

**A. II**. **Answer the following with reference to the context.**

**1. The city of Atlantis had circles of water around a golden temple.**

**a. What surrounded the golden temple in Atlantis?**

Circles of water surrounded the golden temple in Atlantis.

**b.  What was at the centre of Atlantis’s city?**

A golden temple was at the centre of Atlantis’s city.

**c. How could circles of water benefit Atlantis’s city?**

Circles of water provided defence by acting as barriers against enemies and allowed easy transport through canals, aiding trade and city life.

**d. Why might a golden temple be significant in Atlantis?**

A golden temple showed Atlantis’s wealth and devotion to Poseidon, serving as a cultural and religious center to unite the people.

**II. Question and answer**

**1. Who created the story of Atlantis, and in which texts was it mentioned?**

The story of Atlantis was created by the Greek philosopher Plato. It is mentioned in his dialogues Timaeus and Critias, written around 360 BCE, describing a lost island civilization.

**2. Where was Atlantis located, according to Plato’s description?**

Plato described Atlantis as an island beyond the Pillars of Hercules (modern Strait of Gibraltar) in the Atlantic Ocean, larger than Libya and Asia combined

**3. Analyse the strengths and weaknesses of Atlantis as described by Plato.**

Atlantis’s strengths were its advanced technology, like canals and architecture, a navy of 1,200 ships, and wealth from trade. Its organized society was ruled by kings. weaknesses included greed and corruption, which led to moral decay. This arrogance angered the gods, causing its destruction, showing that strength without virtue leads to failure.

**4. How can the Atlantis myth be used to teach moral lessons to students?**

The Atlantis myth teaches students that greed and pride can destroy a society, as seen in Atlantis’s downfall. It promotes teamwork, contrasting Athens’s unity with Atlantis’s selfishness. The sinking highlights respecting nature, as natural disasters reflect consequences. Students can debate Atlantis’s reality, fostering critical thinking. The story encourages learning from past mistakes to build a better future.

**B. I Answer the following questions**

**1. Why did Atlantis sink, as per the myth?**

Atlantis sank because its people became greedy and corrupt, angering the gods. They sent earthquakes and floods as punishment, causing the island to disappear in a day and night.

**2. What was the purpose of Plato’s Atlantis story?**

Plato used the Atlantis story to teach a moral lesson about the dangers of greed and pride. It contrasted the virtuousAthens with the corrupt Atlantis to show the value of a just society.

**3. Describe three features of Atlantis’s city as per Plato’s account.**

Atlantis’s city had concentric rings of water and land, a central palace and temple to Poseidon, and canals with bridges connecting the rings for trade and defence.

**4. What role did Poseidon play in the Atlantis myth?**

Poseidon, the sea god, created Atlantis for his wife, Cleito. He designed its island structure, and their descendants became the kings who ruled the advanced civilization.

**5. How was Atlantis’s military strength described by Plato?**

    Atlantis had a powerful military with a navy of 1,200 ships and a large army. They controlled a vast empire before their downfall due to corruption.

**6. What natural disasters caused the destruction of Atlantis?**

Plato described Atlantis being destroyed by massive earthquakes and floods sent by the gods, causing the island to sink beneath the sea in one day and night.

**7. Why is Atlantis considered a myth rather than a historical place?**

Atlantis is considered a myth because there is no archaeological evidence of its existence. Plato’s story is the only primary source, and many believe it was a fictional tale to teach philosophical lessons.

**8. How did the people of Atlantis organize their society?**

Atlantis was ruled by kings descended from Poseidon. The society was advanced, with a structured city, a powerful navy, and a culture rich in wealth, temples, and trade.

**9. Why might Plato have used a fictional island like Atlantis to convey his ideas?**

Plato used a fictional island to symbolize a self-contained society, showing how its choices lead to success or failure. Atlantis’s wealth and technology highlight human potential, but its greed shows the risks of moral decline. The island’s isolation makes the story universal, applicable to any society. Its dramatic sinking emphasizes the consequences of hubris, aligning with Plato’s philosophy of justice and balance. This narrative engages readers to reflect on their own values.

**10. How does the Atlantis story reflect ancient Greek values?**

The Atlantis story reflects Greek values of moderation, justice, and piety. Athens, portrayed as disciplined, defeats the corrupt Atlantis, showing the value of a just society. Atlantis’s greed contrasts with Greek ideals of balance. Divine punishment by Zeus reflects the belief that gods enforce moral order. The story also emphasizes wisdom in governance, a key Greek philosophical ideal.

**11. Analyze the strengths and weaknesses of Atlantis as described by Plato.**

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**12. Hypothesize what might have happened if Atlantis had avoided corruption.**

Without corruption, Atlantis might have remained a prosperous civilization, using its navy and technology for peaceful trade. Its moral society could have avoided divine punishment, preserving the island. Atlantis might have influenced other cultures as a model society, like Plato’s ideal Athens. However, its isolation could limit its growth compared to connected civilizations.

**13. Evaluate the impact of the Atlantis myth on modern culture.**

The Atlantis myth inspires modern books, films like \*Atlantis: The Lost Empire\*, and games, fueling imagination about lost worlds. It drives archaeological searches, like those linking it to Santorini’s eruption. The story’s warning about greed influences environmental discussions. Its mystery encourages curiosity in history and myths, engaging students and researchers.