Guided Reading
Greek Civilization

Lesson 1  Greek Culture

ESSENTIAL QUESTION
What makes a culture unique?

Greek Beliefs

**Identifying** The first column below asks questions about the religious beliefs of the ancient Greeks. Write your answers in the second column.

<table>
<thead>
<tr>
<th>Religious Beliefs of the Ancient Greeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions</strong></td>
</tr>
<tr>
<td>Who was the king of the Greek gods and goddesses?</td>
</tr>
<tr>
<td>Who gave the Greek people prophecies?</td>
</tr>
<tr>
<td>Where did the Greek gods and goddesses live?</td>
</tr>
<tr>
<td>What were traditional stories about gods and heroes called?</td>
</tr>
</tbody>
</table>

5. **Describing** Describe the shrine at the Temple of Apollo in Delphi and tell what happened there.
6. **Explaining** Explain how the Greeks honored their gods and goddesses.

7. **Describing** Fill in the blank spaces in the chart below with either yes or no to compare how the Greek gods and goddesses were like and unlike humans.

<table>
<thead>
<tr>
<th>What They Did</th>
<th>Gods &amp; Goddesses</th>
<th>Humans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Got married</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had great powers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could enter Mt. Olympus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acted like children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looked human</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guided Reading Cont.  networks

Greek Civilization

Epics and Fables

8. Classifying Some of the oldest kinds of stories are epics and fables. Complete the chart below by writing Epic or Fable in the right-hand column next to each characteristic listed on the left side. Some items in the list may match both epic and fable.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Epic or Fable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Main characters are talking animals.</td>
<td></td>
</tr>
<tr>
<td>B. Main character is brave hero.</td>
<td></td>
</tr>
<tr>
<td>C. Story is a poem.</td>
<td></td>
</tr>
<tr>
<td>D. Story is not a poem.</td>
<td></td>
</tr>
<tr>
<td>E. Story is about adventures.</td>
<td></td>
</tr>
<tr>
<td>F. Story is about brave deeds.</td>
<td></td>
</tr>
<tr>
<td>G. Story is long.</td>
<td></td>
</tr>
<tr>
<td>H. Story is short.</td>
<td></td>
</tr>
<tr>
<td>I. Story is told out loud.</td>
<td></td>
</tr>
<tr>
<td>J. Story is written down.</td>
<td></td>
</tr>
<tr>
<td>K. Story teaches a lesson.</td>
<td></td>
</tr>
<tr>
<td>L. Story was believed to be true.</td>
<td></td>
</tr>
</tbody>
</table>

9. Describing Name the two most famous epics written by the poet Homer and briefly describe each.

The Impact of Greek Drama

10. Explaining Describe what a drama is and tell what the two types of dramas were that developed in ancient Greece.

11. Identifying Name two playwrights of ancient Greece and tell what kind of dramas they wrote.
Greek Art and Architecture

12. Listing  Name the three ideals on which Classical Greek art is based.

13. Comparing What architectural feature that was a part of Greek temples is also found in buildings such as the White House and the Capitol?
Economics of History Activity

Greek Civilization

Lesson 1 Greek Culture

Support for the Arts in Ancient Greece

Background Information
In ancient Greece, the arts flourished. Painters, sculptors, architects, playwrights, and poets produced enormous amounts of exceptional work. Art was not thought of then as we think of it today. Artists did not create art as a means of personal self-expression. An artist would not make a painting and then try to sell it. Artists were thought of as craftsmen, and having artistic talent was not considered as special as we think of it today.

Art was created primarily for religious reasons and sometimes for political reasons. The Parthenon, for example, was a temple dedicated to the goddess Athena to honor her and thank her for Athens' military success. The temple was built of marble and contained a giant statue of Athena, 38 feet (11.4 meters) tall, made of gold and ivory. The ornate temple also served the political purpose of demonstrating the wealth and power of Athens to the world. Similarly, plays were presented in festivals dedicated to a god or goddess. These were religious ceremonies as much as they were entertainment.

In the Golden Age of Greece, there were two main sources of funding for the arts: the governments of the city-states and wealthy citizens. Some Greek city-states had more wealth than others, but nearly all of them felt it was important to support the arts. They funded construction of public buildings and statues. They paid for the writing and performance of dramas and poetry.

In the Hellenistic Era, changes took place in how the arts were viewed. In this era, religion did not always serve as the purpose of art. Hellenistic kings became prominent patrons of the arts. Some of them were secular leaders, or rulers who were not religious. The rulers of the Hellenistic kingdoms had been generals in Alexander's armies. Alexander had seen himself as an important hero, and under his influence, his generals had come to feel the same way about themselves. They commissioned large public works of architecture and sculpture to make their cities beautiful. They also ordered private luxury items such as jewelry. Wealthy rulers and citizens ordered works of art for their own self-glorification, wanting to show the world how important they were. Winners of athletic contests such as the Olympics would sometimes commission statues of themselves, thinking that their fame would last forever.
Economics of History Activity Cont. networks

Greek Civilization

Directions: Answer the following questions.

1. **Explaining** What were the two main sources of support for artists in ancient Greece?

2. **Identifying** Why did wealthy rulers and citizens invest in art?

Critical Thinking

3. **Analyzing** Why was it important for the government to support artists?

4. **Comparing and Contrasting** How did the purpose of art in the Hellenistic Era begin to change from what it had been before?
Lesson 2  The Greek Mind

Communication: Writing in Expository Style

Learning the Skill
When you write something, the purpose for your writing determines the kind of writing you do. A made-up story to entertain readers is creative writing. A newspaper editorial to convince readers of an opinion is persuasive writing. A personal essay on memories of the past or hopes for the future is expressive writing. Expository writing provides information. For example, a magazine article reporting on different kinds of mountain bikes is a form of expository writing.

In expository writing, you inform or explain to the reader by presenting information in a logical order. You provide facts, background knowledge, or data about a topic to make the topic clear and understandable to your readers. Travel essays, cookbooks, letters, catalogs, book reviews, research reports, and how-to articles are some of the kinds of expository writing you have probably read. In general, most of your textbooks are examples of expository writing. For example, science, history, health, and math are all subjects that are best presented in a logical order. Thus, writers use expository writing for these textbooks.

To write an expository paragraph, you choose a topic or subject, form a main idea, and include details that support your idea. Supporting details include the facts, data, or background knowledge—or some combination of these—that you present to your readers.

Practicing the Skill  Read this list of facts and answer the questions that follow.

Aristotle's Ideas About Government

1. The well-ordered constitution results from the proper ordering of three factors: the deliberative (legislative) body, the magistracies (executive), and the judiciary (judicial).
21st Century Skills Cont. networks

Greek Civilization

2. Government should have a monarch to represent the extremely wealthy (a monarchy), a council to represent the moderately wealthy (an oligarchy), and an assembly to represent free men without considerable wealth (a democracy).

3. Government should not be able to pass a law or take other action without approval by all three bodies.

4. Every citizen has a claim to a share of power, regardless of income or wealth (not including women, enslaved people, and foreigners).

5. The purpose of government is to promote the good life, and the "best persons," those with virtue, should rule.

The Founders of the United States of America

1. The Founders were those men involved in writing the Declaration of Independence and the Constitution of the United States. Most of them had a classical education, meaning they were fluent in Greek and Latin and studied the classical philosophers such as Aristotle.

2. The United States government has three branches: executive, legislative, and judicial.

3. The form of government originally proposed by the Constitutional Convention provided that
   a. the House of Representatives was to be elected by the free men in the states, including men who owned a moderate amount of property and men who owned little property.
   b. members of the Senate were to be selected by the legislatures of the states, made up of men of wealth.

4. The Constitution requires that both the Congress and the president approve bills for them to become law, thus instituting a system of checks and balances.

5. The Constitution gave all free male citizens the right to vote and established a representative form of democracy.

6. The Declaration of Independence states that all men are entitled to the "pursuit of happiness," and one of the main purposes of the government as described in the first paragraph of the Constitution is to promote the general welfare.
21st Century Skills Cont. networks

Greek Civilization

1. How is the purpose of government as described by Aristotle like or unlike that described by the Founders of the United States?

2. What were the rights of enslaved people and women in Aristotle’s ideal state? In the U.S. Constitution?

Applying the Skill
Aristotle was one of the philosophers whose ideas greatly influenced the Founders of the United States. Using most of the facts above, write a short expository essay of two or more paragraphs explaining how Aristotle’s ideas were used in creating the original government of the United States. The topic of your essay will be “Aristotle’s Influence on the Founders of the United States.” Make sure each paragraph has a main idea and supporting details.
Lesson 2  *The Greek Mind*

**ESSENTIAL QUESTION**
*How do new ideas change the way people live?*

**Greek Thinkers**

1. **Explaining** What is philosophy?

2. **Listing** Using your textbook, complete the chart below by listing four notable things about each individual or group.

<table>
<thead>
<tr>
<th>The First Philosophers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sophists</strong></td>
<td></td>
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<tr>
<td><strong>Socrates</strong></td>
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<td></td>
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<td></td>
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<tr>
<td><strong>Plato</strong></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Aristotle</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
New History and Science Ideas

3. Explaining What made Herodotus “the father of history”?


4. Analyzing As a historian, how was Thucydides different from Herodotus?


5. Identifying Draw a line to connect each of these thinkers with their accomplishments.

<table>
<thead>
<tr>
<th>Thinker</th>
<th>Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thales</td>
<td>believed diseases came from natural causes</td>
</tr>
<tr>
<td>Pythagoras</td>
<td>predicted solar eclipse</td>
</tr>
<tr>
<td>Hippocrates</td>
<td>developed theorem used in geometry</td>
</tr>
</tbody>
</table>

6. Drawing Conclusions As the Greeks studied science, how did it begin to change their relationship to their religion and to their gods?
Lesson 3  Alexander’s Empire

ESSENTIAL QUESTION  
What are the characteristics of a leader?

Philip II of Macedonia

1. Explaining  What was the condition of Greece that made it easy for Philip II to conquer almost all the Greek city-states?

2. Listing  Philip II conquered many Greek city-states with his army. What other two ways did he use to gain control of Greek city-states?

   Non-Military Ways Philip II Conquered Greece

   A. _______________________

   B. _______________________

3. Recalling  Conquering Greece was just a first step for Philip II. What was his real goal?

4. Identifying  Who thought that Philip II was dangerous to Greece? What did he try to get the Athenians to do?
Guided Reading Cont.  
Greek Civilization

Alexander Takes Over

5. Drawing Conclusions After Philip II died, how long did it take Alexander to build his empire? Explain how you arrived at your answer.

6. Displaying Fill in the time line below to show the progress of Alexander in leading his army to build his empire. On the left side of the line, place the date. On the right side of the line, tell what happened and where. The beginning and ending items have been filled in for you.

Alexander the Great Time Line

336 B.C. — Phillip II is killed in Macedonia

323 B.C. — Army reaches Babylon, Alexander dies

7. Discussing How did Alexander accomplish the goal his father was unable to reach?
Guided Reading  Cont.

Greek Civilization

Alexander’s Legacy

8. Identifying Complete the sentences below with information you learn from reading the lesson.

A. As a boy, Alexander loved to read ________________.

B. As a general, Alexander was known for his ________________.

C. Alexander’s victories marked the beginning of the ________________.

9. Determining Cause and Effect Explain why Alexander’s empire last only a short time after his death.

________________________________________________________________________

________________________________________________________________________

10. Listing List three things that describe what Alexandria was like in 100 B.C.

• ________________

• ________________

• ________________

11. Discussing Write a few sentences discussing how the Hellenistic kings helped spread Greek culture throughout the lands that Alexander had conquered.

________________________________________________________________________
Lesson 3 Alexander's Empire

Alexander the Great: Hero or Villain?

The name *Alexander the Great* would make you think that Alexander was indeed great. Some historians claim he brought progress, order, and culture to the lands he conquered. They refer to stories that he tried to promote learning, visited all of his wounded men after each battle, spared the lives of the queen and princess of Persia, and built new cities where others had been destroyed.

However, many people see him as cruel—a tyrant and a murderer. As evidence for that point of view, some historians point to stories that he treated the people he enslaved harshly and ordered the murder of several close advisers. In battle, Alexander could be ruthless, as when he conquered the city of Tyre. According to some accounts, he ordered the killing of 9,000 people and he enslaved 13,000 others.

**Directions:** Read the following quotation about Alexander.

*Reading Description of the Battle at Tyre*

*Diodorus of Sicily* wrote a history based on accounts by earlier historians whose work has all been lost.

[At this point in the account, the battle has been going on for nearly seven months.]

Now he [Alexander] performed a feat of daring which was hardly believable even to those who saw it. He flung a bridge across from a wooden tower to the city walls and crossing by it alone gained a footing on the wall, neither concerned for the envy of Fortune nor fearing the menace of the Tyrians [people of Tyre]. Having as witness of his prowess the great army which had defeated the Persians, he ordered the Macedonians to follow him, and leading the way he slew some of those who came within reach with his spear, and others by a blow of his sabre. He knocked down still others with the rim of his shield, and put an end to the high confidence of the enemy.

Simultaneously in another part of the city the battering ram, put to its work, brought down a considerable stretch of wall; and when the Macedonians entered through this breach [gap] and Alexander's party poured over the bridge on to the wall, the city was taken. The Tyrians, however, kept up the resistance with mutual cries of encouragement and blocked the alleys with barricades, so that all except a few were cut down fighting, in number more than seven.
thousand. The king [Alexander] sold the women and children into slavery and crucified [put to death] all the men of military age. These were not less than two thousand. Although most of the non-combatants had been removed to Carthage, those who remained to become captives [prisoners] were found to be more than thirteen thousand.

So Tyre had undergone the siege bravely rather than wisely and come into such misfortunes, after a resistance of seven months.

—Diodorus of Sicily, Library of World History, ca. 60–30 B.C.

Analyzing Primary Sources

Directions: Answer the following questions.

1. Identifying According to the reading, how many captives did Alexander take at Tyre?


2. Explaining What did Alexander do with the women and children of Tyre?


3. Making Generalizations Were the Tyrians brave or cowardly? Support your answer with evidence from the reading.


4. Explaining Why do some historians refer to Alexander as “Great”?
Critical Thinking

5. **Inferring** Do Alexander’s actions in Tyre change your opinion of him as a great leader? Why or why not?
Lesson 3  Alexander's Empire

Understanding Location: Greek Migration

Migration, or the movement from one place to another, was always an important part of Greek history. Natural resources, such as farmland and minerals, were scarce and often of poor quality on the mainland of Greece. Greece's location on the Aegean, Ionian, and Mediterranean Seas made travel for conquest an efficient way to acquire more land and resources. By the time Philip II of Macedonia conquered Greece, numerous Greek settlements had been established in the Aegean Sea basin and all around the shores of the Mediterranean Sea. After Philip died, his son Alexander the Great conquered the Persian Empire. He established Greek settlements throughout Southwest Asia, Egypt, and as far east as India.

After Alexander died, his empire did not hold together. Without his strong leadership, his generals fought among themselves for control of the empire. This power struggle lasted for twenty years. It finally resulted in the formation of three kingdoms: the Seleucid Kingdom, the Egyptian Kingdom, and the Macedonian Kingdom. About 50 years later, a fourth kingdom, the Pergamum Kingdom, emerged as a new power. During the entire Hellenistic Age, these rulers repeatedly acquired new lands and grew stronger.

Despite the constant struggle for power, the new lands Alexander had brought into his empire opened up new possibilities for trade and commerce. Most of the kingdoms adopted the same system for using gold and silver. Having everyone use the same kind of money made trade much easier. Trade and commerce extended beyond the Mediterranean region into Africa, Arabia, India, and China.

Alexander's conquests also opened up the lands of southwest Asia to Greek migration. The Greek settlers brought with them their preference for life in cities with Greek-style homes, temples, civic buildings, and statues. The Hellenistic rulers and wealthy citizens were willing and able to spend lots of money to build new cities modeled on Greek cultural centers like Athens.
The Hellenistic kings created garrisons, or forts, to guard their conquests. Many of these settlements were colonies of Greek and Macedonian veterans from Alexander's armies. Some of them had stayed in the conquered lands, and others migrated from Greece to work in the garrisons. These settlements often grew and became Greek-style cities, with temples, gymnasiuims, and theaters. It was through this kind of migration and settlement that Greek culture spread throughout the Hellenistic kingdoms. Likewise, the new kingdoms provided work for Greek artists, sculptors, and architects to help construct their new cities. These new cities attracted painters, playwrights, poets, writers, historians, and philosophers.

Greek language, culture, and ideas spread throughout the Hellenistic world.

**Directions:** Answer the following questions.

**Understanding the Concept**
1. **Locating** On which seas is Greece located?
Geography and History Activity Cont. networks

Greek Civilization

2. Identifying Whose conquests opened up Southwest Asia to Greek migration?

Applying the Concept

3. Determining Cause and Effect What were two causes for Greek-style cities developing throughout the Mediterranean world?

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Greek-style cities developed throughout the Mediterranean world.</td>
</tr>
</tbody>
</table>

4. Drawing Conclusions How did having a uniform system for using gold and silver make trade easier?

5. Making Connections What is the relationship between Greece's location and the spread of Greek culture to other parts of the world?
Lesson 4 *Hellenistic Culture*

**Understanding Location:** Hellenistic Cities

Soon after the death of Alexander the Great, his empire was divided into three kingdoms and then some 50 years later, a fourth kingdom. The rulers and wealthy citizens of these lands wanted to import Greek culture into their kingdoms. They built new cities and wanted to make them like Athens and other Greek cultural centers. They brought in Greek architects and sculptors to plan and build the new cities. The Hellenistic cities became great centers of learning, filled with large, beautiful buildings and decorated with sculpture and art.

**Location and Cities**

Water was a critical factor as to where new cities were built and whether they thrived. Location on a sea made travel and trade easier. A supply of fresh water was essential for survival—for drinking, growing food, and cleaning.

The most important of the new cities was Alexandria, Egypt. It had two harbors on the Mediterranean Sea. Rainwater collection systems and a canal to the Nile River guaranteed a supply of fresh water. In addition, Alexandria’s museum and library attracted scholars from all over the Hellenistic world. The great lighthouse, known as the Pharos of Alexandria, was one of the Seven Wonders of the World.

Another city, Antioch, in what is now Turkey, was one of the new Hellenistic cities and the capital of the Seleucid Kingdom. The harbor of Antioch was at the mouth of the Orontes River. Antioch’s location at the western end of an overland trade route made it a busy city, visited by people from all over the Hellenistic world. Goods came from the East and were then shipped by sea to ports all around the Mediterranean. Like Alexandria, Antioch was an international and stylish city. Many Greeks migrated to this new city. The city, with its wide streets, had theaters, temples, a library, and public squares with statues of heroes, gods, and goddesses, much like Athens and other great cities of Greece. People from many different religions and cultures also moved to Antioch, and they thrived in the Hellenistic culture.
Pergamum was on a hill on the Caicus River 16 miles (25.7 km) from the Aegean Sea. Its buildings included a library that was second only to the one at Alexandria, a grand theater, and many temples. The rulers brought works of art from Greece to decorate the city, including an altar of Zeus that was a masterpiece of Hellenistic art. They also commissioned numerous works of sculpture, painting, and decoration from resident artists.

Trade, commerce, and the exchange of ideas and art were common among the Hellenistic cities. They were all connected by land or by sea (or both). Through the spread of Greek culture, they were connected culturally, too.

**Architecture and Sculpture**

Hellenistic architecture and sculpture were modeled on Classical Greek art, but were more varied. Hellenistic style reflected the broader perspective of people who were connected to each other across large geographic areas. It also reflected the personality of Alexander the Great, who had given his men the idea that they were heroic and larger than life. They had conquered almost all of the known world and were understandably impressed with their accomplishments. The tendency in Hellenistic art was to exaggerate styles from Classical Greece. Many of the Hellenistic temples were huge. Theaters and stadiums were similarly gigantic. Even private homes became much more luxurious and palatial, or like palaces.

Sculpture showed bold, vigorous displays of emotion and action. The altar of Zeus at Pergamum, for instance, had a sculptured wall showing a battle of gods and giants. The muscular figures are superhuman and energetic and are shown in all the torment of their struggle. Many of the rulers and wealthy citizens who had been Alexander’s generals commissioned heroic portraits of themselves.

Filled with giant sculptures, temples, theaters, and stadiums, these cities were symbols of civilization in the Hellenistic world. Cities were places where Greek culture thrived. They were centers of art, literature, drama, and ideas. The lands that Alexander and his men had conquered were transformed by the influence of the Hellenistic culture they imported from Greece.
Greek architecture and sculpture were an important part of new cities built in the Hellenistic Era.

**Directions:** Answer the following questions.

**Understanding the Concept**

1. **Identifying** What was the primary body of water used for travel and trade in the Hellenistic Era?

2. **Explaining** What were two geographic features of Alexandria that helped it become an important city?

| Important Geographic Features of Alexandria |  
|-------------------------------------------|---|
Applying the Concept

3. **Analyzing** How did Alexander’s personality influence the architecture and art of the Hellenistic Era?

4. **Contrasting** What made the Hellenistic style of art and architecture different from the Classical Greek style?

5. **Making Generalizations** The Hellenistic cities were all physically connected either by land or sea or both. What non-physical qualities connected them all to each other?
Lesson 4 Hellenistic Culture

ESSENTIAL QUESTION
How do new ideas change the way people live?

Hellenistic Arts

Evaluating Use your textbook to determine if each statement is true or false. Write T or F in the blank next to the statement. If the statement is false, rewrite it to make it true.

_____ 1. The Hellenistic World was made up of Greece, Southwest Asia, and Egypt.

_____ 2. The Greek capital of Egypt was Cairo.

_____ 3. Hellenistic kings spent huge amounts of money to make their cities like Athens and other Greek cultural centers.

_____ 4. Hellenistic sculptors made the human form more idealistic and perfect than earlier Greek sculptors had.

_____ 5. The plays of Greek New Comedy told stories about ordinary people.
Guided Reading  Cont.  networks  

Greek Civilization

6. Identifying Write the letter of the writer on the left next to his description on the right.

<table>
<thead>
<tr>
<th>Hellenistic Writers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Appolonius of Rhodes</td>
</tr>
<tr>
<td>b. Theocritus</td>
</tr>
<tr>
<td>c. Menander</td>
</tr>
</tbody>
</table>

____ wrote humorous plays.
____ wrote Argonautica about Jason and the golden fleece.
____ wrote short poems about the beauty of nature.

Thinkers and Scientists

7. The items in the list below are characteristics of the two main schools of philosophy in the Hellenistic Era. Complete the chart by writing each item under the philosophy it describes.

Avoid pain.
Avoid worry.
Do not be guided by emotion.
Do your duty.
Find happiness through using reason.

Finding happiness is the goal of life.
Live simply.
Serve your community.
Spend time with friends.
Use sound thinking to make decisions.

<table>
<thead>
<tr>
<th>Hellenistic Philosophies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epicurus / Epicureanism</td>
</tr>
<tr>
<td>Zeno / Stoicism</td>
</tr>
</tbody>
</table>

Copyright by The McGraw-Hill Companies.
8. **Describing** You are a historian documenting the various contributions from the Hellenistic Era in science and mathematics. Describe some of those advances on the scrolls below and tell who made them.
Guided Reading  Cont.

Greek Civilization

Greece and Rome

9. In the flowchart below, write three things that happened that led to Greece’s being conquered by Rome.

Rome conquers Greece.