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
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

- 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 divine thinking.)

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.

Step-by-Step Instruction

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.

Build Background Knowledge

The great philosopher Aristotle

The Glory That Was Greece

WITNESS HISTORY

Aristotle Meditates on Thought

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.

High-Use Words

Definitions and Sample Sentences

Bias, p. 135

- n. a mental leaning; prejudice; slant

Newspaper reporters aim to report the facts without bias.

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Bias, p. 135

- 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 excelled 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 of learning. He set up a school, the Lyceum, for the study of all branches of learning.

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**Teach**

**Philosophers: Lovers of Wisdom**

*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. 526) 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 calling whether they agree that philosophers ought to rule and why; or if they disagree, what their solutions 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.
Idealism in Architecture and Art

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.

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.

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

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.

A sphinx made of bone illustrates the influence of Egyptian culture on early Greece.
simple rectangles, 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 everyday 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?

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

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**Greek Literature**

**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. 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. 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.

**Vocabulary Builder**

- **rigid**—(RId) adj. stiff; unbending; severe

**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.
Monitor Progress

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 conventions 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 actor's voice.

Recording Events as History

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

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Greek Comedy: Some Greek playwrights wrote comedies, humorous plays that mocked people or customs. Almost all the surviving Greek comedies were written by Aristophanes (ah 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, some playwrights sharply criticized society, much as political cartoonists do today.

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 cost 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 more violent conflict 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: How was drama used to influence Greek society?

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Checkpoint: Why is Herodotus considered the “Father of History”?
Aristotle: Politics

Objectives

■ Summarize Aristotle’s ideal form of government.
■ Identify the weaknesses Aristotle sees in democracy.

Build Background Knowledge

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 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.

First, 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 treatise1, 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 constituted2 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 despotic3, 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 generic4 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.

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 Philip’s conquest of Greece, or Alexander’s empire—as a polis.

Thinking Critically

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