

## Chapter

# 11

# Ancient Greece

## Before You Read: Predicting

Scan the title of the chapter and the lesson titles. Write three questions that you think will be answered in the chapter. One example might be

*What were the main geographic features of Greece?*

If you find the answer to any of your questions as you read, write it down in your notebook.

## Big Ideas About Ancient Greece

**Government** Governments create law codes and political bodies to organize a society.

Mountains separated ancient Greece into regions, which were organized as separate city-states. Originally, kings ruled those city-states, but over time other forms of government evolved. The city-state of Athens developed direct democracy, in which all male citizens met in an assembly to make their own laws.

### Integrated Technology

#### eEdition

- Interactive Maps
- Interactive Visuals
- Starting with a Story

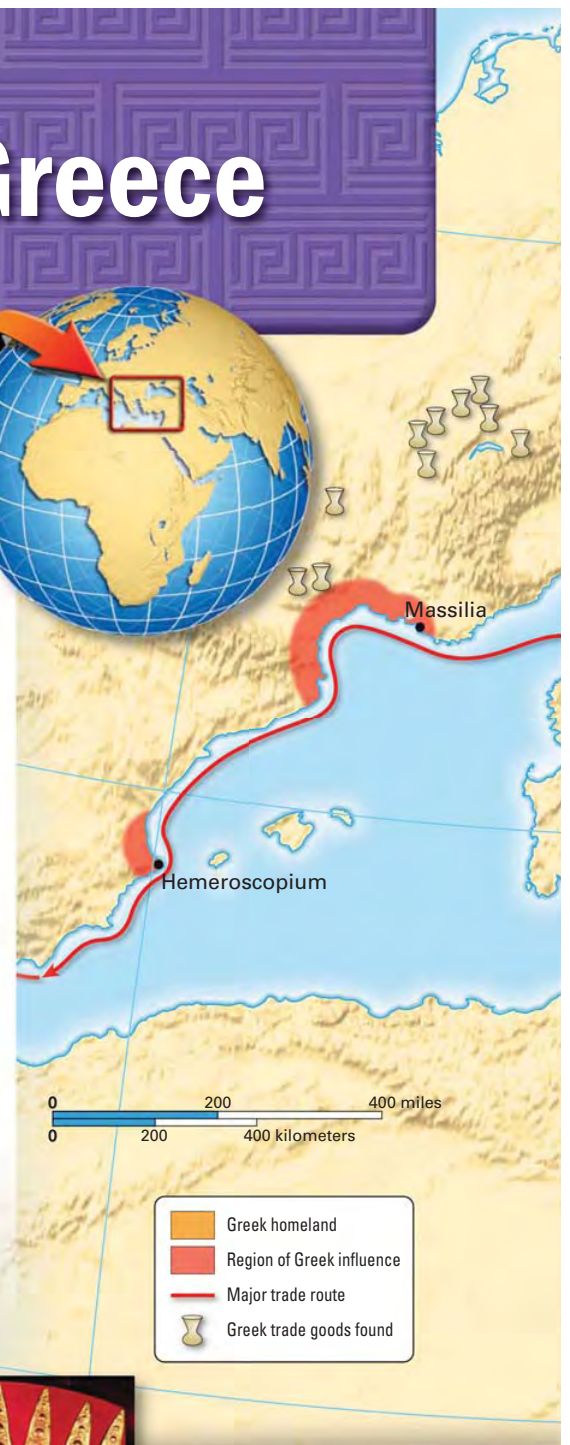


Ancient Greece

#### INTERNET RESOURCES

Go to [ClassZone.com](http://ClassZone.com) for

- WebQuest
- Homework Helper
- Research Links
- Internet Activities
- Quizzes
- Maps
- Test Practice
- Current Events



## GREECE

## WORLD

1500 B.C.

**1500 B.C.**  
Mycenaean civilization thrives in Greece.  
(Mycenaean headpiece, 1500s B.C.) ▲

c. 1200 B.C.

**c. 1200 B.C.**  
Olmec culture rises in Mexico.  
(Olmec sculpture of man with infant) ►

**1050 B.C.**  
Dorians move into Greece.

1000 B.C.

**1027 B.C.**  
Zhou Dynasty begins in China.



# Greek Trade, 500 B.C.

INTERACTIVE



**800 B.C.**  
Greeks use an alphabet.  
(ring showing Greek letters,  
400s B.C.) ▶



**490 B.C.**  
Athenians win the  
Battle of Marathon.

**700 B.C.**

**400 B.C.**

**751 B.C.**  
Kush conquers  
Upper Egypt.

**c. 563 B.C.**  
The Buddha is born.  
(head of the Buddha, southeast  
Asia, A.D. 1100s) ▶

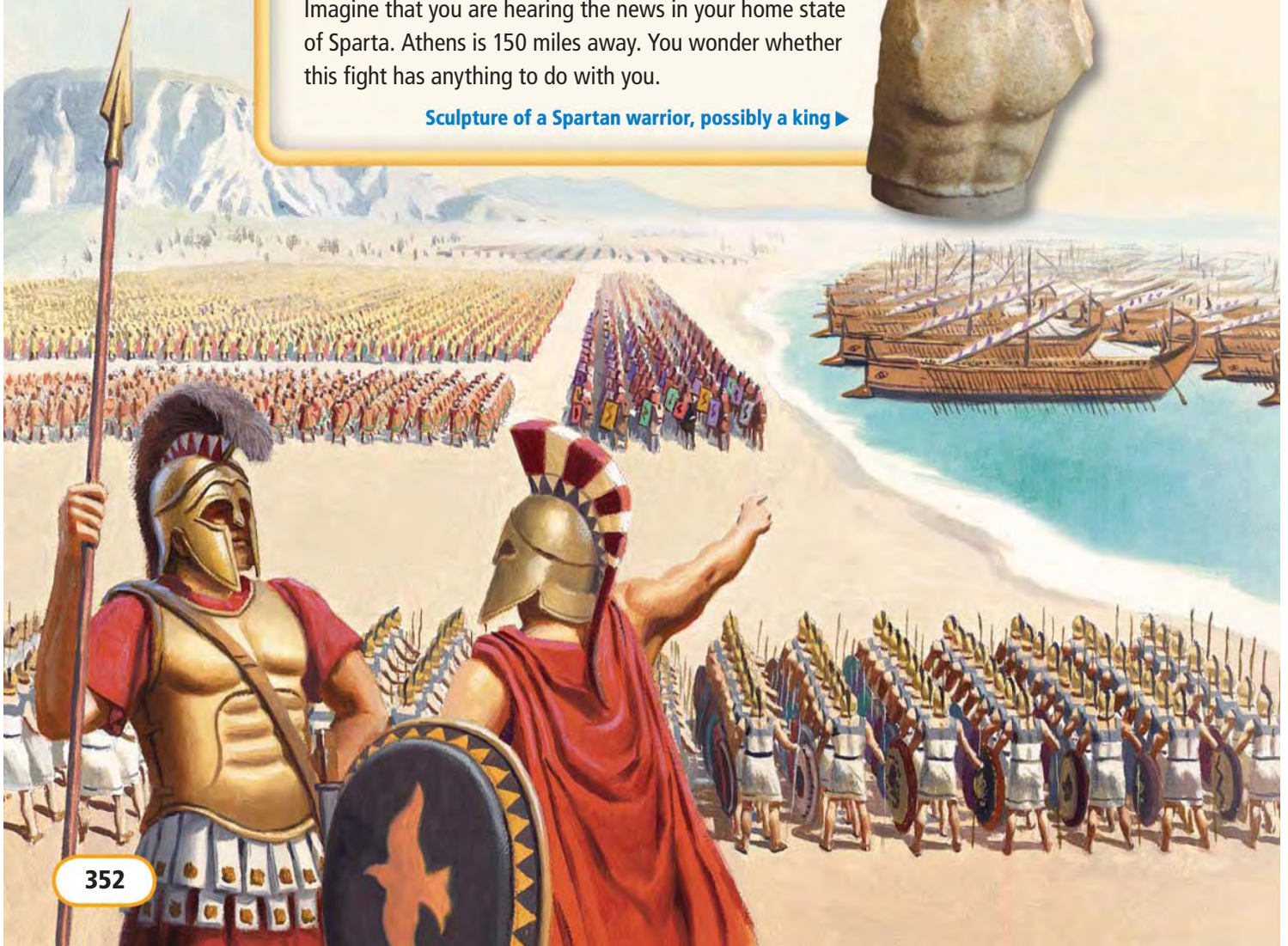


# THE PERSIAN INVASION

**Background:** Ancient Greece was not a unified country. It was made up of independent city-states (states made of a city and its surrounding lands). Two of the leading city-states were Athens and Sparta. In 490 B.C., the mighty Persian Empire dominated Southwest Asia. The Persian king Darius decided to conquer Greece.

Darius and his army have just landed near Athens. Imagine that you are hearing the news in your home state of Sparta. Athens is 150 miles away. You wonder whether this fight has anything to do with you.

[Sculpture of a Spartan warrior, possibly a king ►](#)



**Y**ou are a soldier in Sparta. All of the free men in Sparta are soldiers. Your father and grandfather were soldiers. All of the men in your family for more than 150 years have been soldiers.

Sparta's army is its great strength and the source of its pride. From the time you were a boy, you trained to be a soldier. You learned to be tough. You and your friends played at war, preparing for the real thing.

Athens is Sparta's main rival. Its way of life is different. Men there spend most of their time talking about politics. Boys in Athens study debate, music, and poetry. You wonder what kind of people would waste their time on such things.

An Athenian messenger has just arrived to tell the Spartan rulers that the Persian army has landed near Athens. He ran for two days to bring the news. He pleads with the rulers, "The enemy's force is enormous. There are 600 ships and more than 15,000 soldiers, many of them with horses. We have only about 10,000 soldiers. Athens desperately needs the help of your powerful army. Will you not join us in this fight?"

You've heard about the Persian Empire. Their rulers have been conquering their neighbors for more than 100 years. Their lands stretch from the Mediterranean Sea to the border of India. Persians now rule over Egypt.

Such a powerful empire might eliminate your rival for you. Then Sparta would be the greatest city-state in Greece. Why should Spartans die for men who would rather be politicians than warriors? Then a horrible thought occurs to you. What if the Persians don't stop with Athens? What if they decide to come after Sparta next?

**Do you help your rival against a greater enemy?**

## Reading & Writing

- 1. READING: Compare and Contrast** How were Athens and Sparta similar and different? Compare and contrast them.
- 2. WRITING: Persuasion** Suppose that the rulers of Sparta have asked your advice. Think about the reasons for and against helping Athens. Then write a letter to the ruler explaining what you think Sparta should do.

## Lesson

# 1

### MAIN IDEAS

- 1 Geography** Rugged mountains divided Greece into many regions.
- 2 Geography** The sea linked the regions of Greece to each other and to foreign regions. Sea trade became common.
- 3 Culture** Trade helped the early Greeks develop a sophisticated culture.

### TAKING NOTES

#### Reading Skill: Understanding Effects

An effect is an event or action that is the result of a cause. Copy a chart like the one below on your own paper. As you read Lesson 1, look for the effects of the causes that are listed.

Causes	Effects
Mountains cover most of Greece.	
Several seas surround Greece.	
Greece traded with other regions.	

 Skillbuilder Handbook, page R26



▲ **Pottery Plate** The sea was very important to the ancient Greeks. For one thing, it provided them with a variety of seafood, as shown on this plate.

### Words to Know

Understanding the following words will help you read this lesson:

**mainland** the main part of a country or territory (page 355)

*Surrounding the **mainland** are thousands of islands, which are part of Greece.*

**rugged** having a rough, jagged, or uneven surface (page 355)

*The country's **rugged** landscape made it difficult for people to travel.*

**found** to establish; to bring into being (page 356)

*Greek traders helped to **found** colonies where they could exchange their goods.*

**collapse** to break down or end suddenly (page 358)

*Greek culture took some time to recover after its early civilization **collapsed** about 1200 B.C.*

# The Geography of Greece

## TERMS & NAMES

peninsula  
Peloponnesus  
isthmus  
Phoenician  
alphabet

**Build on What You Know** Has construction or an accident ever blocked the road your family wanted to take? How did you get around the problem? Mountains prevented the ancient Greeks from traveling over land. This lesson will explain their other methods of travel.

## Geography Shapes Ancient Greek Life

**1 ESSENTIAL QUESTION** What were the main features of the geography of Greece?

The mainland of Greece sticks out into the Mediterranean Sea. It is a **peninsula**, a body of land that has water on three sides. Greece also includes thousands of islands.

A gulf of water almost divides the Greek peninsula in two. The southern tip forms a second peninsula called the **Peloponnesus** (PEHL•uh•puh•NEE•suhs). A narrow strip of land called an **isthmus** (IHS•muhs) links the Peloponnesus to the rest of Greece. (See the map on page 351.)

### Landscape and Climate

Mountains cover 70 to 80 percent of Greece. The mountains divided it into many regions. The uneven landscape made transportation over land difficult. Greece had no large rivers on which people could travel. The rugged landscape made it hard to unite Greece under a single government.

Greece has mild, rainy winters and hot, dry summers. In much of Greece, temperatures range from about 50°F in winter to 80°F in summer. The warm climate encouraged outdoor life. For example, outdoor athletic competitions such as races were an important part of Greek culture.

**Coastline of Greece**  
Because of its long coastline, Greece has many ports. This port, Piraeus, is near the capital and ancient city of Athens. ▼



## Geography

### Land Use in Greece

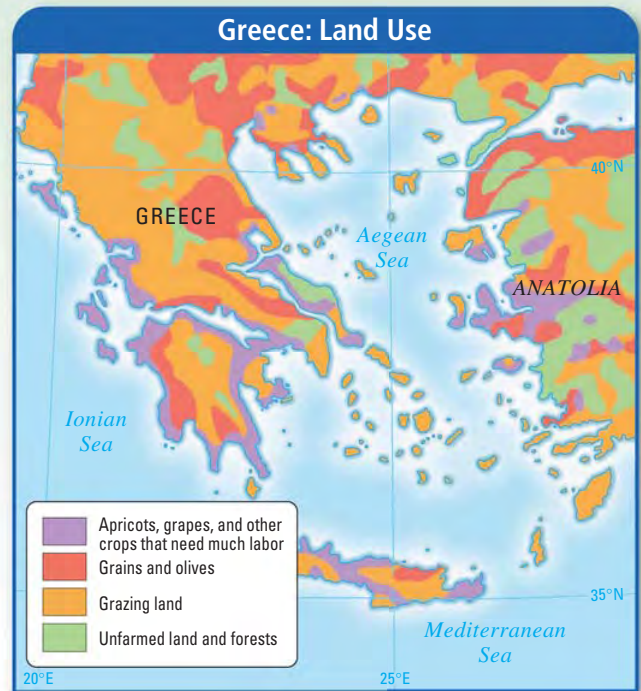
Mountains cover 70 to 80 percent of Greece. As a result, only about 20 to 30 percent of Greek land was good for farming. Even so, the ancient Greeks found ways to make the best use of the land that they had.

- They grew grain on the few open plains. Olive trees grew on the edges of those plains.
- The Greeks planted grapevines on the lower slopes of hills.
- Sheep and goats grazed on land that was too rocky or too infertile to grow crops.

#### GEOGRAPHY SKILLBUILDER

##### INTERPRETING MAPS

**Region** Was more land used for growing grains and olives or for grazing animals?



**Agriculture** Greek land was rocky, so only about 20 to 30 percent of it was good for farming. Even so, more than half of all Greeks were farmers or herders. Most farmland was located in the valleys between mountains.

In Greek society, landowners were part of the upper class. In general, only men owned property. A person who owned land could support himself. He had enough wealth to pay for equipment such as helmets, shields, and swords. This allowed him to serve in the army and defend his homeland. As a result, people respected landowners, who had a higher place in society than merchants or poor people.

In order to get more farmland, the Greeks founded colonies in other regions. The western end of Anatolia had broad plains and rivers. The Greeks founded many colonies there.

**Resources** The lack of farmland was not the only problem. Greece also lacked natural resources such as precious metals. The Greeks had to find those resources somewhere else.

One resource that Greece did have was stone for building. Greece also had plenty of good sites for harbors.

**REVIEW** How did the mountains affect life in Greece?

## Trade Helps Greece Prosper

### 2 ESSENTIAL QUESTION How did the sea affect Greek life?

Just as rivers influenced other ancient cultures, the sea influenced Greece. Greece has a long coastline, and most places in Greece are less than 100 miles from the coast. In fact, many cities were built directly on harbors.

**Highways of Water** Several seas played a major role in the life of ancient Greece. The largest was the Mediterranean Sea to the south. The Ionian and Aegean seas were branches of the Mediterranean. The Ionian Sea is west of Greece. The Aegean Sea is east of Greece.

These “highways of water” linked most parts of Greece to each other. The Greeks used the seas as transportation routes.

**A Seafaring People** The Greeks became skilled sailors and shipbuilders. They built rowing ships for fighting and sailing ships for trading. Some warships had two or three levels of oars on each side. Most sailing ships had a single mast and square sail.

The Ionian and Aegean seas are not very large. Small ships could sail around them by staying near the coast or by sailing from island to island. Once the Greeks learned these routes, they could sail to other regions.

The sea was a source of fish, an important part of the Greek diet. The Greeks traded fresh fish from the sea to local ports along the coast. The Greeks also dried some kinds of fish so that they could be transported over great distances.

**Trade and Commerce** Greece did not produce much grain, but some regions produced surplus olive oil, wine, wool, and fine pottery. Greek city-states bought and sold surplus goods from each other. In addition, Greeks traded these items to other regions around the Black Sea and the Mediterranean Sea, including Egypt and Italy.

The main products that the Greeks bought were grain, timber for building, animal hides, and slaves. The Greeks also traded for nuts, figs, cheese, and flax, which was used to make linen.

**REVIEW** How did the sea help the Greek economy?



▲ Greek Ship In recent times, people built this ship to show how ancient Greek fishing ships looked.



## The Earliest Greeks

### 3 ESSENTIAL QUESTION How did trade influence Greek culture?

The Greek culture of sailing and trading developed over thousands of years. The earliest Greeks had moved onto the Greek peninsula about 2000 B.C.

**Mycenaean Civilization** The first Greek civilization was built on the Peloponnesus. It was named after its most important city, Mycenae (my•SEE•nee). A king ruled each city of Mycenaean Greece. The Mycenaeans were traders. Their culture featured writing, gold jewelry, bronze weapons, and fine pottery. Their civilization collapsed about 1200 B.C., perhaps because of invaders.

After the fall of the Mycenaeans, Greek culture declined. People no longer kept written records. Without such records, historians know little about the period from 1200 to 750 B.C.

**New Advances in Greek Culture** In time, Greek culture made advances again. One reason for this is that the Greeks learned from other people, such as the **Phoenicians** (fih•NISHSH•uhnz). They were another important trading people, who lived on the coast of the eastern Mediterranean. By trading with other people, the Phoenicians spread their system of writing. It used 22 symbols to stand for sounds. Such a system of symbols is called an **alphabet**.

## Comparisons Across Cultures

### Alphabets

Writing systems change over time. The Greeks borrowed the Phoenician alphabet of 22 letters but wrote the symbols differently. Also, the Greeks added two letters. Since the time of ancient Greece, their alphabet has evolved into the one used in the United States today.



▲ American Sign Language is a language for the deaf that uses gestures to convey meaning. It includes an alphabet.

Culture	Characters from Alphabet																										
Phoenician	𐤀	𐤁	𐤂	𐤃	𐤄	𐤅	𐤆	𐤇	𐤈	𐤉	𐤊	𐤋	𐤌	𐤍	𐤎	𐤏	𐤐	𐤑	𐤒	𐤓	𐤔	𐤕	𐤖	𐤗	𐤘	𐤙	𐤚
Greek	Α	Β	Γ	Δ	Ε	Ζ	Η	Θ	Ι	Κ	Λ	Μ	Ν	Ξ	Ο	Π	Ρ	Σ	Τ	Υ	Φ	Χ	Ψ	Ω	Ͱ	ͱ	Ͳ
Modern English	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	

The Greeks picked up the Phoenician alphabet between 900 and 800 B.C. They changed some letters to suit their language. The Greek alphabet later evolved into our own alphabet of 26 letters.

The Greeks also learned about coins from trading with other peoples. Coins were invented about 650 B.C. in Anatolia. Most parts of Greece were making their own coins by 500 B.C.

Eventually, the Greeks also developed new forms of literature and government. You will learn more about these developments in Lessons 2 and 3.

**Greek Coins** This coin is from the city of Athens, Greece. One side shows the goddess Athena, for whom Athens was named. The other side shows an owl, which was a symbol of Athena's wisdom. ▼



**REVIEW** What did the Greeks learn from trading with other peoples?

### Lesson Summary

- The mountainous geography of Greece limited agriculture and political unity.
- The Greeks depended on the sea to connect with each other and with the wider world.
- Trade brought an alphabet and coins to Greece.

### Why It Matters Now . . .

The Greek alphabet influenced the development of all Western alphabets, including the English alphabet.

## 1 Lesson Review

### Terms & Names

1. Explain the importance of  
peninsula Peloponnesus isthmus  
Phoenician alphabet

### Using Your Notes

**Understanding Effects** Use your completed chart to answer the following question:

2. What effects did the geography of Greece have on settlement patterns?

Causes	Effects
Mountains cover most of Greece.	
Several seas surround Greece.	
Greece traded with other regions.	

### Main Ideas

3. How did the geography of the Greek peninsula affect the political organization of the region?
4. How did the seas affect Greek trade patterns?
5. How did trade with other peoples contribute to Greek civilization?

### Critical Thinking

6. **Analyzing Causes** Why did the Greeks develop trade with other regions?
7. **Contrasting** What were two major differences between the civilizations of Greece and Mesopotamia?



### Activity

**Making a Map** Take out the world map you started in Chapter 2. Using the map on page 351 as a model, add the Greek homeland to your map. You should also add the cities of Athens and Sparta.

## Lesson

# 2

### MAIN IDEAS

- 1 Belief Systems** Like other ancient peoples, the Greeks believed their gods controlled the human and natural worlds.
- 2 Belief Systems** The Greeks honored their gods by worshiping them and by holding festivals and games in their honor.
- 3 Culture** Early Greek literature included stories that taught lessons, and long poems that told of adventures.

### TAKING NOTES

#### Reading Skill: Making Generalizations

As you read Lesson 2, look for information that will help you make a generalization, or broad judgment, about the relationship between Greek beliefs and literature. Record the information on a chart like the one below.

Greek Religious Beliefs	Greek Literature

 Skillbuilder Handbook, page R8

### Words to Know

Understanding the following words will help you read this lesson:

**hero** a person who is admired for great courage or special achievements (page 360)

*Odysseus was a famous hero of ancient Greece.*

**vivid** producing clear mental images (page 361)

*People still enjoy reading the vivid stories that the Greeks told about their gods.*

**public** open to all people; not private (page 362)

*The Greeks built special places for public rituals and celebrations.*

**javelin** a light spear thrown by hand (page 363)

*The javelin throw is an Olympic event.*



▲ **Greek Vase** This vase shows a scene from a Greek myth. The hero Heracles (also called Hercules) rescued Alcestis from the underworld after she offered to die in place of her husband, the king of Thessaly.

# Beliefs and Customs

## TERMS & NAMES

Zeus  
Mount Olympus  
myth  
Olympics  
epic poem  
fable

**Build on What You Know** Like other ancient peoples, the Greeks were polytheistic—they worshiped many gods. But you won't find gods with animal heads in Greece as you did in Egypt. Greek gods looked like humans, yet were more powerful and more beautiful than any human could be.

## Greek Gods and Myths

**1 ESSENTIAL QUESTION** What was Greek religion like?

To the Greeks, the gods were not distant beings. They became involved in people's lives, and the Greeks loved to tell stories about them. These vivid tales showed that the gods were sometimes cruel and selfish.

**The Gods of Greece** The Greek gods had both divine and human qualities. For example, they were very powerful and could shape human events. Yet they had a wide range of human emotions, including love, anger, and jealousy. The gods and goddesses of Greece constantly competed with one another.

**Zeus** (ZOOS) was the ruler of the gods. The Greeks believed that he and 11 other major gods and goddesses lived on **Mount Olympus** (uh•LIHM•puhs), the highest mountain in Greece. (See the box on pages 362–363.) The Greeks also worshiped many less-important gods.

Each city had a special god or goddess to protect it. For example, Athena (one of the 12 who lived on Olympus) was the protector of Athens. She was the goddess of wisdom, a warrior, and the patron of crafts such as weaving.

**Mount Olympus**  
The ancient Greeks believed that their most important gods lived on this mountain. As a result, this group is frequently called the Olympian gods. ▼



**Greek Mythology** **Myths** are stories that people tell to explain beliefs about their world. Myths often begin as oral stories. Later they might be written down.

The Greeks created myths to explain the creation of the world and of human beings. Many myths described the gods and goddesses and how they related to one another and to humans.

For example, the myth of Prometheus (pruh•MEE•thee•uhs) tells how he stole fire from the gods and gave it to humans.

Zeus punished him for this by chaining him to a rock. Every day, an eagle ate his liver—which grew back every night.

Today, Prometheus is seen as a hero who defied unjust authority.

Other myths portrayed Greek heroes and heroines. The Reader's Theater on pages 366–369 is based on the myth of a young woman named Atalanta, who was a skilled hunter and runner.

**P** Primary Source Handbook

See the Greek myth: "The Boy Who Flew," pages R54–55.

**REVIEW** How were Greek myths and religion connected?

## Honoring the Gods

**2 ESSENTIAL QUESTION** How did the Greeks honor their gods?

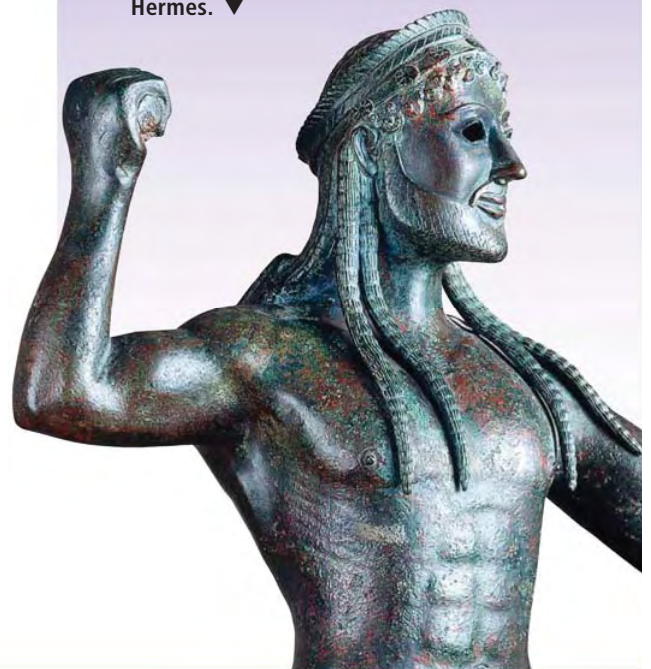
Like other ancient peoples, the Greeks believed it was important to honor the gods. An angry god could cause trouble. The Greeks created statues of the gods and built temples as places for the gods to live. They also held special events to honor the gods.

**Holy Festivals** Certain days of each month were holy to different gods and goddesses or to aspects of nature. For example, each month began with the new moon, and the festival of Noumenia was held. People celebrated holy days with sacrifices and public ceremonies.

The most important festivals honored the 12 Olympian gods. For example, there was a great festival to honor Athena. A new robe was woven for her statue in the main temple. The festival also included a procession, races and other athletic games, and poetry recitals.

### Greek Gods and Goddesses

Zeus was the father of many other gods. Some of his children were Aphrodite, Apollo, Athena, and Hermes. ▼



**The Olympics** In Greece, games were always part of religious festivals. The largest and most elaborate of these were the Olympics. The **Olympics** were games held every four years as part of a major festival that honored Zeus. They took place in a stadium built in the city of Olympia. Only men competed in these contests.

The oldest records of winners at the Olympics date to 776 B.C. But the games might have been going on for centuries before that. The first Olympics included only a foot race. Over time, longer races and other events were added. Events included wrestling, the long jump, the javelin throw, and the discus throw. These games tested skills that were valuable to soldiers.

Unmarried girls competed in a festival to honor the goddess Hera. Hera was Zeus' wife, and her festival was held at the same time as the Olympics. This festival featured a foot race in three different age categories.



**Connect to Today**

▲ **Olympics for All** In modern times, a wider variety of athletes has the chance to compete in the Olympic games than ever before.

**REVIEW** Why did the Greeks hold the Olympics?

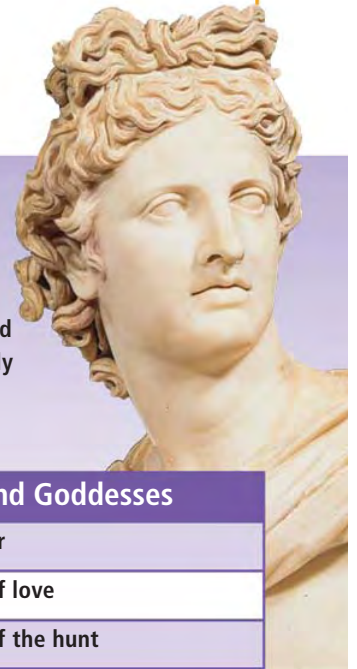


◀ Demeter was a fertility goddess who was especially linked with growing grain.



▲ Athena was the goddess of wisdom and also a warrior. Athena had no mother. She sprang from the forehead of Zeus.

Apollo was the god of archery, healing, music, poetry, and prophecy. Later, he was honored as the god of the sun. Zeus and Apollo were the most widely worshiped gods. ▶



**Other Greek Gods and Goddesses**

Ares	god of war
Aphrodite	goddess of love
Artemis	goddess of the hunt
Hephaestus	god of fire
Hera	wife of Zeus; protector of marriage
Hermes	messenger of the gods
Hestia	goddess of home life
Poseidon	god of the seas and earthquakes

## Early Greek Literature

### 2 ESSENTIAL QUESTION What literature did the early Greeks produce?

In addition to stories about gods, the Greeks told stories about their ancient heroes. Much of what we know about the early Greeks comes from stories passed down through generations and from long poems that told stories. These long poems are called **epic poems**. According to tradition, a blind man, Homer, composed the most famous epics.

**Epics of Homer** Homer's epic the *Iliad* is about the Trojan War, which started because a Trojan stole a Greek king's wife. In the *Iliad*, the Greeks surrounded the city of Troy for more than nine years, trying to capture it. The *Iliad* is famous for its portrayal of heroes. For example, no one could defeat the Greek warrior Achilles (uh•KIHL•eez). When he was a baby, his mother dipped him in a river that would make him live forever. But an arrow wounded Achilles in his one weak spot—the heel his mother held as she lowered him in the water—so he died.

For centuries, people thought Homer's story was fiction. Around 1870, archaeologists discovered the ruins of ancient Troy. A real war did take place there, but it did not happen exactly as the *Iliad* portrays it.

Homer's other major epic was the *Odyssey*. It describes the adventures of the Greek hero Odysseus (oh•DIHS•YOOS) after the Trojan War. The Greek gods decided that Odysseus' trip home should take ten years. During that time, he and his men encountered many dangers. The gods sometimes helped Odysseus and sometimes worked against him.

These ancient stories still influence speech and art today. For instance, we use the phrase *Achilles' heel* to refer to a person's weakest area.

**Aesop's Fables** A **fable** is a short story, usually involving animals, that teaches a moral lesson. A storyteller named Aesop (EE•suhp) is credited with writing down many ancient Greek fables.

**P** Primary Source Handbook

See the excerpt from the *Iliad*, pages R51–52.

**P** Primary Source Handbook

See the excerpt from Aesop's Fables: The Wolf in Sheep's Clothing, page R53.

**Achilles** The ancient Greek epics still influence our culture. For example, in 2004, the movie *Troy* retold the story of the Trojan War. Here the warrior Achilles does battle. ▼



One of Aesop's best-known fables is "The Hare and the Tortoise." In it, a hare (rabbit) makes fun of a tortoise (turtle) for being slow. The tortoise challenges the hare to a race. The hare is so sure he will win that he lies down for a nap. The tortoise never stops but goes at a slow, steady pace to the finish line. The hare wakes up too late for his speed to save him. We still use this story today to encourage people to work steadily at a task that seems impossible to accomplish.

**Cyclops** On Odysseus' long voyage, a one-eyed monster called a Cyclops made him and his men prisoners. The Cyclops ate several of the men before Odysseus defeated him. ▼

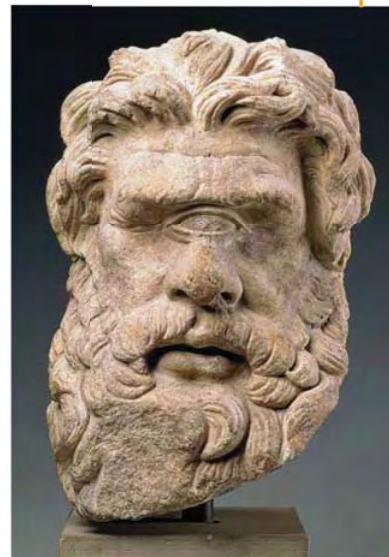
**REVIEW** Why are Homer's epics important?

### Lesson Summary

- The ancient Greeks created stories about their gods, who were important to their daily lives.
- The ancient Greeks honored their gods through festivals that included rituals and athletic games.
- Early Greeks wrote fables and epic poems.

### Why It Matters Now . . .

Greek mythology, epics, and fables continue to influence our literature, language, and movies.



## 2 Lesson Review

### Terms & Names

1. Explain the importance of  

Zeus	myth	epic poem
Mount Olympus	Olympics	fable

### Using Your Notes

**Making Generalizations** Use your completed chart to answer the following question:

2. How were Greek religious beliefs and Greek literature linked? Write your answer as a generalization.

Greek Religious Beliefs	Greek Literature



### Main Ideas

3. Why was mythology important to the lives of ancient Greeks?
4. What role did religious festivals play in Greek life?
5. How are the *Iliad* and the *Odyssey* connected?

### Critical Thinking

6. **Drawing Conclusions from Sources** What lesson might the Greeks have learned from the myth of Prometheus?
7. **Comparing and Contrasting** In what key ways were the religions of Egypt and Greece similar and different?

### Activity

**Writing a Fable** Consider a moral lesson that is important to you. Working with a group, create a story that uses animals to teach that lesson.



# Atalanta's Last Race

**Background:** According to Greek myth, the father of Atalanta (AT•uh•LAN•tuh) wanted a son, not a daughter. So he left Atalanta to die in the wilderness as an infant. She was raised first by a mother bear and then by caring hunters. As a result, the beautiful young woman was skilled in running, hunting, and wrestling.

## Cast of Characters

**Narrator**

**Oeneus:** (EEN•yoost) king of Calydon

**Atalanta:** a young Greek woman

**Hunter:** Atalanta's foster father

**Meleager:** (meh•ee•AY•guhr) son of Oeneus

**Iasus:** (EYE•ah•suhs) father of Atalanta

**Aphrodite:** (AF•ruh•DY•tee) Greek goddess of love

**Milanion:** (my•LAN•ee•uhn) suitor of Atalanta

**Spectator**



**Atalanta Running** This vase from about 500 B.C. depicts the myth of Atalanta running in her famous race. ▶

**Narrator:** The goddess Artemis (AHR•tuh•mihs) is angry at King Oeneus because he forgot to make sacrifices to her. So she has sent a wild boar to destroy his country of Calydon (KAL•ih•DAHN). The king has asked the best hunters in Greece for help. When they arrive, Atalanta is with them. She stands before the king, looking lovely in her simple woolen robe. A quiver of arrows hangs over her left shoulder. Her right hand clasps her bow.

**Oeneus:** Who are you, young woman? I have need of skilled hunters, not foolish girls.

**Atalanta:** Your majesty, I think you will find that I am as skilled as any man here. I have spent my life in the woods.

**Hunter:** I can speak for her, my lord. Atalanta has lived among us since she was a small girl. She once killed two centaurs<sup>1</sup> single-handedly. In our land, she is known as “the pride of the woods.”

**Oeneus:** Very well, let us see what she can do. We need all the help we can get.

**Narrator:** The king’s son Meleager falls in love with Atalanta instantly. Although some of the men dislike the idea of hunting with a woman, Meleager insists that she go with them.

**Meleager:** Come, Atalanta, you can hunt by my side. If you are as skilled as the hunters say, I will be glad of your presence. In fact, I should like you always near me.

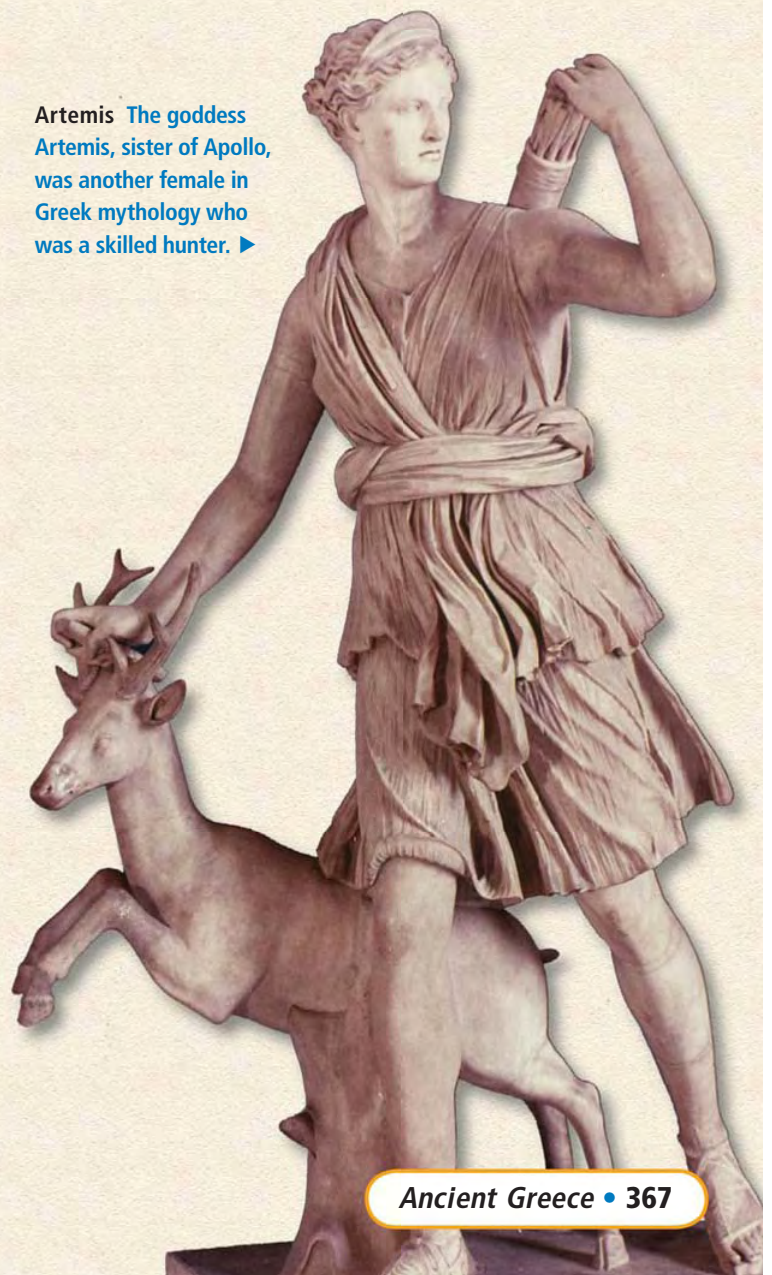
1. centaur (SEHN•TAWRZ): a creature with the head, arms, and chest of a man, and the body and legs of a horse.

**Atalanta:** I am happy to be your friend, Meleager, and I look forward to the hunt. But I only care for men as fellow hunters. I don’t plan to ever get married.

**Narrator:** When the hunters surround the boar, it attacks and kills two men. Atalanta stays calm, and it is her arrow that first strikes the animal. Meleager then moves in for the kill.

*(continued)*

**Artemis** The goddess Artemis, sister of Apollo, was another female in Greek mythology who was a skilled hunter. ►



**Meleager:** Although it is my knife that has killed this beast, I insist that the honor go to Atalanta. She shall have the boar skin as a trophy.

**Narrator:** Meleager's uncles quarrel with him because he honored Atalanta. This quarrel leads to his death. But Atalanta's fame is just beginning. After defeating a great hero in a wrestling match, she meets her father, Iasus.

**Iasus:** Congratulations, daughter. I am very proud of you and would like to welcome you back to my home. I see that you will be almost like a son to me. But I understand that many young men want to marry you.

**Atalanta:** Don't worry, Father, I will never marry a man unless he can beat me in a foot race. *(Aside)* And I know there is no man alive who can do that.

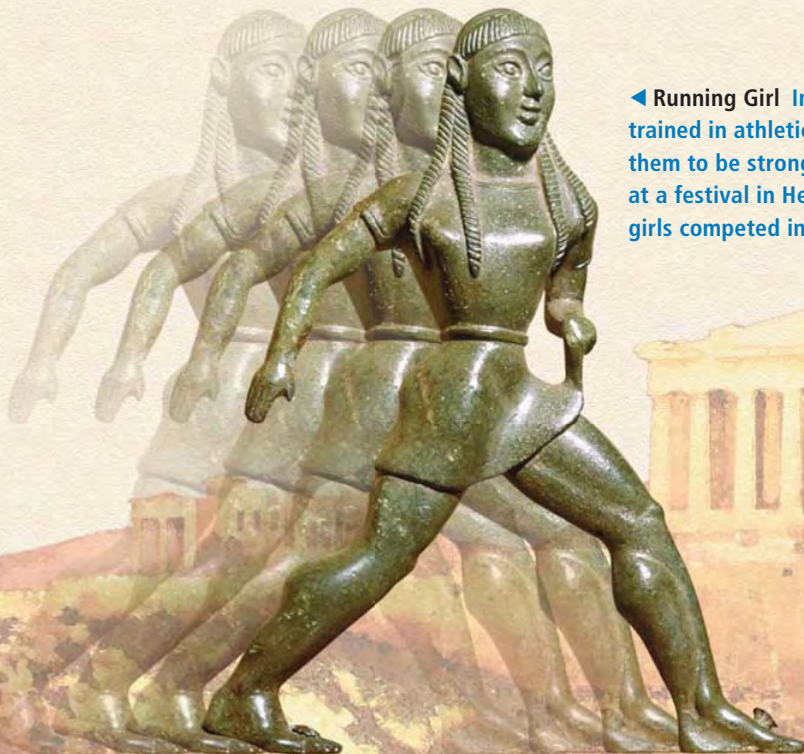
**Narrator:** Atalanta enjoys defeating all the young men who come to race with her. No matter how fast they are, she is faster. She cares nothing for their promises of love. Her actions do not go unnoticed by Aphrodite, the goddess of love on Mount Olympus.

**Aphrodite:** It has come to my attention that there is a wild, young maiden who thinks she is too good for love. I may need to teach her a lesson.

**Narrator:** As it happens, a young man named Milanion wants very much to marry Atalanta. He is smart enough to know he cannot rely on his speed to beat her. He calls upon Aphrodite.

**Milanion:** Aphrodite, will you help me to marry Atalanta?

◀ **Running Girl** In Sparta, girls were trained in athletics because it taught them to be strong. Also, every four years at a festival in Hera's honor, unmarried girls competed in races.



**Aphrodite:** I will gladly help tame this young woman who refuses to honor me. Here are three magical golden apples. Their beauty is so dazzling that anyone who sees them will feel she must have them. Use them wisely and you will succeed.

**Milanion:** Thank you, goddess, for your wise and generous assistance.

**Narrator:** The day arrives when Milanion and Atalanta are to race. Atalanta looks so confident of her skill that Milanion almost despairs of being able to succeed in his plan.

**Milanion:** I must not lose courage. Aphrodite is on my side.

**Narrator:** The race begins. Milanion is swift, but Atalanta is pulling ahead. He rolls his first golden apple right in front of her.

**Atalanta:** Oh my! What is this? I've never seen anything so lovely. I'll just reach down and scoop it up.

**Milanion:** She barely lost her stride! I've caught up with her, but now she is racing ahead again. I've got to slow her down even more.

**Narrator:** This time, Milanion throws his apple to Atalanta's side. She has to move to the right to pick it up.

**Spectator:** Look, he's pulled ahead of her! But here she comes again, and the finish line is just ahead. Will she win this time?

**Milanion:** This is my last chance. I must distract her long enough for me to reach the goal ahead of her. Here goes.

**Narrator:** The third golden apple rolls right in front of Atalanta and onto the side of the racecourse. She sees it glinting in the green grass and follows it.

**Atalanta:** I must have that gorgeous glowing ball. But wait, what's this? Milanion is sprinting past me. He has won!

**Milanion:** (*panting for breath*) Atalanta, do not be angry with me. I only acted out of my great love for you. I will be extremely honored to be your husband.

**Atalanta:** I admire your skill and your wit. And I see that Aphrodite is your friend. I will honor my promise and be your wife.



## Activities

- 1. TALK ABOUT IT** Why might Atalanta prefer not to marry?
- 2. WRITE ABOUT IT** Imagine that you are a spectator watching the race between Atalanta and Milanion. Write a paragraph describing the details of the race—the sights, the sounds, and other important impressions.



## Lesson

# 3

### MAIN IDEAS

- 1 Government** Instead of being a unified country, Greece was organized into separate city-states.
- 2 Government** Different political systems evolved in the various city-states. Some governments changed because of conflicts between rich and poor.
- 3 Government** The city-state of Athens developed democracy, which is rule by the people.

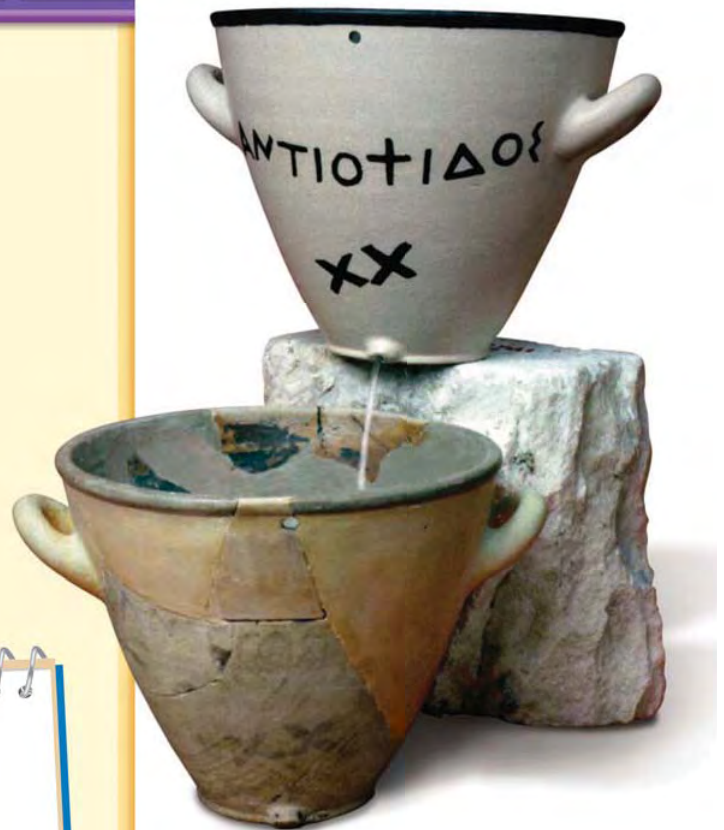
### TAKING NOTES

#### Reading Skill: Categorizing

To categorize means to sort information. As you read Lesson 3, use your own words to take notes about types of government on a chart like this one.

Types of Government		
Monarchy	Oligarchy	Democracy

 Skillbuilder Handbook, page R6



▲ **Water Clock** A water clock was a device that used the flow of water to measure time. The Greeks used this clock to make sure that people in court kept their speeches short. (This clock runs out in about six minutes.)

### Words to Know

Understanding the following words will help you read this lesson:

**layout** the plan or arrangement of something (page 372)

*The city's layout included space for a large public marketplace.*

**supreme** greatest in power or authority (page 373)

*The upper class began to question the supreme authority of the king.*

**entitle** to have rights and privileges (page 374)

*Greek women and slaves were not entitled to many of the benefits enjoyed by free male citizens.*

**gradual** happening little by little (page 374)

*Political change sometimes occurs suddenly, but often it is gradual.*

## TERMS & NAMES

polis  
aristocracy  
oligarchy  
tyrant  
citizen  
democracy

# The City-State and Democracy

**Build on What You Know** As you read in Lesson 1, the Mycenaean civilization fell about 1200 B.C. After a decline, Greek culture gradually started to advance again. This led to the rise of Greek civilization. Like ancient Sumer, Greece was a region of people who shared a common language and common beliefs. In spite of that cultural unity, Greece was divided politically.

## The Rise of City-States

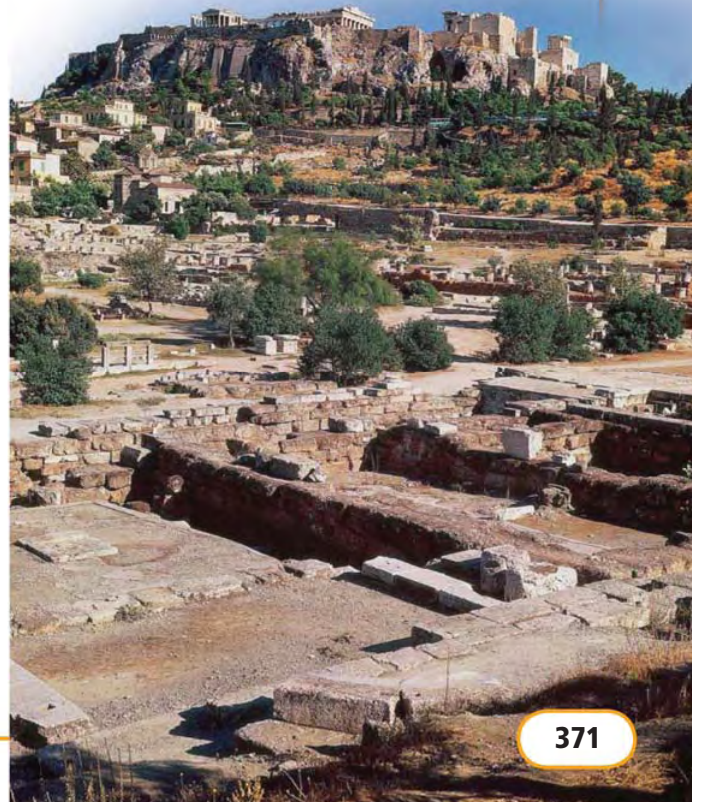
### 1 ESSENTIAL QUESTION How was Greece organized politically?

In Lesson 1, you learned how geography divided Greece into small regions. Because of this, the basic form of government was the city-state. A city-state is a state made of a city and its surrounding lands. The colonies founded by Greeks around the Mediterranean were also city-states.

**Greek City-States** City-states became common in Greece about 700 B.C. In Greek, the word for city-state was **polis**. Most city-states were small. Geographic features, such as mountains, limited their size. Athens and Sparta were the largest Greek city-states. Their lands included the plains that surrounded the center city.

Most Greek cities had fewer than 20,000 residents. Because a city-state was fairly small, the people who lived there formed a close community.

**Agora** Most Greek cities, such as Athens shown here, had an agora—an open marketplace that also had temples and other public buildings. Men often met there to talk politics. ►





**Layout of the City** The center of city life was the agora. The agora was an open space where people came for business and public gatherings. Male citizens met there to discuss politics. Festivals and athletic contests were held there. Statues, temples, and other public buildings were found in and around the agora. (See Daily Life on pages 384–385.)

Many cities had a fortified hilltop called an acropolis. The word means “highest city.” At first, people used the acropolis mainly for military purposes; high places are easier to defend. Later the Greeks built temples and palaces on the flat tops of these hills. Ordinary houses were built along the hill’s base.

**REVIEW** What was the role of the agora in a Greek city?

## Forms of Government

**2 ESSENTIAL QUESTION** What different political systems evolved in the city-states of Greece?

Each city-state of Greece was independent. The people of each one figured out what kind of government worked best for them. As a result, different city-states used different political systems. Some city-states kept the same system of government for centuries. Others slowly changed from one system to another.

▲ Athens from the Air  
A modern artist painted this watercolor showing Athens and its surrounding lands. Notice how the Acropolis is much higher than everything else.

**Monarchs and Aristocrats** The earliest form of government in Greece was monarchy (MAHN•uhr•kee). A monarch is a king or queen who has supreme power. Therefore, a monarchy is a government that a king or queen rules. Most Greek city-states started out as monarchies but changed over time.

**Aristocracy** (AR•ih•STAHK•ruh•see) is another name for the upper class or nobility. In Greece, the aristocracy were people who were descended from high-born ancestors. Some aristocrats believed that their ancestors were mythical heroes.

The Greek city-state of Corinth began as a monarchy. Later, an aristocracy ruled it. In fact, by the 700s B.C., most of the Greek city-states had moved from monarchy to rule by an aristocracy.

**Oligarchy** Some city-states developed a political system called **oligarchy** (AHL•ih•GAHR•kee). Oligarchy means “rule by the few.” It is similar to aristocracy because in both cases, a minority group controls the government.

The main difference between the two is the basis for the ruling class’s power. When aristocrats rule, they do so because of their inherited social class. In an oligarchy, people rule because of wealth or land ownership. In some Greek city-states, an oligarchy replaced aristocratic rule. In others, the aristocracy and the oligarchy shared power.

**Tyrants** Poor people were not part of government in either monarchy, aristocracy, or oligarchy. Often, the poor came to resent being shut out of power. At times, they rebelled.

Sometimes a wealthy person who wanted to seize power made use of that anger. He would ask poor people to support him in becoming a leader. Such leaders were called tyrants. In Greece, a **tyrant** was someone who took power in an illegal way. Today the term *tyrant* means a cruel leader. To the Greeks, a tyrant was simply someone who acted like a king without being of royal birth. Some Greek tyrants worked to help the poor. Some created building programs to provide jobs. Others enacted laws canceling the debts that poor people owed to the wealthy.

Tyrants played an important role in the development of rule by the people. They helped overthrow the oligarchy. They also showed that if common people united behind a leader, they could gain the power to make changes.

#### Vocabulary Strategy

The term *aristocracy* is from the Greek **root words** *aristos*, which means “best,” and *kratos*, which means “power.” The term *oligarchy* is from the **root words** *oligos*, which means “few,” and *arkhe*, which means “rule.”

**REVIEW** How were oligarchy and aristocracy similar?



## Athens Builds a Limited Democracy

### 3 ESSENTIAL QUESTION How did limited democracy develop in Athens?

By helping tyrants rise to power, people in the lower classes realized they could influence government. As a result, they began to demand even more political power.

**Citizenship** One of the major legacies of ancient Greece is the idea of citizenship, which the Greeks invented. In today's world, a **citizen** is a person who is loyal to a government and who is entitled to protection by that government. To the Greeks, a citizen was a person with the right to take part in ruling the city-state. A citizen had to be born to parents who were free citizens. In much of ancient Greece, people of both upper and lower classes were citizens, but only upper-class citizens had power.

By demanding political power, the lower-class citizens were asking for a major change to their society. Such a change does not happen quickly. During the 500s B.C., two leaders in Athens made gradual reforms that gave people more power. Those leaders were Solon and Cleisthenes (KLIHS•thuh•NEEZ).

**Solon and Cleisthenes** In the 500s B.C., trouble stirred in Athens. Many poor farmers owed so much money that they were forced to work their land for someone else or to become slaves. The lower classes were growing angry with the rulers.

### History Makers

#### Solon (c. 630 to 560 B.C.)

Solon was called one of the Seven Wise Men of Greece. Although he was the son of a noble family, he reduced the nobles' power. He is known for his political reforms and his poetry. Poetry was the way he communicated with the citizens.

About 600 B.C., Solon recited a poem to encourage the Athenians in a war. He persuaded them to resume the war and save the honor of Athens.

Solon's reforms did not make all Athenians happy. The nobles wished he had made fewer changes. Poor farmers wished that he had given them more land. Tired of having to justify his reforms, Solon left on a trip for ten years. He traveled to Egypt and Cyprus, among other places. He wrote poems about his journey.



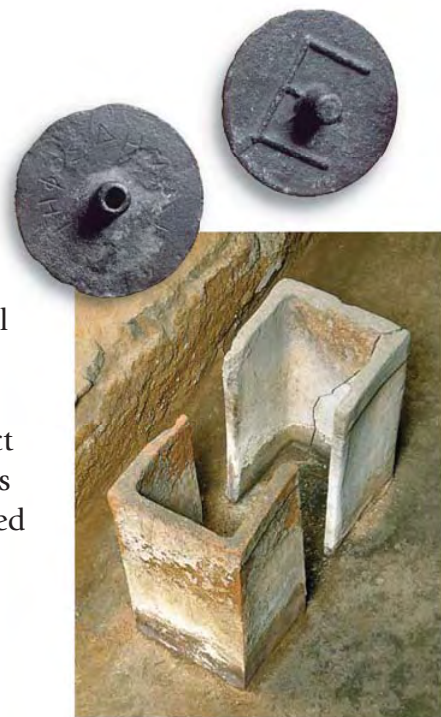
About 594 B.C., the nobles elected Solon to lead Athens. He made reforms that helped prevent a revolt by the poor. First he freed people who had become slaves because of debts. He made a law that no citizen could be enslaved.

Solon also organized citizens into four classes based on wealth, not birth. Rich men had more power—yet this was still a fairer system than the old one that limited power to nobles. Solon allowed all citizens to serve in the assembly and help elect leaders. He also reformed the laws to make them less harsh.

Around 500 B.C., Cleisthenes increased the citizens' power even more. He took power away from the nobles. He organized citizens into groups based on place of residence, not wealth. Any citizen could now vote on laws.




**Direct Democracy** Athens moved toward an early form of democracy. **Democracy** is a government in which the citizens make political decisions. The Athenian style of democracy is called a direct democracy. In such a system, all the citizens meet to decide on the laws. (Indirect democracy, in which people elect representatives to make laws, is more common today. The United States is an example.)

**Jury box and tokens**  
 Juries in Athens voted by putting tokens in this box. The token with the hollow center spoke meant "guilty," and the other meant "not guilty." ▼



**PATTERNS  
 in HISTORY**

**Forms of Government**

	Monarchy	Oligarchy	Direct Democracy
<b>Who ruled</b>	A king or queen ruled the government. 	A small group of citizens ruled the government. 	All citizens took part in the government (but not all people were citizens). 
<b>Basis for rule</b>	Many kings or queens claimed that the gods gave them the right to rule. The monarch's son usually was the next ruler.	Aristocratic birth, wealth, or land ownership gave this group the right to rule.	Neither wealth nor social status affected the right to make decisions.
<b>Type of rule</b>	The king or queen often had supreme power over everyone else.	The ruling group ran the government for their own purposes.	Decisions were made by voting. The majority won.

**Limited Democracy** Athens had a limited democracy. It did not include all of the people who lived in the city-state. Only free adult males were citizens who could take part in the government. Women, slaves, and foreigners could not take part. Noncitizens were not allowed to become citizens.

**REVIEW** How did reformers change the government of Athens?

- The people of Greece lived in independent city-states.
- Greek city-states had various types of government: monarchy, oligarchy, and direct democracy.
- Over time, the male citizens of Athens gained the power to make political decisions.



▲ **Ostracism** If Athenians thought someone was a danger to the city-state, they would ostracize, or send that person away for ten years. People voted to ostracize someone by scratching his or her name on a piece of pottery called an ostracism.

### Why It Matters Now . . .

Athens is often called the birthplace of democracy. Many people in today's world are seeking to replace other forms of government with democracy.

## 3 Lesson Review

### Terms & Names

1. Explain the importance of  
 polis                    oligarchy                    citizen  
 aristocracy            tyrant                        democracy

### Using Your Notes

**Categorizing** Use your completed chart to answer the following question:

2. In which form of government do the fewest people share power?

Types of Government		
Monarchy	Oligarchy	Democracy



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### Main Ideas

3. How did the geography of Greece lead to the rise of city-states?
4. What was the role of tyrants in the development of democracy in Greece?
5. What made democracy in Athens a limited democracy?

### Critical Thinking

6. **Understanding Causes** What were the key factors leading to the rise of tyrants? Explain.
7. **Drawing Conclusions** Why was the invention of the idea of citizenship important to the development of democracy?

### Activity

**Making a Poster** Find out how a person qualifies as a citizen in the United States. How can a noncitizen become a citizen? Make a poster comparing citizenship in Athens with citizenship in the United States.

# Make Vocabulary Cards

**Goal:** To learn English words that are based on Greek roots

## Prepare

- 1 The Greek word *polis*, which you learned in this chapter, is the root of many English words, including *politics*.
- 2 Other terms from the chapter use Greek words as prefixes and roots. For example, democracy comes from word *demos*, which means “the people,” and *kratos*, which means “power.”

## Do the Activity

- 1 Working with a partner, find other words in the dictionary that are based on the Greek word *polis*. Look up words beginning with the letters *pol* and check their origin. Word origins are given at the beginning or the end of the definition.
- 2 Look up the following types of government in the dictionary: monarchy, aristocracy, oligarchy. Note the meaning of each term and the Greek roots of the words.
- 3 Make a vocabulary card for each word that comes from *polis* and for each of the government terms. Write the English word on the front of the card. On the back, write the word’s meaning and origin.

## Follow-Up

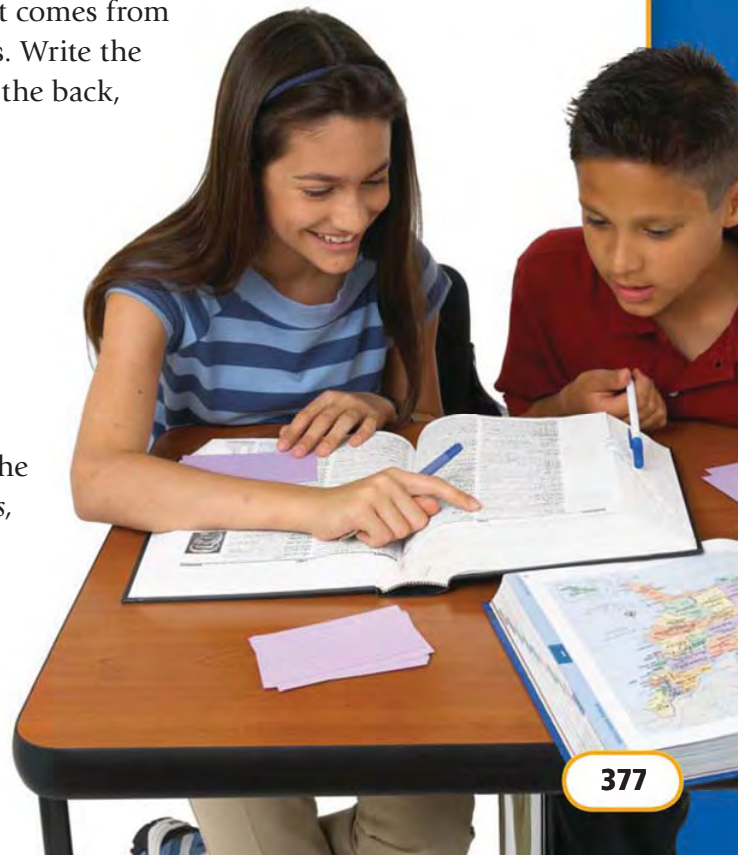
Take turns quizzing each other until you know the meaning of the words.

## Extension

**Locating Cities on a Map** Use a map of the United States to find cities that end in *polis*, such as Indianapolis. Make a list.

## Materials & Supplies

- a dictionary that gives word origins
- pens or pencils
- notecards
- a map of the United States



## Lesson

# 4

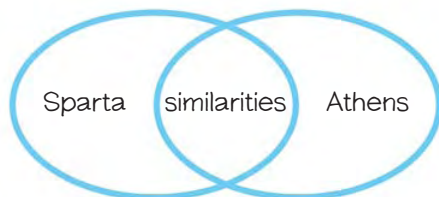
### MAIN IDEAS

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

### TAKING NOTES

#### Reading Skill: Comparing and Contrasting

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



 Skillbuilder Handbook, page R4

### Words to Know

Understanding the following words will help you read this lesson:

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

*In Sparta, five supervisors ran the government.*

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

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

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

*Some Greek slaves worked in the shield-making industry.*

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

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



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

# Sparta and Athens

## TERMS & NAMES

Athens

Sparta

helot

barracks

Marathon

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

## Sparta's Military State

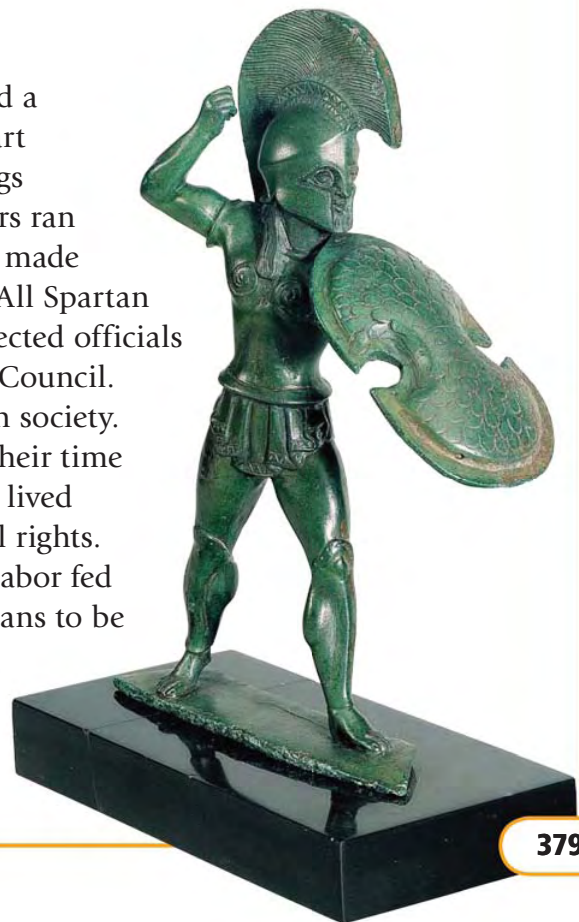
**1 ESSENTIAL QUESTION** What did Spartan society emphasize the most?

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

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

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

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



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

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

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

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

**REVIEW** How did Spartan education support the military?

#### Visual Vocabulary



Barracks

### Primary Source

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

#### from *Parallel Lives*

By Plutarch

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

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

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

#### DOCUMENT-BASED QUESTION

What did Spartan boys learn that made them good soldiers?



## Athens' Democratic Way of Life

### 2 ESSENTIAL QUESTION What was the government of Athens like?

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

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

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

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

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

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

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

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

**REVIEW** What were the duties of an Athenian citizen?



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



## The Persian Wars

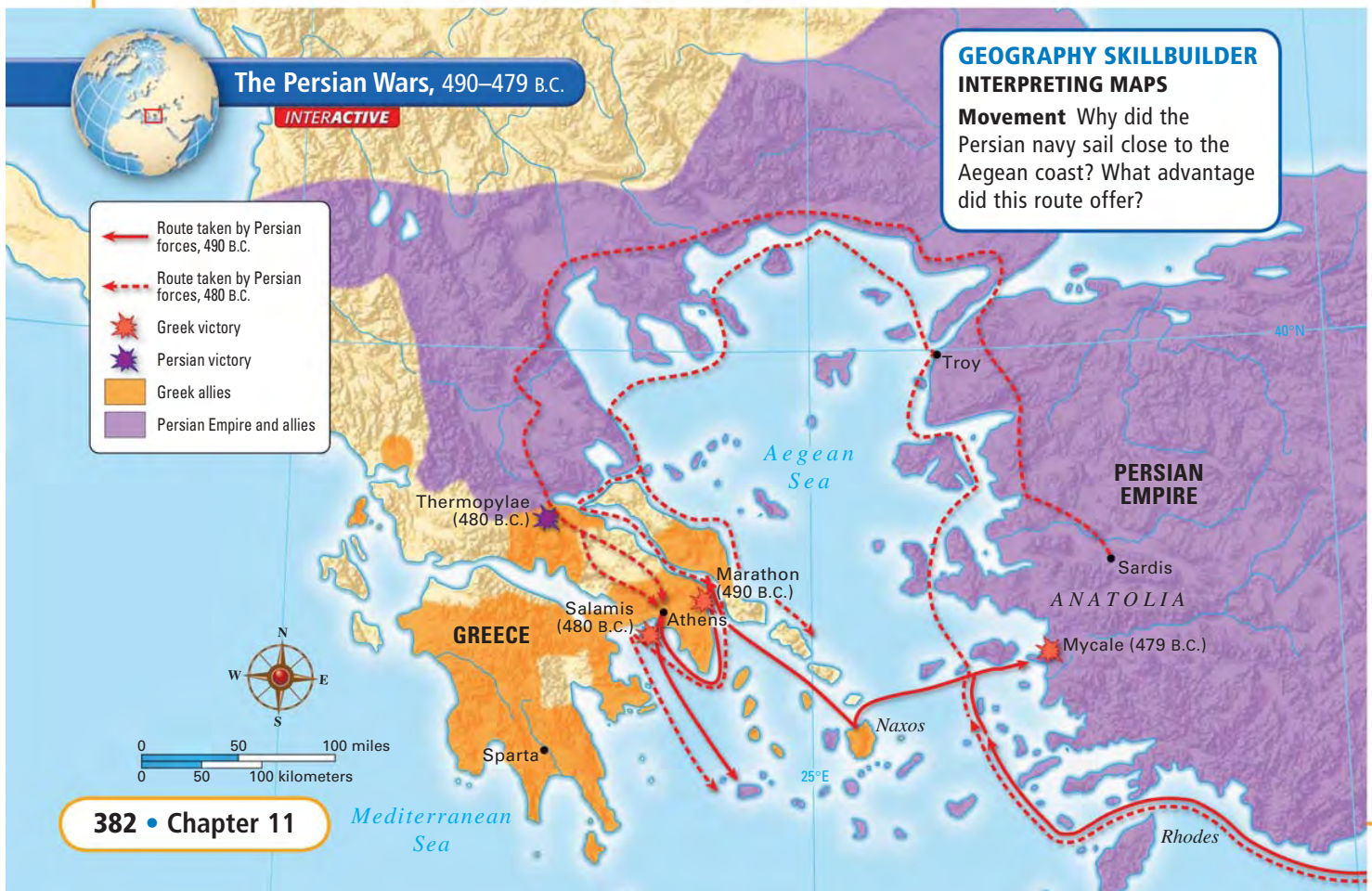
### 3 ESSENTIAL QUESTION What happened when Persia invaded Greece?

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

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

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

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



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

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

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

### Lesson Summary

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

### Why It Matters Now . . .

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

## 4 Lesson Review



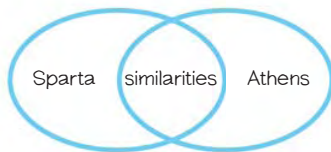
### Terms & Names

1. Explain the importance of  
Athens      helot      Marathon  
Sparta      barracks

### Using Your Notes

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

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



### Main Ideas

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

### Critical Thinking

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

### Activity

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

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

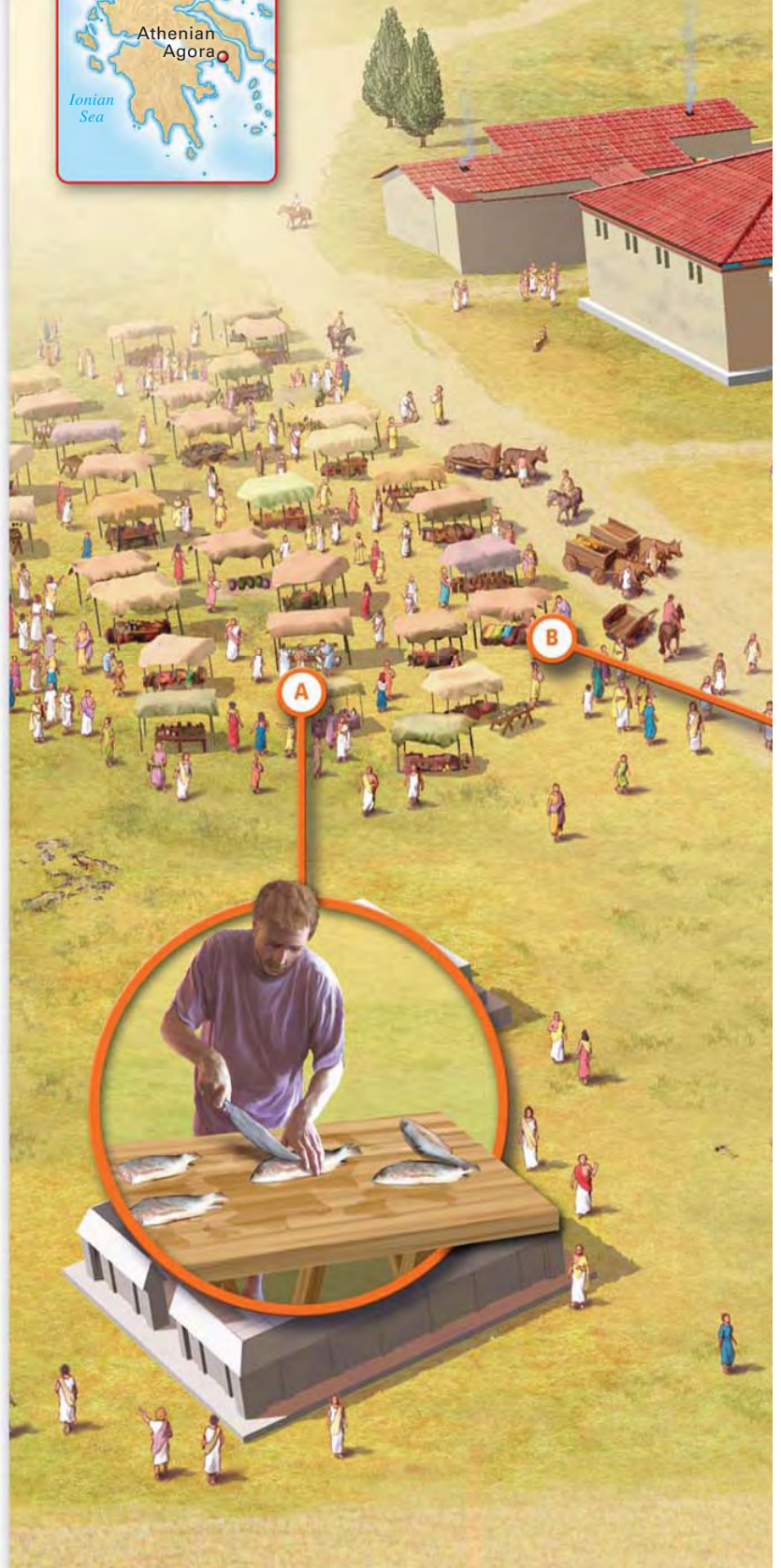


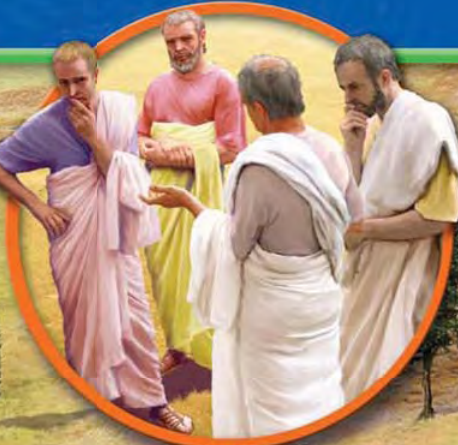
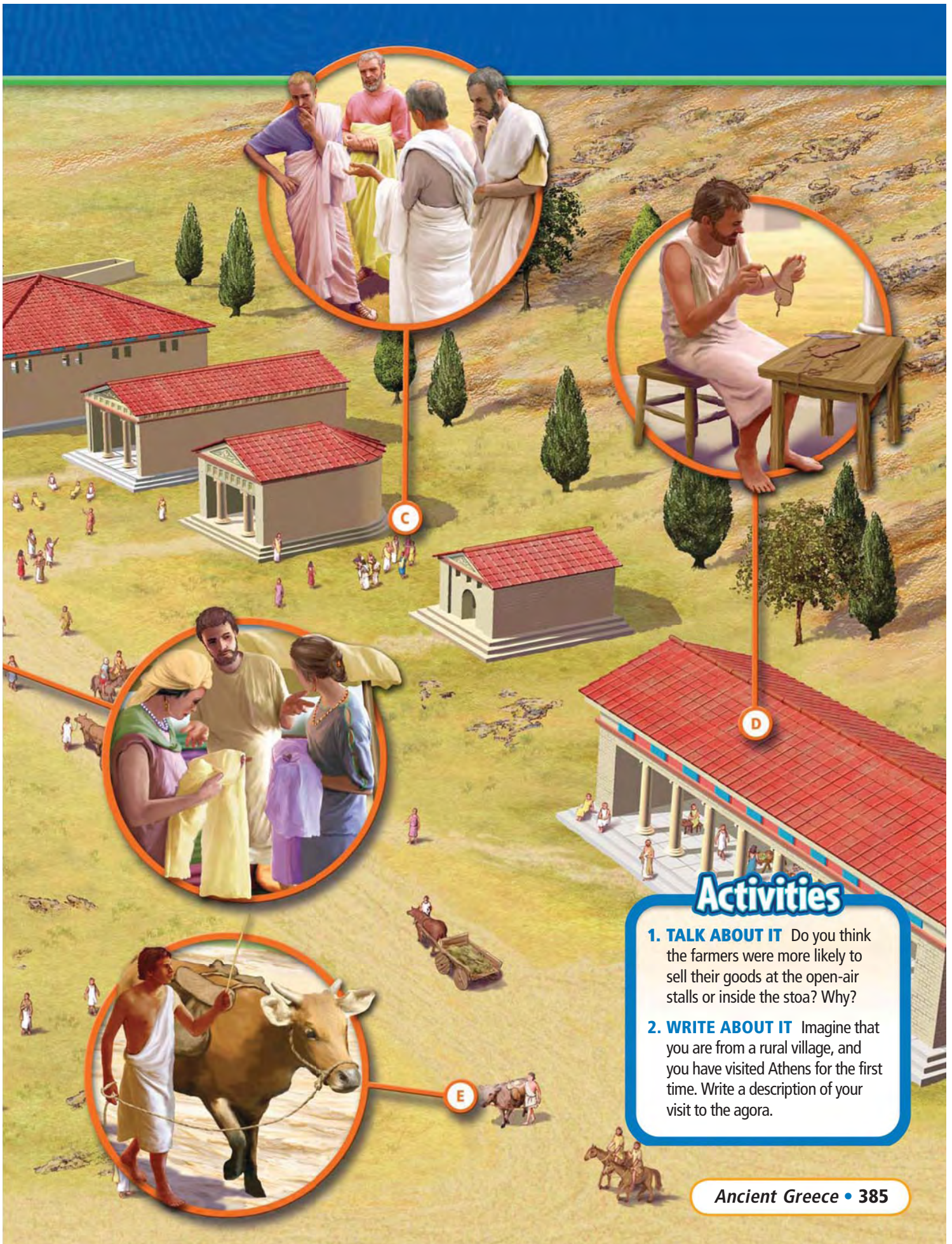
## Life in the Agora

**Purpose:** To learn about daily life in Athens

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

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





C



D



E

## Activities

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

# Chapter 11 Review

## VISUAL SUMMARY

### Ancient Greece

#### Geography

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



#### Economics

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



#### Culture

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



#### Government

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



## TERMS & NAMES

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

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

## MAIN IDEAS

### The Geography of Greece (pages 354–359)

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

### Beliefs and Customs (pages 360–369)

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

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

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

### Sparta and Athens (pages 378–385)

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

## CRITICAL THINKING

### Big Ideas: Government

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

## ALTERNATIVE ASSESSMENT

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



### Technology Activity

#### 4. DESIGNING A VIDEO GAME

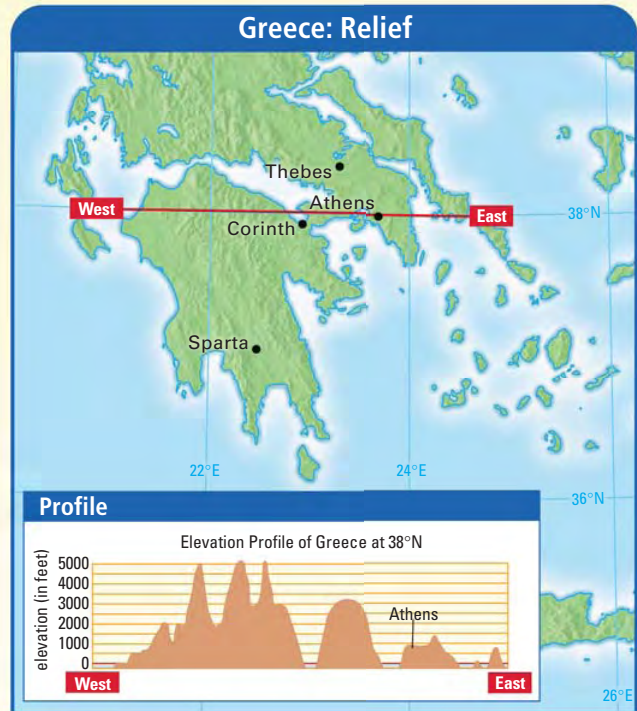
Use the Internet or library to research the *Odyssey*. Work with a partner to design a video game about Odysseus' adventures as he journeyed home.

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



**Research Links**  
ClassZone.com

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



#### 1. At what elevation is Athens located?

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

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

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



**Test Practice**  
ClassZone.com

Additional Test Practice, pp. 51–533