

Study Questions to accompany
UNIVERSAL HISTORY OF THE WORLD
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ANCIENT GREECE
Volume 2 3000 B.C. – 323 B.C.

Questions compiled by Karen North©, 2004

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I. 300 B.C. – 323 B.C.

The Silent Peninsula (3000 BC – 1600 BC) p. 94-97

- Use an encyclopedia, atlas, or other resources to sketch and label a map of Greece including the surrounding islands and areas such as Asia Minor, the portion of Europe north of Greece, and Italy. (A good source would be the Geography Coloring Book by Wynn Kapit.) Note the mountain formations that fill the land. Label the major bodies of water.
- Read p. 94-97
- How do you think the mountainous terrain of Greece affected its settlement and development throughout its early history?

II. The Power of Minos (2200 BC – 1400 BC) p. 98-102

- Label the island of Crete on your map if you have not already done so.
- Read p. 98-102

III. Companions of the King (1500 BC – 1000 BC) p. 103-108

- List several of the ways the Greeks at Mycenae in the early period defended themselves against invaders.

- What made oil so valuable to the people of the Mediterranean? How did this benefit the Achaeans?

- Describe some of the advances made in regards to the weaponry and uniform of the knights. What was the duty of the knights?

Read “The Trojan War” p. 105 – 108

- Briefly discuss the Trojan War: Who were the parties involved? Who was the king of Greece who led the war? How long did it last?
- How was the Trojan War supposedly ended?
- Locate the Hellespont on your map. If the map you drew doesn't include this section, expand it to show this area or draw another map. Examine the map and decide why the Hellespont was an important area to control.
- Why was the Achaeans defeat of the Trojans so short-lived?
- Across several hundred years, several waves of invaders came in to settle Greece. Use the information from the following paragraph to review the information from the first two sections of this book, plus this section. Locate the areas mentioned in the paragraph on your map.

“Into this land there came about 2000 BC a group of semi-barbaric herdsmen. They were a branch of the Indo-Europeans moving westward. Their coming was not sudden and dramatic but rather a slow migration from the north, covering a number of generations. The first wave of invaders were the Achaeans (ā kē'āns), who swept all the way across the peninsula (1800-1400 B.C.) and across the sea into Crete. About three hundred years later another

wave of tribesmen, the Dorians (dō' rī āns), overpowered the Achaeans and occupied that part of Greece known as the Peloponnesus which lies south of the Corinthian Gulf. These tribesmen also went across to Crete. Of the four invading tribes, the most important was the third, the Ionians (ī ō' ně āns), who settled in the peninsula of Attica, on the island of Euboea (ü bē' ā) in the middle Aegean Sea and along the shores of Asia Minor. Another group of invaders, the Aetolians (ē tō' lī āns), occupied the northern part of the peninsula. Since none of these tribesmen could write, and therefore left no records, we know very little about them, but they finally took possession of the entire Aegean world.”

---from A History of the World, Magenis, Alice, and Appel, John Conrad, American Book Company, 1955

IV. Gods and Heroes (800 BC – 550 BC) p. 109 – 111

- Define “minstrel.” Why were minstrels welcomed into the castles and homes?
- Why is the Greek name for a minstrel, *rhapsode*, an apt description? What does *rhapsode* mean according to the book? Look up the word *rhapsody* in a dictionary, especially as it pertains to music.
- According to the minstrels, what was the cause of the Trojan War that was discussed in the last section?

“The *Iliad* and the *Odyssey*” p. 109-110

- Who was the author of the *Iliad* and the *Odyssey*? Briefly describe the story behind each.
- As an extra bonus, you might want to read a copy of the *Iliad* and/or the *Odyssey*. There are many translations available.

- In what way were the *Iliad* and the *Odyssey* used other than being stories everyone enjoyed?

“The Ways of the Gods” p. 110-111

- After reading p. 110-111 and the following excerpt about the Greek gods, how do they compare with the living God?

“Homer gives us many pictures of the gods and their way of living. The great deities lived on Mount Olympus. Zeus was the king of the skies and the chief god. Athena was the goddess of war and the special protectress of Athens. Other deities ruled over other aspects of life. The Greeks felt that their gods were very close to them. Furthermore, the gods had very human characteristics, as Homer pictures them. They married, were jealous of each other, had fits of anger, and their conduct was often far from admirable. Such deities did not inspire the Greeks to noble action or even to right conduct.”

---from A History of the World, Magenis, Alice, and Appel, John Conrad, American Book Company, 1955

- List some of the major Greek gods besides Zeus and Athena. Include what they were the god/goddess of.

Read “The Power of Poseidon” p. 111-112

Read “The Greek Colonists” p. 112

- Using a map of the Mediterranean region, mark the areas where the Greeks established new colonies.

V. Kings, Tyrants, and Democracy (1000 BC – 100 BC) p, 112 – 115

- Define “acropolis.”

“The New Noblemen” p. 113

The Greek city-states started out as *monarchies*, meaning they were ruled by kings who had groups of noblemen to advise them. The noblemen made up the Council. Weapon-bearing citizens who met to decide matters important to the city were the Assembly. As time passed, however, the governments of the different city-states developed differently – with many going through periods of *oligarchy*.

- How did the role of the nobleman change from that when they were considered “Companions of the King” (p. 105)?
- What problems did the change in the status of the nobleman cause?

Read “Revolt in the Towns” p. 113-114

Read “Greek Tyrants” and **“The *Polis*”** p. 114

- Define *oligarchy*.
- Define *tyrant*. Did the word *tyrant* originally have bad connotations?

- Define *polis*. List several of the different things that were encompassed by the word *polis* as the Greeks used it.
- The *polis* of the Greek civilization is often referred to in history texts as “city-states.” Why is this a good definition?
- How did the geography of Greece contribute to the formation of city-states?
- Many city-states developed in Greece, but the four of them became the most important in history. They were Corinth, the commercial city; Sparta, the chief city of the Peloponnesus; Thebes, the leader in Boeotia; and Athens, in the peninsula of Attica. Although the city-states remained fiercely independent, they still had a sense of kinship to one another. They worshipped the same gods, held the same festivals in their honor, admired the stories of Homer, and had a common language with various dialects. More often, however, they did not cooperate.
- How important was the concept of the *polis* to the Greek citizen?

VI. Athens: City of Wisdom and War (700 BC – 500 BC) p. 116 – 124

- What was Draco noted for in Athens?
- Why was he chosen to draft a set of laws for the Athenians?
- Were the people pleased with the laws that Draco drew up? Why or why not?

- If a leader is said to be “Draconian,” which of the following would be true of him?
 - a. generally kind and considerate
 - b. very wise and competent
 - c. extremely harsh or cruel

Read “Solon the Wise” p. 117-118 and **“Pisistratus”** p. 118

- Who was Solon and why is he of importance in Greek history?
- List some of the changes made by Solon (don’t forget to read the first paragraph of the section “Pisistratus,” too.)
- It is important to understand that Solon still believed in rule by the nobles, but he also believed in guarding the freedom of the common people. Some of the other changes made by Solon which are not listed in this text but are important in understanding the background of the U.S. Constitution and government were:
 - Every citizen, no matter how poor, was permitted to take part in the Assembly
 - juries were created to which all citizens could appeal
- Why did Solon leave Athens for ten years? Do you think this was a wise thing for him to do? Why or why not?
- Who was Pisistratus and what was his plan to take over Athens?

Read “Athens’ New Tyrant” p. 118-120

- In 561 B.C., Pisistratus was the tyrant of Athens. He was soon ousted, spent 12 years away, then returned to defeat Athens again in 544 B.C. What type of ruler was he? What are some of the contributions he made to Athens and the Greeks?

Read “The Athenian Games” p. 120-123

- What were the Panathenean Games and how often were they held? What modern day event resembles the Panathenean Games?
- Who was Thespis and what is he known for?
- Look up the word *thespian* in a dictionary. Is this an appropriate definition?
- How did the Alcmaeonid family persuade the Spartans to help them take over Athens from Pisistratus’s son, Hippias?
- How did Cleisthenes (one of the Alcmaeonids) save Athens from destroying itself after the Alcmaeonids tried to take over?
- One of the changes that Cleisthenes made was to have an election of sorts called the “ostracism.” Describe this process and tell whether you think it was beneficial or not. Do some research to see if you can find out where the “ostracism” got its name.
- Under Cleisthenes, Athens became more democratic. Some of the important changes he made:
 - citizenship was extended to all freemen
 - there were no class distinctions for voting
 - he created a Council of five hundred members which were chosen by lot from among the citizens to serve one year each. No man could be a member of the Council more than twice, making it possible for more citizens to have the opportunity to serve.
 - all male citizens were permitted to have a voice in the government

Read “Democracy Invented” p. 123-124

- What type of life did the women of Athens live?

- How did the life of a man differ from that of the woman in Athens? (include home life, education, physical fitness, adult life)

- Where did we get the following terms?
 - *Spinster*

 - *Calculus/calculated*

VII. Sparta: City of Soldiers (700 BC – 500 BC) p. 125 – 128

- How did the government and life in Sparta differ from that in Athens?

- Although Sparta had started out very much like Athens, it did not stay that way. What event caused Sparta to become and remain like a military camp?

- How did Sparta come to be the defenders of half of Greece?

- Why were the Spartan people never a very rich people or ones who lived in luxury?

Read “Evening in Sparta” p. 128

- What was life like for Spartan boys and young men?
- “Return with your shield or be carried dead upon it.” This saying was attributed to a Spartan women talking to their sons and husbands. What does this saying mean? Did it aptly describe the character of the men of Sparta?
- “My mom, aunt and uncles often talk of living a ‘*Spartan*’ life when they were growing up...” Judging from what you’ve learned about the people of Sparta, what do you think the word *spartan* in this sentence means? Look up the word *spartan* to see if you were correct.

VIII. Greece Fights for Its Life (499 BC – 479BC) p. 129 – 134

As the years passed, there were several periods of expansion when Greeks formed colonies and began to spread throughout the Aegean Sea region. Over several hundred years, they spread to Italy, the shores of the Black Sea, the north African coast opposite Greece, and even as far west as modern-day southern France. Some of these cities in Asia Minor eventually were conquered by Persians who proved to be harsh masters. Some of the Greeks revolted against Darius the Great, ruler of the Persians, and called on Athens for aid. This angered Darius and led to the battles described in this section.

- What saved the Greeks from the first attack by Darius?
- What part did Pheidippides play in the battle?
- Miltiades, the Athenian military leader, tried to convince the Athenians to march to a town called Marathon to engage the Persian soldiers, even though the Spartans said they could not help until their days of religious observance had passed. What did he say to the Assembly to convince them to go ahead with the attack?

- As a side study, you may want to research the type of ship that would have been used by the Persians (the *trireme*) as well as the type of weaponry and armor the Greek soldiers may have used.

Read “The Battle of Marathon” p. 130-133

- The Battle of Marathon, 490 B.C., is considered one of the most famous battles in history because a small army defeated a much larger one. Make a chart with some of the statistics:

	Athenians	Persians
Number of soldiers		
Number of casualties		

- Although the book does not tell the story, Pheidippides, the runner who ran 150 miles in two days to Sparta only a few days, was also the runner who was sent to run back twenty-six miles from Marathon to Athens with the news of the victory. It is said that he ran the whole distance without stopping and that when he arrived in Athens, he gasped the news of the victory to the Athenians and then dropped dead. Because of this, every year many “marathons” are run in honor of Pheidippides’ run to Athens.
- What did Themistocles attempt to do after the defeat of the Persians at Marathon?
- Darius worked for four years preparing an army to defeat the Greeks, but died before he could accomplish his goal. His son, Xerxes, took over the task, working for another 6 years to build an army. As an interesting note, Xerxes was also known as Ahasuerus, the king referred to in the book of Esther. The book of Esther in the Bible is thought to cover the period from 483 B.C. through 473 B.C., putting the battle with the Greeks at Thermopylae right in the middle of the period of Esther.
- Once Xerxes’ soldiers reached the Hellespont, they had to find a way to get the troops across to the other side. How was this accomplished? (It is said that it took seven days and nights of continuous marching to get the troops across the “boat bridge.”)

Read “The Battle of Thermopylae” p. 133

- Why was it so strategically important to the Greeks to hold the pass at Thermopylae?
- Who was the Spartan general who valiantly attempted to hold the pass?
- When the Athenians consulted the Oracle of Delphi for advice, what was the answer?
- How did Themistocles interpret this answer?

Read “Victory at Salamis” p. 133-134 and read “The Asians Leave”

- How did Themistocles lead the Greeks to defeat the navies of Xerxes at the Bay of Salamis?
- Use the map of Greece below to locate the sites of some of the important battles mentioned in the wars against the Persians.



... the Hellespont, Greece and Persia were almost inevitable. The Greek cities of Asia Minor were on Persia's borders

IX. The Golden Age of Athens (480BC – 430 BC) p. 135 – 141

- Because of the almost single-handed defeat of the Persians by the Athenians, sometimes with no help from the Spartans, Athens came to take a leading position in Greece. As one source says,

“The great success stirred the very soul of the Athenian people; and the expressed themselves in great art and literature. The average man was proud of his city and eager to make offerings in money to rebuild the city and to promote its well-being.”

---from A History of the World, Magenis, Alice, and Appel, John Conrad, American Book Company, 1955

- What was the original purpose of the “Delian League”?

Read “The Athenian Empire” p. 135-136

- The “Golden Age of Greece” often refers to a period of time that would come to be known as the “Age of Pericles.” Because of the wisdom and statesmanship of Pericles (the grandnephew of Cleisthenes), Athens rose to her glory in many ways. During this time, philosophy, architecture, sculpture, theater, education, and interest in civic affairs flourished. Pericles was also responsible for having a set of parallel walls built around the city and to the port at Piraeus for protection against future invaders.

Read “Life in Athens” p. 136-137, “Time for Leisure” p. 137-138, “Evening in Athens” p. 138-139, “The Symposium” p. 139-140 and “The Parthenon” p. 140 before filling out the chart below. (*if you prefer, you can draw sketches or make a collection of pictures depicting the things listed in the chart)

Describe a typical Athenian home including layout, construction, and furnishings	
Describe the clothing worn by the men and women	

Describe some of the commonly eaten foods	
Describe the <i>Symposium</i>	

- What was Phidias noted for?
- What was Ictinus noted for? What was unusual about the way Ictinus designed the Parthenon?
- If you have time, you may want to do a study of the different types of Greek architecture and sculpture along with examples. Some ideas: Doric, Ionic, and Corinthian columns, Acropolis, Parthenon, Praxiteles, Myron.

X. Greek Against Greek (430 BC – 404 BC) p. 142 – 147

- What was the cause of the Peloponnesian War?
- Who were the rivals in the war?
- How did Pericles plan for Athens to survive the attack by Sparta?

Read “Plague in Athens” p. 143-145

- What happened within the city walls of Athens that weakened the people and brought about the death of Pericles?

Read “The Peace of Nicias” p. 145-146

After 10 years of battling with great loss of life on both sides, a treaty was signed, the “Peace of Nicias.” But it was not long before an Athenian named Alcibiades began to stir up the Athenians.

- What was Alcibiades’ plan? Was it successful?
- What did Nicias’ indecision and fear of bad omens cost him and the troops with him?

Read “Athens Defeated” p. 146-147

- To what did Thucydides attribute the panic in Athens? How did it cause the Athenians to act?
- At the end of the Peloponnesian War 27 years after its beginning, what were the terms of the treaty that Sparta drew up with Athens?

XI. The Greek Way of Life (700 BC – 343 BC) p. 148 – 159

Read “Election of Xenophon” p. 149-150

- What part did Xenophon play in the history of Greece?

Read “The First Olympic Games” p. 150-152

*you may need to use an encyclopedia or other resource to find more information than what is in the book

- How were the first Olympic games similar to the Olympics of today?

- How were the first Olympic games different from today's?

Read “The Laurels” p. 152-153, “Greek Tragedy” p. 153-154, “Mocking the Gods” p. 154-156, “The Problem of Change” p. 156-157

*The people discussed in this section of the volume lived during various periods of Greek history going as far back as the beginning of the rise of Athens and Sparta.

Use the information found in the sections to give a little information about the people listed below (whether they were playwrights, poets, philosophers, mathematicians, scientists, etc. what they were known for, what they believed)

Pindar	
Hesiod	
Sappho	
Aeschylus	
Euripides	
Aristophanes	
Thales	
Anaximenes	
Anaximander	

Thales	
Pythagoras	
Heraclitus	
Parmenides	
The Sophists	

*Although he is not discussed in this volume, Hippocrates (460-357 B.C.) also was a very important part of history of science. He believed that diseases came from natural causes rather than from the anger of the gods. Through investigation he learned to diagnose diseases, discovered that the brain is the organ of thought, and recommended rules for health and hygiene to help prevent sickness. He is most remembered for the “Hippocratic Oath” whereby doctors pledge to be honest and honorable in their work.

Read “Socrates” p. 157-158 and “The Death of Socrates” p. 158

- Socrates lived during the time of Pericles and was considered one of the most outstanding teachers of all time. He considered himself a philosopher - a searcher after truth – and was noted for asking questions such as “What is love?” “What is beauty?” “What is truth?” He questioned everything that people never stopped to think about, including their religion. Although he himself worshipped the same gods, his questioning of the gods and everything else turned the Athenians against him.
- Socrates was condemned to death and died by drinking the poisonous hemlock at the end of the Peloponnesian War. How do you think the change in the attitudes of the Athenians during the years leading to the war’s end affected their former beliefs in freedom and wisdom?
- Who was Plato and what did he write?
- What was the name of Plato’s most famous dialogue?

- What did he say the four foundations of an ideal Greek state would be?

Read “Plato’s Academy” p. 158-159

- What was the significance of Plato’s Academy?
- Who was Aristotle?
- What were some of the things that Aristotle believed and taught?

XII. The Conquerors (343 BC – 323 BC) p. 160 – 167

Read “Philip of Macedon” p. 160-162 and **“Demosthenes”** p. 162

- Because the Greeks were weary of the fighting and disunity in their country, many welcomed Philip of Macedon as a leader even though he was not a Greek. What Greek in Athens opposed him?
- Demosthenes was noted as the “finest orator in Athens.” How did he train to become this?
- Demosthenes’ famous speeches denouncing Philip and calling the people of Athens to recognize the danger they were in were called the *Philippics*.
- Did the Athenians and other Greeks listen to Demosthenes? What was the end result?

Read **“Alexander the Great”** p. 162-163. **“Alexander’s Campaigns”** p. 163-164, **“The Macedonian Phalanx”** p. 164-165, and **“Darius Flees”** p. 165

- Who was Philip’s successor? How old was he when he ascended the throne?
- Alexander was greatly influenced by his childhood teacher, Aristotle. What were some of the ways this influence made itself known?
- Several times in these sections Alexander’s unexpected swiftness in moving his armies to attack is mentioned. How do you think that this method benefited Alexander and his troops?
- What were some of the methods and maneuvers did Alexander use when fighting?
- It is said that, “...Alexander had another weapon, one which his enemies could not match – the love and loyalty of his soldiers.” How does the book say he earned this loyalty? Why can loyalty and love be such a powerful force?
- What famous Persian king did Alexander defeat?
- What was the name of the city Alexander built for himself and where was it located? How did the praise of the priests and others affect him?

Read **“The Battle of Gaugemela”** p. 165-166, **“The Death of Darius”** p. 166, and **“Alexander Dies”** p. 166

- Look at the map on p. 164. You should note some of the cities that are also mentioned in the Bible. You may want to use a Bible dictionary or encyclopedia, or some other reference to find out what was happening in the lives of the Israelites during this time period.

- What was the deciding factor in Alexander's victory at Gaugamela?
- In thirteen years, Alexander had restored Greece to Macedonian rule and had conquered the two-century-old Persian Empire (the largest empire the world had yet seen). After his return to Babylon, he plotted to add Africa and the western Mediterranean to his empire, but he died in 323 B.C. at the young age of 33. His feats in conquering much of the known world earned him the title of "Alexander the Great."

XIII. Greece and the World (323 BC – 250 BC) p. 168 – 179

- Alexander's desire to combine the best of the East and West in his empire lasted long after the empire itself passed away. Alexander had spread Greek civilization wherever he went and had adopted some of the culture of the conquered people himself. This brought the beginning of a new era – the Hellenistic culture – that lasted for about 300 years after the death of Alexander.
- How was the empire of Alexander split after his death?
- The dynasty set up in Egypt by Ptolemy was the most noted of the three.

Read "The Asian Gods" p. 170

- What drew the Greeks away from their gods and to the gods of Asia (such as the Egyptian gods and goddesses?)
- How did the lifestyles of the Greeks change? (clothing, homes, pastimes, etc.)
- What did the Cynics believe? Look up the word *cynic* to find its modern definition. Can you see where it was derived from?

Read “Diogenes” p. 170-171 and **“Zeno the Stoic”** p. 171-172

- Describe Diogenes, the Cynic.
- Describe Epicurus. How did his philosophy differ from that of Diogenes?
- Look up the definition of *epicurean*.
- Describe Zeno the Stoic. How did he differ from both Epicurus and Diogenes?
- Look up the definition of *stoicism*.

Read “Alexandria” p. 172

- Look at a map and see if you can determine why Alexandria was considered the “trading center of the world.”
- How did the mingling of the people fulfill Alexander’s dream?
- The library and the Museum (which was actually a school) were two of the important buildings in Alexandria.

Read “Exploring Science” p. 174-176

- “...students from all over the civilized world came [to the Museum] to listen to lectures in astronomy, anatomy, grammar, rhetoric, mathematics, physics, and literature... Special attention was paid at the Museum to the natural sciences. Experiments in many different fields were carried on by scholars.”

---from A History of the World, Magenis, Alice, and Appel, John
Conrad, American Book Company, 1955

- Give a brief description of each person listed below, telling either what their field of study was, what important contribution they made, etc.

Theophrastus –

Euclid –

Archimedes –

Erastosthenes –

Aristarchus –

Ptolemy –

Hipparchus –

Read “The Colossus of Rhodes” p. 176-177 and “The Altar of Zeus” p. 177

- What was the Colossus of Rhodes?

- Describe the Altar of Zeus

- How did the art of the Greeks change?

- Take time to look up the following artists and look at examples of their works:
 - Phidias
 - Polyclitus
 - Praxiteles
 - Scopas
 - Zeuxis
 - Parrhasius
 - Theocritus (poet)

- Remember the following quote by Pericles, because you will find through your study of history that he was right:

“Future ages will wonder at us, for our adventurous spirit has taken us to every sea and country, and everywhere we have left behind us everlasting monuments.”