

## Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Identify the influences on Minoan culture and how the civilization prospered.
- Summarize how Mycenaeans ruled the sea trade and started the Trojan War.
- Describe the works of Homer and their influence on Greek culture.


## Prepare to Read

### Build Background Knowledge L3

Ask students to share what they already know about Ancient Greece such as its location, government, and art.

### Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD,**  
Zeus Kidnaps Europa

Ask **What type of story is this and who are the main characters?** (*a Greek myth; Zeus, Europa*) Ask **What do the dolphins represent?** (*the Mediterranean Sea*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 1 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Reading Skill** Have students use the *Reading Strategy: Summarize* worksheet.

 **Teaching Resources, Unit 1, p. 68**

- **Note Taking** Have students read this section using the Structured Read Aloud strategy (TE, p. T21). As they read, have students fill in the table identifying the section's main ideas.

 **Reading and Note Taking Study Guide, p. 36**



Greek amphora, or storage pot, depicting the kidnapping of Europa

### WITNESS HISTORY AUDIO

#### Zeus Kidnaps Europa

Europa, the beautiful daughter of the king of Phoenicia, was gathering flowers when she saw a bull quietly grazing with her father's herds. The bull was actually Zeus, king of all the Greek gods, who had fallen in love with her. When Europa reached up to place flowers on his horns, he suddenly bounded into the air and carried the weeping princess far across the Mediterranean Sea to the island of Crete. Eventually, Europa married the king of Crete and gave her name to a new continent—Europe.

**Focus Question** How did the Minoans and Mycenaeans shape early Greek civilizations?

## Early People of the Aegean

### Objectives

- Identify the influences on Minoan culture and how the civilization prospered.
- Summarize how Mycenaeans ruled the sea trade and started the Trojan War.
- Describe the works of Homer and their influence on Greek culture.

### Terms, People, and Places

Knossos	Trojan War
shrine	strait
fresco	Homer

### Note Taking

**Reading Skill: Identify Main Ideas** Create a table like the one below. Then, use the table to record the main ideas relating to the groups of people discussed in the section.

Minoans	Mycenaeans	Dorians
•	•	•
•	•	•

The island of Crete (kreet) was the cradle of an early civilization that later influenced Greeks living on the European mainland. The people of Crete, however, had absorbed many ideas from the older civilizations of Egypt and Mesopotamia. Europa's mythic journey from Phoenicia to Crete suggests this movement of ideas from east to west.

### Minoans Trade and Prosper


Washed by the warm waters of the Aegean (ee JEE un) Sea, Crete was home to a brilliant early civilization. We do not actually know what the people who built this civilization called themselves. However, the British archaeologist who unearthed its ruins called them Minoans after Minos, a legendary king of Crete. Minoan civilization reached its height, or greatest success, between 1600 B.C. and 1500 B.C.

The success of the Minoans was based on trade, not conquest. Minoan traders set up outposts throughout the Aegean world. From their island home in the eastern Mediterranean, they crossed the seas to the Nile Valley and the Middle East. Through contact with Egypt and Mesopotamia, they acquired ideas and technology in fields such as writing and architecture that they adapted to their own culture.

**Minoan Art at Knossos** The rulers of this trading empire lived in a vast palace at **Knossos** (NAHS us). It housed rooms for the royal family, banquet halls, and working areas for artisans. It also included religious **shrines**, areas dedicated to the honor of gods and goddesses.

## Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

 **Teaching Resources, Unit 1, p. 67; Teaching Resources, Skills Handbook, p. 3**

**High-Use Word**  
**eloquence, p. 116**

### Definition and Sample Sentence

*n.* a manner of speech that is vivid and persuasive

The governor spoke with **eloquence** about the courage of the smoke jumpers who fought the forest fire.



The walls of the palace at Knossos were covered with colorful **frescoes**, watercolor paintings done on wet plaster. These frescoes tell us much about Minoan society. Leaping dolphins reflect the importance of the sea to the Minoan people. Religious images indicate that the Minoans worshiped the bull as well as a mother goddess. Other frescoes show young men and women strolling through gardens or jumping through the horns of a charging bull. The paintings also suggest that women appeared freely in public and may have enjoyed more rights than women in most other ancient civilizations.

**Minoan Civilization Disappears** By about 1400 B.C., Minoan civilization had vanished. Archaeologists are not sure of the reasons for its disappearance. A sudden volcanic eruption on a nearby island may have rained flaming death on Knossos. Or perhaps an earthquake may have destroyed the palace, followed by an immense wave that drowned the inhabitants of the island. However, it is certain that invaders played some role in the destruction of Minoan civilization. These intruders were the Mycenaeans (my suh NEE unz), the first Greek-speaking people of whom we have a written record.

**Checkpoint** How does the art at Knossos reflect Minoan culture?

## Trade and War in Mycenae

Like the Aryans who spread across India, the Mycenaeans spoke an Indo-European language. They conquered the Greek mainland before overrunning the island of Crete.

**Sea Trade Brings Wealth** Mycenaean civilization dominated the Aegean world from about 1400 B.C. to 1200 B.C. Like the Minoans, the Mycenaeans were sea traders. They reached out beyond the Aegean to Sicily, Italy, Egypt, and Mesopotamia. The Mycenaeans learned many skills from the Minoans, including the art of writing. They, too, absorbed Egyptian and Mesopotamian customs, many of which they passed on to later Greeks.

The Mycenaeans lived in separate city-states on the mainland. In each, a warrior-king built a thick-walled fortress from which he ruled the surrounding villages. Wealthy rulers amassed treasure, including fine gold ornaments that archaeologists have unearthed from their tombs.

### Life Near the Sea

This detail from an ancient Minoan fresco decorates the wall of a house located on the Greek island of Thera. *How do the scene depicted above and the daggers below reflect the importance of the sea to the Minoan and Mycenaean civilizations?*

A Mycenaean dagger and sheath with inlaid depictions of sea creatures, c. 1200 B.C.



## Teach

### Minoans Trade and Prosper/Trade and War in Mycenae

L3

#### Instruct

■ **Introduce: Key Terms** Have students find the key term **frescoes** (in blue) in the text, and explain its meaning. Explain that although Minoans left no written record, these plaster paintings provide archaeologists with information about Minoan society. Ask what archaeologists of the future might learn about our society from the pictures in students' rooms. Would the information be complete or accurate?

■ **Teach** Compare and contrast the Minoan and Mycenaean civilizations. Ask **Where and when did each civilization flourish?** (*Minoan: the island of Crete, from 1600 B.C. to 1500 B.C.; Mycenaean: Crete and the Greek mainland from 1400 B.C. to 1200 B.C.*) **Why might these two civilizations be important in the study of Ancient Greece?** (*Sample: They were the forerunners of ancient Greece, lived in the same area, and influenced later Greek society.*)

#### Independent Practice

Have students create a Venn diagram that illustrates the similarities and differences between the Minoan and Mycenaean civilizations.

#### Monitor Progress

As students fill in their tables, circulate to make sure they understand that both the Minoans and Mycenaeans were sea traders. For a completed version of the table see

**Note Taking Transparencies, 62**

## Differentiated

### Instruction Solutions for All Learners

#### L1 Special Needs L2 Less Proficient Readers

Students may use the visuals in this section to learn more about the Minoan and Mycenaean civilizations. Have students describe the fresco on this page to a partner. Then ask **What can you tell about Minoan culture from this image?** (*Sample: It shows that Minoans worked together to trade; they were seafarers; the clothing suggests that they lived in a hot climate.*)

#### L2 English Language Learners

Use the following resources to help students acquire basic skills:

**Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 36
- Adapted Section Summary, p. 37

## Answers

**Caption** The fresco and the inlay on the daggers show scenes from the sea, thus the sea was of great importance to both civilizations.

The Knossos artwork illustrates the importance of the sea to the Minoan culture and provides details of the culture's daily life.

## Homer and the Great Legends of Greece

L3

### Instruct

- **Introduce** Tell students that Greek civilization declined after the fall of Mycenae and the arrival of the Dorians. People even lost the ability to write. Use the Idea Wave strategy (TE p. T22) to have students brainstorm what types of conditions today might send a civilization into a similar decline? (*Sample: nuclear war, economic collapse, tyranny*)
- **Teach** Discuss the work of Homer and its influence on Greek civilization. Ask **What were the topics of the *Iliad* and the *Odyssey* and who wrote them?** (*The Iliad tells the story of the Trojan War; the Odyssey tells of Odysseus' long voyage home after the war; both may have been the work of many people, though they are attributed to Homer, a blind poet.*) **What might people today learn about the ancient Greeks from these epic poems?** (*We can get hints about daily life, ancient warfare, religious beliefs, and the values of the ancient Greeks.*)

### Independent Practice

**Link to Literature** To help students better understand the works of Homer, have them read the excerpt from *The Odyssey* and complete the worksheet.

All in One Teaching Resources, Unit 1, p. 69

### Monitor Progress

Check Reading and Note Taking Study Guide entries for student understanding.



**The Trojan Horse**

The story of the Trojan horse had great significance to ancient Greeks. The image of the horse was often used by Greek artisans to decorate their work, such as this relief on the neck of a seventh-century B.C. amphora. *Why do you think the ancient Greeks would memorialize the Trojan War in their art?*

to about 1250 B.C. Though most of the details remain lost in legend, modern scholars now agree that the Trojan War was an actual event.

✓ **Checkpoint** How did trade shape Mycenaean society?

## Homer and the Great Legends of Greece

Not long after their victory over Troy, the Mycenaeans themselves came under attack from sea raiders and also from another Greek-speaking people, the Dorians, invading from the north. As Mycenaean power faded, their people abandoned the cities and trade declined. People forgot many skills, including the art of writing. From the end of the Mycenaean civilization in about 1100 B.C. until about 900 B.C., Greek civilization seemed to step backward.

Much of what we know about the Trojan War and life during this period comes from two great epic poems, the *Iliad* and the *Odyssey*. These epics may have been the work of many people, but they are credited to the poet **Homer**, who probably lived about 750 B.C. According to tradition, Homer was a blind poet who wandered from village to village, singing of heroic deeds. Like the great Indian epics, Homer's tales were passed on orally for generations before they were finally written down.

The *Iliad*, full as it is of gods, goddesses, and even a talking horse, is our chief source of information about the Trojan War. At the start of the poem, Achilles (uh KIL eez), the mightiest Greek warrior, has withdrawn from battle because he has been unfairly treated and insulted by his commander. The war soon turns against the Greeks, but Achilles stubbornly refuses to listen to pleas that he rejoin the fighting. Only after his best friend is killed does Achilles return to battle.

The *Odyssey* tells of the many struggles of the Greek hero Odysseus (oh DIS ee us) on his return home to his faithful wife, Penelope, after the fall of Troy. On his long voyage, Odysseus encounters a sea monster, a race of one-eyed giants, and a beautiful sorceress who turns men into swine.

The *Iliad* and *Odyssey* reveal much about the values of the ancient Greeks. The heroes display honor, courage, and eloquence, as when Achilles rallies his troops:

### Vocabulary Builder

eloquence—(EL uh kwens)

*n.* a manner of speech that is vivid and persuasive

### Differentiated

#### Instruction

Solutions for All Learners

### Answers

- ✓ Trade brought wealth and prosperity in addition to contact with the ideas and skills of other cultures. However, trade also brought conflict.

**Caption** Sample: The war was a great triumph for the Mycenaeans and memorializing it in art glorified the event as well as the victors.

#### L1 Special Needs L2 Less Proficient Readers

Tell students that much of what we know about the Trojan War is from reading the epic poems of Homer. Tell students that an epic is a long poem that tells the story of a hero or heroes. The term can also refer to a great story of heroic adventures. Then ask students to list stories of today that might be considered epics.

#### L2 English Language Learners

Ask them what they can tell about the writer and the culture of the writer for each epic listed. Then tell them that the *Iliad* and the *Odyssey* give us clues about how the ancient Greeks lived and show us the values they thought were important, such as honor and courage.

### Primary Source

“Every man make up his mind to fight  
And move on his enemy! Strong as I am,  
It’s hard for me to face so many men  
And fight with all at once. . . .  
And yet I will!”  
—Homer, *Iliad*

For almost 3,000 years, the epics of Homer have inspired European writers and artists.

**Checkpoint** What do Homer’s epics reveal about Greek culture?

### Looking Ahead

After the Dorian invasions, the land of Greece passed several centuries in obscurity. The people lived in small isolated villages and had few contacts with the outside world. Over time they made the stories about Crete and Mycenae a part of their heritage, and they built upon the legacy of those and other civilizations to forge a new, Greek civilization. When it emerged, this Greek civilization would not only dominate the region, it would ultimately extend the influence of Greek culture over most of the Western world.



#### Hero of the *Odyssey*

Odysseus was admired for his cleverness. Here, he outwits the siren, whose song lures sailors to their doom. In order to hear their song and yet survive, Odysseus fills his crew’s ears with beeswax. Then, he has himself tied to the ship’s mast so he can hear the siren’s song without endangering the ship or his crew.

#### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-0411

## Assess and Reteach

### Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- **All in One Teaching Resources, Unit 1**, p. 62
- To further assess student understanding, use **Progress Monitoring Transparencies**, 14

### Reteach

If students need more instruction, have them read the section summary.

- **Reading and Note Taking Study Guide**, p. 37 L3
- **Adapted Reading and Note Taking Study Guide**, p. 37 L1 L2
- **Spanish Reading and Note Taking Study Guide**, p. 37 L2

### Extend

L4

Have students conduct research on the Minoan or Mycenaean civilization to locate additional or recently discovered artifacts that provide detail on the cultures of these ancient societies. Then have students draw or paste images of their findings on a poster and include short summaries describing the artifact, its use, where it was found, how old it is, and what it reveals about the Minoan or Mycenaean culture.

### Answer

- ✓ The epics reveal the values of the ancient Greeks with their depiction of honor, courage, and eloquence as well as details of their religious beliefs and warfare.

### Writing About History

Thesis statements should express the main idea of their essay on the contributions of the Aegean civilization.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0411**.

## Section 1 Assessment

#### Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

#### Note Taking

2. **Reading Skill: Identify Main Ideas**  
Use your completed table to answer the Focus Question: How did the Minoans and Mycenaeans shape early Greek civilizations?

#### Comprehension and Critical Thinking

3. **Determine Relevance** How did trade contribute to the development of the Minoan and Mycenaean cultures?
4. **Draw Inferences** What values of the ancient Greeks are found in the poems of Homer?
5. **Demonstrate Reasoned Judgment** Do you think the epics of Homer are a reliable source of information about the history of the ancient Greeks? Why or why not?

#### Writing About History

**Quick Write: Write a Thesis Statement**  
Review the section and think of how early people of the Aegean contributed to Greek civilization. Write a thesis statement that expresses your thought. Remember that a thesis statement should provide the main idea for an essay.

### Section 1 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Early Aegean peoples had absorbed ideas from and adapted other cultures; they were sea traders; they were ruled by kings; they worshipped many gods. These traits formed a basis for early Greek civilization.
3. Sea trade meant that they traveled widely and acquired ideas and technology that they could adapt to their own societies.
4. They illustrate ancient Greek values such as honor, courage, and eloquence.
5. Sample: The epics are probably not reliable in that they were passed on orally before they were written down, and may have changed. However, it is likely that the stories hold some truth and can provide details on ancient Aegean civilizations.