

Guided Reading



The Ancient Greeks

Lesson 3 *Greece and Persia*

ESSENTIAL QUESTION
Why does conflict develop?

Persia's Empire

Describing In the chart below, describe the main characteristics of the Persian Empire in each of the three categories listed. The first answer in each category has been provided for you.

The Persian Empire		
Government	Territory and Roads	Religion
<ul style="list-style-type: none"> Persia was ruled by kings, with Cyrus the Great beginning the empire. 	<ul style="list-style-type: none"> Persia grew as large as the present-day continental United States. 	<ul style="list-style-type: none"> Cyrus practiced religious tolerance.
<p>1.</p>		

2. Analyzing How did Zoroastrianism influence the way the Persian Empire was governed?

Guided Reading *Cont.*



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The Persian Wars

Sequencing Below are eight statements about the events in the Persian Wars. Write the sentences in the order in which they happened in the graphic organizer.

Greeks won the battle at Marathon.

Greeks sent warships to Anatolia to support revolt against Persians.

A weakened Persian Empire stopped trying to conquer Greece.

King Darius I, of Persia, sent fleet and army that landed at Marathon outside Athens.

Persian king Xerxes attacked united Greeks at Thermopylae.

United Greeks fought bravely, especially Spartans, but lost the battle of Thermopylae.

Greeks won Battle of Salamis and all but destroyed a large Persian fleet.

Combined Greek forces defeated Persians at Plataea northwest of Athens.

The Persian Wars

3.



4.



5.



6.



Guided Reading *Cont.*



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7.
↓
8.
↓
9.
↓
10.

11. Drawing Conclusions Using your completed graphic organizer as a guide, describe the effects of the Persian Wars on the Greek city-states and the Persian Empire.

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CHAPTER 27 - Life in Two City-States: Athens and Sparta

27.1 – Introduction

In this chapter, you will learn about two of the most important Greek city-states, Athens and Sparta. They had different forms of government. Their citizens also had very different ways of life.

Athens was a walled city near the sea. Close by, ships came and went from a busy port supporting trade. Inside the city walls of Athens, talented master potters and sculptors labored in workshops. Wealthy Athenians and their slaves strolled through the marketplace. Citizenship was enjoyed by free men. Often, the city's citizens gathered to loudly debate the issues of the day.

Sparta was located in a fertile farming area on an inland plain. No walls surrounded the city. Its buildings were simple compared with those of Athens. The same was true about the clothes worn by the people. Spartan soldiers wore stern expressions behind their bronze helmets as they marched in columns through the streets.

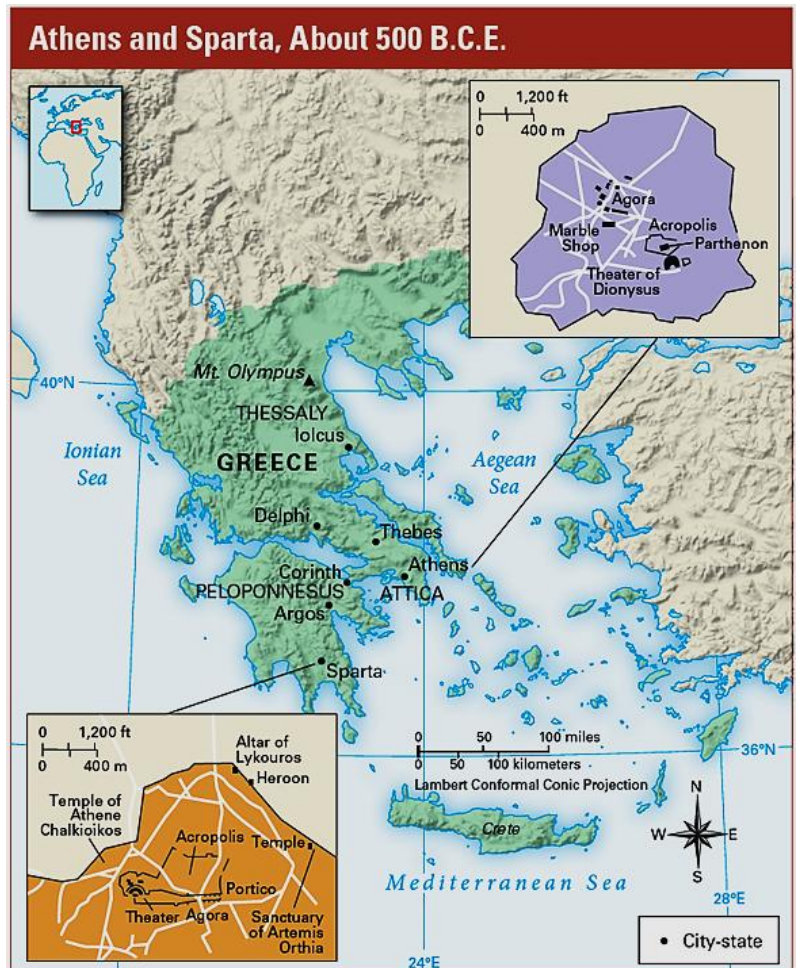
Even a casual visitor would have noticed that Athens and Sparta were very different. Let's take a closer look at the way people lived in these two city-states. We will examine each city's government, economy, education, and treatment of women and slaves to discover how they differed.

27.2 – Comparing Two City-States

Both Athens and Sparta were Greek cities, only about 150 miles apart. Yet they were as different as they could be. Why?

Part of the answer is geography. **Athens** is in central Greece, only four miles from the Aegean Sea. Its location encouraged Athenians to look outward toward the world beyond the city. Athenians liked to travel. They were eager to spread their own ideas and to learn from others. They encouraged artists from other parts of Greece to come and share their knowledge of art and architecture. Athens developed strong relationships with other city-states, and it grew large and powerful through trade. A great fleet made it the leading naval power in Greece.

In contrast, **Sparta** was more isolated. It was located on a narrow plain on a peninsula in southern Greece known as the **Peloponnesus** (pel-uh-puh-NEE-sus). Sparta was surrounded on three sides by mountains, and its harbor was about 25 miles away. Spartans were suspicious of outsiders and their ideas. They could already grow much of what they needed



The locations of the ancient city-states of Athens and Sparta help to explain their many differences.

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in the fertile soil around Sparta. What they could not grow, Sparta's powerful armies would often take by force from their neighbors. While Athenians boasted of their art and culture, Spartans valued simplicity and strength. They taught their sons and daughters to fight, and they were proud to produce soldiers rather than artists and thinkers.

For most of their histories, these two city-states were bitter rivals. As you will see, the major differences between Athens and Sparta were reflected in almost every part of life.

27.3 – Athenian Government

Athens became a democracy around 500 B.C.E. But unlike modern democracies, Athens allowed only free men to be citizens. All Athenian-born men over the age of 18 were considered Athenian citizens. Women and slaves were not permitted citizenship.

Every citizen could take part in the city's government. A group called the **Council of 500****[Council of 500: in Athens, a group of 500 citizens chosen to form a council responsible for running the day-to-day business of government]** met every day. Each year, the names of all citizens 30 years of age or older were collected. Then, 500 citizens were **selected****[selected: to choose from a group, based on a liking for one over another]** to be on the council. The council ran the daily business of government and suggested new laws.

Proposed laws had to be approved by a much larger group, the Assembly of Athens. The Assembly met on a hill every ten days. According to law, at least 6,000 citizens had to be present for a meeting to take place. If fewer people attended a meeting, slaves armed with ropes dipped in red paint would be sent out to round up more citizens. Athenian men were said to be embarrassed to appear in red-stained clothes at these meetings.

The Assembly debated issues and voted on laws proposed by the council. Every citizen had the right to speak at Assembly meetings. Some speakers were more skilled than others. Some spoke longer than others. A water clock was sometimes used to time a speaker. It worked by placing a cup filled with water above another cup. The top cup had a small hole drilled into the bottom. A speaker was permitted to talk only during the time it took for all the water in the top cup to drain into the bottom cup.

Most Athenian men enjoyed taking part in the city's democratic government. They liked to gather and debate the issues. They were proud of their freedom as Athenian citizens.



Demosthenes, an Athenian leader, speaks to the Assembly.

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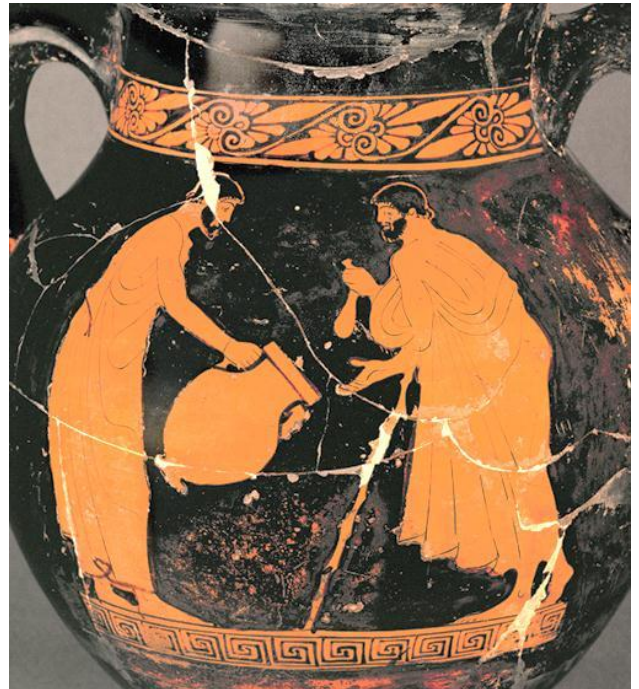
CHAPTER 27 - Life in Two City-States: Athens and Sparta

27.4 – Athenian Economy

An important part of life in any community is its economy. An economy is the way in which a community or region organizes the manufacture and exchange of money, food, products, and services to meet people's needs.

Because the land around Athens did not provide enough food for all of the city's people, Athens's economy was based on trade. Athens was near the sea, and it had a good harbor. This enabled Athenians to trade with other city-states and with several foreign lands to **obtain** the goods and natural resources they needed. Athenians acquired wood from Italy and grain from Egypt. In exchange, Athenians traded honey, olive oil, silver, and beautifully painted pottery.

Athenians bought and sold goods at a huge marketplace called the **agora** (A-guh-ruh). There, merchants sold their goods from small stands. Athenians bought lettuce, onions, olive oil, and other foods. Shoppers could also buy household items such as pottery, furniture, and clay oil lamps. Most people in Athens made their clothes at home, but leather sandals and jewelry were popular items at the market. The agora was also the place where the Athenians bought and sold slaves.



Athenians shopped for food and household goods in the agora. The shopper at right on this vase is inspecting a piece of pottery.

Like most other city-states, Athens developed its own coins to make trade easier. Gold, silver, and bronze were some of the metals used to make coins. Athenians decorated the flat sides of their coins. One such coin had an image of the goddess Athena. The other side of the coin pictured Athena's favorite bird, the owl.

27.5 – Education in Athens

Athenian democracy depended on having well-prepared citizens. People in Athens believed that producing good citizens was the main purpose of education. Since only boys could grow up to be citizens, boys and girls were educated quite differently.

Athenians believed that a good citizen should have both an intelligent mind and a healthy body. Therefore, book learning and physical training were important. Boys were taught at home by their mothers or male slaves until the age of 6 or 7. Then, boys went to school until about the age of 14. Teachers taught reading, writing, arithmetic, and literature. Because books were rare and very expensive, students had to read subjects out loud and memorize everything. Writing tablets helped boys learn. To build boys' strength, coaches taught sports such as wrestling and gymnastics. Boys also studied music. They learned to sing and to play the lyre, a stringed instrument like a harp.



In addition to reading and writing, Athenian boys studied poetry and music. The stringed instrument near the top of this ancient Greek painting is a lyre.

At 18, Athenian men began their military training. After their army service, wealthy young men might study with private teachers. These teachers charged high fees for lessons in debating and public speaking that would help young men become future political leaders.

Unlike boys, most girls did not learn to read or write. Instead, girls grew up helping their mothers with household tasks. They were taught to cook, clean, spin thread, and weave cloth. Some also learned ancient secret songs and dances performed for religious festivals. Girls usually married around the age of 15. Those from wealthy families married men chosen by

their fathers. Girls from poor families often had more choice.

27.6 – Women and Slaves in Athens

Only men were considered citizens in Athens. Citizenship was not possible for women and slaves, so they had far fewer rights than free men did.

Women Athenian women could not inherit or own much property. They could not vote or attend the Assembly. Most could not even choose their own husbands.

A few women had jobs. Some women sold goods in the market. A few very important women were priestesses. But most Athenian women had their greatest influence in the home. They spent their days managing the household and raising their children. An Athenian wife had separate rooms at home. Her responsibilities included spinning, weaving, and supervising the slaves. She never went out alone. She taught her sons until they were about 6 or 7 and ready for school. She educated her daughters until they were 15 and ready to be married.

Slaves There were many slaves in ancient Athens. Most Athenians who weren't poor owned at least one slave. Some people were born into slavery. Others were forced into slavery as captives of war.

Slaves performed a wide variety of jobs in Athens, including tasks that required a great deal of skill. Some ran households and taught Athenian children. A number of slaves were trained as artisans. Others worked on farms or in factories. Some slaves worked for the city as clerks.

Some slaves worked in the silver mines. They might work ten hours a day, in cramped tunnels 300 feet below the surface. They had little air to breathe and were often harshly punished if they stopped to rest.

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27.7 – Spartan Government

Sparta was different from Athens in almost every way, beginning with its government. While Athens was a democracy, Sparta was an oligarchy. In an oligarchy, the ruling power is in the hands of a few people.

Sparta's government—as well as Spartan society—was dedicated to military strength. Founded in the 800s B.C.E., Sparta was the leading military power in the Mediterranean area until about 370 B.C.E.

Like Athens, Sparta had an Assembly. But the important decisions were actually made by a much smaller group called the **Council of Elders**.

The Council of Elders consisted of two kings and 28 other men. The two kings inherited their position and shared equal powers. The other 28 members of the council were elected by members of the Assembly.

To be elected to the Council of Elders, men had to be at least 60 years old and from a noble family. Some scholars believe that members of the Assembly voted for candidates by shouting. Those men who received the loudest support were elected. Once elected, they served for life.

The Council of Elders held the real power in Sparta. It prepared laws for the Assembly to vote on, and it had the power to stop any laws passed by the Assembly that council members didn't like.

The Assembly in Sparta was made up of male citizens. Because the Assembly was large, it met in a spacious outdoor area away from the center of the city. The Assembly had little power. Unlike the Assembly in Athens, it did not debate issues. Members of the Assembly could only vote yes or no on laws suggested by the Council of Elders.

27.8 – Spartan Economy

While Athens's economy depended on trade, Sparta's economy relied on farming and on conquests of other people. Although Sparta had fertile soil, there was not enough land to provide food for everyone. When necessary, Spartans took the lands they needed from their neighbors, who were then forced to work for Sparta. Because Spartan men were expected to serve in the army until the age of 60, Sparta had to rely on slaves and noncitizens to produce the goods it lacked.

Conquered villagers became slaves, called helots. The helots were allowed to live in their own villages, but they had to give much of the food they grew to Sparta.

The Spartans also made use of a second group of people—noncitizens who were free. Noncitizens might serve in the army when needed, but they could not take part in Sparta's government. They were responsible for making such necessary items as shoes, red cloaks for the soldiers, iron tools



Sparta's economy depended on farming, as shown by the figures on the cup from ancient Greece

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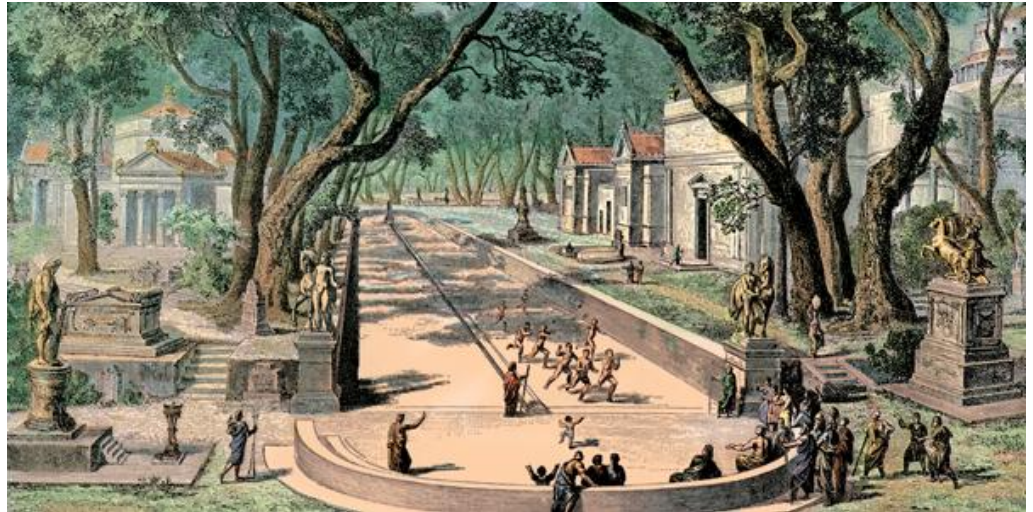
like knives and spears, and pottery. They also conducted some trade with other city-states for goods that Sparta could not provide for itself.

In general, though, Sparta discouraged trade. The Spartans feared that contact with other city-states would lead to new ideas that might weaken the government. Trading with Sparta was already difficult because of its system of money. Rather than use coins, Spartans used heavy iron bars as money. According to legend, an ancient Spartan leader decided to use this form of money to discourage stealing. An iron bar had little value. A thief would have needed to steal a wagonload of bars to make the theft worthwhile. As you might guess, other city-states were not anxious to receive iron as payment for goods.

27.9 – Education in Sparta

In Sparta, the purpose of education was to produce **capable** men and women who could fight to protect the city-state. Spartans were likely to **abandon** sickly infants who might not grow up to be strong soldiers.

Spartans highly valued discipline and strength. From the age of 7, all Spartan children trained for battle. Even girls were given some military training. They learned wrestling, boxing, footracing, and gymnastics. Spartan boys lived and trained in buildings called barracks. Boys learned to read and write, but those skills were not considered as essential as military skills.



Boys in Sparta often exercised in outdoor areas.

The most important Spartan goal was to be a brave soldier. Spartan boys were taught to suffer any amount of physical pain without complaining. They marched without shoes. They were not well fed; in fact, they were encouraged to steal food, as long as they did not get caught. One Spartan legend tells of a boy who was so hungry, he stole a fox to eat. But seeing his teacher coming, the boy quickly hid the fox under his cloak. The boy chose to let the fox bite him in the stomach rather than be caught stealing by his teacher.

At about the age of 20, Spartan men were given a difficult test of fitness, military ability, and leadership skills. If they passed, they became Spartan soldiers and full citizens. Even then, they continued to live in soldiers' barracks, where they ate, slept, and trained with their classmates. A man could not live at home with his wife and family until he was 30 years old. At the age of 60, Spartan men could retire from the army.

27.9 – Women and Slaves in Sparta

Spartan women lived the same simple life as Spartan men. They wore plain clothing with little decoration. They did not wear jewelry or use cosmetics or perfume. Like Spartan men, women were expected to be strong and healthy—and ready to fight when needed. A wife was expected to look after her husband's property in times of war. She also had to guard it against invaders and revolts by slaves.

Spartan women had many rights that other Greek women did not have. They were free to speak with their husbands' friends. Women could own and control their own property. They could even marry again, should their first husband be away at war for too long a time.

Spartan slaves, the helots, were people the Spartans had conquered. There were many more helots than citizens in Sparta. The Spartans treated the helots harshly, fearful that the helots would revolt.

Sometimes, the Spartan government declared war on the helots so that any slaves it thought might rebel could be legally killed. In fact, the Spartan government once asked the helots to choose their best fighters. The Spartans said that these slaves would be set free as thanks for fighting for Sparta. The helots chose two thousand men. Immediately, the Spartans killed every one of them to **eliminate** the possibility of any future helot leaders.

Despite this harsh treatment, helots did have some rights. They could marry whomever and whenever they wanted. They could pass their names on to their children. They could sell any leftover crops after giving their owner his share. Helots who saved enough money could even buy their freedom.

CHAPTER SUMMARY

In this chapter, you learned about Athens and Sparta, two very different city-states in ancient Greece.

Comparing Two City-States Its location near the sea made it easier for Athens to develop relationships with other city-states. Sparta's inland location and its culture made it more isolated than Athens. The people of Athens valued art, culture, and education. The people of Sparta valued strength, simplicity, and military skills.

Government Athens was a democracy, though only free men could take part in government. Sparta was primarily a military state. Its government was an oligarchy in which a few men held most of the power.

Economy The economy of Athens relied on trade with other city-states and several foreign lands. The Spartan economy relied on farming and conquest. Sparta depended on slaves and other noncitizens to provide for many of its needs.

Education In Athens, boys were educated to be good citizens. Education balanced book learning and physical training. Girls learned skills for managing the household. In Sparta, boys and girls alike were educated to protect the city-state. Spartan boys began their military training at age 7, and men served in the army until age 60.

Women and Slaves In Athens, women and slaves had far fewer rights than men had. Spartan women had more rights than other Greek women, such as owning property.

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Chapter 27: Life in Two City-States: Athens and Sparta

6th grade Ancient Civilizations
History Alive!

27.1 Introduction

1. Where was Athens located?

2. Where was Sparta located?

3. List three characteristics of Athens:

4. List three characteristics of Sparta:

5. Draw a picture of **Sparta** with 3 details you read about.

6. Draw a picture of **Athens** with 3 details that you read about.

27.2 Comparing Two City-States

1. How far apart were Athens and Sparta?

2. How did being near the sea influence the people of Athens?

3. In what part of Greece was Sparta located?

Spartan City-State

Athenian City-State

4. How did being isolated influence the people of Sparta?

5. What two things were Athenians most proud of?

6. What two things did Spartans value most?

27.3 Athenian Government

1. When did Athens become a democracy?

2. Who was allowed to be a citizen in Athens?

3. How was the Council of 500 chosen? What were their responsibilities?

4. Who had to approve all proposed laws?

5. How often did an Assembly meeting take place?

6. How many people had to be present for an Assembly meeting to take place?

7. How did the Athenians make sure citizens would attend the meetings?

8. What happened at Assembly meetings?

27.4 Athenian Economy

1. What is an economy?

2. What was the Athenian economy based on?

3. How did Athenians get most of the things they needed?

4. What products did Athenians trade to get the things they couldn't produce on their own?

5. What is an agora? What could people buy there?

6. What did the Athenians develop to make trade easier?

27.5 Education in Athens

1. What did Athenians think was the main purpose of education?

2. What two areas was Athenian education divided into?

3. What subjects did Athenian boys learn?

4. What did Athenian boys begin when they turned 18?

5. What did Athenian girls learn?

6. When did Athenian girls get married? How did they choose their husbands?

27.6 Women and Slaves in Athens

1. What were Athenian women *not* allowed to do?

2. Name two jobs that Athenian women could have.

3. Where did Athenian women have the greatest influence? Name 5 responsibilities they had there.

4. Name two ways a person could become a slave in Athens.

5. Name 5 tasks that slaves could be made to do.

27.7 Spartan Government

1. What kind of government was used in Sparta?

2. Who made the important decisions in Sparta?

3. How many people did the Council of Elders consist of?

4. How did the kings get their power? How did the 28 other members get their power?

5. What were the requirements to be elected to the Council of Elders? How long did people serve on the Council?

6. Name two things that the Council of Elders did in Sparta.

7. Who made up the Assembly in Sparta? What is the only thing members of the Assembly could do?

27.8 Spartan Economy

1. What two things did Sparta's economy rely on?

2. What did Spartans do with neighbors they conquered?

3. What is a helot?

4. Describe the life of a helot:

5. What are perioikoi?

6. What jobs did the perioikoi do?

7. What made trading with Sparta difficult?

27.9 Education in Sparta

1. What was the purpose of education in Sparta?

2. When did Spartan children begin to learn to fight?

3. What skills were most important to Spartans?

4. Describe the life of a Spartan boy:

5. What happened when Spartan men turned 20 years old?

6. How did a Spartan man become a full citizen?

7. When could a Spartan man live with his family?

27.10 Women and Slaves in Sparta

1. How were Spartan women similar to men?

2. What was a woman expected to do in times of war?

3. What rights did Spartan women have that other Greek women did not?

4. Why did the Spartans treat the helots harshly?

5. What rights did helots have?

Name:

Date:

Ch.7 Quiz

1. What did the Hellenes do?
 - a. Developed the alphabet
 - b. Made new clay pots
 - c. Brought everyone food from their homeland
 - d. Developed/invented the first boats

2. Explain what a Polis was:
 - a. A Greek town center
 - b. A Persian city-state
 - c. The Persian Government
 - d. A Greek city-state

3. Who were the Hoplites?
 - a. Hired Mercenaries to defend Persia
 - b. Hired Soldiers to defend Rome
 - c. Hired Soldiers to defend Greece
 - d. Pericles's personal army

4. Who fought the Greeks and lost, but tried to conquer them?
 - a. Rome
 - b. The Dorian's
 - c. Sparta
 - d. Persia

5. Who was the Athenian ruler during the golden age?
 - a. Pericles
 - b. Hercules
 - c. Zeus
 - d. Aspasia

6. What is a Direct Democracy?
 - a. People elect leaders to represent them in government
 - b. People represent themselves in the government

7. What country has a Representative Democracy?
 - a. United States
 - b. Greek City-States
 - c. Russia
 - d. We never talked about it

Name:

Date:

8. What was the name of the defensive league (the group) that was formed to protect Greece?
- a. Greek League
 - b. Zeus's Minions
 - c. The Delian League
 - d. The Island of Delos

9. How did the Peloponnesian War end? What happened?

- | | |
|--|--|
| 11. Athens _____ | A. Top of the mountain where the Temple is |
| 12. Sparta _____ | B. The Aegean Sea |
| 13. Phalanx formation _____ | D. City-State Pericles called "the school of Greece" |
| 14. Aspasia _____ | E. A woman who fought for Women's Rights |
| 15. Acropolis _____ | F. City-State where people were soldiers |
| 16. Agora _____ | G. People elect leaders to represent them |
| 17. Communities _____ | H. Groups of people who support each other |
| 18. Main Sea in the Greek region _____ | I. Marketplace where people can talk and trade |
| 19. Representative Democracy _____ | J. Major military formation developed by Hoplites |