

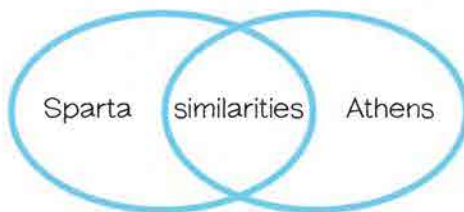
MAIN IDEAS

- 1 **Government** Sparta built a state in which every part of life was organized around the need to have a strong army.
- 2 **Government** Athenian citizens were expected to participate actively in government.
- 3 **Government** A Persian invasion endangered Greece, so some city-states united to fight their enemy.

TAKING NOTES

Reading Skill: Comparing and Contrasting

Use a Venn diagram to take notes comparing and contrasting life in Sparta and Athens. Think about where you would rather have lived. Underline the details in your notes that influenced your decision.



Skillbuilder Handbook, page R4



▲ **Athena** The goddess Athena was associated closely with the city of Athens. She was wise and was supposed to give good advice in war. Because she is a warrior goddess, she is often shown wearing a helmet.

Words to Know

Understanding the following words will help you read this lesson:

supervisor a person who is in charge of a department (page 379)

In Sparta, five supervisors ran the government.

propose to suggest; or put forward for consideration (page 379)

The group proposed a new law that it hoped would be approved by the Assembly.

industry an enterprise in which goods are manufactured from raw materials (page 381)

Some Greek slaves worked in the shield-making industry.

clever smart; showing quick thinking and resourcefulness (page 382)

A small army with a clever strategy can sometimes defeat a much larger force.

Sparta and Athens

TERMS & NAMES

Athens

Sparta

helot

barracks

Marathon

Build on What You Know You've read about **Athens**. Its main rival was **Sparta**, a large city-state in the Peloponnesus. Life there was quite different from life in Athens.

Sparta's Military State

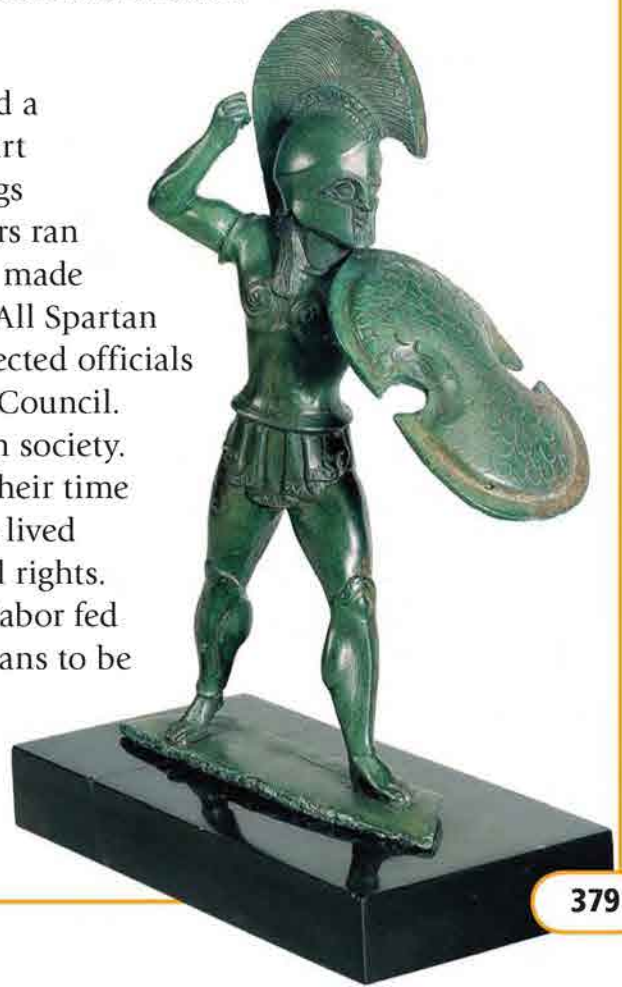
1 ESSENTIAL QUESTION What did Spartan society emphasize the most?

About 715 B.C., Sparta conquered a neighboring area to gain land. This conquest changed Sparta. The Spartans forced the defeated people to become slaves called **helots** (HEHL•uhtz). They worked mostly on farms and had to give the Spartans half their crops. The helots rebelled many times. Although they greatly outnumbered the Spartans and fought hard, the Spartans put down the revolts. Fear of these revolts led Sparta to become a state that focused everything on building a strong army.

Government and Society Sparta had a government that was part monarchy, part oligarchy, and part democracy. Two kings ruled Sparta, and five elected supervisors ran the government. The Council of Elders, made up of 30 older citizens, proposed laws. All Spartan citizens were part of the Assembly. It elected officials and voted on the laws proposed by the Council.

Three social groups made up Spartan society. Citizens lived in the city and spent all their time training to be soldiers. Free noncitizens lived in nearby villages. They had no political rights. The lowest group was the helots. Their labor fed Sparta, making it possible for free Spartans to be full-time soldiers.

Spartan Warrior As this statue shows, Spartans valued military strength. Probably only an officer of a high rank could wear the crested helmet shown here. ►



Education The goal of Spartan society was to have a strong army. At age seven, boys moved into military houses called **barracks**. Their education stressed discipline, duty, strength, and military skill. (See Primary Source below.) The boys learned to read just enough to get by.

All male citizens entered the army at the age of 20 and served until they were 60. Even after men got married, they had to eat with their fellow soldiers.

Women Spartan society expected its women to be tough, emotionally and physically. Mothers told their sons, "Bring back this shield yourself or be brought back on it." (Spartans carried dead warriors home on their shields.) Education for girls in Sparta focused on making them strong. They had athletic training and learned to defend themselves.

The emphasis on the army made family life less important in Sparta than in other Greek city-states. In Sparta husbands and wives spent much time apart. Women had more freedom. They were allowed to own property. A wife was expected to watch over her husband's property if he was at war.

REVIEW How did Spartan education support the military?

Visual Vocabulary



Barracks

Primary Source

Background: Plutarch (PLOO•TAHRK) was a Greek historian who lived between A.D. 46 and about 120. One of the people he wrote about was Lycurgus (ly•KUR•guhs), the leader of Sparta who created its strong military institutions. This passage describes how boys were trained in Sparta by being placed in companies, or military units.

from *Parallel Lives*

By Plutarch

(based on the translation by Aubrey Stewart and George Long)

As soon as the boys were seven years old Lycurgus took them from their parents and enrolled them in companies. Here they lived and ate in common and shared their play and work. One of the noblest and bravest men of the state was appointed superintendent of the boys, and they themselves in each company chose the wisest and bravest as captain. They looked to him for orders, obeyed his commands, and endured his punishments, so that even in childhood they learned to obey.

◀ Lycurgus discusses the meaning of education in this 17th-century painting.

DOCUMENT-BASED QUESTION

What did Spartan boys learn that made them good soldiers?



Athens' Democratic Way of Life

2 ESSENTIAL QUESTION What was the government of Athens like?

As you learned in Lesson 3, over time Athens developed a direct democracy. All of its citizens met to vote on laws. Only free men were citizens.

Government and Society Athens had two governing bodies. The Council of Four Hundred took care of day-to-day problems. The Assembly voted on policies proposed by the council.

Citizens had to serve in the army whenever they were needed. They also had to serve on juries. Juries usually had several hundred people to hear charges against a person. In Athens, all citizens were equal in the courts. There were no professional lawyers or judges. Citizens argued their case directly before the jury.

Solon's reforms had organized citizens into four classes based on income. Foreigners, women, children, and slaves were not citizens.

Slaves made up one-third of the population. They worked in homes, agriculture, industry, and mines. Some slaves worked alongside their masters. Some even earned wages and were able to buy their freedom.

Education Boys of wealthy families started school at age six or seven. Education prepared them to be good citizens. They studied logic and public speaking to help them debate as adults in the Assembly. They also studied reading, writing, poetry, arithmetic, and music. Athletic activities helped them develop strong bodies.

Women Athenians expected women to be good wives and mothers. These roles were respected because they helped to keep the family and society strong. In addition, some women fulfilled important religious roles as priestesses in temples. In spite of their importance to society, Athenian women had much less freedom than Spartan women.

Women could inherit property only if their fathers had no sons. Girls did not attend school. They learned household duties from their mothers. A few learned to read and write.



▲ **Knucklebones Players**
These two women are playing knucklebones, an ancient game similar to the child's game of jacks. It is called that because it was originally played with the knucklebones (anklebones) of a sheep.

REVIEW What were the duties of an Athenian citizen?

The Persian Wars

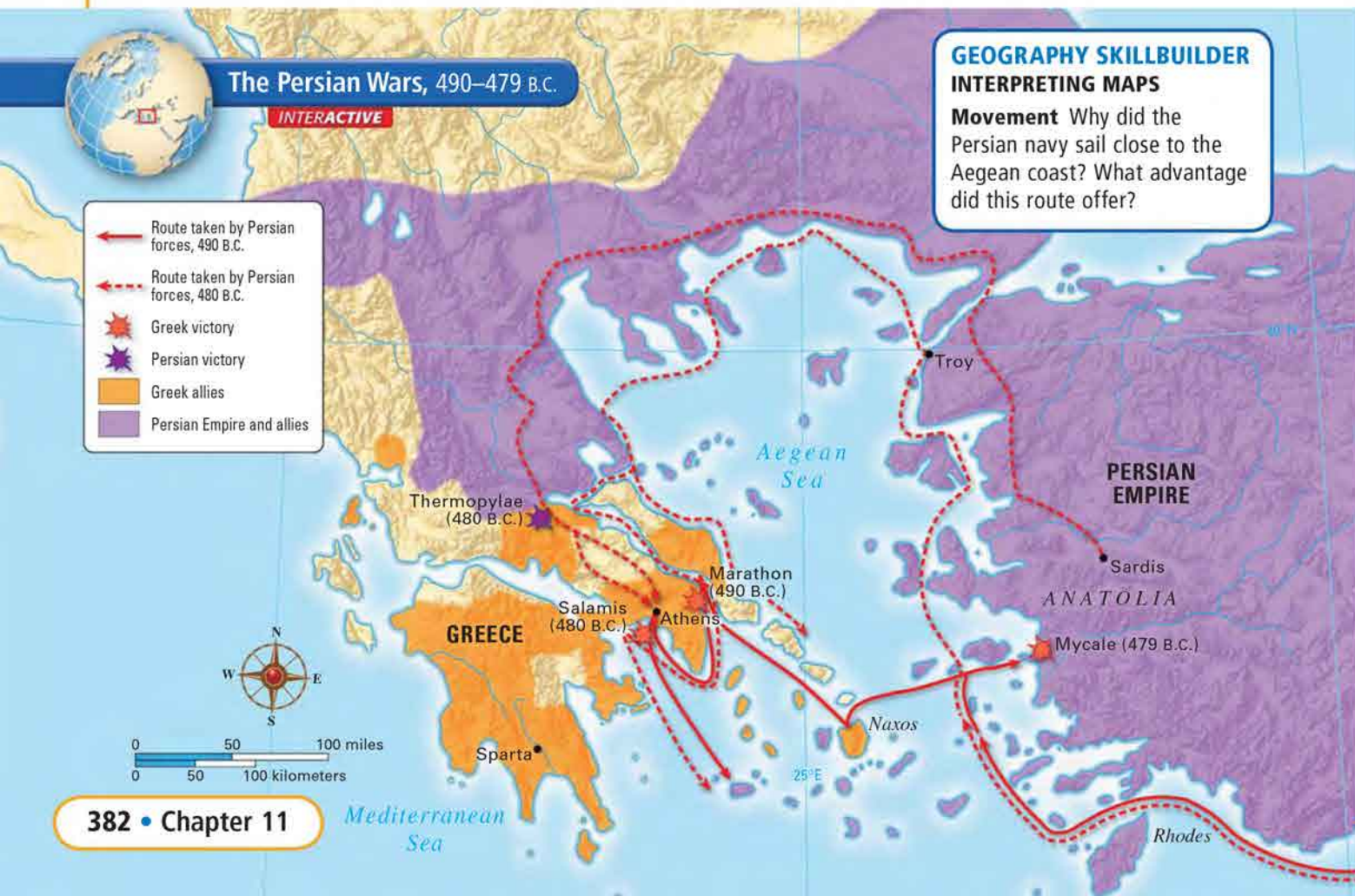
3 ESSENTIAL QUESTION What happened when Persia invaded Greece?

As you know, Persia conquered much of Southwest Asia. A king and a highly organized government ruled the resulting empire.

In the 500s B.C., Persia conquered Anatolia, a region with many Greek colonies. In 499 B.C., some Greeks in Anatolia revolted against Persian rule. Athens, which had a strong navy, sent ships and soldiers to help them. The revolt failed, but Persia decided to punish Athens for interfering. In 490 B.C., the Persians arrived near Athens on the plain of **Marathon**. The Athenians sent a runner to ask Sparta for help, but the Spartans came too late.

The Athenians were greatly outnumbered, so they had to use a clever plan. First they drew the Persians toward the center of the Greek line. Then the Greeks surrounded them and attacked. In close fighting, Greek spears were more effective than Persian arrows. The Persians lost 6,400 men. The Greeks lost only 192.

Legend says that a soldier ran from Marathon about 25 miles to Athens to tell of the victory. When he reached Athens, he collapsed and died. Modern marathons are based on his long run.



Greek Victory In 480 B.C., Persia again invaded Greece. In spite of past quarrels with each other, several Greek city-states united against Persia. An army of 300 Spartans guarded the narrow pass at Thermopylae (thuhr•MAHP•uh•lee) to stop a Persian army from reaching Athens. The Spartans held the pass for two days before the Persians killed them all. Their sacrifice gave the Athenians time to prepare for battle.

The Athenians left their city to fight a naval battle against the Persians. The battle took place in a narrow body of water where the large Persian fleet could barely move. Smaller, more mobile Greek ships sunk about 300 Persian ships, and the war ended. You will read more about Greece after the war in Chapter 12.

REVIEW How did the Persian Wars bring the Greek city-states together?

Lesson Summary

- Sparta organized its state around its strong army.
- Athens valued democratic government and culture.
- Some Greek city-states united to defeat the Persians.

Why It Matters Now . . .

Defeating the Persians allowed Greek democracy and culture to continue. This culture greatly influenced later world civilization.

4 Lesson Review

Terms & Names

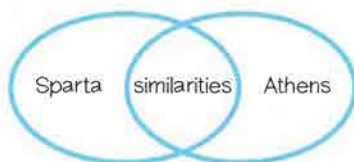
1. Explain the importance of

Athens	helot	Marathon
Sparta	barracks	

Using Your Notes

Comparing and Contrasting Use your completed Venn diagram to answer the following question:

2. What were some ways that Athens and Sparta were alike?



Activity

Internet Activity Use the Internet to learn more about the Persian Wars. Then create one panel for a mural about the wars. Illustrate one battle or another event.

INTERNET KEYWORDS: *Battle of Marathon, Battle of Salamis, Thermopylae*



Main Ideas

3. What form of government existed in ancient Sparta?
4. How were direct democracy and education related in Athens?
5. What roles did Athens and Sparta play in defeating the Persians?

Critical Thinking

6. **Understanding Causes** How did the conquest of the helots make it necessary for Sparta to be a military state, and how did the conquest make such a state possible?
7. **Contrasting** How was the role of women different in Athens and Sparta?

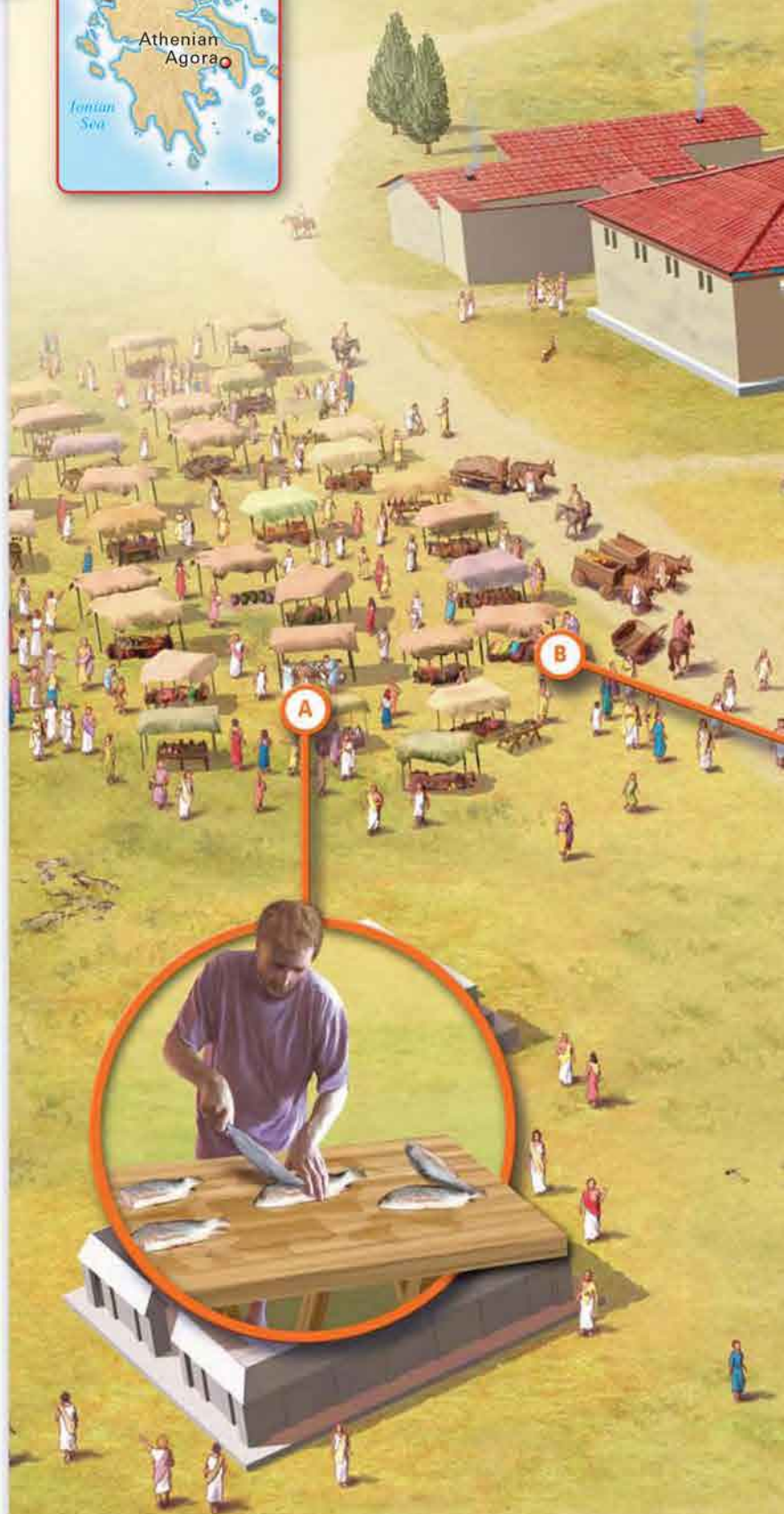


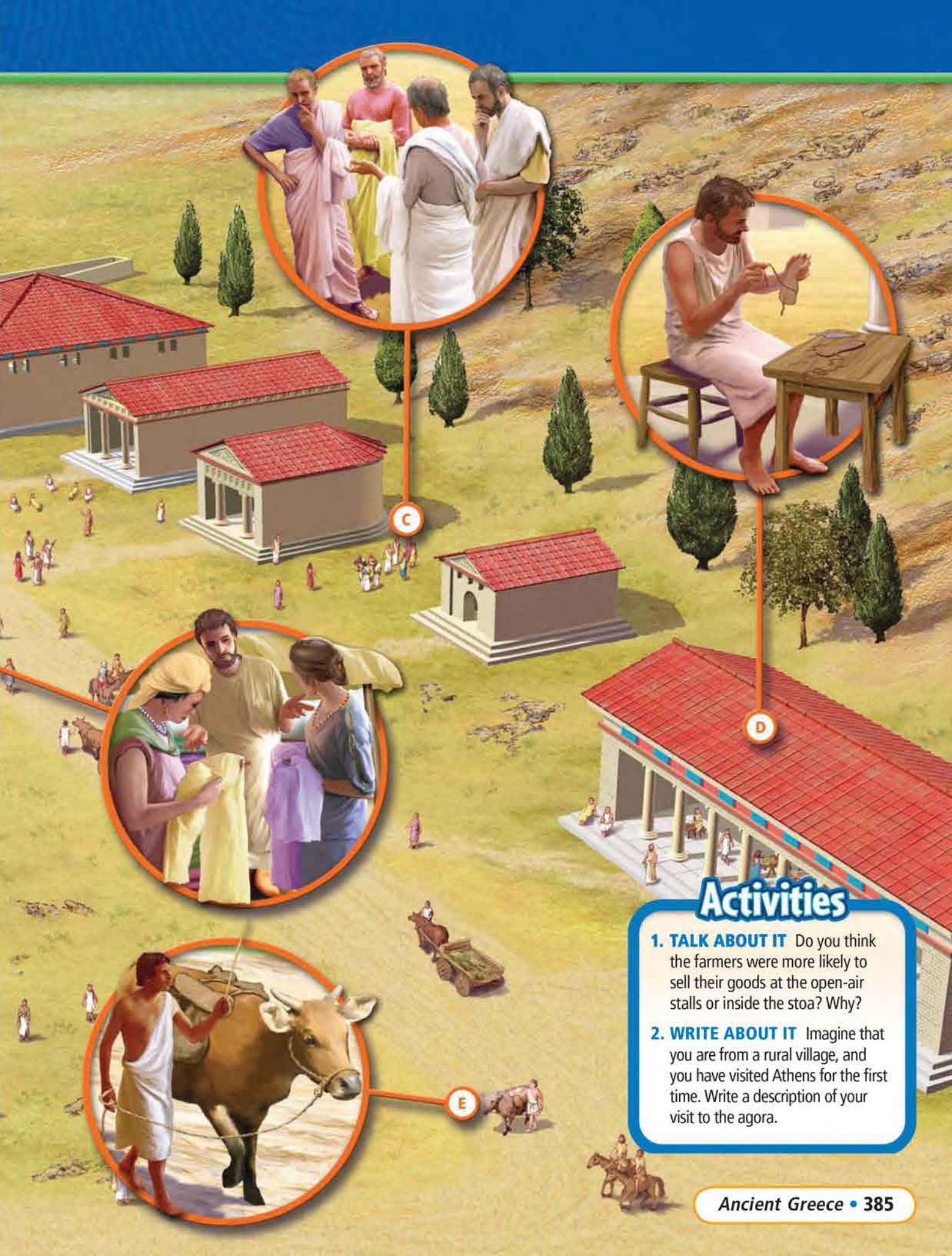
Life in the Agora

Purpose: To learn about daily life in Athens

Imagine a place that is a shopping mall, city hall, sports arena, and place of worship all in one. The agora of an ancient Greek city was just such a place. An agora was an open space with buildings around it and roads leading into it. People went there to buy and sell goods, to worship at the nearby temples, and to take part in government. This illustration shows the agora of ancient Athens in about 500 B.C.

- A Fish Seller** Merchants set up stalls in the open space to sell goods. Because the Greeks lived near the sea, they ate much fish. Fresh fish was sold locally; it would spoil if it was transported very far. (Dried fish could be stored and traded to distant regions.)
- B Cloth Seller** Sheep could graze on land that was too poor to farm, so most Greeks wore clothes made from wool. They also wore some linen, made from flax bought in Egypt.
- C Political Discussions** Direct democracy required citizens to be very involved in government, so political discussions were popular in Athens. Because the weather was so mild, men often held such discussions outdoors.
- D Shoemaker** Craftspeople, such as this shoemaker, often set up shop in the stoa. A stoa was a building made of a roof held up by long rows of columns. Stoa were also used for political meetings and as places for teachers to meet with their students.
- E Farmers** Farmers sold their own vegetables, fruit, milk, and eggs at the market. First they had to transport the food to the city. Using an animal to carry the heavy load was the easiest method. Some poor farmers carried goods on their backs.





C

D

E

Activities

- 1. TALK ABOUT IT** Do you think the farmers were more likely to sell their goods at the open-air stalls or inside the stoa? Why?
- 2. WRITE ABOUT IT** Imagine that you are from a rural village, and you have visited Athens for the first time. Write a description of your visit to the agora.

Chapter 11 Review

VISUAL SUMMARY

Ancient Greece

Geography

- Greece did not have much good farmland.
- Most places in Greece were close to the sea. The Greeks used the seas as highways.



Economics

- The Greeks built their economy on farming and sea trade.
- They learned to use coins from other trading people.



Culture

- Early Greek literature included Aesop's fables and the epic poems the *Iliad* and the *Odyssey*.
- The Greeks learned the alphabet from the Phoenicians and adapted it to their language.



Government

- Different city-states had different forms of government, including monarchy, rule by aristocrats, and oligarchy.
- Athens developed limited, direct democracy.



TERMS & NAMES

Sort the words in the list below into three categories: geography, government, culture. Be prepared to explain your decisions.

1. alphabet
2. aristocracy
3. democracy
4. fable
5. isthmus
6. myth
7. oligarchy
8. peninsula
9. polis
10. tyrant

MAIN IDEAS

The Geography of Greece (pages 354–359)

11. How did the geography of Greece affect the location of cities?
12. What skills did the Greeks need to master to become successful traders?

Beliefs and Customs (pages 360–369)

13. In what ways did Homer use mythology?
14. How were epic poems and fables the same? How were they different?

The City-State and Democracy (pages 370–377)

15. How did government in Athens evolve into early forms of democracy?
16. How was Athenian democracy different from democracy in the world today?

Sparta and Athens (pages 378–385)

17. What roles did slaves play in Sparta and Athens?
18. How were Athens and Sparta different?

CRITICAL THINKING

Big Ideas: Government

19. **ANALYZING POLITICAL ISSUES** Why would the rugged geography make it difficult to unify Greece? Explain the potential problems.
20. **EXPLAINING HISTORICAL PATTERNS** Considering their cultures, why do you think democracy developed in Athens and not in Sparta?
21. **UNDERSTANDING EFFECTS** How did Solon's reforms change Athenian society?

ALTERNATIVE ASSESSMENT

1. **WRITING ACTIVITY** Review your notes about Sparta and Athens. Write an essay persuading your readers which city-state was better to live in and why.
2. **INTERDISCIPLINARY ACTIVITY—LITERATURE** Read several of Aesop's fables. Choose one besides "The Hare and the Tortoise." Make a poster illustrating the fable and its lesson.
3. **STARTING WITH A STORY** Review the letter you wrote about helping Athens. Write a report to the Spartan assembly. Describe the results of the Battle of Marathon, and recommend how Sparta and Athens should deal with Persia in the future.



Technology Activity

4. DESIGNING A VIDEO GAME

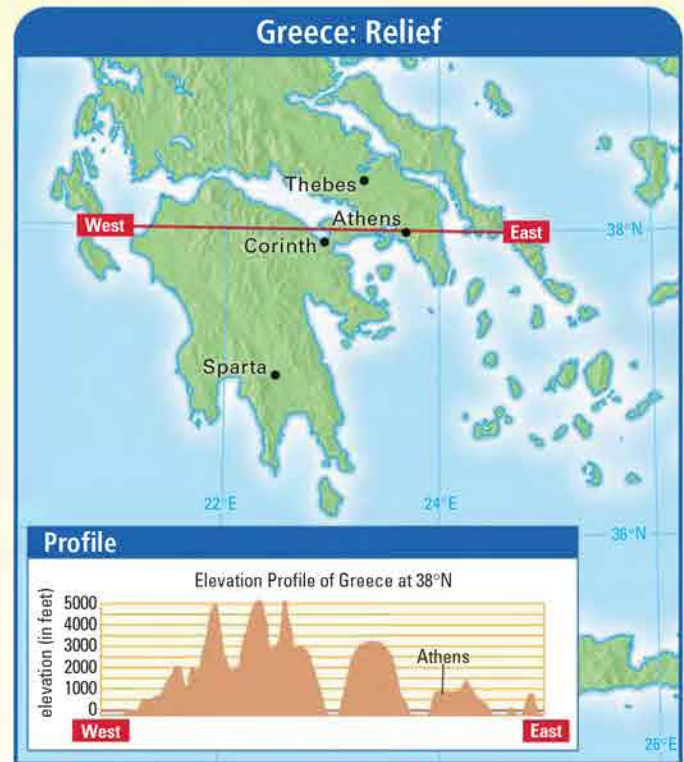
Use the Internet or library to research the *Odyssey*. Work with a partner to design a video game about Odysseus' adventures as he journeyed home.

- How did he escape from the Cyclops?
- What were Scylla and Charybdis?
- How did he escape from Calypso?



Research Links
ClassZone.com

Reading a Map Use the map and graph below to answer the questions.



1. At what elevation is Athens located?

- A. about 400 feet
- B. about 650 feet
- C. about 950 feet
- D. about 1,200 feet

2. Which of the following general statements is supported by the elevation profile?

- A. Greece is a country of many lakes.
- B. Greece is a country of many plains.
- C. Greece is a country of many harbors.
- D. Greece is a country of many mountains.



Test Practice
ClassZone.com

Additional Test Practice, pp. S1–S33