

Chapter 8: Ancient Greece

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Vocabulary
82	221–25	195–99	113, 115, 241–51	<ul style="list-style-type: none"> Use a web to describe the location of places on a map Explain why the classical age of Greece is described as glorious Explain the influence of the land on Greek occupations Compare the Minoan and Mycenaean civilizations Identify the beginning of the Greek dark age Locate Greece, Crete, the Peloponnesus, and major Greek cities on a map 	
83	226–29	200–203	113–14, 116–17	<ul style="list-style-type: none"> Use a web to define terms from the chapter Identify our source for information about the dark age of Greece Identify reasons for Greece's having city-state governments rather than a central government Trace the development of Athens from an oligarchy to a democracy Explain the agora's role in Greek culture Identify Sparta's major aim and its methods of achieving it Compare and contrast life in Athens with life in Sparta 	monarchy oligarchy tyrant Assembly agora democracy
84	230	204	118	<ul style="list-style-type: none"> Compare voting today with voting in ancient Athens Make decisions on various issues presented for voting Participate in various methods of ancient voting 	
85	231–36	205–9, 418	113–14, 119–20	<ul style="list-style-type: none"> Use a web to describe people from the chapter Explain how the Peloponnesian War influenced the Greeks Recognize Pericles' contributions to the classical age in Athens Trace the events surrounding the Peloponnesian War Describe the consequences of the Peloponnesian War for Athens and Sparta Recognize Thucydides' contributions to the knowledge of Greek history 	Acropolis
86	237–40	210–13	114, 119, 121, 241–51	<ul style="list-style-type: none"> Explain how the Greek belief in gods influenced the people's lives Analyze the lasting appeal of the Greek myths Identify the three major philosophers of ancient Athens and describe the important teachings of each Recognize the failure of Greek philosophy to provide true wisdom or transform behavior Compare Greek beliefs with biblical truth 	myth
87	241–44	214–17	114, 119, 122	<ul style="list-style-type: none"> Compare education in ancient Greece with education today Describe Homer's contributions to literature Distinguish between genres of Greek literature, including epics, fables, plays, and myths Analyze a retelling of a myth 	fable amphitheater
88	245	218		<ul style="list-style-type: none"> Analyze a character's emotions in a drama Create a mask that expresses a specific emotion Participate in a Greek mask drama 	
89	246–49	219–22	114, 119, 123–25	<ul style="list-style-type: none"> Describe the accomplishments of Greece's prominent figures in math and science Compare the ancient and modern Olympic Games Recognize Greek contributions to music, art, and architecture Explain what makes the Parthenon's architecture unique 	theorem abacus Muse
90	250	223		<ul style="list-style-type: none"> Distinguish between the three main styles of Greek columns Design and carve a plaster column 	
91	251–53	224–26	119, 126–27	<ul style="list-style-type: none"> Label a map with Greek cities mentioned in the Bible Compare the Greek and English alphabets Identify the traits that made Alexander the Great a unique leader Explain the reason for the spread of Hellenistic culture Relate historical knowledge of ancient Greece to the biblical account of Paul's sermon on Mars' Hill Recognize the importance of the Greek language to the spread of the gospel Identify influences of ancient Greece seen today 	
92	254		128	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 8 	
93	254			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 8 by taking the test 	

A complete materials list for the chapter is provided on the Teacher's Toolkit CD.

Chapter 8



Ancient Greece

Chapter Overview

This chapter focuses on the land, the people, and the culture of ancient Greece. The material covers differences between democratic Athens and militaristic Sparta, wars the Greeks were involved in, beliefs about religion and philosophy, and Greek accomplishments in government, learning, and the arts. The ancient Greeks had a culture that emphasized strength, power, and beauty. The students will learn how ancient Greece played an important part in history and continues to shape culture even today.



Web links—Check www.bjupress.com/resources for Web links that will enhance your lessons. Links have been carefully selected from reputable sites. However, be sure to carefully evaluate all material before you present it. Also be aware that links to some sites may become outdated, though efforts are made to keep them current.



Learning names of modern countries—Challenge the student to learn and memorize the names and locations of the modern countries in the region covered in this chapter. Blank outline maps are provided on the CD.

Student Text pages 195–99
Activity Manual pages 113, 115,
241–51

♦ Lesson 82 ♦

Objectives

- Explain why the classical age of Greece is described as glorious
- Explain the influence of the land on Greek occupations
- Compare the Minoan and Mycenaean civilizations
- Identify the beginning of the Greek dark age
- Locate Greece, Crete, the Peloponnesus, and major Greek cities on a map

Vocabulary

There are no vocabulary words to introduce.

Materials

- Greece Then & Now, M 8.1
- Places Organizer, AM p. 113

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- Direct attention to page 195.
- What does this picture reveal about modern Greece? *possible answers: It has coastal towns or villages, fishing and boating industries, and a great deal of natural beauty.*
- Which structure in the picture looks like it was built in a much earlier time? *the stone castle on the hill*
- This is the city of Lindos on the island of Rhodes, Greece. Ruins from several different historical eras now stand on the high plateau you see in the background. The ancient Greeks built a temple there, and then the Byzantines built a church. The castle was built in medieval times and served as a palace.

Teach for Understanding

Discussion

page 196

Guide the student in recording descriptive information about the places from this lesson on the *Places Organizer*. Additional information for some places may be added in later lessons.

► Who was Edgar Allan Poe? *a poet*

💡 The phrase “the glory that was Greece” is from a poem called “To Helen.” Can you think of any other poems Poe wrote? *possible answers: “The Raven,” “Annabel Lee,” “The Bells”*

💡 Which of the features of Greece described in the opening paragraph do you think Poe meant when he referred to its “glory”—its land, its architecture, or its people? *possible answer: He probably had all of them in mind since he was referring to the classical age of Greece.*

► What age in the history of Greece is often described as glorious? *the classical age*

► When did the classical age begin? *around 500 BC*

► Why is the classical age of Greece well known? *The Greeks reached a peak of human achievement in government, philosophy, and the arts. The Greek culture has influenced most of the Western world.*

► Why is Greece considered a peninsula? *It is bordered on three sides by seas.*

► What is the southern portion of this peninsula called? *the Peloponnesus*

► What other landforms does Greece have? *mountains, valleys, natural harbors, and islands*

► Why did many of the people of Greece become fishermen, seafarers, and traders? *Travel on the sea was easier than on the mountainous land.*

► What challenge did Greek farmers face? *The rocky soil made farming difficult.*

► What crops were grown in ancient Greece? *barley, wheat, olives, and grapes*

☒ According to the timeline on page 196, what was the earliest civilization in Greece? *the Minoan civilization*

☒ How long was the Greek dark age? *about 400 years (1150 – 750 = 400)*

☒ During what period of Greek history did the Peloponnesian War take place? *the classical age*

- FOCUS**
- What period in Greece was a peak of human achievement?
 - How were the earliest civilizations that settled in Greece different from each other?

The poet Edgar Allan Poe once wrote of “the glory that was Greece.” What do you think he meant? Was he describing the land of Greece itself—its steep white rocks towering above a sapphire blue sea? Was he thinking of Greek architecture—magnificent marble buildings, columned porches, and statues? Or was he speaking of the Greek people draped in flowing robes or clad in bronze armor—accomplished warriors, philosophers, mathematicians, poets, and artists?



A view of the modern seacoast of Syme, Greece

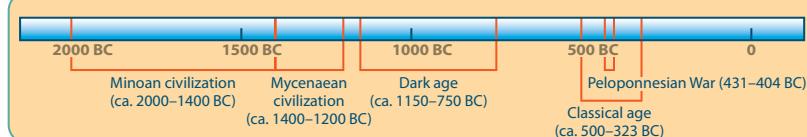
Poe was referring to the classical age of Greece, a period that began about 500 BC. The classical age is often described as glorious. During this time the Greeks reached a peak of human achievement. Their great accomplishments were known throughout most of the ancient world. Greek culture made a lasting impact especially on the Western world. Over the centuries people have looked back to the classical Greeks for patterns to follow in government, philosophy, and the arts.

The Land of Greece

The ancient Greeks lived in what is still known as Greece today. Greece is a land of mountains, valleys, natural harbors, and hundreds of tiny islands. Greece is a peninsula bordered by three seas: the Ionian, the Mediterranean, and the Aegean. The southern portion of this peninsula is called the **Peloponnesus**.

Greece's mild climate, rugged coastline, and island-strewn seas led its people to become fishermen, seafarers, and traders. It was often easier to travel on the sea than on the mountainous land.

Some Greeks were farmers. The rocky soil in Greece made farming difficult. Farmers still managed to grow crops such as barley, wheat, olives, and grapes.



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FOCUS**Answers**

- the classical age
- The Minoans were peaceful traders who were wealthy and had richly adorned palaces. The Mycenaeans were warlike and designed their buildings more for military strength than for artistry.

**Activity Manual organizers—**

Beginning in this chapter the graphic organizers will no longer have the Student Text page numbers next to the sections the student fills out. This is another step in helping the student to work on the organizers on his own.



Edgar Allan Poe—Edgar Allan Poe was an American author and poet during the Romantic Movement in the mid-1800s. He is best known for using macabre themes and writing mysteries.



The palace at Knossos on the island of Crete
What made this palace unusually luxurious for its time?

By 2000 BC the Minoans had settled in Crete and had built a large, beautiful palace in the city of Knossos (NOS uhs). The palace had hundreds of rooms and even some unusual luxuries for its time, such as bathtubs and piped water. Archaeologists have found pottery, carvings, and wall paintings in the palace that reflect a wealthy and artistic people. The Minoans gained their wealth through trading with other peoples from lands as far away as Egypt.

The Minoan people also traveled to other parts of the Mediterranean region and formed colonies. Some scholars believe that the Philistines, enemies of ancient Israel, were colonists of the Minoan civilization.

By 1400 BC the Minoan civilization had come to an end. The reason for this is not known. It is believed that a volcanic eruption or an invasion took place.



Ancient container

Ancient jars in the palace at Knossos



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Discussion

page 197

- 📘 According to Genesis 10, where did the sons of Javan settle after the Flood? *in the isles, or coastlands, of the Gentiles*
- 💡 Who was Javan? *He was the son of Japheth, who was the son of Noah.*
- What is the “isles of the Gentiles” possibly referring to? *Greece*
- What is the earliest known civilization in Greece? *the Minoan civilization*
- Where was it located? *on the island of Crete*
- What were some civilizations in other parts of the world that existed at the same time as the Minoan civilization? *the Shang dynasty in China and the New Kingdom in Egypt*

- By what year had the Minoans settled in Crete? *2000 BC*
- 🕒 Look at the History TimeLine in the Activity Manual. What group of people settled in Asia Minor during this same period? *the Hittites*
- 💡 Caption answer: *unusual luxuries such as bathtubs and piped water*
- 💡 What other evidences of wealth have been found on Crete? *decorative pottery, carvings, and wall paintings*
- How did the Minoans become wealthy? *through trade with other lands*
- 💡 Did the Minoan civilization exist only on the island of Crete? *No, Minoans traveled to other parts of the Mediterranean and formed colonies.*
- What people in the Bible were possibly a Minoan colony? *the Philistines*

- When did the Minoan civilization end, and how? *It ended by 1400 BC. We do not know how it ended; possibly a volcano or an invasion destroyed it.*



Greek food—Ancient Greeks made porridge, cakes, and bread from their main grains—wheat and barley. Other parts of their diet included fruits, vegetables, eggs, poultry, and fish. The Greeks used olive oil and honey to cook these foods. Modern Greek food includes lamb, seafood, eggplant, feta cheese made from goat’s milk, and many herbs and spices. Olive oil is still an important ingredient in preparing and seasoning Greek food. You may want to bring some of these foods to the classroom and allow students to sample them.

Discussion

page 198

- What civilization grew on the mainland of Greece? *the Mycenaean civilization*
- ☒ Look at the History TimeLine in the Activity Manual. What African town won its independence from Mali during the time of the Mycenaeans? *Songhai*
- How was the Mycenaean civilization organized? *It was made up of many cities, each with its own king.*
- How were Mycenaean palaces different from those of the Minoans? *Mycenaean palaces were not as richly adorned, were heavily fortified, and were designed for military strength more than for artistry.*
- How was the Mycenaean way of life different from the Minoans? *The Mycenaeans were often attacking and warring with other peoples. The Minoans were peaceful traders.*
- I** The Trojan War is a legendary war between the Greeks and the people of the city of Troy, known as the Trojans. Why do you think scholars believe the Mycenaeans may have started this legendary war by attacking Troy? *possible answer: They were well known for attacking other cities.*
- When and how did the Mycenaean civilization come to an end? *about 1200 BC, when a people from the north invaded*
- What period of Greek history began with the fall of the Mycenaeans? *the dark age*
- Who excavated Mycenae in the late 1800s? *Heinrich Schliemann*
- What building did he find at the center of the city? *a huge palace with walls more than fifteen feet thick*
- I** Why do you think the palace walls needed to be so thick? *because the Mycenaeans were often at war and needed strong defenses*
- Whose mask did Schliemann believe he had found? *Agamemnon's*
- How do we know the mask did not belong to Agamemnon? *It has been dated to an even earlier time.*
- I** Why would a warrior have been buried with a gold mask on? *to honor him for his accomplishments*
- C** Caption answer: *possible answer: The lions over the gate suggest characteristics such as strength and hunting skill. The sturdy, thick walls suggest the city was built for defense.*



Lion Gate at Mycenae
How do this gate and these walls reflect the warlike nature of the Mycenaeans?

heavily fortified with thick walls and built on high hills. The Mycenaeans designed their buildings more for military strength than for artistry.

The Mycenaeans were often at war. Instead of trading peacefully, they frequently attacked other cities or pirated ships. Many scholars believe

that the Mycenaeans attacked the city of Troy and started the **Trojan War**. According to legend, this war lasted ten years. The Trojan War became a popular subject in Greek literature.

The Mycenaean civilization lasted until about 1200 BC. Around this time, invaders from the north attacked and conquered many of the Mycenaean fortresses. A time that historians call the dark age of Greece followed.

The Mycenaeans

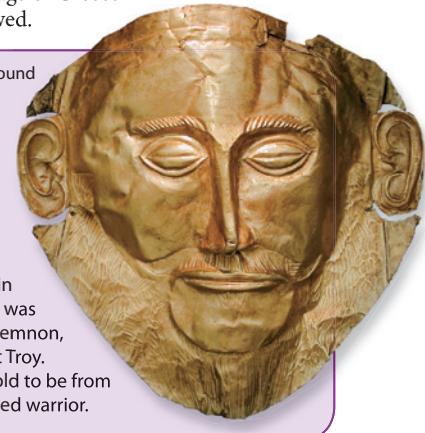
Another civilization that had been growing on the mainland of Greece was the **Mycenaean** (MY suh NEE uhn) civilization. Possibly these people were the invaders who brought about the fall of the Minoans in Crete.

The Mycenaean civilization was made up of many cities. Each city had its own king. Like the Minoans, the Mycenaeans built large palaces. But these palaces were not as richly adorned. Instead they were

UNCOVERING MYCENAE

The gold mask found at Mycenae

In the late 1800s a German archaeologist named Heinrich Schliemann excavated the city of Mycenae. The Mycenaeans are named after this city. At its entrance stands a massive stone gate decorated with two carved lions. The city's central building is a great palace with walls more than fifteen feet thick. Many bronze weapons as well as a burial ground were found in Mycenae. One of the many artifacts found in the graves was a gold mask. Schliemann believed it belonged to Agamemnon, the legendary king of Mycenae who led the war against Troy. However, modern research shows that the mask is too old to be from Agamemnon's time. It is still likely the mask of an honored warrior.



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Background

Trojan War—According to Greek legend, the Trojan war was fought between the Greeks and the Trojans over the kidnapping of Helen, the wife of Menelaus, a Greek king. Prince Paris of Troy had taken her away. Agamemnon, king of Mycenae and brother of Menelaus, commanded the Greek forces during the war. After ten years, the war finally ended when the Greeks delivered a “gift” to the Trojans in the form of a large wooden horse. Inside the horse were Greek soldiers. Once the horse was brought inside the city wall, the soldiers came out, helped the rest of the Greek army enter the city, and captured Troy. They reclaimed Helen and returned to their homeland.

The Region Today

Greece

Location—Greece is located in southeastern Europe. The country sits on the southern end of the Balkan Peninsula. Three seas surround Greece—the Ionian, the Mediterranean, and the Aegean.

Climate—The climate of Greece is typical for the Mediterranean region. Summers are long, and winters are mild and rainy. Temperatures range from 80°F (27°C) in the summer to 48°F (9°C) in the winter.

Topography—Greece is mountainous and has a narrow coastal plain. The country includes over 6,000 islands. Crete is the largest of the 227 islands that are inhabited.

Natural Resources—Greece's natural resources include bauxite, iron ore, and small quantities of coal and oil.

Which Greek city-state was located on the Peloponnesus—Athens or Sparta?



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Discussion

page 199

- Ⓐ Display the *Greece Then & Now* map.
- Ⓐ Locate the country of Greece and the three seas that surround it.
- Ⓐ How is the land of Greece different from its neighboring countries? *possible answer: It is surrounded by many tiny islands.*
- Ⓐ Locate Crete. What civilization built a palace on this island at Knossos? *Minoans*
- Ⓐ Locate the Peloponnesus. What civilization had a city located on the Peloponnesus? *Mycenaean*
- Ⓐ Caption answer: *Sparta*

Activity Manual

Study Skill—page 113

This web organizes the descriptions of places.

Reinforcement—page 115

◆ Lesson 83 ◆**Objectives**

- Identify our source for information about the dark age of Greece
- Identify reasons for Greece's having city-state governments rather than a central government
- Trace the development of Athens from an oligarchy to a democracy
- Explain the agora's role in Greek culture
- Identify Sparta's major aim and its methods of achieving it
- Compare and contrast life in Athens with life in Sparta

Vocabulary

monarchy	Assembly
oligarchy	agora
tyrant	democracy

Materials

- Athenian Couple, V 8.1
- Spartan Couple, V 8.2
- Places Organizer from Lesson 82
- Terms Organizer, AM p. 114

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

Display the *Athenian Couple* and the *Spartan Couple* visuals.

- What differences do you notice between the two men in these drawings? *possible answer: They are dressed differently; one appears to be dressed for war, and the other like a scholar.*
- What differences do you notice between the two women in these drawings? *possible answer: They are holding different items.*
- These couples come from two different parts of ancient Greece. We will learn today about how life differed for people in two different city-states.

Teach for Understanding**Discussion****page 200**

Guide the student in completing the appropriate sections of the *Places* and the *Terms* organizers.

- Where does most of our knowledge of the dark age of Greece come from? *Greek literature containing stories that had been passed down by word of mouth*

- FOCUS**
- How did the governments of Sparta and Athens change after the dark age?
 - How was life different for people in Athens compared with those in Sparta?

Athens and Sparta**The Dark Age of Greece**

Few records exist to tell us what life was like during the dark age of Greece. Most of our knowledge of this time comes from Greek literature. Stories about life in ancient Greece were passed down from parents to their children by word of mouth. After the Greeks had developed an alphabet, these stories were

written down. You will learn more about these stories in a later section of this chapter.

The Rise of City-States

During the dark age the Greeks were made up of many separate groups. Mountains and valleys divided the land, so the people lived in independent societies scattered throughout Greece. These societies were called city-states. The people in a city-state were like a large family. They claimed common ancestors, practiced the same customs, and spoke the same dialect. At the time Greece did not have one central government. Instead each city-state had its own government. A city-state was sometimes ruled by a king. This type of government is called a **monarchy**, which comes from the Greek word for “rule by one.”



An artist's rendering of ancient Sparta.
Why do you think the Greeks chose to have separate, self-governing city-states rather than one central government?

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- Why were the stories not written down at first? *The early Greeks did not have an alphabet and a written language.*
- How factual do you think these stories are? *possible answer: They are probably a mixture of fact and legend.*
- What was a city-state in Greece? *an independent society in Greece with common ancestors and the same customs, dialect, and government*
- What other civilization have we studied that had city-states? *Sumer*
- Caption answer: *possible answers: The mountainous land made travel and communication difficult. Greek people had already lived in independent groups for centuries.*

FOCUS Answers

- Both city-states had an oligarchy rather than a monarchy by the end of the dark age. Athens later became a democracy.
- Athens was a democracy. It focused on philosophy, politics, and the arts. The women were more sheltered. Sparta was an oligarchy. It focused on the military. Women led more public lives.



A meeting of the Assembly
What skills and strengths do you think made certain men rise to power in Athens?

Government in Athens and Sparta

The two most famous city-states were **Athens** and **Sparta**. By the end of the dark age, both city-states had adopted another type of government. This new government was called an oligarchy. By now you might have guessed that the suffix *-archy* means “rule.” The prefix *olig-* means “few.” An **oligarchy** is a “rule by the few.” Usually the few who rule are of the rich upper class. Both Athens and Sparta were ruled by small groups of nobles who owned their own land.

Athens

Although Athens and Sparta were once similar to one another, they ended up being very different.

After the dark age, many city-states branched out and formed colonies along the Mediterranean Sea. People who had gained wealth and power from trading grew discontent with having an oligarchy ruling over them. Soon some city-states began to form new ideas about what type

of government was best. Athens was one of these. One Athenian nobleman named Solon wrote new laws that allowed men of the lower classes to participate in government.

Individual men rose to power in Athens, supported by discontented people. These men who ruled with absolute authority were called **tyrants**. Some of them ruled well. Others ruled poorly. Many of them followed Solon’s example in trying to give the lower classes better living conditions and more say in government.

One tyrant who brought improvements was Cleisthenes (KLAHYS thuh NEEZ). Under his leadership all male citizens over eighteen years old in Athens could attend meetings of the Assembly. The **Assembly** was a group of citizens who met together to make laws. In these meetings, the citizens could speak out on issues and vote, regardless of their place in society. Women in Greece were not allowed to vote or participate in governmental meetings.

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Discussion

pages 200–201

- Many of the words we use to describe types of government come from the Greek language. What is the name for a government ruled by a king? **monarchy**
 - What were the two most famous city-states? **Athens and Sparta**
 - What type of government did they both have at the end of the dark age? **oligarchy**
 - What does **oligarchy** mean? **rule by the few**
 - What class of people ruled in Sparta and Athens? **wealthy nobles who owned land**
 - 💡 Why did people in city-states like Athens become discontent with an oligarchy? **possible answers: Others besides the noble**
- class grew rich from trading and may have sought the right to rule. Lower classes wanted a say in how they were governed.*
- Who wrote new laws that allowed for more widespread participation in government? **Solon**
 - What men rose to power in Athens through the support of discontented people? **tyrants**
 - 💡 Caption answer: **possible answers: decision-making skills, original thinking, leadership, persuasive personalities**
 - What change did Cleisthenes bring about? **All male citizens over eighteen could attend the Assembly.**
 - What was the Assembly? **an organization of male citizens who made laws, spoke out on issues, and voted**



Ostracism in ancient Athens—One of those ostracized in ancient Athens was Themistocles, the general who had masterminded the Greek battle strategy at Salamis during the Persian Wars. After the wars, he fell out of favor with the Greeks. He was ostracized from Athens, and he eventually settled in Persia, where he lived out his days.

Discussion

pages 202–3

- What was the agora? *a marketplace in the center of Athens*
- 💡 Why would people purchase food at the agora rather than grow or make their own food? *possible answers: There was not enough good farmland for everyone. Some meats and cheeses were imported and could only be found at the marketplace.*
- What other items could be purchased at the agora? *iron, copper, timber, ivory, animal hides, wool, papyrus, furniture, and textiles*
- How was the agora more than just a marketplace? *It was also the location of schools, governmental buildings, courts, private businesses, and social gatherings.*
- How had the government of Athens changed by 500 BC? *Athens had become a democracy.*
- What does *democracy* mean? *rule by the people*
- Why do democratic societies today look back to Athens? *Its democracy was very successful.*
- How was Sparta's government different from that of Athens? *Sparta kept its oligarchy.*
- What was the main goal of Sparta's government? *to have a strong army*
- How did the Spartans decide whether a baby boy should be allowed to live? *If he was thought strong enough to be a good warrior one day, he was allowed to live; if not, he was left to die.*
- At what age did a boy begin training to be a soldier? *seven*
- Where did a Spartan boy grow up? *in army barracks with a group of other boys*
- 💡 What are some words you would use to describe the life of a Spartan boy in training for military service? *possible answers: rigid, harsh, painful, cruel, sternly disciplined*
- How was a Spartan boy encouraged to live by his wits? *He was given very little to eat so that he would learn to steal food without being caught.*
- 💡 Is stealing the only way to survive during a time of war? *No; elicit that God could help a person find food in an honest way.* [BAT: 4c Honesty]
- At what age could a Spartan man marry? *twenty*
- Where did he live after his marriage? *with the other soldiers*
- At what age could he live at home with his wife? *thirty*
- Why did the Spartan army make its soldiers endure such harsh conditions? *The Spartans thought that learning to endure pain and hardship would make men good soldiers.*

Things People Did**The Agora**

Olives for sale in a modern market



The Assembly met in the **agora** (AH guh ruh), a busy marketplace in the center of Athens. The agora was made up of open-air buildings called porches. Citizens gathered there every day to buy and sell. They could buy fresh food that had been brought to the agora from local farms. Since there was not enough good farmland around Athens to produce food for all the people, some foods, such as meats and cheeses, were imported. Shoppers in the agora could also find materials such as iron, copper, timber, ivory, animal hides, wool, and papyrus as well as furniture and textiles.

The agora was more than a marketplace. Schools, governmental buildings, courts, and private businesses were located there. Sometimes people just gathered there to meet friends and talk. They would discuss politics, philosophy, and the latest news.

By 500 BC new laws had greatly changed the government in Athens. Athens became a **democracy**. The word *democracy* comes from the Greek words that mean “rule by the people.” The Athenian democracy became the most successful one in the ancient world. Democratic countries today look back to Athens as a model in some ways for a government by the people.

A Spartan warrior

Sparta

Unlike Athens, Sparta kept its oligarchy. The oligarchy



had one aim—to have a strong army. For centuries, Sparta made no advances in art or literature as Athens and other city-states did.

Life in Sparta was much more rigid than life in Athens. When a baby boy was born in Sparta, his parents presented him to the rulers of the city. If the rulers thought he was strong, they allowed

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Background

Spartan—Because of the rigid, harsh lifestyle in ancient Sparta, the word *spartan* is still used today as an adjective to describe someone or something that is extremely disciplined, rigorous, or brave in the face of suffering or danger.



Compare and contrast governments—Challenge the student to research, compare, and contrast the governments of ancient Athens and the present-day United States.

him to live. If not, they left him in the countryside to die. The Spartans did not want any weaklings in their army. A boy who was not put to death stayed at home until he was seven years old. Then the army took him and trained him to be a soldier. During most of his young adult life, a Spartan boy lived in army barracks with a group of other boys. Everything about life in the barracks was designed to prepare them for warfare. The boys had little to eat. They were expected to steal food from farms, but if they were caught, they were punished. They were taught to live by their wits so that they would be prepared to survive during wartime. Every year some of the boys were beaten in public as part of a ceremony to the gods. The beatings were meant to help the boys learn to endure pain.

At age twenty, a Spartan man could marry. But he could not live at home with his wife. He had to live with the other men, training to be a soldier, for ten more years. The training a man received in the Spartan army was harsh and disciplined. The Spartans felt that learning to suffer pain and hardship would make a man a good soldier.

Women in Athens and Sparta

Athenian women led sheltered lives. An upper-class woman went out of the house only to festivals and plays, accompanied by her servants. Her slaves did the daily shopping and errands. Even lower-class women who did not have slaves rarely shopped or worked outside the home. They kept their households supplied with meals and clothing. Athenian women were skilled at spinning and

weaving. A few women from wealthy families learned to read and write at home.

In Sparta women also managed their households. But since the men were often away from home with the army, the women also tended to jobs the men would have done. Spartan women went out in public more than Athenian women. Some even owned property. Like the men, Spartan women received physical training. This training was designed to make them strong mothers. Mothers taught their children to be brave and loyal to Sparta. Wives sent their husbands and sons into battle with the cry, "Return with your shield or on it!" They meant that the soldier should return as a living conqueror or a dead hero. The Spartan army had no room for cowards or quitters.



A woman spinning thread
How was a Spartan woman's life different from an Athenian woman's?

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Discussion

page 203

- **What was daily life like for the women of Athens?** *They led sheltered lives. Their slaves shopped for them. The upper-class women went out of the home only for events such as festivals and plays. When they did go out, they were accompanied by servants.*
- **What were the main tasks of an Athenian woman?** *provide meals and clothing for her household by cooking, spinning, and weaving*
- **How were the lives of Spartan women similar to those of Athenian women?** *Spartan women also managed their homes and focused on their husbands and children.*

❶ **Caption answer:** *Spartan women did some men's jobs while their husbands were away at war. Spartan women also went out in public more often, owned property, and received physical training like men.*

- **What was the purpose of a Spartan wife's physical training?** *to be a strong mother*
- **What saying was used by Spartan women when their husbands and sons went into battle?** *"Return with your shield or on it!"*
- **What does this statement mean?** *Return as a conqueror ("with your shield") or as a dead man ("or on it!"). The Spartans did not want a deserter or a defeated soldier.*

Display the *Athenian Couple* and the *Spartan Couple* visuals. Briefly review

the differences you have discussed between men and women of Athens and Sparta.

Activity Manual

Study Skill—page 113

Study Skill—page 114

This web organizes the meanings of terms.

Review—pages 116–17

This *Study Guide* reviews Lessons 82 and 83.

Assessment

Quiz 8A

The quiz may be given anytime after completing this lesson.



Opinion essay—Pose the following question for the student to think about: "Would you rather have been born in Athens or in Sparta?" Direct the student to write a brief essay answering the question and explaining the reasons for his opinion.



Comparison of two women—Challenge the student to compare the life of a Spartan woman to that of the woman in Proverbs 31.

◆ Lesson 84 ◆**Objectives**

- Compare voting today with voting in ancient Athens
- Make decisions on various issues presented for voting
- Participate in various methods of ancient voting

Vocabulary

There are no vocabulary words to introduce.

Materials

- wide-mouth opaque vase
- one black pebble for each student
- one white pebble for each student
- small piece of broken pottery (potsherd) for each student
- pieces of chalk for students to share

Introduction

- Have you ever gone with an adult to a polling place when it was time to vote in an election? What do you remember about the method of voting that was used?
- Who may vote in a national election in the United States? *any citizen eighteen years or older*

Teach for Understanding**Discussion**

page 204

Direct the student to read the Student Text page and the Activity Manual page.

- Who was allowed to vote in Athens? *only adult male citizens*
- What were some issues the Athenians voted on? *whether to go to war, choosing leaders, making citizens, new laws, and punishments*
- What were some of their methods of voting? *a show of hands, dropping black or white pebbles in an urn, or writing on a potsherd*
- What was ostracism? *a punishment that banished a person from Athens for ten years*

Direct the student to listen carefully to each of the following issues, to cast his vote using the proper method, and to complete the Activity Manual page.

Show-of-hands vote: Direct a vote on whether to institute a new classroom policy of your choosing. Count the number of hands for “yes” and “no” responses.

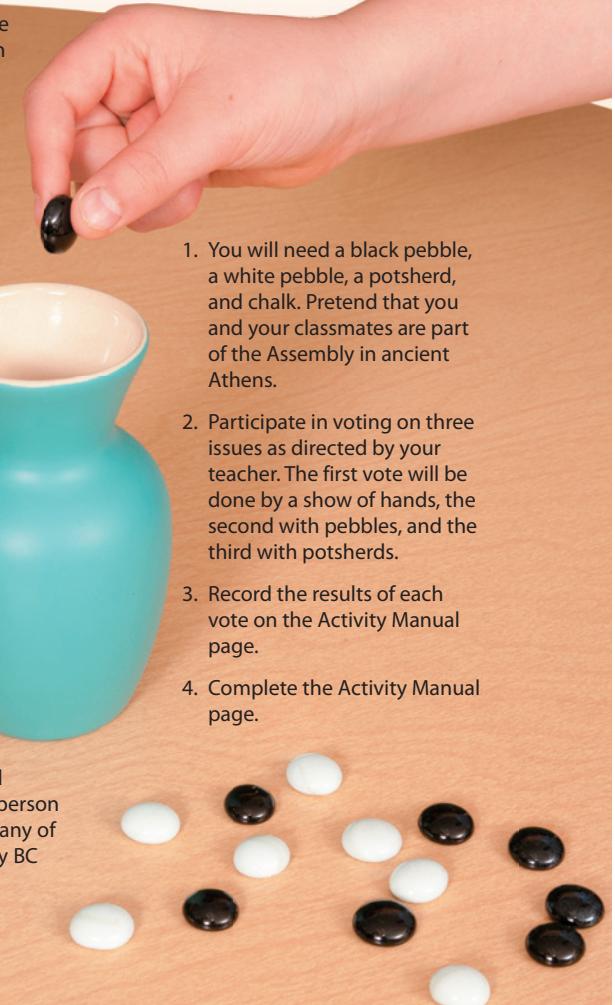
Pebble vote: Direct a vote on whether to take a class field trip to a specific location. Instruct the students to place their pebbles in the urn to cast

Exploring Together**Voting in the Athenian Democracy**

In ancient Athens, only adult male citizens were allowed to participate in politics. They had to meet certain requirements before they could vote. Women, children, and slaves were never allowed to vote.

The Athenians voted on many kinds of issues. They voted on whether to go to war. They voted for leaders. They voted on new laws and who could become a citizen. Once a year, if there was someone who needed to be punished, they voted on whether to banish him from Athens for ten years. This punishment was called *ostracism*.

Most voting was done by a show of hands. However, it could also be done using pebbles or potsherds (pieces of broken pottery). Sometimes, during a trial, voters would place black or white pebbles in an urn to express their belief in a person's guilt or innocence. In a decision for ostracism, voters would write on a potsherd the name of the person they thought should be sent away. Many of these potsherds from the fifth century BC have been found in Athens.



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their vote. A white pebble indicates a “yes” vote, and a black pebble indicates a “no” vote.

Ostracism vote: Choose several objects that could be removed from the classroom for a week and direct a vote on which object to remove. Instruct each student to write with chalk the name of the object he is voting for on his potsherd and to place it in the urn.

Activity Manual

Activity—page 118

Assessment

🕒 Rubric—pages R 2–5

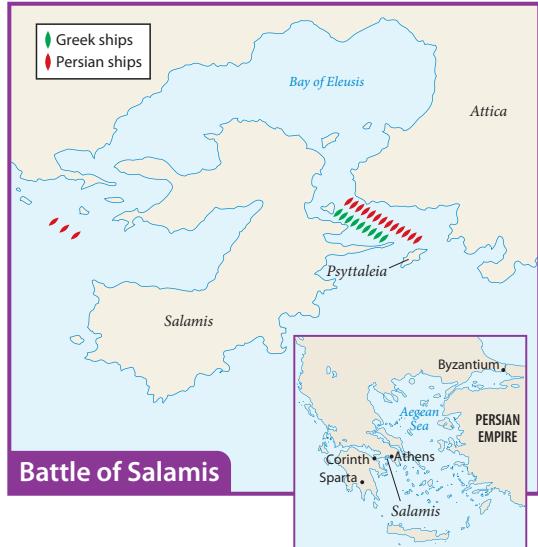
Select one of the prepared rubrics or design a rubric to include your chosen criteria. You may choose to grade Activity Manual page 118 in place of using a rubric.

- FOCUS**
- How did Greece put into action the new confidence they had gained in defeating the Persians?
 - What were the consequences of the Peloponnesian War for Greece?

War and Restoration

The Persian Wars

In an earlier chapter, you learned that the Greeks clashed with the mighty Persian Empire in the fifth century BC. The Persians were angered by the growth of the Greek city-states. They wanted to conquer Greece and make it part of the Persian Empire. But they soon found that defeating the Greeks would not be easy. For over ten years the Greeks fought the Persians and won many battles.



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Materials

- *Greece Then & Now*, M 8.1
- *Battle of Salamis*, M 8.2
- *Athens and Sparta and Their Allies*, M 8.3
- *Places Organizer* from Lesson 82
- *Terms Organizer* from Lesson 83
- *People Organizer*, AM p. 119

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- What are some reasons that countries go to war against one another? *possible*

answers: land, desire to expand their rule or philosophies, desire for independence

- Can you think of any reasons why people in different parts of the same country have gone to war with each other? *possible answers: desire for different governments, special rights for certain areas or groups of people*

Teach for Understanding

Discussion

page 205

Guide the student in completing the appropriate sections of the *Places*, *Terms*, and *People* organizers.

- In what century were the Persian wars? *fifth century BC*
- How long did the Greeks and the Persians fight each other? *over ten years*
- Find the exact dates of the wars on the timeline on page 170. *490–479 BC*
- What was Persia's goal in the wars? *to conquer Greece and make it part of the Persian Empire*
- Who won the first major battle, the battle of Marathon? *the Athenian army*
- In which battle did the Greeks suffer a major defeat? *Thermopylae*
- Display the *Battle of Salamis* map. Recognize that each ship symbol represents more than one ship.
- Judging from the ship symbols, which side had more ships in the battle of Salamis? *Persia*
- About how many ships did each side lose in the battle of Salamis? *Greeks—forty, Persians—two hundred*
- Why did the Persian ships have trouble maneuvering in the Salamis straits? *The Persian ships were large and numerous, and the straits were narrow.*
- What was the final outcome of the Persian wars? *The Greeks were victorious.*
- Why did the Greeks feel so confident after the wars with Persia? *They had defeated a stronger rival.*
- Where does a Christian's confidence come from? *trust in God* [BAT: 8d Courage]

FOCUS Answers

- by restoring their cities
- Sparta took control of Greece for about thirty years. The war resulted in weakened city-states, many deaths, ruined buildings, and ravaged farmland. Athens lost its democracy, and Sparta's oligarchy grew unpopular.

◆ Lesson 85 ◆

Objectives

- Explain how the Peloponnesian War influenced the Greeks
- Recognize Pericles' contributions to the classical age in Athens
- Trace the events surrounding the Peloponnesian War
- Describe the consequences of the Peloponnesian War for Athens and Sparta
- Recognize Thucydides' contributions to the knowledge of Greek history

Vocabulary

Acropolis

Famous People

Discussion

page 206

- Who was the most famous leader of the Athenian democracy? *Pericles*
- For what qualities was he known? *speaking ability, wisdom, and reasoning ability*
- How did Pericles encourage people to take part in the government of Athens? *by paying them to be officers in the Assembly and to serve on juries*
- What gave Pericles a special love for Athens? *He had grown up there.*
- How had the city been badly damaged? *Xerxes had burned it during the Persian Wars.*
- Xerxes is King Ahasuerus in the book of Esther.
- What was the Acropolis? *the hill overlooking the city of Athens, the center of religious life in Athens*
- What kind of buildings were many of the structures on the Acropolis? *sacred buildings*
- 💡 Look at the photo of the Erechtheum. How does its appearance show special attention to beauty? *possible answers: the symmetrical design, the graceful columns shaped like human forms*
- 💡 Caption answer: *possible answer: The building projects made people feel proud of their city's grandeur and beautiful architecture.*
- What other improvements did Pericles support? *the growth of manufacturing and trade and building up the army*
- How was he honored for his influence? *The period of his leadership is called the Age of Pericles.*

Pericles

The most famous leader of the democracy in Athens was **Pericles** (PEHR ih KLEEZ). Pericles is considered one of the greatest public speakers, or *orators*, of all time. The Greeks made him their leader because they respected his wisdom and his ability to reason.

Pericles encouraged as many people as possible to take part in the Athenian government. He even paid people to be officers in the Assembly and to serve on juries. In his speeches Pericles helped define the democracy of Athens.

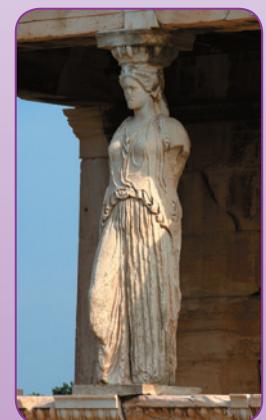
Not only was Pericles a powerful speaker and politician, but he loved the city of Athens as well. He had grown up in Athens, and he wanted it always to be a city that others would admire and love as much as he did. After the Persian Wars, he wanted to repair the damages caused when Xerxes burned the city. Pericles helped restore to Athens all of its former beauty and more.

The **Acropolis**, a hill overlooking the city, was the center of religious life in Athens. Pericles encouraged the Athenians to rebuild the ruined temple and construct other sacred buildings on that hill. He hired talented architects, sculptors, and artists. Under his leadership, the architecture of the classical age took shape—the columns, the sculptures, and the great Entrance Gate.

Pericles also supported the growth of manufacturing and trade and helped build up the army. Because of his influence in Athens during the fifth century BC, the period is often called the *Age of Pericles*.



The Erechtheum, one of the buildings on the Acropolis
How did the rebuilding projects of Pericles improve life in Athens?



Close-up of one of the statues

206

Background

Pericles—Sculptures of Pericles almost always depict the great leader wearing a helmet. Some believe this was to disguise the unusually large size of his head. One of Pericles' greatest contributions was the establishment of a salary for governmental workers. Previously, only the rich were economically able to work for the government because those of the lower classes needed to earn wages to survive. By making governmental offices paid positions, Pericles enabled even the poor to participate in the Athenian democracy. He went on to lead Athens in the Peloponnesian Wars. Although his strategy was well planned, he lost popularity as Athens began to suffer defeat. He was struck by the plague that spread among the Athenian people and eventually died.



National landmarks—Pericles spent time and money to beautify Athens and create a sense of national pride. Challenge the student to research America's national landmarks and present his findings.

The Peloponnesian War

Growing Tension

After the Persian Wars, Athens took steps to protect itself and its trading practices. Athens had a strong navy, but the Athenians knew they were not strong enough by themselves. They wanted to be able to defend their city-state against other world powers like Persia. Athens believed that if the Greek city-states worked together, they would be stronger. Athens formed an alliance with many city-states. The alliance was called the Delian League. The city-states agreed to pay money into the league's treasury to help protect each other. They also contributed troops and ships.

The dominant power of the league was Athens. It had the most control over the Aegean Sea, where the Greeks traded.



Taxes were paid to Athens to maintain its navy. Later, Athens also received payments for guarding the league's treasury. As a result, the city-state grew wealthier and more powerful. Sometimes Athens pressured other city-states to join or stay in the league. Many Greeks sensed that Athens wanted to build an empire and control the rest of Greece.

Sparta did not join the Delian League. Athens and Sparta disagreed on many things, including their forms of government. Sparta felt that Athens was using the Delian League to gain power. Tension grew between the two city-states. Some city-states took sides with Sparta and formed a different alliance—the Peloponnesian League.

Finally, in 431 BC, Athens and Sparta went to war with each other. Their allies joined the fighting. Because most of the fighting took place on the Peloponnesus, the war is called the Peloponnesian War. It lasted more than twenty-seven years.

A ship used for trading
How do you think the Delian League helped protect trading vessels from enemies?

- How did Sparta fortify itself against the rising power of Athens? *Sparta formed a different alliance, the Peloponnesian League, with other city-states that had not sided with Athens.*
- ❖ What advantage do you think Sparta and its allies (the Peloponnesian League) had? *possible answers: It was less spread out. The city-states were likely able to communicate faster and easier with each other.*
- What finally happened in 431 BC? *Athens and Sparta went to war.*
- ❖ Caption answer: *possible answer: by patrolling the seas with its strong navy*
- ❖ In what area on the map did most of the fighting take place? *Peloponnesus*
- What was the war called? *the Peloponnesian War*
- Was the war longer or shorter than the Persian Wars had been? *It was longer, lasting more than twenty-seven years.*

Additional pronunciation

Delian (DEE lee uhn)



207

Discussion

page 207

- How did Athens take steps to protect itself after the Persian Wars? *It formed an alliance called the Delian League with many other city-states.*
- 💡 Why would Athens have felt a stronger need to protect itself than other city-states? *After being burned, it had suffered more than most other Greek city-states during the Persian Wars.*
- ❖ Display the map *Athens and Sparta and Their Allies*. Refer to the map during the discussion.
- ❖ Which league consisted mainly of coastal city-states and covered more territory? *the Delian League*
- What did the city-states in the Delian League agree to do for one another? *pay money into the treasury to help protect each other and contribute troops and ships*
- Why was Athens the dominant power in the league? *It had the most control over the Aegean Sea, received taxes to help maintain its navy, and was paid to guard the treasury.*
- What did Athens use its power to do? *pressure other city-states to join or stay in the league*
- What did the other city-states sense about Athens? *that it wanted to build an empire and control the rest of Greece*
- Which city-state created tension by refusing to join the league? *Sparta*

Discussion

page 208

- What was Sparta's first strategy for winning the war? *Its army surrounded Athens and held a siege until the people in the city began to starve and were forced to surrender.*
- Why did the siege not work? *The Athenian navy could still bring food into the city because its seaport was not cut off.*
- What finally ended the siege? *A plague broke out in Athens, and the Spartans fled to avoid it.*
- How did Athens continue the war? *Its navy attacked Sparta's allies on the coast.*
- 💡 How do we know that the two sides were fairly evenly matched? *Both sides won and lost some battles. Neither could gain the advantage.*
- What finally ended the series of land and sea battles? *A truce was called.*
- How was the truce broken a few years later? *Athenis broke it by attacking Sicily, one of Sparta's allies.*
- ❖ Display the *Greece Then & Now* map.
- ❖ Locate Sicily on the map. What country is it now part of? *Italy*
- 💡 Why do you think Athens chose Sicily as a target for attack? *possible answers: Athens may have thought Sicily would be easy to defeat since it was far away from Sparta and its other allies. Athens was strong in naval warfare, and Sicily could be attacked by sea.*
- Who won the battle? *Sicily*
- Who became one of Sparta's allies? *Persia*
- 💡 How did Persia influence the outcome of the war? *It gave money to Sparta and helped it build its own navy.*
- How did the war finally end? *The Spartan navy blocked the Hellespont, cutting off Athens' food supply, and Athens was forced to surrender.*
- How did government change as a result of the war? *Sparta took over Greece. Athens lost its democracy to the unpopular Spartan oligarchy.*
- What were the consequences of the war for both sides? *many deaths, ruined buildings, and ravaged farmland*

**Additional pronunciation**

trireme (TRY REEM)

Hellespont—If the student has difficulty remembering where the Hellespont is located, refer him to Student Text page 184 or display *The Persian Wars* map (M 7.4).

The Siege of Athens

The Spartan army marched to Athens and surrounded the city. The Spartans settled in for a siege, hoping that the Athenians would eventually begin to starve. There would be nothing for the Athenians to do except surrender. But even inside its city walls, Athens was not cut off from its seaport. The Athenian navy supplied the city with food and other needed items by way of the sea.

The siege lasted until a plague broke out in Athens. Many Athenians died, including Pericles. The Spartans left because they did not want to get the disease themselves.

Battle by Land and Sea

The Athenian navy continued the war by attacking Sparta's allies on the coast. Both sides won some battles and lost others. Neither Athens nor Sparta could gain the advantage. Finally both agreed to a truce.

The Defeat of Athens

The truce lasted only a few years. Athens broke it by attacking Sicily, one of Sparta's allies. Sicily defeated the powerful Athenian fleet. Then Sparta joined forces with the Greeks' old enemy, the Persians. Persia began giving money to Sparta, and Sparta was able to build a navy of its own. The Spartan navy took control of the Hellespont, blocking Athenian ships from bringing any more food and supplies into Athens. In 404 BC, Athens was forced to surrender. Sparta had won the war.

Consequences of the War

Sparta took control of Greece for about thirty years. But neither Sparta nor Athens ever fully recovered from the effects of the war. Both city-states had been weakened by their losses. Many people had died. Buildings lay in ruins. Farmland had been ravaged. Athens lost its democracy, and the Spartan oligarchy was unpopular with the other city-states.

The “glory that was Greece” would never return.



A trireme, a type of Greek warship

208

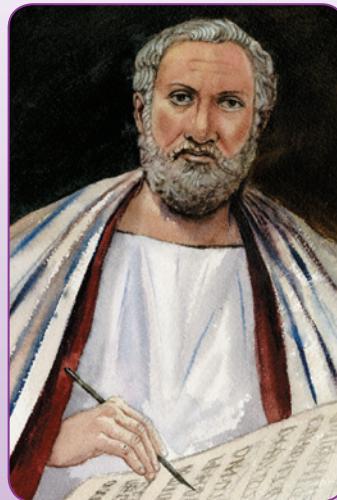
Famous People

Thucydides

Much of what we know of the Peloponnesian War comes from a historian named **Thucydides** (thoo SID uh DEEZ). As an Athenian who lived through the war, he was an eyewitness to the sights and sounds of the time. For a while he was a general in the Athenian army. Thucydides wrote from firsthand knowledge and careful research. He tried to verify each fact he wrote down. We have him to thank for recording one of Pericles' most famous speeches during the war. The speech was given at a funeral for Athenian soldiers who had died in battle.

Thucydides lived at the same time as the historian Herodotus did. Most scholars feel that of the two historians, Thucydides was the more accurate recorder of events. Unlike Herodotus, he tried not to include any information that sounded biased or far-fetched.

Thucydides' history of the Peloponnesian War was divided into eight books. In the following quotation from Book I, Thucydides describes his research process and his goal in writing a history of the war.



Of the events of the war I have not ventured to speak from any chance information, nor according to any notion of my own; I have described nothing but what I either saw myself, or learned from others of whom I made the most careful and particular enquiry. . . . If he who desires to have before his eyes a true picture of the events which have happened . . . shall pronounce what I have written to be useful, then I shall be satisfied. My history is an everlasting possession, not a prize composition which is heard and forgotten. (*Thucydides*, trans. Benjamin Jowett. [Oxford: Clarendon Press, 1900], 15)

Thucydides wanted his work to endure for many years to come, not just to create a momentary sensation.

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Discussion

page 209

► What was Thucydides' occupation? *historian*

► Why was his knowledge of the war especially accurate? *He was an Athenian; he had lived through the war and even served as a general in the Athenian army.*

► What famous speech did he record? *Pericles' funeral speech for the soldiers who had died*

► Which other Greek historian was a contemporary of Thucydides? *Herodotus*

► How did the work of Thucydides differ from the work of Herodotus? *Thucydides was more careful to include only information that seemed factual and unbiased.*

Direct the student to read aloud the quotation from Thucydides.

► According to his own quotation, where did Thucydides get his information? *only from what he saw himself or learned from others he had specifically and carefully questioned*

► What was his goal for his history of the war? *that it would endure for many years to come*

Discussion

page 418

- Who recorded this speech so that we can still study it today? *Thucydides*
- Pericles gave this speech at a funeral. Who was the funeral for? *Athenian soldiers who had died in battle during the Peloponnesian War*
- Pericles begins by mentioning some of the ideals of Athens that these men died for. What are some of the characteristics of Athenian democracy that Pericles praises? *possible answers: a unique constitution not based on laws of other countries, equal justice and opportunity to men of all social classes, freedom in public and private life, generosity to foreigners who want to visit or live in Athens*
- 💡 What does Pericles mean by the statement "If a man is able to serve the state, he is not hindered by the obscurity of his condition"? *In Athens, poverty or low social class does not keep a man from being involved in politics if he is able.*
- For what cause, according to Pericles, did the soldiers die? *to preserve the power and freedoms of Athens*
- Pericles shows compassion for the parents of those who died by both encouraging them and recognizing the grief they feel. How does he encourage them? *by reminding them that their sons died for a glorious cause*
- How does he show that he recognizes their grief? *by expressing understanding that it will be painful to see other homes with sons who are still living, as this will constantly remind the survivors of their loss*
- Where does Pericles say the best citizens are found? *where the rewards for merit as citizens are the greatest*
- 💡 Where does he imply that this is true? *in Athens*

Activity Manual

Study Skill—pages 113–14

Study Skill—page 119

This web organizes the descriptions of notable people.

Reinforcement—page 120

Pericles' Funeral Oration

Pericles gave this speech at a funeral after the beginning of the Peloponnesian War. He used this public occasion to state the values of democracy.

I shall begin with our ancestors: it is both just and proper that they should have the honour of the first mention on an occasion like the present. They dwelt in the country without break in the succession from generation to generation, and handed it down free to the present time by their valour. . . .

Our constitution does not copy the laws of neighbouring states; we are rather a pattern to others than imitators ourselves. Its administration favours the many instead of the few; this is why it is called a democracy. If we look to the laws, they afford equal justice to all in their private differences; if no social standing, advancement in public life falls to reputation for capacity, class considerations not being allowed to interfere with merit; nor again does poverty bar the way, if a man is able to serve the state, he is not hindered by the obscurity of his condition. The freedom which we enjoy in our government extends also to our ordinary life. . . . But all this ease in our private relations does not make us lawless as citizens. . . .

. . . We throw open our city to the world, and never by alien acts exclude foreigners from any opportunity of learning or observing, although the eyes of an enemy may occasionally profit by our liberality. . . .

. . . And it is only the Athenians, who, fearless of consequences, confer their benefits not from calculations of expediency, but in the confidence of liberality. . . .

. . . Such is the Athens for which these men, in the assertion of their resolve not to lose her, nobly fought and died; and well may every one of their survivors be ready to suffer in her cause.

. . . You must yourselves realize the power of Athens, and feed your eyes upon her from day to day, till love of her fills your hearts; and then, when all her greatness shall break upon you, you must reflect that it was by courage, sense of duty, and a keen feeling of honour in action that men were enabled to win all this. . . .

Comfort, therefore, not condolence, is what I have to offer to the parents of the dead who may be here. . . . Fortunate indeed are they who draw for their lot a death so glorious as that which has caused your mourning. . . . Still I know that this is a hard saying, especially when those are in question of whom you will constantly be reminded by seeing in the homes of others blessings of which once you also boasted: for grief is felt not so much for the want of what we have never known, as for the loss of that to which we have been long accustomed.

. . . The state thus offers a valuable prize, as the garland of victory in this race of valour, for the reward both of those who have fallen and their survivors. And where the rewards for merit are greatest, there are found the best citizens.

Thucydides' Peloponnesian War, Book 2.34–46, trans. Richard Crawley (London: J.M. Dent and Co., 1903).

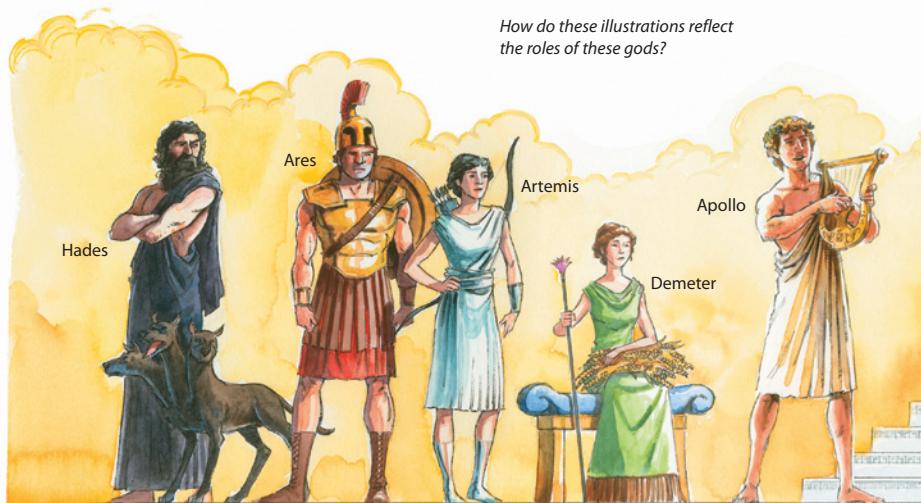
- FOCUS**
- What did the myths tell about the gods?
 - How did the beliefs of Greek religion differ from those of Greek philosophy?

Religion in Greece

The Greeks believed that there were many different gods. They believed that these gods lived on **Mount Olympus**, the highest mountain in Greece. Although these gods had supernatural powers, the Greeks did not believe that the gods were much different from humans. Drawings and sculptures depicted the gods as having human bodies. In their characters, too, the gods were like humans—jealous, vengeful, immoral, and often childish.

The Greeks made up fanciful stories about their gods and goddesses. These stories are called **myths**. They told how the actions of the gods affected events in nature or in the lives of humans. There were myths to explain sunrise and sunset, thunder and lightning, changing seasons, and constellations.

The names of many of the Greek gods and goddesses are well-known. Stories about them became so widely read that people named many things after them. The city of Athens was named after the Greek goddess Athena. The American space program that sent men to the moon was named after the god Apollo. Athletic shoes have been named after Nike, the goddess of victory. Books of maps are named after Atlas, who is often pictured carrying the world on his shoulders.



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◆ Lesson 86 ◆

Objectives

- Explain how the Greek belief in gods influenced the people's lives
- Analyze the lasting appeal of the Greek myths
- Identify the three major philosophers of ancient Athens and describe the important teachings of each
- Recognize the failure of Greek philosophy to provide true wisdom or transform behavior
- Compare Greek beliefs with biblical truth

Vocabulary

myth

Materials

- The Myth of Persephone, IA 8.1
- Terms Organizer from Lesson 83
- People Organizer from Lesson 85
- Greek Gods, V 8.3

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

Read aloud *The Myth of Persephone*.

- Instead of relying on God's Word as a source to know the truth, the Greeks made up fanciful stories to explain natural events like the changing seasons.

Many of these stories were about their gods, and the stories were very popular.

- Choose a student to read Genesis 8:20–22.
 ► What explanation does the Bible give for the changing seasons? *God causes the seasons to change; it was part of His promise never to destroy the whole earth again.*

Teach for Understanding

Discussion

page 210

Guide the student in completing the appropriate sections of the *Terms* and *People* organizers.

- Where did the Greeks believe their gods lived? *Mount Olympus*
 ► Were the "gods" the Greeks believed in really gods? *No, they did not exist. There is only one true God.*
 ► How were the Greek gods different from the one true God? *The Greek gods had human bodies and sinful human characters. God is a spirit Who is holy and sinless.*
 ► What were the stories the Greeks made up about their gods called? *myths*
 ► What were the myths about? *about the actions of the gods and how they affected human lives or events in nature*
 ► Why do you think people are still interested in these stories today? *possible answers: They appeal to the imagination. The characters interest people.*
 ► What are some examples of things named after these gods today? *the Apollo space program, Nike athletic shoes, the atlas, and the city of Athens*

FOCUS Answers

- They told how the gods influenced many areas of life, including events in nature and human lives.
- Greek philosophers questioned the beliefs about the gods' powers and relied instead on human reason and wisdom to solve problems.



Additional pronunciation

Persephone (pur SEF uh nee)

Discussion

page 211

Display the *Greek Gods* visual.

Look at the chart on page 211 and the illustration of the Greek gods. Are all the Greek gods shown? *No, only the most important ones.*

Discuss the symbolism used in the illustrations to identify the role of each.

Caption answer: *possible answers:*

Hades—Dark clothing and the three-headed dog that guards the entrance to the underworld represent the underworld.

Ares—Armor represents war.

Artemis—Bow and arrows represent hunting.

Demeter—Wheat stalks and lotus staff represent harvest.

Apollo—Lyre represents music and poetry.

Hestia—Kettle represents care of hearth and home.

Hermes—Herald's staff represents the proclamation of a message, and winged hat and winged feet represent speed of a messenger.

Zeus—Lightning bolts and throne represent power.

Hera—Crown represents her royalty, and position next to Zeus shows relationship to him.

Poseidon—Trident, used for fishing and also as a weapon, represents his authority over the sea.

Athena—Helmet and shield represent war, and owl symbolizes wisdom.

Hephaestus—Hammer and apron represents metalworking.

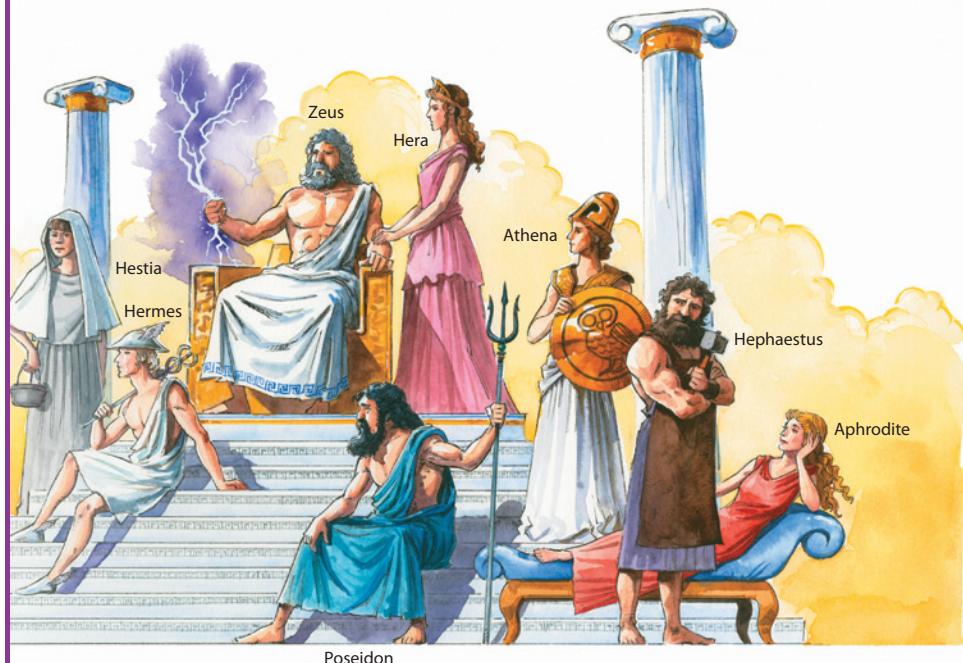
Aphrodite—Red gown represents love, and pose shows beauty.

Which of the gods were believed to affect family life? *possible answers: Hera, Hestia, Aphrodite*

Which of the gods were believed to affect the weather? *possible answers: Zeus, Apollo, Poseidon, Demeter*

► The Greeks' goal was not to know these gods in the personal way that Christians know the true God but just to stay in favor with them and keep out of trouble. Do you think keeping this many gods happy would be an easy task? *no*

Greek Gods and Goddesses			
Although there were many gods and goddesses, some were more important than others. The gods and goddesses listed below were thought to be the greatest deities. They play major roles in many of the Greek myths.			
Zeus	king of the gods and god of the sky	Apollo	god of the sun, music, and poetry
Hera	queen of the gods and goddess of marriage	Artemis	goddess of hunting
Poseidon	god of the sea	Athena	goddess of wisdom and war
Hades	god of the underworld	Aphrodite	goddess of love and beauty
Hestia	goddess of hearth and home	Hephaestus	god of fire and metalworking
Demeter	goddess of harvest	Hermes	messenger god



**BIOGRAPHY****Who:** Socrates**What:** philosopher and teacher**When:** ca. 470–399 BC**Where:** Athens, Greece

Socrates taught by asking questions. He encouraged his students to seek truth by using human reason. He was sentenced to death for misleading young people and rejecting the gods of Athens. His teachings paved the way for many other philosophers who came after him.

Philosophy in Greece

The democratic government of Athens during the classical age encouraged free thinking and new ideas. Many scholars lived in Athens during this time. Some of these men did not accept the religious beliefs of the city. They wanted to explain life by their own wisdom, not by the actions of gods. These men were called philosophers. The word *philosopher* comes from the Greek word *philosophos*, which means “lover of wisdom.”

Socrates (SAHK ruh TEEZ) taught by asking his students thought-provoking questions. “What is the meaning of life?” he would ask. “What is a good man?” The questions made his students think

about what they really believed. Socrates was also a firm believer in democracy. He wanted to make the government a perfect one and believed that right thinking would lead to right actions.

Socrates was eventually sentenced to death for his teachings. His ideas were too different, and they led the young men of Athens to question their beliefs about the gods. The city leaders gave Socrates poison to drink, and he calmly drank it and died.

GREEK PHILOSOPHY

Greek philosophers believed that they could use their own reason and clear thinking to arrive at true wisdom. The Bible says that “the fear of the Lord is the beginning of wisdom” (Prov. 9:10). A proper view of God and ourselves is necessary to be truly wise. The Bible also teaches that we are not to be proud of our wisdom or glory in it. We are to glory only in knowing and understanding God (Jer. 9:24).

The Greek philosophers emphasized many of the same virtues that the Bible does, such as truth, love, wisdom, and discipline. But the Bible teaches that these virtues are granted only through a true knowledge of Christ (2 Pet. 1:3–8). It is impossible to live a godly life without the power of the Holy Spirit. For example, the philosopher Aristotle taught that reason controls behavior. But the apostle Paul tells us that there are times when we know what is right but still choose to do wrong (Rom. 7:15). More is needed than reason. The Bible says that our minds need to be renewed by the Spirit of God (Rom. 8:5–14).

According to the Bible, where does wisdom come from? *the fear of the Lord (Prov. 9:10)*

Although the Greek philosophers emphasized some biblical virtues, what important truth were the philosophers missing? *They did not acknowledge that these virtues are granted only through a true knowledge of Christ (2 Pet. 1:3–8). They glorified wisdom rather than God.*

What do human minds need in order to choose what is pleasing to God? *to be renewed by the Spirit of God*

Background

Socratic method—Socrates’ method of seeking “truth” by asking questions is still practiced today in teaching, philosophy, and research. Questions can be an extremely effective teaching tool because they engage the listener to think and interact with someone else about what he believes. They also force him to consider why he holds an idea or an opinion that he may have always accepted without examining it more closely. However, Socrates’ method falls short when it assumes that the answers lie in man’s reason or wisdom alone.

Discussion

page 212

► Why did many scholars choose to live in Athens? *Democracy, free thinking, and new ideas were encouraged there.*

🕒 Look at the History TimeLine in the Activity Manual. What was happening in Rome about the same time as the classical age of Greece in about 500 BC? *Rome was a republic.*

► How did philosophers differ from other people in the city? *They did not accept the religious beliefs about the gods and wanted to explain life by their own wisdom instead.*

► What does the word *philosopher* mean? *lover of wisdom*

► What were the teaching methods of Socrates like? *He taught by asking questions that made his students think about what they really believed. He encouraged them to seek truth by using reason.*

► What did Socrates believe about government? *that it could be made perfect and that people's right thinking would lead to right actions*

► What sentence did the city leaders pronounce on Socrates, and why? *He was sentenced to death and had to drink poison. The city leaders believed that his teachings corrupted the minds of his students and that he had rejected the gods of Athens.*

💡 Did the ideas of Socrates die with him? *No, they provided a foundation for many philosophers who came after him.*

Discussion

page 213

- Caption answer: *possible answers: emphasis on beauty, symmetry, and balance; grand arches and columns; floor mosaics*
- Under whom had Plato studied? *Socrates*
- In what style did Plato write his books? *conversations or dialogues*
- What did Plato believe about government? *that the ideal government was ruled by a few of the most intelligent men*
- What did he believe was superior to the physical world? *a spiritual world of the mind and ideas*
- Who was a pupil of Plato? *Aristotle*
- What was Aristotle's major contribution to the study of science? *the scientific method, a method requiring careful observation and record keeping*
- According to Aristotle, what controls a person's behavior? *reason*
- What does the Bible teach about controlling behavior? *The Bible teaches that the only way to control behavior is by belonging to Christ and having the Holy Spirit's help to make a person new on the inside with the right kinds of desires (Ezek. 36:26–27; Gal. 5:16, 22–24).*
- What were the Greeks expressing in both their religion and their philosophy? *their need to worship*
- What did the Greeks worship in their religion and in their philosophy? *in religion—imagined gods and goddesses; in philosophy—man's wisdom, reason, and ability to think for himself*
- The greatest need of people today is the same as that of the ancient Greeks. What is the greatest need of all people? *redemption through Jesus Christ*
- How is the true God different from the gods and the goddesses the Greeks worshiped? *He is holy, never sins, and judges sinful people.*
- How did the Greeks believe they could win the gods' favor? *by offering sacrifices*
- What kind of sacrifice does man really need to pay for his sin, and who provided it? *A perfect sacrifice is needed. Jesus in His death on the cross was the perfect sacrifice that God provided.*

Activity Manual

Study Skill—pages 114, 119

Review—page 121

This Study Guide reviews Lessons 85–86.

Assessment

Quiz 8B

The quiz may be given anytime after completing this lesson.



Raphael's famous painting, *School of Athens*, depicts Plato and Aristotle (center back) with other Greek scientists and philosophers around them.

What does this painting show about art and architecture in Greece at that time?

GREEK BELIEFS

Plato was one of Socrates' students. Plato wrote books in the form of conversations. In these books, called *dialogues*, he said that the ideal government was ruled by a few of the most intelligent men. He also taught that there was a spiritual world—a world of the mind and of ideas—that was superior to the physical world.

Aristotle (AR ih STOT ul), Plato's pupil, was a third great Greek philosopher. To Aristotle, science was the most important academic subject. He introduced the *scientific method*, a method of study requiring careful observation and record keeping. He also taught that reason controls behavior.

Both religion and philosophy in Greece were expressions of the human need to worship. The Greek religion encouraged the worship of imagined gods and goddesses. Greek philosophers worshiped wisdom, reason, and man's ability to think for himself. However, neither Greece's religion nor its philosophy was the answer to the greatest human need, redemption through Jesus Christ.

The Greeks worshiped gods and goddesses who were very much like humans. They were just as sinful as humans are, and sometimes even worse. The true God of the Bible is perfectly holy (Isa. 6:3). Humans may have sinful desires and do sinful things, but God never sins. Because God is holy, He will judge sinful people (Rom. 2:12).

The Greeks believed that they needed the favor of the gods to accomplish the various tasks of life. To win the favor of the gods, the Greeks offered them sacrifices. These sacrifices were different from those offered by the Israelites to the true God. In the Old Testament, God required people to make sacrifices to Him as a symbol of mankind's greatest need. Mankind needed a perfect sacrifice to pay for their sins. Since God cannot accept sin, He cannot accept mankind in their sinful condition. When Jesus died on the cross, He paid the sacrifice for all people (Heb. 10:4–14). God provided the perfect sacrifice so that we can be acceptable in His sight.

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Paul's ministry—Challenge the student to read the book of Acts and 1 and 2 Corinthians. Direct him to record instances of how the culture influenced the Greeks' beliefs and how Paul ministered to them based on their false beliefs.

- FOCUS**
- Why are the epics the *Iliad* and the *Odyssey* important in understanding ancient Greece?
 - What other works of literature had an important influence on Greek culture?

Learning and the Arts

Education

Would you like to go to school with a servant who was there just to make sure you behaved? Wealthy boys in Greece had to do this. The servants who accompanied them were called pedagogues. Boys began school at age six and continued to at least age fourteen. At school they studied reading, writing, arithmetic, grammar, music, and sports. Boys from poorer families could not afford to go to school, and girls were not allowed to go at all.

Reading and writing in ancient Greece were much different from how they are at your school. The Greeks had an alphabet with twenty-four letters. Some letters were the same as the English alphabet, and some were different. The Greeks used no punctuation or spacing between words. Greek students wrote on wax-coated tablets with a stylus. The



A stylus and wax tablet

stylus was pointed on one end to scratch letters into the wax and blunt on the other end to rub out mistakes.

Literature

Literature in ancient Greece took many forms. Some were records of history or writings on philosophy. Some were speeches. Stories were often presented in poetry and drama. Many of these written works have been preserved and are still studied today.



BIOGRAPHY

Who: Homer

What: poet and storyteller

When: ca. 1200 BC (dark age)

Where: Greece

According to legend, Homer was a blind poet who lived during the dark age of Greece. His epic poems, the *Iliad* and the *Odyssey*, were handed down through centuries of oral storytelling. The *Iliad* tells the story of the Trojan War, and the *Odyssey* recounts the adventures of the Greek hero Odysseus.

Epic

Every Greek schoolboy had to study two long poems called the *Iliad* and the *Odyssey*. These poems were passed down orally from a Greek poet named Homer.

214

◆ Lesson 87 ◆

Objectives

- Compare education in ancient Greece with education today
- Describe Homer's contributions to literature
- Distinguish between genres of Greek literature, including epics, fables, plays, and myths
- Analyze a retelling of a myth

Vocabulary

fab
amphitheater

Materials

- The Flies and the Honey Pot, IA 8.2
- Terms Organizer from Lesson 83
- People Organizer from Lesson 85

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

Read aloud *The Flies and the Honey Pot* but not the moral at the end.

This is a Greek fable credited to Aesop. It is one of several hundred fables he is thought to have made up. What do you think is the purpose or lesson of this particular fable? possible answer: to present an enjoyable story that also communicates a warning that greed can destroy us

- The lesson of a fable is called a moral. The moral of this fable is "Greediness has its costs."

Teach for Understanding

Discussion

page 214

Guide the student in completing the appropriate sections of the *Terms* and *People* organizers.

- What were the servants who accompanied wealthy boys to school called? *pedagogues*
- At what ages did boys attend school? *six to fourteen years old*
- Why do you think girls did not go to school? *possible answer: School was not considered necessary for their role as homemakers.*
- How was Greek reading and writing different from the way you read and write? *Students in ancient Greece studied twenty-four letters of the Greek alphabet, did not use punctuation or spaces between words, and wrote on wax-coated tablets with a stylus.*
- What genres or types of literature did schoolboys study in ancient Greece? *They studied history and philosophy as well as speeches, stories, poems, and plays.*
- Who was Homer? *He was a blind poet during the dark age of Greece. What contribution did he make to Greek literature? He composed the Iliad and the Odyssey.*
- How were these poems handed down? *through oral storytelling*
- What is the *Iliad* about? *the story of the Trojan War*
- What is the *Odyssey* about? *the adventures of the Greek hero Odysseus*

FOCUS Answers

- They provide information about Greek life and culture during the dark age.
- fables, plays, and myths

Discussion

page 215

- What is an epic? *a lengthy poem about the actions of a hero*
- Why are these epics of value today? *They give glimpses of life in the dark age of ancient Greece. They emphasize heroic values such as dignity, strength, valor, generosity, and wisdom.*
- What type of story was designed to teach a lesson? *fable*
- 💡 How are fables different from epics? *Fables are short stories that teach a lesson or moral and often involve animals that talk and act like humans. Epics are long poems about heroes.*
- Who authored many of the Greek fables? *Aesop*
- Where and when were plays performed in ancient Greece? *in amphitheaters as part of religious festivals*
- What were plays usually about? *gods and heroes*
- What were the two types of dramas? *comedy and tragedy*
- What was the purpose of a comedy? *to mock people or to provide entertainment*
- Which playwright's comedies are the only ones to survive? *Aristophanes*
- What was the purpose of a tragedy? *to show the downfall of a hero through a character flaw*
- Which playwright was famous for writing tragedies? *Sophocles*
- How did Greek audiences see the expressions on the actors' faces? *They didn't. Large masks were worn to show the characters' feelings.*
- How were the voices amplified for the audience? *Funnel-shaped mouthpieces inside the masks acted as megaphones.*
- 💡 What emotions do you think the two masks pictured on this page are trying to show? *possible answers: fear, grief, happiness, anger*

The *Iliad* and the *Odyssey* are epics, lengthy poems about the actions of heroes. Students of literature and history still study these two epics today. The poems provide glimpses of life and culture in ancient Greece during the dark age. They also emphasize values every good hero should have, such as dignity, strength, valor, generosity, and wisdom.



Ancient Greek dramatic masks

Fables

Another type of story that was passed down from the ancient Greeks by word of mouth was the fable. A **fable** is a story designed to teach a lesson. Fables did not usually involve the gods. Often the main characters in fables were animals that talked and acted in many ways as humans do. A fable usually stated its point in a brief closing statement called the moral. **Aesop**, a Greek slave about whom we know very little, was the author of many of these fables.

**Plays**

The Greeks developed another literary art form as well—the art of drama. Crowds would gather in huge outdoor theaters called **amphitheaters**. There the people watched actors perform plays as part of religious festivals.

Most Greek plays were about the gods and heroes. There were two types of Greek drama—*comedy* and *tragedy*.

Comedies mocked certain people or types of people and were meant to entertain the audience and make them laugh. The only ancient Greek comedies that have survived are by the playwright Aristophanes (AR ih STOF uh neez). Tragedies left audiences feeling solemn. These plays usually ended with the downfall of the hero because of a character flaw, such as pride or jealousy. Sophocles (SOF uh KLEEZ) was a popular writer of Greek tragedies. Because Greek plays shed light on human nature, many are still performed today.

Imagine that you are in a large amphitheater in ancient Greece. You are sitting on a cool stone bench that is far away from the stage. How would you see the expressions on the actors' faces and hear their voices? You would probably have little trouble. The actors wore exaggerated costumes and large masks that allowed the audience to tell them apart. Some actors exchanged their masks for different ones to express the characters' feelings. The masks showed whether the characters felt happy, sad, or angry. The funnel-shaped mouthpieces inside the masks acted as megaphones that made the actors' voices carry to everyone in the crowd.

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Background

Aristophanes and Sophocles—The plays of the comic playwright Aristophanes often satirized important political and cultural figures of the day. Poets, politicians, and even Socrates himself were the subjects of mockery in his comedies. Even more enduring are the tragedies of Sophocles. His two most well-known plays are *Oedipus Rex* and *Antigone*, both of which are still frequently read and performed today.



Aesop's fables—Challenge the student to choose one of Aesop's fables or develop his own fable based on a biblical truth. Allow him to present a brief summary with an illustration.

Myths

During the dark age, the Greeks developed their myths. We have already learned that the Greek myths tell stories about gods and goddesses. Some myths were also about human heroes. You are probably familiar with some of these myths.

As the myths were passed down from storyteller to storyteller, they sometimes changed. There might be several different versions of one myth, depending on how many of these changes were remembered. Here is one version of the story of Midas.


Midas, the King with the Golden Touch—a Greek Myth

Midas, the king of Phrygia, had a lovely palace and a beautiful rose garden. He also had a little daughter whom he loved very much. But sometimes Midas wished that he could have more.

One day Midas was granted a wish by Dionysus, the god of wine. Dionysus told Midas that he could have any gift he desired.

Midas thought for a moment. "I wish that everything I touch would turn to gold," he told the god. "Then I would have enough gold to buy anything I ever wanted."

Dionysus raised his eyebrows. "Consider carefully, King Midas," he said. "Are you certain this is the wish you desire?"

"This is my wish," said Midas.

"Very well. Your wish is granted," said Dionysus. He said goodbye with a sad expression in his eyes, and he left.

Midas looked around. Could it really be true? He saw a red rose hanging over the garden wall just above his head. He reached up and touched it, holding his breath.

The rose turned into solid gold before his eyes! Midas looked up at the sky and laughed out loud. "It's true!" he cried. "My wish has come true! Thank you, Dionysus. You have made me the wealthiest man in the world!"

Midas leaped and danced around the palace grounds, touching trees, fountains, and benches and watching them turn to gold. Looking down, he saw that he was leaving gold footprints in the grass with every step. He hurried to the palace and entered the front hall.

"Bring me a feast to celebrate!" he called to the servants. "Bring my daughter to eat with me. I have been granted the golden touch by the gods!"

The servants hustled around, preparing a meal, and they summoned the princess to the feast.

"Watch, my dear," said King Midas. He raised his crystal goblet, and it turned to gold in his hands. Midas laughed with delight and started to drink. But as the first sip touched his lips, the liquid turned into a lump of gold. He choked and spat the lump back into the cup.

The princess watched with frightened eyes. Midas too, began to feel worried. "I will try eating meat," he said.

His heart pounded as he speared a piece of meat with his golden fork and raised it to his lips. Before he could even

- What is Midas's first clue that the gift he has been given might not be entirely good? *His drink turns to a lump of gold in his mouth.*
- Why is the princess frightened? *She is worried that her father might be unable to eat or drink from now on.*

Background

Other versions of the Midas myth—Classic literature includes many famous retellings of the Midas myth by authors such as Geoffrey Chaucer, John Dryden, and Nathaniel Hawthorne. The original myth probably did not include Midas's daughter. Most scholars attribute the addition of the princess to Nathaniel Hawthorne in *A Wonder Book for Girls and Boys*. He introduces the princess as a character "whom nobody but myself ever heard of" and gives her the name Marygold. In Hawthorne's version of the tale, Marygold comes back to life at the end of the story, and her hair has a golden tinge to it that it never had before. The myth does not end happily in all the retellings. In some versions, Midas's daughter does not come back to life even after Midas washes in the river.

216

Discussion

page 216

- When were the Greek myths developed? *during the dark age of Greece*
- Were all the myths about gods and goddesses? *No, some were about human heroes.*
- Why are there sometimes different versions of the same myth? *The myths changed as they were passed down, and not all the changes were remembered by everyone.*
- In the story of King Midas, what is the king's motive for requesting the golden touch? *greed, or wishing he could have more*
- Of which god does he make this request? *Dionysus, the god of wine*

- Does Dionysus grant the request without hesitation? *No, first he questions Midas's decision and warns him to consider it carefully.*
- 💡 Why do you think Dionysus has a sad expression when he says goodbye to King Midas? *He knows the hard lesson that Midas is going to learn.*
- What is the first object that Midas turns to gold by touching it? *a red rose*
- How does Midas express his happiness over the gift? *laughs aloud and leaps and dances around the palace grounds, touching everything in sight*
- What does he do to celebrate? *orders a feast to be prepared and his daughter to be brought to eat with him*

Discussion

page 217

- Why does Midas pat his daughter's hand? *to comfort her*
 - What happens to her? *She freezes into a solid gold statue.*
 - How does Midas show his distress? *He shrieks "no" and runs outside with tears streaming down his face, shouting for Dionysus.*
 - What lesson has Midas learned? *He realizes he has been greedy and made an unwise request.*
 - How does Midas get rid of the unwanted golden touch? *He does as Dionysus tells him and washes in the river Pactolus.*
 - What happens to the river? *It begins to gleam, and specks of gold sparkle in the sands.*
- How would you express the theme of this story?**
possible answers: People are more important than the things money can buy. Greed can destroy those we love. Happiness is not found in wealth. [BAT: 7d Contentment]
- Have you ever had to learn an important lesson the hard way? What did you learn? *Answers will vary.*

Activity Manual

Study Skill—pages 114, 119

Reinforcement—page 122

taste the savory beef, it turned to cold, hard metal in his mouth. Midas cried out in alarm and spat out the golden meat.

The princess was watching Midas with huge, fear-filled eyes. "Father," she said, "I fear you will starve. You cannot eat if all your food turns to gold before you can even swallow it."

Without thinking, Midas reached out and patted her hand to comfort her. The moment he touched her fingers, she froze into a solid gold statue.

"No!" shrieked the king. He jumped up and raced outside. Tears streamed down his face, leaving trails of liquid gold on his cheeks. "Dionysus!" he shouted. "Please, have pity on me! I have been greedy and unwise. Please take the gift back!"

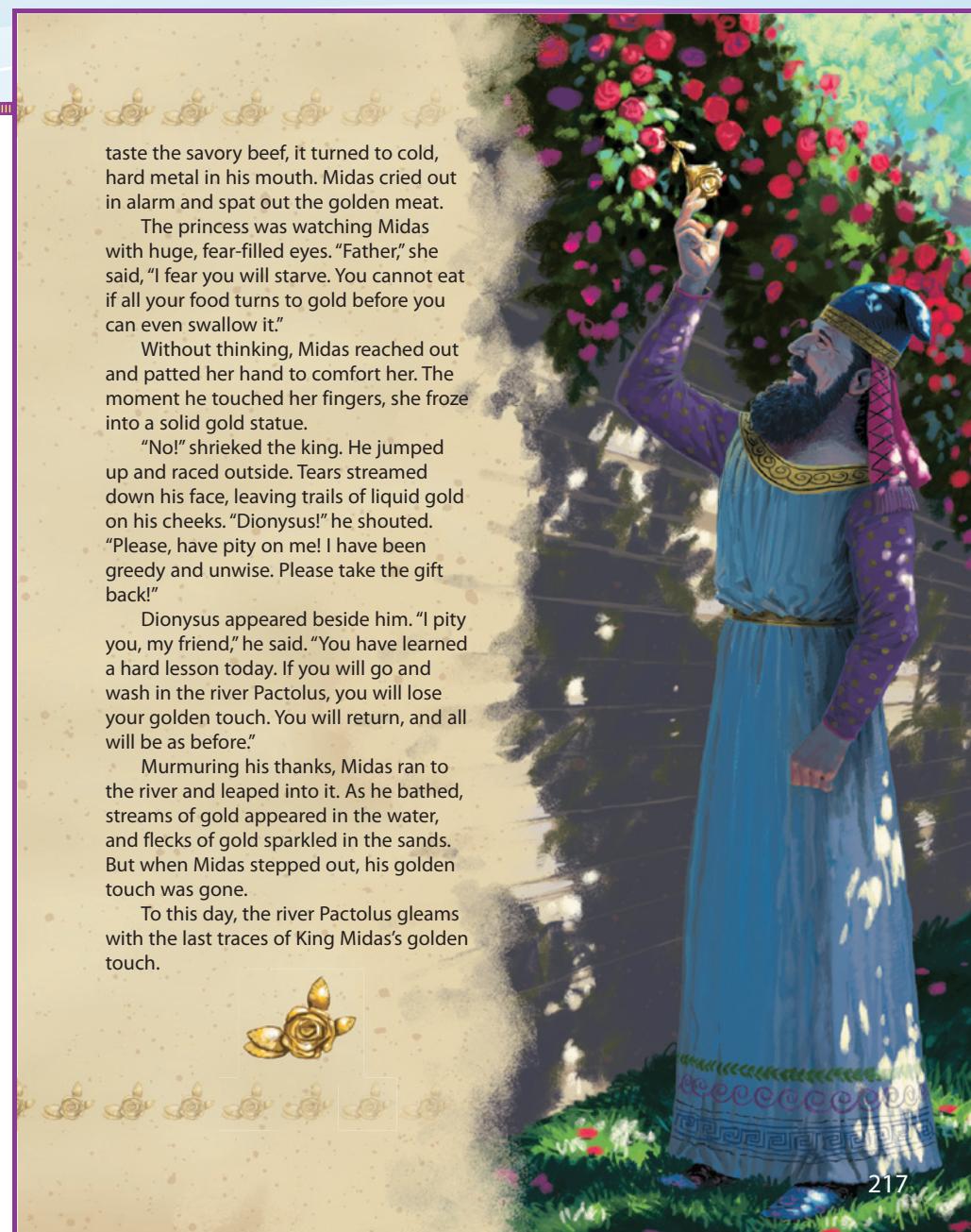
Dionysus appeared beside him. "I pity you, my friend," he said. "You have learned a hard lesson today. If you will go and wash in the river Pactolus, you will lose your golden touch. You will return, and all will be as before."

Murmuring his thanks, Midas ran to the river and leaped into it. As he bathed, streams of gold appeared in the water, and flecks of gold sparkled in the sands. But when Midas stepped out, his golden touch was gone.

To this day, the river Pactolus gleams with the last traces of King Midas's golden touch.



217



Discovering How

Making a Greek Mask

Each mask used by Greek performers showed a different emotion. The expressions on the masks helped the audience better understand the play.

Each person in your group will make a mask that shows the emotion of his character in your play. After designing and making your mask, you will act out your play.

1. Get a mirror, a copy of a play from your teacher, construction paper, markers, and scissors.
2. Practice several emotions as you hold a mirror in front of your face. Note the facial distinctions for each emotion.
3. Read the play your teacher gives your group. Decide which character and which emotion each of you will represent with your mask.
4. Draw a face on construction paper with a pencil, showing the trait or emotion you chose in step 3. Trace the features with a marker.
5. Cut out holes for the eyes.
6. Hold your mask in front of your face and allow the other students to guess what emotion you are illustrating.
7. Act out the play with your group using the masks.



218

two different masks for a character whose emotions change during the play.

Guide the students in illustrating the emotion they want to portray. If needed, direct them to make practice sketches on scrap paper.

Provide time for each group to act out its play using the masks they have designed.

After each play, allow the audience to identify the emotions that were portrayed by the masks. Remind the students that masks like these were used in large amphitheaters where the audience was farther away from the action being presented.

Discuss the effectiveness of the masks in understanding the play.

Assessment

Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria.

◆ Lesson 88 ◆

Introduction

Direct the students to read page 218.

- ▶ How did Greek actors communicate emotion in their plays? *by wearing large masks*

Teach for Understanding

Discussion

page 218

Divide the students into groups and give each group copies of one play. Each group should have a different play.

- ▶ Read your play with your group. Decide which character and which emotion each person in your group will depict with his mask. You may want to make

Vocabulary

There are no vocabulary words to introduce.

Materials

- copies of a play for each group (See suggested plays, IA 8.3–8.6.)
- mirror for each group
- construction paper
- markers
- scissors

◆ Lesson 89 ◆**Objectives**

- Describe the accomplishments of Greece's prominent figures in math and science
- Compare the ancient and modern Olympic Games
- Recognize Greek contributions to music, art, and architecture
- Explain what makes the Parthenon's architecture unique

Vocabulary

theorem
abacus
Muse

Materials

- Terms Organizer from Lesson 83
- People Organizer from Lesson 85
- Pythagorean Theorem, V 8.4
- Main Structures at Olympia, V 8.5

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- Have you ever watched the Olympics? What is your favorite Olympic sport? *Answers will vary.*
- The Olympics are a tradition that began with the Greeks. Today you will learn about Greek achievements in math, science, athletics, music, art, and architecture.

Teach for Understanding**Discussion**

page 219

Guide the student in completing the appropriate sections of the *Terms* and *People* organizers.

- What were the contributions of Archimedes to math and science? *He made advancements to the lever and the compound pulley.*
- What is Euclid famous for? *writing the first geometry book and influencing the entire study of geometry*
- What geometric discovery did Pythagoras make? *a theorem about the area of triangles*
- What is a theorem? *a carefully tested idea*
- Display the *Pythagorean Theorem* visual. Point out that the top diagram shows the arrangement of three squares to form a right triangle. The theorem states that on a right triangle, the sum of the areas of the two smaller squares equals the area of the larger square. Guide the

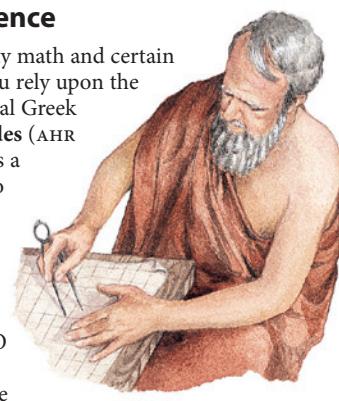
- FOCUS**
1. What accomplishments were made in the areas of math and science in ancient Greece?
 2. What is unusual about the architecture of the Parthenon?

Math and Science

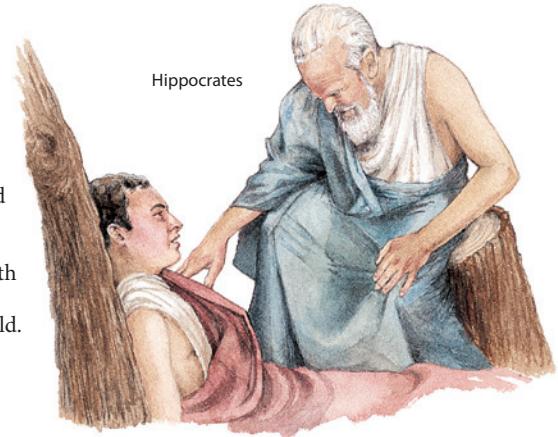
When you study math and certain types of science, you rely upon the discoveries of several Greek scholars. **Archimedes** (ahr kuh MEE deez) was a mathematician who advanced the lever and compound pulleys, machines that make the moving of objects easier. **Euclid** (yoo klid) wrote the first geometry book. The entire study of geometry was built around his teachings. Pythagoras (pih THAG uhr us), another mathematician, studied geometry and came up with an important **theorem**, or a carefully tested idea, about the area of triangles.

In school the Greeks used a special instrument called an abacus to teach math. An **abacus** is a wooden frame with rows of movable beads on it.

Look at a map of the world. A Greek named Eratosthenes (ehr uh TOS thuh NEEZ) was the first to draw latitude and



Pythagoras



Hippocrates

longitude lines on a map. He also calculated the circumference of the earth with reasonable accuracy.

An astronomer named Aristarchus (AR ih STAHR kus) was the first to suggest that the sun was at the center of the universe. Most people in those days believed that the earth was at the center of the universe.

Hippocrates (hih POK ruh TEEZ) is famous today for his contribution to the study of medicine.

Hippocrates did not agree with the popular idea of relying on magic to treat patients. He examined them carefully and prescribed treatments. Hippocrates is called the Father of Medicine. Doctors today still take the Hippocratic Oath in honor of his wisdom and principles in the medical profession.

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- For what contribution is Hippocrates famous? *relying on careful examination and prescribed treatments for patients rather than "magical" cures*

FOCUS Answers

1. Archimedes—lever and compound pulley
Euclid—first geometry book
Pythagoras—theorem about triangles
Eratosthenes—latitude/longitude lines, circumference of the earth
Aristarchus—sun-centered universe
Hippocrates—medical treatments
2. It has several optical illusions in its design.

Athletics

The Greeks believed that developing the body was as important as developing the mind. Our English word *athlete* comes from the Greek language. Schoolboys spent hours in the gymnasium running, jumping, wrestling, boxing, and throwing the javelin and the discus.

The ancient Greeks were the first to hold the **Olympic Games**. These were special festivals held at the city of Olympia in honor of the gods. Athletes from all over Greece would travel to the city to compete in various events. These athletes competed in many of the same events as Olympic athletes today do—sprints, long jumps, wrestling, and discus and javelin throwing. The ancient Greeks also had chariot races and events for younger boys. The winners were given garlands of laurel leaves to wear on their heads as crowns.

Music

The Greeks regarded music as one of the greatest of all the arts. Their god Apollo was believed to be the god of music. Greek art often pictures Apollo entertaining the other gods with a lyre, a type of small harp. The Greeks also believed that a group of nine goddesses called the **Muses** presided over

the arts. Each goddess had a particular specialty, such as epic poetry or religious music. Our word *music* comes from their name.

During the classical age, wealthy boys were required to study music. They learned to play the lyre and the *aulos* (AW los), a type of flute. Singing was also an important part of musical training. Students memorized the *Iliad* and the *Odyssey*, put the words to music, and sang them. Some boys continued their studies with training in public speaking, hoping to become leaders in the democracy.



A Greek schoolboy playing the *aulos*
Why do you think Homer's epics were learned and sung as part of a boy's musical training?

220

Discussion

page 220

- What did the Greeks believe about developing the human body? *Its development was as important as developing the mind.*
- What word associated with physical exercise comes from the Greek language? *athlete*
- What types of sports did boys play at school? *running, jumping, wrestling, boxing, and discus and javelin throwing*
- What special athletic event originated with the Greeks? *the Olympic Games*
- 💡 What are some features of modern Olympics that are similar to ancient Olympics? *possible answers: Athletes come from many places to compete. Some of the events are the same.*

- 💡 What were some differences between the ancient Olympic games and Olympic games today? *possible answers: Ancient Greeks had chariot races and events for young boys. Instead of medals, laurel wreaths were given to wear as crowns*

Display the *Main Structures at Olympia* visual. Provide time for the student to read Activity Manual page 123. Locate and discuss the function of each labeled place. Explain that the temple of Hera was the place where the laurel wreaths were laid out before being given to the Olympic winners.

- Which Greek god and goddesses presided over music and the arts? *Apollo (music) and the nine Muses (the arts)*
- What word in our language comes from the name Muses? *music*

- What instruments did Greek schoolboys learn to play? *the lyre and the aulos*
- What other form of music did they study? *singing, especially singing the words to the Iliad and the Odyssey*
- Why did some boys also study public speaking? *to help them become leaders in the democracy*
- 💡 Which instrument is the boy in the illustration playing? *the aulos*
- 💡 How do you think different musical pitches were produced on this instrument? *by opening and closing the finger holes*
- 💡 Caption answer: *possible answer: so he would know the stories and be able to pass them on to the next generation*

Background

Medicine—The Hippocratic Oath is a code of ethics, or right conduct, for doctors to follow. The original Hippocratic Oath called upon Greek gods and goddesses as witnesses, vowed loyalty to one's teacher in the medical profession, and even included a promise to abstain from giving drugs that caused abortions. The Hippocratic Oath has been revised in modern times, but it still reflects a doctor's responsibility to value human life and to keep a patient's confidence.



Hippocratic Oath—Challenge the student to read the old and modern versions of the Hippocratic Oath.

Discussion

page 221

- What did Greek artists strive to create? *the ideal representation of an object or a person*
- What qualities in a work of art were important to the Greek artists? *balance, harmony, simplicity, beauty, and completeness*
- What type of information does ancient Greek art tell us? *how the ancient Greeks lived and dressed and how they imagined their gods and goddesses to look*
- Where could you look to find the work of the Greek painters? *tableware, perfume bottles, and wall murals*
- Where would you find the work of the Greek sculptors? *statues, coins, columns, murals, mosaics, and embroidery*
- The vase in the photo was a type of vase used as a grave marker. If you look closely at the figures on the vase, you can see a person lying on a funeral bier. What other figures can you see on the vase? *possible answers: people, horses, other animals*
- What other interesting features do you notice about this vase? *possible answers: geometric designs, one-dimensional figures, small handles tucked in close to the vase*
- What architectural element did the Greeks perfect? *the column*
- What is the major difference between the three columns pictured at the bottom of the page? *the way their tops are carved*
- Which is the most elaborate? *Corinthian*
- Which do you like best? *Answers will vary.*



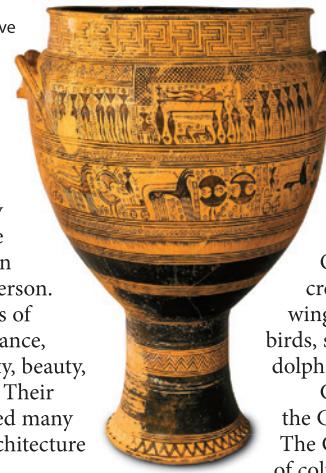
Dipylon vase—The vase pictured on this page is called a Dipylon vase because it was found in a particular cemetery in Athens that had a pylon on either side. It probably dates from the 700s BC, during the dark age of Greece. The artwork on Dipylon vases was very different from Mycenaean art; it was much more geometric, and the figures were more crudely drawn. Some scholars believe that the art reflects the style of the Dorians, who invaded and settled in Greece during that period.

Vase for a grave

Art and Architecture

Greek artists wanted their work to be perfect. They strove to create the ideal representation of an object or a person. Important qualities of Greek art were balance, harmony, simplicity, beauty, and completeness. Their work has influenced many areas of art and architecture today.

Much of what is known about how the Greeks lived and dressed comes from their art. The work of painters adorned plates, jugs, pots, jars, cups, bowls, and perfume bottles. Craftsmen



of metal decorated gold and silver cups and fashioned delicate jewelry. Sculptors created marble statues and designed coins. Greek art also flourished in wall murals, floor mosaics, and embroidery. Many artists portrayed human beings or gods and goddesses. Others depicted mythological creatures such as Pegasus, the winged horse, or animals and birds, such as goats, deer, bulls, lions, dolphins, and cranes.

Greek architecture, too, expressed the Greek love of beauty and harmony. The Greeks perfected the construction of columns to hold up buildings. There were three main styles of columns. The columns differed in the way their tops were carved. Some were plain and others were decorated with scrolls or elaborate leafy patterns.

Ionic, Doric, and Corinthian columns (left to right)



221

Echoes from the Past

The Parthenon

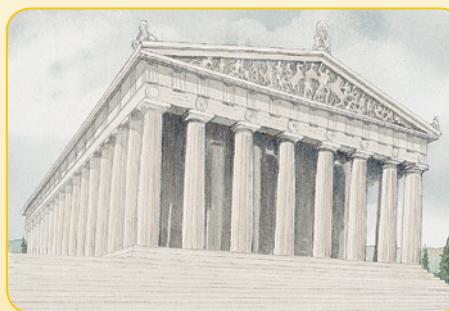
On the Acropolis in Athens stands the **Parthenon**, an enormous temple of white marble. The temple originally had forty-six columns. It was dedicated to Athena, the goddess of wisdom, for whom the city of Athens was named. A huge statue of her once stood in the Parthenon. The statue contained so much ivory, gold, and precious stones that it was worth more than the temple that housed it. Around AD 400, the statue was captured by the Romans and taken to Constantinople. Soon afterward it mysteriously disappeared.

The Parthenon is the ultimate example of Greek architecture. Several optical illusions were included in its design. An optical illusion occurs when an object appears to take a shape it does not really have. The architects of the Parthenon created some clever illusions. They distorted their work on purpose to correct appearance problems. The steps leading up to the temple are humped in the center, but they appear perfectly level from a distance. The columns lean slightly inward and are thicker in the middle than at the top and the base. But to the eye they appear straight and tall.

Each year thousands of tourists travel to Athens to visit and admire the Parthenon. Although the building today is only an empty shell, what remains still echoes the beauty and the intricacy of its original architecture.



The Parthenon as it looks today



An artist's rendering of the ancient Parthenon
How can an artist get ideas of how something looked in ancient times?

222

Discussion

page 222

► Where is the Parthenon? *on the Acropolis in Athens*

► How many columns did it have originally? *forty-six*

► Compare the photo and the drawing on this page to the column designs on page 221. What type of column are these?
Doric

► To whom was the temple dedicated?
Athena

► What happened to the statue of Athena that was once housed in the Parthenon?
It was captured by Romans and taken to Constantinople, and then it disappeared.

► What makes the architecture of the Parthenon unique? *optical illusions in its design*

► What are some effects created by the illusions? *The steps are humped in the center but appear perfectly level from a distance. The columns lean slightly inward and are thicker in the middle than at the top.*

💡 Why do you think the Greeks added these illusions to the building? *possible answer: They knew how the eye distorts shapes from a distance and wanted the building to look perfect.*

💡 Why do so many tourists want to visit the Parthenon today? *possible answers: its beauty, its rich past, the architectural skill of its design*

Activity Manual

Study Skill—pages 114, 119

Expansion—pages 123–24

These pages give more information about the Olympic Games and give the student an opportunity to design a program and advertisements for the games.

Reinforcement—page 125



The Parthenon's varied past—Over the centuries since its construction, the Parthenon has been much more than a Greek temple. The Byzantines used it for a church, and the Ottoman Turks made it into a mosque. Ammunition was stored in the Parthenon in the late 1600s when the Venetians raided Athens. At least one shot landed in the Parthenon and set off a huge explosion that destroyed dozens of its columns and killed many soldiers. Looters carried off many of the sculptures and carved friezes still left in the 1800s. In the 1830s the Parthenon briefly housed the Turkish army during the Greek war for independence from the Ottomans.



Parthenon restoration—Experts in archaeology and preservation have been working for several decades to restore the Parthenon. They have employed a combination of modern and ancient techniques in the preservation process. This restoration project began in 1975. Its goal is not to restore the Parthenon to its original state when the Greeks built it, but to leave it as a partial ruin, preserving many of the original marble blocks in the structure.

◆ Lesson 90 ◆

Objectives

- Distinguish between the three main styles of Greek columns
- Design and carve a plaster column

Vocabulary

There are no vocabulary words to introduce.

Materials

- empty paper towel tube for each student
- foil
- masking tape
- plaster of Paris (See Teacher Helps.)
- reference sources of Greek column styles
- carving tool (nail, wooden skewer, plastic knife)
- markers

Introduction

- Look at the three styles of Greek columns on page 221. Why do you think the Greeks designed columns in various styles? *possible answer: Different designs might have been appropriate for different types of buildings.*
- In which style would you like to make your Greek column? Or would you like to create a new design all your own?

Teach for Understanding**Discussion**

page 223

Direct the student to read the page and the Discovering How steps.

- The Greek columns were made of carefully carved stone. We do not have the necessary tools and skill to easily carve on real stone. We will be making our own "stone" to carve.

Guide the student in covering the bottom of the tube with one or two layers of foil and tape it so there are no gaps. Direct him to stand the tube upright so the bottom is flat.

Practice making some samples of a "column" ahead of time to determine the correct recipe and the drying time needed. Display the recipe for the student to follow.

Allow students to work in pairs to mix and to pour the plaster in their own tubes. Tubes will need to be held or propped until the plaster sets.

Provide the necessary time for the plaster to thoroughly harden and for the student to peel away the paper before he carves his design.

Discovering How**Making a Greek Column**

The Greeks decorated their buildings with ornate designs. Skilled craftsmen carefully chiseled each design into stone. Many designs included carvings of animals and Greek gods.

Greek columns had beautiful patterns on them. Several of these patterns are used in modern architecture today. They include the simple *Doric style*, the *Ionic style* (a scroll pattern), and the *Corinthian style* (a leafy pattern).

Imagine you are a craftsman from ancient Greece. You will design and carve your own column.

1. You will need the following materials: an empty paper towel tube, foil, masking tape, plaster of Paris (see package directions for necessary materials), a carving tool (such as a nail, wooden skewer, or plastic knife), and markers.
2. Cover one end of the paper towel tube with foil and tape securely in place. Reinforce the tube with additional foil and tape.
3. Mix the plaster of Paris according to package directions and fill the tube about 3/4 of the way up. Stand upright and allow the plaster to harden.
4. Peel away the tube from the plaster.
5. Draw the design of your choice on the column with a pencil. Use a carving tool to carve the design.
6. Outline your carved design with markers.



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- Use a pencil to sketch the design onto the column. Carefully carve your column. Use markers to add detail to the carvings.

Assessment

- **Rubric**—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria.



Plaster of Paris—Familiarize yourself with the directions on the plaster of Paris package.

Provide the containers, the measuring cups, water, and the other materials necessary to mix the plaster.

Design—Suggest to the student that he plan his design on paper before sketching it on the plaster.

Display—Arrange the columns along a ledge or windowsill. Direct each student to make a label identifying the type of column he made. If he created his own design, encourage him to give his design a unique name.

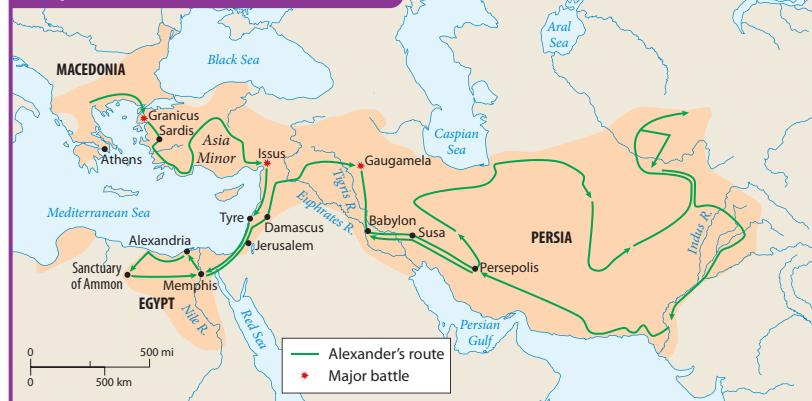
- FOCUS**
- What caused Greek culture to spread throughout the Western world?
 - How was the Greek language important in the spread of the gospel?

The Spread of Greek Culture

After the Peloponnesian War, many quarrels broke out between the Greek city-states. The weakened condition of Greece allowed King Philip II of Macedonia to take control of its government in 338 BC.

Philip died two years later, and his twenty-year-old son, Alexander, took the throne of Macedonia. Alexander, who had been tutored by Aristotle, loved the Greek philosophy and way of life.

Empire of Alexander the Great



224

◆ Lesson 91 ◆

Objectives

- Identify the traits that made Alexander the Great a unique leader
- Explain the reason for the spread of Hellenistic culture
- Relate historical knowledge of ancient Greece to the biblical account of Paul's sermon on Mars' Hill
- Recognize the importance of the Greek language to the spread of the gospel
- Identify influences of ancient Greece seen today

Vocabulary

There are no vocabulary words to introduce.

He took control of the Greek army and began to pursue his dream of uniting the entire world under one empire. Alexander extended his rule eastward as far as India, spreading the Greek culture through much of the world. His military genius and unconquerable spirit earned him the title **Alexander the Great**.

After Alexander's death, his empire was divided into four parts. Most of this empire would later be conquered by Rome.

Meanwhile people all over the Western world were becoming Hellenistic, or "like the Greeks." They adopted the ideas of Greek philosophers. They used Greek inventions and learned the teachings of Greek scholars. The works of Greek artists appeared in all parts of the empire. Most importantly, the spread of Greek culture brought a common language to the Western world.

What were some advantages of having a common language throughout Alexander's empire?

Materials

- Bible or New Testament reference tool that contains Greek
- Empire of Alexander the Great, M 8.4
- People Organizer from Lesson 85

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

Allow the students to pass around the Bible or reference tool to see the sample of Greek writing.

Why is Greek commonly found in Bibles and Bible study tools? *Elicit that the New Testament was originally written in Greek.*

► Today we will find out how Greek came to be so widely spoken in the Western world by the time the New Testament was written.

Teach for Understanding

Discussion

page 224

Guide the student in completing the appropriate sections of the *People Organizer*.

- How was King Philip II of Macedonia able to take control of Greece? *Greece was weakened from quarrels that broke out between city-states following the Peloponnesian War.*
- Who took the throne after his death? *Alexander*
- What important traits did Alexander possess? *a great love for Greek philosophy and way of life, ambition to unite the entire world, military genius, and an unconquerable spirit*
- What title was he given? *Alexander the Great*
- What happened to his empire after his death? *It was divided into four parts, most of which were later conquered by Rome.*
- ❖ Display the *Empire of Alexander the Great* map.
- ❖ According to the map, Alexander traveled in primarily which direction from Greece in his conquests? *east*
- ❖ At which cities were his major battles? *Granicus, Issus, and Gaugamela*
- ❖ Caption answer: *Communication was easy, making travel easier. Written materials were easily read by everyone. Eventually the Greek language paved the way for the spread of the gospel.*
- In what ways did Greek culture spread throughout the empire? *Greek philosophies were adopted. Greek inventions were used. Greek art appeared in various places. Greek became the common language of the empire.*

FOCUS

Answers

- Alexander the Great's military conquests united much of the Western world into one huge Greek empire. The people of the empire were encouraged to adopt Greek culture.
- It was the common language of the empire and made communication easier. It was also the language the New Testament was written in.

Discussion

page 225

- How were Greeks viewed in the eyes of the world? *well educated, artistic, talented, and successful*

💡 In what way were the Greeks at a spiritual disadvantage? They were successful in worldly accomplishments, and they had achieved great knowledge on many different subjects; but they suppressed the knowledge of the true God, Who had revealed Himself in creation.

► Whom did God send to minister to the Greeks at Athens? *Paul*

► What did Paul find in the city to use as a spring-board for sharing the gospel with the Athenians? *an altar to "the Unknown God"*

► Where did Paul preach to the Athenians? *Mars' Hill*

📖 Read the full sermon recorded in Acts 17:22–31. What truths about God did Paul share with the men of Athens? *possible answers: He is Creator and Lord of all. He does not need anything from us. He is not far from any of us. He will judge the earth through a Man He appointed and raised from the dead.*

► What were the people's responses to the sermon? *They varied. Some people mocked him, some wanted to hear more, and some believed.*

📖 Read 1 Corinthians 1:22–24. Who does the Bible say Christ is to both Jews and Greeks who are called to be believers? *the power of God and the wisdom of God*

Paul's Sermon on Mars' Hill

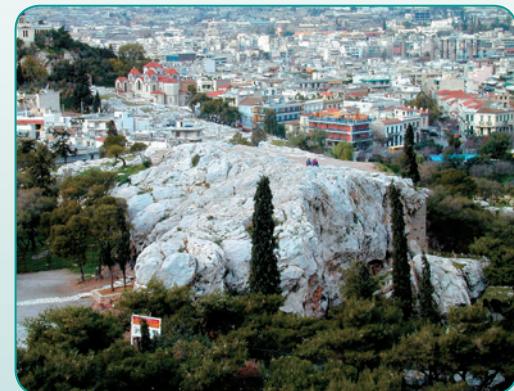
The ancient Greeks were some of the most well-educated, artistic, and talented people of all time. In the eyes of most of the world, the Greeks had everything. They were a successful people. But the most important thing of all was missing from their lives. Although the Greeks possessed knowledge of many subjects, they had no knowledge of God.

The missionary Paul ministered not only to the Jews but also to the Greeks. During his travels, Paul spent time in the city of Athens. Acts 17 tells how Paul noticed widespread idolatry in the city. As he walked through the city, he found an altar with an inscription carved on it—"To the Unknown God."

Paul preached to the Athenians on Mars' Hill. He told them how the one true God is not a statue made of gold or silver or a name carved in stone. Paul shared with them that God, the Creator and Lord, is real, and that He wants people everywhere to repent and seek Him.

Many people made fun of Paul's message. Some left thoughtfully, wanting to hear more. But a few men and women grasped the truth of Paul's words and believed with all their hearts. Paul's mission trip to Athens had not been in vain. Paul said,

For the Jews require a sign, and the Greeks seek after wisdom: but we preach Christ crucified, unto the Jews a stumblingblock, and unto the Greeks foolishness; but unto them which are called, both Jews and Greeks, Christ the power of God, and the wisdom of God. (1 Cor. 1:22–24)



Mars' Hill

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Areopagus—Areopagus, another name for Mars' Hill, literally means "Hill of Ares." Mars was the Roman name for the Greek god of war, Ares. The Areopagus was also the name of a council that met regularly in that location. The council also acted as a court that tried both criminal and civil cases.

Greek was the language of almost all scholarly writing during the first century AD. As Alexander the Great built his empire, he made Greek the standard language of commerce and government. People still spoke their own languages but had to learn Greek as a second language to do business with other countries. By the first century AD, Greek had become a world language. People spoke it and understood it nearly everywhere.

The Greek language made communication throughout the empire much easier. People could travel for miles and still meet others who spoke their language. Greek writing could be read and understood throughout the region.

In a few centuries there would be a very important message to carry to the world—the message of Jesus. The spread of the Greek language paved the way for the gospel to go into all the world.

The influence of the ancient Greeks touches our lives even today. Every time you see a column, you are seeing an example of Greek architecture. Every time you watch a play, you are enjoying the contributions the Greeks made.

to drama. Every time you admire a sculpture or read a lovely poem, you are appreciating the very arts that the Greeks mastered. And when you study literature, science, math, and history, you are reaping the benefits of Greek discoveries in those areas.

Each time you open your Bible to the New Testament, you can thank God for allowing the Greeks to develop their alphabet and writing skills. The richness of their language has given us a detailed history of the Lord Jesus Christ, pointing the way to heaven.

THE GREEK NEW TESTAMENT

God chose the Greek language for the New Testament writers to use when He breathed out His Word. Greek was a common language at the time the New Testament was written. For this reason many people were able to read and understand God's Word. The Greek New Testament was eventually translated into over 2,300 languages. The Bible that you read in English is one of those translations. God said that He would preserve His Word, and He has kept that promise.

The Greek Alphabet (letters, name, and English equivalent)								
A α	alpha	Aa	I ι	iota	Ii	P ρ	rho	Rr
B β	beta	Bb	K κ	kappa	Kk	$\Sigma\sigma\zeta$	sigma	Ss
G γ	gamma	Gg	L λ	lambda	Ll	T τ	tau	Tt
D δ	delta	Dd	M μ	mu	Mm	Y ϑ	upsilon	Uu
E ϵ	epsilon	Ee	N ν	nu	Nn	$\Phi\phi$	phi	Ff
Z ξ	zeta	Zz	$\Xi\xi$	xi	Xx	X χ	chi	ch
H η	eta	ee	Oo	omicron	Oo	$\Psi\psi$	psi	ps
Theta	theta	th	$\Pi\pi$	pi	Pp	$\Omega\omega$	omega	ò

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Discussion

page 226

- Why did nearly everyone in Alexander's empire learn to speak Greek? *It was the standard language. The rulers spoke it. People needed to speak it for the purpose of trade.*
- Did people still speak other languages too? *Yes, Greek was a second language for most.*
- How do the ancient Greeks still influence our lives today? *through their contributions to architecture, drama, literature, art, science, math, and history*
- What significant influence has Greece had on Christianity? *The New Testament was first written in the Greek language.*
- How did we get the New Testament in English? *It was translated from the Greek.*

Compare the Greek letters in the chart to our English alphabet. What similarities do you see? *Answers will vary.*

Activity Manual

Study Skill—page 119

Bible Connection—page 126

This Bible Connection traces the spread of the gospel through several different Greek cities.

Review—page 127

This Study Guide reviews Lessons 87, 89, and 91.

Background

The Bible in Greek—For the most part, the Old Testament was written in Hebrew. But by the time the New Testament was being written, very few Jews could read Hebrew. About 250 years before Jesus was born, the Old Testament began to be translated from Hebrew to Greek. During the two remaining centuries before Christ, this Greek translation, the Septuagint, became commonly accepted. Priests and scribes read and taught from it in the synagogues. Aramaic, however, not Greek, was the main language of the Jews during Jesus' time on earth.

Greek was the language of almost all scholarly writing during the first century AD. The New Testament was written between AD 50 and 100, so the New Testament authors wrote in Greek.

Besides becoming a universal language, Greek had another significant feature. The Greek alphabet was the first alphabet in the world to use symbols for vowels as well as for consonants. Written Greek represented spoken Greek more exactly than the writing of other languages did. More and more people were able to learn to read Greek. The gospel spread throughout the world in a language that nearly everyone could understand and read.

◆ Lesson 92 ◆

Objective

- Recall concepts and terms from Chapter 8

Introduction

Materials for the Chapter 8 Test will be taken from Activity Manual pages 116–17, 121, and 127. You may review any or all of the material during this lesson. The chapter organizers from Activity Manual pages 113–14 and 119 may help with review and study. You may choose to review Chapter 8 by playing “Olympic Contenders” or a game from the Game Bank (G 1–2).

Activity **Olympic Contenders**

Divide the students into two teams, Athens and Sparta. Explain that they are competing at the Greek Olympics. Alternate questions between the teams. Each student may choose an event category from which his question will come: Long Jump (geography and early civilizations); Chariot Race (Athens and Sparta); Wrestling (wars); Discus Throw (religion and philosophy); or Sprint (learning, arts, and culture). Each student who answers a question correctly wins a point for his team. If a student answers incorrectly, the next student on the opposing team has an opportunity to give the correct answer. The team with the most points wins.

Activity Manual

Chapter Review—page 128

Chapter 8 Summary

Name _____

Define these terms

abacus	monarchy
Acropolis	Muses
agora	myth
amphitheater	oligarchy
democracy	theorem
fable	tyrant

Locate these places

Aegean Sea	Ionian Sea
Athens	Mediterranean Sea
Crete	Peloponnesus
Greece	Sparta

Tell about these people

Aesop
Alexander the Great
Archimedes
Aristotle
Euclid
Hippocrates
Homer
Pericles
Plato
Socrates
Thucydides



Modern seacoast of Syme, Greece

Explain what happened

ca. 500 BC—beginning of Greece's classical age

Be able to . . .

- Write an essay contrasting Greek religious beliefs with biblical truth
- Identify the earliest known Greek civilization and where it was located
- Relate the Mycenaean civilization to its military strength and the Trojan War
- Identify which types of governments Athens and Sparta had: monarchy, oligarchy, or democracy
- Describe the Assembly
- Compare and contrast Athens and Sparta: government and men's and women's roles
- Describe the events leading up to the Peloponnesian War and its consequences
- Identify Mount Olympus
- Contrast Greek philosophy with biblical truth
- Describe the forms of Greek literature
- Describe the achievements Greeks made in math and science
- Explain the importance of athletics and the Olympic Games to the ancient Greeks
- Identify the important qualities of Greek art and architecture
- Describe the Parthenon
- Explain why spreading the Greek culture was so important

128 | Chapter 8; Lesson 92; pp. 195–226
Chapter Review

HERITAGE STUDIES 6 Activity Manual

◆ Lesson 93 ◆

Objective

- Demonstrate knowledge of concepts from Chapter 8 by taking the test

Assessment

Tests—Chapter 8

Teacher Notes