To get to this place, you have to travel back in time.
Olympians first competed here.
The people here wear togas and laurel leaf wreaths.
They take boat rides to the Isles.
This was the first place to have a democratic government.
There are temples here to many different gods.
The art and architecture of this place are copied to this day.

Topics to explore:

- mythology
- geometry
- plays
- Greek architecture
Key Words
banished
labyrinth
complex
confines
quest
quest
impatient
decception
fret
stowaways
fastened
channeled
fashion
urge
careless
plummeted

Predicting
Answer the questions in complete sentences.
1. What does the title tell you about the story?
2. What clues does the picture give you for what the story might be about?
3. What do the key words tell you the story might be about?
Long ago in Athens, there lived a craftsman named Daedalus. He was also an architect and an inventor. His young nephew wanted to become a great craftsman, too.

“Will you teach me all that you know?” his nephew asked.

“Yes,” Daedalus said. “You may be my apprentice. I will teach you all I know about building and inventing.”

Daedalus quickly noticed his nephew’s talents. He became very jealous. Daedalus was afraid that people would think his nephew was more skilled than he. Daedalus became so angry that he threw his nephew from the top of the Acropolis. His nephew fell to his death.

Daedalus was brought before the highest court in Greece. “Because of your actions,” the court said, “you and your son Icarus are banished from Athens—forever!”
Daedalus and Icarus fled to the island of Crete. A monster called a Minotaur was causing terror and destruction in the kingdom of Knossos. This Minotaur had the body of a man with the head and tail of a bull. “I need something to contain such a beast,” said King Minos, the ruler of Knossos.

“I could build you a gigantic **labyrinth** with winding walls,” Daedalus replied. “The Minotaur will never be able to find his way out.”

“Excellent idea, Daedalus!” King Minos said. “Do it right away. But tell no one the secret of escape. I do not want that beast to get away.”

Daedalus built the largest, most **complex** labyrinth anyone had ever seen. King Minos had the Minotaur placed in the center. The Minotaur bucked wildly. It snorted and rammed its head into the walls to try and knock them down. Nothing the monster did could free it from the **confiness** of the maze.
A hero named Theseus came to Crete. He vowed to slay every monster in Greece, including the Minotaur. When he arrived in Knossos, he met Ariadne, the daughter of King Minos. Ariadne fell in love with Theseus. “I can help you in your quest to kill the Minotaur,” she said. “I can tell you the location of the secret exit of the labyrinth, but you must agree to marry me after the monster is dead.” Theseus agreed.

Ariadne asked Daedalus for help exiting the labyrinth. He was the only one who knew how to get out. At first, Daedalus refused. He knew the king did not want his daughter to marry so young. Ariadne ordered him to help her, or she would have his son Icarus killed. Daedalus had no choice but to help her, so he gave Theseus a ball of thread. Theseus tied one end of the thread to the entrance of the labyrinth. As Theseus made his way through, he unwound the thread to make a trail through the winding paths.

Theseus finally found the Minotaur. He crept up behind the monster and killed it. Theseus used the thread to help him find his way back to Ariadne. Then Theseus secretly took Ariadne away from Crete and they were soon married.
Later that day, King Minos was looking for his daughter. She was nowhere to be found. Eventually, he went to the entrance of the labyrinth and found the thread. He listened for the grunting of the Minotaur, but there was not a sound. The king ordered Daedalus to come to the labyrinth immediately. “What is this thread that I find here? And why is the Minotaur silent today?”

Daedalus did not respond. He refused to answer the king’s questions.

King Minos became more **impatient**. “I demand that you tell me what happened here!”

Daedalus hung his head in shame. He explained everything to the king. King Minos was furious with him. He blamed Daedalus for his daughter’s disappearance. “Lock him in the labyrinth!” the king said to his guards. “And find his son Icarus, too! As punishment for his **deception**, they will both stay trapped in there forever!”

Icarus and Daedalus were thrown into the labyrinth. The door was locked shut behind them.
Icarus ran up and down the paths of the labyrinth looking for a way out. “How will we escape from here, father?” Icarus cried.

“Do not fret, my son,” Daedalus said. “I built this labyrinth. King Minos forgot that I am the only one who knows how to exit this maze.”

Daedalus led Icarus out of the labyrinth safely. But Daedalus knew they still had to leave Crete and get away from King Minos. He was sure to harm them once he discovered they had escaped. Daedalus and Icarus headed for the shore. Their plan was to board a ship and act as stowaways. However, the king’s guards were standing close to the docks. King Minos controlled everything in Crete, including the seas that surrounded the island. Daedalus realized there was no route of escape by land or sea.

“We are doomed!” said Icarus. “We will never get away now.”

Daedalus looked to the heavens and prayed for guidance. He saw a flock of seagulls flying by. It was then that he realized how they could escape—the only way to leave Crete was by air.
Daedalus and Icarus walked along the land gathering feathers. They found large ones and small ones. They were careful not to be seen by any guards. Daedalus fastened the feathers together with thread. Then he covered them with wax to make large wings, like those of a great bird.

When they were finished, Daedalus fitted the wings onto his body. He flapped his arms up and down. After trying and trying, Daedalus finally channeled the wind. He held himself in the air and swayed side to side with the direction of the wind.

Daedalus descended back to the ground. “Now let us make wings for you,” he told Icarus, “but we must hurry. King Minos will soon learn of our escape and come looking for us.”
Icarus ran off to collect more feathers. They created another pair of wings in the same fashion. Daedalus attached the wings to Icarus’s shoulders and arms. “Before you learn to fly, remember this warning,” Daedalus said. “Do not fly too close to the sea, or the water will dampen your wings. Then you will be weighted down and unable to fly.”

“I know, Father,” Icarus said, flapping his wings.

“And do not fly too close to the Sun,” Daedalus continued. “The heat will melt the wax and destroy your wings. You will fall like a stone to the earth.”

“I know, Father,” Icarus insisted. “Can we fly now?”

“Yes, but I urge you,” Daedalus said, “stay close to me and you will be safe.”
Icarus did not heed his father’s warnings. He continued to flap his wings as his father had done. Icarus learned how to fly in no time. He rose high above the ground and soared over the land like a giant bird.

Daedalus and Icarus flew away from Crete. Icarus was thrilled with the idea of being able to fly. He began swooping in circles. A great wind came and lifted Icarus higher toward the heavens. He was becoming careless, flying dangerously close to the Sun. The air was getting warmer and warmer. As Icarus neared the Sun, the heat became more intense. The wax holding the feathers together began to melt. One by one, the feathers fell off, until Icarus was left flapping his bare arms. Feathers scattered all over the sky.
Icarus called out to his father, but it was of no use. He was too high for his father to hear his cries. Daedalus watched in horror from below as Icarus plummeted toward the sea. Daedalus flew down toward the sea. He shouted, “Icarus, Icarus! Where are you?” All he could see were feathers floating on the surface of the water. Tears filled his eyes as he realized his son had drowned.

The devastated Daedalus landed on the nearest island. He named the island Icaria, as a tribute to his son. Then, he traveled to Sicily, where he built a temple for Apollo, the god of religious healing. There, he hung his wings on the temple wall as an offering. It was believed that Apollo would perform a ritual of purification to wash away the guilt of those who committed murder or other immoral deeds. Daedalus never attempted to fly again.
Checking

A Choose the correct answer.

1. Why was Daedalus banished from Athens?
   a. He stole money from the king.
   b. He did not want to be a craftsman any longer.
   c. He gave away the secret to the labyrinth.
   d. He killed his nephew.

2. How did King Minos punish Daedalus?
   a. He locked him in the labyrinth.
   b. He banished him from Crete.
   c. He took away his tools to build.
   d. He killed his son Icarus.

3. How did Daedalus realize how to escape?
   a. He realized he could confuse the king by building a new labyrinth.
   b. He saw an earthworm and decided to dig a tunnel.
   c. He saw a flock of seagulls and decided to make wings.
   d. He disguised himself as a guard and decided to kill the king.

4. Daedalus warned Icarus not to...
   a. give away the secret to exiting the labyrinth.
   b. fly too close to the Sun or sea.
   c. talk too loudly around the guards.
   d. go near the Minotaur.

5. Why did Daedalus name the nearest island Icaria?
   a. in memory of his son Icarus
   b. because he was the new king
   c. to remind him of the Minotaur
   d. in honor of King Minos

B Answer the Critical Thinking questions in complete sentences.

1. How is this story realistic? How is this story fictional?

2. If Icarus had survived his fall, what lesson do you think he might have learned?

3. What lessons could a reader learn from this story? What do you think is the most important lesson?
Summarizing

A Work with a partner to reread and discuss the passage. Then, complete the Cause and Effect graphic organizer with information from the passage.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daedalus killed his nephew.</td>
<td>The Minotaur was locked inside a labyrinth.</td>
</tr>
<tr>
<td>Daedalus helped Theseus kill the Minotaur.</td>
<td>The wax on Icarus’s wings melted. He fell to his death and drowned in the sea.</td>
</tr>
<tr>
<td>King Minos was in charge of the land and the seas surrounding it.</td>
<td></td>
</tr>
</tbody>
</table>

B Use the information in the graphic organizer to write a summary of the story. Be sure to explain what happened as a result of each of the things that the characters did.

Reflecting

Write about a time when you disobebed your parents. Discuss what your parents wanted you to do. Explain why you did not listen. Then, describe the consequences of your actions. What lesson did you learn?
Connecting

A Listen to the passage. Take notes as you listen. Then follow the directions below.

B Discuss the key vocabulary as you retell the passage with a partner. Then answer the questions orally and in complete sentences. Ask your teacher to explain any questions you do not understand.

1. When would you need to wear a helmet?
2. Where is your family’s homeland located?
3. How can you shield yourself from sunburn?

Key Words
- captive
- chest
- helmet
- homeland
- invisible
- quest
- shield
- winged
Focusing

Choose the correct word from each pair in parentheses to replace the underlined words in each sentence.

1. Acrisius locked Perseus and his mother in a chest and tossed the chest into the sea. (him / it)
2. Polydectes fell in love with Danae and wanted to marry Danae. (she / her)
3. Polydectes sent Perseus on a quest for the head of the Gorgon Medusa. (He / Him)
4. Medusa was a monster with snakes for hair. (She / Her)
5. One look at Medusa and a person would turn into stone. (she / her)
6. The gods wanted to protect Perseus. (They / Them)
7. Hermes gave Perseus winged sandals. Perseus used the sandals to fly. (they / them)
8. The helmet helped Perseus become invisible so Perseus could escape from Medusa’s cave. (he / him)
9. Perseus showed Medusa’s head to the sea monster. (He / Him)
10. Perseus killed Polydectes and his followers by showing Polydectes and his followers the head of Medusa. (they / them)

Applying

If you could go on a quest, what would you look for? Where would you go? What people or creatures would you encounter? Write at least one paragraph describing your adventure.

If I could go on a quest, I would...
In ancient Greece, plays were a popular art form. Thespis was considered the first actor and playwright in ancient Greece. Today, actors are often called thespians in honor of him.

There were three main types of plays in ancient Greece. Tragedies were usually mythological stories that often included someone’s suffering or death. The audience would feel some kind of emotion toward the characters in the play. Comedies were usually stories about contemporary figures and conflicts. They often had scenes that would make the audience laugh. Satires were a form of tragedy, as they followed the same formula and structure. They were typically performed at the end of a tragic play in order to provide comic relief. Like tragedies, they were based on myths. They usually ridiculed the gods and heroes of the myths, and they included a chorus of half-man-half-beast satyrs.

During any play, a chorus would sing, speak, or chant about the gods’ actions or a hero’s bravery. Originally, Greek plays were presented by only one actor and a chorus. The actor would use masks to play multiple roles in the play. Eventually, a second and then a third actor were introduced into the formula. An actor’s costume and mask were changed backstage after he finished playing one character. Then, he would reappear as another character. Several plays took place in one day as part of Greece’s religious festivals to honor the god Dionysus.

In early Greece, playwrights’ stories were performed in an open area near a city’s center. Some plays took place next to hillsides. Later on, more elaborate theaters were built. A Greek theater had several components. There was a circular space where the chorus would dance, sing, and interact with the actors on stage. The spectators’ seats wrapped around the area where the chorus performed. There was a building behind the stage that was usually decorated as part of the scenery. The actors could enter and exit through the doors of that building. Actors who were playing gods could stand on the roof to appear as though they were in the heavens. The chorus and some actors also used the aisles where they could run up and down if it was part of their characters’ instructions. These aisles were also the audience’s paths to enter and exit the theater.

Early theaters were made of earth and wood. Many of the later theaters were constructed of marble. The remains of some of these theaters still exist today.

Answer the questions in complete sentences.

1. What is your favorite contemporary song?
2. Why would people in an audience clap after watching a play?
3. How do you resolve a conflict with a sibling or friend?
Focusing

A  Choose the correct word from each pair in parentheses to complete each sentence.

1. Tragedies told mythological stories from the past and included (someone’s / someones’) suffering.
2. During the play, a chorus sang songs about the (gods’ / god’s) opinions of one another.
3. Sometimes the chorus sang about a (heros’ / hero’s) bravery.
4. The three (actor’s / actors’) costumes and masks were changed backstage after playing their first characters.
5. Several plays took place in one day as part of (Greeces’ / Greece’s) religious festivals to honor the god Dionysus.
6. In early times, (playwright’s / playwrights’) stories were performed in an open area.
7. This space was near a (city’s / citys’) center.
8. The (spectator’s / spectators’) seats wrapped around the area where the chorus performed.

B  In your own words, write a rule that explains why the words you chose in activity A are the correct words to complete the sentences.

Applying

Compare an ancient Greek theater to a theater you have seen or visited. Write at least one paragraph detailing the similarities and differences.

I visited a theater on Broadway. It was very different from an ancient Greek theater. It had...
Connecting

A Read the passage.

Greek Vases

In ancient Greece, people wrote myths about the lives of gods. Some told mythical stories about the adventures of heroes who fought monsters. Myths were used by the ancient Greeks to explain the origins and wonders of the world. The stories also demonstrated ancient Greek religious practices and rituals.

Greek mythology greatly influenced the arts. People made statues of different characters from the myths. Other artists decorated large vases with scenes from myths. The ancient Greeks made vases in about one hundred different shapes. Some vases were used for storing or transporting wine and food. Others were used for keeping wine cool. Many vases were designed to collect water. Some were made to pour liquids. Smaller vases were designed to hold cosmetics or perfumes.

Greek vases were made of clay. A potter placed a mound of clay on a potter’s wheel. The wheel spun as the potter used water to stretch and shape the clay. Then, the handles and base of the vase were added. The vase was left to dry out. Then, the clay was fired at very high temperatures. One of the most popular types of Greek vases was the black-figured vase. A potter decorated the vase with figures by using slip, or liquid clay, that turned black when it was fired. The rest of the vase turned a reddish color when fired. Another popular Greek vase was the red-figured vase. A potter left the figures the color of the clay while covering the rest of the vase with the black slip. The decorations on these vases give us insights into the lives of people in ancient Greece.

B Answer the questions in complete sentences.

1. What kind of decorations would you use at a birthday party?
2. What things could you put in a vase?
3. What are the other meanings of the word fired?
Focusing

Complete each sentence by choosing a word from the box below. Some words may be used more than once.

about for in on of to with

1. In ancient Greece, people wrote myths ______ the lives of gods.
2. Some told stories ______ the adventures of heroes that fought mythological creatures.
3. Myths were used by the ancient Greeks to explain the origins and wonders ______ the world.
4. People made statues ______ different mythical characters.
5. Other artists decorated large vases ______ scenes from a myth.
6. The ancient Greeks made vases ______ about one hundred different shapes.
7. Some vases were used ______ storing or transporting wine and food.
8. Many vases were designed ______ hold cosmetics or perfumes.
9. A potter placed a mound of clay ______ a potter’s wheel.
10. The decorations ______ these vases give us insights into the lives of people in ancient Greece.

Applying

Think about the containers used today to store and transport food and liquids. Write at least one paragraph describing at least five containers that you or your family use. Explain their characteristics and purpose. Tell how they are similar to or different from the containers described in this lesson.
Play

CAST OF CHARACTERS:

CHORUS
JASON
QUEEN OF IOLKOS, Jason’s mother
PELIAS, Jason’s uncle

KING OF IOLKOS, Jason’s father
CHEIRON, a centaur
HERA, queen of the gods

ACT I: THE QUEST

(Spotlight on the chorus, stage right.)

CHORUS: Pelias has killed the Greek King of Iolkos, his own brother! Pelias now claims the throne. The queen took her son Jason to the centaur Cheiron. The centaur agreed to guard the child and raise him in secret. Jason, now twenty years old, is returning to Iolkos to reclaim his throne. At a nearby river, Hera, the queen of the gods, approaches Jason, disguised as an old woman. As he carries her across the river, he loses one of his sandals. At the other side of the river, Hera disappears. Jason approaches the palace to confront Pelias.

PELIAS: (to himself) The oracle was right that a man with one shoe would try to overthrow me!

JASON: (approaching PELIAS with a sword) I challenge you to a duel!

PELIAS: (laughing) Foolish boy. If you want this throne, you must earn it. Find the Golden Fleece and bring it back to me. It is beyond the edge of the world in Colchis.

JASON: (retracting his sword) The Golden Fleece?

PELIAS: Your ancestor Phrixus received a winged golden ram from Zeus, the king of the gods. Phrixus rode the ram to Colchis. King Aietes sacrificed the ram and guards its fleece. If he loses the fleece, he loses his kingdom. You can have my kingdom, and I will take his.

JASON: (pauses in thought) I accept this quest. I will find the Golden Fleece and return to claim what is mine!

(JASON runs off stage right. PELIAS paces, worried. Curtain falls.)

Answer the questions in complete sentences.

1. What is the first thing you notice about this text?
2. Why are some words bold, some words italicized, some words in all capital letters, and some words in regular type?
3. Why is this text not written in regular paragraphs?
Writing a Play

A play is the stage representation of an action or story. A play's format is different from a story's. The elements of the play are laid out in such a way that the actors can more easily read what they are supposed to say or do. The reader of the written play is part of the audience. A play includes the following elements:

- The action of the story is broken into major parts called acts, and the acts are further broken down into scenes, like chapters in a book.
- The group of actors who have roles in a play are known as the cast. The cast of characters is listed at the beginning of the written play.
- Stage directions are written in parentheses. They usually appear italicized in the text. Stage directions can direct lighting and scenery changes. They also tell the actors certain things that they should do during the play. For example, stage directions may tell an actor where to stand or when to exit the stage. They may also suggest how the playwright wants an actor to deliver a line during the play. For example, the directions may say that the line is to be read as a whisper or as a scream.
- The majority of the text of a play is dialogue. The character's name is listed first. The name is usually written in boldface or set apart from the rest of the text by indenting the lines that follow it—opposite to the way a standard paragraph of text would be indented.
- The lines the character says immediately follow his or her name. The lines of dialogue are usually written in regular type. Quotation marks and commas are not needed in lines of dialogue unless the character is giving a direct quotation from someone else.

Key Words
- acts
- audience
- boldface
- cast
- deliver
- dialogue
- italicized
- lines
- parentheses
- play
- playwright
- scenes
- stage directions

Write an ending for the Greek play Jason and the Golden Fleece. Be sure to include all the characters and any stage directions you think are necessary. Be sure to keep track of who is talking by writing the character’s name before he or she speaks.
Dialogue is a conversation between two or more characters in a written story. Quotation marks (" " ) are placed around the words that are being spoken. A capital letter begins the first word in the quoted text.

A speech tag is a word or phrase that identifies the speaker. Some examples of basic speech tags are said, asked, shouted, and cried. A speech tag can be used to tell how a character feels and how the sentence should be read. These speech tags can appear at the beginning, in the middle, or at the end of a quoted text.

If the speech tag comes before the dialogue, a comma is placed after the speech tag. The appropriate punctuation for the quoted text is then placed inside the quotation marks at the end of the dialogue.

Daedalus warned, “Do not fly too close to the Sun.”
Icarus asked impatiently, “Can we fly now?”
King Minos was furious and said, “Throw him in the labyrinth!”

When the speech tag comes after the quoted text, the end punctuation for the quoted text is placed inside the quotation marks at the end of the dialogue. However, if the appropriate punctuation for the quoted text is a period, this period must be changed to a comma.

“Take these winged sandals,” Hermes said.
“Where can I find Medusa?” Perseus asked.
“Look out for the sea monster!” Andromeda shouted.

Sometimes speech tags can occur in the middle of a sentence, between two pieces of quoted text that are part of the same sentence. In this case, commas are used on both sides of the speech tag. Because the quoted sentence continues after the speech tag, the second part of the quotation does not begin with a capital letter.

“I can help you find the Minotaur,” Ariadne said, “but you must agree to marry me.”

If two separate sentences are spoken by the same person, a period is placed after the speech tag, and the second sentence is capitalized.

“Do not let the king see you,” Athena said. “He will cause you great harm.”
“Icarus!” Daedalus screamed. “Where are you?”

Key Words
- capital letter
- comma
- conversation
- dialogue
- quotation marks
- speech tag
Rewrite these sentences from dialogues with the correct punctuation.

1. Because of your actions the court told Daedalus you and your son Icarus are banished from Athens—forever!
2. I could build you a gigantic labyrinth with winding walls Daedalus said The Minotaur will never be able to find his way out.
3. The labyrinth is an excellent idea King Minos said.
4. King Minos asked What is this thread that I find here?
5. We are doomed cried Icarus.
6. Daedalus said Stay close to me and you will be safe.
7. Do not fly too close to the sea Daedalus warned Icarus or the water will dampen your wings.
8. I understand Father Icarus insisted Can we fly now?

Peer Editing

A Work with a partner to revise the plays you wrote in the previous lesson. Use the following checklist to guide your informal discussion:

- Did you add any characters to the cast?
- Did you identify the scenes in each act?
- Did you detail any necessary stage directions in parentheses?
- Did you include dialogue between two or more characters?
- Does the narrative provide enough background information for each act?

B Mark your partner’s paper with any necessary corrections. Then, rewrite your own play, making the corrections your partner suggested, on a separate sheet of paper.
Geometry is the part of math that deals with lines, points, angles, and shapes. A line segment is a line that has two endpoints. An angle is formed when two line segments share one endpoint. A point where these line segments meet is called a vertex. Angles are measured in degrees (°). A straight line is 180°, and a circle is 360°. A right angle is made of two perpendicular line segments that form a 90° angle.

A polygon is a closed shape. Line segments form its sides. Polygons have at least three vertices, three angles, and three sides. A regular polygon is a polygon with equal sides and angles.

A triangle is a polygon with three sides, three angles, and three vertices. Its angles add up to 180°. An equilateral triangle has three equal sides and three equal angles. A right triangle has one 90° angle.

A quadrilateral is a four-sided polygon whose angles add up to 360°. A square has four equal sides and four right angles. A rectangle also has four right angles, but it has two pairs of opposite sides with equal lengths.

Other polygons include the following:

- pentagon
- hexagon
- heptagon
- octagon
- nonagon
- decagon

Key Words:
- angle
- degrees
- geometry
- line segment
- perpendicular
- polygon
- quadrilateral
- sides
- vertex
A Answer the questions in complete sentences.

1. Is a circle a polygon? Why or why not?
2. Is an equilateral triangle a regular polygon? Why or why not?
3. All the angles of a pentagon together equal 540°. The angles of a hexagon equal 720°. How can you determine the measurement of angles of polygons with 7, 8, 9 and 10 sides?

B Look at the pictures below. What polygons do you see in these objects? How do you know?

C Make a list of other polygons that you have seen. Explain what characteristics these objects have that make them polygons.
Greek Governments

In ancient times, Greece was not exactly a country like it is today. It consisted of different city-states, each of which was an area with one central city. A city-state was also known as a polis. Greeks in all the city-states spoke the same language and had similar traditions. They believed in the same gods, but they identified themselves by the city-states they came from. People from Sparta called themselves Spartans. Those in Athens were considered Athenians. The city-states banded together to fight against other countries if necessary. However, they often fought with one another. Five of the most powerful city-states in ancient Greece were Athens, Sparta, Corinth, Megara, and Argos.

Greece did not have a central government. Instead, each city-state had its own government. Most began as monarchies that were ruled by kings. After some time, the governments changed to oligarchies. These were run by aristocrats, or rich men, who made and enforced the laws. However, many city-states were eventually taken over by tyrants. These dictators were usually aristocrats who gained power over the others. They ruled like kings without any legal right to do so. They told people what to do even if the people did not like it.

The city of Athens was the first city-state to create a democracy. The citizens gained more power to influence the government. They elected the leader of their government. Only upper-class men who were born in Athens were allowed to vote and make the laws, though. No slaves, women, middle-class men, or men born outside of Athens could participate. Other city-states soon became democracies, too.

After the Greek city-states fought against the Persians in a war, the city-states agreed to form an alliance called the Delian League. The city-states wanted to save money in a central treasury in case they had to defend themselves in a war again. The money would be used for building ships, making weapons, and training soldiers so the city-states could fight together against common enemies.

Athenians decided to take control of the treasury. They took a small profit in order to cover the expenses of guarding the money. Soon this profit grew larger and Athens was getting rich. It was slowly becoming an empire and ruling over other city-states. This upset many Greeks, especially Spartans. A war eventually broke out between the Spartans and the Athenians. Sparta won, and Athens was soon returned to a monarchy. However, Athens is still considered the birthplace of democracy.
Answer the questions in complete sentences.

1. How are the four types of government—monarchy, oligarchy, tyranny, and democracy—the same? How are they different?
2. Do you think it was a good idea for the city-states to have their own separate governments rather than a central government in Greece? Why or why not?
3. Which style of government do you think was the fairest? Which one was the most unfair? Explain.
4. Do you think Athens had a true democracy? Why or why not?
Natural Hazards

Many cultures tell stories about a great flood that almost eliminated humans from the Earth. Natural hazards such as floods can cause great destruction to our communities. They can even affect our planet. A natural hazard is an unexpected or uncontrollable natural event. It is so strong and powerful that it can threaten people’s lives. Atmospheric hazards are related to the weather. Examples include thunderstorms, hurricanes, and tornadoes. Geological hazards, such as mudslides and earthquakes, occur on or inside the Earth. Sometimes an atmospheric hazard can trigger a geological hazard. For example, thunderstorms can cause flooding. Other times, a geological hazard can cause an atmospheric hazard. For example, ash and smoke from erupting volcanoes can cause thunderstorms.

Natural hazards can destroy homes and towns. People can also be injured or killed. Natural hazards can also cause economic hardships. Communities affected by a natural hazard must spend money to clean up and rebuild. Some places can be so badly damaged that whole communities of people must relocate to other areas. Some hazards, such as floods, can spread diseases. When a natural hazard greatly affects personal property or causes harm to people, it is considered a natural disaster.

On December 26, 2004, the greatest tsunami disaster in recorded history occurred in Indonesia. An earthquake at a magnitude of 9.0 erupted under the Indian Ocean. This created waves more than fifty feet high. Miles away from the epicenter, there were reports of other earthquakes and water levels rising. More than 120,000 people across eleven countries were killed. Thousands more were displaced.

Certain areas of the world are more susceptible to particular natural hazards. Land located above points where Earth’s tectonic plates collide or overlap may experience earthquakes. Hurricanes can strike some coastal and tropical regions during certain periods of the year. Wildfires can develop in dry, wooded areas. Sometimes these natural hazards occur without warning. However, when a natural hazard is predictable, people should take precautions to keep themselves safe.

Key Words
atmospheric
economic hardships
epicenter
geological
magnitude
natural disaster
natural hazards
precautions
Answer the questions in complete sentences.

1. How are natural hazards and natural disasters related?
2. How does the growing world population affect natural hazards and natural disasters?
3. What kinds of precautions can people take to protect themselves during a natural hazard?

Write at least one paragraph about natural hazards. You may explain how atmospheric hazards and geological hazards affect each other, or you may compare and contrast two natural hazards.
Sing Along

A Listen to the song.

You’re a Grand Old Flag

You’re a grand old flag,
You’re a high-flying flag,
And forever in peace may you wave.
You’re the emblem of
The land I love:
The home of the free and the brave.
Every heart beats true
Beneath the red, white and blue,
Where there’s never a boast or brag.
Should auld acquaintance be forgot,
Keep your eye on the grand old flag!

B Sing the song.

C Practice pronouncing the highlighted key vocabulary with a partner.

D Answer the questions in complete sentences.

1. Besides the flag, what is another emblem of the United States?
2. What kinds of people do you consider to be brave? Why?
3. What is the difference between a friend and an acquaintance?
Greek Architecture

Religion was very important to the ancient Greeks. In many cities, they built huge temples to their gods. These temples were decorated with three architectural styles of columns. Doric columns had a capital, or top, that was sturdy but simple. The Ionic columns were thinner and more elegant. The capital of an Ionic column was decorated with a volute, which had a scrolled design. The Corinthian columns had very elaborate capitals, which were decorated with acanthus leaves. This design was also often used in Roman temples.

The Parthenon is a Greek temple in Athens, Greece. It was built for the worship of Athena, the Greek goddess of wisdom. The Parthenon had Doric columns around the entire outside perimeter. It also had Ionic columns on the inside. Much of the Parthenon was destroyed by wars. However, it still remains one of the most famous buildings in the world.

These elements of Greek architecture have influenced other buildings throughout history, including many found in Washington, D.C. For example, there is a row of Doric columns lining the front of the Lincoln Memorial.

A Draw an ancient Greek temple.
1. Decide on a design for your ancient Greek temple.
2. Draw the side view of the temple. Include at least one style of ancient Greek columns.
3. Use crayons or colored pencils to color in your picture.

B Describe the temple you drew, and identify each type of column you included. Then, write at least two paragraphs that compare the temple you drew with the buildings described on this page. What architectural elements do the buildings have in common? How are they different?

C Brainstorm with a partner what other regular classroom objects you could have used to create your temple.

Supplies
• white drawing paper
• pencil and eraser
• crayons
• colored pencils
The United States is a democracy. In 1787, the U.S. Constitution was written to outline how the American government should function. It is a legal document that is considered “the law of the land.” The Constitution outlines the three branches of the federal government that were designed as a separation of powers. In this way, one person or branch alone could not have too much authority or control. Each branch has its own responsibilities. They use a system of checks and balances to make sure the other branches are not abusing their power. The three branches work together to operate the country. They also make sure that the rights of citizens are protected.

The president is elected by the citizens to be the head of the executive branch, making sure the laws are followed. Every four years there is an election. If elected twice, the president may serve for two terms, or eight years. The president is also the commander in chief of the military.

The legislative branch makes the laws of the country. It consists of the Senate and the House of Representatives, which together make up Congress. Each state elects two senators for a six-year term. The number of representatives each state has in Congress is based on the state’s population. They are elected to two-year terms. Both senators and representatives can be reelected for an unlimited number of terms.

The judicial branch consists of the court system. The courts clarify the meaning and purpose of laws. They make sure the laws do not violate the Constitution. The highest court in the United States is the Supreme Court.

A Answer the questions in complete sentences.

1. What are the differences among the three branches of government in the United States?
2. How do the branches of the federal government work together to run the country?

B Make a formal presentation to the class about the government in your family’s country of origin. Remember to use connecting words such as after, since, and, or, then, and next as you answer the questions in complete sentences.

1. What is the system of government in your family’s country of origin? How are the laws of that country established and enforced?
2. How is the government in your family’s country of origin similar to and different from the government in the United States?
Your Play

Write a play based on the myths of “Daedalus and Icarus,” “Jason and the Golden Fleece,” or “Perseus” from this unit. Decide how to divide the story into acts and scenes. Choose the characters from the story to create the cast. Be sure to include:

- dialogue between the characters labeled with the speaker of each line
- stage directions to tell the actors where they should be and how they should read the lines
- lines for the Chorus as the narrator to provide background information the audience might need to understand the play

Remember to use proper punctuation where it is needed.

The Writing Process

Remember, the writing process includes a series of steps:

- **Developing Ideas** Use the Internet, visual elements, or other references to help you gather and develop ideas.
- **Organizing** Choose the ideas that you want to use. Put them in order, connect them, or discard the least important ones.
- **Drafting** Use the ideas you organized to write paragraphs.
- **Revising** Read your paragraphs again and correct your writing, keeping in mind what you learned in this unit. Look back through the unit to check your spelling of newly acquired key vocabulary words.
- **Rewriting** Produce a clean copy of your piece, applying all the corrections, to display in class.

Remember, you can always repeat a step if you need to.