

# Unit

# 3

# The Greeks and Romans

## Why It's Important

Each civilization that you will study in this unit made important contributions to history.

- The Greeks developed the idea of citizenship and created the first democratic governments.
- The Romans introduced the idea of the rule of law.
- Christians introduced religious beliefs that many still follow today.

1500 B.C.

### Ancient Greece

Chapters 7 & 8

c. 1400 B.C.  
Mycenaeans replace Minoans as major power in Mediterranean

750 B.C.

750 B.C.  
Greek colonies established in Europe and Africa

550 B.C.

594 B.C.  
Solon takes power in Athens

350 B.C.

c. 330 B.C.  
Aristotle develops theories about government

### Ancient Rome

Chapters 9 & 10

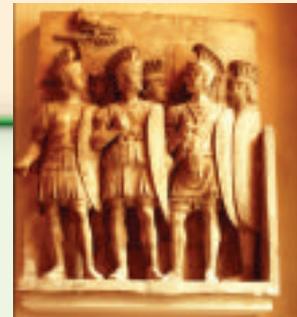


◀ Etruscan mural

650 B.C.  
Etruscans rule Rome

509 B.C.  
Rome becomes a republic

312 B.C.  
Romans build the Appian Way



◀ Roman soldiers

### The Rise of Christianity

Chapter 11

# Where in the World?



150 B.C.

A.D. 50

A.D. 250

A.D. 450

A.D. 650

c. 100 B.C.

City of Alexandria is the largest in the Mediterranean



◀ The Lighthouse of Alexandria c. 290 B.C.

146 B.C.

Rome destroys Carthage

44 B.C.

Julius Caesar is killed

A.D. 180

*Pax Romana* ends

A.D. 312

Constantine comes to power



Emperor Constantine ▶

A.D. 30

Jesus preaches in Galilee and Judaea

c. A.D. 100

Churches founded throughout Roman world



c. A.D. 600

Bishop of Rome takes title of pope

◀ Orthodox Church incense burner c. A.D. 1100

# Unit

# 3

# Places to Locate

EUROPE

Mediterranean Sea

AFRICA

**1** Greek Parthenon



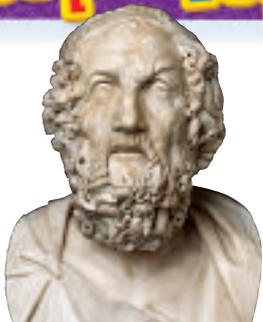
See Ancient Greece  
Chapters 7 & 8

**2** Alexandria Lighthouse



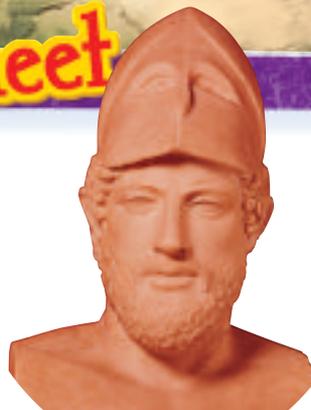
See Ancient Greece  
Chapter 8

# People to Meet



**Homer**

c. 750 B.C.  
Greek poet, wrote *Iliad*  
and *Odyssey*  
Chapter 8, page 381



**Pericles**

c. 495–429 B.C.  
Athenian general and  
leading statesman  
Chapter 7, page 361



**Alexander  
the Great**

c. 356–323 B.C.  
Macedonian  
general and king  
Chapter 8, page 401



**Augustus**

63 B.C.–A.D. 14  
Roman emperor  
Chapter 9, page 447



**3** Roman aqueduct

See Ancient Rome Chapters 9 & 10

**4** Roman Pantheon

See Ancient Rome Chapter 10

**5** Mount of the Beatitudes

See Rise of Christianity Chapter 11

**2**

**5**

**Jesus**

c. 6 B.C.—A.D. 33  
Crucifixion led to rise of Christianity  
Chapter 11, page 504

**Paul**

c. A.D. 10–65  
Christian thinker  
Chapter 11, page 507

**Constantine**

c. A.D. 280–337  
Roman emperor  
Chapter 10, page 478

**Theodora**

c. A.D. 500–548  
Byzantine empress  
Chapter 10, page 488

# Chapter

# 7

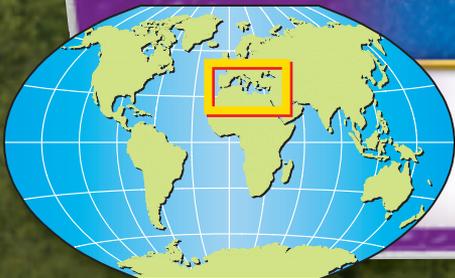
# The Ancient Greeks

The Parthenon rises above the city of Athens. The people of ancient Greece built this temple to celebrate their goddess Athena. ▶



NATIONAL GEOGRAPHIC

## Where & When?



700 B.C.

● c. 750 B.C.  
Greece's Dark Age comes to an end

600 B.C.

● c. 650 B.C.  
Tyrants overthrow nobles in city-states

500 B.C.

● 480 B.C.  
Xerxes invades Greece

400 B.C.

● 431 B.C.  
Peloponnesian War begins

# The Big Ideas

## Section 1

### The Early Greeks

**Physical geography plays a role in how civilizations develop and decline.**

Greece's mountains, climate, and surrounding seas played a large role in its history. The earliest civilizations in Greece were the Minoans and the Mycenaeans.

## Section 2

### Sparta and Athens

**Systems of order, such as law and government, contribute to stable societies.**

Athens and Sparta, the two major city-states in ancient Greece, developed different governments that emphasized opposite aspects of society. Sparta focused on its military, while Athens focused on trade, culture, and democracy.

## Section 3

### Persia Attacks the Greeks

**Conflict often brings about great changes.** The Persian Empire gained control of most of southwest Asia. However, when the Persians tried to conquer the Greeks, Athens and Sparta united to defeat them.

## Section 4

### The Age of Pericles

**Civilizations with strong economies prosper and grow.** Under the leadership of Pericles, Athens became a powerful city-state with a strong economy and blossoming culture.

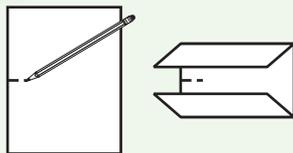


View the Chapter 7 video in the Glencoe Video Program.

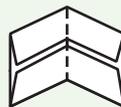
## FOLDABLES™ Study Organizer

**Summarizing Information** Make this foldable to help you organize and summarize information about the ancient Greeks.

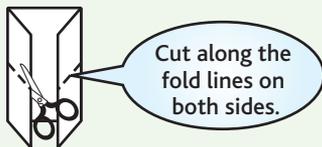
**Step 1** Mark the midpoint of a side edge of one sheet of paper. Then fold the outside edges in to touch the midpoint.



**Step 2** Fold the paper in half again from side to side.



**Step 3** Open the paper and cut along the inside fold lines to form four tabs.



**Step 4** Label as shown.



### Reading and Writing

As you read the chapter, write information under each appropriate tab. Be sure to summarize the information you find by writing only main ideas and supporting details.

# Get Ready to Read

## Comparing and Contrasting



### Reading Skill

### 1 Learn It!

Good readers compare and contrast information as they read. This means they look for similarities and differences. Comparing the ways in which people, places, or ideas are the same or different helps you understand how each is unique. Look for signal words in the text. Some comparison signal words are *same*, *at the same time*, *like*, and *still*. Contrast signal words include *some*, *others*, *different*, *however*, *rather*, *yet*, *but*, and *or*. Read the passage about Persian religion and then look at the questions that follow.

1) Persian religion is being compared to Jewish religion.

2) The similarities are highlighted in blue and the contrasts in orange.

3) *Like* signals a comparison, and *however* signals contrast.

Like the Jews, Zoroaster believed in one god. He viewed this supreme being as the creator of all things and a force of goodness. However, Zoroaster recognized evil in the world, too. He taught that humans had the freedom to choose between right and wrong, and that goodness would triumph in the end.

— from page 353

### Reading Tip

Look for the compare and contrast signal words when you take tests.

As you compare and contrast, ask these questions:

- 1) What things are being compared or contrasted?
- 2) Which characteristics can be compared or contrasted?
- 3) How are they similar, and how are they different?
- 4) Are there any signal words?

## 2 Practice It!

Read the passage and the directions below.

Athens and Sparta, the two major city-states in ancient Greece, developed different governments that emphasized opposite aspects of society. Sparta focused on its military, while Athens focused on trade, culture, and democracy.

— from page 333

Read Section 2 and use a chart like the one below to organize the similarities and differences between Sparta and Athens. In the first column, fill in the characteristics that you will compare and contrast. In the second and third columns, describe the characteristics of each city-state.

Characteristic	Sparta	Athens

### Read to Write

Reread the passage labeled *Roles of Men and Women* in Section 4 of this chapter. Then write a short paragraph comparing and contrasting what life was like for men and women in ancient Athens.

▼ Spartan warrior



## 3 Apply It!

As you read the chapter, choose three pairs of subjects to compare and contrast. List the similarities and differences using a graphic organizer, such as the one above.

# The Early Greeks

## Guide to Reading



### History Social Science Standards

**WH6.4** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

### Looking Back, Looking Ahead

In Chapters 1 and 2, you learned about Mesopotamia and Egypt. These civilizations grew up in great river valleys with rich soil. Greece had no great river valleys. Instead, it had mountains, rocky soil, and many miles of seacoasts.

### Focusing on the Main Ideas

- The geography of Greece influenced where people settled and what they did. (page 337)
- The Minoans earned their living by building ships and trading. (page 338)
- Mycenaeans built the first Greek kingdoms and spread their power across the Mediterranean region. (page 339)
- The idea of citizenship developed in Greek city-states. (page 341)
- Colonies and trade spread Greek culture and spurred industry. (page 343)

### Meeting People

**Agamemnon** (A•guh•MEHM•nahn)

### Locating Places

**Crete** (KREET)

**Mycenae** (my•SEE•nee)

**Peloponnesus**

(PEH•luh•puh•NEE•suhs)

### Content Vocabulary

**peninsula** (puh•NIHN•suh•luh)

**polis** (PAH•luhs)

**agora** (A•guh•ruh)

**colony** (KAH•luh•nee)

### Academic Vocabulary

**region** (REE•juhn)

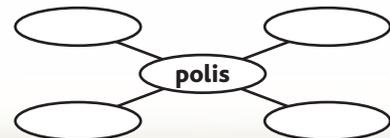
**culture** (KUHL•chuhr)

**overseas** (OH•vuhr•SEEZ)

**community** (kuh•MYOO•nuh•tee)

### Reading Strategy

**Finding Details** Draw a diagram like the one below. In each oval write one detail about a polis.



## Where & When?



2000 B.C.

c. 2000 B.C.

Minoans control eastern Mediterranean

1250 B.C.

c. 1200 B.C.

Mycenaean civilization declines

500 B.C.

c. 750 B.C.

Greece's Dark Age comes to an end



**WH6.4.1** Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

## The Geography of Greece

**Main Idea** The geography of Greece influenced where people settled and what they did.

**Reading Connection** Do you rake leaves in the fall? Do you walk uphill to school? Your answers explain how geography shapes your life. Read to learn how geography shaped life in early Greece.

If you fly over Greece today, you will see a mountainous land framed by sparkling blue water. To the west is the Ionian (eye • OH • nee • uhn) Sea, to the south is the Mediterranean Sea, and to the east is the Aegean (ih • JEE • uhn) Sea. Hundreds of islands lie offshore, stretching across to Asia like stepping-stones. Mainland Greece is a

**peninsula** (puh • NIHN • suh • luh)—a body of land with water on three sides.

Many ancient Greeks made a living from the sea. They became fishers, sailors, and traders. Others settled in farming communities. Greece's mountains and rocky soil were not ideal for growing crops. However, the climate was mild, and in some places people could grow wheat, barley, olives, and grapes. They also raised sheep and goats.

Ancient Greeks felt deep ties to the land, but the mountains and seas divided them from one another. As a result, early Greek communities grew up fiercely independent.

**Reading Check Cause and Effect** How did geography discourage Greek unity?



### Ancient Greece c. 750 B.C.



#### Using Geography Skills

- Location** What body of water lies directly east of the Balkan Peninsula?
- Movement** What transportation was probably most useful to the early Greeks?

Find NGS online map resources @ [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

Mountains and seas played an important role in Greek history.

CONTENTS



**WH6.4** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

**WH6.4.1** Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

## The Minoans

**Main Idea** The Minoans earned their living by building ships and trading.

**Reading Connection** Imagine what it would be like to uncover a building that is more than 5,000 years old. Read to learn how such a discovery unlocked clues to Greece’s ancient past.

The island of **Crete** (KREET) lies southeast of the Greek mainland. There, in 1900, an English archaeologist by the name of Arthur Evans made the find of a lifetime. Evans uncovered the ruins of a grand palace that had been the center of Minoan (muh•NOH•uhn) civilization. The Minoans were not Greeks, but their civilization was the first to arise in the **region** that later became Greece.

The palace at Knossos (NAH•suhs) revealed the riches of an ancient society. Its twisting passageways led to many different rooms: private quarters for the royal family

and storerooms packed with oil, wine, and grain. Other spaces were workshops for making jewelry, vases, and small ivory statues. The palace even had bathrooms.

The Minoans made their wealth from trade. They built ships from oak and cedar trees and sailed as far as Egypt and Syria. There they traded pottery and stone vases for ivory and metals. By 2000 B.C., Minoan ships controlled the eastern Mediterranean Sea. They carried goods to foreign ports and kept the sea secure from pirates.

About 1450 B.C., the Minoan civilization suddenly collapsed. Some historians think undersea earthquakes caused giant waves that washed away the Minoans’ cities. Others think the cities were destroyed by a group of Greeks from the mainland. These invaders were called the Mycenaeans (MY•suh•NEE•uhns).

**Reading Check Explain** How did the Minoans become a trading civilization?



◀ Minoan calendar

▲ This wall painting from Knossos shows Minoans participating in a dangerous sport called bull leaping. **Who discovered the palace at Knossos?**



**WH6.4** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

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## The First Greek Kingdoms

**Main Idea** Mycenaeans built the first Greek kingdoms and spread their power across the Mediterranean region.

**Reading Connection** What is the most important building in the area where you live? Is it a government building, a grocery store, or a hospital? Read to find out what building was most important in the Mycenaean civilization.

The Mycenaeans were originally from central Asia. They invaded the Greek mainland around 1900 B.C. and conquered the people living there. The Mycenaean leaders became the first Greek kings. Their warriors became nobles who ruled the people they had conquered. In the late 1800s, a German named Heinrich Schliemann (HYN•rihk SHLEE•MAHN) discovered one of their walled palaces in **Mycenae** (my•SEE•nee). He named the people of this civilization the Mycenaeans.

### What Were Mycenaean Kingdoms Like?

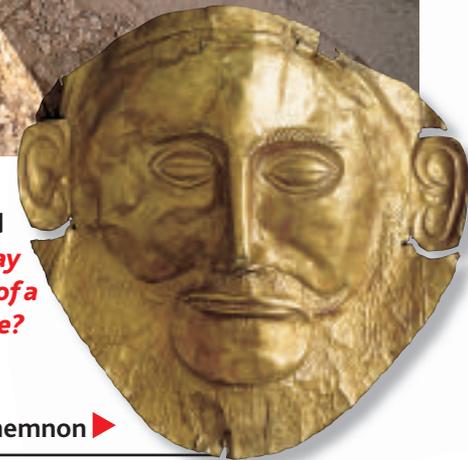
The centerpiece of each Mycenaean kingdom was a fortified palace on a hill. The ruler lived there, surrounded by giant stone walls. Beyond the palace walls lay large farms, or estates, that belonged to the nobles. Slaves and farmers lived on the estates and took shelter inside the fortress in times of danger.

Mycenaean palaces hummed with activity. Artisans tanned leather, sewed clothes, and made jars for wine and olive oil. Other workers made bronze swords and ox-hide shields. Government officials kept track of the wealth of every person in the kingdom. Then they collected wheat, livestock, and honey as taxes and stored them in the palace.

**Power From Trade and War** Soon after the Mycenaeans set up their kingdoms, Minoan traders began to visit from Crete.



▲ The ruins at Mycenae included this gate. **What lay outside the walls of a Mycenaean palace?**



Gold mask of Agamemnon ▶

As a result, Mycenaeans learned much about Minoan **culture**. They copied the ways Minoans worked with bronze and built ships. They learned how the Minoans used the sun and stars to find their way at sea. The Mycenaeans even started worshiping the Earth Mother, the Minoans' chief goddess.

Around 1400 B.C., the Mycenaeans replaced the Minoans as the major power on the Mediterranean. They traded widely, sailing to Egypt and southern Italy. Some

historians think they conquered Crete and nearby islands.

Although trade made the Mycenaeans wealthy, they were prouder of their deeds in battle. Their most famous victory is probably the Trojan War. In the next chapter, you will learn the legend of how the Mycenaean king **Agamemnon** (A•guh•MEHM•nahn) used trickery to win that war.

**What Was the Dark Age?** By 1200 B.C., the Mycenaeans were in trouble. Earthquakes and fighting among the kingdoms had destroyed their hilltop forts. By 1100 B.C., Mycenaean civilization had collapsed.

The years between 1100 B.C. and 750 B.C. were difficult for the Greeks. **Overseas** trade slowed, and poverty took hold. Farmers grew only enough food to meet their own family's needs. People also stopped teaching others how to write or do craftwork. Before long, the Greeks had forgotten their written language and how to make many things. As a result, historians call this time the Dark Age.

The changes that took place in the Dark Age were not all bad, however. One positive development was a huge population shift. Thousands of Greeks left the mainland and settled on islands in the Aegean Sea. Other Greeks moved to the western shores of Asia Minor, to what is now the country of Turkey. This wave of movement expanded the reach of Greek culture.

Meanwhile, a Greek-speaking people known as the Dorians (DOHR•ee•uhns), who lived in Greece's northern mountains, began to move south. Many settled in the southwest on the **Peloponnesus** (PEH•luh•puh•NEE•suh). The Dorians brought iron weapons with them, giving Greece more advanced technology. Iron weapons and farm tools were stronger and cheaper than those made of bronze.

Gradually, farmers began to produce surplus food again. As a result, trade revived. One benefit of the increased trade was a new way of writing. As you read in Chapter 3, the Greeks picked up the idea of an alphabet from the Phoenicians, one of their trading partners who lived on the coast of the eastern Mediterranean.

The Greek alphabet had 24 letters that stood for different sounds. It made reading and writing Greek much simpler than ever before. Soon people were writing down tales that had been passed down by storytellers for generations.

**Reading Check Identify** Why were the Mycenaeans able to become a major power in the Mediterranean region?

## The Greek Alphabet

Greek Letter	Written Name	English Sound
Α	alpha	a
Β	beta	b
Γ	gamma	g
Δ	delta	d
Ε	epsilon	e
Ζ	zeta	z
Η	eta	e
Θ	theta	th
Ι	iota	i
Κ	kappa	c, k
Λ	lambda	l
Μ	mu	m
Ν	nu	n
Ξ	xi	x
Ο	omicron	o
Π	pi	p
Ρ	rho	r
Σ	sigma	s
Τ	tau	t
Υ	upsilon	y, u
Φ	phi	ph
Χ	chi	ch
Ψ	psi	ps
Ω	omega	o

▲ The Greek alphabet was based on the Phoenician alphabet. **What happened to Greek writing during the Dark Age?**



**WH6.4.1** Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the Mediterranean region.

**WH 6.4.2** Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).

## The Polis

**Main Idea** The idea of citizenship developed in Greek city-states.

**Reading Connection** Did you know that the word “politics” comes from *polis*, the Greek term for a city-state? Read to find how the Greeks also created the idea of citizenship.

By the end of the Dark Age, many nobles who owned large estates had overthrown the Greek kings. They created city-states. Like the Mesopotamian city-states you read about in Chapter 1, those in Greece were made up of a town or city and the surrounding countryside. Each Greek city-state, known as a **polis** (PAH•luhs), was like a tiny independent country.

The main gathering place in the polis was usually a hill. A fortified area, called an acropolis (uh•KRAH•puh•luhs), stood at the top of the hill. It provided a safe refuge in case of attacks. Sometimes the acropolis also served as a religious center. Temples and altars were built there to honor the many Greek gods and goddesses.

Below the acropolis was an open area called an **agora** (A•guh•ruh). This space had two functions: it was both a market and a place where people could meet and debate issues. Just beyond the agora lay the farmland that belonged to the city-states.

City-states varied in size. Because of the mountains and seas, most city-states were small and very independent. A few were only a few square miles in size, but some covered hundreds of square miles. They also varied in population. Athens was by far the largest. By 500 B.C., nearly 300,000 people lived there. Most city-states were much smaller than Athens.

**What Was Greek Citizenship?** Each Greek city-state was run by its citizens. When we speak of citizens, we mean mem-

## Primary Source

### Athenian Soldier's Oath



In the Greek city of Athens, soldiers took this oath:

“I will not disgrace my sacred arms nor desert my comrade, wherever I am stationed. . . . I will obey the ruling magistrates who rule reasonably. And I will observe the established laws and whatever laws in the future may be reasonably established. If any person seek to overturn the laws. . . . I will oppose him. I will honor the religion of my fathers.”

▲ Greek soldier

—Athenian Epehebic Oath, Clarence A. Forbes, trans.

### DBQ Document-Based Question

Identify six things each soldier promises to do in taking the oath.

bers of a political **community** who treat each other as equals and who have rights and responsibilities. This was very different from ancient Mesopotamia or Egypt. There, most people were subjects. They had no rights, no say in government, and no choice but to obey their rulers.

The Greeks were the first people to develop the idea of citizenship. Today, the word applies to almost everyone in a society. However, in most Greek city-states, only free native-born men who owned land could be citizens. From their point of view, the city-state was made up of their lands, and it was their responsibility to run it.

Some city-states, such as Athens, eventually dropped the land-owning requirement.

Slaves and foreign-born residents, however, continued to be excluded. Women and children might qualify for citizenship, but they had none of the rights that went with it.

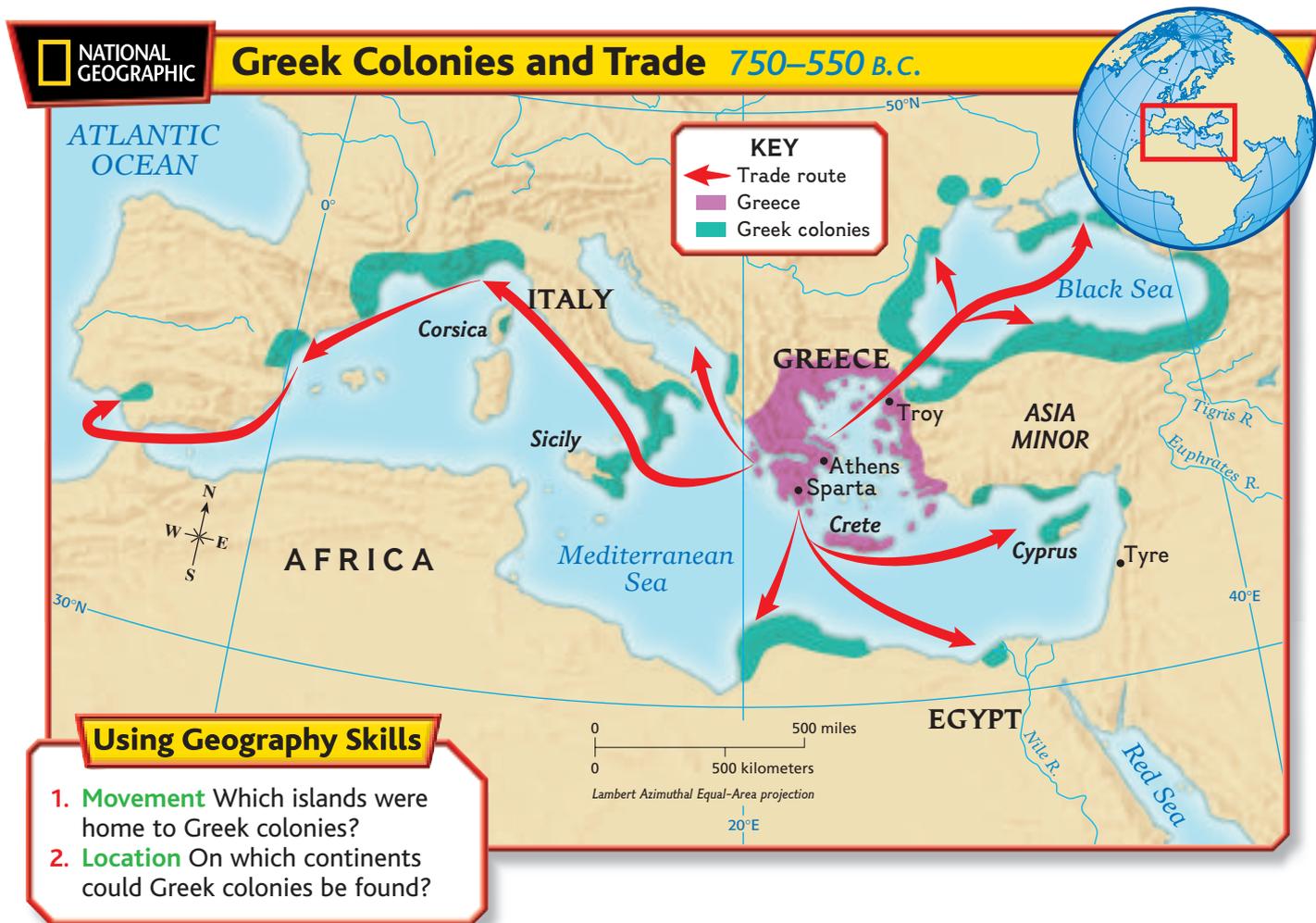
What exactly were the rights of Greek citizens? They could gather in the agora to choose their officials and pass laws. They had the right to vote, hold office, own property, and defend themselves in court. In return, citizens had a duty to serve in government and to fight for their polis as citizen soldiers.

**Citizens as Soldiers** In early Greece, wars were waged by nobles riding horses and chariots. As the idea of citizenship developed, however, the military system changed. By 700 B.C., the city-states had begun to depend on armies of ordinary citizens called hoplites (HAHP•LYTS).

Unable to afford horses, the hoplites fought on foot and went into battle heavily armed. Each soldier carried a round shield, a short sword, and a 9-foot (2.7-m) spear. Row upon row of soldiers marched forward together, shoulder to shoulder in a formation called a phalanx (FAY•langks). With their shields creating a protective wall, they gave their enemies few openings to defeat them.

Hoplites made good soldiers because, as citizens, they took pride in fighting for their city-state. However, “hometown” loyalties also divided the Greeks and caused them to distrust one another. A lack of unity always existed among the Greek city-states.

**Reading Check Explain** How did citizenship make the Greeks different from other ancient peoples?





**WH6.4.1** Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

## A Move to Colonize

**Main Idea** Colonies and trade spread Greek culture and spurred industry.

**Reading Connection** If you read labels, you know that your food and clothing come from all over the world. Read to find out where the early Greeks got their goods.

As Greece recovered from its Dark Age, its population rose quickly. By 700 B.C., city-states could no longer grow enough grain to feed everyone. As a result, cities began sending people outside Greece to start **colonies** (KAH•luh•nees). A colony is a settlement in a new territory that stays closely linked to its homeland.

Between 750 B.C. and 550 B.C., adventurous Greeks streamed to the coasts of Italy, France, Spain, North Africa, and western Asia. With each new colony, Greek culture spread farther.

Colonists traded regularly with their “parent” cities, shipping them grains, metals, fish, timber, and enslaved people. In return, the colonists received pottery, wine, and olive oil from the mainland. Overseas trade got an extra boost during the 600s B.C., when the Greeks began to mint coins. Merchants were soon exchanging goods for currency rather than for more goods.

By importing grain and other foods from their colonies, many city-states could support a much larger population. This made it very important to protect their colonies, otherwise people would starve. Trade also led to the growth of industry. As the demand for goods grew, producers had to keep pace. People in different areas began specializing in certain products. For example, pottery became popular in places with large amounts of clay.

**Reading Check Cause and Effect** How did the founding of new colonies affect industry?

## Section 1 Review

### History online

**Study Central** Need help understanding the importance of geography in ancient Greece? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the **Main Ideas**

- Geography influenced the way Greek communities developed.
- The Minoan civilization on the island of Crete built ships and became wealthy from trade.
- The Mycenaeans created the first Greek kingdoms.
- After the Dark Age, the Greeks set up colonies and trade increased.
- The idea of citizenship developed in Greek city-states.

### What Did You Learn?

1. What made the Minoans wealthy?
2. How was a Greek city-state different from a city?

#### Critical Thinking

3. **Compare** Create a Venn diagram to compare the Minoans and Mycenaeans. **CA 6RC2.2**



4. **The Big Ideas** How did early Greek civilizations use their natural surroundings to prosper and grow? **CA CS3.**

5. **Citizenship Skills** Name three rights granted to Greek citizens that American citizens have today. **CA 6RC2.3**
6. **Economics Connection** Why did the use of money help trade to grow? **CA HI6.**
7. **Reading Comparing and Contrasting** Write an essay that compares and contrasts the Mycenaeans and the Dorians. Look for clues in the text that will help you make these comparisons. **CA 6WA2.2**

# Sparta and Athens

## Guide to Reading



### History Social Science Standards

**WH.6.4** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

### Looking Back, Looking Ahead

Although Greek city-states developed the idea of citizenship, they had many different types of government. This section describes their different governments and compares the best-known city-states, Athens and Sparta.

### Focusing on the Main Ideas

- Tyrants were able to seize power from the nobles with the support of Greek farmers, merchants, and artisans. (page 345)
- The Spartans focused on military skills to control the people they conquered. (page 346)
- Unlike Spartans, Athenians were more interested in building a democracy than building a military force. (page 348)

### Locating Places

**Sparta** (SPAHR•tuh)

**Athens** (A•thuhnz)

### Meeting People

**Solon** (SOH•luhn)

**Peisistratus** (py•SIHS•truht•uhs)

**Cleisthenes** (KLYS•thuh•NEEZ)

### Content Vocabulary

**tyrant** (TY•ruhnt)

**oligarchy** (AH•luh•GAHR•kee)

**democracy** (dih•MAH•kruh•see)

**helot** (HEH•luht)

### Academic Vocabulary

**enforce** (ihn•FOHRS)

**participate** (pah•TIH•suh•PAYT)

### Reading Strategy

**Compare and Contrast** Use a Venn diagram to compare and contrast life in Sparta and Athens.



## Where & When?



700 B.C.

c. 650 B.C.

Tyrants overthrow nobles in city-states

600 B.C.

594 B.C.

Solon takes power in Athens

500 B.C.

508 B.C.

Cleisthenes reforms Athenian government



**WH6.4.2** Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).

The Art Archive/E.T. Archive

## Tyranny in the City-States

**Main Idea** Tyrants were able to seize power from the nobles with the support of Greek farmers, merchants, and artisans.

**Reading Connection** How do you feel when someone makes a decision that affects you without asking for your opinion? Read to find out how ancient Greeks who were shut out of governing made their voices heard.

As you read in the last section, kings ruled the first Greek communities. However, by the end of the Dark Age, the nobles who owned large farms had seized power from the kings.

Rule by the nobles would also be short-lived. The first challenge to their rule came from the owners of small farms. These farmers often needed money to live on until

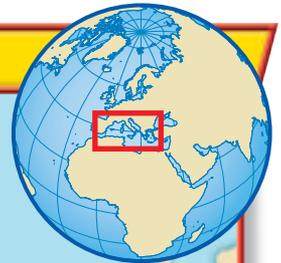
they could harvest and sell their crops. Many borrowed money from the nobles, promising to give up their fields if they could not repay the loans. Time and time again, farmers lost their land. Then they had to work for the nobles or become laborers in the city. In desperate cases, they sold themselves into slavery.

By 650 B.C., owners of small farms began to demand changes in the power structure. Merchants and artisans also wanted to share in governing. Both groups had become very wealthy from the trade between city-states. Because they did not own land, however, they were not citizens and had no say in running the polis.

The growing unhappiness led to the rise of tyrants. A **tyrant** (TY•ruhnt) is someone who takes power by force and rules with

NATIONAL GEOGRAPHIC

### Sparta and Athens c. 700 B.C.



#### Using Geography Skills

- Location** How many miles apart were Sparta and Athens?
- Place** Which city-state's geography might make it more open to attack in a military battle? Explain.



total authority. Today the word describes a harsh, oppressive ruler. Most early Greek tyrants, though, acted wisely and fairly.

During the 600s B.C., tyrants managed to overthrow the nobles because they had the backing of the common people. Key support came from the hoplites in the army, many of whom were also farmers.

Tyrants made themselves popular by building new marketplaces, temples, and walls. However, rule by one person was the opposite of what most Greeks wanted. They longed for rule by law with all citizens participating in the government.

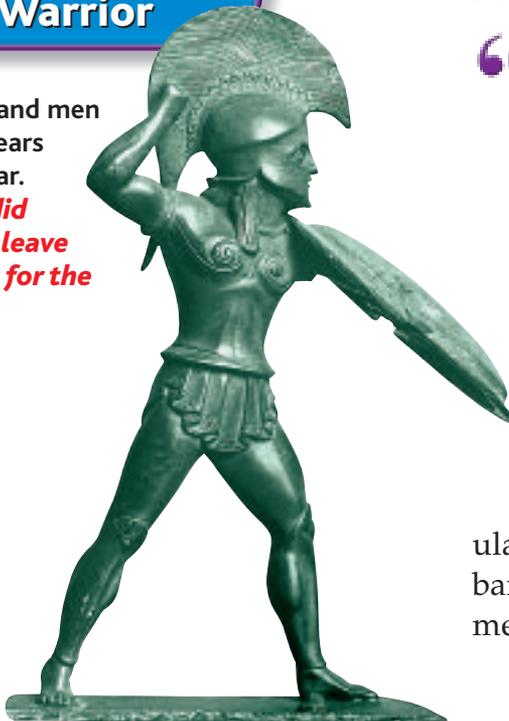
By 500 B.C., tyrants had fallen out of favor in Greece. Most city-states became either oligarchies or democracies. In an **oligarchy** (AH•luh•GAHR•kee), a few people hold power. In a **democracy** (dih•MAH•kruh•see), all citizens share in running the government. The oligarchy of **Sparta** (SPAHR•tuh) and the democracy of **Athens** (A•thuhnz) became two of the most powerful governments of early Greece.

**Reading Check Evaluate** Why were tyrants popular in the city-states?

## Spartan Warrior

Spartan boys and men spent many years training for war.

**At what age did Spartan boys leave their families for the military?**



## Sparta

**Main Idea** The Spartans focused on military skills to control the people they conquered.

**Reading Connection** What would it be like to leave home when you were only seven? Read to learn how Spartan boys faced this challenge.

As you read in the last section, Sparta was founded by the Dorians—Greeks who invaded the Peloponnesus in the Dark Age. Like other city-states, Sparta needed more land as it grew, but its people did not set up colonies. Instead, they conquered and enslaved their neighbors. The Spartans called their captive workers **helots** (HEH•luhts). This name comes from the Greek word for “capture.”

## Why Was the Military So Important?

Spartans feared that the helots might someday rebel. As a result, the government firmly controlled the people of Sparta and trained the boys and men for war.

At age seven, boys left their family to live in barracks. They were harshly treated to make them tough. The Greek historian Plutarch describes life for Spartan boys:

“After they were twelve years old, they were no longer allowed to wear any undergarment; they had one coat to serve them a year; . . . They lodged together in little bands upon beds made of the reeds [grasses] . . . which they were to break off with their hands without a knife.”

—Plutarch, “Spartan Discipline”

At age 20, Spartan men entered the regular army. The men remained in military barracks for 10 more years. They ate all their meals in dining halls with other soldiers.



Spartan girls were trained in sports. ▼



▲ Spartan boys began training for the military at age 7. **Why did the Spartan government want its young people to be physically fit?**

A typical meal was a vile-tasting dish called black broth—pork boiled in animal blood, salt, and vinegar.

Spartans returned home at age 30 but stayed in the army until age 60. They continued to train for combat. They expected to either win on the battlefield or die, but never to surrender. One Spartan mother ordered her son to “Come home carrying your shield or being carried on it.”

Girls in Sparta were trained in sports—running, wrestling, and throwing the javelin. They kept fit to become healthy mothers. Wives lived at home while their husbands lived in the barracks. As a result, Spartan women were freer than other Greek women. They could own property and go where they wanted.

### What Was Sparta's Government Like?

The Spartan government was an oligarchy. Two kings headed a council of elders. The council, which included 28 citizens over age 60, presented laws to an assembly.

All Spartan men over age 30 belonged to the assembly. They voted on the council's laws and chose five people to be ephors (EH•fuhrs) each year. The ephors **enforced** the laws and managed tax collection.

To keep anyone from questioning the Spartan system, the government discouraged foreign visitors. It also banned travel abroad for any reason but military ones. It even frowned upon citizens who studied literature or the arts.

The Spartans succeeded in keeping control over the helots for nearly 250 years. However, by focusing on military training, the Spartans fell behind other Greeks in trade. They also knew less about science and other subjects. However, their soldiers were especially strong and swift. The Spartans would play a key role in defending Greece.

 **Reading Check Cause and Effect** Why did the Spartans focus on military training?



**WH6.4.2** Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).

**WH6.4.6** Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

## Athens

**Main Idea** Unlike Spartans, Athenians were more interested in building a democracy than building a military force.

**Reading Connection** When visiting a new city, does everything feel strange to you? Spartans who visited Athens probably felt the same way. Read to find out why.

Athens lay northeast of Sparta, at least a two-day trip away. The two city-states were also miles apart in their values and systems of government.

**What Was Life in Athens Like?** Athenian citizens raised their children very differently from Spartans. In Athenian schools, one teacher taught boys to read, write, and do arithmetic. Another teacher taught them sports. A third teacher taught them to sing and to play a stringed instrument called the lyre. This kind of instruction created well-rounded Athenians with good minds and bodies. At age 18, boys finished school and became citizens.

Athenian girls stayed at home. Their mothers taught them spinning, weaving,

# Linking Past & Present

## The Olympics

▼ Modern Olympic athletes

**PAST** In ancient Greece, only men could participate in and view the Olympic games. Athletes competed by themselves, not as part of a team. Contests included running, jumping, wrestling, and boxing. Each winning athlete won a crown of olive leaves and brought glory to his city.



▲ A warrior's race in the ancient Olympics

**PRESENT** In today's Olympic games, both men and women compete. These athletes come from all over the world. They may compete in either individual or team sporting events. Olympic athletes strive to win gold, silver, or bronze medals. *What did ancient Greek Olympic winners receive? What do present-day Olympic winners receive?*

**History**  **Online**

**Web Activity** Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on *Chapter 7—Student Web Activity* to learn more about ancient Greece.

and other household duties. Only in some wealthy families did girls learn to read, write, and play the lyre. When they married, women stayed home to keep house and to teach their own daughters.

**A Budding Democracy** Early Athens, like other city-states, was ruled by landowning nobles during the 600s B.C. An assembly of all citizens existed, but it had few powers. Actually, the government was an oligarchy, as in Sparta.

Around 600 B.C., the Athenians began to rebel against the nobles. Most farmers owed the nobles money, and many sold themselves into slavery to pay their debts. Over and over, farmers demanded an end to all debts, along with land for the poor.

In 594 B.C. the nobles turned to the one man both sides trusted: a noble named **Solon** (SOH•luhn). Solon canceled all the farmers' debts and freed those who had become slaves. He also allowed all male citizens to **participate** in the assembly and law courts. A council of 400 wealthy citizens wrote the laws, but the assembly had to pass them.

Solon's reforms were popular among the common people. However, the farmers



◀ The city of Athens was named for the goddess Athena. **What group ruled Athens during the 600s B.C.?**

continued to press Solon to give away the wealthy nobles' land. This he refused to do.

After Solon, there were 30 years of turmoil. Finally, a tyrant named **Peisistratus** (py•SIHS•truht•uhs) seized power in 560 B.C. He won the support of the poor by dividing large estates among landless farmers. He also loaned money to poor people and gave them jobs building temples and other public works.



▲ Token used to select jurors for Athenian courts

The most important leader after Peisistratus died was **Cleisthenes** (KLYS•thuh•NEEZ). When he came to power in 508 B.C., he reorganized the assembly to play the central role in governing. As before, all male citizens could belong to the assembly and vote on laws. However, members had new powers. They could debate matters openly, hear court cases, and appoint army generals.

Most importantly, Cleisthenes created a new council of 500 citizens to help the assembly carry out daily business. The council proposed laws, dealt with foreign countries, and oversaw the treasury.

Athenians chose the members of the council each year in a lottery. They believed this system was fairer than an election, which might favor the rich.

Cleisthenes' reforms did not bring all Athenians into the political process.



◀ This stone carving shows Democracy crowning a figure that symbolizes Athens. **What leader is credited with making Athens a democracy?**

Noncitizens, which included all women, foreign-born men, and slaves, were still excluded. Nonetheless, Cleisthenes is credited with making the government of Athens a democracy.

**Reading Check Explain** How did Cleisthenes build a democracy in Athens?

### History Online

**Study Central** Need help comparing Athens and Sparta? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

## Section 2 Review

### Reading Summary

#### Review the Main Ideas

- The support of wealthy merchants and artisans helped tyrants seize power from nobles in the city-states.
- Sparta was a powerful city-state. It created a military state to control the people it conquered and to prevent uprisings.
- Athens was a powerful democratic city-state. Athenians were more involved in government, education, and the arts than the Spartans.

### What Did You Learn?

1. Who were the helots?
2. Why did tyrants fall out of favor with the Greeks?

#### Critical Thinking

3. **Persuasive Writing** Athenians chose officials by lottery. Write an essay arguing for or against this idea. **CA 6WA2.5**
4. **Classifying Information** Draw a diagram like the one below. In each oval write a fact about the Spartan oligarchy. **CA 6RC2.4**



5. **Explain** How did Greek nobles gain power? **CA 6RC2.0**
6. **Analyze** Why was Solon popular among some Athenian farmers and unpopular among others? **CA HR5.**
7. **The Big Ideas** To ensure stability, the Athenians set up their government to keep one person from gaining too much power. How did they do this? **CA 6RC2.4**
8. **Expository Writing** Imagine that you are a 28-year-old man living in Sparta in 700 B.C. Write a letter to your 6-year-old nephew telling him what to expect when he leaves home on his next birthday. **CA 6WS1.1**

# Section

# 3

# Persia Attacks the Greeks

## Guide to Reading

### Looking Back, Looking Ahead

Section 2 explained how Greeks built strong but separate city-states. At the same time far to the east, the Persians were building a powerful empire. It was only a matter of time before Persia would try to invade Greece.

### Focusing on the Main Ideas

- The Persian Empire united a wide area under a single government. (page 352)
- Both Sparta and Athens played roles in defeating the Persians. (page 354)

### Locating Places

- Persia** (PUHR•zhuh)
- Marathon** (MAR•uh•THAHN)
- Thermopylae** (thuhr•MAH•puh•lee)
- Salamis** (SA•luh•muhs)
- Plataea** (pluh•TEE•uh)

### Meeting People

- Cyrus the Great** (SY•ruhs)
- Darius** (duh•RY•uhs)
- Xerxes** (ZUHRK•SEEZ)
- Themistocles** (thuhr•MIHS•tuh•KLEEZ)

### Content Vocabulary

- satrapies** (SAY•truh•peez)
- satrap** (SAY•TRAP)
- Zoroastrianism** (ZOHR•uh•WAS•tree•uh•NIH•zuhm)

### Academic Vocabulary

- vision** (VIH•zhuhn)
- internal** (ihn•TUHR•nuhl)

### Reading Strategy

**Organizing Information** Create a chart like the one below to list the accomplishments of Cyrus, Darius, and Xerxes.

Ruler	Accomplishments



### History Social Science Standards

**WH.6.4** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

NATIONAL GEOGRAPHIC

## Who & When?

650 B.C.



660 B.C.  
Zoroaster born



550 B.C.

559 B.C.  
Cyrus becomes ruler of Persia



450 B.C.

480 B.C.  
Xerxes invades Greece



# The Persian Empire

**Main Idea** The Persian Empire united a wide area under a single government.

**Reading Connection** Have you ever seen soldiers marching through city streets on the news? Imagine the same thing happening in Asia in the 500s B.C. Read to learn what happened as Persian armies marched westward from Asia.

The people of **Persia** (PUHR•zhuh) lived in what is today southwestern Iran. Early Persians were warriors and nomads who herded cattle. For a time, they were dominated by others. Then one remarkable leader, **Cyrus the Great** (SY•ruhs), managed

to unite the Persians into a powerful kingdom. Under Cyrus, who ruled from 559 B.C. to 530 B.C., Persia began building an empire larger than any yet seen in the world.

**The Rise of the Persian Empire** In 539 B.C. Cyrus's armies swept into Mesopotamia and captured Babylon. Then they took over northern Mesopotamia, Asia Minor, Syria, Canaan, and the Phoenician cities. Cyrus treated all his new subjects well. As you read in Chapter 3, he allowed the captive Jews in Babylon to return home. Cyrus's merciful rule helped hold his growing empire together.



◀ Bronze model of Persian chariot

The leaders who followed Cyrus continued to add to Persian territory. They conquered Egypt, western India, and Thrace, a region northeast of Greece. From one end to the other, the Persian Empire was about the size of the continental United States today.

To connect their vast holdings, the Persians built miles of roads. The Royal Road stretched from Asia Minor to Susa, the Persian capital. Along the way, the Persians set up roadside stations to supply food, shelter, and fresh horses to the king's messengers.

**What Was Persian Government Like?** As the Persian Empire grew bigger, it became very difficult to manage. When **Darius** (duh•RY•uhs) came to the throne in 521 B.C., he reorganized the government to make it work better.

Darius divided the empire into 20 provinces called **satrapies** (SAY•truh•peeZ). Each was ruled by an official with the title of **satrap** (SAY•TRAP), meaning “protector of the kingdom.” The satrap acted as tax collector, judge, chief of police, and head recruiter for the Persian army. However, all the satraps answered to the Persian king.

The king's power depended upon his troops. By the time of Darius, Persia had a large army of professional soldiers. Unlike the Greek city-states, where the citizens took up arms in times of war, in Persia the government paid people to be full-time soldiers. Among them were 10,000 specially trained soldiers who guarded the king. They were called the Immortals because when a member died, he was immediately replaced.

**The Persian Religion** The Persian religion was called **Zoroastrianism** (ZOHR•uh•WAS•tree•uh•NIH•zuhm). Its founder, Zoroaster,

was born in 660 B.C. He began preaching after seeing **visions** as a young man.

Like the Jews, Zoroaster believed in one god. He viewed this supreme being as the creator of all things and a force of goodness. However, Zoroaster recognized evil in the world, too. He taught that humans had the freedom to choose between right and wrong, and that goodness would triumph in the end. The Persians practiced Zoroastrianism for centuries, and it still has a small number of followers today.

**Reading Check Explain** What did Darius do to make his government work better?

## King Darius

Darius helped to organize the Persian government.  
*What methods did he use?*





# The Persian Wars

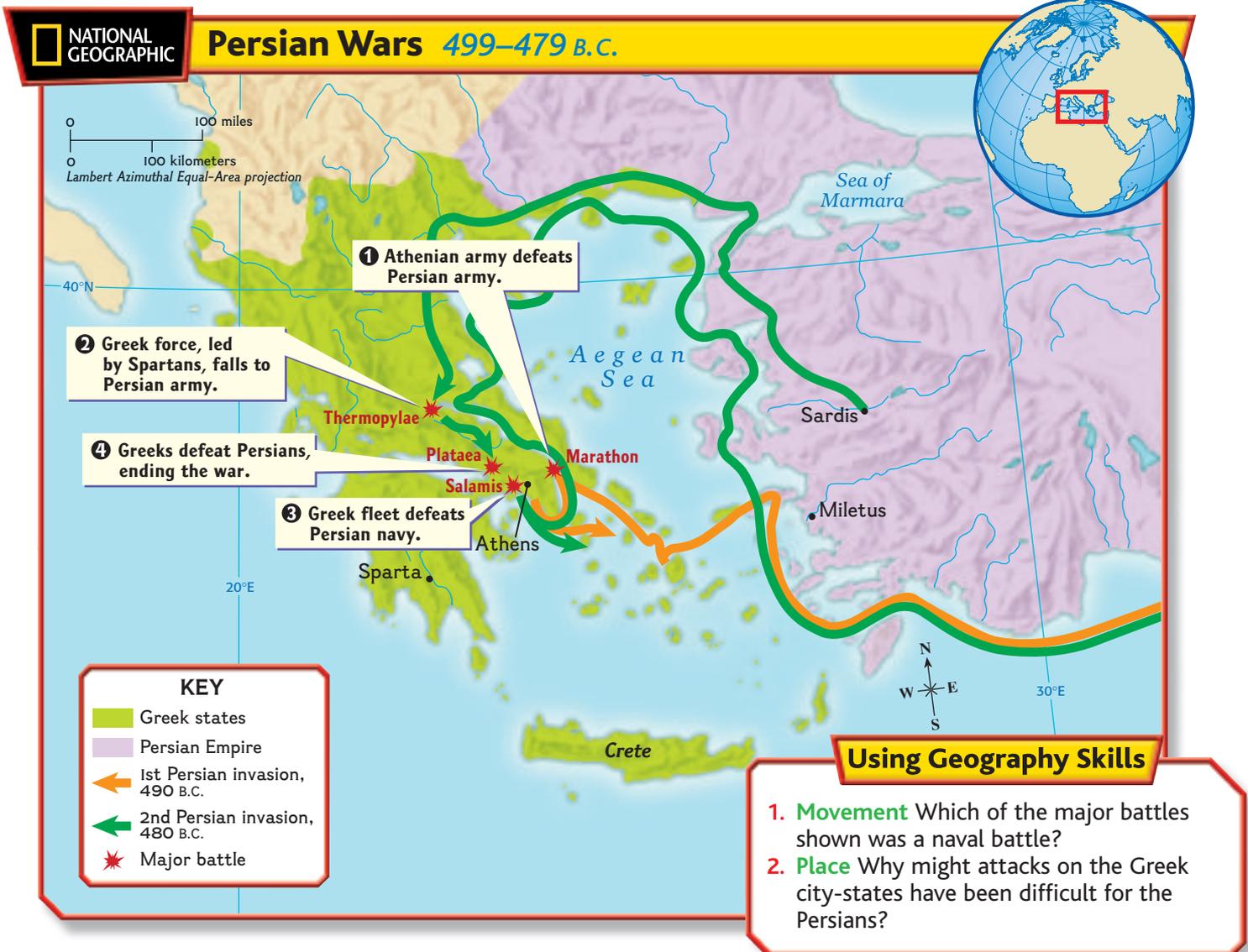
**Main Idea** Both Sparta and Athens played roles in defeating the Persians.

**Reading Connection** Have you and a rival ever set aside your differences to work for a common cause? This happened in ancient Greece when Sparta and Athens came together to fight the Persians. Read about the outcome.

As the Greeks set up colonies in the Mediterranean area, they often clashed with the Persians. By the mid-500s B.C., Persia already controlled the Greek cities in Asia Minor. In 499 B.C. the Athenian army helped the Greeks in Asia Minor rebel

against their Persian rulers. The rebellion failed, but King Darius decided the mainland Greeks had to be stopped from interfering in the Persian Empire.

**The Battle of Marathon** In 490 B.C. a Persian fleet landed 20,000 soldiers on the plain of **Marathon** (MAR•uh•THAHN), only a short distance from Athens. For several days, the Persians waited there for the Athenians to advance. The Athenians, however, did not take the bait. They had only 10,000 soldiers compared to the Persians' 20,000. They knew that attacking was too dangerous. Instead they held back in the hills overlooking the plain.



Tired of waiting, the Persian commander decided to sail south and attack Athens directly. He ordered his troops back onto the ships, and it was then that he made a big mistake. The first to board, he decided, would be the horsemen in the cavalry, the strongest part of the Persian army.

As soon as the cavalry was out of fighting range, the Greeks charged down from the hills and onto the plain of Marathon. They caught the Persian foot soldiers standing in the water, waiting their turn to board the ships. Unable to defend themselves, the Persians were easily defeated.

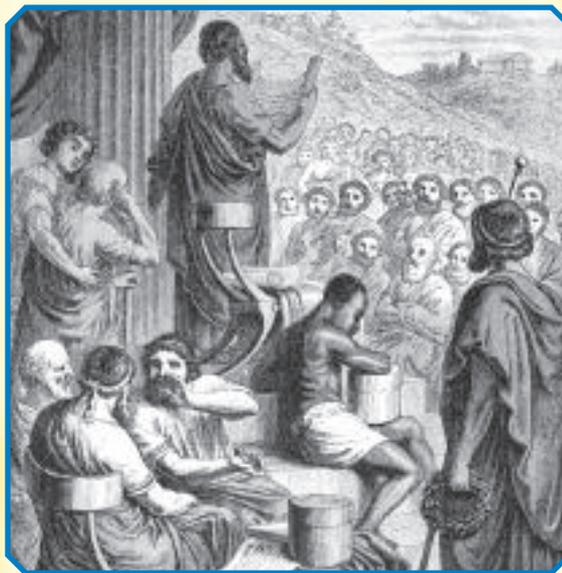
According to legend, the Athenians sent a messenger named Pheidippides (fy•DIHP•uh•DEEZ) home with the news. The runner raced nearly 25 miles (40.2 km) from Marathon to Athens. He collapsed from exhaustion and, with his last breath, announced, "Victory." Then he died. Modern marathon races are named for this famous run and are just over 26 miles long.

**Another Persian Strike** After Darius died in 486 B.C., his son **Xerxes** (ZUHRK•SEEZ) became the Persian king. Xerxes vowed revenge against the Athenians. In 480 B.C. he launched a new invasion of Greece, this time with about 180,000 troops and thousands of warships and supply vessels.

To defend themselves, the Greeks joined forces. Sparta sent the most soldiers, and their king, Leonidas (lee•AH•nuh•duhs), served as commander. Athens provided the navy. An Athenian general, **Themistocles** (thuh•MIHS•tuh•KLEEZ), created a plan to fight the Persians.

The Greeks knew that as the huge Persian army marched south, it depended on shipments of food brought in by boat. Themistocles argued that the Greeks' best strategy would be to attack the Persians' ships and cut off food supplies to the army.

## Primary Source Herodotus's History



▲ Herodotus reading to a crowd

The Greek historian Herodotus (hih•RAH•duh•tuhs) wrote *History of the Persian Wars*. This is thought to be the first real history in Western civilization. Herodotus described the conflict between the Greeks and Persians as one between freedom and dictatorship. Here he tells of Xerxes' address to Persian nobles: "And truly I have pondered upon this, until at last I have found out a way whereby we may at once win glory, and likewise get possession of a land which is as large and as rich as our own . . . while at the same time we obtain satisfaction and revenge . . . My intent is to . . . march an army through Europe against Greece, that thereby I may obtain vengeance from the Athenians for the wrongs committed by them against the Persians and against my father."

—Herodotus,  
*The Persian Wars*, Book VII

### DBQ Document-Based Question

What reasons besides revenge does Xerxes have for invading Greece?

To ready their fleet for battle, the Greeks needed to stall the Persian army before it reached Athens. The Greeks decided the best place to block the Persians was at **Thermopylae** (thuhr•MAH•puh•lee). Thermopylae was a narrow pass through the mountains that was easy to defend. About 7,000 Greek soldiers held off the Persians there for two days. The Spartans in the Greek army were especially brave. As one story has it, the Greeks heard that Persian arrows would darken the sky. A Spartan warrior responded, "That is good news. We will fight in the shade!"

Unfortunately for the Greeks, a traitor exposed a mountain path to the Persians that led them around the Greeks. As the Persians mounted a rear attack, King Leonidas sent most of his troops to safety. He and several hundred others, however,

stayed behind and fought to the death. The Greeks lost the battle at Thermopylae, but their valiant stand gave Athens enough time to assemble 200 ships.

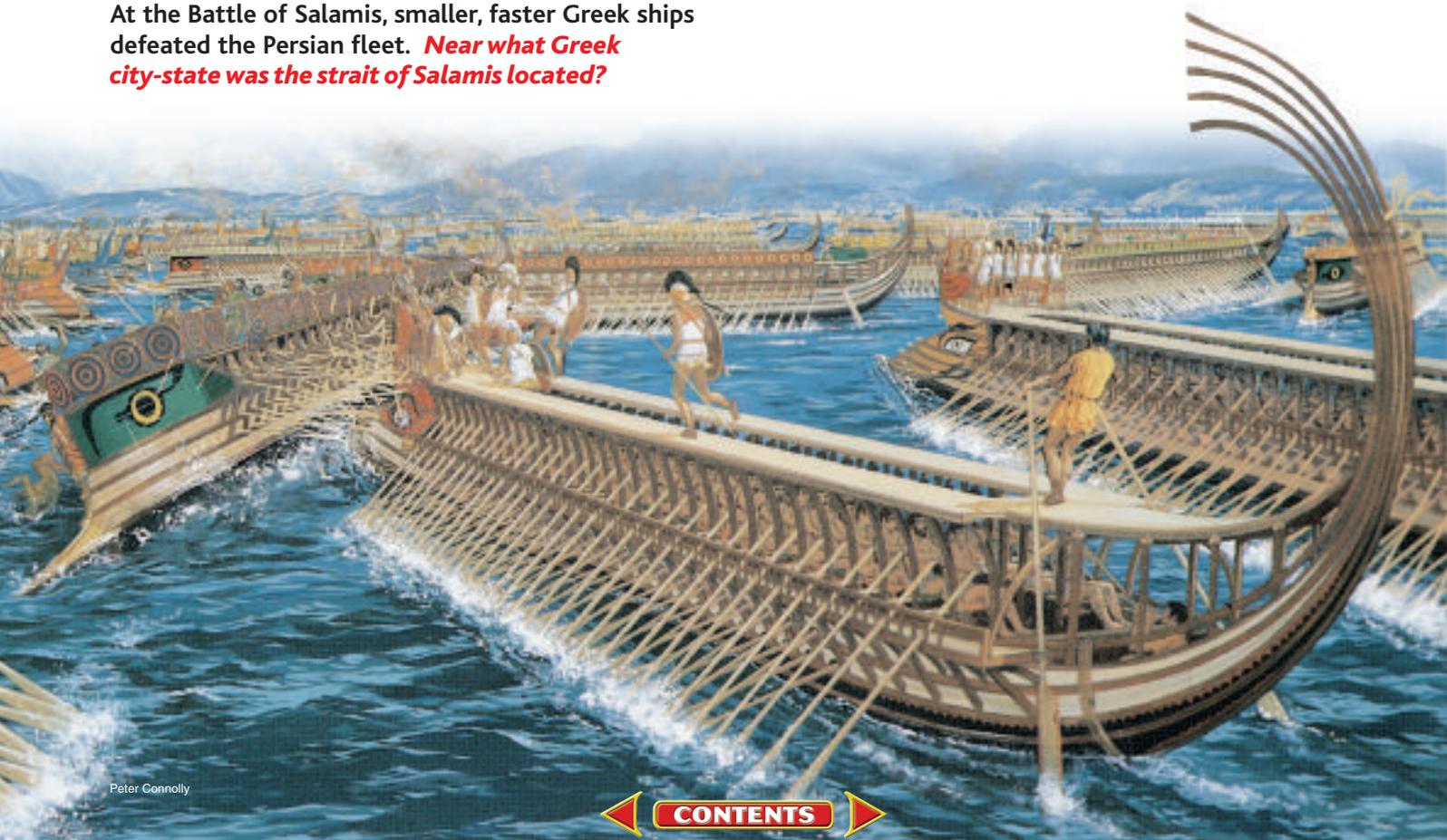
The Greek fleet attacked the Persian fleet in the strait of **Salamis** (SA•luh•muhs), not far from Athens. A strait is a narrow strip of water between two pieces of land. The Greeks expected to have the upper hand in the battle because their ships could maneuver well in tight spaces. Greek ships were smaller, faster, and easier to steer than the big Persian ships, which became easy targets.

The Greek plan worked. After a ferocious battle, the Greeks destroyed almost the entire Persian fleet. Still, the Persian army marched on. When their troops reached Athens, the Greeks had already fled.

The Persians burned the city. This only stiffened the resolve of the Greek city-states.

## Battle of Salamis

At the Battle of Salamis, smaller, faster Greek ships defeated the Persian fleet. ***Near what Greek city-state was the strait of Salamis located?***



In early 479 B.C., they came together to form the largest Greek army ever assembled. With solid body armor, longer spears, and better training, the Greek army crushed the Persian army at **Plataea** (pluh•TEE•uh), northwest of Athens.

The battle was a turning point for the Greeks, convincing the Persians to retreat to Asia Minor. By working together, the Greek city-states had saved their homeland from invasion.

### What Caused the Persian Empire to Fall?

When the Greeks defeated the Persian army, they helped to weaken it. The empire was already affected by **internal** problems. As these problems worsened, the empire would gradually lose its strength.

Persia remained intact for almost 150 more years. However, after Darius and Xerxes, other Persian rulers raised taxes to gain more wealth. They spent the gold and silver that flowed into the treasuries on luxuries for the royal court.

The high taxes angered their subjects and caused many rebellions. At the same time, the Persian royal family fought over who was to be king. Many of the later Persian kings were killed by other family members who wanted the throne.

Persian kings had many wives and children. The sons had little, if any, power so they were constantly plotting to take over the throne. As a result of such plots, six of the nine rulers after Darius were murdered.

All of these problems made Persia vulnerable to attack. By the time a young Greek conqueror named Alexander invaded the empire in 334 B.C., the Persians were no match for his troops.

By 330 B.C., the last Persian king was dead and Alexander ruled over all his lands. You will learn more about Alexander the Great and his many achievements in Chapter 8.

**Reading Check Cause and Effect** What led to the Persian Wars?

## Section 3 Review

**History online**  
**Study Central** Need help understanding Persia or the Persian wars? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the Main Ideas

- The Persian Empire united its many lands under a single government.
- The Persian Empire attacked Greece several times. Despite their rivalry, Athens and Sparta joined forces to defeat the Persians.

### What Did You Learn?

1. Why was Cyrus considered a fair ruler?
2. What was the Royal Road?
4. **The Big Ideas** Imagine you are an adviser to Xerxes and are alarmed about his plan for revenge on Greece. Compose a letter to him listing possible outcomes of the war.

### Critical Thinking

3. **Summarize** Draw a table like the one below. Then summarize what happened at each battle in the Persian Wars. **CA 6RC2.4**

Battle	Action
Marathon	
Thermopylae	
Salamis	
Plataea	

**CA 6WS1.1; 6WA2.5**

5. **Analysis Determining Context** Reread the Primary Source quote on page 355. Does it matter that the quote comes from a Greek? Write an essay discussing different ways the quote can be interpreted.

**CA HR5.**

# Section

# 4

# The Age of Pericles

## Guide to Reading



### History Social Science Standards

**WH.6.4** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

### Looking Back, Looking Ahead

In Section 3, you learned how the Greeks defeated the Persians at Plataea. One lesson the Greeks drew from the war was that they needed each other for security. Athens and several other city-states soon banded together in a league for the common defense.

### Focusing on the **Main Ideas**

- Under Pericles, Athens became very powerful and more democratic. (page 359)
- Athenian men and women had very different roles. (page 362)
- Sparta and Athens went to war for control of Greece. (page 364)

### Locating Places

**Delos** (DEE • LAHS)

### Meeting People

**Pericles** (PEHR • uh • KLEEZ)

**Aspasia** (as • PAY • zhuh)

### Content Vocabulary

**direct democracy**

(dih • MAH • kruh • see)

**representative democracy**

(REH • prih • ZEHN • tuh • tihv)

**philosopher** (fuh • LAH • suh • fuhr)

### Academic Vocabulary

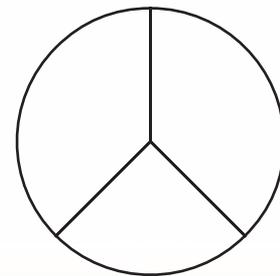
**behalf** (bih • HAF)

**economy** (ih • KAH • nuh • mee)

**framework** (FRAYM • WUHRK)

### Reading Strategy

**Organizing Information** Create a circle graph to show how many citizens, foreigners, and enslaved people lived in Athens in the 400s B.C.



NATIONAL GEOGRAPHIC

## Where & When?



500 B.C.

478 B.C.

Delian League forms

450 B.C.

461 B.C.

Pericles leads Athens

400 B.C.

431 B.C.

Peloponnesian War begins



## The Athenian Empire

**Main Idea** Under Pericles, Athens became very powerful and more democratic.

**Reading Connection** Do you vote in school elections? Why do you choose one classmate over another? Read to learn why Athenians kept electing Pericles.

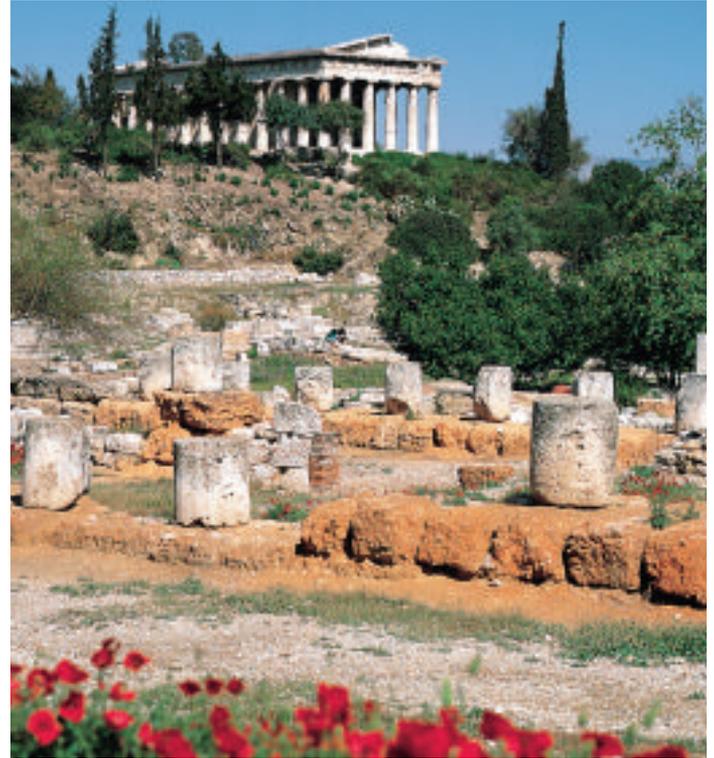
As you read in Section 3, the Battle of Plataea in 479 B.C. put an end to the Persians' invasion of Greece. Although the Persians retreated, they still remained a threat. In 478 B.C. Athens joined with other city-states—but not Sparta—to form the Delian League.

The Delian League promised to defend its members against the Persians. It also worked to drive Persia out of Greek territories in Asia Minor. Eventually, the league freed almost all of the Greek cities under Persia's control.

At its start, the Delian League had headquarters on the island of **Delos** (DEE • LAHS). However, its chief officials—the treasurers in charge of its money and the commanders in charge of its fleet—were from Athens, as were most of the troops. Little by little, Athens gained control over the other city-states in the alliance. Soon the league was no longer a partnership to fight Persia but an Athenian empire.

In 454 B.C. the Athenians moved the Delian League's treasury from Delos to Athens. The Athenians also began sending troops to other Greek city-states to help the common people rebel against the nobles in power.

**Democracy in Athens** Athenians had a strong faith in their democratic system. We call their system **direct democracy** (dih • MAH • kruh • see). In a direct democracy, people gather at mass meetings to decide on government matters. Every citizen can vote firsthand on laws and policies.



▲ These ruins are of the agora—an ancient marketplace in Athens where the assembly met. **What type of democracy did Athens have?**

Can you imagine such a system in the United States? A mass meeting of our millions of citizens would be impossible! Instead, in the United States we have a **representative democracy** (REH • prih • ZEHN • tuh • tiv). Under this type of democracy, citizens choose a smaller group to make laws and governmental decisions on their **behalf**. This is a much more practical system when the population is large.

What made direct democracy workable in ancient Athens was the relatively small number of citizens. In the mid-400s B.C., about 43,000 male citizens over 18 years old made up the assembly. Usually fewer than 6,000 attended the meetings, which were held every 10 days. The assembly passed all laws, elected officials, and made decisions on war and foreign affairs. Ten officials known as generals carried out the assembly's laws and policies.



## Comparing Governments

### Athenian Democracy

### American Democracy

Type of Democracy	Direct	Representative
Right to Vote	Only adult males born in Athens	All citizens, male and female age 18 or over
Laws	Proposed by the council and approved by a majority in the assembly	Approved by both houses of Congress and signed by the president
Citizen Involvement	Citizens with voting rights can vote for or against any law	Citizens with voting rights can vote for or against the officials who make the laws

### Understanding Charts

The small number of citizens made a direct democracy possible in Athens.

1. In Athens, how was a law approved?
2. **Compare** Which government granted the right to vote to more of its population?

**The Achievements of Pericles** Athenians reelected their favorite generals again and again. After the Persian Wars, the leading figure in Athenian politics was a general named **Pericles** (PEHR•uh•KLEEZ). This great statesman guided Athens for more than 30 years, from 461 B.C., when he was first elected, until 429 B.C., shortly before his death.

Pericles helped Athens dominate the Delian League. He treated the other city-states like subjects, demanding strict loyalty and steady payments from them. He even insisted that they use Athenian coins and measures.

At the same time, Pericles made Athens more democratic at home. He believed that people’s talents were more important than their social standing. For this reason, Pericles included more Athenians than ever before in government. He allowed lower-class male citizens to run for public office, and he also paid officeholders. As a result, even poor citizens could, for the first time, be part of the inner circle running the government.

Culture also blossomed under the rule of Pericles. The Age of Pericles was a period of tremendous creativity and learning that peaked in the mid-400s B.C. The Persians had destroyed much of the city during the Persian Wars. So Pericles started a major rebuilding program. He had new temples and statues built across the city.

Pericles supported artists, architects, writers, and **philosophers** (fuh•LAH•suh•fuhrs). Philosophers are thinkers who ponder questions about life. In Chapter 8, you will read more about the Greeks’ achievements and understand why Pericles called Athens “the school of Greece.”

**Reading Check Identify** What is the difference between a direct democracy and a representative democracy?



**WH6.4.2** Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).

## PERICLES

c. 495–429 B.C.

Pericles was born just outside Athens, to a wealthy and powerful family. He received his education from philosophers. As a young man, he was known for his skill with words. Later, when he became a political leader, he strongly supported democracy.

Although he was from a wealthy family himself, he believed that citizenship should not be limited to the wealthy and powerful. He made changes to take power from the few and give it to the many. However, in describing Pericles' rule over Athens, Greek historian Thucydides wrote "In name democracy, but in fact the rule of one man."

The "Age of Pericles" was Athens's Golden Age, and the city blossomed under his leadership. Pericles wanted Athens to be a model for the world. He made it a centerpiece of art, philosophy, and democracy.

Pericles' goal was to make Athens a city that Greeks could be proud of. He hired hundreds of workers to construct public buildings in Athens. The most well known is the Parthenon. Based on the value of money today, it cost about \$3 billion to build. Workers hauled 20,000 tons of marble from a nearby mountain and spent almost 15 years completing it.

Pericles ▶



**"Athens...is the school of Greece."**

**—Pericles, as recorded by Thucydides**



▲ The Parthenon sits at the top of the Acropolis.

Pericles was a private person. He avoided being in public as much as possible. He spent most of his time alone, with family, or with close friends. He married and had three sons. In 429 B.C. Pericles died from the plague.

### Then and Now

Consider what Thucydides wrote about Pericles' rule in Athens. Do research to find out how the U.S. Constitution ensures that our government is not dominated by one leader.



## Daily Life in Athens

**Main Idea** Athenian men and women had very different roles.

**Reading Connection** School may be difficult at times, but how would you feel if you could not go to school? Read on to learn about the limits placed on some Athenians.

In the 400s B.C., more people lived in Athens than in any other Greek city-state. Athens had about 285,000 residents in all. Some 150,000 were citizens, although only 43,000 of these were men with political

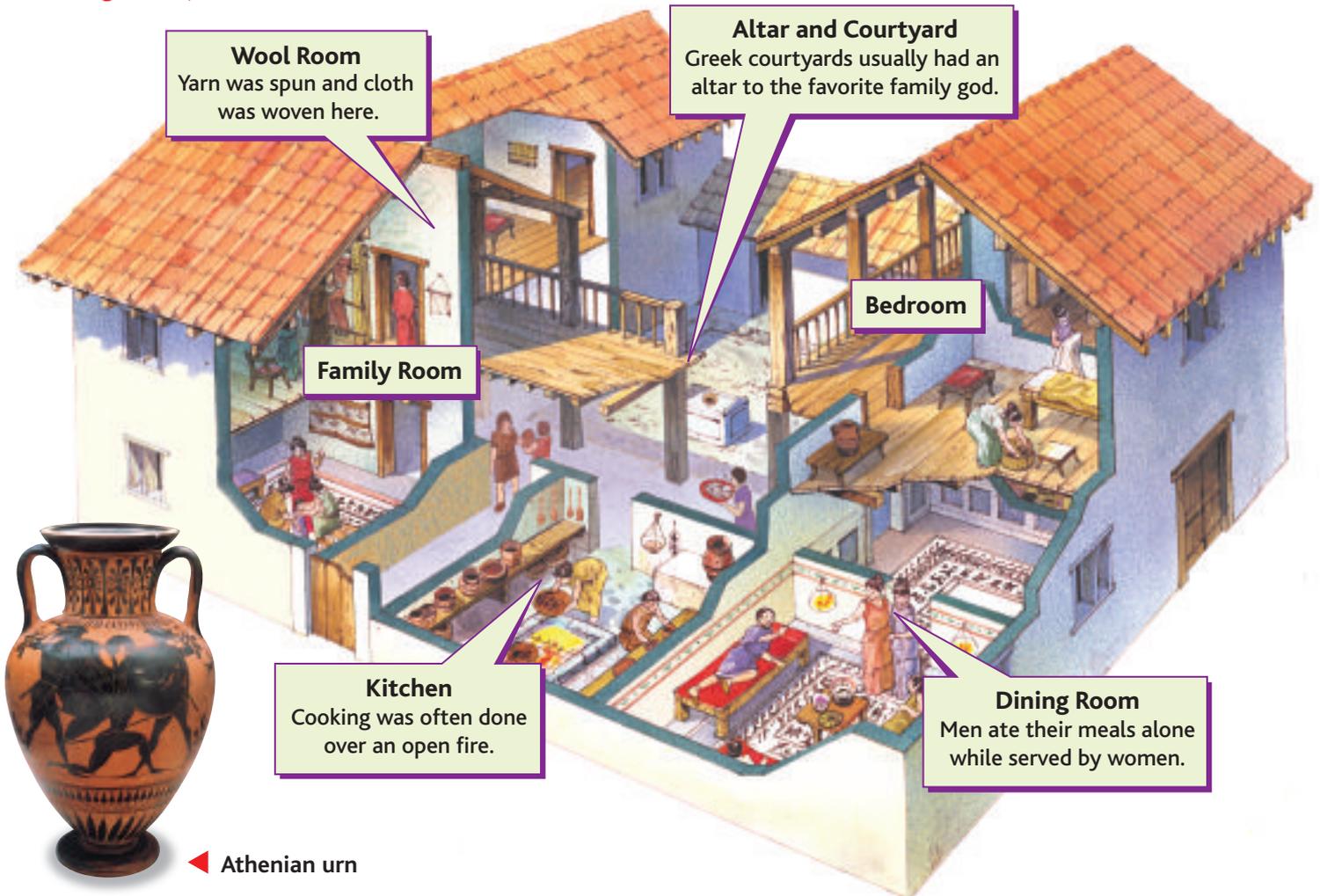
rights. Foreigners in Athens numbered about 35,000. The population also included about 100,000 enslaved people.

**Roles of Men and Women** Athenian men usually worked in the morning and then exercised or attended meetings of the assembly. In the evenings, upper-class men enjoyed all-male gatherings where they drank, dined, and discussed politics and philosophy.

For Athenian women, life revolved around home and family. Girls married early—at 14 or 15—and were expected to

## Athenian Homes

Many wealthy Athenians had large homes made of mud bricks and tiled roofs. They had many small windows to let light and air in the house. **Where are religious influences seen in the house?**



have children and take care of household duties. Poor women might also work with their husbands in the fields or sell goods in the agora. Respectable upper-class women, however, stayed at home. They supervised the household servants and worked wool into cloth—spinning, dyeing, and weaving it. They rarely went out, except to funerals or festivals. Even then, they could leave the house only if a male relative went with them.

Although Athenian women could not attend school, many learned to read and to play music. Still, even educated women were not considered the equals of men. They had no political rights and could not own property. Fathers took charge of unmarried daughters. Husbands looked after their wives. Sons or other male relatives looked after the welfare of widows.

A few women did move more freely in public life. **Aspasia** (as•PAY•zhuh) is perhaps the most famous example. Aspasia was not a native Athenian. This gave her special status. She was well-educated and taught public speaking to many Athenians. Her writings have not survived, but Plato, the famous Greek philosopher, said her work helped shape his ideas. Pericles often consulted Aspasia, as did many other Athenian leaders. In this way, she became influential in politics even though she was not allowed to vote or hold office.

**Slavery in Athens** Most people in the ancient world considered slavery to be a normal way of life, even the enslaved people. Athens was no exception. Slavery was common even in the city of democracy.

Most Athenian homes had at least one enslaved person, and wealthy Athenian households often had many. Many of the enslaved were people Athenians had captured in battle with non-Greeks. Sometimes

Greeks were also enslaved after being taken prisoner during a war by other Greeks.

Enslaved men usually worked on projects requiring heavy labor. Enslaved women and children became cooks and maids in Greek homes. Educated slaves sometimes became tutors to the children in the home. Others worked in the fields and in artisans' shops.

Enslaved people were treated differently from place to place. Those working in the mines often died at a young age. Skilled slaves often worked with citizens creating their crafts. A few held positions of privilege, such as overseers on farms. In some instances, they were able to earn money and even buy their freedom, but this did not happen very often. The Greek city-states depended on enslaved labor. Without it, Athens could not have supported its bustling **economy**.

## What Drove the Athenian Economy?

Many Athenians depended on farming for a living. Herders raised sheep and goats for wool, milk, and cheese. Some farmers grew grains, vegetables, and fruit for local use. Others grew grapes and olives to make wine and olive oil to sell abroad.

Athens did not have enough farmland to grow crops for all its people. As a result, the city had to import grain from other places. This had much to do with Athens's geographic location. Athens was located near the coast of Greece in the middle of Greek civilization.

The city built a large fleet of ships to trade with colonies and other city-states in the Mediterranean. During the 400s B.C., Athens became an important crossroads for people, ideas, and goods traveling through the region. Merchants and artisans grew wealthy by making and selling pottery, jewelry, leather goods, and other items.

 **Reading Check Describe** How did Athenian men and women spend their time?



**WH6.4.2** Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).

**WH6.4.6** Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

# The Way It Was

## Focus on Everyday Life

**Women's Duties** In ancient Athens, a woman's place was in the home. Her two main responsibilities were caring for the household and raising children. The Greek writer Xenophon (ZEH•nuh•fuhn) recorded a man's explanation of women's duties.

"Thus your duty will be to remain indoors and send out those servants whose work is outside, and superintend those who are to work indoors . . . And when wool is brought to you, you must see that cloaks are made for those that want them. You must see too that the dry corn is in good condition for making food."

—Xenophon, *Memorabilia and Oeconomicus*

The second floor of each home was the women's quarters. An Athenian woman lived there with her children. She was expected to keep her children well and happy. She encouraged them to learn sports and play with toys, and taught them how to interact with friends and family members. Some boys went to school, while the girls stayed at home.



▲ Greek woman and servant

### Connecting to the Past

1. Why do you think women and children lived on the second floor of the home?
2. Over what areas of life did an Athenian woman have authority?

# The Peloponnesian War

**Main Idea** Sparta and Athens went to war for control of Greece.

**Reading Connection** Have you ever tried to get people to work together and been frustrated when they will not cooperate? Read to find out how the Greek city-states' refusal to cooperate nearly led to their destruction.

As the Athenian empire became rich and powerful, other city-states, especially Sparta, grew suspicious of Athenian aims. Sparta and Athens had built two very different kinds of societies, and neither state understood or trusted the other. After the Persian Wars, both city-states desired to be the major power in the Greek world. They clashed over this goal several times between 460 B.C. and 445 B.C. In this year, Athens and Sparta signed a peace treaty.

**Conflict Between Athens and Sparta** In the years following the Persian Wars, Sparta suffered from a major earthquake and the revolt of the helots. Both of these events weakened Sparta for some time. Meanwhile, Athens continued gaining more control over its empire, sometimes using its military to force other city-states to pay tribute. Between 460 B.C. and 450 B.C., Athens was able to gain a land empire near Thebes and Corinth. However, these city-states were able to throw off Athenian control by 446 B.C. Both Corinth and Thebes remained distrustful of Athens and became allies with Sparta.

Although Athens had lost some of its land in mainland Greece, it grew by gaining influence over other city-states and by settling colonies. Sometimes Athenian colonists fought with other Greeks who lived nearby because the Athenians were too aggressive. This angered Sparta, but the Spartans were not yet ready to declare war.

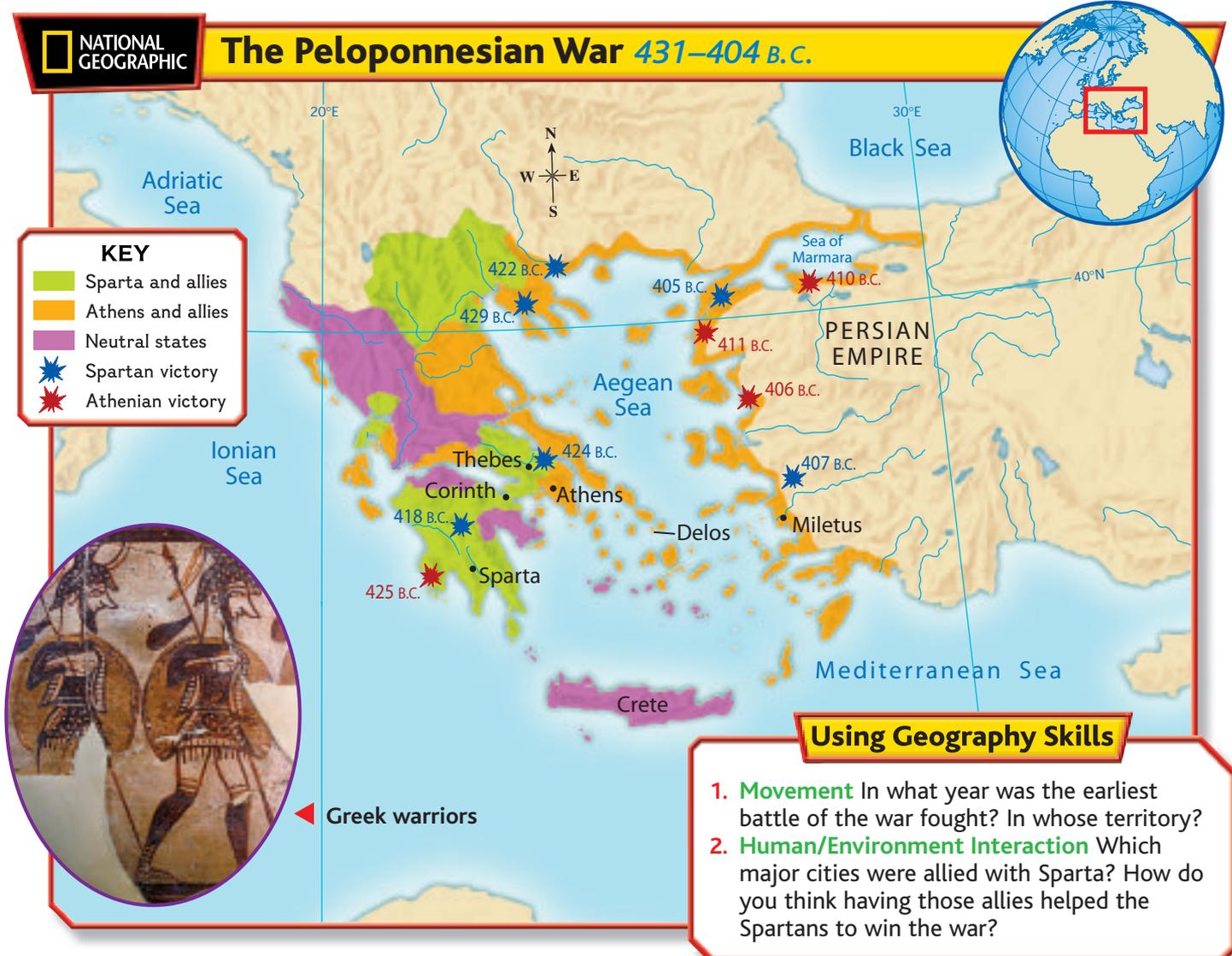
However, in 433 B.C. Athenian activities interfered directly with some of Sparta's allies. These allies began pushing Sparta to attack Athens. Finally, war broke out in 431 B.C. It would drag on until 404 B.C. and shatter any possibility of future cooperation among the Greeks. Historians call this conflict the Peloponnesian War because Sparta was located in the Peloponnesus.

**Pericles' Funeral Oration** In the first winter of the war, the Athenians held a public funeral. Its purpose was to honor those who

had died in battle. The relatives of the dead wept for their loved ones. The rest of the citizens joined in a procession.

As was the custom, a leading Athenian addressed the crowd. On this day, Pericles spoke. He talked about the greatness of Athens and reminded the people that they made their government strong.

In this famous speech, called the Funeral Oration, Pericles pointed out that Athenians were part of a community. As citizens, they agreed to obey the rules in their constitution—their **framework** of government.



They accepted certain duties, such as paying taxes and defending the city. They also gained certain rights, such as the ability to vote and run for office. Pericles' speech reminded Athenians of the power of democracy and gave them the courage to keep fighting. Its ideas are still important for people living in democratic nations today.

## Primary Source

### Pericles' Funeral Oration

Pericles was a dominant figure in Athenian politics between 461 B.C. and 429 B.C., a period historians call the Age of Pericles. In his Funeral Oration, given during the Peloponnesian War, Pericles described democracy, the importance of the individual, and citizenship.



▲ Pericles

"Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. When it is a question of settling private disputes, everyone is equal before the law; when it is a question of putting one person before another in positions of public responsibility, what counts is not membership of a particular class, but the actual ability which the man possesses.

No one . . . is kept [out of government] because of poverty. And, just as our political life is free and open, so is our day-to-day life in our relations with each other."

—Pericles, as recorded by Thucydides,  
*History of the Peloponnesian War*

## DBQ Document-Based Question

When Pericles said "everyone is equal before the law," what did he mean?

**Why Was Athens Defeated?** At the beginning of the Peloponnesian War, both Sparta and Athens thought they knew how to win. The Spartans and their allies surrounded Athens. They hoped that the Athenians would send out an army to fight. However, Pericles knew that Spartan forces could beat the Athenians in open battles. Believing his people would be safe behind the city walls, he urged farmers and others on the outskirts to move inside the city. There Athenians stayed put and had the navy deliver supplies from their colonies and allies. Because Sparta did not have a navy, it could not attack the Athenian ships.

Athens escaped serious harm for some time. Then, in the second year of the war, a deadly disease spread through the overcrowded city. It killed more than a third of the people, including Pericles himself in 429 B.C. Despite these terrible losses, the Athenians fought on. Over the next 25 years, each side won victories but did not have the strength to defeat the other city-state.

The historian Thucydides recorded what he saw:

“This, then, was the calamity which fell upon Athens, and the times were hard indeed, with men dying inside the city and the land outside being laid waste.”

—Thucydides,  
*History of the Peloponnesian War*

Finally, desperate to win, the Spartans made a deal with the Persian Empire. In exchange for enough money to build a navy, they gave the Persians some Greek territory in Asia Minor.

In 405 B.C. Sparta's new navy destroyed the Athenian fleet. The next year, after losing more battles on land, Athens surrendered.

The Spartans and their allies then tore down the city walls and broke up the Athenian empire.

**The Results of the War** The Peloponnesian War weakened all of the major Greek city-states, both the winners and the losers. Many people died in the fighting, and many farms were destroyed. Thousands of people were left without jobs. It was an extremely difficult time.

After defeating Athens, Sparta created its own empire. However, the Spartans soon began creating enemies among their allies, much as the Athenians had before. Over the next 30 years, Sparta fought Persia again and then tried to maintain control of rebellious allies. Finally, in 371 B.C., Sparta fell to an army led by Thebes. This city-state held a position of leadership in Greece for less than 10 years before collapsing.



◀ Thucydides is one of the greatest ancient historians. He fought in the Peloponnesian War for Athens and recorded the events he witnessed.

The Greek city-states continued to fight among themselves, growing progressively weaker. All the while, they failed to notice that to their north, the kingdom of Macedonia was growing in power. This would eventually cost them their freedom.

**Reading Check Cause and Effect** What effects did the Peloponnesian War have on Greece?

## Section 4 Review

**History online**  
**Study Central** Need help understanding the causes of the Peloponnesian War? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the Main Ideas

- Democracy and culture in Athens flourished under the leadership of Pericles.
- Athenian men worked as farmers, artisans, and merchants, while most women stayed secluded at home.
- Athens and Sparta fought each other in the Peloponnesian War. The fighting led to the defeat of Athens and the weakening of all the Greek states.

### What Did You Learn?

1. What caused the Peloponnesian War?
2. According to Pericles, what duties did Athenian citizens have?

#### Critical Thinking

3. **Summarize** Use a chart like the one below to summarize what Athens was like in the Age of Pericles. **CA 6RC2.4**

Government	
Economy	
Culture	
Wars	

4. **Analyze** What caused the lack of trust between Sparta and Athens? **CA HI2.**
5. **The Big Ideas** Under Pericles' leadership, the economy of Athens grew. Which groups of workers were important to this growth? **CA 6RC2.0**
6. **Civics Link** How did the direct democracy of Athens differ from the democracy we have in the United States? **CA 6RC2.2**
7. **Expository Writing** Describe the role of the Delian League in the creation of the Athenian empire. **CA 6WA2.2**

# Analyzing Primary Sources



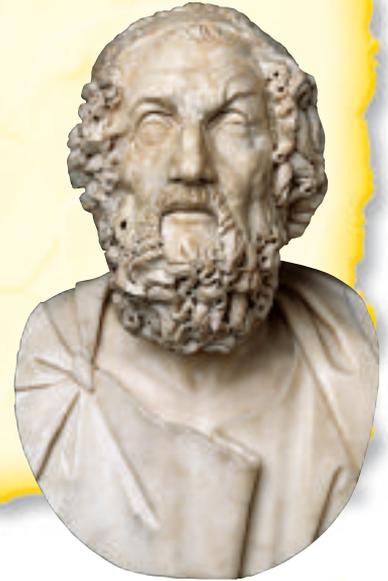
**WH6.4.4** Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from Aesop's *Fables*. **WH6.4.8** Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

## Greek Historians

*Writing history is not easy. The ancient Greeks wrote many histories, but their approach changed over time. Three of the most famous Greek writers are Homer, Herodotus, and Thucydides. They wrote at different times, and each explained historical events in a different way.*

*Read the passages on pages 368 and 369, and answer the questions that follow. Pay attention to how each writer explains events.*

Homer ▶



### Reader's Dictionary

**Hector:** a prince of Troy

**Deïphobus** (day•ee•FOH•buhs): a powerful fighter from Troy

**Paris:** brother of Hector and a prince of Troy

**Priam** (PREE•uhm): father of Hector and Paris

**Helen:** a beautiful Greek woman who was kidnapped by Paris, causing the Trojan War.

**Medea** (meh•DEE•uh): a woman the Greeks had kidnapped from the Persians

## Homer's *Iliad*

**H**omer's *Iliad* tells the story of the Trojan War and shows how early Greeks explained events. In this excerpt, the Trojan warrior Hector realizes that he will be killed by Achilles.

And **Hector** let his heavy javelin fly,  
A good throw, too, hitting Achilles' shield  
Dead center, but it only rebounded away.  
Angry that his throw was wasted, Hector  
Fumbled about for a moment, reaching  
For another spear. He shouted to  
**Deïphobus**,

But Deïphobus was nowhere in sight.  
It was then that Hector knew in his heart  
What had happened, and said to himself:

"I hear the gods calling me to my death.  
I thought I had a good man here with me,  
Deïphobus, but he's still on the wall.  
Athena tricked me. Death is closing in  
And there's no escape. Zeus and Apollo  
Must have chosen this long ago, even though  
They used to be on my side. My fate is here,  
But I will not perish without some great deed  
That future generations will remember."

—Homer, *Iliad*



## The Histories by Herodotus

Herodotus often tried to provide sources for his history. Here he gives one of the reasons he believes the Greeks and the Persians did not like each other: the mythological story about how the Greeks had kidnapped the woman Medea from people in the land near Troy.

Paris, the son of Priam, was inspired . . . to steal a wife for himself out of Greece, being confident that he would not have to pay for the venture any more than the Greeks had done. And that was how he came to carry off Helen.

The first idea of the Greeks . . . was to send a demand for satisfaction and for Helen's return. The demand was met by a reference to the seizure of Medea and the injustice of expecting satisfaction from people to whom they themselves had refused it, not to mention the fact that they had kept the girl.

. . . [T]he Greeks, merely on account of a girl from Sparta, raised a big army, invaded Asia and destroyed the empire of Priam. From that root sprang their belief in the perpetual enmity of the Grecian world towards them—Asia with its various foreign-speaking peoples belonging to the Persians, Europe and the Greek states being, in their opinion, quite separate and distinct from them.

Such then is the Persian story. In their view it was the capture of Troy that first made them the enemies of the Greeks.

—Herodotus, *The Histories*

### DBQ Document-Based Questions

#### Homer's Iliad

1. What does Hector think Athena did?
2. Why does Hector believe he is going to die?

#### The Histories by Herodotus

3. Why does Paris think he can get away with kidnapping Helen?
4. What does Herodotus's use of myths say about how he wrote his history?

## Thucydides' History of the Peloponnesian War

Thucydides took great care to analyze the causes of events and the sources for his history. In this passage, he discusses a terrible plague that hit Athens in 430 B.C.

The most terrible thing of all was the despair into which people fell when they realized that they had caught the plague; for they would immediately adopt an attitude of utter hopelessness, and, by giving in this way, would lose their powers of resistance. Terrible, too, was the sight of people dying like sheep through having caught the disease as a result of nursing others. This indeed caused more deaths than anything else. For when people were afraid to visit the sick, then they died with no one to look after them; indeed, there were many houses in which all the inhabitants perished through lack of any attention. When, on the other hand, they did visit the sick, they lost their own lives.



▲ Thucydides

—Thucydides, *History of the Peloponnesian War*

#### Thucydides' History of the Peloponnesian War

5. According to Thucydides, what caused more deaths than anything else during the plague?
6. What caused people to lose their powers of resistance?

#### Read to Write

7. Which passage seems the most reliable? Why? How is Thucydides' approach to history different from the way Homer and Herodotus explain events? **CA 6RC2.6** **CA HR5**

# Chapter 7 Assessment

## Standard WH6.4

### Review Content Vocabulary

Write the vocabulary word that completes each sentence. Write a sentence for each word not used.

- a. satrap
- b. agora
- c. democracy
- d. direct democracy
- e. oligarchy
- f. peninsula

1. In a(n) \_\_\_\_, a few wealthy people hold power.
2. The Greek mainland is a(n) \_\_\_\_, a body of land with water on three sides.
3. In a(n) \_\_\_\_, people at mass meetings make decisions for the government.
4. A(n) \_\_\_\_ acted as tax collector, judge, chief of police, and army recruiter.

### Review the **Main Ideas**

#### Section 1 • The Early Greeks

5. How did the geography of Greece influence where people settled and how they made a living?
6. How did the building of ships affect Minoan civilization?
7. Which group built the first Greek kingdoms?
8. How did the Greek colonies help industry to grow?
9. What are Greek city-states also known as?

#### Section 2 • Sparta and Athens

10. Why were tyrants able to seize control from Greek nobles?
11. Who did the Spartans fear most within their city-states?
12. Describe the differences between Athens and Sparta.

#### Section 3 • Persia Attacks the Greeks

13. What system did Darius use to unite his large empire under one government?
14. Why did Sparta and Athens unite during the Persian Wars?

#### Section 4 • The Age of Pericles

15. How was democracy expanded during the Age of Pericles?
16. What were the main duties of women in Athens?
17. What was the result of the Peloponnesian War?

### Critical Thinking

18. **Cause and Effect** How did the geography of Greece help to encourage trade? **CA CS3.**
19. **Conclude** Did the people of ancient Athens have a full democracy? Explain. **CA 6RC2.0**
20. **Explain** Do you think people would enjoy more freedom in an oligarchy or a tyranny? Explain. **CA 6RC2.2**

### Geography Skills

Study the map below and answer the following questions.

21. **Place** What sea lies along the west coast of Greece? **CA CS3.**
22. **Location** Where was Knossos? **CA CS3.**
23. **Movement** If you traveled from Athens to Troy, in what direction would you be going? **CA CS3.**



## Read to Write

- 24. The Big Ideas Writing Research Reports**  
Write an essay explaining how democracy helped create a strong and stable society in Athens. **CA 6WA2.3**
- 25. Using Your FOLDABLES** Use the information from your completed chapter opener foldables to create a brief study guide for the chapter. Your study guide should include at least five questions for each section. Questions should focus on the main ideas. Exchange your study guide with a partner and answer each of the questions. **CA HR1.**

## Using Academic Vocabulary

- 26.** Separate the words below into three categories: Verbs, Nouns, and Adjectives. Keep in mind that some of the words can be placed in more than one column.

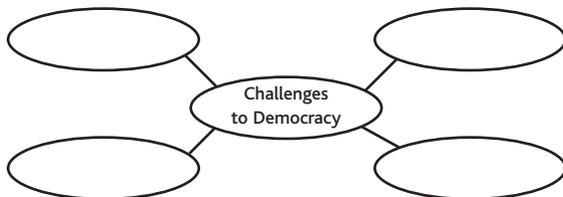
region	participate
culture	economy
overseas	vision
community	internal
enforce	framework

## Linking Past and Present

- 27. Making Comparisons** Choose a person mentioned in Chapter 7. Write a description of someone in the news today who has similar ideas or has acted in similar ways. List some of their similarities. **CA 6WA2.0**

## Building Citizenship

- 28. Analyze** Democracy is not easy to achieve or maintain. Make a chart like the one below to identify things that challenged or threatened democracy in Athens. **CA HI2.**



## Reviewing Skills

- 29. Reading Skill Comparing and Contrasting** Write an essay comparing and contrasting the Persian Empire to the Greek city-states. Explain how these similarities and differences affected the result of the Persian Wars. **CA 6WS1.3**
- 30. Analysis Skill Facts and Opinions** Reread the quotations from Xenophon (page 364) and Pericles (page 366). Determine whether these statements are facts or opinions. Write a paragraph about each quotation explaining your decision. **CA HR2.; HR5.**



## Standards Practice

Read the passage below and answer the following question.

"My intent is to . . . march an army through Europe against Greece, that thereby I may obtain vengeance from the Athenians for the wrongs committed by them . . ."

- 31** The above words were spoken by the leader of which group of people?
- A the Romans
  - B the Athenians
  - C the Persians
  - D the Minoans