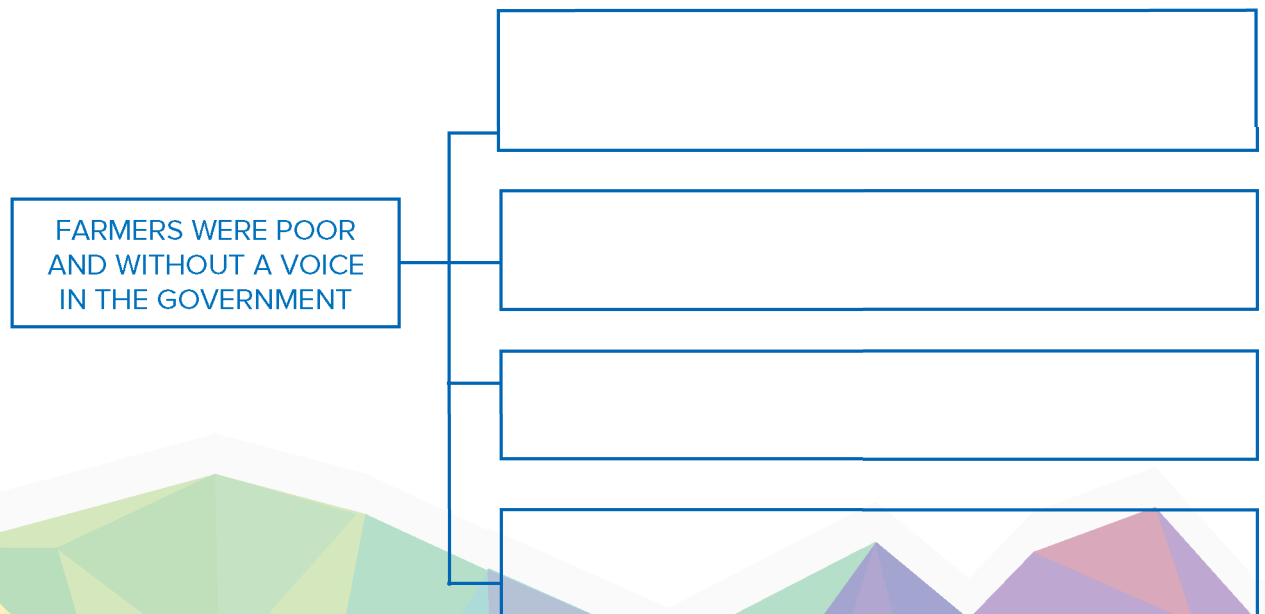
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- 3 INFERRING** In the graphic organizer below, list ways Spartan men and women were raised and the roles each played in Sparta. Then make an inference about what kind of city-state Sparta was.

Spartan Men	Spartan Women
1.	1.
2.	2.
3.	3.

- 4 IDENTIFYING CAUSE AND EFFECT** How did debt and slavery cause reform in the city-state of Athens? List a chain of effects that resulted from this reform.



## ESSENTIAL QUESTION

*Why does conflict develop?*

## VOCABULARY

*magistracies:* control of territory*appraisal:* a statement of the value of something*measures:* a standard unit used to measure quantity*administration:* the people who manage the government*disputes:* an argument or difference of opinion*deprived:* lacking something considered necessary

# Democratic Reforms

**DIRECTIONS:** Study the following excerpt and answer the accompanying questions.

**EXPLORE THE CONTEXT:** Plutarch was a Greek biographer and essayist whose excerpt describes reforms put in place by Solon.

## PRIMARY SOURCE: BOOK

“[W]ishing to leave all the magistracies in the hands of the well-to-do, as they were, but to give the common people a share in the rest of the government, of which they had hitherto [so far] been deprived, Solon made an appraisal of the property of the citizens. Those who enjoyed a yearly increase of five hundred measures (wet and dry), he placed in the first class, and called them Pentakosiomedimnoi; the second class was composed of those who were able to keep a horse, or had a yearly increase of three hundred measures, and they were called Hippada Telountes, since they paid a Knight’s tax; the members of the third class, whose yearly increase amounted to two hundred measures (wet and dry together), were called Zeugitai. All the rest were called Thetes; they were not allowed to hold any office, but took part in the administration only as members of the assembly and as jurors. This last privilege seemed at first of no moment [importance], but afterwards proved to be of the very highest importance, since most disputes finally came into the hands of these jurors.”

—from *Plutarch’s Lives*

- 1 CITING TEXT EVIDENCE** Which sentences from the excerpt explain why Solon’s reforms were considered democratic?

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- 2 COMPARING AND CONTRASTING** Compare and contrast Plutarch’s description of democratic reforms with the text in Lesson 2.

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- 3 DETERMINING POINT OF VIEW** Discuss with a partner what you think Plutarch believes about Solon’s ideas of governing. What does Plutarch suggest by the word choices in this sentence: “to give the common people a share in the rest of the government, of which they had hitherto [so far] been deprived.” Why might he have chosen the word *deprived*?

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- 4 DRAWING CONCLUSIONS** From reading the excerpt, how do you think the people responded to Solon’s reforms? Compare your conclusion with the explanation in Lesson 2.

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## ESSENTIAL QUESTION

*Why does conflict develop?*

## VOCABULARY

*ventured*: took a risk to go out and do something

*valour*: courage, bravery

*memorial*: a time or event set aside to remember

*oration*: speech

*vanquished*: conquered

**1 INFERRING** What character traits were most valued by the Spartans and how did these traits affect their culture? Use evidence from the excerpts to support your ideas.

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## Spartan Sayings

**DIRECTIONS:** Study the following excerpt and answer the accompanying questions.

**EXPLORE THE CONTEXT:** Plutarch, the Greek writer, also collected quotations from the people of Sparta. These quotes will help explain the ideas and attitudes of the citizens of ancient Sparta.

## PRIMARY SOURCE: BOOK

## ANAXANDRIDAS 31

When another person asked why the Spartans, in their wars, ventured boldly into danger, he said, “Because we train ourselves to have regard for life and not, like others, to be timid about it.”

## ZEUXIDAMUS 92

1 When someone inquired why they kept the laws in regard to bravery unwritten, and did not have them written down and thus give them to the young men to read, Zeuxidamus said, “Because the young ought to accustom themselves to deeds of manly valour, a better thing than to apply their mind to writings.”

## ANDROCLEIDAS 37

Androcleidas the Spartan, who had a crippled leg, enrolled himself among the fighting-men. And when some persons were insistent that he be not accepted because he was crippled, he said, “But I do not have to run away, but to stay where I am when I fight the opposing foe.” 38

2 When someone inquired how many Spartans there were in all, he said, “Enough to keep away our enemies.” 55

3 When one of the Athenians read a memorial oration in praise of those who fell at the hands of the Spartans, he said, “What kind of men, then, do you think ours must be who vanquished these?” 56

— Plutarch, *Apophthegmata Laconica*

- 2 CITING TEXT EVIDENCE** Discuss with a partner the tough mindset that was characteristic of the Spartans. Use evidence from the quotations to support your answer.

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- 3 CONTRASTING** How do the Spartan values stated in the quotations contrast with the values of Athenians described in Lesson 2?

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- 4 DRAWING CONCLUSIONS** What do the quotations suggest about the military strength of ancient Sparta? Support your answer with details.

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- 5 CIVICS** Imagine that our nation passed laws that schools would no longer teach reading but, instead, focus solely on building physical strength. How do you think our society would change? Explain.

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# Greece and Persia

**DIRECTIONS:** Search for evidence in Chapter 5, Lesson 3 to help you answer the following questions.

- CITING TEXT EVIDENCE** How is Persia's king, Cyrus, described? Fill in the chart below with factual evidence from the text.

## ESSENTIAL QUESTION

*Why does conflict develop?*

As you gather evidence to answer the Essential Question think about:

- how Persia's great King Cyrus built a growing empire.
- the clash between Greece and Persia as the Persians tried to move into Europe.

## My Notes

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Who is This King Cyrus?

Text evidence #1:

Text evidence #2:

Text evidence #3:

- SEQUENCING** Identify the events in the expansion of the Persian Empire after Cyrus. Write the events in the organizer according to the historical sequence.

Sequence of Events in the Expansion of the Persian Empire	
1	
2	
3	
4	
5	
6	



- 3 IDENTIFYING CAUSE AND EFFECT** In the graphic organizer below, describe how the Greeks responded to each advance by the Persians.

**Persians landed at Marathon ready for battle**

**Xerxes invaded Greece with 200,000 troops and many warships.**

**The Persian fleet entered the strait of Salamis near Athens.**

**The Persian soldiers marched into Athens.**

**The Persians had 100,000 troops at Plataea, in 479 B.C.E.**

## ESSENTIAL QUESTION

*Why does conflict develop?*

# King Darius

**DIRECTIONS:** Study the following image of King Darius I of Persia and answer the accompanying questions.

**EXPLORE THE CONTEXT:** The image provides a glimpse into the role King Darius I of Persia held among the people.

**PRIMARY SOURCE: RELIEF SCULPTURE**

- 1 DETERMINING POINT OF VIEW** Using the image as a resource, whose viewpoint is best shown, the citizens of Persia or King Darius I? What emotions do you think this image was meant to point out to all who viewed it? Use evidence from Lesson 2 to support your answer.

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**2 REREAD** What role does Zoroastrianism play in how King Darius I is depicted in the image? Reread the description in your text and decide if it corresponds with the image shown. Explain.

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**3 COMPARING AND CONTRASTING** What does the image suggest about the authority of kings of Persia? How did the rule of Persian kings contrast with the Greek form of government? How are both systems similar?

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**4 DRAWING CONCLUSIONS** What does King Darius I's image suggest to you about the reason for conflict between Persia and Greece?

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## ESSENTIAL QUESTION

*Why does conflict develop?*

# The Defeat of Xerxes at the Battle of Salamis

**DIRECTIONS:** Study the following excerpt and answer the accompanying questions.

**EXPLORE THE CONTEXT:** Artemisia was a courageous Greek woman who had married King Halicarnassus in 500 B.C.E. After he died, she accepted her role as Queen. She became loyal to Persia and made herself famous by becoming a naval commander.

## SECONDARY SOURCE: BOOK

He said that he would consult some of the other commanders upon the subject. He did so, and then, before coming to a final decision, he determined to confer with Artemisia. He remembered that she had counseled him not to attack the Greeks at Salamis, and, as the result had proved that counsel to be eminently wise, he felt the greater confidence in asking her judgment again. He accordingly sent for Artemisia, and, directing all the officers, as well as his own attendants, to retire, he held a private consultation with her in respect to his plans.

“Mardonius proposes,” said he, “that the expedition should on no account be abandoned in consequence of this disaster, for he says that the fleet is a very unimportant part of our force, and that the army still remains unharmed. He proposes that, if I should decide myself to return to Persia, I should leave three hundred thousand men with him, and he undertakes, if I will do so, to complete, with them, the subjugation of Greece. Tell me what you think of this plan. You evinced so much sagacity in foreseeing the result of this engagement at Salamis, that I particularly wish to know your opinion.”

— Jacob Abbott, *Makers of History, Xerxes*

## VOCABULARY:

*confer:* to seek someone else's opinion

*eminently:*

exceptionally

*consultation:* a meeting to gather another's ideas

*expedition:* a wartime journey or trip

*undertakes:* begins

*subjugation:* defeat

*evinced:*

demonstrated

*sagacity:* wisdom



**1 ANALYZING** Which words describing Artemisia show how much Xerxes admired her?

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**2 DRAWING CONCLUSIONS** Using information about Salamis in Lesson 3, why do you think Artemisia counseled Xerxes not to attack there?

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**3 HISTORY** Discuss with a partner what you can infer about the role of females in this time period. What is the author suggesting about Artemisia in this passage when Xerxes calls her for a consultation?

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**4 INFERRING** Why do you think Xerxes wanted a private consultation with Artemisia about the possibility of a future battle with the Greeks?

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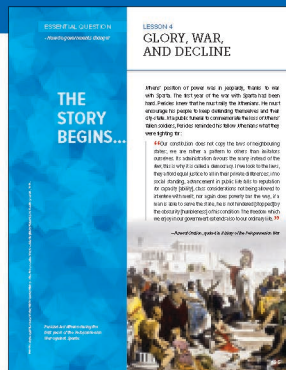
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**5 CONNECT TO TODAY** If you had an important decision to make, who would you consult? Would you go to a trusted friend or to someone you knew had experience in the area of concern?

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## ESSENTIAL QUESTION

*Why does conflict develop?*

As you gather evidence to answer the Essential Question think about

- how the economic and political strength of Athens gave them more influence.
- how Sparta became the head of an alliance of city-states to rival Athens.

## My Notes

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# Glory, War, and Decline

**DIRECTIONS:** Search for evidence in Chapter 5, Lesson 4 to help you answer the following questions.

- 1 IDENTIFYING CAUSE AND EFFECT** Use the chart to record important details that resulted from the leadership of Pericles in Athens.

Athens Under the Leadership of Pericles

PERICLES


- 2 HISTORY** If Athens prospered under the leadership of Pericles, what went wrong? What was the trigger, or initial cause, of conflict?

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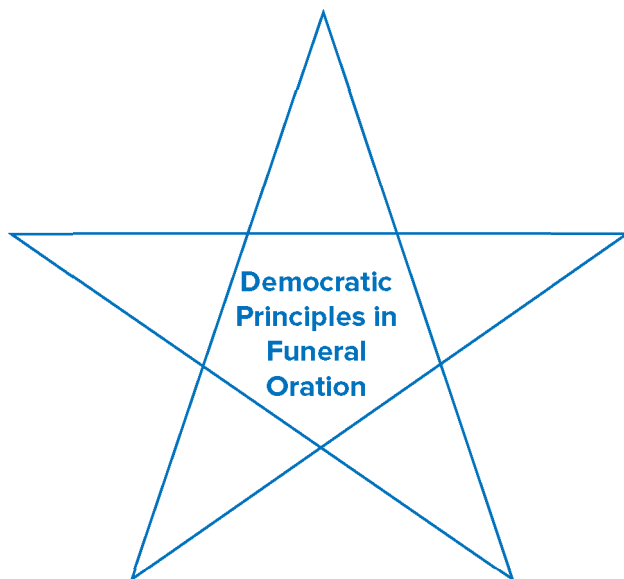
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- 3 ANALYZING** What were the democratic principles encouraged in the famous speech, now known as Pericles's Funeral Oration?



- 4 IDENTIFYING CAUSE AND EFFECT** Use the chart below to record events that caused Athens to finally lose the Peloponnesian War.

Causes of the Surrender Of Athens


## ESSENTIAL QUESTION

*Why does conflict develop?*

# The Acropolis

**DIRECTIONS:** Study the following image and answer the accompanying questions.

**EXPLORE THE CONTEXT:** This image depicts a famous example of the center point of most ancient Greek city-states, an acropolis. This acropolis was built in Athens, where the temple to the goddess Athena was eventually added.

**PRIMARY SOURCE: IMAGE**

**1A DESCRIBING** Describe the famous Acropolis as seen in this image.

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**1B** Describe the features of the Acropolis that have been used in more modern architecture. Describe any important buildings you may know of in America using those ancient Greek features.

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**2 ANALYZING** How was the Acropolis protected?

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**3 REREAD** Does this image of the Athenian Acropolis correspond to the description of Greek acropolis structures in Lesson 1? Explain.

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**4 HISTORICAL CONTEXT AND CITING EVIDENCE** In Lesson 4, reread about the days after the Persian Wars and Pericles. Why did the Athenian victory and leadership of Pericles contribute to the building of additional monuments at the Acropolis?

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# The Plague in Athens

## ESSENTIAL QUESTION

*Why does conflict develop?*

**DIRECTIONS:** Study the following excerpt and answer the accompanying questions.

**EXPLORE THE CONTEXT:** Thucydides, another well-known historian from Ancient Greece, wrote about the war between Athens and Sparta. The war was called the Peloponnesian War because of Sparta's location in the Peloponnesus, a peninsula in southern Greece. In addition to the problems of war, Athens was struck by an epidemic, killing many Athenians, including the leader Pericles. Attica is the region around and including Athens.

### VOCABULARY

*thence:* from there

*thither:* onward in a new direction

*lazar-house:* a place where people with leprosy were confined

*epidemic:* a rapid spread of disease

*scourge:* suffering, calamity

*copious:* plentiful, a large amount

*draughts:* cups

*oblivion:* forgetting or not knowing

### PRIMARY SOURCE: BOOK

At the beginning of the next summer the Peloponnesians again entered Attica, and resumed their work of devastation, destroying the young crops, and wrecking whatever had been spared in the previous year. Before they had been many days in Attica, a new and far more terrible visitation came upon the Athenians, threatening them with total extinction as a people. We have seen how the whole upper city, with the space between the Long Walls, and the harbour-town of Peiraeus, was packed with a vast multitude of human beings, penned together, like sheep in a fold. Into these huddled masses now crept a subtle and unseen foe, striking down his victims by hundreds and by thousands. That foe was the Plague, which beginning in Southern Africa, and descending thence to Egypt, reached the southern shores of the Mediterranean, and passed on to Peiraeus, having been carried thither by seamen who trafficked between northern Africa and Greece. . . .

From the description of the symptoms we may conclude that this epidemic was similar to that dreadful scourge of mankind which has been almost conquered by modern science, the small-pox. The patient who had taken the infection was first attacked in the head, with inflammation of the eyes, and violent headache. By degrees the poison worked its way into the whole system, . . . One of the most distressing features of the



disease was a raging thirst, which could not be appeased by the most copious draughts of water; and the internal heat, which produced this effect, caused also a frightful irritability of the skin, so that the sufferer could not bear the touch of the lightest and most airy fabrics, . . . Of those who recovered, many bore the marks of the sickness to their graves, by the loss of a hand, a foot, or an eye; while others were affected in their minds, remaining in blank oblivion, without power to recognise themselves or their friends.

— H.L. Havel, *Stories from Thucydides*

**1 ANALYZING SOURCES** In the first two sentences, what emotions do you think the author wanted the reader to feel? What evidence can you provide to support your answer?

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**2 COMPARING AND CONTRASTING** In Lesson 4, the city-state of Athens is described at its height after the Persian Wars. What words would best describe Athens then? Compare and contrast this condition to that of Athens at the time of the writing by Thucydides.

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- 3 SUMMARIZING** Describe the impact of the plague on the people of Athens and why it would have affected the outcome of the war with Sparta.

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- 4 ANALYZING DEVELOPMENT** How does the author Thucydides elaborate the main idea that Athens was destroyed during the Peloponnesian War? Use evidence from the excerpt to support your ideas.

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## ESSENTIAL QUESTION

*Why does conflict develop?***1 Think About It**

Review the supporting questions you developed at the opening of the chapter. Review the evidence you found in Chapter 5. Were you able to answer each of your Supporting Questions?

If you didn't find enough evidence to answer your Supporting Questions, what do you think you need to consider?

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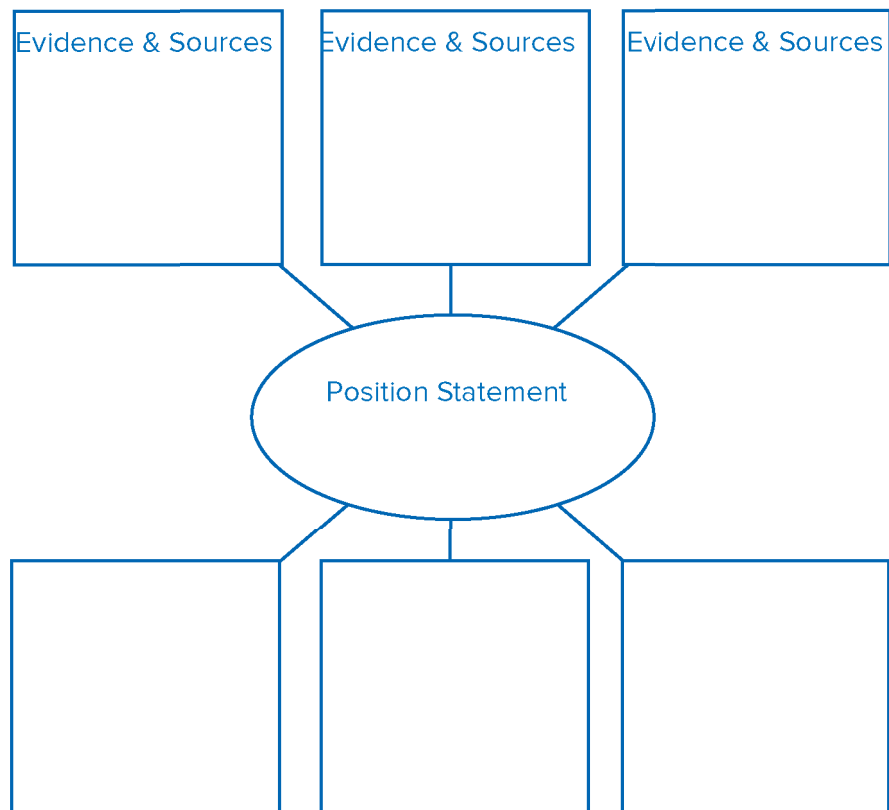
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**2 Organize Your Evidence**

Use a chart like the one below to organize the evidence you will need to support your Position Statement.



### 3 Talk About It

In a small group or with a partner, discuss your position statement and the evidence you have gathered. Check your group's understanding of your evidence and respond to questions your members may have while considering their input.

### 4 Connect to the Essential Question

On separate paper, write a decree, or instruction, to your citizens as if you were an important leader in ancient Athens. What wisdom would you pass onto the people in a young democracy? Be sure to address the answers to the ESSENTIAL QUESTION: *Why does conflict develop?* What advice could you give your followers that would help them live peacefully, using what you've learned about conflict?



Write a speech that you could present to the United Nations to promote an international agreement to turn around Russia's invasion in Ukraine.