

## 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.

- Analyze the political and ethical ideas developed by Greek philosophers.
- Understand how balance and order governed Greek art and architecture.
- Identify the themes explored by Greek writers and historians.

## Prepare to Read

### Build Background Knowledge L3


Tell students that despite the frequent wars, the golden age of ancient Greece set standards in art, philosophy, architecture, and literature to which people still aspire today. Ask students to brainstorm what they already know about the cultural heights attained by the Greeks.

### Set a Purpose L3

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

 **Witness History Audio CD,**  
Aristotle Meditates on Thought

Ask **What is the main idea of Aristotle's meditation?** (*Divine thought, or the thinking of God or the gods, is the highest form of thought and consists of thought about thought.*)

- **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 4 Assessment answers.*)
  - **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
  - **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the concept web to record the section's supporting details.
-  **Reading and Note Taking Study Guide,** p. 43

# 4

The great philosopher Aristotle



## WITNESS HISTORY AUDIO

### Aristotle Meditates on Thought

Aristotle is considered one of the greatest philosophers of all time. After studying under Plato for twenty years, Aristotle eventually became a teacher himself. His interests varied greatly and he studied numerous subjects including biology, political theory, and logic. In *Metaphysics*, Aristotle theorized on the nature of divine thinking:

“It is of itself that the divine thought thinks (since it is the most excellent of things), and its thinking is a thinking on thinking.”

**Focus Question** How did Greek thinkers, artists, and writers explore the nature of the universe and people's place in it?

## The Glory That Was Greece

### Objectives

- Analyze the political and ethical ideas developed by Greek philosophers.
- Understand how balance and order governed Greek art and architecture.
- Identify the themes explored by Greek writers and historians.

### Terms, People, and Places

philosopher	Aristotle
logic	Parthenon
rhetoric	tragedy
Socrates	comedy
Plato	Herodotus

### Note Taking

**Reading Skill: Identify Supporting Details**  
Make a concept web similar to the one below. Then use the diagram to record the supporting details of the Greek achievements discussed in the section. Add circles as necessary.



Even in the midst of wars and political turmoil, Greeks had confidence in the power of the human mind. Driven by curiosity and a belief in reason, Greek thinkers, artists, and writers explored the nature of the universe and the place of people in it. To later admirers, Greek achievements in the arts represented the height of human development in the Western world. They looked back with deep respect on what one poet called “the glory that was Greece.”

### Philosophers: Lovers of Wisdom

As you have read, some Greek thinkers challenged the belief that events were caused by the whims of gods. Instead, they used observation and reason to find causes for events. The Greeks called these thinkers **philosophers**, meaning “lovers of wisdom.”


Greek philosophers explored many subjects, from mathematics and music to **logic**, or rational thinking. Through reason and observation, they believed, they could discover laws that governed the universe. Much modern science traces its roots to the Greek search for such principles.

**Debating Morality and Ethics** Some Greek philosophers were interested in ethics and morality. They debated such questions as what was the best kind of government and what standards should rule human behavior.

In Athens, the Sophists questioned accepted ideas. To them, success was more important than moral truth. They developed skills in **rhetoric**, the art of skillful speaking. Ambitious men could use clever and persuasive rhetoric to advance their careers. The turmoil

## Vocabulary Builder

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

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

### High-Use Words

**rigid**, p. 133

**bias**, p. 135

### Definitions and Sample Sentences

*adj.* stiff; unbending; severe

The heavily starched shirt was too **rigid** to wear.

*n.* a mental leaning; prejudice; slant

Newspaper reporters aim to report the facts without **bias**.

of the Peloponnesian War led many young Athenians to follow the Sophists. Older citizens, however, accused the Sophists of undermining traditional Greek values.

**Socrates Questions Tradition** One outspoken critic of the Sophists was **Socrates**, an Athenian stonemason and philosopher. Most of what we know about Socrates comes from his student **Plato**. Socrates himself wrote no books. Instead, he passed his days in the town square asking people about their beliefs. Using a process we now call the Socratic method, he would pose a series of questions to a student or passing citizen, and challenge them to examine the implications of their answers. To Socrates, this patient examination was a way to help others seek truth and self-knowledge. To many Athenians, however, such questioning was a threat to accepted values and traditions.

When he was about 70 years old, Socrates was put on trial. His enemies accused him of corrupting the city's youth and failing to respect the gods. Standing before a jury of 501 citizens, Socrates offered a calm and reasoned defense. But the jurors condemned him to death. Loyal to the laws of Athens, Socrates accepted the death penalty. He drank a cup of hemlock, a deadly poison.

**Plato Envisions A Perfect Society** The execution of Socrates left Plato with a lifelong distrust of democracy. He fled Athens for 10 years. When he returned, he set up a school called the Academy. There, he taught and wrote about his own ideas. Like Socrates, Plato emphasized the importance of reason. Through rational thought, he argued, people could discover unchanging ethical values, recognize perfect beauty, and learn how best to organize society.

In his book *The Republic*, Plato described his vision of an ideal state. He rejected Athenian democracy because it had condemned Socrates just as it tended to other excesses. Instead, Plato argued that the state should regulate every aspect of its citizens' lives in order to provide for their best interests. He divided his ideal society into three classes: workers to produce the necessities of life, soldiers to defend the state, and philosophers to rule. This elite class of leaders would be specially trained to ensure order and justice. The wisest of them, a philosopher-king, would have the ultimate authority.

Plato thought that, in general, men surpassed women in mental and physical tasks, but that some women were superior to some men. Talented women, he said, should be educated to serve the state. The ruling elite, both men and women, would take military training together and raise their children in communal centers for the good of the republic.

**Aristotle Pursues the Golden Mean** Plato's most famous student, **Aristotle**, developed his own ideas about government. He analyzed all forms of government, from monarchy to democracy, and found good and bad examples of each. Like Plato, he was suspicious of democracy, which he thought could lead to mob rule. In the end, he favored rule by a single strong and virtuous leader.

Aristotle also addressed the question of how people ought to live. In his view, good conduct meant pursuing the "golden mean," a moderate course between the extremes. He promoted reason as the guiding force for learning. He set up a school, the Lyceum, for the study of all branches



## BIOGRAPHY

### Socrates

Contrasting with his glorified image in Jacques-Louis David's painting *The Death of Socrates* (above), to most Athenians, Socrates (469 B.C.–399 B.C.) was not an impressive figure. Tradition tells us that his clothes were untidy and he made a poor living. But young men loved to watch him as he questioned citizens and led them to contradict themselves.

Many Athenians felt that Socrates was annoying, but Plato had a different view of his teacher. He called Socrates "the wisest, justest, and best of all I have ever known." As for Socrates himself, he knew what he was doing. When he was put on trial, he told the jury, "All day long and in all places I am always fastening upon you, stirring you and persuading you and reproaching you. You will not easily find another like me."

Socrates said, "The unexamined life is not worth living." How did his actions support this idea?

## Teach

### Philosophers: Lovers of Wisdom

L3

#### Instruct

- **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder terms and definitions as well as the red and black heads in this section. Use the Numbered Heads strategy (TE, p. T23) to have students discuss their predictions of what will be discussed in the section. Who or what will be **rigid** or have **bias** and why?
- **Teach** Describe the Greek philosophers and explain how their various systems differed. Ask **Who was Socrates and what did he do?** (*An Athenian philosopher, he questioned others about their beliefs, challenging their assumptions as a way to help them seek truth, and was condemned to death.*) **What was Plato's ideal form of government and why wasn't it democracy?** (*Socrates' death had given Plato a distrust of democracy. Instead, he believed that a rational state would be divided into three classes with the wisest of all, a philosopher-king, having ultimate authority.*)
- **Quick Activity** Ask a student to read the quote from Plato's *The Republic* at the end of this section. Discuss what this tells about Plato's views of philosophers, law, and institutions. Then have small groups of students write a response to Plato telling whether they agree that philosophers ought to rule and why, or if they disagree, what their solution is to the problem of who should rule.

#### Independent Practice

Using their textbooks and other classroom resources, have students construct a timeline showing the events described in this section.

#### Monitor Progress

Circulate to make sure that students' timelines are accurate.

#### Answer

**BIOGRAPHY** Socrates questioned and examined everything in life and expected others to do so as well. Although his constant questioning and examination brought public disapproval, he continued his questioning because without this, for Socrates, life would not be worth living.

#### Differentiated

#### Instruction

#### Solutions for All Learners

#### L1 Special Needs L2 Less Proficient Readers

To help students master vocabulary, have them create flashcards for this section's high-use words and Key Terms and People with the term on one side and its definition on the other. Encourage students to include in the list additional terms that may be new to them, such as *turmoil*, *undermine*, and *misfortune*.

#### 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. 43
- Adapted Section Summary, p. 44



## Idealism in Architecture and Art

L3

### Instruct

- **Introduce** Ask students to describe the characteristics of beauty and list their ideas on the board. Tell them that the ancient Greeks thought deeply about beauty and believed that balance and order were important to achieve it.
- **Teach** Explain how Greek artists sought to demonstrate their ideals in their architecture, sculpture, and painting, seeking to show perfect balance, order, and harmony, and idealizing the human body. Ask **What is the Parthenon?** (a temple to the goddess Athena and the most famous example of Greek architecture) **Why do you think the Greeks began to make sculptures that were lifelike?** (Idealizing the human body, the Greeks chose to show the most graceful, perfect forms that were as lifelike as possible.)
- **Quick Activity** Display **Color Transparency 20: Nike of Samothrace** to investigate what some admirers believe to be the most important contribution to art of all time. Use the lesson suggested in the transparency book to guide a discussion.  
 **Color Transparencies, 20**

### Independent Practice

Have students review the illustrations and photographs of the previous chapters in their textbook. Then have them select three images of artwork from previous civilizations and compare them to the artwork on this page. Have students write a short paragraph comparing and contrasting each image they selected.

### Monitor Progress

Circulate to make sure that students are selecting applicable images of artwork and that their paragraphs illustrate an understanding of the similarities and differences in styles and skills.

### Answer

- ✓ Since the philosophers are perpetually questioning and examining aspects of life, it is possible that the results of their inquiries may challenge or disprove existing traditions and beliefs and thus be a threat to Greek traditions.

of knowledge. He left writings on politics, ethics, logic, biology, literature, and many other subjects. When the first European universities evolved some 1,500 years later, their courses were based largely on the works and ideas of Aristotle.

- ✓ **Checkpoint** Why might some of the philosophers' ideas be a threat to Greek tradition?

## Idealism in Architecture and Art

Plato argued that every object on Earth had an ideal form. The work of Greek artists and architects reflected a similar concern with balance, order, and beauty.

**Monumental Architecture** Greek architects sought to convey a sense of perfect balance to reflect the harmony and order of the universe. The most famous example of Greek architecture is the **Parthenon**, a temple dedicated to the goddess Athena. The basic plan of the Parthenon is a



**INFOGRAPHIC**

## ART AND ARCHITECTURE OF ANCIENT GREECE

▲ A sphinx made of bone illustrates the influence of Egyptian culture on early Greece.

The art of early Greece was similar in style to that of ancient Egypt—stylized and static. Images and statues were stiff and lifeless. By the fifth century B.C., however, the Greeks had developed an important and radical artistic skill. They were able to represent a more realistic human form both at rest and, most significantly, in motion. In their idealized representations of the human form, Greek artists expressed their love of beauty, balance, and harmony. Over time, these ideals were reflected in all Greek art forms including architecture, ceramics, and jewelry. Today, the art and architecture of ancient Greece is considered “classic”—a standard of excellence against which other art forms are compared.

Thousands of surviving ▲ painted vases provide us with most of what we know about daily life in ancient Greece.

*The Dying Gaul* portrays a mortally wounded warrior gasping for his last breath. ▼

### Differentiated Instruction

Solutions for All Learners

**L1** Special Needs **L2** English Language Learners **L3** Less Proficient Readers

For visual learners and students who need help with basic skills, direct attention to the Infographic on this page. Explain that this visual shows some of the finest examples of Greek architecture and art. Divide the Infographic into thirds and ask volunteers to explain

how the images depict Greek ideals of beauty, balance, and order starting from the left-most third. (For example, the image of the Parthenon shows a rectangular building of orderly columns, and so on.)

Instruct


- **Introduce** Ask students to describe theater today, sharing what they know of plays (comedy, tragedy, etc.), stage, audience, actors, and so on. Point out that the ancient Greeks used many of these elements and made important contributions to drama and comedy. Ask if any students have seen any Greek plays.
- **Teach** Discuss ancient Greek theater, including some of the plays by Aeschylus, Sophocles, Euripides, and Aristophanes. Ask **Where were Greek plays performed?** (*in large outdoor theaters*) **What quality of thought did Sophocles share with Socrates?** (*Both questioned accepted ideas.*)

Independent Practice

**Biography** To help students better understand the poets of ancient Greece, have them read the biography *Pindar* and complete the worksheet.

**All in One** Teaching Resources, Unit 1, p. 72

Monitor Progress

- Check that students' responses on the worksheet reflect a solid understanding of the life of Pindar.
- As students fill in their concept webs, circulate to make sure they understand the themes explored by Greek thinkers, artists, and writers. For a completed version of the concept web, see  **Note Taking Transparencies, 65**

Answers

- ✓ through symmetry and graceful geometry in architecture and through perfect and graceful depictions of lifelike forms in sculpture

Thinking Critically

1. Sample: Many buildings—including government buildings, financial institutions, and libraries—use the classical style of architecture. The style may have been chosen to emphasize the sense of power, success, timelessness, and equality that are affiliated with ancient Greece.
2. Sample: The ability to show movement allowed artists to capture an individual, an action, or an emotion rather than simply making a rigid and cold representation.

simple rectangle, with tall columns supporting a gently sloping roof. The delicate curves and placement of the columns add dignity and grace.

Greek architecture has been widely admired for centuries. Today, many public buildings throughout the world have incorporated Greek architectural elements, such as columns, in their designs.

**Artists Craft Lifelike Human Forms** Early Greek sculptors carved figures in rigid poses, perhaps imitating Egyptian styles. By 450 B.C., Greek sculptors had developed a new style that emphasized more natural forms. While their work was lifelike, it was also idealistic. That is, sculptors carved gods, goddesses, athletes, and famous men in a way that showed human beings in their most perfect, graceful form.

The only Greek paintings to survive are on pottery. They offer intriguing views of every day Greek life. Women carry water from wells, warriors race into battle, and athletes compete in javelin contests. Each scene is designed to fit the shape of the pottery.

✓ **Checkpoint** How did Greek art reflect the idea of an ideal form?

Vocabulary Builder

rigid—(RLJ id) *adj.* stiff; unbending; severe

*Nike of Samothrace*, also known as *Winged Victory*, reflects the artist's amazing ability to create a sense of power, movement, and grace in a work of stone.

The Greek ideals ▲ of balance and beauty are even apparent in this gold sprig of leaves and flowers.

Built over a fifteen-year period at the direction of Pericles, the Parthenon epitomizes the Greek ideals of balance and order. ▼

Thinking Critically

1. **Synthesize Information** Study the photograph of the Parthenon. What kinds of modern buildings were influenced by its architecture? Why do you think this is so?
2. **Draw Conclusions** Why do you think the ability to portray movement was important in the development of Greek art?

History Background

**Realism and Color** The classical statues that we admire today are only pale reminders of a colorful past bleached white by the passage of time. Greek sculptors portrayed the human figure as accurately and realistically as possible. Facial lines and poses

conveyed the physical beauty of the individual. Color heightened the realism and natural beauty even more. From the traces of paint that remain on the marble, art historians know that classical Greek statues were usually painted in bright colors.



## Recording Events as History

L3

### Instruct

- **Introduce** Have students brainstorm reasons why writing about history is important, and write the list on the board. Then, have students discuss what guidelines should be followed to ensure that the histories are accurate and reliable.
- **Teach** Explain the advances in history made by Herodotus and Thucydides. Ask **Who was Herodotus?** (*He was a Greek historian who collected information, examined bias and conflicting accounts, stressed the importance of research, and yet wrote his own views and even invented conversations for his histories.*) **Why do you think avoiding bias in history was important to both Herodotus and Thucydides?** (*To be accurate, history must be fair to both sides and should present events without preconception and with as little prejudice as possible.*)

### Independent Practice

Direct students to the Primary Source: The Funeral Oration of Pericles, on the page before the beginning of this section. This text comes from Thucydides' history of the Peloponnesian War. Ask students to quickly reread the introduction. Then have them write a short response to the following question. **Given what you know of Thucydides, do you think these are the exact words that Pericles spoke? Why or why not?** (*Students might note that yes, these could be close to the exact words of Pericles since Thucydides was an Athenian and could have been an eyewitness or have access to the actual speech; or they might disagree and note that it's unlikely that Thucydides had a script of Pericles' speech and that he may have created a composite, based on the memories of the Athenians who heard it.*)

### Monitor Progress

- Review student responses to see that they reflect a solid understanding of the nature of recording history in ancient Greek times.
- Check Reading and Note Taking Study Guide entries for student understanding.

A Roman fresco believed to be the Greek poetess, Sappho ►

## Greek Literature

In literature, as in art, the ancient Greeks developed their own style. To later Europeans, Greek styles were a model of perfection. They admired what they called the "classical style," referring to the elegant and balanced forms of traditional Greek works of art.



Greek literature began with the epic poems of Homer, whose stirring tales inspired later writers. In later times, the poet Sappho sang of love and of the beauty of her island home, while the poetry of Pindar celebrated the victors in athletic contests.

**Tragic Drama** Perhaps the most important Greek contribution to literature was in the field of drama. The first Greek plays evolved out of religious festivals, especially those held in Athens to honor the god of fertility and wine, Dionysus (dy uh NY sus). Plays were performed in large outdoor theaters with little or no scenery. Actors wore elaborate costumes and stylized masks. A chorus sang or chanted comments on the action taking place on stage. Greek dramas were often based on popular myths and legends. Through these familiar stories, playwrights discussed moral and social issues or explored the relationship between people and the gods.

The greatest Athenian playwrights were Aeschylus (ES kih lus), Sophocles (SAH fuh kleez), and Euripides (yoo RIP ih deez). All three wrote **tragedies**, plays that told stories of human suffering that usually ended in disaster. The purpose of tragedy, the Greeks felt, was to stir up and then relieve the emotions of pity and fear. For example in his play *Oresteia* (aw res TEE uh), Aeschylus showed a powerful family torn apart by betrayal, murder, and revenge. Audiences saw how even the powerful could be subject to horrifying misfortune and how the wrath of the gods could bring down even the greatest heroes.

In *Antigone* (an TIG uh nee), Sophocles explored what happens when an individual's moral duty conflicts with the laws of the state. Antigone is a young woman whose brother has been killed leading a rebellion. King Creon forbids anyone to bury the traitor's body. When Antigone buries her brother anyway, she is sentenced to death. She defiantly tells Creon that duty to the gods is greater than human law:

#### Primary Source

“For me, it was not Zeus who made that order. . . . Nor did I think your orders were so strong that you, a mortal man, could overrule the gods' unwritten and unfailing laws.”  
—Sophocles, *Antigone*

Like Sophocles, Euripides survived the horrors of the Peloponnesian War. That experience probably led him to question many accepted ideas of his day. His plays suggested that people, not the gods, were the cause of human misfortune and suffering. In *The Trojan Women*, he stripped war of its glamour by showing the suffering of women who were victims of the war.



#### Theatrical Masks

Greek masks, with their exaggerated facial features, enabled those sitting far from the stage to recognize the characters. A small mouthpiece inside the mask helped project the actor's voice.

### Differentiated

#### Instruction Solutions for All Learners

#### L4 Advanced Readers L4 Gifted and Talented

Have students consider the importance of Herodotus' and Thucydides' advances in writing history. Then ask them to write a short history of this class period, by

collecting information from firsthand observers and presenting it without bias.

**Greek Comedy** Some Greek playwrights wrote **comedies**, humorous plays that mocked people or customs. Almost all the surviving Greek comedies were written by Aristophanes (a rih STAHF uh neez). In *Lysistrata*, he shows the women of Athens banding together to force their husbands to end a war against Sparta. Unlike tragedy which focused on events of the past, comedies ridiculed individuals of the day, including political figures, philosophers, and prominent members of society. Through ridicule, comic playwrights sharply criticized society, much as political cartoonists do today.

**✓ Checkpoint** How was drama used to influence Greek society?

## Recording Events as History

The Greeks also applied observation, reason, and logic to the study of history. **Herodotus** is often called the “Father of History” in the Western world because he went beyond listing names of rulers or the retelling of ancient legends. Before writing *The Persian Wars*, Herodotus visited many lands, collecting information from people who remembered the actual events he chronicled. In fact, Herodotus used the Greek term *historie*, which means inquiry, to define his work. Our *history* comes from this word, but its definition has evolved today to simply mean the recording and study of past events.

Herodotus cast a critical eye on his sources, noting **bias** and conflicting accounts. However, despite this special care for detail and accuracy, his writings reflected his own view that the war was a clear moral victory of Greek love of freedom over Persian tyranny. He even invented conversations and speeches for historical figures.

Another historian Thucydides, who was a few years younger than Herodotus, wrote about the Peloponnesian War, a much less happy subject for the Greeks. He had lived through the war and vividly described the war’s savagery and corrupting influence on all those involved. Although he was an Athenian, he tried to be fair to both sides.

Both writers set standards for future historians. Herodotus stressed the importance of research. Thucydides showed the need to avoid bias.

**✓ Checkpoint** Why is Herodotus considered the “Father of History”?

### Vocabulary Builder

**bias**—(BI uhs) *n.* a mental leaning; prejudice; slant

Herodotus, the “Father of History”



### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-0441

#### ● Writing About History

**Quick Write: Write a Thesis Statement**  
Suppose you are writing a persuasive essay using Plato’s ideas about what constitutes a perfect society to persuade the reader that Athenian democracy was imperfect. Based on what you have read, write a thesis statement for your essay.

## Assess and Reteach

### Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- All in One** Teaching Resources, Unit 1, p. 65
- To further assess student understanding, use
  - Progress Monitoring Transparencies, 17

### Reteach

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

- Reading and Note Taking Study Guide**, p. 44 L3
- Adapted Reading and Note Taking Study Guide**, p. 44 L1 L2
- Spanish Reading and Note Taking Study Guide**, p. 44 L2

### Extend

L4

See this chapter’s Professional Development pages for the Extend Online activity on ancient Greek culture.

### Answers

- ✓** Greek writers used familiar stories that explored the relationship between people and the gods to discuss morality through poetry and drama.
- ✓** because he went beyond simply listing names and retelling ancient legends and tried to collect information from witnesses to relate history accurately

## Section 4 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 Supporting Details** Use your completed concept web to answer the Focus Question: How did Greek thinkers, artists, and writers explore the nature of the universe and people’s place in it?

### Comprehension and Critical Thinking

3. **Make Generalizations** (a) Why did Plato reject democracy? (b) Describe the ideal form of government set forth in Plato’s *Republic*.
4. **Summarize** What standards of beauty did Greek artists follow?
5. **Analyze Information** (a) How were Greek plays performed? (b) What were the topics of Greek poetry and plays?
6. **Identify Central Issues** Why do you think research and avoiding bias is important to the writing of history?

## Section 4 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. through the Socratic method, the exploration of morality through familiar stories, and the application of ideals of beauty, balance, and order
3. (a) Plato rejected democracy because Socrates was put to death under its aus-

- pices. (b) His ideal government was led by a philosopher-king and an elite class of specially trained philosophers.
4. To emphasize beauty, Greek artists created idealized works of balance and order.
5. (a) in outdoor theaters with little or no scenery by actors who wore elaborate costumes and masks (b) Familiar stories were used to explore moral and social issues or the relationship between people and the gods.

6. Without research, historians would lack knowledge; biased histories would be inaccurate and one-sided.

### ● Writing About History

Students’ thesis statements should express the main idea of their essay.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0441**.

## Aristotle: *Politics*

### Objectives

- Summarize Aristotle's ideal form of government.
- Identify the weaknesses Aristotle sees in democracy.

### Build Background Knowledge L3

Have students recall what they know about Aristotle and his relationship to Socrates and Plato. Ask them to what extent their own friends influence their ideas and whether that might hold true in the lives of profound thinkers such as Plato and Aristotle.

### Instruct

- Construct a table on the board to show the various forms of government Aristotle categorizes, their traits, and whether they are a true form or a despotic form of government. Have student volunteers help fill out the table.
- Ask **What does Aristotle believe to be the goal of individuals and governments? Do you agree or disagree? Explain.** (*He believes that securing well-being is the "chief end."*) **What does he believe are the problems associated with democracy?** (*that instead of seeking the common good, democracies are concerned with the interests of the needy only*)

### Monitor Progress

Have students use the table on the board to write a paragraph that summarizes Aristotle's opinion about the strengths and weaknesses of various types of government.

### Thinking Critically

1. Aristotle describes it as the administration of the state by citizens for the common interest.
2. Students may suggest that Aristotle believes humans have an inherent need to join together to achieve things in life.

## Aristotle: *Politics*

The Greek philosopher Aristotle (384 B.C.–322 B.C.) was suspicious of democracy, which he thought could lead to mob rule. Instead, Aristotle favored rule by a single strong and virtuous leader. In this excerpt from his *Politics*, Aristotle outlines the forms of government and discusses the strengths and weaknesses of each form. Besides describing the ideal state, Aristotle also writes about practical matters relating to the preservation and improvement of government.

The Greek philosopher Aristotle



### Thinking Critically

1. **Summarize** How does Aristotle describe constitutional government?
2. **Analyze Information** What do you think Aristotle means when he states that "man is by nature a political animal"?

**F**irst, let us consider what is the purpose of a state, and how many forms of government there are by which human society is regulated. We have already said, in the first part of this treatise<sup>1</sup> . . . that man is by nature a political animal. And therefore, men, even when they do not require one another's help, desire to live together . . . and are also brought together by their common interests . . . well-being . . . is certainly the chief end, both of individuals and of states. . . .

The conclusion is evident: that governments which have a regard to the common interest are constituted<sup>2</sup> in accordance with strict principles of justice, and are therefore true forms; but those which regard only the interest of the rulers are all defective and perverted forms, for they are despotic<sup>3</sup>, whereas a state is a community of freemen. . . .

Of forms of government in which one rules, we call that which regards the common interests kingship or royalty; that in which more than one, but not many, rule, aristocracy; and it is so called, either because the rulers are the best men, or because they have at heart the best interests of the state and of the citizens. But when the citizens at large administer the state for the common interest, the government is called by the generic<sup>4</sup> name—a constitution. . . .

Of the above-mentioned forms, the perversions are as follows: of royalty, tyranny; of aristocracy, oligarchy; of constitutional government, democracy. For tyranny is a kind of monarchy which has in view the interest of the monarch only; oligarchy has in view the interest of the wealthy; democracy, of the needy; none of them the common good of all.

1. **treatise** (TREET is) *n.* a written argument

2. **constituted** (KAHN stuh too ted) *vt.* made or composed of

3. **despotic** (des PAHT ik) *adj.* characteristic of a tyrant or absolute ruler

4. **generic** (juh NEHR ik) *adj.* relating to a group, general

### History Background

**Aristotle's Polis** An important factor in the Greek city-state was its size. Aristotle asserted that a polis could not consist of only ten citizens, and that "one composed of 100,000 men would no longer be a polis." He defined citizens as those who were free to

participate in public life, rather than as men who had certain legal rights. Given this definition, Aristotle would not have seen the Persian empire—or Phillip II's conquest of Greece, or Alexander's empire—as a polis.