Lesson 1 The Geography of Greece

BEFORE YOU READ

In Lesson 1, you will learn how geography affected the development of the Greek civilization.

AS YOU READ

Use this chart to take notes about how geography affected ancient Greece.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountains cover most of Greece.</td>
<td></td>
</tr>
<tr>
<td>Several seas surround Greece.</td>
<td></td>
</tr>
<tr>
<td>Greece traded with other regions.</td>
<td></td>
</tr>
</tbody>
</table>

**TERMS & NAMES**

- **Peninsula** a body of land that has water on three sides
- **Peloponnesus** the southern peninsula of Greece
- **Isthmus** a narrow strip of land connecting two larger bodies of land
- **Phoenicians** a group of trading people on the coast of the eastern Mediterranean
- **Alphabet** a system of symbols that stands for sounds

**Geography Shapes Greek Life**

(pages 355–356)

*What were the main features of the geography of Greece?*

Greece is a **peninsula**, or body of land that has water on three sides. The mainland of Greece borders the Mediterranean Sea. Thousands of islands also make up Greece.

The Greek peninsula is divided in two. The **Peloponnesus** is the southern peninsula. An **Isthmus**, or narrow strip of land, joins the Peloponnesus to the rest of Greece.

Most of Greece is made up of mountains. The mountains divide Greece into many rugged regions. They make transportation difficult. There are no rivers in Greece for travel. The rugged landscape made it difficult to bring Greece together under one government.

Greece has a warm climate. This kind of climate led to an outdoor life for the Greek people.

Because the land in Greece is rocky, very little of it could be used for farming. But most Greeks were farmers or herders. In Greece, landowners made up the upper class. Landowners could support themselves. They also had enough money to buy helmets and weapons. As a result, landowners could serve in the army and defend their land.

To get more farmland, the Greeks found colonies in other places. They set up many colonies in Anatolia, which had plains and rivers.

Greece also did not have enough natural resources such as metals. They had to get these resources from somewhere else. Greece did have stone for building. It also had good places for harbors.

1. Why did Greeks set up colonies?

   ____________________________________________

   ____________________________________________

   ____________________________________________

   ____________________________________________
Trade Helped Greece Prosper
(page 357)

How did the sea affect Greek life?
The sea was important to Greece. On the south is the Mediterranean Sea. The Ionian Sea is west of Greece, and the Aegean Sea is east. These seas linked the different parts of Greece to each other. The seas were important for transportation.

The Greeks were skilled sailors. They also were skilled ship builders. They built rowing ships for fighting and trading. The sea also provided the Greeks with fish, an important part of the Greek diet. The Greeks traded fish for other products.

The Greeks did not grow much grain. They did produce olive oil, wine, wool, and pottery. Greek city-states bought and sold these products from each other. Greeks also traded these products with places such as Egypt and Italy. The Greeks bought products such as grain, timber, flax to make linen, and slaves.

2. How was fish important to the Greeks?

The Earliest Greeks
(pages 358–359)

How did trade influence Greek culture?
The earliest people had moved into Greece by about 2000 B.C. The first Greek civilization started on the Peloponnesus. It was named after its most important city, Mycenae. A king ruled each Mycenaean city. The people were traders. Their culture had writing, gold jewelry, and bronze weapons. By 1200 B.C., the Mycenaean civilization disappeared. Between 1200 and 700 B.C., Greek culture declined. During this time, people did not keep written records. As a result, historians know very little about the decline of this culture.

In time, Greek culture began to advance again. This is because the Greeks began to learn from other people. One group they learned from was the Phoenicians, a trading people. The Phoenicians lived on the coast of the eastern Mediterranean. The Greeks picked up the alphabet from the Phoenicians. This was a system of writing in which 22 symbols stood for sound. Eventually, the Greek alphabet became the alphabet we use today. The Greeks learned about making coins from people in Anatolia. The Anatolians invented coins.

3. What did the Greeks learn from the Phoenicians?
CHAPTER 11 | LESSON 1 The Geography of Greece

Activity Sheet

Part A. Build Vocabulary
Key Terms  Write a key term in each blank to complete a statement.

- peninsula: a body of land that has water on three sides
- Peloponnesus: the southern portion of Greece
- isthmus: a narrow strip of land that connects two larger bodies of land
- Phoenicians: a trading people who lived on the coast of the eastern Mediterranean
- alphabet: a system of writing using symbols for sounds

1. The southern portion of Greece is called the _______________.
2. The _______________ that makes up mainland Greece sticks out into the Mediterranean Sea.
3. The Greeks traded with many people, including the _______________.
4. The Greeks took an _______________ with 22 symbols and changed some of the letters.
5. A thin _______________ connects the northern and southern parts of Greece.

Part B. Cooperative Work
Supply the missing effects on the chart by working with your group to determine the answers.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>many mountains, few rivers</td>
<td>1.</td>
</tr>
<tr>
<td>mild climate</td>
<td>2.</td>
</tr>
<tr>
<td>most land is rocky</td>
<td>3.</td>
</tr>
<tr>
<td>landowners had wealth, served in army, defended homeland</td>
<td>4.</td>
</tr>
<tr>
<td>no precious metals</td>
<td>5.</td>
</tr>
<tr>
<td>country almost surrounded by water</td>
<td>6.</td>
</tr>
<tr>
<td>traded with Phoenicians</td>
<td>7.</td>
</tr>
<tr>
<td>traded with Anatolia</td>
<td>8.</td>
</tr>
</tbody>
</table>
Reteaching Activity

Reading Comprehension

A. Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

1. a body of land that has water on three sides
   a. Mediterranean

2. the southern tip of Greece, which is connected to the rest of Greece by a narrow strip of land
   b. Peloponnesus

3. the large sea that is south of Greece
   c. olive oil

4. the small sea that is east of Greece
   d. peninsula

5. one of the goods that Greece traded for products such as timber, animal hides, and nuts
   e. Aegean

B. Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

6. the most important city of the first Greek civilization
   f. Phoenicians

7. a narrow strip of land that connects two larger masses of land
   g. Athens

8. a trading people who lived on the coast of the eastern Mediterranean and who influenced the early Greeks
   h. coins

9. the set of symbols that the Greeks developed into their own system of writing
   i. isthmus

10. metal objects invented in Anatolia about 650 B.C. for use in trade
    j. alphabet
Homer wrote two of the world's greatest epic poems, the Iliad and the Odyssey. Yet the details of Homer's life are almost entirely unknown. Little is known about Homer. Yet he created the Iliad and the Odyssey, two of the world's greatest works of literature. Homer was a Greek poet who probably lived around 850 B.C. He may have been a wandering bard—someone who recited poems. According to tradition, he was blind, although this may be a myth. Homer may also have written some shorter poems called the Homeric Hymns. These poems praise gods worshipped during Homer's time.

The Iliad and the Odyssey  Written over 2,000 years ago, Homer's poems have stood the test of time. No study of the world's great literature would be complete without the Iliad and the Odyssey. Both are epic poems—lengthy poems that tell of heroes and heroic actions.

The Iliad tells of the Trojan War, a struggle between the Greeks and Trojans. In the poem, Paris, the son of Troy's king, falls in love with Helen, wife of the Greek king Menelaus. Paris then carries Helen off to Troy. By doing this, he causes the Trojan War. Menelaus swears vengeance. Through alliances, he assembles a force of 1,000 ships and 100,000 men. For this reason, Helen becomes known as “the face that launched a thousand ships.” The action of the Iliad takes place after Troy has been under siege for ten years. (In a siege, an army surrounds a city and tries to force it to surrender.) The poem focuses on the Greek and Trojan heroes and their deeds. It is tragic in nature.

One of the most famous incidents involves the Trojan Horse. Left outside the gates of Troy, this huge wooden horse housed 100 Greek warriors. The rest of the Greek warriors boarded their ships. They left the harbor but did not set sail for home. Instead, they hid close by.

The Trojans were tricked. Thinking that the horse was an offering of peace, they took it into the city. Then they celebrated the end of the war. When the Trojans were finally asleep, the Greek soldiers left their hiding place. They signaled the rest of their army to return. Because of the trick, the Greek army slaughtered the Trojans and destroyed Troy. More than 2,000 years later, a common saying referring to this trick is still in use. "Beware of Greeks bearing gifts" suggests that things—like the great wooden horse—are not always what they seem.

The hero of the Odyssey is Odysseus, who also is one of the Greek heroes of the Iliad. In the Odyssey, Odysseus and his men have many adventures on their return from the Trojan War. They fight a one-eyed giant. They encounter the Keeper of the Winds, who gives them a bag filled with favorable winds. An enchantress changes all but Odysseus into pigs—and then changes them back again. They visit Hades, the place of the dead. After a hurricane destroys his ship and crew, Odysseus is held captive for seven years. And when he finally returns home, he finds that his troubles are not
yet over! Greedy men had invaded his home and tried to marry his wife. Today we still use the word *odyssey*. It means a wandering or quest, often one with many adventures.

Homer’s poems were part of an oral tradition. Before written language was developed, bards sang or recited poems and stories. Epic poems were long, so bards often used stock phrases, which helped them memorize the poems. In other words, they introduced common elements, such as the words of the hero, in the same way. They also repeated parts of the poem as a refrain. This technique is still used in many modern poems and popular songs.

In ancient Athens, reading the *Iliad* and the *Odyssey* was an important part of a schoolboy’s education. Students wrote out and memorized various passages. They often acted out scenes. They discussed the poems’ heroes and why they acted the way they did.

The *Iliad* and the *Odyssey* may have been told and retold for several hundred years before being written down. This may explain why some dialects, or ways of speaking, used in the poems are from different time periods. Some scholars believe that more than one person may have written the poems.

**The Trojan War** Scholars believe that the Greeks of Homer’s time accepted his poems as history. While the *Odyssey* is too fantastic to be based on real events, the *Iliad* appears to be at least partly historic. The city of Troy actually existed and was located in northeastern Asia Minor.

For centuries, historians thought Troy was a product of Homer’s imagination. But a German named Heinrich Schliemann disagreed. He was convinced that Troy had existed at one time. In 1870 he searched for and discovered the ancient city in what is now Turkey. He also found that Troy had been built on even older cities. Archaeologists eventually discovered that nine cities had been built on the site. Troy was somewhere in the middle.

The Trojan War also appears to have had a historic basis, although its cause was not the kidnapping of a queen. Instead, the war seems to have been caused by control over trade routes.

**Homer’s Influence** Homer’s poems have influenced other writers for centuries. The Roman poet Virgil used the *Odyssey* as the basis for his epic poem the *Aeneid*. His hero, Aeneas, was inspired by Odysseus. The *Aeneid* glorified Roman values and became the national epic of Rome.

As late as the twentieth century, major works of poetry and fiction have borrowed elements from the *Iliad* and the *Odyssey*. These include the novels *Don Quixote* by the Spanish writer Cervantes and *Ulysses* (another name for Odysseus) by Irish writer James Joyce. The Italian Renaissance poet Dante was indirectly influenced by Homer through the works of other writers. Recently, the *Odyssey* was modernized in the film *Brother, Where Art Thou*, and the Trojan War was the subject of the movie *Troy*.

**Review Questions**

1. What story does the *Iliad* tell?

2. How does the *Odyssey* continue the story of the *Iliad*?

3. What is an epic poem?

**Critical Thinking**

4. **Summarizing** What are the characteristics of Homer’s epic poems?

5. **Making Inferences** Why were Homer’s poems part of a schoolboy’s education in ancient Greece?

6. **Recognizing Changing Interpretations of History** Once scholars believed that neither the *Iliad* or the *Odyssey* had any basis in fact. What caused them to change their minds about the *Iliad*?
Lesson 2 Beliefs and Customs

BEFORE YOU READ
In Lesson 2, you will learn about Greek religion, Greek customs, and Greek literature.

AS YOU READ
Use this chart to show how Greek beliefs were related to Greek literature.

<table>
<thead>
<tr>
<th>Greek Beliefs</th>
<th>Greek Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Greek Gods and Myths
(pages 361–362)
What was Greek religion like?
The Greeks worshiped many gods. The gods had both godlike and human qualities. They were not always nice. Zeus was the ruler of the gods. Greeks believed that he and 11 other gods lived on Mount Olympus, the highest mountain in Greece. In addition to these 12 gods, the Greeks worshiped many lesser gods. Each Greek city-state had a special god who protected it. For example, Athena was the goddess of Athens.

The Greeks created myths to explain how the world and people were created. Myths are stories that explain people’s beliefs about their world. Many myths described Greek gods and goddesses. Some myths told about Greek heroes and heroines.

1. Why did the Greeks create myths?

Honoring the Gods
(pages 362–363)
How did the Greeks honor their gods?
The Greeks believed it was important to honor and worship the gods. They believed that not doing so could cause gods to be angry and bring trouble on the Greeks. Certain days were holy to certain gods and goddesses. The Greeks celebrated these days with sacrifices and festivals. The most important festivals honored the 12 most important Greek gods.

Religious festivals always included games. The Olympics were the largest of these games and they honored Zeus. The Olympics took place every four years. Only men took part in the Olympic games.
**Early Greek Literature**
(pages 364–365)

*What literature did the early Greeks produce?*

The Greeks told stories about their heroes. Many of these stories were long poems called **epic poems**. They tell us much about the early Greeks.

A man named Homer wrote the most famous epics. His epic about the Trojan War is called the **Iliad**. During this story, the Greeks surrounded the city of Troy for almost 10 years to try to capture it. The **Iliad** is famous for what it told about Greek heroes. For hundreds of years, people thought that the story was fiction. But around 1870, archaeologists found the ruins of ancient Troy. But the real Trojan War did not happen in the same way as the **Iliad** describes it.

Another epic poem by Homer was the **Odyssey**. It tells about the Greek hero Odysseus and his adventures after the Trojan War. The **Odyssey** tells about the dangers that Odysseus faced in the ten years it took him to get home.

A Greek storyteller named Aesop wrote many Greek fables. A **fable** is a short story that teaches a moral lesson. The stories usually involve animals. One of Aesop’s best-known fables is “The Hare and the Tortoise.”

**3. What are the Iliad and the Odyssey about?**
CHAPTER 11 | LESSON 2 Beliefs and Customs

Activity Sheet

Part A. Build Vocabulary
Key Terms Write a key term in each blank to help complete a statement.

Zeus: ruler of the Greek gods
Mount Olympus: the highest mountain in Greece, the home of the Greek gods
Myth: story told to explain a belief about the world
Olympics: games originally held every four years in Greece to honor Zeus
Epic poem: a long poem about the adventures and achievements of legendary heroes
Fable: a short story, usually with animals, that teaches a moral lesson

1. To honor the gods, whom Greeks believed lived on ____________, a festival of games, called the ____________, was held every four years.

2. In a Greek ____________, Prometheus stole fire from the gods and gave it to humans, after which he was punished by ____________, the king of the gods.

3. The Iliad, a long ____________, tells of the long siege of Troy during the Trojan War.

4. A ____________ called “The Hare and the Tortoise” describes a race between a slow-moving tortoise and a very fast rabbit.

Part B. Cooperative Work
Work with a classmate to fill in the chart about the different kinds of ancient Greek literature.

<table>
<thead>
<tr>
<th>Greek Literature</th>
<th>1. Myth</th>
<th>2. Epic Poem</th>
<th>3. Fable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example(s):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reteaching Activity

Finding Main Ideas

A. Choose the word that best completes each sentence below. Write that word in the blank provided.

<table>
<thead>
<tr>
<th>Mount Olympus</th>
<th>Zeus</th>
<th>polytheistic</th>
<th>Olympics</th>
</tr>
</thead>
<tbody>
<tr>
<td>myth</td>
<td>Athena</td>
<td>fire</td>
<td></td>
</tr>
</tbody>
</table>

1. The Greeks were ________________, which means they worshiped many gods.

2. _______________ was believed to be the home of the most important Greek gods and goddesses.

3. The ruler of the Greek gods was _______________, and _______________ was the protector of Athens.

4. A story that people tell to explain beliefs about their world is called a _______________.

5. The story of Prometheus tells how humans came to have _______________.

6. The _______________ were games that were held every four years to honor Zeus.

B. Choose the word that best completes each sentence below. Write that word in the blank provided.

<table>
<thead>
<tr>
<th>Trojan War</th>
<th>Cyclops</th>
<th>Apollo</th>
<th>epic</th>
<th>fable</th>
<th>Aesop</th>
</tr>
</thead>
</table>

7. _______________ was the god of archery, healing, music, poetry, and prophecy (telling the future)—and later, god of the sun.

8. A long poem that told stories of early Greeks was an _______________.

9. The Iliad tells about events during the _______________, in which the Greeks tried to capture the city of Troy.

10. A _______________ is a short story, usually involving animals, that teaches a moral lesson.

11. One character in the Odyssey is a one-eyed monster called the _______________.

12. One of the most famous writers of Greek fables was _______________.

Lesson 3 The City-State and Democracy

BEFORE YOU READ
In Lesson 3, you will learn what types of government developed in ancient Greece.

AS YOU READ
Use this chart to take notes about the types of government that existed in ancient Greece.

<table>
<thead>
<tr>
<th>Types of Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monarchy</td>
</tr>
</tbody>
</table>

TERMS & NAMES
- **polis** the Greek word for city-state
- **aristocracy** a government in which the upper class rules
- **oligarchy** a government in which a small group rules
- **tyrant** someone who took power in an illegal way
- **citizen** a person who is loyal to a government and is entitled to protection by the government
- **democracy** a government in which the citizens make political decisions

The Rise of City-States
(pages 371–372)
*How was Greece organized politically?*
Because geography separated Greece into small regions, the main form of government in Greece was the city-state. A city-state is a city that rules its surrounding farmlands. The Greek word for city-state was **polis**. The largest Greek city-states were Sparta and Athens.

Most city-states in Greece had fewer than 20,000 people. Because a city-state was small, the people who lived there formed a close community. The center of the city was the agora. This was an open space where people met to do business and to talk about politics. Festivals were also held at the agora.

Many cities had an acropolis. This was a hilltop that was protected against attack. The acropolis was first used for military purposes. Later, Greeks built temples on the flat tops of the hills. Regular houses were built on the bottom of the hill.

1. What was the acropolis used for?

Forms of Government
(pages 372–373)
*What different political systems evolved in the city-states of Greece?*
Each city-state had its own kind of government. Some city-states kept the same kind of government for a long time. In other city-states, the government changed from one system to another.

The earliest kind of government in Greece was a monarchy. This is a kind of government in which a monarch rules. A monarch is a king or queen who has supreme power. In some city-states, a monarchy gave way to a government called an aristocracy. An
**Aristocracy** is a government in which the upper class rules.

Some city-states developed an **oligarchy**. This is a government in which a few people control the government. What is the difference between an oligarchy and an aristocracy? In an aristocracy, people rule because of their inherited social class. In an oligarchy, people rule because they are wealthy or landowners.

Poor people in Greece were often not part of government. They often resented this and sometimes rebelled. Sometimes a wealthy person who wanted power asked poor people to support him in becoming a leader. Such leaders were called tyrants. In Greece, a **tyrant** was a person who took power in an illegal way. Some Greek tyrants worked to help the poor.

2. How did tyrants often come to power?

---

**Athens Builds a Limited Democracy**
(pages 374–376)

*How did limited democracy develop in Athens?*

In time, people in the lower classes realized that they could influence government. They began to demand more power.

The Greeks invented the idea of citizenship. Today, a **citizen** is a person who is loyal to a government and who is entitled to protection by the government. In Greece, a citizen was a person who had the right to take part in ruling the city-state. To be a citizen, a person had to be born to free citizens.

In the 500s B.C., two leaders made reforms that gave people more power. These leaders were Solon and Cleisthenes. In Athens, many poor people owed more money than they could repay. Because of this, they were forced to become slaves. As a result, people in the lower classes grew angry with their rulers.

In 594 B.C., Solon was elected to lead Athens. He freed people who were forced to become slaves because of debt. He made a law that no citizens could be made slaves. Solon organized citizens into four classes that were based on wealth. All citizens were allowed to be part of the assembly and help elect leaders.

Cleisthenes increased the citizens' power even more. He took power away from the nobles. He organized citizens into groups based on where they lived. Any citizen could vote on laws.

Athens government became a form of **democracy**. This is a government in which the citizens make political decisions. Athens had a direct democracy. All citizens met to decide on the laws. Athens also had a limited democracy. Only free adult males were citizens who could take part in the government. Women, slaves, and foreigners could not take part. People who were not citizens were not allowed to become citizens.

3. How did Cleisthenes' reforms give people more power?
CHAPTER 11 | LESSON 3 The City-State and Democracy

Activity Sheet

Part A. Build Vocabulary

Key Terms  Write the letters of the key terms in the blanks to match each key term with a description or example.

- **polis**: the Greek word for city-state
- **aristocracy**: a government in which the upper class rules
- **oligarchy**: a government in which a few wealthy people rule
- **tyrant**: a person who takes power illegally
- **citizen**: in ancient Greece, a free person who was loyal to the government, was protected by the government, and had the right to take part in ruling the city-state
- **democracy**: government in which the citizens make political decisions

1. a leader who gained power illegally  
2. Athens or Sparta  
3. direct, indirect, or limited  
4. rule through inherited social class  
5. someone born to free parents  
6. rule through wealth or land ownership

Part B. Cooperative Work

Work with your group to complete each analogy. Write one of the words at the bottom of the page in each of the empty boxes.

<table>
<thead>
<tr>
<th>Agora</th>
<th>is to</th>
<th>Marketplace</th>
<th>as</th>
<th>Acropolis</th>
<th>is to</th>
<th>1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>King</td>
<td>is to</td>
<td>Monarchy</td>
<td>as</td>
<td>Landowner</td>
<td>is to</td>
<td>2.</td>
</tr>
<tr>
<td>Athens</td>
<td>is to</td>
<td>Direct Democracy</td>
<td>as</td>
<td>the U.S.</td>
<td>is to</td>
<td>3.</td>
</tr>
<tr>
<td>Solon</td>
<td>is to</td>
<td>Freedom from Slavery</td>
<td>as</td>
<td>4.</td>
<td>is to</td>
<td>Citizen Voting</td>
</tr>
<tr>
<td>Oligarchy</td>
<td>is to</td>
<td>Few Rulers</td>
<td>as</td>
<td>5.</td>
<td>is to</td>
<td>Many Lawmakers</td>
</tr>
<tr>
<td>Indirect Democracy</td>
<td>is to</td>
<td>Representatives</td>
<td>as</td>
<td>Direct Democracy</td>
<td>is to</td>
<td>6.</td>
</tr>
</tbody>
</table>

- **indirect democracy**
- **citizen**
- **oligarchy**
- **hilltop**
- **democracy**
- **Cleisthenes**
CHAPTER 11  LESSON 3 The City-State and Democracy

Reteaching Activity

Finding Main Ideas

A. Choose a word from the box in each row to best complete the sentences about the rise of city-states in Greece. Write the word on the correct blank line.

<table>
<thead>
<tr>
<th>POLITICAL DEVELOPMENTS IN GREECE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rise of City-States</td>
</tr>
<tr>
<td>agora</td>
</tr>
<tr>
<td>Sparta</td>
</tr>
<tr>
<td>Acropolis</td>
</tr>
<tr>
<td>city-state</td>
</tr>
<tr>
<td>1. A__________________________ is a state made up of a city and its surrounding lands.</td>
</tr>
<tr>
<td>2. Athens and____________________ were the largest city-states in ancient Greece.</td>
</tr>
<tr>
<td>3. The center of city life was the__________________________, an open space where people met for business and public gatherings.</td>
</tr>
<tr>
<td>4. The__________________________ was the highest part of the city-state used as a fort or for temples and palaces.</td>
</tr>
</tbody>
</table>

B. Choose a word from the box in each row to best complete the sentences forms of government in ancient Greece. Write the word on the correct blank line.

<table>
<thead>
<tr>
<th>Forms of Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>tyrant</td>
</tr>
<tr>
<td>oligarchy</td>
</tr>
<tr>
<td>monarchy</td>
</tr>
<tr>
<td>5. The earliest form of government in Greece was a ________________, a government in which a king or queen rules.</td>
</tr>
<tr>
<td>6. An__________________________ is rule by a small group because of its wealth or land ownership.</td>
</tr>
<tr>
<td>7. A__________________________ was someone who took power in an illegally (against the law) and who acted like a king without being of royal birth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A Limited Democracy in Athens</th>
</tr>
</thead>
<tbody>
<tr>
<td>democracy</td>
</tr>
<tr>
<td>males</td>
</tr>
<tr>
<td>citizen</td>
</tr>
<tr>
<td>8. Today, the term____________________ refers to a person who is loyal to a government and who has the right to be protected by that government.</td>
</tr>
<tr>
<td>9. A government that allows citizens to make political decisions is called a ________________.</td>
</tr>
<tr>
<td>10. Athens' democracy was limited because only adult free ________________ were citizens who could take part in government.</td>
</tr>
</tbody>
</table>
CHAPTER 11  |  LESSON 3 The City-State and Democracy

Reteaching Activity

Finding Main Ideas

A. Choose a word from the box in each row to best complete the sentences about the rise of city-states in Greece. Write the word on the correct blank line.

<table>
<thead>
<tr>
<th>POLITICAL DEVELOPMENTS IN GREECE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rise of City-States</td>
</tr>
<tr>
<td>agora</td>
</tr>
<tr>
<td>Sparta</td>
</tr>
<tr>
<td>Acropolis</td>
</tr>
<tr>
<td>city-state</td>
</tr>
<tr>
<td>1. A ___________________________ is a state made up of a city and its surrounding lands.</td>
</tr>
<tr>
<td>2. Athens and ____________________ were the largest city-states in ancient Greece.</td>
</tr>
<tr>
<td>3. The center of city life was the ____________________, an open space where people met for business and public gatherings.</td>
</tr>
<tr>
<td>4. The _________________________ was the highest part of the city-state used as a fort or for temples and palaces.</td>
</tr>
</tbody>
</table>

B. Choose a word from the box in each row to best complete the sentences forms of government in ancient Greece. Write the word on the correct blank line.

<table>
<thead>
<tr>
<th>Forms of Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>tyrant</td>
</tr>
<tr>
<td>oligarchy</td>
</tr>
<tr>
<td>monarchy</td>
</tr>
<tr>
<td>5. The earliest form of government in Greece was a ____________________________, a government in which a king or queen rules.</td>
</tr>
<tr>
<td>6. An __________________________ is rule by a small group because of its wealth or land ownership.</td>
</tr>
<tr>
<td>7. A ___________________________ was someone who took power in an illegally (against the law) and who acted like a king without being of royal birth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A Limited Democracy in Athens</th>
</tr>
</thead>
<tbody>
<tr>
<td>democracy</td>
</tr>
<tr>
<td>males</td>
</tr>
<tr>
<td>citizen</td>
</tr>
<tr>
<td>8. Today, the term __________________________ refers to a person who is loyal to a government and who has the right to be protected by that government.</td>
</tr>
<tr>
<td>9. A government that allows citizens to make political decisions is called a __________________________.</td>
</tr>
<tr>
<td>10. Athens' democracy was limited because only adult free __________________________ were citizens who could take part in government.</td>
</tr>
</tbody>
</table>
CHAPTER 11  |  LESSON 4  Sparta and Athens

Lesson 4 Sparta and Athens

BEFORE YOU READ
In Lesson 4, you will learn what life was like in Sparta and Athens.

AS YOU READ
Use this diagram to tell how life in Sparta and Athens was the same and how it was different.

TERMS & NAMES
- Athens a large city-state in the Peloponnesus
- Sparta a large city-state in the Peloponnesus
- helot a slave in Sparta
- barracks military houses in Sparta
- Marathon a plain near Athens and site of a battle in the Persian Wars

Sparta’s Military State
(pages 379–380)
What did Spartan society emphasize the most?
The main rival of Athens was Sparta. About 715 B.C., Sparta began to conquer nearby areas to get land. Sparta forced many of the people it defeated to become slaves called helots. Helots worked on farms. They had to give the Spartans half their crops. The Helots outnumbered the Spartans. They hated Spartan rule and rebelled many times. The Spartans put down these revolts. But the Spartans also feared Helot revolts. Because of this, they stressed building a strong army.

Two kings ruled Sparta. Five elected supervisors ran the government. Thirty older citizens made up the Council of Elders. They proposed laws. An Assembly voted on the suggested laws of the Council. This Assembly was made up of all Spartan citizens.

Sparta had three social groups. Citizens lived in the city. They spent all their time training to be soldiers. Free noncitizens lived in nearby villages. They had no political rights. The lowest group was the helots.

The goal of Spartans was to have a strong army. At age seven, boys moved into military houses called barracks. The boys’ education focused on military skill. All male citizens joined the army when they were 20 years old. They stayed in the army until they were 60.

Spartan women were expected to be tough. Girls were educated to be strong and to defend themselves. For Spartans, the army was more important than family life. Because of this, husbands and wives spent much time apart. Women had some rights, such as being able to own property.

1. How was Sparta’s society organized?
The Persian Wars
(pages 382–383)
What happened when Persia invaded Greece?
In the 500s B.C., Persia conquered Anatolia, which had many Greek colonies. In 499 B.C., some Greeks in Anatolia rebelled against the Persians. Athens sent soldiers and ships to help these Greeks. After the revolt failed, the Persians decided to punish Athens for helping the Greek colonists. Around 490 B.C., the Persians arrived near Athens on the plain of Marathon. The Athenians sent a runner to ask Sparta for help. But the Spartans did not arrive on time.

The Athenians were outnumbered by the Persians. Even so, the Athenians were able to defeat them. In 480 B.C., Persia again invaded Greece. Several Greek city-states united to fight and eventually defeated the Persians.

3. Why did the Persians attack Athens around 490 B.C.?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
CHAPTER 11 | LESSON 4 Sparta and Athens

Activity Sheet

Part A. Build Vocabulary
Key Terms Write the term in each blank that best completes the statement.

- **Athens**: a large city-state in the northern part of Greece
- **Sparta**: a large city-state in the Peloponnesus
- **helot**: a person who was conquered and made a slave by Spartans
- **barracks**: military houses
- **Marathon**: plain outside Athens, site of a major battle in the Persian Wars

1. A _____________ belonged to the lowest group in Spartan society.
2. _____________ faced the Persians when several Greek colonies rebelled against Persia.
3. In Sparta, young boys were trained for war and moved into _____________ when they were seven.
4. The Athenian army used clever strategy to defeat the Persians at _____________.
5. Women could own property and oversee her husband’s property in _____________.

Part B. Cooperative Reading
Complete the chart by working with your group to show how women and different social classes were treated in Athens and Sparta.

<table>
<thead>
<tr>
<th>Education and Daily Life in Athens and Sparta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens</td>
</tr>
<tr>
<td>4. Slaves</td>
</tr>
</tbody>
</table>

Chapter 11, Lesson 4
Modified Lesson Plans for English Learners
CHAPTER 11 | LESSON 4 Sparta and Athens

Reteaching Activity

Finding Main Ideas

A. The following sentences deal with the Greek city-states of Sparta and Athens.
   If the sentence describes Sparta, write S in the blank line. If it describes Athens,
   write A. One is done for you.

   S = Sparta   A = Athens

   1. The government was a mixture of democracy, oligarchy, and monarchy.
   2. Boys of wealthy families learned logic (reasoning), public speaking,
      reading, writing, poetry, arithmetic, music, and athletics.
   3. Two kings ruled, and five elected officials ran its government.
   4. There were two governing bodies, the Council of Four Hundred and the
      Assembly. The Council handled the daily running of the city. The Assembly
      voted on laws put forward by the Council.
   5. The Council of Elders suggested laws, and the Assembly, made up of all
      citizens, voted on the laws and elected officials.
   6. Women were expected to be tough. They were to urge their sons to fight.
      Women were taught athletics and had more freedom than in other city-
      states. They were allowed to own property.

Reading Comprehension

B. Find the name or term in the second column that best matches the description in
   the first column. Then write the letter of your answer in the blank.

   7. people beaten by Sparta and forced to give Sparta half
      of their crops   a. Marathon
   8. housing for boys being trained in the army  b. barracks
   9. type of government that developed in Athens over time
      c. direct
      democracy
d. helots
   10. the plain from which a runner ran to Athens to tell of
      the Greeks’ victory (winning) over the Persians
GREEK NAMES

Choose a name from this list or create one on your own.

GIRLS

Sappho  Calliope
Eugenia  Calypsa
Scylla  Atalanta
Apolla  Atosia
Phoedocia  Anatolia
Delphia  Dodona
Nausea  Dirce
Salamia  Circe
Xanthippe  Hecuba
Platonia  Jocasta
Bucephala  Larisa
Lysistrata  Malaga
Aspasia  Medea
Helena  Mila
Diana  Mysia
Propitia  Oceania
Olympia  Paeonia
Dionysia  Pandora
Corinthia  Penelope
Philippia  Pellene
Phoenicia  Rebia
Solona  Persephone
Constanta  Phallaria
Dalmatia  Phidara
Cythera  Phryria
Cybelia  Scipia
Daphnis  Spartana
Nausica  Diane
Corinna  Sellene
Sellesia  Spartanica
Theodosia  Apassionata

BOYS

Diokles  Icarus
Tyrataeus  Zeuxis
Arcesilas  Atlas
Arcadicus  Timocrates
Alcaeus  Agatharchus
Heraclitus  Thermocles
Pythagoras  Gylippus
Hippias  Brasidas
Herodotus  Theribus
Heracles  Brygus
Nike  Icos
Lysander  Tellus
Nicias  Butades
Antiphon  Heron
Cimon  Agoracritus
Cleon  Pharhisus
Leonidas  Calliopus
Myron  Callicrates
Scopas  Amoebus
Pindar  Anacharsis
Coray  Iphicrates
Damocles  Jason
Cyme  Odysseus
Damophon  Lasus
Damon  Zerro
Dameon  Metelius
Xenophanes  Menelaus
Thoricus  Dorcus
Hector  Theron
Demoritus  Nauseum
Timon  Zeno