

Name: \_\_\_\_\_

## Greece Geography



**Directions:** Use your World History Textbook, page 173, to complete the map. The list below includes bodies of water, the names of countries, and the names of cities. You must chart all of the items listed on the map. Underline all physical features!

### Bodies of Water

- Aegean Sea
- Mediterranean Sea
- Sea of Marmara

### Cities

- Athens
- Sparta
- Thebes
- Troy
- Knossos
- Mycenae

### Physical Features

- Mt. Olympus
- Balkan Peninsula
- Anatolia
- Crete (island)

# Vocabulary Builder Activity



## The Ancient Greeks

### A. Content Vocabulary

**Directions** Select a vocabulary term from the box that best answers each question below. More than one term may answer a question. Write the term(s) in the blank. Some terms may be used more than once.

- |                |             |                  |
|----------------|-------------|------------------|
| peninsula      | polis       | agora            |
| phalanx        | tyrant      | oligarchy        |
| democracy      | helot       | ephor            |
| representative | philosopher | direct democracy |
| democracy      | satrap      | Zoroastrianism   |
| satrapy        | bard        |                  |
| colony         |             |                  |

1. Which of these is
  - a. an enslaved person in Sparta? \_\_\_\_\_
  - b. a gathering place? \_\_\_\_\_
  - c. a settlement in a new territory ? \_\_\_\_\_
  - d. a storyteller? \_\_\_\_\_
  - e. a formation of armed soldiers \_\_\_\_\_
  
2. Which of these is
  - a. an absolute ruler? \_\_\_\_\_
  - b. a government by the people? \_\_\_\_\_
  - c. a religion? \_\_\_\_\_
  - d. a government in which a small group has control? \_\_\_\_\_
  - e. a province in ancient Persia? \_\_\_\_\_

# Vocabulary Builder *Cont.*



## The Ancient Greeks

- 3. Which of these is
  - a. a person who searches for wisdom? \_\_\_\_\_
  - b. a Greek city-state? \_\_\_\_\_
  - c. land nearly surrounded by water? \_\_\_\_\_
  - d. governor of a Persian province? \_\_\_\_\_
  - e. an elected council member in Sparta's government? \_\_\_\_\_
  
- 4. In which type of government do
  - a. citizens participate first-hand in the decision-making process? \_\_\_\_\_
  - b. citizens elect officials to govern on their behalf? \_\_\_\_\_

# Vocabulary Builder *Cont.*



## The Ancient Greeks

### B. Academic Vocabulary: Word Family Chart

Many English words can be changed into different parts of speech. A noun is a word that names a person, place, thing, or idea. Examples include bards and satraps. A verb is a word that is used to describe an action, experience, or state of being. Examples include invade or trade. An adjective answers the question what kind, how many, or which one. Examples include excellent and latest. Sometimes the base of a word can be changed slightly to make a noun, verb, or adjective. Look at the example below:

- Noun: isolation
- Verb: isolate
- Adjective: isolated

**Directions** Complete the chart below with the correct word forms. You may use a dictionary to help you.

Noun	Verb	Adjective
1.	2.	Economic
stability	3.	4.
5.	conclude	6.
7.	emphasize	8.
9.	10.	sufficient
11.	dominate	12.

# Vocabulary Builder *Cont.*



## The Ancient Greeks

### C. Combined Vocabulary Reinforcement

**Directions** Complete the following sentences by selecting the content or academic vocabulary term that best fits. You may need to change the form of the word to fit the sentence. Not all terms will be used.

- |                  |                |             |
|------------------|----------------|-------------|
| tyrant           | philosopher    | communities |
| ephor            | colony         | polis       |
| military         | democracy      | helots      |
| direct democracy | Zoroastrianism | satraps     |
| obtain           | satrapies      | peninsula   |

- Each Greek city-state or \_\_\_\_\_ was affected by the fact that Greece was a \_\_\_\_\_, and surrounded by water on three sides.
- Sparta emphasized a strong \_\_\_\_\_ and did not evolve into a \_\_\_\_\_.
- All city-states had enslaved people who could not \_\_\_\_\_ their freedom. In Sparta, enslaved people were called \_\_\_\_\_.
- The government of Athens changed over time from rule by \_\_\_\_\_ to rule by a \_\_\_\_\_.
- Persian ruler Darius divided his empire into provinces called \_\_\_\_\_ and appointed governors called \_\_\_\_\_.
- Pericles supported the arts and intellectual thinking by encouraging bards and \_\_\_\_\_.

# Guided Reading



## The Ancient Greeks

### Lesson 1 *Rise of Greek Civilization*

#### ESSENTIAL QUESTION

*How does geography influence the way people live?*

### Mountains and Seas

**Identifying** The first column below identifies different aspects of the geography of Greece. In the second column write a sentence about Greece that uses the word in the first column.

Early Greek Life	Description
Peninsula	1.
Mountains	2.
Plains	3.
Aegean Sea	4.
Communities	5.

**6. Explaining** Name one geographic characteristic and explain how it made early life in Greece unique.

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# Guided Reading *Cont.*



## The Ancient Greeks

### An Island Civilization

**7. Comparing and Contrasting** Read the Fact column below. Place an X in the column if the fact applies to that civilization.

Fact	Minoan Civilization	Mycenaean Civilization
They came from central Asia.		
They built the palace at Knossos.		
Each king lived in a palace built on a hill.		
An archaeologist discovered ruins of one of their palaces.		
Artisans and workers made leather goods, jars, swords, and shields in palaces that were centers of production and government.		
Their ships patrolled the eastern Mediterranean Sea to protect their trading ships from pirates.		
They were skilled in metal work.		
They fought in the Trojan War.		

### A Mainland Civilization

**8. Assessing** Circle the general statement that best describes the Minoan and Mycenaean civilizations

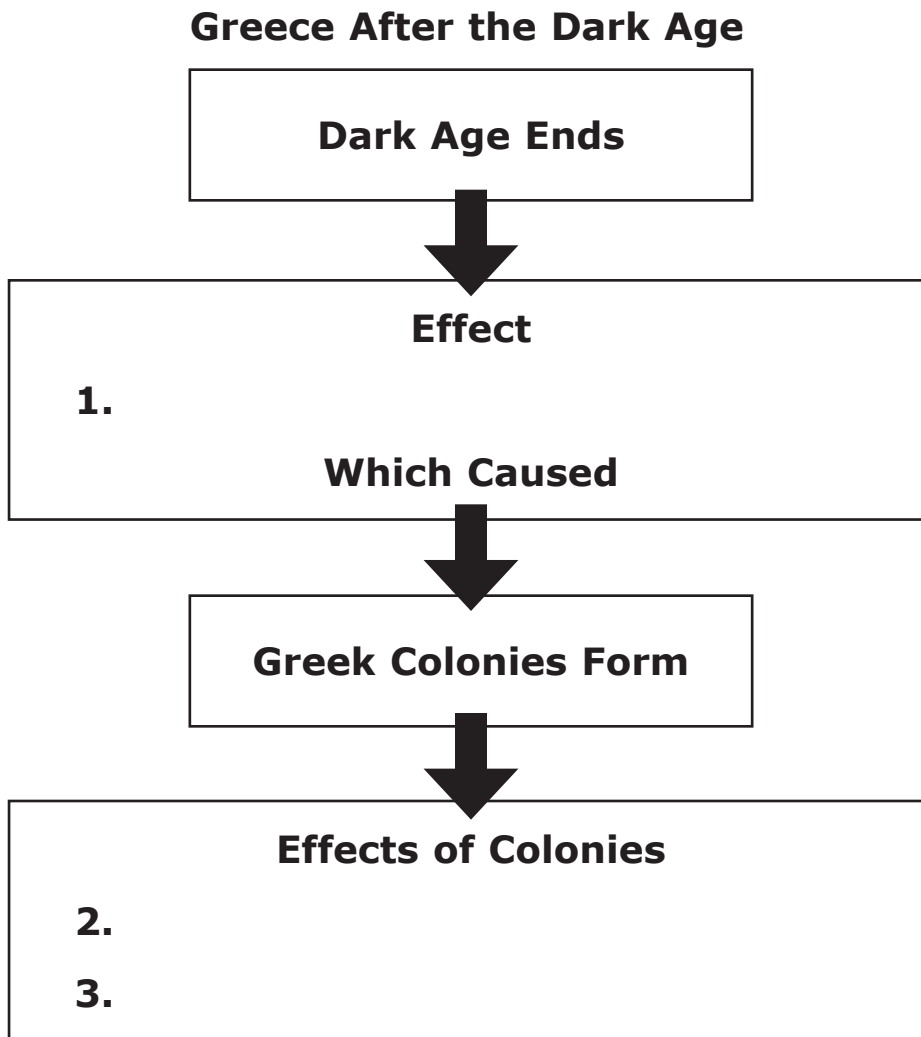
1. The Mycenaean civilization learned from the Minoan civilization.
2. The Minoan and Mycenaean civilizations collapsed because of a "dark age."
3. The Minoans and Mycenaeans were bitter enemies.

# Guided Reading *Cont.*

## The Ancient Greeks

### Colonies and Trade

**9. Determining Cause and Effect** In the graphic organizer below, write the missing causes and effects that resulted from the end of the Dark Age in Greece.



**10. Summarizing** What goods were traded between the colonies and the mainland?

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# Guided Reading *Cont.*

## The Ancient Greeks

**11. Identifying** Complete the sentences below with the correct word.

1. Settlements in a new territory that have close ties to their homeland are called \_\_\_\_\_ . (cities; colonies)
2. \_\_\_\_\_ increased with the development of colonies. (war; trade)
3. Colonies \_\_\_\_\_ Greek culture throughout the Mediterranean area. (spread; diminished)
4. Greeks began to make coins from \_\_\_\_\_ (wood; metal)
5. Trade was \_\_\_\_\_ by the development of coinage. (helped; hurt)

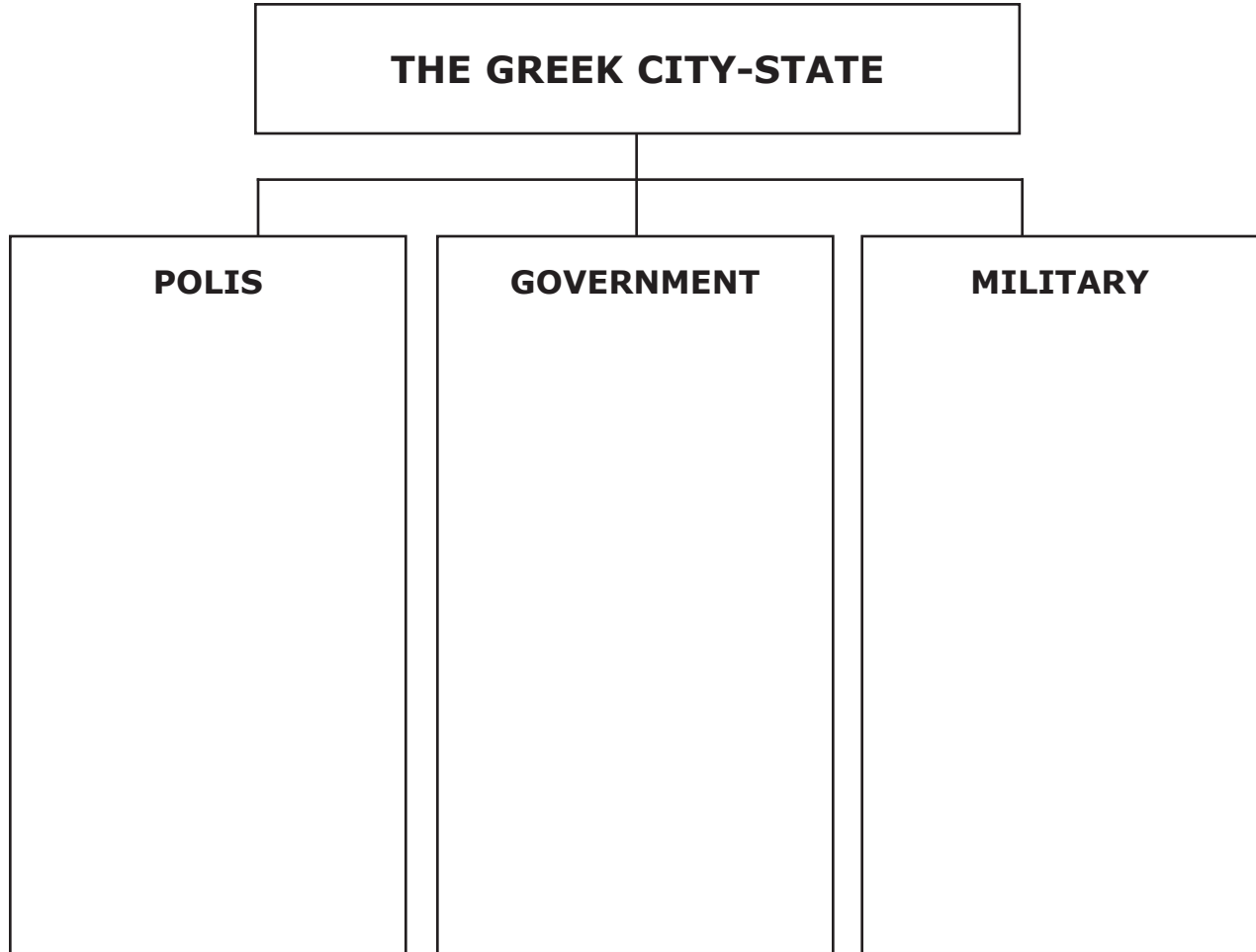
# Guided Reading *Cont.*



## The Ancient Greeks

### The Greek City-State

**12. Describing** Below is a chart about the Greek city-state, or polis, after the Dark Age. Fill in the chart with information you have learned in your studies.





# Guided Reading

## The Ancient Greeks

### Lesson 2 *Sparta and Athens: City State Rivals*

#### ESSENTIAL QUESTION

*Why do people form governments?*

### Political Changes

**Sequencing** Below is a list of events. Some are true, some are false. Select the four true events about political changes in Greece in the 600s B.C. Mark each event as either true or false and then list the four true events in sequence in the graphic organizer.

- 1. Land-owning nobles seized power from kings.
- 2. Nobles ruled the city-states for a long time.
- 3. Increasingly, the common people wanted a say in government.
- 4. Tyrants seized power and ruled the city-states harshly.
- 5. The kings fought the nobles and regained power.
- 6. The common people supported the tyrants over the nobles.
- 7. Tyrants ruled the city-states fairly and made changes.

# Guided Reading *Cont.*



## The Ancient Greeks

**Political Changes**

**8.**

↓

**9.**

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**10.**

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**11.**

**12. Identifying** Why were merchants and artisans unable to vote for changes in their city-states?

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**13. Summarizing** What change took place in the governments of most Greek city-states from the 500s B.C. to 336 B.C.?

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# Guided Reading *Cont.*



## The Ancient Greeks

### Sparta: A Military Society

**Explaining** The first column below lists terms that were important in Spartan society. In the second column, write a short sentence explaining the significance of each term to Sparta.

Term	Why Was It Important to Sparta?
helots	<b>14.</b>
military	<b>15.</b>
oligarchy	<b>16.</b>
ephors	<b>17.</b>
iron bars	<b>18.</b>

# Guided Reading *Cont.*



## The Ancient Greeks

### Athens: A Young Democracy

**19. Comparing and Contrasting** Fill in the chart below with information about the changes made by each Athenian tyrant to the listed areas of Athenian life. (Note: Two boxes will be blank.)

#### Three Athenian Tyrants

Area of Athenian Life	Solon 594 B.C.	Peisistratus 560 B.C.	Cleisthenes 507 B.C.
Assembly			
Citizenship			
Economy			

# Guided Reading *Cont.*



## The Ancient Greeks

**20. Drawing Conclusions** Based on the notes you have taken above, what effect would you say the three tyrants had on the political system of Athens?

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**21. Contrasting** Contrast life for girls in Athens with the life of boys.

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