

CHAPTER 11 | LESSON 1 The Geography of Greece

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.

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

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 someplace else. Greece did have stone for building. It also had good places for harbors.

1. Why did Greeks set up colonies?

READING STUDY GUIDE CONTINUED

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.

Causes	Effects
many mountains, few rivers	1.
mild climate	2.
most land is rocky	3.
landowners had wealth, served in army, defended homeland	4.
no precious metals	5.
country almost surrounded by water	6.
traded with Phoenicians	7.
traded with Anatolia	8.

CHAPTER 11 | LESSON 1 The Geography of Greece

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 |

CHAPTER 11 | LESSON 2 Beliefs and Customs

Homer: Epic Poet

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.

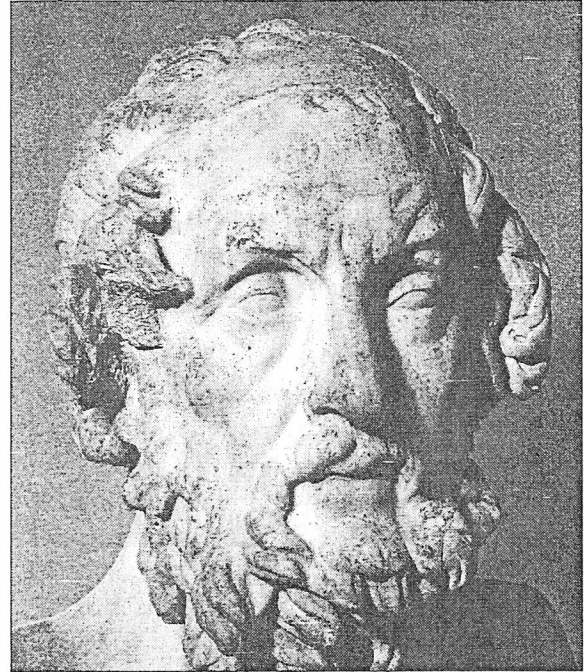
Little is known about Homer. Yet he created the *Iliad* and the *Odyssey*, two of the world's greatest works of literature. Homer was a Greek poet who probably lived around 850 B.C. He may have been a wandering bard—someone who recited poems. According to tradition, he was blind, although this may be 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

HISTORY MAKERS: HOMER CONTINUED

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 Quixotic* 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*?

CHAPTER 11 | LESSON 2 Beliefs and Customs

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..

Greek Beliefs	Greek Literature

TERMS & NAMES

- **Zeus** the ruler of the Greek gods
- **Mount Olympus** the highest mountain in Greece and home to the Greek gods
- **myth** stories that people tell to explain beliefs about their world
- **Olympics** games held every four years in Greece
- **epic poem** long poems that told stories
- **fable** a short story that teaches a moral lesson

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.



READING STUDY GUIDE CONTINUED

2. Which god did the Olympic games honor?

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.

Greek Literature		
1. Myth	2. Epic Poem	3. Fable
Characters:	Characters:	Characters:
Purpose:	Purpose:	Purpose:
Example(s):	Example(s):	Example(s):

CHAPTER 11 | LESSON 2 Beliefs and Customs

Reteaching Activity**Finding Main Ideas**

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

Mount Olympus	Zeus	polytheistic	Olympics
myth	Athena	fire	

- The Greeks were _____, which means they worshiped many gods.
- _____ was believed to be the home of the most important Greek gods and goddesses.
- The ruler of the Greek gods was _____, and _____ was the protector of Athens.
- A story that people tell to explain beliefs about their world is called a _____.
- The story of Prometheus tells how humans came to have _____.
- 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.

Trojan War	Cyclops	Apollo	epic	fable	Aesop
------------	---------	--------	------	-------	-------

- _____ was the god of archery, healing, music, poetry, and prophecy (telling the future)—and later, god of the sun.
- A long poem that told stories of early Greeks was an _____.
- The Iliad tells about events during the _____, in which the Greeks tried to capture the city of Troy.
- A _____ is a short story, usually involving animals, that teaches a moral lesson.
- One character in the Odyssey is a one-eyed monster called the _____.
- One of the most famous writers of Greek fables was _____.

CHAPTER 11 | LESSON 3 The City-State and Democracy

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.

Types of Government			
Monarchy	Aristocracy	Oligarchy	Democracy

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

READING STUDY GUIDE CONTINUED

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?

READING STUDY GUIDE



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 | a. tyrant |
| _____ 2. Athens or Sparta | b. democracy |
| _____ 3. direct, indirect, or limited | c. polis |
| _____ 4. rule through inherited social class | d. oligarchy |
| _____ 5. someone born to free parents | e. citizen |
| _____ 6. rule through wealth or land ownership | f. aristocracy |

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.

Agora	is to	Marketplace	as	Acropolis	is to	1.
King	is to	Monarchy	as	Landowner	is to	2.
Athens	is to	Direct Democracy	as	the U.S.	is to	3.
Solon	is to	Freedom from Slavery	as	4.	is to	Citizen Voting
Oligarchy	is to	Few Rulers	as	5.	is to	Many Lawmakers
Indirect Democracy	is to	Representatives	as	Direct Democracy	is to	6.

indirect democracy

hilltop

citizen

democracy

oligarchy

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.

POLITICAL DEVELOPMENTS IN GREECE	
<p>Rise of City-States</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> agora Sparta Acropolis city-state </div>	<p>1. A _____ is a state made up of a city and its surrounding lands.</p> <p>2. Athens and _____ were the largest city-states in ancient Greece.</p> <p>3. The center of city life was the _____, an open space where people met for business and public gatherings.</p> <p>4. The _____ was the highest part of the city-state used as a fort or for temples and palaces.</p>

- 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.

<p>Forms of Government</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> tyrant oligarchy monarchy </div>	<p>5. The earliest form of government in Greece was a _____, a government in which a king or queen rules.</p> <p>6. An _____ is rule by a small group because of its wealth or land ownership.</p> <p>7. A _____ was someone who took power in an illegally (against the law) and who acted like a king without being of royal birth.</p>
<p>A Limited Democracy in Athens</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> democracy males citizen </div>	<p>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.</p> <p>9. A government that allows citizens to make political decisions is called a _____.</p> <p>10. Athens' democracy was limited because only adult free _____ were citizens who could take part in government.</p>

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.

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- 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.

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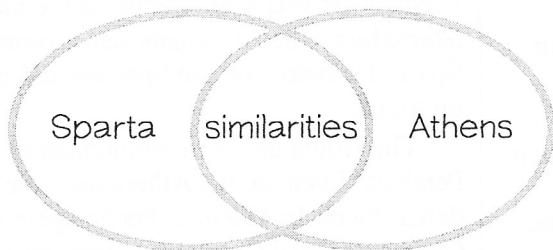
CHAPTER 11 | LESSON 4 Sparta and Athens

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?

READING STUDY GUIDE CONTINUED

Athens' Democratic Way of Life

(page 381)

What was the government of Athens like?

Athens had a direct democracy. All citizens met to vote on laws. The government of Athens included the Council of Four Hundred and the Assembly. The Council took care of day-to-day problems. The Assembly voted on laws suggested by the Council. Citizens in Athens served in the army whenever they were needed. Citizens also served on juries.

In Athens, citizens were organized into four classes that were based on wealth. Foreigners, women, children, and slaves were not citizens.

Boys of wealthy families started school when they were seven years old. They studied many different subjects. They also took part in athletic activities.

Women in Athens were expected to keep the family strong. They could inherit property only if the family had no sons. Girls did not go to school. They learned how to do household chores from their mothers.

- 2. Who was allowed to vote on laws in Athens?

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.?

READING STUDY GUIDE

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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.

Education and Daily Life in Athens and Sparta	
Athens	Sparta
1. Citizens	5. Citizens
2. Girls and Women	6. Girls and Women
3. Boys and Men	7. Boys and Men
4. Slaves	8. Helots

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.

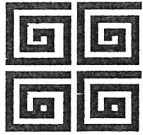
S = Sparta A = Athens

- 5 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 |
| ___ 10. the plain from which a runner ran to Athens to tell of the Greeks' victory (winning) over the Persians | d. helots |



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
Platonía	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
Cybela	Scipia
Daphnis	Spartana
Nausica	Diane
Corinnia	Sellene
Sellesia	Spartanica
Theodosia	Apassionata

BOYS

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