

Grade 6 History & Geography

Unit 2: Ancient Greece and Rome

17 lessons and a unit quiz. Use this pack with the **Ancient Greece and Rome Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

	Lesson	Reader pages	Activity pages
☐	Chapter 1: The Ancient Greek City-States	PDF pages 8–13	AP 1.1, AP 1.2, AP 1.3, AP 1.4
☐	Chapter 2: Athens	PDF pages 14–21	AP 1.3, AP 2.1, AP 2.2
☐	Chapter 3: Sparta	PDF pages 22–29	AP 1.3, AP 2.1, AP 3.1, AP 3.2
☐	Chapter 4: The Olympic Games	PDF pages 30–35	AP 1.3, AP 2.1, AP 4.1
☐	Chapter 5: The Persian Wars	PDF pages 36–41	AP 5.1, AP 5.2
☐	Chapter 6: The Golden Age of Athens	PDF pages 42–53	AP 1.3, AP 2.1, AP 6.1
☐	Chapter 7: The Peloponnesian War	PDF pages 54–59	AP 1.3
☐	Chapter 8: Greek Philosophy and Socrates	PDF pages 60–69	AP 8.1, AP 8.2
☐	Chapter 9: Plato and Aristotle	PDF pages 70–77	—
☐	Chapter 10: Alexander and the Hellenistic Period	PDF pages 78–87	AP 1.3, AP 10.1
☐	Chapter 11: The Roman Republic	PDF pages 88–95	AP 1.3, AP 11.1, AP 11.2
☐	Chapter 12: The Punic Wars	PDF pages 96–103	AP 1.1, AP 1.3
☐	Chapter 13: Julius Caesar: A Great Roman	PDF pages 104–113	AP 1.3, AP 13.1
☐	Chapter 14: The Age of Augustus	PDF pages 114–123	AP 1.3, AP 14.1
☐	Chapter 15: Rome and Christianity	PDF pages 124–131	AP 15.1, AP 15.2, AP 15.3
☐	Chapter 16: The Fall of the Roman Empire	PDF pages 132–141	AP 15.3, AP 16.1
☐	Chapter 17: The Heritage of Greece and Rome	PDF pages 142–147	AP 14.1, AP 17.1
☐	Unit quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Chapter 1: The Ancient Greek City-States

THE BIG QUESTION

What different forms of government were adopted by various city-states?

Words to know

- **city-state** — a city that is an independent political state with its own ruling government *Athens was a powerful Greek city-state.*
- **Asia Minor** — a peninsula in southwestern Asia; today most of this area is the country of Turkey *Trade routes linked Asia Minor with other regions.*
- **tyranny** — a type of government in which one person illegally seizes all power, usually ruling in a harsh and brutal way; a dictatorship *Many people suffered under the tyranny of the Greek city-state of Corinth.*
- **aristocracy** — the upper or noble class whose members' status is usually inherited *Members of the aristocracy were often considered to be the most qualified to rule and make decisions in ancient Greece.*
- **oligarchy** — a government controlled by a small group of people made up of aristocratic and wealthy nonaristocratic families. *The oligarchy did not understand the concerns of the population.*
- **democracy** — in ancient Greece, a form of government in which the male citizens held ruling power and made decisions; in modern times, a form of government in which citizens choose their leaders by vote *The U.S. government is a democracy because Americans vote to elect their leaders.*
- **monarchy** — a government led by a king or a queen *The British monarchy has changed over the years.*
- **assembly** — a group of people; in ancient Greece, the Assembly made laws *The assembly held a debate about the proposed law.*

Read

Read Chapter 1 in the Student Reader: PDF pages 8–13. Look at the pictures and maps together.

Talk it over

1. What was a polis?
2. What things did ancient Greek city-states have in common?
3. How was each Greek city-state unique?
4. What words that we use today come from the word polis?
5. What type of government did most of the Greek city-states start out with?

6. For the ancient Greeks, what was an important difference between monarchy and tyranny?
7. How were the systems of aristocracy and oligarchy similar?
8. Ancient Greece is often considered the birthplace of democracy. Why do you think this is the case?
9. What were some of the pros (benefits) and cons (drawbacks) of the different systems of government that existed in ancient Greece?
10. Why was lack of unity also a disadvantage for the Greek city-states?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What different forms of government were adopted by various city-states?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 176
- Activity Page 1.2: World Geography — Teacher Guide PDF page 177
- Activity Page 1.3: Map of the Mediterranean Region — Teacher Guide PDF page 178
- Activity Page 1.4: Geography of the Mediterranean Region — Teacher Guide PDF page 179

Chapter 2: Athens

THE BIG QUESTION

In what ways was Athenian democracy limited?

Words to know

- **citizen** — a person who is legally recognized as a member or subject of a country or state *Citizens have the right to vote.*
- **ostracize** — in ancient Athens, to send a person away from the city; today, ostracize means to shun or ignore a person *Athenians would ostracize people they considered dangerous.*
- **jury** — a group of people who listen to information presented during a trial in a court and make decisions about whether someone is guilty or innocent *The jury listened to evidence for two weeks before making a decision about the suspect's guilt.*
- **corruption** — illegal or dishonest behavior, often by people in a position of power *The journalist discovered evidence of corruption among the mayor's employees.*
- **rhetoric** — the skill of using words effectively in speaking or writing *Politicians and public speakers use rhetoric to express their ideas and persuade their listeners.*
- **logic** — the study of ways of thinking and making well-reasoned arguments *If you want to persuade someone, you should use logic and provide evidence.*
- **epic poem** — a long poem that tells the story of a hero's adventures *Many characters and stories from Homer's epic poems remain well known today.*

Read

Read Chapter 2 in the Student Reader: PDF pages 14–21. Look at the pictures and maps together.

Talk it over

1. What forms of government existed in Athens before the development of democracy?
2. Who participated in and what was the role of the Assembly in Athens?
3. What happened to citizens who were ostracized?
4. How was it decided that a citizen would be ostracized?
5. What was the role of the Boule?
6. What groups made decisions about penalties for breaking public laws?
7. Who made decisions about cases involving private laws?
8. Why were Athenian juries so large?
9. Who were the strategoi?
10. Who could be a citizen in ancient Athens?
11. What rights or roles did Athenian citizens have?

12. How were women's rights limited in ancient Athens?
13. Who were metics?
14. What was the role of enslaved people in ancient Athens?
15. Were citizens a minority or a majority of the population of Athens? Why?
16. How did the Athenians see citizenship? What was the relationship between citizenship and education?
17. Why did Athenians consider rhetoric an important skill?
18. What were the goals of exercise for the Athenians?
19. What were the goals of Athenian education? What might these goals tell us about the values of the ancient Athenians?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: In what ways was Athenian democracy limited?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.3: Map of the Mediterranean Region — Teacher Guide PDF page 178
- Activity Page 2.1: Map of Ancient Greece, c. 500 BCE — Teacher Guide PDF page 180
- Activity Page 2.2: American and Athenian Democracy — Teacher Guide PDF page 181

Chapter 3: Sparta

THE BIG QUESTION

Why were Spartan children, especially boys, treated so harshly?

Words to know

- **barracks** — buildings where soldiers live *The soldiers returned to their barracks after a long day of training.*
- **aristocratic council** — a group of people from the upper class or nobility who helped govern Sparta *The king discussed his idea with the aristocratic council.*
- **landlocked** — cut off from the seacoast; surrounded by land *Switzerland is a landlocked European country located in the Alps.*
- **phalanx** — a group of soldiers who attack in close formation with their shields overlapping and spears pointed forward *A phalanx blocked the enemy's advance.*

Read

Read Chapter 3 in the Student Reader: PDF pages 22–29. Look at the pictures and maps together.

Talk it over

1. What did Spartans consider to be the purpose of education?
2. What qualities did Spartans want in their children?
3. When did Spartan boys begin military training?
4. What skills did Spartan boys learn?
5. What was expected of Spartan women?
6. What were two reasons that Spartans valued military skill so highly?
7. Who were the helots?
8. How did the Spartans treat the helots, generally speaking?
9. Who were the leaders of Sparta?
10. How was Sparta's Assembly different from the one in Athens?
11. How does the information about food and cooking help you understand the different cultures of Athens and Sparta?
12. How was Sparta's idea of military strength different from Athens's?
13. How did Sparta's location influence its culture and civilization?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why were Spartan children, especially boys, treated so harshly?

- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.3: Map of the Mediterranean Region — Teacher Guide PDF page 178
- Activity Page 2.1: Map of Ancient Greece, c. 500 BCE — Teacher Guide PDF page 180
- Activity Page 3.1: Notes on Sparta — Teacher Guide PDF pages 182–183
- Activity Page 3.2: Athens and Sparta — Teacher Guide PDF page 184

Chapter 4: The Olympic Games

THE BIG QUESTION

What were the Olympic Games?

Words to know

- **emblem** — a symbol *The bald eagle is an emblem of the United States.*
- **truce** — an agreement to stop fighting *The armies agreed to a twenty-four-hour truce for the holiday.*
- **immortalize** — to honor a person or event by creating an artistic or literary work, causing the person or event to be remembered forever *Paul Revere, a hero of the American Revolution, was immortalized in a famous poem.*
- **priestess** — a woman who has the training or authority to carry out certain religious ceremonies or rituals *The priestess performed a ceremony at the temple.*
- **rite** — a ritual or ceremony *The rite of communion is important in many churches.*

Read

Read Chapter 4 in the Student Reader: PDF pages 30–35. Look at the pictures and maps together.

Talk it over

1. How did the Olympic Games help promote peace?
2. Why do you think the messenger carried a special disk?
3. How did the Olympic Games originally get started?
4. What did winners receive as prizes?
5. Who were the spectators?
6. What types of skills were the original Olympics competitions based on?
7. What were some of the competitions in the early Olympic Games?
8. What were the rules for the pankration?
9. For how many years did the ancient Olympic Games continue?
10. Why did they come to an end?
11. When did the modern Olympic Games begin?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were the Olympic Games?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.3: Map of the Mediterranean Region — Teacher Guide PDF page 178

- Activity Page 2.1: Map of Ancient Greece, c. 500 BCE — Teacher Guide PDF page 180
- Activity Page 4.1: Domain Vocabulary: Chapters 1-4 — Teacher Guide PDF pages 185-186

Chapter 5: The Persian Wars

THE BIG QUESTION

Why do you think the Spartans and the Athenians joined together to fight the Persians in the later battles of the Persian Wars?

Words to know

- **pass** — a place in the mountains that is lower than the surrounding peaks and that people use as a path through the mountains *The explorers looked for a pass to make it easier for them to get through the mountains.*
- **evacuate** — to leave a place in an organized way, in order to get away from danger *We decided to evacuate the building when we smelled smoke.*

Read

Read Chapter 5 in the Student Reader: PDF pages 36–41. Look at the pictures and maps together.

Talk it over

1. What type of government did the Persians set up in the Greek city-states they conquered in Asia Minor?
2. Which city-state helped the people of Miletus?
3. How did Athens's victory at Sardis affect other Greek city-states in Asia Minor?
4. Was the revolt successful?
5. Why might it be surprising that the Athenians won at Marathon?
6. What effect did the victory have on Athenians?
7. What was Xerxes's goal?
8. Which Greek king led the unified army of Greeks?
9. Why did the Greeks decide to attack the Persians at Thermopylae?
10. Why did Leonidas order most of the Greek soldiers to retreat?
11. Why might Leonidas have chosen a small group of Spartans to stay and fight the Persians?
12. What did the Persians do to Athens?
13. What strategy did the Greeks use to defeat the Persians near Salamis?
14. What advantage did the Persians have? What advantage did the Greeks have? Why was the Greeks' advantage more valuable in this battle?
15. What was the significance of the battle of Plataea?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why do you think the Spartans and the Athenians joined together to fight the Persians in the later battles of the Persian Wars?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 5.1: Map of the Persian Wars — Teacher Guide PDF page 187
- Activity Page 5.2: Notes on the Persian Wars — Teacher Guide PDF page 188

Chapter 6: The Golden Age of Athens

THE BIG QUESTION

What were some of the cultural achievements during the Golden Age of Athens?

Words to know

- **league** — a group that works together to achieve common goals *The city-states formed a league to be better able to defend against enemies.*
- **ally** — a nation that promises to help another nation in wartime *Canada is an important ally of the United States.*
- **orator** — a skilled public speaker *A strong orator can convince an audience to accept an idea.*
- **dramatist** — a person who writes plays *Sophocles was a dramatist whose works are still read today.*
- **architect** — a person who designs buildings *The architect drew plans for a magnificent new building.*
- **statesman** — a political leader *The ambassador was a dignified statesman.*

Read

Read Chapter 6 in the Student Reader: PDF pages 42–53. Look at the pictures and maps together.

Talk it over

1. Why did Greeks want to form a league of city-states?
2. Why was Athens the main leader of the Delian League?
3. What rules did Athens make for the other city-states in the Delian League?
4. Why was the Delian League important for Athens's Golden Age?
5. What was Pericles's role in Athens?
6. Do you think Pericles was a typical Athenian citizen? Why or why not?
7. Why did Pericles want to build walls from Piraeus to Athens?
8. How did Pericles help strengthen Athenian democracy?
9. What might be some reasons that Pericles wanted to rebuild the Acropolis?
10. What did Pericles want to accomplish with the Parthenon?
11. What is a colonnade?
12. Which type of columns are found at the Parthenon?
13. What kind of art decorates the Parthenon?
14. How many spectators could the Theater of Dionysus hold?
15. What elements defined Greek comedies and tragedies?

16. What experience did Aeschylus have that likely shaped the plays he wrote?
17. Which dramatist was a rival of Aeschylus?
18. How was Aristophanes different from the other Big Four dramatists?
19. What can scholars learn by examining the pottery produced in ancient Athens?
20. What part of Greek history did Herodotus record?
21. How did Hippocrates help develop the study of medicine?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were some of the cultural achievements during the Golden Age of Athens?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.3: Map of the Mediterranean Region — Teacher Guide PDF page 178
- Activity Page 2.1: Map of Ancient Greece, c. 500 BCE — Teacher Guide PDF page 180
- Activity Page 6.1: The Golden Age of Athens: Who's Who — Teacher Guide PDF page 189

Chapter 7: The Peloponnesian War

THE BIG QUESTION

What events brought about an end to the Golden Age of Athens?

Words to know

- **diplomatic relations** — formal contact or communication between countries, including an exchange of representatives called diplomats *The two countries established diplomatic relations and began to work together.*
- **plague** — a highly contagious, usually fatal, disease that affects large numbers of people *Very few people in the village survived the plague.*
- **rock quarry** — a place where stones are taken from the earth *The houses were built of stones taken from a nearby rock quarry.*

Read

Read Chapter 7 in the Student Reader: PDF pages 54–59. Look at the pictures and maps together.

Talk it over

1. What was Athens doing that concerned other Greek city-states?
2. How might other city-states have reacted to Athens's desire to expand its empire and become even more powerful?
3. What were some of the other city-states who allied with Sparta, against Athens?
4. Why did Pericles want to avoid fighting on land with Sparta?
5. What was Pericles's plan?
6. Why did the Spartan army eventually leave?
7. How did the plague impact Athens at this point in the war?
8. What factors led to the decision to invade Sicily?
9. What happened to the Athenians who fought in Sicily?
10. Do you think the Spartans were right not to trust Alcibiades?
11. How was Sparta able to finally defeat Athens?
12. What type of government did Sparta try to set up in Athens?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What events brought about an end to the Golden Age of Athens?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.3: Map of the Mediterranean Region — Teacher Guide PDF page 178

Chapter 8: Greek Philosophy and Socrates

THE BIG QUESTION

How was Socrates different from earlier Greek philosophers?

Words to know

- **philosophy** — the study of ideas about knowledge, life, and truth; literally, love of wisdom *The college requires students to learn about Eastern and Western philosophy.*
- **phenomena** — observable events; in nature, occurrences such as sun, rain, storms, and earthquakes *Thunder and lightning are natural phenomena.*
- **reason** — the ability of the mind to think and understand *I try to make decisions based on reason.*
- **soul** — the nonphysical part of a person; in many religions, the soul is believed to live even after the body dies *At the funeral, we said a prayer for his soul.*
- **ethics** — rules based on ideas about right and wrong *This behavior is forbidden by the code of ethics.*
- **hypocrite** — a person whose behavior does not match his or her beliefs *I have no respect for that hypocrite.*
- **sophist** — a philosopher; in ancient Greece, a teacher of philosophy and rhetoric *Sophists traveled from town to town to speak and teach.*

Read

Read Chapter 8 in the Student Reader: PDF pages 60–69. Look at the pictures and maps together.

Talk it over

1. What do you know about philosophy? What do you think philosophy is?
2. What connection does the text make between the Peloponnesian War and the blossoming of philosophy in Athens?
3. What role did myths, or stories, play in Greek culture?
4. How did the Greeks' view of myths change by the 500s BCE?
5. What new approach did Greeks begin to take in order to try to understand the world?
6. What idea did Heraclitus illustrate using the example of a flowing river?
7. How were the ideas of Thales and Anaximenes similar?
8. What were the early philosophers trying to do?
9. How were Socrates's ideas recorded?
10. How was Socrates different from the earlier Greek philosophers?
11. How did Socrates share his ideas?
12. What was one of Socrates's main goals?

13. Why does Socrates ask questions throughout his discussion?
14. What is the Socratic method?
15. How was Socrates different than the sophists?
16. What were some of Socrates's key beliefs?
17. Why did some people dislike Socrates?
18. Why did Socrates refuse to try to escape?
19. What did Plato want readers to remember about Socrates?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How was Socrates different from earlier Greek philosophers?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 8.1: The Death of Socrates — Teacher Guide PDF pages 190–191
- Activity Page 8.2: Domain Vocabulary: Chapters 5–8 — Teacher Guide PDF page 192

Chapter 9: Plato and Aristotle

THE BIG QUESTION

What role did philosophers play in ancient Greece, and what were their long-term contributions?

Words to know

- **dialogue** — a piece of writing organized as a conversation between two or more characters *Most of the play is a dialogue between the two main characters.*
- **idealistic** — believing in high standards or the possibility of perfection *They are very idealistic and want to make the world better.*
- **virtue** — a high moral standard *The parents tried to model the virtue of honesty for their children.*
- **abstract** — relating to ideas, rather than concrete objects, actions, or people *It can be difficult to define abstract concepts, such as beauty or justice.*
- **mean** — a place between two extremes; the middle *We try to aim for the mean, in between spending too much money and not spending at all.*

Read

Read Chapter 9 in the Student Reader: PDF pages 70–77. Look at the pictures and maps together.

Talk it over

1. What did Plato do in the years following Socrates's death?
2. What was the Academy?
3. How did Plato's Socratic dialogues change over time?
4. How was Plato different from Socrates?
5. What ideas did Plato have about philosophers?
6. How did Plato think philosophical education could help people and society?
7. Why did Plato oppose the idea of democracy?
8. How did Aristotle's father influence him?
9. How was Plato's influence different from Aristotle's father's influence?
10. In addition to observation, what other ways did Aristotle add to his knowledge of the real world?
11. How did spending so much time observing things influence the way Aristotle thought?
12. Why does the text suggest that Aristotle's philosophical approach was the beginning of a path leading to modern science?
13. What did Aristotle think was the key to being virtuous? What was the golden mean?

14. What did Aristotle think was the main purpose of government?
15. In what way was Aristotle a man of his time?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What role did philosophers play in ancient Greece, and what were their long-term contributions?
- Use one of today's words in a sentence of your own.

Chapter 10: Alexander and the Hellenistic Period

THE BIG QUESTION

How did the success of Alexander the Great as a great military leader contribute to the expansion and influence of Greek culture?

Words to know

- **prominence** — importance; fame *She rose to prominence in local politics before being elected governor.*
- **assassinate** — to kill someone; often a ruler or member of the government *The spies discovered a plot to assassinate the king.*
- **infantryman** — a soldier who travels and fights on foot *He served as an infantryman in World War II.*
- **Hellenistic** — relating to Greek culture or language *The Hellenistic Period lasted for more than three hundred years.*
- **heir** — a person who will legally receive the property of someone who dies; the person who will become king or queen after the current king or queen dies or steps down *Because I have no brothers or sisters, I am my parents' only heir.*

Read

Read Chapter 10 in the Student Reader: PDF pages 78–87. Look at the pictures and maps together.

Talk it over

1. Why did Alexander become known as Alexander the Great?
2. How did Alexander surprise everyone?
3. Why were Alexander's troops so loyal to him?
4. Whom did Alexander decide to attack after his father's death?
5. Who was Darius?
6. Why didn't Alexander accept Darius's offer of peace?
7. How was the second part of the war against Persia different from the first part?
8. How did Alexander's army change as it began fighting in India?
9. What was one advantage that made the Indian army so strong?
10. What are some reasons that Alexander is considered such an important and successful leader?
11. In the tall tale about the sea, what is the reason given to explain why the waves parted?
12. What was unusual about the Gordian knot?

13. What aspects of Greek culture did Alexander and the generals who came after him spread to other parts of the world?
14. Why do you think this spreading of Greek culture helped learning and science flourish?
15. Although it was in Egypt, who ran the government in Alexandria?
16. What were some elements of Greek culture present in Alexandria?
17. Why was the library in Alexandria so important?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did the success of Alexander the Great as a great military leader contribute to the expansion and influence of Greek culture?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.3: Map of the Mediterranean Region — Teacher Guide PDF page 178
- Activity Page 10.1: Review: Ancient Greece — Teacher Guide PDF pages 193–198

Chapter 11: The Roman Republic

THE BIG QUESTION

Why was the success of Rome and its lands dependent on the success of the Roman army?

Words to know

- **aristocratic republic** — a government in which people from the upper class or nobility serve as representatives *In an aristocratic republic, a group of nobles rule.*
- **patrician** — a member of ancient Rome's highest social class; a wealthy landowner in ancient Rome *In ancient Rome, patricians enjoyed many privileges.*
- **plebeian** — a common person without power in ancient Rome *In the early days of the Republic, a plebeian had very few rights.*
- **tribune** — in ancient Rome, an elected plebeian representative *Plebeians chose tribunes and pushed for better treatment.*
- **province** — an area or region; when an area was conquered by Rome, it became a province under Roman control *Roman troops were stationed in the provinces.*
- **governor** — the leader of the government in a province *The governor made sure his province stayed loyal to Rome.*
- **tribute** — payment of money or goods by a people or their ruler to another country or ruler, in exchange for protection *Defeated peoples paid tribute to their conquerors.*

Read

Read Chapter 11 in the Student Reader: PDF pages 88–95. Look at the pictures and maps together.

Talk it over

1. According to the legend of Rome's creation, who founded the city?
2. What do historians know about how Rome started?
3. What was Rome like compared to Athens in the 400s BCE?
4. Who were the main elected officials initially in Rome's aristocratic republic?
5. What were the main differences between patricians and plebeians?
6. How did the plebeians manage to change their situation?
7. How was Rome's aristocratic republic different from Athens's democracy?
8. How did the Roman army become such an important part of Roman society?
9. In what ways was Rome similar to the Greek city-states you studied?
10. What benefits did Roman soldiers receive?
11. How did the Romans organize and govern the areas they conquered?

12. How was Rome's approach to the people it conquered different than what usually happened in the ancient world?
13. Why did Rome treat conquered people in this way?
14. How did the Roman Senate change over time?
15. How did the army's success make Rome wealthy?
16. What conflict began to develop between the Roman government and the army?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why was the success of Rome and its lands dependent on the success of the Roman army?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.3: Map of the Mediterranean Region — Teacher Guide PDF page 178
- Activity Page 11.1: Life in Rome — Teacher Guide PDF pages 199–200
- Activity Page 11.2: The Roman Republic — Teacher Guide PDF page 201

Chapter 12: The Punic Wars

THE BIG QUESTION

What were the Punic Wars, and what was the end result?

Words to know

- **Phoenicians** — an ancient Mediterranean trading civilization *The Phoenicians were skilled sailors and shipbuilders.*
- **Punic** — Carthaginian; the Roman word punicus is Latin for Phoenician, and the Carthaginians were descendants of the Phoenicians *The Punic Wars between Rome and Carthage lasted for more than a century.*
- **trade route** — a road or waterway traveled by merchants or traders to buy or sell goods *Trade routes connected merchants to buyers and sellers in other regions.*

Read

Read Chapter 12 in the Student Reader: PDF pages 96–103. Look at the pictures and maps together.

Talk it over

1. How did the conflict between Carthage and Sicily begin?
2. What areas did Rome and Carthage fight to control?
3. Why did Hannibal choose to attack Saguntum?
4. Why was Hannibal's approach to attacking Rome particularly difficult?
5. Why was Hannibal unable to defeat Rome?
6. What led Hannibal to give up fighting in Italy?
7. What caused Romans to want to destroy Carthage, even after winning the Second Punic War?
8. What issues led to the outbreak of the Third Punic War?
9. What happened to Carthage and the Carthaginians?
10. How did Greek culture come to heavily influence Roman civilization?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were the Punic Wars, and what was the end result?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 176
- Activity Page 1.3: Map of the Mediterranean Region — Teacher Guide PDF page 178

Chapter 13: Julius Caesar: A Great Roman

THE BIG QUESTION

How would you describe the character of Julius Caesar, and what brought about his fall from power?

Words to know

- **Gallic Wars** — wars between Rome and the people of Gaul, which today is the country of France *Caesar expanded Rome's territory through the Gallic Wars.*
- **civil war** — a war between people who live in the same country *Divisions in society increased, leading to civil war.*
- **conspirator** — a person who plans or participates with others in a crime *The conspirators worked together to form a plot.*
- **assassination** — the murder of a public figure, such as a government official *The assassination of the president shocked the country.*

Read

Read Chapter 13 in the Student Reader: PDF pages 104–113. Look at the pictures and maps together.

Talk it over

1. What was Julius Caesar's background?
2. How was the loyalty of Roman soldiers different than it had been in the past?
3. What were some of Caesar's characteristics?
4. Who were Pompey and Crassus?
5. What government position did Caesar win?
6. What areas did Caesar conquer for Rome?
7. What led Caesar to consider taking his army into Rome?
8. What do the phrases "the die is cast" and "crossing the Rubicon" mean?
9. Why was it significant when Caesar crossed the Rubicon River?
10. How did Caesar's actions start a civil war?
11. How were Caesar's ideas about being a dictator different from the traditional Roman idea of a dictator?
12. How did Caesar act like a king?
13. What were some of Caesar's ideas for improving life in Rome?
14. What are some reasons that Caesar had trouble as a dictator?
15. What health issues affected Caesar?
16. What details show that Caesar was out of touch about how people felt about him and the way he ruled?

17. What happened to Julius Caesar?
18. What led senators to murder Caesar?
19. How did Caesar destroy the Roman republic?
20. How is Julius Caesar remembered?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How would you describe the character of Julius Caesar, and what brought about his fall from power?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.3: Map of the Mediterranean Region — Teacher Guide PDF page 178
- Activity Page 13.1: Notes on Julius Caesar: A Great Roman — Teacher Guide PDF pages 202-203

Chapter 14: The Age of Augustus

THE BIG QUESTION

Why might Augustus have wanted to glorify Rome?

Words to know

- **administrator** — a person responsible for carrying out the day-to-day workings of an organization or government *A good administrator makes sure that everything runs smoothly.*
- **Trojans** — people from the ancient city of Troy in Asia Minor *Trojans were the Greeks' enemies in Homer's epic poems.*
- **propaganda** — false or exaggerated information that is spread to encourage belief in a certain person or idea *Roman propaganda painted glorious images of Rome's past.*
- **legion** — a group or unit of about three thousand to six thousand soldiers in the Roman army *Each Roman soldier belonged to a legion.*
- **spoils** — property or valuables taken by the winner in a conflict *Soldiers in the Roman army grew rich from the spoils they collected after their conquests.*
- **treasury** — a place where the money and other riches of a government are kept *The city's treasury was full of gold.*
- **Pax Romana** — literally, Roman peace; a period of about two hundred years without major conflicts in the Roman Empire *Although there was fighting during the Pax Romana, it was a time of greater stability and less war.*

Read

Read Chapter 14 in the Student Reader: PDF pages 114–123. Look at the pictures and maps together.

Talk it over

1. How did Octavian become the sole ruler of Rome?
2. What new role did Octavian gain? What was his new name?
3. What are some reasons that might have led Romans to make Octavian emperor?
4. How was Augustus different from Julius Caesar?
5. What projects did Augustus undertake to restore and rebuild Rome?
6. How did Augustus's building program help impact how Romans felt about Rome?
7. How was Augustus's building program similar to what Pericles did in Athens in the 400s BCE?
8. What did leaders like Augustus and Maecenas think about the arts?
9. What culture influenced Roman writers and artists at this time?
10. Who was Virgil?

11. What is the Aeneid?
12. How is the Aeneid similar to Homer's Odyssey?
13. Why was the Aeneid a successful piece of propaganda?
14. How did Augustus avoid the mistakes of Julius Caesar?
15. What new title did the Senate give him?
16. What was an important result of Augustus's efforts to create order and stability?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why might Augustus have wanted to glorify Rome?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.3: Map of the Mediterranean Region — Teacher Guide PDF page 178
- Activity Page 14.1: Domain Vocabulary: Chapters 11-14 — Teacher Guide PDF pages 204-205

Chapter 15: Rome and Christianity

THE BIG QUESTION

Why was the growth of Christianity originally considered a threat to the Roman Empire?

Words to know

- **miracle** — an extraordinary event or action that is considered an act of God *The people prayed for a miracle.*
- **ritual** — an act or series of actions done in the same way in a certain situation, such as a religious ceremony *The priestess led the ritual in the temple.*
- **persecution** — cruel and unfair treatment of a group of people *Religious minorities suffered persecution under the Romans.*
- **conversion** — a change in one's religious beliefs *Constantine's conversion to Christianity was a turning point in history.*
- **edict** — an official order given by a ruler *The king issued an edict banning the festival.*
- **baptize** — to perform a ceremony that brings a person into the Christian Church *The minister went to the church to baptize the baby.*
- **pagan** — related to the worship of many gods or goddesses *Early Christians did not want to participate in pagan rituals.*

Read

Read Chapter 15 in the Student Reader: PDF pages 124–131. Look at the pictures and maps together.

Talk it over

1. Why was it fairly easy for people to travel within the Roman Empire between 27 BCE and 180 CE?
2. What kinds of people were found in the many of the cities of the Roman Empire?
3. About when did stories about a new religion that followed a man named Jesus Christ begin to reach some cities of the Roman Empire?
4. Why did most people in the Roman Empire probably pay little attention to these stories?
5. What were some difficulties the Roman Empire faced in the 100s and 200s BCE?
6. What were some ways Romans showed loyalty to the empire?
7. Why were Christians persecuted under the Roman Empire?
8. Who was Constantine? What happened to him at the Battle of Milvian Bridge?
9. What did the Edict of Milan do?
10. What led Constantine to encourage Christianity?

11. After Constantine's conversion, was Christianity still a threat to the Roman Empire?
Why or why not?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why was the growth of Christianity originally considered a threat to the Roman Empire?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 15.1: Questions About More Myths Retold by Ovid — Teacher Guide PDF page 206
- Activity Page 15.2: The Pantheon — Teacher Guide PDF page 207
- Activity Page 15.3: The Roman Empire — Teacher Guide PDF page 208

Chapter 16: The Fall of the Roman Empire

THE BIG QUESTION

What caused the decline and fall of the western Roman Empire?

Words to know

- **economic** — relating to the management of money and resources to produce, buy, and sell goods and services *Economic problems led to political upheaval.*
- **recession** — a time of reduced economic activity, when there is little buying or selling *Many people suffered during the recession.*
- **inflation** — a rise in prices and a fall in the purchasing value of money *Inflation made it hard for the poor to afford food.*
- **plunder** — to take something by force *The soldiers looked for a rich town to plunder.*
- **prophet** — someone chosen by God to bring a message to people *The people were excited by the message of the new prophet.*

Read

Read Chapter 16 in the Student Reader: PDF pages 132–141. Look at the pictures and maps together.

Talk it over

1. What contributions did Rome make to the lands it ruled?
2. What problems arose in the 200s BCE?
3. What economic troubles did the empire face?
4. How did the emperor Diocletian try to solve Rome's economic problems? Did it work? Why or why not?
5. How did the emperor Constantine try to solve Rome's economic problems? Did it work? Why or why not?
6. What were some other ways that rulers tried to solve the problems?
7. What changes had occurred for the rich and the poor?
8. What were some of the other issues that weakened Rome at this time?
9. How were Germanic peoples different from the other peoples the Romans had conquered around the Mediterranean?
10. Why were attacks by Goths and Vandals more successful at this point than in the past?
11. What difference between the eastern and western parts of the empire developed?
12. What was the new name of the eastern part of the Roman Empire?
13. What was the capital of the Byzantine Empire?

14. Who was Muhammad?
15. How did the development of this new religion affect Arab peoples?
16. What are some of the areas that the new Arab armies conquered?
17. How did the Roman Empire continue to influence Christianity?
18. How did the influence of the Roman Empire continue on in Europe?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What caused the decline and fall of the western Roman Empire?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 15.3: The Roman Empire — Teacher Guide PDF page 208
- Activity Page 16.1: The Fall of Rome — Teacher Guide PDF page 209

Chapter 17: The Heritage of Greece and Rome

THE BIG QUESTION

How would you sum up the impact and influence of ancient Greece and Rome on the United States?

Words to know

- **classical** — belonging to, or in the style of, ancient Greece or Rome *The Parthenon is a great achievement of classical architecture.*
- **jurisprudence** — a country's system of laws and justice *The rights of the accused are an important principle of American jurisprudence.*
- **heritage** — something that is inherited by one person or group from an older person or group *The United States is influenced by its European heritage.*

Read

Read Chapter 17 in the Student Reader: PDF pages 142–147. Look at the pictures and maps together.

Talk it over

1. Where can we see influence from ancient Greek and Roman architecture in the United States today?
2. How did the history of Greece and Rome influence the type of government created in the United States?
3. What are some other ways the Romans have influenced our culture today?
4. What are some events that could have had different outcomes, making it less likely that our civilization would be so influenced by ancient Greece and Rome?
5. What are some subjects that were greatly influenced by ancient Greece and Rome?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How would you sum up the impact and influence of ancient Greece and Rome on the United States?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 14.1: Domain Vocabulary: Chapters 11–14 — Teacher Guide PDF pages 204–205
- Activity Page 17.1: The Heritage of Greece and Rome — Teacher Guide PDF page 210

UNIT QUIZ

Ancient Greece and Rome

Name: _____ Date: _____

Circle the letter of the best answer.

1. What was the ancient Greek word for city-state?
 - a) agora
 - b) acropolis
 - c) ostrakon
 - d) polis
2. Who was the Greeks' chief god?
 - a) Hera
 - b) Zeus
 - c) Poseidon
 - d) Athena
3. What was the name of the group that voted to determine government policy in ancient Athens?
 - a) Assembly
 - b) Agora
 - c) Senate
 - d) Symposium
4. Who could be a citizen of Athens?
 - a) anyone who was born in Athens
 - b) any male adult
 - c) any male or female adult who had at least one Athenian parent
 - d) any male adult who was not enslaved and who had two Athenian parents
5. The Greek epic poems the Iliad and the Odyssey were said to have been written by
 - a) Homer.
 - b) Plato.
 - c) Symposium.
 - d) Aristides.
6. What city-state was the main rival of Athens?
 - a) Carthage
 - b) Olympia
 - c) Sparta
 - d) Peloponnesus
7. What was most important to Spartans?
 - a) military ability
 - b) artistic ability
 - c) debating skills
 - d) shipbuilding

- 8.** How did the Olympic Games begin?
- a) as a way to avoid military service
 - b) as a funeral service for a king
 - c) as punishment for captured enemies
 - d) as a religious festival to honor Zeus
- 9.** Why was the Delian League established by Greek city-states?
- a) to battle the Peloponnesian League led by the Spartans
 - b) to prepare for the growing conflicts of the Peloponnesian War
 - c) to establish a community education program for Athenian youth
 - d) to defend themselves against any future Persian invasions
- 10.** What was an important Greek building, a temple to honor Athena, called?
- a) Acropolis
 - b) Lyceum
 - c) Colosseum
 - d) Parthenon
- 11.** Who won the Peloponnesian War?
- a) Peloponnesus
 - b) Athens
 - c) Sparta
 - d) Rome
- 12.** What is the Socratic method?
- a) a question-and-answer system of learning
 - b) a way of electing members of the Assembly
 - c) a military strategy
 - d) another term for the jury system
- 13.** For Plato, one of the goals of philosophy was to find
- a) the explanations for natural phenomena, such as lightning.
 - b) the culprits responsible for the unjust death of Socrates.
 - c) secrets of the future in the stars.
 - d) the perfect forms of life in the ideal state.
- 14.** What areas did Alexander the Great conquer?
- a) Western Europe
 - b) Asia all the way to China
 - c) Greece, Persian Empire, the Middle East
 - d) all of Africa above the equator
- 15.** What was Rome's chief governing body?
- a) Assembly
 - b) Senate
 - c) Acropolis
 - d) Supreme Court

- 16.** Which of the following did Hannibal not do during the Second Punic War?
- a) raid Saguntum
 - b) attack Rome by land
 - c) trek across the Alps
 - d) sail across the Mediterranean Sea to Italy
- 17.** For what is Julius Caesar remembered?
- a) being a great general
 - b) craving power no matter what the cost
 - c) starting a civil war in Rome
 - d) all of the above
- 18.** Why is Caesar Augustus considered one of Rome's greatest leaders?
- a) He enlarged the Roman Empire by conquering Gaul.
 - b) He established peace that lasted for a long time.
 - c) He made Christianity a legal religion.
 - d) all of the above
- 19.** What was the Pax Romana?
- a) the long period of peace in the Roman Empire
 - b) the words placed on public buildings in ancient Rome
 - c) the motto of the Delian League
 - d) the highest rank in the Roman army
- 20.** Who were Sophocles, Euripides, and Aeschylus?
- a) the most famous Spartan generals in the Peloponnesian War
 - b) the major Athenian dramatists
 - c) the Roman consuls appointed by Julius Caesar
 - d) the heroes at the battle of Thermopylae
- 21.** Which of the following was most important to Aristotle?
- a) truth
 - b) wealth
 - c) warfare
 - d) equality
- 22.** What did the Edict of Milan do?
- a) made Julius Caesar a god
 - b) ended the Punic Wars
 - c) made Latin the official language of the Roman Empire
 - d) made Christianity a legal religion in the Roman Empire
- 23.** Allah and the Koran are a part of what religion?
- a) Greek Orthodoxy
 - b) Christianity
 - c) Islam
 - d) Judaism

24. What did the eastern part of the Roman Empire become?

- a) the Byzantine Empire
- b) Phoenicia
- c) Ostrogothia
- d) the Visigoth Empire

25. What are the White House, Capitol, and Jefferson Memorial based on?

- a) Roman and Spanish architecture
- b) Byzantine architecture
- c) Greek and Turkish architecture
- d) Greek and Roman architecture

Answers

Chapter 1: The Ancient Greek City-States

1. **What was a polis?**

Polis is the ancient Greek word for “city-state”: an independent city that has its own government and isn’t part of another country. An ancient Greek polis usually was a town surrounded by farmland.

2. **What things did ancient Greek city-states have in common?**

They shared the Greek language, religion, and mythological stories.

3. **How was each Greek city-state unique?**

Each city-state had its own traditions, legends, heroes, and local gods.

4. **What words that we use today come from the word polis?**

politics, police officer

5. **What type of government did most of the Greek city-states start out with?**

They were monarchies (ruled by kings).

6. **For the ancient Greeks, what was an important difference between monarchy and tyranny?**

In a monarchy, rulers inherited their positions legally, but tyrants took power illegally.

7. **How were the systems of aristocracy and oligarchy similar?**

They were both systems in which a few powerful people ruled. Usually, these were wealthy or noble people.

8. **Ancient Greece is often considered the birthplace of democracy. Why do you think this is the case?**

The ancient Greeks seem to have been the first ones to try using democracy.

9. **What were some of the pros (benefits) and cons (drawbacks) of the different systems of government that existed in ancient Greece?**

They thought it was better to live under a local government than under a far-away king. They liked the independence and individuality of their city-states.

10. **Why was lack of unity also a disadvantage for the Greek city-states?**

They often fought with each other. It was also easy for foreigners to invade them, because they did not always stick together to defend against foreign invasions.

Chapter 2: Athens

1. **What forms of government existed in Athens before the development of democracy?**

Before democracy, Athens had government in the form of a monarchy, aristocracy, oligarchy, and tyranny.

2. **Who participated in and what was the role of the Assembly in Athens?**

All male citizens had the right to participate in the Assembly. It made laws.

3. **What happened to citizens who were ostracized?**
They had to leave Athens for ten years.
4. **How was it decided that a citizen would be ostracized?**
The Assembly voted.
5. **What was the role of the Boule?**
It was a smaller group that decided what issues the Assembly should consider.
6. **What groups made decisions about penalties for breaking public laws?**
the Assembly or the Boule
7. **Who made decisions about cases involving private laws?**
juries
8. **Why were Athenian juries so large?**
Athenians thought this helped prevent corruption, because it would be harder to bribe a very large group.
9. **Who were the strategoi?**
They were generals in charge of the army. They were elected by groups.
10. **Who could be a citizen in ancient Athens?**
Men over eighteen years old, who were not enslaved, and whose parents were both Athenians qualified as citizens.
11. **What rights or roles did Athenian citizens have?**
They could vote in the Assembly and serve on juries.
12. **How were women's rights limited in ancient Athens?**
They could not be citizens, they could not own property, a male relative made decisions for them, and they could not go to public events or go to school.
13. **Who were metics?**
They were foreigners in Athens who were artisans, craftsmen, or merchants. They were not citizens. However, a few metics were given honorary citizenship.
14. **What was the role of enslaved people in ancient Athens?**
They were a big part of the population. Many Athenians had enslaved people run their households, farms, or businesses. They were not citizens.
15. **Were citizens a minority or a majority of the population of Athens? Why?**
They were a minority. Most people did not have the right to be citizens.
16. **How did the Athenians see citizenship? What was the relationship between citizenship and education?**
They saw citizenship as an important responsibility. Education was important because it helped future citizens be prepared to do a good job for the whole city-state.
17. **Why did Athenians consider rhetoric an important skill?**
It was important for citizens to be able to speak effectively, in order to debate and discuss ideas and opinions.
18. **What were the goals of exercise for the Athenians?**
Athenians exercised to get physically fit and to relax their minds.

19. What were the goals of Athenian education? What might these goals tell us about the values of the ancient Athenians?

They wanted boys to learn to be loyal citizens who could debate and express themselves; appreciate art, music, and sports; participate in the army and the Assembly; enjoy life; and take responsibility for the city-state. The Athenians seemed to value having a range of skills and being able to contribute to society.

Chapter 3: Sparta

1. What did Spartans consider to be the purpose of education?

The purpose was to train future soldiers.

2. What qualities did Spartans want in their children?

They wanted them to be tough and strong.

3. When did Spartan boys begin military training?

They started when they were seven years old.

4. What skills did Spartan boys learn?

They learned to be physically fit, to endure pain, to never accept defeat, to be clever, and to do what was necessary to survive.

5. What was expected of Spartan women?

They were seen as part of the overall Spartan military unit. They were expected to be physically fit and healthy, and to encourage their sons to be warriors.

6. What were two reasons that Spartans valued military skill so highly?

They wanted to protect themselves from foreign enemies. They also wanted to be able to control the large population of enslaved people called helots who lived in Sparta and did much of the farm work.

7. Who were the helots?

They were enslaved workers.

8. How did the Spartans treat the helots, generally speaking?

Spartans treated helots very harshly.

9. Who were the leaders of Sparta?

Sparta had two kings, an aristocratic council, and an Assembly.

10. How was Sparta's Assembly different from the one in Athens?

Sparta's Assembly was less democratic. Spartans did not debate issues; they just voted. Athens encouraged debate and discussion in its Assembly. The Spartans voted by shouting, rather than by estimating the number of people with raised hands indicating approval. The loudest shouts won the vote.

11. How does the information about food and cooking help you understand the different cultures of Athens and Sparta?

It shows their different values. Athenians thought it was important to enjoy life. Spartans were not as interested in enjoyment. They thought enjoyable things could make them soft and weak.

12. How was Sparta's idea of military strength different from Athens's?

Athenians thought that they could be strong but also well-rounded and able to

appreciate art and beauty. Spartans thought that focusing on the mind, beauty, art, or literature could take away from their goal to be tough soldiers.

13. How did Sparta's location influence its culture and civilization?

It was somewhat inland, which helped isolate it. Spartans did not like foreigners. Being farther away from the sea might have encouraged this feeling. Sparta only had a small navy. They concentrated on developing their army.

Chapter 4: The Olympic Games

1. How did the Olympic Games help promote peace?

The city-states would stop fighting in order to participate in the competition. There was always a truce for the games.

2. Why do you think the messenger carried a special disk?

Possible response: the disk showed that the messenger had really been sent to prepare for the Olympic Games and was not trying to trick a rival city-state.

3. How did the Olympic Games originally get started?

They started as a religious festival in honor of Zeus.

4. What did winners receive as prizes?

They were given a crown made of olive leaves, and they received honor.

5. Who were the spectators?

They were free Greek males and unmarried priestesses.

6. What types of skills were the original Olympics competitions based on?

They were based on physical skills that Greek men learned as part of their general physical fitness and military training.

7. What were some of the competitions in the early Olympic Games?

They included throwing a javelin, throwing a discus, the long jump, racing, and wrestling.

8. What were the rules for the pankration?

There was no biting and no sticking fingers in your opponent's eyes. Everything else was allowed.

9. For how many years did the ancient Olympic Games continue?

They continued for more than one thousand years.

10. Why did they come to an end?

The Christian emperor of Rome did not like the religious part of the games.

11. When did the modern Olympic Games begin?

1896

Chapter 5: The Persian Wars

1. What type of government did the Persians set up in the Greek city-states they conquered in Asia Minor?

They set up tyrannies. The Persian tyrants were harsh.

2. Which city-state helped the people of Miletus?

Athens

3. **How did Athens's victory at Sardis affect other Greek city-states in Asia Minor?**

They revolted against the Persians after Athens won at Sardis.

4. **Was the revolt successful?**

It was successful at first, but the Persians put down the revolt and took control again in Asia Minor.

5. **Why might it be surprising that the Athenians won at Marathon?**

They were badly outnumbered.

6. **What effect did the victory have on Athenians?**

It gave them great confidence and made them feel very powerful.

7. **What was Xerxes's goal?**

He wanted to conquer all of Greece.

8. **Which Greek king led the unified army of Greeks?**

King Leonidas of Sparta

9. **Why did the Greeks decide to attack the Persians at Thermopylae?**

They wanted to delay the Persian army. They thought that by fighting a battle at a narrow pass, there would not be enough room for the whole Persian army.

10. **Why did Leonidas order most of the Greek soldiers to retreat?**

He learned that the Persians were using a path to go around the Greek army.

11. **Why might Leonidas have chosen a small group of Spartans to stay and fight the Persians?**

He was from Sparta. Sparta was known for its military might. Spartans valued never giving up or accepting defeat. Leonidas and his soldiers might have preferred dying in battle to retreating.

12. **What did the Persians do to Athens?**

They destroyed it by burning it to the ground.

13. **What strategy did the Greeks use to defeat the Persians near Salamis?**

They lured their boats into a narrow area with shallow water. Then they rammed the Persian ships, sinking them.

14. **What advantage did the Persians have? What advantage did the Greeks have? Why was the Greeks' advantage more valuable in this battle?**

The Persians had big ships. The Greeks knew the area better. The Greeks used their knowledge of the shallow, narrow waters to create a situation in which the Persians' bigger ships were not an advantage.

15. **What was the significance of the battle of Plataea?**

It was the final battle of the Persian Wars. The Spartan general Pausanias led the Greeks in driving the Persians out of Greece forever. Note: If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.

Chapter 6: The Golden Age of Athens

1. **Why did Greeks want to form a league of city-states?**
They worried that the Persians would attack again. They wanted to join together for defense against attack.
2. **Why was Athens the main leader of the Delian League?**
Sparta did not join the league. Athens and Sparta were the strongest city-states. Because Sparta was not part of the league, Athens was the strongest member. Although they were greatly outnumbered by the Persians, the Athenians were victorious at the Battle of Marathon.
3. **What rules did Athens make for the other city-states in the Delian League?**
Athens decided how much each city-state had to contribute to the league. Eventually, Athens made the other city-states swear an oath of loyalty and would not let them leave the league.
4. **Why was the Delian League important for Athens's Golden Age?**
It helped fund the Golden Age. City-states in the league sent money and resources to Athens.
5. **What was Pericles's role in Athens?**
He was one of the strategoi (generals). He was elected again and again and had great power. The Assembly usually agreed to his proposals.
6. **Do you think Pericles was a typical Athenian citizen? Why or why not?**
Students may say that he was typical because he was skilled in rhetoric and he was an active citizen. They may also note that he was known as a very hard worker, and did not like parties and social events. The Athenians typically believed in enjoying life and events like feasts.
7. **Why did Pericles want to build walls from Piraeus to Athens?**
They helped protect the city and would allow the navy to get supplies to Athens if an enemy attacked.
8. **How did Pericles help strengthen Athenian democracy?**
Pericles made it more likely that poor citizens could participate, by paying citizens to do government work. This means that poor citizens could afford to leave their regular work to participate as members of juries and other democratic organizations.
9. **What might be some reasons that Pericles wanted to rebuild the Acropolis?**
Art, architecture, religion, and public life were important to Athenians. Athens had been destroyed by the Persians. By rebuilding, Athens would be truly victorious. Athens wanted to be a powerful city-state. Constructing temples and new buildings could show that it was glorious and powerful.
10. **What did Pericles want to accomplish with the Parthenon?**
He wanted a temple to honor Athena and a symbol of Athens's wealth and power.
11. **What is a colonnade?**
It is a row of columns.
12. **Which type of columns are found at the Parthenon?**
Doric

13. What kind of art decorates the Parthenon?

It is decorated with sculpture: carvings and statues.

14. How many spectators could the Theater of Dionysus hold?

It could hold fifteen thousand people.

15. What elements defined Greek comedies and tragedies?

Comedies were funny and had happy endings. Tragedies were serious and had sad endings.

16. What experience did Aeschylus have that likely shaped the plays he wrote?

He had fought in the Persian Wars. He wrote about the wars, and he wrote about murder and revenge.

17. Which dramatist was a rival of Aeschylus?

Sophocles

18. How was Aristophanes different from the other Big Four dramatists?

The others wrote tragedies; Aristophanes wrote comedies.

19. What can scholars learn by examining the pottery produced in ancient Athens?

They can learn about religion, the Olympic Games, and everyday life by examining the pictures that decorate the pottery.

20. What part of Greek history did Herodotus record?

He wrote down the events of the Persian Wars.

21. How did Hippocrates help develop the study of medicine?

He understood that people's health could be affected by the weather, the water quality, and by where they live.

Chapter 7: The Peloponnesian War

1. What was Athens doing that concerned other Greek city-states?

It was trying to expand its empire.

2. How might other city-states have reacted to Athens's desire to expand its empire and become even more powerful?

Some city-states wanted Athens as an ally, because it was powerful. Other city-states feared or resented Athens.

3. What were some of the other city-states who allied with Sparta, against Athens?

Corinth and Thebes allied with Sparta. Here you can see the ruins of the ancient city of Corinth. The columns of the Apollo Temple are still standing.

4. Why did Pericles want to avoid fighting on land with Sparta?

Sparta's army was much stronger than Athens's.

5. What was Pericles's plan?

He had all Athenians come into the city, to stay protected behind its walls. He planned to use the strong Athenian navy to supply Athens and attack the coastal city-states of the Peloponnesus.

6. **Why did the Spartan army eventually leave?**

They ran out of food. They had burned everything, including crops, in the land around Athens, so they could not resupply. The Spartans needed to go home to their own crops.

7. **How did the plague impact Athens at this point in the war?**

It killed many people, causing Athenians to become discouraged. They began to question their ideas. The plague killed Pericles, leaving Athens without a strong leader.

8. **What factors led to the decision to invade Sicily?**

People in Athens were tired of the difficult situation, after three years of siege and plague. This may have made them ready to try a new strategy.

9. **What happened to the Athenians who fought in Sicily?**

They were defeated. Many were killed; others were enslaved and forced to work in rock quarries.

10. **Do you think the Spartans were right not to trust Alcibiades?**

Students may say that they were right, because Alcibiades had shown that he was not loyal or trustworthy.

11. **How was Sparta able to finally defeat Athens?**

Sparta strengthened its navy and became allies with Persia.

12. **What type of government did Sparta try to set up in Athens?**

It tried to set up an oligarchy.

Chapter 8: Greek Philosophy and Socrates

1. **What do you know about philosophy? What do you think philosophy is?**

Students may say that philosophy is about deep or complicated ideas, or that philosophy is an approach to life.

2. **What connection does the text make between the Peloponnesian War and the blossoming of philosophy in Athens?**

The war was very hard on Athenians. It might have caused them to question life. While going through difficult times, Athens produced many philosophers who thought about the big questions of life.

3. **What role did myths, or stories, play in Greek culture?**

They helped the Greeks understand the world.

4. **How did the Greeks' view of myths change by the 500s BCE?**

Some people no longer accepted the answers given by the myths. They did not believe that natural phenomena were caused by gods and goddesses.

5. **What new approach did Greeks begin to take in order to try to understand the world?**

They began to use reason, to try to think things through and figure things out.

6. **What idea did Heraclitus illustrate using the example of a flowing river?**

The world is always changing. Nothing ever stays exactly the same.

7. How were the ideas of Thales and Anaximenes similar?

They were both interested in where everything originally comes from. They both believed that something in nature was the origin of everything (water or air).

8. What were the early philosophers trying to do?

They were trying to understand the world around them. They were asking difficult questions and trying to think about answers.

9. How were Socrates's ideas recorded?

His student, Plato, wrote about Socrates's ideas.

10. How was Socrates different from the earlier Greek philosophers?

He was interested in how people should behave. The earlier philosophers had focused more on where everything came from.

11. How did Socrates share his ideas?

He went to the marketplace and talked to people. He would ask them questions, and he would talk about their answers. He would point out that what people said often did not match up with how they lived their lives.

12. What was one of Socrates's main goals?

He tried to get people to think more deeply. He wanted people to reflect on their own lives and to think about morals and ethics.

13. Why does Socrates ask questions throughout his discussion?

He wants his listeners to come to realizations. He wants to make them think and use reason.

14. What is the Socratic method?

It's a way of teaching. The teacher asks many questions, trying to help the student think and come to an understanding, rather than just telling the student information.

15. How was Socrates different than the sophists?

He did not want to be paid for teaching his ideas. He also did not claim to be wise.

16. What were some of Socrates's key beliefs?

He believed that he only knew one thing: that he knew nothing. He believed that it was very important never to do wrong. He believed that if people understood what was right, they would choose to do right.

17. Why did some people dislike Socrates?

His ideas were not always popular. He pointed out people's faults.

18. Why did Socrates refuse to try to escape?

He did not want to break the law. He said people must follow the law, or persuade society to change the law.

19. What did Plato want readers to remember about Socrates?

He wanted people to remember Socrates as an example of reason and self-control, who was very wise and just. Page 63 G6_U2_Chap08_SR.indd 63

Chapter 9: Plato and Aristotle

1. **What did Plato do in the years following Socrates's death?**

He left Athens and traveled.

2. **What was the Academy?**

It was a school in Athens, started by Plato. It lasted for more than nine hundred years. Plato's Academy was a center for philosophical and intellectual thought. It lasted for hundreds of years.

3. **How did Plato's Socratic dialogues change over time?**

Plato started by trying to write down conversations that Socrates really had. Later, Plato wrote what he imagined Socrates might have said.

4. **How was Plato different from Socrates?**

He used more traditional teaching methods, teaching students in a school. He was more interested in thinking about what perfect goodness was, and less interested in trying to get people to see whether they were living good lives.

5. **What ideas did Plato have about philosophers?**

He thought philosophers were the only ones who really understood truth and justice. He believed philosophers should be in charge of society.

6. **How did Plato think philosophical education could help people and society?**

He thought philosophy could help people learn to be good, to control themselves, be less selfish, and care about doing good and acting morally. 92

7. **Why did Plato oppose the idea of democracy?**

He thought it gave too much power to people who didn't understand justice. It allowed people who had not developed their virtue to be in charge and make decisions, including bad decisions.

8. **How did Aristotle's father influence him?**

As a doctor, Aristotle's father taught him to carefully observe people and the physical world around him.

9. **How was Plato's influence different from Aristotle's father's influence?**

Plato emphasized abstract ideals and virtues. Aristotle's father emphasized observing the specific details and information about the real world.

10. **In addition to observation, what other ways did Aristotle add to his knowledge of the real world?**

He collected insects, animals, and plants, often dissecting them to learn more about them.

11. **How did spending so much time observing things influence the way Aristotle thought?**

It led him to see that there are different ways to explain the same thing.

12. **Why does the text suggest that Aristotle's philosophical approach was the beginning of a path leading to modern science?**

He gathered facts, thought about them analytically, and used them to develop new ideas, or theories, much in the same way that modern scientists research and develop an understanding of unfamiliar things.

13. What did Aristotle think was the key to being virtuous? What was the golden mean?

Living moderately, avoiding extremes; he said there was a right time and a right way to feel every emotion.

14. What did Aristotle think was the main purpose of government?

to care for citizens and make a good life possible for them

15. In what way was Aristotle a man of his time?

In spite of his deep philosophical reflection and interest in reason, virtue, and “the good life,” Aristotle still held many of the beliefs and values of the majority of people living during this time. He thought men were superior to women, and aristocrats were superior to ordinary people. He also believed in slavery.

Chapter 10: Alexander and the Hellenistic Period

1. Why did Alexander become known as Alexander the Great?

He conquered more land and ruled over more people than anyone else ever had; he also became very wealthy.

2. How did Alexander surprise everyone?

When Alexander became king, after his father’s assassination, he was very young, so most people thought he would not last very long as king. But he defeated enemies who wanted to get rid of him, even though he was very young.

3. Why were Alexander’s troops so loyal to him?

He would fight in the worst part of a battle, putting himself in the same danger as his troops.

4. Whom did Alexander decide to attack after his father’s death?

Alexander decided to attack the Persian Empire, which was still very large; Alexander only had a small army and no navy.

5. Who was Darius?

Darius was the Persian king. Alexander defeated him at Issus.

6. Why didn’t Alexander accept Darius’s offer of peace?

Darius offered peace if Alexander would let him keep half the Persian empire. Alexander wanted all of the Persian Empire and thought he could conquer it because he had never lost a battle.

7. How was the second part of the war against Persia different from the first part?

When Alexander fought against Darius, the Persian army fled. This let Alexander take over land from Asia Minor to Egypt. Later, Alexander fought against the Persian nobles and had to capture one fortress at a time.

8. How did Alexander’s army change as it began fighting in India?

The army did not want to fight anymore. They were tired of fighting, and they knew the Indian army was very strong.

9. What was one advantage that made the Indian army so strong?

It had a huge number of trained elephants it could use in battle.

10. **What are some reasons that Alexander is considered such an important and successful leader?**

He conquered a huge area, he never lost a battle, and he was a daring and brilliant military leader.

11. **In the tall tale about the sea, what is the reason given to explain why the waves parted?**

It showed that even nature respected Alexander.

12. **What was unusual about the Gordian knot?**

It could not be untied by anyone, except the person destined to rule over Asia.

13. **What aspects of Greek culture did Alexander and the generals who came after him spread to other parts of the world?**

the education system, philosophy, public buildings, art, architecture Page 81
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14. **Why do you think this spreading of Greek culture helped learning and science flourish?**

Students may say that other civilizations admired the Greeks' ideas or that the Greeks' ideas about science inspired others to continue with similar work.

15. **Although it was in Egypt, who ran the government in Alexandria?**

Greeks

16. **What were some elements of Greek culture present in Alexandria?**

The city was designed like a Greek city, including gymnasiums and schools that taught philosophy.

17. **Why was the library in Alexandria so important?**

It had a huge collection of written works, more than any other library at that time. Many people from all over the region came to the library at Alexandria to learn.

Chapter 11: The Roman Republic

1. **According to the legend of Rome's creation, who founded the city?**

Romulus and Remus, twins who were raised by a mother wolf.

2. **What do historians know about how Rome started?**

It started as a group of farming villages, on hills near the Tiber River.

3. **What was Rome like compared to Athens in the 400s BCE?**

Rome was an agricultural area, made up of villages that were not united. Athens was a wealthy, powerful city with a democratic system of government, a strong navy, complex architecture, and a tradition of well-rounded education.

4. **Who were the main elected officials initially in Rome's aristocratic republic?**

They were aristocrats elected to an assembly (Senate) and consuls elected by the assembly.

5. **What were the main differences between patricians and plebeians?**

Patricians were nobles who had power and rights. They were educated and could be members of the Senate. Plebeians were commoners with few rights and almost no power.

6. **How did the plebeians manage to change their situation?**
They joined together, against the patricians. When they disagreed with the patricians, they left the city. They elected leaders. Over time, they got better treatment.
7. **How was Rome's aristocratic republic different from Athens's democracy?**
In Rome, all male citizens did not vote on all issues.
8. **How did the Roman army become such an important part of Roman society?**
In its earliest days, Rome was attacked by enemies who surrounded it. The Roman army eventually conquered these enemies, protecting Rome but also expanding Rome's territory.
9. **In what ways was Rome similar to the Greek city-states you studied?**
The Greeks also defended their cities against enemies and developed strong armies. Like Sparta, Rome valued bravery. Like Athens, Rome expanded into an empire.
10. **What benefits did Roman soldiers receive?**
They could bring home valuable items that they took from the people they conquered, and they received land in return for their army service.
11. **How did the Romans organize and govern the areas they conquered?**
Conquered territories became provinces of Rome, under the control of a governor, and also controlled by Roman soldiers.
12. **How was Rome's approach to the people it conquered different than what usually happened in the ancient world?**
Rome did not try to crush the people it conquered. It made them Roman citizens, and they had to serve in the Roman army. They could be rewarded if they did a good job.
13. **Why did Rome treat conquered people in this way?**
There were not enough Romans to control all the conquered peoples by force. By making the conquered people loyal citizens, Rome made the republic stronger.
14. **How did the Roman Senate change over time?**
It included wealthy plebeians, and it was the main government of the republic.
15. **How did the army's success make Rome wealthy?**
The army brought back stolen riches from the lands it conquered.
16. **What conflict began to develop between the Roman government and the army?**
Both held power. The government saw that the army could be used against it.

Chapter 12: The Punic Wars

1. **How did the conflict between Carthage and Sicily begin?**
Carthage wanted to conquer Sicily.
2. **What areas did Rome and Carthage fight to control?**
He wanted to conquer Rome completely.
3. **Why did Hannibal choose to attack Saguntum?**
It was close to the border of Roman territory. Hannibal knew an attack in that area would lead the Roman army to fight to protect that area.

4. **Why was Hannibal's approach to attacking Rome particularly difficult?**
He took a long route over land, instead of going by sea. He had to pass through areas where his army was attacked and cross over mountains.
5. **Why was Hannibal unable to defeat Rome?**
His army was smaller than Rome's. People in Roman territory did not decide to revolt against Rome and join Hannibal, which was part of his strategy.
6. **What led Hannibal to give up fighting in Italy?**
He was losing ground. Then the Roman general Scipio attacked Carthage. Hannibal took his army back to Carthage to try to help defend it.
7. **What caused Romans to want to destroy Carthage, even after winning the Second Punic War?**
Carthage had caused trouble for Rome for a long time. Carthage still had power in trading in the Mediterranean region.
8. **What issues led to the outbreak of the Third Punic War?**
Rome found an excuse to attack Carthage. Rome wanted to force Carthaginians to move inland, away from the trading routes.
9. **What happened to Carthage and the Carthaginians?**
Carthage was destroyed. The vast majority of the people were killed. The rest were enslaved.
10. **How did Greek culture come to heavily influence Roman civilization?**
Rome conquered Greece and the Hellenistic kingdoms where Greek culture had spread. By taking over these areas, Rome also took Greek culture into its own civilization.

Chapter 13: Julius Caesar: A Great Roman

1. **What was Julius Caesar's background?**
He was a patrician, but not wealthy. He was ambitious and knew he could gain wealth, honor, and power in the army.
2. **How was the loyalty of Roman soldiers different than it had been in the past?**
They were now less loyal to Rome than they were to particular generals, who they thought could lead them to victory and make them wealthy.
3. **What were some of Caesar's characteristics?**
He was intelligent, had a sense of humor, could be charming and courteous, but was also ambitious and ruthless. He was sometimes proud and arrogant. He wanted power.
4. **Who were Pompey and Crassus?**
They were powerful leaders. Caesar made an alliance with them. But later, this alliance broke down.
5. **What government position did Caesar win?**
He was elected consul.

6. **What areas did Caesar conquer for Rome?**

He conquered Gaul (which today is France). He also invaded Britain, although he did not conquer it.

7. **What led Caesar to consider taking his army into Rome?**

He wanted to be elected consul again, but knew that Pompey wanted to have him arrested, unless he was protected by his army.

8. **What do the phrases “the die is cast” and “crossing the Rubicon” mean?**

“The die is cast” means taking decisive action. “Crossing the Rubicon” means going past the point of no return.

9. **Why was it significant when Caesar crossed the Rubicon River?**

He was marching toward Rome with his army. This signaled that he was going to fight for power.

10. **How did Caesar’s actions start a civil war?**

Some Romans sided with Pompey, some sided with Caesar. Powerful people worked together in alliances, and soldiers were loyal to their generals. When powerful people fought each other, people helped the side they were loyal to.

11. **How were Caesar’s ideas about being a dictator different from the traditional Roman idea of a dictator?**

Romans thought a dictator was the right kind of leader in an emergency but that this should be temporary. Caesar did not want to give up being a dictator. He wanted to rule for a long time.

12. **How did Caesar act like a king?**

He had his face put on coins and had a month (July) named after himself.

13. **What were some of Caesar’s ideas for improving life in Rome?**

He planned to give more people citizenship. He wanted to stop corruption and improve the court system, and he wanted to help people not go into debt.

14. **What are some reasons that Caesar had trouble as a dictator?**

He didn’t trust people, and many people were upset about the civil wars. Caesar was arrogant and offended people around him. Although Julius Caesar had the Senate make him dictator for life, he had made a great many enemies.

15. **What health issues affected Caesar?**

He had dizzy spells, convulsions, and blackouts. It was said that he had epilepsy.

16. **What details show that Caesar was out of touch about how people felt about him and the way he ruled?**

He thought no one would try to murder him because that would only bring chaos. He became dictator for life, not understanding that some people hated him and did not want him as lifelong dictator or king.

17. **What happened to Julius Caesar?**

He was assassinated by a group of senators led by Brutus and Cassius.

18. **What led senators to murder Caesar?**

Many were upset about the civil wars and the way Caesar acted like a king. Caesar

was arrogant and had made many enemies. He had great power, but he was in poor health. Some may have felt the only way to replace him was to murder him.

19. How did Caesar destroy the Roman republic?

He caused civil wars and took all the power for himself. He led Rome as if it were a monarchy, not a republic.

20. How is Julius Caesar remembered?

He is remembered as a great general who increased Rome's power and as a leader who paved the way for the Roman Empire. Note: If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.

Chapter 14: The Age of Augustus

1. How did Octavian become the sole ruler of Rome?

He defeated several rivals, including Brutus, Cassius, Antony, and Cleopatra.

2. What new role did Octavian gain? What was his new name?

He became emperor. He was called Caesar Augustus.

3. What are some reasons that might have led Romans to make Octavian emperor?

He was in a strong position after defeating powerful rivals. After many civil wars and years of fighting and power struggles, Romans might have been open to a new, strong type of leadership that could bring stability.

4. How was Augustus different from Julius Caesar?

He was not interested in his looks; he was not a strong soldier, but he was a good administrator.

5. What projects did Augustus undertake to restore and rebuild Rome?

He had many buildings, temples, and monuments built, using marble and copying the Greeks.

6. How did Augustus's building program help impact how Romans felt about Rome?

It promoted an image of Rome as the capital of an empire that stood for order, strength, honor, and permanence. It helped Romans build their sense of identity by encouraging their traditional religions. It helped build enthusiasm for Rome, after many years of war.

7. How was Augustus's building program similar to what Pericles did in Athens in the 400s BCE?

After a time of war, each leader sponsored big projects that were meant to show and increase the glory of the civilization.

8. What did leaders like Augustus and Maecenas think about the arts?

They encouraged and supported the arts. They wanted artists to produce glorious works for Rome.

9. What culture influenced Roman writers and artists at this time?

ancient Greek culture

10. **Who was Virgil?**

He was a Roman poet. He wrote an epic poem called the Aeneid.

11. **What is the Aeneid?**

It is an epic poem that explains how the warrior Aeneas journeyed across the Mediterranean and founded Rome.

12. **How is the Aeneid similar to Homer's Odyssey?**

Both main characters are heroes returning from the Trojan War. They have many adventures along the way to their destination. Both epics are named for their main characters.

13. **Why was the Aeneid a successful piece of propaganda?**

It was a great literary work that gave Rome a story to be proud of. It helped Romans feel that Rome was worth sacrifices and had a special glory.

14. **How did Augustus avoid the mistakes of Julius Caesar?**

He included the Senate in the responsibilities of ruling. He was careful about how he ruled. He was modest and not arrogant. He called himself princeps, or "first citizen."

15. **What new title did the Senate give him?**

He was a strong ruler, but he showed respect for the law. He had certain responsibilities, and other leaders had different responsibilities.

16. **What was an important result of Augustus's efforts to create order and stability?**

He helped bring a time of peace to the empire.

Chapter 15: Rome and Christianity

1. **Why was it fairly easy for people to travel within the Roman Empire between 27 BCE and 180 CE?**

This was the time of the Pax Romana, when there was less fighting. It was safer for people to travel when they didn't have to worry so much about being attacked or caught up in war.

2. **What kinds of people were found in the many of the cities of the Roman Empire?**

Roman cities included Roman soldiers, and people from all over, including merchants, teachers, philosophers, and preachers.

3. **About when did stories about a new religion that followed a man named Jesus Christ begin to reach some cities of the Roman Empire?**

about 40 CE

4. **Why did most people in the Roman Empire probably pay little attention to these stories?**

They were used to hearing stories about new religions, miracles, and prophecies. Page 119

5. **What were some difficulties the Roman Empire faced in the 100s and 200s BCE?**

It was so large that communication was difficult. There were some issues of cruelty

and corruption, and some threats of attack.

6. **What were some ways Romans showed loyalty to the empire?**

They paid taxes and participated in the Roman religion honoring the traditional gods and goddesses.

7. **Why were Christians persecuted under the Roman Empire?**

They refused to make offerings to Roman gods and goddesses. This was not allowed and was seen as sign of disloyalty. Many Romans feared that if the Christians refused to worship Rome's gods, the gods would abandon them.

8. **Who was Constantine? What happened to him at the Battle of Milvian Bridge?**

Constantine was an emperor. He had a vision in which he believed the Christian God promised him victory in battle. He converted to Christianity.

9. **What did the Edict of Milan do?**

It made Christianity legal in the Roman Empire. It meant that Christians would no longer be persecuted. More and more people became Christians.

10. **What led Constantine to encourage Christianity?**

Rome was in a difficult period, and Christianity was growing. He saw it as a way to strengthen the empire.

11. **After Constantine's conversion, was Christianity still a threat to the Roman Empire? Why or why not?**

It was not a threat anymore. It may have even helped the empire stay together.

Chapter 16: The Fall of the Roman Empire

1. **What contributions did Rome make to the lands it ruled?**

It helped bring law and order; it built roads; it established rights for citizens and a system of justice; it brought prosperity.

2. **What problems arose in the 200s BCE?**

The empire stopped growing. This limited the wealth of the empire.

3. **What economic troubles did the empire face?**

There were fewer jobs, fewer things to buy, and higher prices. Joblessness led to poverty, and poverty led to more crime and disease.

4. **How did the emperor Diocletian try to solve Rome's economic problems? Did it work? Why or why not?**

He declared what the prices should be. It did not work because some goods became completely unavailable.

5. **How did the emperor Constantine try to solve Rome's economic problems? Did it work? Why or why not?**

He used gold from the temples to make more money. It did not work because inflation continued and more problems developed.

6. **What were some other ways that rulers tried to solve the problems?**

They tried to give away money and bread.

7. **What changes had occurred for the rich and the poor?**

The rich had become much richer. But there were fewer opportunities for people in general. There was a bigger difference between the rich and the poor than there had been previously.

8. **What were some of the other issues that weakened Rome at this time?**

Other issues included power struggles, corruption, bad leaders, constant change of leaders, and conflict with the growing Christian religion (until the Edict of Milan).

9. **How were Germanic peoples different from the other peoples the Romans had conquered around the Mediterranean?**

They moved from place to place and didn't settle in and build large cities. They didn't have as much to trade.

10. **Why were attacks by Goths and Vandals more successful at this point than in the past?**

The empire was not as strong as it had been. The attacks were small and not well organized, but as Rome got weaker, the attacks were more successful.

11. **What difference between the eastern and western parts of the empire developed?**

Rome, in the west, was attacked and plundered. It fell into chaos. The Roman leaders in the eastern part of the empire were shocked that this had happened.

12. **What was the new name of the eastern part of the Roman Empire?**

the Byzantine Empire

13. **What was the capital of the Byzantine Empire?**

Constantinople

14. **Who was Muhammad?**

Muhammad was a man from Arabia who had visions. He was considered a holy prophet. He started a new religion, Islam.

15. **How did the development of this new religion affect Arab peoples?**

Many Arabs became Muslims. This brought the Arab peoples together.

16. **What are some of the areas that the new Arab armies conquered?**

They conquered Antioch, Alexandria, and parts of Spain.

17. **How did the Roman Empire continue to influence Christianity?**

The Christian Church used ideas, language, and clothing inherited from Rome.

18. **How did the influence of the Roman Empire continue on in Europe?**

Europe admired the Roman Empire. Charlemagne named his empire the Holy Roman Empire, to link it to the glory of the Roman Empire. European laws, education, and art, were influenced by Rome's traditions. Charlemagne was crowned emperor in 800 CE by Pope Leo III.

Chapter 17: The Heritage of Greece and Rome

1. **Where can we see influence from ancient Greek and Roman architecture in the United States today?**

Many public buildings use this style of architecture.

2. **How did the history of Greece and Rome influence the type of government created in the United States?**

The idea of democracy is very important, but founders of the United States wanted to avoid the disunity found in ancient Greece. They wanted to avoid having too much power in the central government, but took a lot of ideas from the Roman Republic.

3. **What are some other ways the Romans have influenced our culture today?**

We use a Roman calendar to divide a year's time into months, a Roman concept of time during the day, and many abbreviations and words from Latin.

4. **What are some events that could have had different outcomes, making it less likely that our civilization would be so influenced by ancient Greece and Rome?**

Possible answers include changes in the outcome of the Persian War and/or the Punic Wars, resulting in less European admiration for Greece and Rome.

5. **What are some subjects that were greatly influenced by ancient Greece and Rome?**

Engineering, architecture, law, government, history, philosophy, literature, medicine, and science have all been influenced by ancient Greece and Rome.

Unit quiz key

1. d 2. b 3. a 4. d 5. a 6. c 7. a 8. d 9. d 10. d 11. c 12. a 13. d 14. c 15. b 16. d 17. d 18. b 19. a 20. b 21. a 22. d 23. c 24. a 25. d