

SECTION  
**4**

# Reading for Understanding

## ▶ Key Ideas

### BEFORE, YOU LEARNED

People have different ways to use and trade the Earth's natural resources.

### NOW YOU WILL LEARN

The world is divided into many political regions and organizations.

## ▶ Vocabulary

### TERMS & NAMES

**government** an organization set up to make and enforce rules for a society

**citizen** a person who owes loyalty to a country and receives its protection

**representative democracy** a type of government in which citizens hold political power through elected representatives

**monarchy** a type of government in which a ruling family headed by a king or queen holds political power

**oligarchy** (AHL•ih•GAHR•kee) a type of government in which a small group of people holds power

**dictatorship** a type of government in which an individual holds complete political power

**communism** a type of government in which the Communist Party holds all political power and controls the economy



Visual Vocabulary monarchy (The queen of Denmark)

## ▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to categorize important details about types of government.

 See Skillbuilder Handbook, page R7

### CATEGORIZE

	RULER	BASIS OF RULE
Democracy		
Monarchy		
Dictatorship		
Oligarchy		
Communism		

 **GRAPHIC ORGANIZERS**  
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# Why We Need Government



**9.02** Describe how different types of governments such as democracies, dictatorships, monarchies, and oligarchies in Africa, Asia, and Australia carry out legislative, executive, and judicial functions, and evaluate the effectiveness of each.

**11.03** Compare characteristics of political, economic, religious, and social institutions of selected cultures, and evaluate their similarities and differences.

## Connecting to Your World

You live in one of nearly 200 countries in the world. Some countries are tiny when compared to the United States; others are larger in physical size or in population. All countries have one thing in common—a government. A **government** is an organization set up to make and enforce rules for a group of people. It has authority over the land within its boundaries.



**Passport** An official document that allows a person to travel abroad.

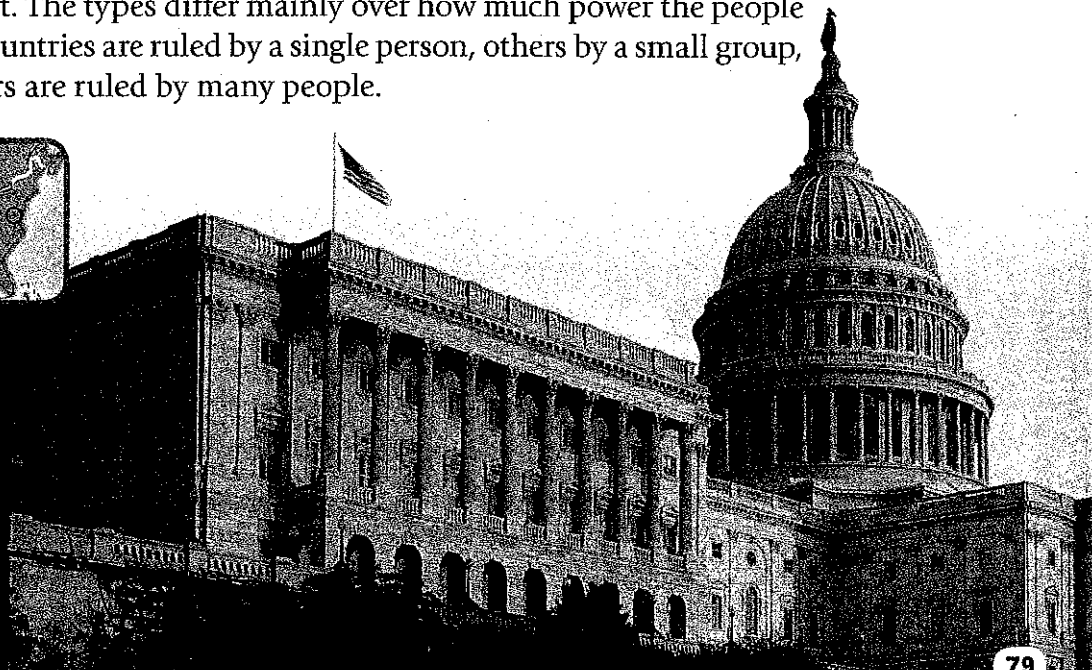
## Types of Government

**KEY QUESTION** What types of government operate around the world?

Government is needed to provide security, make and enforce the laws, furnish the services that keep a country running, and protect the rights of citizens. A **citizen** is a person who owes loyalty to a country and receives its protection. The government also acts on behalf of the people in the country when it deals with other countries. As you have read, all countries have some type of government. The types differ mainly over how much power the people have. Some countries are ruled by a single person, others by a small group, and still others are ruled by many people.



**U.S. Capitol Building** This is the official seat of government for the country.



## COMPARING Governments

**DEMOCRACY**

- Rule by citizens through elected officials
- Rule is based on citizenship.
- Majority rules

### TYPES OF GOVERNMENT

**DICTATORSHIP**

- Rule by a single individual
- Ruler controls military.
- Citizens have little power to change government.

**OLIGARCHY**

- Rule by a small group of citizens
- Rule is based on wealth or privilege.
- Ruling group controls military.

**MONARCHY**

- Rule by a king or queen
- Rule is hereditary.
- May share power through a constitution

**COMMUNISM**

- Rule by the Communist Party on behalf of the people
- Government owns all economic goods and services.
- Citizens have little power to change government.

### CRITICAL THINKING

**Evaluate** In which type of government do citizens have the most power?

Generally, the type of government a country has falls into one of the following categories:

**Representative Democracy** Citizens hold political power and rule through elected representatives. In a **representative democracy**, such as the United States, representatives create laws for all the people. If the people object to the laws, they can work to change the laws or change the representatives through elections.

**Monarchy** In a **monarchy**, a ruling family headed by a king, queen, emperor, or sultan holds political power. Power may or may not be shared with citizens. Saudi Arabia is an example of a traditional monarchy, in which the monarch has complete power. The United Kingdom is a constitutional monarchy, in which the monarch's power is limited by a constitution.

**Oligarchy** A government where a small group of people holds power, usually because of their wealth, military strength, family connections, political influence, or privilege, is called an **oligarchy**. The military government of the country of Burma is an oligarchy.

**Dictatorship** In a **dictatorship**, an individual holds complete political power. North Korea is an example.

**Communism** In **communism**, all political power and control of the economy is held by the government, which is controlled by the Communist Party. The government controls all economic goods and services. Cuba is an example.

There are also different levels of government. The national government oversees the entire country. Countries often have smaller governmental units like state or provincial governments and local governments. Each of these political units deals with specific aspects of life at the state or local level.

**DRAW CONCLUSIONS** What are the major types of government?

## Being an Active Citizen

**KEY QUESTION** What are your most important responsibilities as a citizen?

As a citizen in a democracy, you have important responsibilities. These responsibilities fall into two categories—personal and community. Personal responsibilities involve your personal behavior and relationships with others. They include taking care of yourself, helping your family, knowing right from wrong, and behaving in a respectful way. Community responsibilities involve the government and your community. They include obeying the law, voting, paying taxes, serving on a jury, and defending your country.

Being an informed citizen means you need to make yourself aware of the issues in an election and the positions held by the candidates running for office. You can also make elected officials aware of your concerns.

**EVALUATE** Which responsibilities of a citizen apply to you?



**Iraqi Woman Voter** This woman shows a purple finger, the sign she has voted. The 2005 election was the first free election in Iraq in 50 years. **How might having a democratic government change this woman's life?**

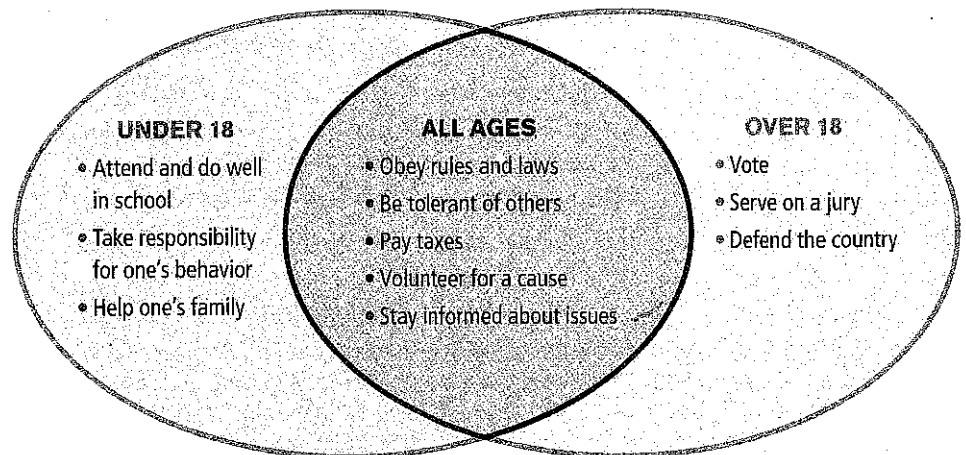
## Responsibilities of a U.S. Citizen

As a young person, you can be a good citizen in a number of ways. Notice that some responsibilities are especially for people under 18, and some are specifically for those over 18. And all citizens have some responsibilities in common.

### CRITICAL THINKING

#### Draw Conclusions

Which of the responsibilities shown are community responsibilities?



SECTION  
**2**

# Reading for Understanding

## ▶ Key Ideas

### BEFORE, YOU LEARNED

Europe has diverse landforms. Its climate and vegetation vary by latitude and distance from the ocean.

### NOW YOU WILL LEARN

Ancient Greek and Roman achievements in government, art and architecture, engineering, and law continue to influence Europe and the world today.

## ▶ Vocabulary

### TERMS & NAMES

**democracy** a government in which the citizens make political decisions, either directly or through elected representatives

**Peloponnesus** (PEHL•uh•puh•NEE•suhs) the peninsula in southern Greece where Sparta was located

**city-state** a political unit made up of a city and its surrounding lands

**tyrant** someone who takes power illegally

**oligarchy** (AHL•ih•GAHR•kee) a government ruled by a few powerful individuals

**republic** a government in which citizens elect representatives to rule in their name

**patrician** (puh•TRISH•uhn) a wealthy landowner who held a high government position in ancient Rome

**plebeian** (plih•BEE•uhn) a commoner who was allowed to vote but not to hold government office in ancient Rome

### BACKGROUND VOCABULARY

**isolate** to cut off or set apart from a group

### REVIEW

**monarchy** a type of government in which a ruling family headed by a king or queen holds political power

## ▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you compare and contrast the governments of ancient Greece, the Roman Republic, and the Roman Empire.

 See Skillbuilder Handbook, page R9

### COMPARE AND CONTRAST

GOVERNMENT	WHO RULED	HOW CHOSEN	WHO PARTICIPATED
Greek Democracy			
Roman Republic			
Roman Empire			

 **GRAPHIC ORGANIZERS**  
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SECTION  
2

## HISTORY

# Classical Greece and Rome

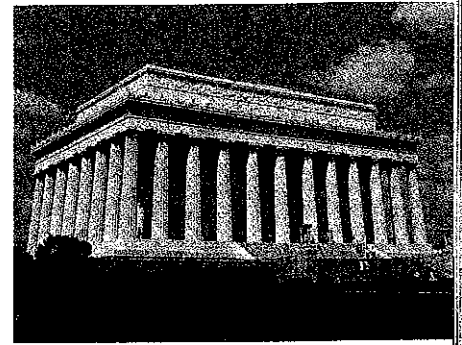


**9.01** Trace the historical development of governments including traditional, colonial, and national in selected societies and assess the effects on the respective contemporary political systems.

**11.03** Compare characteristics of political, economic, religious, and social institutions of selected cultures, and evaluate their similarities and differences.

## Connecting to Your World

Have you ever been to the nation's capital, Washington, D.C.? It is the center of the U.S. government. The United States is a **democracy**, a government in which citizens make political decisions. You are about to learn about ancient Greece, the place where modern democracy began. Ideas about what democracy should be have changed over time. Democratic government in Greece stands as a remarkable first step.



### Lincoln Memorial

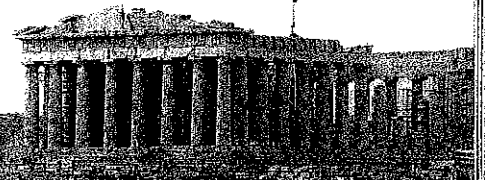
Some buildings in Washington, D.C., reflect ancient Greek architecture.

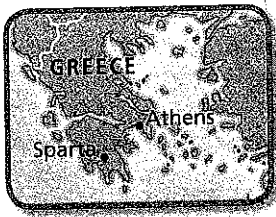
## History of Ancient Greece

**KEY QUESTION** How did ancient Greek culture spread?

Between 5000 and 3000 B.C., groups of people began settling on the **Peloponnesus** (PEHL•uh•puh•NEE•suhs), a mountainous peninsula in southern Europe. Almost 2,000 small islands surrounded the peninsula. Villages were **isolated**, or cut off, from each other. The rugged terrain and remote islands made it difficult to unite the villages under one government. In time, people had settled throughout what is now Greece.

**The Acropolis** This part of Athens held important buildings constructed in the second half of the fifth century B.C.





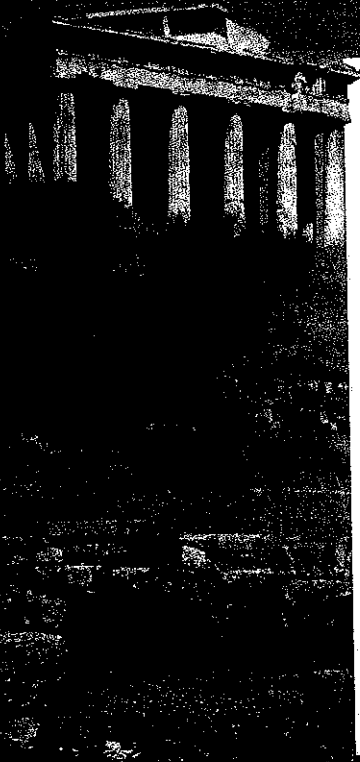
**Rise of City-States: Athens and Sparta** Eventually, Greek towns and cities became **city-states**, political units made up of a city and surrounding villages. Most people were farmers and herders, but where land was rocky and soil was poor, people made their living from the sea. They fished, sailed, and traded with other city-states.

Greek city-states shared a common culture and language, but each had unique features. They chose different forms of government. At first, many were monarchies, ruled by kings. Others were ruled by tyrants. In Greece, a **tyrant** was someone who took power illegally.

Athens and Sparta, the largest Greek city-states, had different governments. Sparta was an **oligarchy** (AHL•ih•GAHR•kee), a system ruled by a few powerful individuals. Two kings governed the state, making all major decisions with the help of a few officials. Sparta was a military state. Its large slave class farmed the land, freeing male citizens to serve in the army. Spartan boys began receiving military training at age seven. After decades of military service, they became citizens at 30. They faced losing their citizenship if they did not fight bravely.

At first, kings also governed Athens. Then, at the end of the sixth century B.C., Athens became a limited democracy. All citizens had the right to take part in the government and decide on laws. However, only free adult males were citizens. Women, slaves, and foreigners were not. Athens became a center of Greek culture. It attracted the finest scholars, artists, and philosophers from all over the Mediterranean.

## ANALYZING Primary Sources



**Pericles** (495–429 B.C.) was an Athenian statesman and general. His “Funeral Oration” honors those who died in the Peloponnesian War and praises democracy. Pericles saw participation in government as a civic duty. Greek citizens often discussed politics in an agora, or marketplace, like the one shown at left.

An Athenian citizen does not neglect public affairs when attending to his private business. . . . We consider a man who takes no interest in the state not as harmless, but as useless.

Source: Thucydides, from *The Peloponnesian War*

### DOCUMENT-BASED QUESTION

Why was an interest in politics considered a public duty?




Pericles ▲


**Wars and Conquest** In the early fifth century B.C., the rulers of Persia, the region in southwestern Asia that is now Iran, tried to conquer Greece. Led by Sparta and Athens, the Greeks resisted. Conflict between the Greeks and Persians lasted on and off for many years. The Greeks defeated the Persians, keeping Greek culture alive.

Decades later, Athens and Sparta fought each other in the Peloponnesian War. Sparta won the war, becoming the dominant power in Greece. Weakened by their internal conflict, the city-states paid little attention to neighboring Macedonia, a kingdom north of Greece that was preparing to attack.

In 338 B.C., King Philip II of Macedonia used his well-trained army to seize control of Greece. After Philip's death, his son Alexander took control. A brilliant military planner, Alexander conquered vast new territories and became known as Alexander the Great. His empire extended into North Africa, the Middle East, and Asia. As his empire expanded, Greek culture spread. When Alexander died, three of his generals divided his territory among themselves, ending one of the great empires of the ancient world.

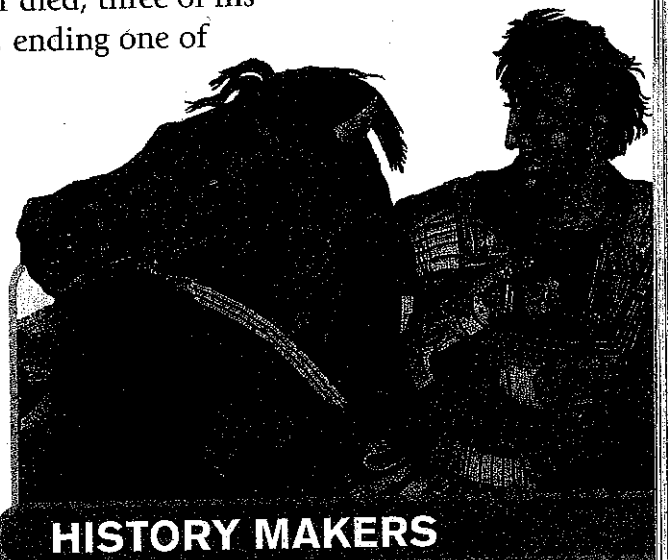
 **EVALUATE** Explain the differences between Athens and Sparta.

## History of Ancient Rome

 **KEY QUESTION** How were the governments of the Roman Republic and the Roman Empire different?

While Athens was creating a democracy, the people of Rome, located west of Greece on the Italian Peninsula, were also making changes to their government. They overthrew the foreign kings that ruled them and set up a **monarchy** of their own. Then, in 509 B.C., the Romans rejected rule by kings and created a new form of government.

**From Republic to Empire** The Romans set up a **republic**, a form of government in which citizens elect representatives to rule in their name. It was not a democracy. All male citizens could vote, but only **patricians** (puh•TRISH•uhnz), members of rich and powerful families, could hold the highest government offices. Farmers, merchants, and craftspeople made up the class known as **plebeians** (plih•BEE•uhnz). Over time, the plebeians gained more political power.



## HISTORY MAKERS

### Alexander 356–323 B.C.

One important effect of Alexander's conquest was the spread of Greek culture to other parts of the world. When Alexander was young, the great Greek thinker Aristotle was his teacher. Alexander came to know and admire Greek culture. His many conquests enabled him to spread Greek language, ideas, and beliefs far beyond the Greek peninsula. Greek culture influenced life throughout his vast empire.



#### ONLINE BIOGRAPHY

For more on the life of Alexander the Great, go to the Research & Writing Center @ [ClassZone.com](http://ClassZone.com)

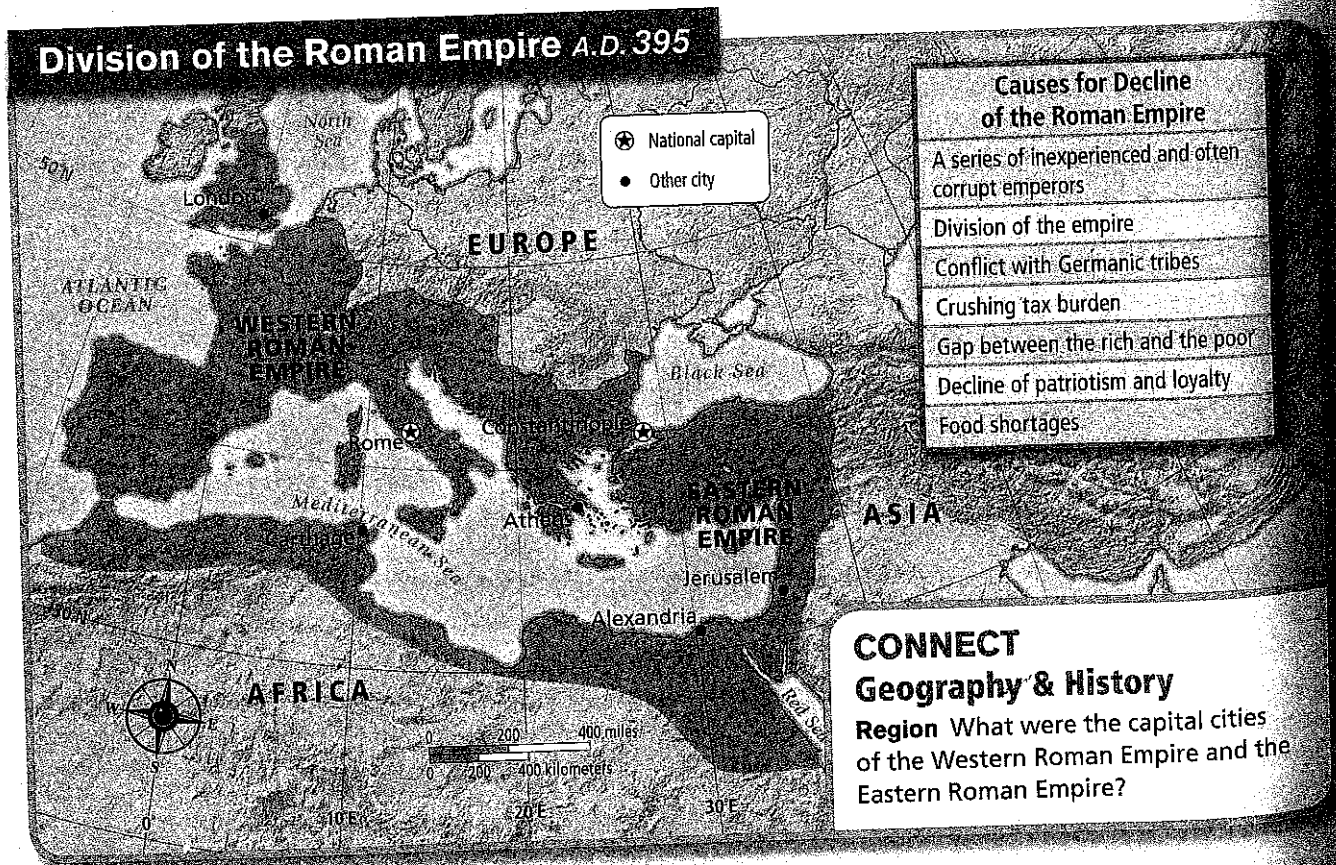


Over centuries the Roman Republic grew, until it controlled the entire Italian Peninsula. As they conquered, the Romans offered citizenship to many groups, a policy that strengthened the republic. After almost 500 years, however, the republic began to fall apart. By 27 B.C., military leaders were fighting civil wars. Worn down by the conflict and seeking order at the cost of liberty, the Romans allowed Octavian—later known as Augustus—to take over the government. The republic became an empire, united under a supreme leader.

Augustus and later emperors greatly expanded the empire, as the map below shows. Palestine, a Jewish kingdom on the eastern edge of the Mediterranean, came under Roman control. It was here that Jesus was born and Christianity began. The new religion quickly spread across the empire, becoming its official religion in A.D. 380.

**The Empire Falls Apart** By the third century A.D., the Roman Empire faced serious problems, which you can see in the chart below. To make the empire easier to govern, it was divided into two halves. Constantinople became the capital of the eastern empire. Rome remained the capital of the western part. Germanic tribes who lived outside of Rome's borders began pushing into Roman territory. In A.D. 476, the Western Roman Empire fell. The Eastern Roman Empire lasted about 1,000 years more.

**COMPARE AND CONTRAST** Explain how the governments of the Roman Republic and the Roman Empire were different.



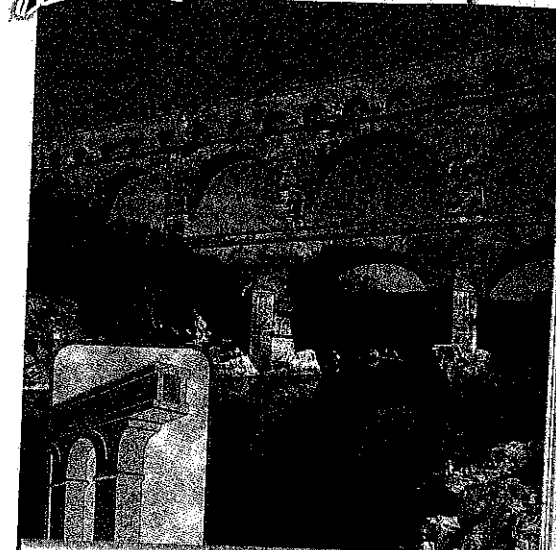
# Classical Culture

**KEY QUESTION** What accomplishments of ancient Greece and Rome still influence modern life?

The ancient Greeks and Romans left a powerful legacy. The Greeks excelled as artists, writers, and philosophers. Their ideas led to developments in theater, science, and government that still influence life today. Perhaps the greatest legacy of the Greeks is democracy. Greek society was one of the first to give people a voice in government. Democracy is a goal for many countries.

The Romans adopted many aspects of Greek culture, but they also had many practical skills of their own. Roman engineers designed and built roads, aqueducts, and public buildings such as the Colosseum. Their system of roads helped expand trade networks and spread culture, including Christianity. The Romans invented the idea of the republic and created a written code of law, the Law of the Twelve Tables. These ideas later shaped legal systems throughout Europe and the Americas.

**SUMMARIZE** Describe the achievements of ancient Greece and Rome that continue to influence modern life.



**Roman Aqueduct** Their advances in engineering allowed the Romans to build aqueducts, like this one in France, which carried fresh water from distant sources into cities and towns.

[Click here](#) to see how aqueducts work @ClassZone.com

## Section 2 Assessment

**ONLINE QUIZ**  
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### TERMS & NAMES

1. Explain the importance of

- democracy
- oligarchy
- patrician
- plebeian

### USE YOUR READING NOTES

2. **Compare and Contrast** Use your completed chart to answer the following question:

Who participated in elections in the Roman Republic?

GOVERNMENT	WHO RULED	HOW CHOSEN	WHO PARTICIPATED
Greek Democracy			
Roman Republic			
Roman Empire			

### KEY IDEAS

- Why were the waters surrounding the Greek peninsulas an important resource for ancient Greece?
- How did Alexander help spread Greek culture to foreign lands?
- What role did patricians and plebeians play in the early Roman Republic?

### CRITICAL THINKING

- Compare and Contrast** What are some differences between the achievements of the ancient Greek and Roman civilizations?
- Analyze Causes** Which of the causes of the fall of the Western Roman Empire do you think was most significant? Why?
- CONNECT to Today** How was the original Roman Republic similar to the U.S. government today?
- WRITING Rewrite a Myth** Pick a myth from Greek or Roman literature. Rewrite it as a poem or short story set in the present.