During the “Classical Era,” early civilizations spread beyond river valleys. Some of these civilizations achieved enough power to conquer their neighbors and create giant empires. This was a time when civilizations also began to reflect more on morality and the meaning of life. As a result, many of the world’s major religions emerged.

These same civilizations developed institutions, systems of thought and cultural styles that still influence us today. Their art, music, and literature set the standards against which later works would be judged. People still admire the marble statues of Greek sculptors and read Greek playwrights and philosophers, more than 2,000 years later. For these reasons, we refer to these as the “classical” civilizations, meaning of the highest class or rank.
**Essential Questions**

- What factors caused the rise of Persia, Greece, and Rome?
- What were the major accomplishments of these “classical civilizations”?
- How were the classical civilizations shaped by their religious and philosophical beliefs and by the rule of law?

**Social Studies Terminology in this Chapter**

- Persia
- Sparta
- Athens
- Democracy
- Parthenon
- Socrates
- Aristotle
- Alexander the Great
- Erathosthenes
- Archimedes
- Rome
- Republic
- Plebeians
- Patricians
- “Rule of Law”
- Twelve Tablets
- Pax Romana
- Christianity

**Important Ideas**

A. Persia grew large and powerful through military conquests, building good roads, collecting tribute, and tolerating differences among its subject peoples.

B. The city-states of Greece grew prosperous through trade. Greek culture was characterized by a questioning spirit. The Greeks made major contributions to art, architecture, literature, history, drama, philosophy, and mathematics.

C. The city-state of Athens developed the world’s first democracy. In this system, all Athenian citizens participated in important political decisions. Not all Athenians were citizens. Women, slaves, and foreign residents could not vote.

D. Rome was the heir to Greek civilization. Early Romans developed a republican form of government, based on elected representatives and the “rule of law.”

E. As Rome expanded, it changed into an empire. The Roman emperor was seen as godlike.

F. Christianity, a religion that arose in the Middle East, was adopted by the Roman Emperor Constantine and became the religion of the Roman Empire. The religion survived Rome’s collapse.

G. Under constant attack from tribes outside its borders, the Roman Empire divided into two halves. The western half, with its capital in Rome, was eventually overrun by barbarian tribes and fell in 476 A.D. The eastern half survived almost another thousand years as the Byzantine Empire.
The Medes and the Persians lived in the Middle East on the Iranian Plateau between the Caspian Sea and the Persian Gulf. In 550 B.C., the Persian ruler Cyrus the Great united these two peoples. He then expanded Persia's territory westward by conquering Lydia and Babylonia and eastward by conquering territories as far as the Indus River.

**BUILDING AN EMPIRE**

The son of Cyrus the Great conquered Egypt. The next ruler, Darius, unified the Persian Empire by building a network of public roads, introducing a uniform set of weights and measures, and establishing several capital cities. Persia was now larger than any empire up to that time. It stretched more than 3,000 miles from the Nile to the Indus River. The Persians controlled this vast empire by dividing it into provinces, each ruled by a group of local officials loyal to the Persian king. The Persians collected tribute (a payment made as a sign of submission) and taxes from these provinces. Although they paid tribute, the provinces profited from extensive trade throughout the Persian Empire.

**RELIGION**

At first, the Persians worshipped many gods. In 570 B.C., a new religion was introduced into the Persian Empire by the religious leader Zoroaster. Zoroastrianism taught that there were only two gods: the god of truth, light, and goodness, and the god of darkness and evil. The whole universe was the battleground between these two forces. Those who led good lives would eventually go to Heaven, while those who were evil would be doomed to a fiery Hell.
PERSIA'S ACCOMPLISHMENTS

From the Lydians, Persians learned the practice of using coins. Under the rule of Darius, citizens were encouraged to use coins to purchase goods. Persians were now able to move from bartering to a “money economy.” The use of coins greatly improved trade throughout the empire. The Persians also built hundreds of miles of roads using gravel and stone. The Persian Royal Road was 1,500 miles long with more than 100 stations holding fresh horses. These roads fostered a feeling of unity within the Persian Empire. Darius established a postal service to make communication easier within the Persian Empire. Couriers carried letters over the new roads.

THE "GLORY" OF GREECE

Civilization gradually spread from Mesopotamia, Egypt, and Persia to other places in the Mediterranean region, including Phoenicia, Israel, and Greece.

THE GEOGRAPHY OF GREECE

Ancient Greece consisted of a large mountainous peninsula, the islands of the Aegean Sea, and the coast of present-day Turkey. Because of Greece’s hilly terrain, farming the land was quite difficult. Much of Greece is stony and suitable only for pasture. Its people came to rely on trade. Greeks produced wine, olive oil, and pottery, which they traded with other peoples of the Mediterranean. Through these contacts, the Greeks became exposed to key achievements of other ancient civilizations, such as the alphabet, a way of writing, invented by the Phoenicians. In an alphabet, each sound has its own symbol or letter.

APPLYING WHAT YOU HAVE LEARNED

Many of the letters in our alphabet come from Greek and Phoenician letters. How does such an alphabet differ from Egyptian hieroglyphics or Chinese characters?

EARLY GREEK CIVILIZATION

The Minoan civilization flourished on the island of Crete from 2000 B.C. to 1400 B.C. The Minoans developed their own form of writing, used copper and bronze, and were skilled at shipbuilding. The Minoan civilization mysteriously collapsed around 1400 B.C.
A second ancient Greek civilization thrived around Mycenae (on mainland Greece) and the coast of Asia Minor from 1400 to 1200 B.C. At this time the Dorians, a group of people from northern Greece, conquered the Greek mainland.

### THE RISE OF GREEK CITY-STATES

Mountains and the sea caused Greek centers of population to be cut off from one another. As a result, separate city-states developed, each with its own form of government and system of laws. In Greek, the word for city-state was _polis_.

At the same time, Greeks also shared in a common culture, based on their language, religious beliefs, traditions, and close economic ties. For example, all Greeks believed in the same gods and goddesses, including Zeus, Athena, and Apollo, who were believed to live on Mount Olympus. Their myths, such as the story of Jason and the Golden Fleece, and the siege of Troy, still thrill us today. Citizens from all the Greek city-states participated every four years in Olympic games in honor of Zeus and the other Greek gods. The Greeks believed their gods were pleased by strong, graceful human bodies.

### MILITARY SPARTA

One of the most important city-states was _Sparta_. Sparta is located in the southern part of Greece, called the Peloponnesus. In 725 B.C., the Spartans conquered their neighbors. They forced these people, known as _helots_, to farm for them. The Spartans constantly had to use force to maintain control over the helots. Due to this threat, life in Sparta was organized around military needs. Individualism and new ideas were discouraged. Strict obedience and self-discipline were highly valued. For example, if a newborn Spartan baby was found to be unhealthy, it was left on a hillside to die.

_At age seven, Spartan boys left their families to train for battle. They served in the army until age 60._
DEMOCRATIC ATHENS

The city-state of Athens developed a unique system of government. Every citizen could participate in government directly by voting on issues to be decided by the city-state. The main governing body of Athens was the **Citizens Assembly**. It was open to all citizens, but only the first 5,000 or so citizens who gathered could attend its meetings. It met regularly, at least ten times a year. The assembly directed foreign policy and made laws for Athens. Citizens who served on a council, jury, or as magistrates, were paid a reimbursement for lost earnings. This ensured that even poor citizens could participate in government.

This type of government, which Athens was the first to introduce, is known as a **democracy**. In a democracy, ordinary citizens participate in government, either directly or by elected representatives. Democracy means “rule of the people” in Greek. In Athens, only a minority of city residents were actually citizens. Women, foreigners, and slaves were not citizens and could not participate in government.

APPLYING WHAT YOU HAVE LEARNED

How was Athenian democracy different from American democracy today?

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THE GOLDEN AGE OF GREEK CULTURE

In the 5th century B.C., the Persian Empire tried to conquer the Greek city-states. Surprisingly, the Persians failed. After the war, the Greeks enjoyed a “Golden Age.” **Pericles** championed democracy. He collected revenues from other city-states to rebuild Athens. Art, literature, and philosophy all flourished.

**Philosophy.** The Greeks believed that human reason was powerful enough to understand the world and to solve its problems. A series of three philosophers — **Socrates**, **Plato** and **Aristotle** asked important questions and tried to find answers. Socrates questioned his students about the use of moral terms: What is goodness? What is morality and justice? In 399 B.C., Socrates’ enemies persuaded the Athenian Council to condemn Socrates to death for corrupting the young. In the excerpt on the next page, written by his most famous student **Plato**, Socrates tells his students why he refuses to escape from prison and death:
Read the following document from Plato’s *Crito*. Then answer the two questions that follow.

“Look at it this way. Suppose that while we are preparing to run away, the laws and Constitution of Athens were to come and ask: ‘Now Socrates, what are you doing? Can you deny that by this act you are thinking of, you will have the power to destroy us, the laws, and the whole state as well? Do you imagine that a city can continue to exist and not be turned upside down, if the legal judgments pronounced have no force, and are destroyed by private persons? You have 70 years in which you could have left the country if you were not satisfied with us or felt the agreements were unfair. And now, after all of this, are you not going to stand by your agreement?’”

— Plato, *Crito*

★ What reasons does Socrates give to his students for his refusal to escape?

★ Would you have agreed with his reasoning? Explain your answer.

Plato took Socrates’ method of questioning a step further. He concluded that values like goodness, beauty, and justice actually exist as independent ideas that are more real than the changing “appearances” we see in daily life. In *The Republic*, Plato described an ideal city-state ruled by philosopher kings. He defined justice as the rule of reason over appetite (our desires). His most famous student, Aristotle, was less concerned with abstract concepts. Aristotle collected and classified things from animals to city-state constitutions, and studied their relationships.

Read the following document from Aristotle’s *Politics*. Then answer the question on the next page.

“We have next to consider how many forms of government there are, and what they are ... The true forms of government are those in which the one, the few or the many govern with a view to the common interest ... Of forms of government in which one rules, we call that kingship; that in which more than one but not many rule, we call aristocracy: when citizens at large administer the state for the common interest, the government is called [a democracy].”

— Aristotle, *Politics*
CHAPTER 6: The “Classical Era” in the West

Art and Architecture. Greek sculptors and architects tried to design statues and buildings with ideal proportions. Greek buildings and statues were not the white marble you see in museums today. They were brightly painted with bold colors. The Parthenon, a splendid marble temple with beautiful columns, was constructed on the hill known as the Acropolis. Inside was a giant statue of Athena, patron goddess of the city.

Science and Mathematics. Geographers like Eratosthenes showed the Earth was round and calculated its circumference. He also created a device (sieve) for discovering all prime numbers up to any limit. Archimedes is considered one of the greatest mathematicians of antiquity. His contributions in geometry revolutionized the subject. He was also a practical man who studied levers and pulleys, measured volume and density, designed catapults, and invented a large screw-like device inside a cylinder to pump water.

Music and Literature. Greeks listened to choral music and instruments like the stringed lyre and flute, and developed musical scales. Greek historians, like Herodotus and Thucydides, told the story of the past. Greek playwrights, like Sophocles, completed the first known comedies and tragedies. Greeks watched these plays in giant open-air amphitheaters.

PELOPONNESIAN WARS (432 B.C. – 404 B.C.)

A rivalry soon developed between Athens and Sparta. The Athenians had used their power to force some other city-states to pay them taxes. Sparta finally declared war on Athens in the Peloponnesian Wars. After 30 years of fighting, Sparta emerged as the victor. The Peloponnesian Wars greatly weakened the Greek city-states. The economic costs were considerable. Poverty became widespread, and Athens was completely devastated. Sparta emerged as the leading city-state.
WOMEN IN ANCIENT GREECE

In ancient Greece, men generally regarded women as inferior and excluded them from public life. Women managed the home, subject to their husband’s will. Spartan women enjoyed greater status than elsewhere in Greece. Many were given an education and physical training. Athenian women could own clothing and slaves, but they could not own land or enter into contracts.

ALEXANDER THE GREAT

In 338 B.C., the King of Macedonia, an area located north of Greece, brought all the Greek city-states under his control. His son, Alexander the Great, was taught by Aristotle. Alexander went on to conquer most of the Mediterranean world, including Egypt and Persia. His conquests took him as far as the Indus River Valley. However, Alexander died at a young age, and his empire quickly fell apart.

Hellenistic Culture. Wherever Alexander went, he spread Greek culture. His followers also absorbed Eastern ideas and styles. Hellenistic culture refers to the fusion of Greek culture with the cultures of the Middle East and India. The greatest Hellenistic achievements were in mathematics and science. Alexander’s construction of a great library at Alexandria encouraged scholarship. Hellenistic sculptors aimed at more emotional representations in art. Statues of the heads of ordinary people with their imperfections became common during this period. Many wealthy members of society, including women, began to study philosophy and to attend lectures of popular philosophers.
ACTING AS AN AMATEUR HISTORIAN

Use your school or local library or the Internet to find out more about the contributions of ancient Greeks in two of the following areas: mathematics, science, drama, sculpture, architecture, music or philosophy. Then make a PowerPoint presentation to your class. Use the space below for your notes.

THE "GRANDEUR" OF ROME

THE GEOGRAPHY OF ROME

One of the most influential civilizations to emerge in the ancient world was Rome. Rome was located on a fertile plain in the center of Italy, close to the west coast. To the north, the Alps Mountains protected Rome from most invaders. To the west, the sea provided further protection, while serving as a route for trade and expansion.

The Romans were heirs to Greek culture. They believed in the same gods and goddesses as the Greeks, although they gave them Latin (Roman) names. The Romans also studied and imitated Greek achievements in science, art, history and literature. They delighted in making copies of famous Greek sculptures.

THE ROMAN REPUBLIC

Early Rome contained two main social classes: the patricians (wealthy landowning families) and the plebeians (small farmers, craftsmen, and merchants). In early times, the Romans overthrew their king and made Rome into a republic — a system of government by representatives. Rome was then governed by a patrician assembly known as the Senate, and by elected officials, known as Consuls. The plebeians chose tribunes, speakers who represented them.
The Twelve Tables. Rome flourished, in part, because it strongly supported the “rule of law.” Government officials were not above the law, nor could they act outside the law. The Roman Republic issued the Twelve Tables to protect the plebeians. These written laws were placed in public meeting places, for all to see. The Twelve Tables covered civil, criminal, and religious law, and provided a foundation for later Roman law codes. Under Roman law, all citizens were “equal under the law” — meaning they were subject to the same rules and laws.

SOME RULES FROM THE TWELVE TABLES

<table>
<thead>
<tr>
<th>Rule</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.1</td>
<td>A badly deformed child shall be killed.</td>
</tr>
<tr>
<td>VIII.2</td>
<td>If a person has injured another’s limb, let there be retaliation in kind, unless he agrees to make compensation with him.</td>
</tr>
<tr>
<td>VIII.21</td>
<td>If a patron shall defraud his client, his life must be forfeited (‘killed’).</td>
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<tr>
<td>VIII.23</td>
<td>Those convicted of speaking false witness shall be flung from the Tarpeian Rock.</td>
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<tr>
<td>IX.3</td>
<td>The penalty for a judge who has been found guilty of receiving a bribe for giving a decision shall be capital punishment (death).</td>
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<tr>
<td>IX.6</td>
<td>The putting to death ... of any man who has not been convicted is forbidden.</td>
</tr>
<tr>
<td>XI.1</td>
<td>No marriage shall take place between a patrician and a plebeian.</td>
</tr>
</tbody>
</table>

Romans contributed the important concept of a **contract** — the idea that a private agreement can be enforced by the government once people have entered into it. The Romans also established rules for the ownership of property.

The Romans also established important legal processes to promote justice. If people had a legal dispute, they went to an official to argue their case. The official then made a judgment, which the parties could appeal. People accused of crimes had the right to a trial in court. The accused person was considered innocent until proven guilty. We still use these same practices today.

**ROME EXPANDS TO AN EMPIRE**

By 275 B.C., Rome already ruled the entire Italian peninsula. After unifying Italy, Rome defeated its main trading rival, Carthage, located just across the Mediterranean in North Africa. This victory made Rome the leading power in the Mediterranean. Rome next acquired territories in Spain, North Africa and the eastern Mediterranean. Roman generals like Julius Caesar completed the conquest of Spain and Gaul (present-day France).

When Caesar’s enemies in the Senate recalled him to Rome, Caesar returned with his army and made himself “dictator” for life. Leading Roman officials feared the loss of their freedom. They assassinated Julius Caesar on the floor of the Senate in 44 B.C. His heir, Augustus Caesar, eventually emerged as Rome’s next ruler. Although Augustus assumed monarch-like powers, he also preserved Rome’s republican institutions. He removed corrupt officials and tried to revive the “old” Roman values of responsibility and self-discipline. His successors became known as “Emperors” and were worshipped as gods. They made conquests to the north and east, greatly expanding Rome’s frontiers.
PAX ROMANA: The “Roman Peace” (27 B.C.–395 A.D.)

Augustus brought a long period of peace, known as the Pax Romana, to Europe and the Mediterranean world. Rome’s centralized political authority, trained officials and traditions of law allowed it to rule effectively over this large area. Romans saw their culture as superior. They generally respected local customs, provided a system of laws, promoted trade, and offered Roman citizenship to people throughout the empire.

The Romans were great engineers. They developed concrete for their large buildings. To run their huge empire, they built a network of almost 50,000 miles of roads. Rome became the center of communication, commerce, trade, politics, culture and military power for Western Europe and the Mediterranean world. New cities became outposts of Roman culture.

The expansion of the city-state of Rome changed its basic character. The Roman army became a professional force obedient to its generals instead of a citizen’s army. Although Romans established the “rule of law,” they also recognized the ancient institution of slavery. A large force of slaves performed much of Rome’s labor.

Rome itself became the scene of blood-thirsty games, such as contests between gladiators. Later Roman emperors maintained their popularity by providing these games at no expense to the citizens of Rome in the Colosseum, an immense stadium built of stone. Roman Senators became corrupt, while generals developed political ambitions and fought against each other for wealth and power.
WOMEN IN ROME
Romans adopted a traditional view of gender roles, in which women were responsible for household chores and men represented the family in public life. Under Roman law, women passed from the authority of their fathers to that of their husbands. Women were not allowed to hold office, but it was acceptable for men to seek their wife’s advice in private. Nevertheless, there was generally more equality in Roman society between men and women than there had been in earlier Greek society. Romans placed a high value on marriage, home and the family. This strongly influenced their treatment of women. Women could own property and make wills. Among the lower classes, many women worked outside the home.

THE JEWISH DIASPORA (DISPERSION)
The Romans permitted the existence of different religions throughout the empire, but expected people to worship the emperor as divine. Jews refused to recognize the emperor as a god. Jews revolted against Roman rule in 66 A.D. and again in 135 A.D. Romans crushed these rebellions, destroyed the Jewish temple in Jerusalem, and drove the Jews out of Israel. Many fled north and west into Europe, while a large number settled in other areas of the Middle East. Even though they faced exile, Jews refused to abandon their religion.

CHRISTIANITY
Christianity began about 2,000 years ago. It is based on the teachings of Jesus, a Jew born in Bethlehem who preached forgiveness, mercy, and sympathy for the poor and helpless. The Romans crucified Jesus for claiming he was the Messiah or Savior. After his death, a band of his followers, known as the Apostles, believed Jesus rose from the dead to redeem mankind. The promise of an afterlife in which all believers, including the poor and humble, would be rewarded, helped the new Christian religion to spread.

MAJOR BELIEFS OF CHRISTIANITY

Role of Jesus. Christians believe Jesus was the son of God and sacrificed himself to save humankind from punishment for their sins. Christians believe that after his death, Jesus was resurrected and rose to Heaven.

Christian Conduct. Christians believe they will be saved and will go to Heaven after death if they have faith in Christ as their Savior and treat others with love and respect. Christians believe in the Golden Rule — “do unto others as you would have them do unto you.”


Because they refused to worship the emperor, Christian martyrs were murdered in the Colosseum. Despite attempts by the Romans to eliminate Christianity, the new religion slowly began to spread.
Unlike Jewish leaders, Christians wanted to spread their faith to non-believers. They also did not require believers to follow strict dietary rules and other religious laws. Christianity's simple message of love, hope and salvation inspired many living in the Roman Empire. In the 4th century, Emperor Constantine had a vision right before an important battle. This convinced him to convert to Christianity. Soon after, Constantine proclaimed freedom of worship for Christians. By the end of the 4th century, Christianity became the official religion of the Roman Empire.

**THE FALL OF THE ROMAN EMPIRE**

Starting in the third century A.D., the government in Rome began to weaken. Historians offer several explanations for this decline:

| **Political Weakness.** Roman government depended on the abilities of the emperor, but many later emperors were corrupt and ineffective leaders. |
| **Economic Problems.** The costs of defending and administering the empire led to high taxes. Inflation and unemployment led to economic difficulties. |
| **Military Decline.** Later Roman armies relied on paid soldiers. These soldiers were often recruited from non-Roman peoples, who were less loyal than Roman citizens. |
| **Invasions.** Rome was under continual attack by fierce tribes from Northern Europe and Central Asia, such as the Goths and Huns. The Romans considered these tribes barbarians. Eventually, these tribes successfully invaded Rome. |

Later emperors tried to reverse the decline of the empire. In 284 A.D., the empire was split into two parts so it could be governed more efficiently. The eastern part consisted of Greece, Asia Minor (Turkey), Egypt, and Syria; the western part consisted of Italy, Gaul (France), Britannia, Spain, and North Africa. Constantine temporarily reunited the empire and moved its capital to Constantinople in the east.

**The End of the Roman Empire.** In the late 300s, a nomadic group from Asia, known as the Huns, began to move westward. They pressured the Goths, another tribe outside the empire. The Goths and others began entering the Roman Empire.
A period of great turmoil and chaos followed. Rome was finally sacked. In 476 A.D., the last Roman emperor was overthrown in the West. The eastern empire, known as the Byzantine Empire, survived for another thousand years.

THE ENDURING LEGACY OF ROME

It is sometimes difficult to distinguish what the ancient Romans invented themselves and what they copied from other cultures. The Romans often took the best from other cultures and adopted it as their own. For example, the Romans worshipped the ancient Greek gods, but renamed them. Romans delighted in making copies of Greek sculptures. They read Greek poems, plays, and philosophers.

The Romans also made many lasting contributions that influenced later cultures:

**Law.** Roman concepts of justice, equality before the law, and natural law based on reason shaped later European legal systems.

**Language.** Latin was the language of Rome. Several European languages evolved from it, including Spanish, French, Portuguese, Italian, and Romanian.

**Engineering.** The Romans built thousands of miles of roads to connect distant parts of the empire with Rome. They built bridges and aqueducts to supply water to their cities. They developed concrete and the use of arches and domes.

**Christianity.** The adoption of the Christian religion by the Roman Empire was a major turning point in the spread of Christianity.

APPLYING WHAT YOU HAVE LEARNED

★ What debt did the Romans owe to the ancient Greeks? ____________________

★ Imagine you are writing a speech about the legacy of the Roman Empire. What would you identify as its most enduring contributions?

__________________

__________________

__________________
Complete the graphic organizer below. For each ancient civilization, describe some of its characteristics. Finally, list several of its accomplishments or cultural contributions.

**THE CIVILIZATIONS OF THE "CLASSICAL ERA"**

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<tr>
<th>Persia</th>
<th>Characteristics:</th>
<th>Achievements:</th>
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<th>Greece</th>
<th>Characteristics:</th>
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<th>Rome</th>
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Persian Civilization

★ Cyrus the Great united the Persian Empire.
★ Darius, his son, introduced uniform measures and built several new cities.
★ Zoroastrianism. A new religion based on Zoroaster, who taught there were two gods: light and goodness, and darkness and evil.

★ Persian Accomplishments.
  • Learned to use coins, moving from a barter system to a money economy.
  • Built hundreds of roads to unify empire.
  • Established a postal service.

Greek Civilization

★ City-States. Mountains cut off centers of population from each other. This led to the development of separate city-states.
★ Sparta. A city state that was military in nature. Life was organized around military needs. At an early age, males were taught to be strong soldiers serving the state.
★ Athens. Developed world’s first democracy, but women, foreigners and slaves were not citizens and could not take part in Athenian government.

Golden Age of Greek Culture

During this period, the Greeks enjoyed great prosperity and made significant achievements in art, literature, and philosophy.

★ Philosophers. Athenians believed human reason was powerful enough to understand the world and solve problems. Noted Greek philosophers questioned nature and life:
  • Socrates, Plato, Aristotle

★ Architecture. Athens created statues and buildings of perfect proportions.
  • Parthenon. Temple to goddess Athena. High point of Greek architecture.

Roman Civilization

Rome: built on fertile plain in the middle of Italy.

★ Roman Republic. A republic has a system of government by elected representatives. Roman society had two main social classes: patricians and plebians.
★ Twelve Tables. Roman code of laws that stated that citizens were “equal under the law” and “innocent until proven guilty.”
★ Roman Empire. After uniting Italy, Rome defeated Carthage, and spread to Western Europe. Augustus became the first emperor. Christianity gradually spread.

CHECKING YOUR UNDERSTANDING

Directions: Put a circle around the letter that best answers the question.

1 Which statement would most likely represent the view of a citizen of ancient Athens visiting Sparta?
   A “The government and society of Sparta are too strict. The people have little voice in government.”
   B “I feel as though I have never left home. Everything here is the same as it is in Athens.”
   C “This society allows more freedom of expression than I have ever experienced in Athens.”
   D “I have never seen a society that so valued its citizens as here in Sparta.”

Citi 21(B)
First, **EXAMINE the question.** This question tests your knowledge of the differences between ancient Athens and Sparta. **RECALL what you know about ancient Greece.** Athens was a democracy. Sparta was organized as a highly militaristic society to promote the strength of Sparta’s army. **APPLY what you know.** An Athenian in Sparta would probably be struck by how different Sparta was from Athens. Spartans had little voice in government. Sparta did not value its citizens as Athens did. Instead, Spartan society was quite strict. This would make Choice B, Choice C, and Choice D wrong. The best answer is **Choice A.**

**Now try answering some additional questions on your own.**

Use the map and your knowledge of social studies to answer the following question.

**2** Which statement is most accurate based on the information in the map?
- F Spain was ancient Europe’s largest grain producer. **(Geog 16(B))**
- G Rome’s main trading partner was Carthage.
- H Rome traded extensively throughout the Mediterranean region.
- J Greece limited its trade to Alexandria in North Africa.

**3** Which society was the first to practice direct democracy?
- A city-state of Athens
- B empire of Alexander the Great
- C city-state of Sparta
- D Persian Empire **(Citi 21(B))**

**4** One effect of rugged, mountainous geography on the civilization of ancient Greece was the development of —
- F absolute monarchies
- G extensive trade
- H separate, independent city-states
- J belief in one God **(Geog 16(B))**
Use the diagram and your knowledge of social studies to answer the following question.

**DEVELOPMENT OF THE ALPHABET**

<table>
<thead>
<tr>
<th>PHOENICIAN</th>
<th>Δ Β Π Τ ή Ε Π Ι Ω</th>
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<tbody>
<tr>
<td>GREEK</td>
<td>Α Β Γ Δ Ε Η Κ Λ Ν Ο Π Σ Υ Χ Ω</td>
</tr>
<tr>
<td>LATIN</td>
<td>Α Β Ζ Δ Ε Ζ Γ Η Ι Κ Λ Μ Ν Ο Π Ρ Σ Τ Υ Ψ Ω</td>
</tr>
</tbody>
</table>

5 What conclusion can best be drawn from the development shown above?
   A The Phoenician, Greek, and Latin alphabets were unrelated.  
   B The spread of ideas often has little impact on culture.  
   C The alphabet spread from Phoenicia to Greece and later to Rome.  
   D A people’s culture often has a strong influence on its institutions.

6 Roman women could own property and make wills leaving their property to whomever they chose. What conclusion could be drawn from this statement?
   F Roman women had the right to vote.  
   G Roman women enjoyed some legal rights.  
   H Roman women were equal to men.  
   J Roman women could hold political offices.

7 In what way were the Code of Hammurabi and the Twelve Tables of Rome similar?
   A They allowed for belief in one god.  
   B They established written legal standards.  
   C They provided records of economic activity.  
   D They legalized democratic government.

8 How did Italy’s geography influence the development of the Roman Empire?
   F A harsh climate prevented sufficient agricultural production.  
   G Unnavigable rivers in the northern part of the peninsula protected the Romans from their neighbors.  
   H The lengthy, rugged seacoast encouraged frequent invasions by hostile foreigners.  
   J The central location of the peninsula contributed to Roman control of the Mediterranean region.

9 Which ancient civilization is most closely associated with the Twelve Tables, an extensive road system, the invention of concrete, and the spread of Christianity?
   A Babylonian  
   B Greek  
   C Phoenician  
   D Roman
Use the paragraph below and your knowledge of social studies to answer the following question.

"We think and feel different today because of what a little Greek city-state did twenty-four hundred years ago. What was produced in art and thought has never been surpassed and rarely equaled. It has put the stamp of it upon all the art and thought of the Western world. And yet, this greatness came at a time when the mighty civilizations of the ancient world had disappeared and the shadow of barbarism was dark upon the Earth. In this dark and fierce world a little center of spiritual energy was at work. A new civilization arose in Athens — unlike all that had gone before.”

— Adapted from The Greek Way by Edith Hamilton

10 Which statement best summarizes this historian’s view of Athens?
   F It marked a dark period in its history.
   G Although a small city-state, it had a deep impact on the culture of the Western world.
   H It was one of several ancient civilization that disappeared.
   J Little appreciation of art and though existed in Athens.

11 Which statement describes a characteristic of democracy?
   A Religious leaders control government policy.
   B Citizens are the source of power in government.
   C The government limits the thoughts and actions of the people.
   D The decisions of government are made by influential military officers.

12 In what way were ancient Egyptian, Hellenistic, and Roman civilizations similar?
   F They failed to develop a system of writing.
   G They extended their control over other peoples.
   H They established advanced industrial economies.
   J They all had democratically elected governments.

13 The Roman system of justice is considered a milestone because it —
   A greatly limited the emperor’s powers
   B served as a model for many later European legal systems
   C provided the first democratic constitution
   D united Greco-Roman and Chinese ideas of justice

14 Who were Socrates, Plato, and Aristotle?
   F Consuls of the Roman Republic
   G pharaohs of ancient Egypt
   H religious leaders of the ancient Hebrews
   J philosophers of ancient Greece
15 Which culture became known for building marble temples with ideal proportions, statues of athletes with ideal features, and the first works of drama and history?  
A ancient Egypt  
B the Persian Empire  
C ancient Greece  
D the Roman Empire  

16 One way in which the actions of Cyrus the Great and Alexander the Great were similar was that each —  
F conquered neighboring peoples to build vast empires  
G issued written constitutions that defined the rights of citizens  
H refused to grant religious freedom to their subjects  
J introduced important legal changes to protect basic human rights  

Use the map below and your knowledge of social studies to answer the following question.

17 Which conclusion about Europe and the Mediterranean world in 526 A.D. can be drawn from the information on this map?  
A Gaul dominated trade on the Mediterranean Sea.  
B Rome was the capital of the entire western region.  
C The eastern region was unified under the Byzantine Empire.  
D The division between eastern and western Rome followed natural boundaries.