



# IMPACT

CALIFORNIA SOCIAL STUDIES



# WORLD

## HISTORY & GEOGRAPHY

### ANCIENT CIVILIZATIONS



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◀ *The gods and goddesses of Greek mythology are part of our most enduring literature. As shown here, the goddess Athena is usually depicted with a helmet ready for battle.*

2000 B.C.E. to 400 B.C.E.

# The Ancient Greeks

## CHAPTER 5

### ASKING ESSENTIAL QUESTIONS

*How does geography influence the way people live? • Why do people form governments? • Why does conflict develop? • How do governments change?*

**What Will I Learn?** I will learn about the development of ancient Greece, including how it began and changed over time.

**Why Does It Matter To Me?** The ancient Greeks, like other civilizations, adapted to the environment around them. Over time, they developed a diverse and complex culture that continues to influence the world today. For example, the Athenians developed a democratic government that served as a framework for the United States government.

**How Will I Know That I Learned It?** I will be able to identify the reasons for the development of city-states and explain how cultural differences and similarities led to conflict and compromise in ancient Greece.

### LESSON 1

Rise of Greek Civilization

### LESSON 2

Sparta and Athens:  
City-State Rivals

### LESSON 3

Greece and Persia

### LESSON 4

Glory, War, and Decline



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**Using Your Inquiry Journal** As you read this chapter and examine the primary sources, use your Inquiry Journal to help you make notes and expand your list of questions. As you gather information, think about how you will answer the Essential Questions above.



Go to the Foldables® library in the back of your book to make a Foldable® that will help you take notes while reading this chapter.”

# PLACE & TIME Greece 2000 B.C.E. to 400 B.C.E.

Greek city-states developed after the civilizations of the Minoans and Mycenaeans. By the 700s B.C.E., city-states and colonies flourished in the Mediterranean region. The Persian Empire attempted unsuccessfully to invade Greece. By the late 400s, however, all of Greece had been weakened during a bitter war between Athens and Sparta.

The city-state of Sparta was a military society. Spartan boys began training for the military at the age of seven. Between the ages of 20 and 60, Spartan men served as soldiers in the city-state's army. Discipline was strict, and in battle soldiers were expected to win—or die trying. Sparta's differences with Athens made it impossible for ancient Greece to become a politically unified state.



## STEP INTO THE PLACE



### GEOGRAPHIC REASONING

The location of Greece put it at the crossroads of Europe, Africa, and Asia.

#### 1. HUMAN-ENVIRONMENT

**INTERACTION** What influence would the Greeks' location on the Mediterranean Sea have on the way they earned a living and traveled?

#### 2. SPATIAL THINKING

What makes the area occupied by the ancient Greeks a crossroads between three continents?

## STEP INTO THE TIME

### CHRONOLOGICAL THINKING

Review the time line. What was happening in China around the time the Mycenaeans conquered the Minoans?



Spartan girls learned sports, such as throwing the javelin, wrestling, and running. Spartan women could own property and enjoyed more freedom than women in other Greek city-states. This statue of a girl exercising is an example of Spartan sculpture. Unlike the Athenians, however, Spartan rulers emphasized war and the military over arts and literature. As a result, today there are a relatively small number of Spartan artifacts.

(a)Blick Bildagentur/Anikensammlung, Staatliche Museen, Berlin, Germany/Johannes Laurentius/Art Resource, NY; (b)Figure of a girl running, (bronze), Greek, (6th century BC), British Museum, London, UK/The Bridgeman Art Library

## GREECE

**c. 2000 B.C.E.**  
Minoans control eastern Mediterranean

**c. 1450 B.C.E.**  
Mycenaeans conquer Minoans; control Aegean

**c. 1200 B.C.E.**  
Mycenaean civilization declines

**2000 B.C.E.**

**1000 B.C.E.**

## THE WORLD

**c. 1792 B.C.E.**  
Hammurabi becomes king of Babylonian Empire

**c. 1500 B.C.E.**  
Queen Hatshepsut reigns in Egypt

**c. 1390 B.C.E.**  
Writing appears in China

**c. 1020 B.C.E.**  
Saul chosen as first king of Israel



## ANCIENT GREECE 2000 B.C.E. TO 400 B.C.E.



**800 B.C.E.**

**c. 650 B.C.E.**  
Greeks colonize shores  
of the Mediterranean

**600 B.C.E.**

**c. 499 B.C.E.**  
Greeks revolt against  
Persian rulers

**400 B.C.E.**

**c. 480 B.C.E.**  
Xerxes invades  
Greece

**c. 431 B.C.E.**  
Peloponnesian  
War begins

**200 B.C.E.**

**c. 330 B.C.E.**  
Alexander the Great  
conquers Persian Empire

**c. 680 B.C.E.**  
Iron-making skills  
spread in East Africa

**c. 486 B.C.E.**  
Xerxes becomes  
king of Persia

**c. 241 B.C.E.**  
Rome defeats Carthage  
in First Punic War

## ESSENTIAL QUESTIONS

- How does geography influence the way people live?

# THE STORY BEGINS...

Although Heinrich Schliemann was excited about his discoveries at of Grave Circle A in Mycenae, it has since been determined that the burials date from an earlier time than Schliemann thought.

## LESSON 1

# Rise of Greek Civilization

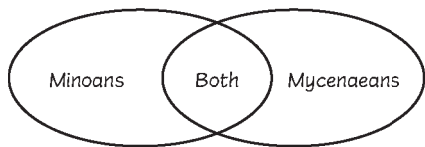
Heinrich Schliemann's love of Greek antiquity began at a young age. He was convinced that there was some truth to the epics of the Greek poet Homer. Heinrich was determined to find the truth. His excavations in Greece and discussions with other archaeologists led him to make a bold claim: the body of the legendary Agamemnon, king of Mycenae, was not buried where scholars had previously thought. In 1876, while digging in Mycenae, Heinrich shared with the king of Greece an important discovery:

“With great joy I announce to Your Majesty that I have discovered the tombs which the tradition proclaimed [announced] by Pausanias indicates [shows] to be the graves of Agamemnon, Cassandra, Eurymedon and their companions, all slain [killed] at a banquet by Clytemnestra [Agamemnon's wife] . . .”

—telegram from Heinrich Schliemann to the king of Greece



TEXT: Spivey, Nigel and Squire, Michael. 2004. Panorama of the Classical World. London. Thames and Hudson, Ltd.; PHOTO: Carole Raddato/Moment/Getty Images



#### ANALYZING KEY IDEAS AND DETAILS

Read closely to identify elements of the Minoan and Mycenaean civilizations. Use a Venn diagram to record the similarities and differences. Summarize the reasons why the Mycenaean civilization declined.

## MOUNTAINS AND SEAS

**GUIDING QUESTION** *How did physical geography influence the lives of the early Greeks?*

Greece was the first civilization to develop in Europe and the westernmost part of Asia. In other early civilizations, people first settled in river valleys that had rich soil. Greek civilization began in an area **dominated** by mountains and seas.

If you flew over this region today, you would see rugged landscapes and beautiful seas. The Greek mainland is on the southern part of Europe's Balkan Peninsula. A **peninsula** (puh•NIHN•suh•luh) is a body of land with water on three sides. Far to the east of the Greek mainland is another peninsula called Anatolia. It is part of present-day Turkey.

Between these two land areas are the dazzling blue waters of the Aegean Sea. The Aegean Sea is part of the larger Mediterranean Sea. There are hundreds of islands in the Aegean Sea. They look like stepping stones between the Greek mainland and Anatolia.

The Greeks traded goods and ideas between islands and along the area's coastlines. Today many Greeks fish and trade for a living, much as the ancient Greeks did before them. Other ancient Greeks settled in farming **communities**. These settlements began on narrow, fertile plains that ran along the coast and between the mountains. In the area's mild climate, farmers grew crops, such as wheat, barley, olives, and grapes. They also raised sheep and goats.

Even though some Greek communities were near the sea, others were far from the coast. Inland communities were separated from each other by rugged mountains and deep valleys. As a result, communities in many parts of ancient Greece became fiercely independent. They came to think of their communities almost as small separate countries.

#### ✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING EFFECTS** How did the seas influence the way many ancient Greeks lived?
2. **IDENTIFYING PATTERNS** In what way are modern Greek people similar to the ancient Greeks of the past?

#### INTEGRATING KNOWLEDGE AND IDEAS

1. **CITING TEXT EVIDENCE** What language does the writer use to show that the landscape of Greece had a significant influence on the civilization?
2. **DETERMINING CENTRAL IDEAS** What is the main idea the writer want to explain?

## INTEGRATING KNOWLEDGE AND IDEAS

1. **EXPLAINING POINT OF VIEW**  
What parts of the text reveal the writer's purpose?
2. **ANALYZING TEXT** How does the writer present information in the text?



### GEOGRAPHIC REASONING

All parts of ancient Greece were near water.

1. **SPATIAL THINKING** Which body of water lies east of the Balkan Peninsula?
2. **PATTERNS AND MOVEMENT**  
What type of transportation was probably most useful to the early Greeks?

# AN ISLAND CIVILIZATION

**GUIDING QUESTION** *How did the civilization of the Minoans develop?*

Greek myths describe an early civilization that developed on Crete (KREET), an island southeast of the Greek mainland. About 1900 C.E., a British archaeologist named Arthur Evans discovered a site on Crete called Knossos (NAH•suhs). He unearthed the amazing palace of a legendary king named Minos (MY•nuhs).

Evans **concluded** that Minos and his family lived in the palace. The palace had numerous rooms that were connected by twisting passageways. Some of these rooms were used to store oil, wine, and grain. Other rooms were workshops where people made jewelry, vases, and statues. There were even bathrooms in the palace.

An ancient people called the Minoans (muh•NOH•uhnz) built the palace at Knossos. The Minoan civilization was the first to develop in the Aegean region, but they were not Greeks. Their civilization lasted from about 2500 B.C.E. to 1450 B.C.E.



ANCIENT GREECE c. 2000 B.C.E.





*The palace at Knossos included a large outdoor theater. Colorful wall paintings decorated the palace, both inside and outside.*

**INTEGRATING VISUAL INFORMATION** What kind of activities do the ruins of the palace suggest?

Trade was an important **economic** activity for the Minoans. They built ships using the wood from Crete's forests of oak and cedar trees. The Minoans sailed to Egypt and Syria. There they traded pottery and stone vases for ivory and metals. Minoan ships also patrolled the eastern Mediterranean Sea to protect Minoan trade from pirates.

Sometime around 1450 B.C.E., however, the Minoan civilization collapsed. Historians do not know why this happened. One theory for the collapse is that undersea earthquakes caused huge waves that destroyed Minoan cities. Other historians think that people from the Greek mainland, known as Mycenaeans (my•suh•NEE•uhns), invaded Crete.

### ✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING** What did the discovery of Knossos reveal about the Minoans?
2. **IDENTIFYING CAUSES** What do some historians believe caused the collapse of the Minoan civilization?

## A MAINLAND CIVILIZATION

**GUIDING QUESTION** *How did the Mycenaeans gain power in the Mediterranean?*

About 2000 B.C.E., the Mycenaeans left their homeland in central Asia. They moved into mainland Greece. There, they gradually mixed with the local people and set up several kingdoms.

### INTEGRATING KNOWLEDGE AND IDEAS

1. **ANALYZING TEXT** How does the writer present information in the text?
2. **EXPLAINING POINT OF VIEW** What is the writer's point of view when describing the Dark Age in Greece?

## MYCENAEAN KINGDOM

Little was known about the Mycenaeans until the late 1800s. That was when a German archaeologist named Heinrich Schliemann (HYN•rihk SHLEE•mahn) discovered the ruins of a palace in Mycenae (my•SEE•nee). He named the people of this civilization the Mycenaeans.

Each Mycenaean king lived in a palace built on a hill. Thick stone walls circled the palace and protected the kingdom's people. Nobles lived outside the walls on large farms, called estates. The workers and enslaved people who farmed the land lived in villages on these estates.

Mycenaean palaces were centers of government. Artisans there made leather goods, clothes, and jars for wine and olive oil. Other workers made swords and ox-hide shields. Government officials recorded the wealth of the kingdom's residents. They also collected wheat, livestock, and honey as taxes.

## TRADERS AND WARRIORS

Minoan traders from Crete visited the Greek mainland. Gradually, the Mycenaeans adopted features of Minoan culture. They built ships and worked with bronze. They learned how the Minoans used the sun and stars to navigate the seas. The Mycenaeans also began to worship the Earth Mother, the Minoans' chief god.

By the mid-1400s B.C.E., the Mycenaeans had conquered the Minoans and controlled the Aegean area. This brought new wealth to the Mycenaeans, which they used to expand their military strength. The Mycenaeans were proud of their military successes in the Trojan War.

## A DARK AGE

However, the Mycenaean civilization **declined** over time. Mycenaean kingdoms fought one another, and earthquakes destroyed their palace fortresses. By 1100 B.C.E., the Mycenaean civilization had crumbled.

About this time, groups of warring peoples moved from place to place throughout the eastern Mediterranean region. One of these groups was a Greek-speaking people known as the Dorians

### DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of **declined**?

*Mycenaean artisans made golden masks to cover the faces of their dead kings. This is known as the Mask of Agamemnon.*



(DOHR•ee•uhns). They invaded the Greek mainland from the north and took control of most of the region.

Historians call the next 300 years of Greek history a Dark Age. During this difficult time, trade slowed down, people made fewer things to sell, and most were very poor. Farmers grew only enough food to feed their families. Many people also stopped writing and keeping records.

In Greece, several positive developments also happened during this time. Dorian warriors introduced iron weapons and the skill of iron making. Iron weapons and farm tools were stronger and cheaper than the bronze ones used by the Mycenaeans. As the Dorians pushed into Greece, thousands of people fled the Greek mainland. They settled on the Aegean islands and the western shore of Anatolia.

## THEHELLENES

By 750 B.C.E., many descendants of the people who ran away returned to the Greek mainland. They brought back new ideas, crafts, and skills. Small independent communities developed under local leaders who became kings. These people called themselves Hellenes, or Greeks. Farmers in these communities grew more food than their families could use. The Greeks traded their surplus food with each other and with neighboring peoples, such as the Egyptians and Phoenicians. As trade increased, a new need for writing developed. The Greeks adopted an alphabet from Phoenician traders who sailed from the Mediterranean coast.

The Greek alphabet had 24 letters that represented different sounds. It greatly simplified reading and writing in the Greek language. Record keeping became easier. Soon, people wrote down the tales that had been told by **bards**, or storytellers. Previously, these tales had been passed down from generation to generation orally. Now they could finally be kept in written form.

### ✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING CAUSE AND EFFECT** How did the Dorian invasion help spread Greek culture?
2. **SUMMARIZING** How did the Hellene's production of surplus crops influence the development of their economy?

## THE GREEK ALPHABET

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

## INTEGRATING KNOWLEDGE AND IDEAS

1. **CITING TEXT EVIDENCE** What language does the writer use to show that Greece was changing very quickly?
2. **DETERMINING CENTRAL IDEAS** What is the main idea the writer wants to explain?

# COLONIES AND TRADE

**GUIDING QUESTION** *How did early Greeks spread their culture?*

As Greece recovered from the Dark Age, its population increased rapidly. By 700 B.C.E., local farmers could not produce enough grain to feed the growing population. To solve this problem, Greek communities began to send people outside the Aegean area to establish **colonies** (KAH•luh•nees). A colony is a settlement in a new territory that has close ties to its homeland.

The Greeks founded many colonies along the coasts of the Mediterranean Sea and the Black Sea between 750 B.C.E. and 550 B.C.E. Greek culture spread into new areas, such as southern Italy, Sicily, France, Spain, North Africa, and western Asia.

The colonies traded with their “parent” cities on the Greek mainland. They shipped grains, metals, fish, timber, and enslaved people to Greece. In return, the Greek mainland sent wine, olive oil, and pottery to the colonies.

As the Greeks began to make coins from metal, this **affected** their trade. Trade expanded as merchants traded money for goods rather than bartered for goods. This system increased a colony’s wealth. As the demand for goods grew, artisans made more goods to meet the demand. People in different colonies specialized in making certain products. For example, in colonies where farmers raised sheep, people began to make cloth from the sheep’s wool.



*The Greeks began making coins from silver in the 600s B.C.E. Current American quarters and dimes are made of layers of copper and nickel and covered with a copper-nickel alloy or blend.*

**COMPARING** In what way are the Greek coins visually similar to coins used in the United States today?

## ✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING EFFECTS** How did the colonies affect trade and industry in the Greek world?
2. **EXPLAINING EFFECTS** How did the introduction of metal coins change trade in ancient Greece?

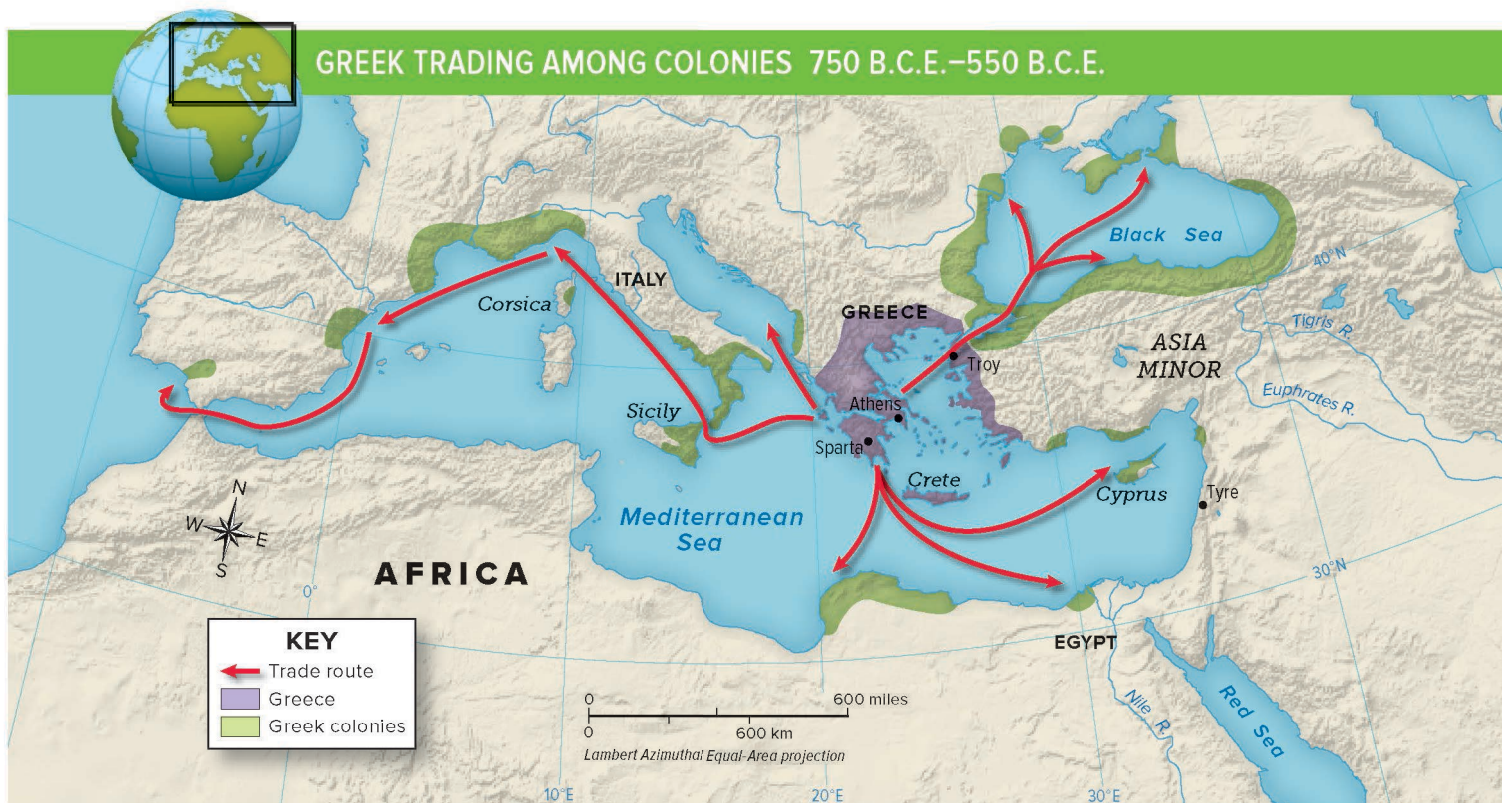
# THE GREEK CITY-STATE

**GUIDING QUESTION** *How did Greek city-states create the idea of citizenship?*

Mountains and seas separated Greek communities from each other. As a result, people developed a loyalty to the community in which they lived. Communities became fiercely independent. By the end of the Dark Age, nobles who owned large estates had overthrown the Greek kings. Across Greece, nobles ruled numerous city-states.

## INTEGRATING KNOWLEDGE AND IDEAS

1. **ANALYZING TEXT** How does the writer present information in the first paragraph of the text?
2. **EXPLAINING POINT OF VIEW** What is the writer’s point of view when describing citizenship in ancient Greece?



As in Mesopotamia, the Greek city-states were made up of a town or city and the surrounding area. Each city-state or **polis** (PAH•luhs), was like an independent country. Today, English words such as *police* and *politics* come from the Greek word *polis*.

## WHAT DID A POLIS LOOK LIKE?

The polis was the basic political unit of Greek civilization. At the center of each polis was a fort built on a hilltop. The hilltop that a fort stood on was called an acropolis (uh•KRAH•puh•luhs). Local people could take refuge in the acropolis when invaders attacked. The Greeks built temples on the acropolis to honor local gods.

Outside the acropolis was an open area called an **agora** (A•guh•ruh). This space was used as a marketplace. It was also an area where people could gather and debate issues, choose officials, pass laws, and carry out business. City neighborhoods surrounded the agora. Just beyond the city were the villages and farmland that also were part of the polis.

Because most city-states were surrounded by mountains and seas, they were usually small. Some were only a few square miles in area, while others covered hundreds of square miles. By 500 B.C.E., nearly 300,000 people lived in the city-state of Athens. Most city-states, however, were much smaller.



### GEOGRAPHIC REASONING

Greece set up trading posts and colonies north to the black sea.

1. **SPATIAL THINKING** On which islands were the Greek colonies located?
2. **PATTERNS AND MOVMENT** In addition to the buying and selling of goods, what effect would Greece have on the people of its colonies and surrounding lands?

This image displays in the product.

*When people today take the American oath of citizenship, a new life of rights and responsibilities begins.*

*In the agora at Athens, people of different professions met in different parts of the space. Theatrical performances were also held here.*

**INTEGRATING VISUAL INFORMATION** What about the agora made it such an ideal place for people to meet?

## WHAT DID CITIZENSHIP MEAN TO THE GREEKS?

Today, in the United States, a person who is born here is considered a citizen. We owe many of our ideas about citizenship to the ancient Greeks.

Who was a Greek citizen? Citizens were members of a political community with rights and responsibilities. In Greece, male citizens had the right to vote, hold public office, own property, and defend themselves in court. In return, citizens had the responsibility to serve in government and to fight for their polis as citizen soldiers. Ancient Greek citizenship was very different from that of ancient Mesopotamia or Egypt, where most people were subjects. They had no rights, no voice in government, and no choice but to obey their rulers.

In most Greek city-states, only free, land-owning men born in the polis could be citizens. They believed the responsibility to run the city-state was theirs because the polis was made up of their property. Some city-states later ended the requirement of owning land for a person to be a citizen. Women and children might qualify for citizenship, but they had none of the rights that went with it.

## CITIZEN SOLDIERS

In Greece, wars were fought by wealthy nobles riding horses and driving chariots. By 700 B.C.E., citizens called hoplites (HAHP•lyts) made up the city-state armies. The hoplites fought on foot. Each heavily armed soldier carried a round shield, a short sword, and a spear. During battles, rows of



hoplites marched forward together, shoulder to shoulder. They raised their shields above them to protect them from the enemy's arrows. This unified formation is called a **phalanx** (FAY•langks).

The success of the hoplites came from their pride in fighting as brave warriors. In Athens, for example, soldiers took this oath:

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

—from *Athenian Ephebic Oath*, tr. Clarence A. Forbes

The polis gave Greek citizens a sense of belonging. This is similar to how people feel about their home states today. The citizens put the needs of the polis above their own. Such strong loyalty to their own city-state divided the Greeks. They were not as unified as a whole country. This lack of unity weakened Greece, making it easier to conquer.

#### ✓ CHECKING FOR UNDERSTANDING

- 1. EXPLAINING** What were the rights and responsibilities of Greek citizens?
- 2. EXPLAINING ISSUES** Why were only men considered citizens in Greece?

#### ANALYZING PRIMARY SOURCES

- 1. ANALYZING POINT OF VIEW**  
Why did Athenian soldiers take such an oath?
- 2. DETERMINING CENTRAL IDEAS** Why do you think the Athenian oath specifies “wherever I [the soldier] am stationed”?



The Greek soldiers' round shield was important for survival in battle.

## LESSON 1 REVIEW AND ACTIVITIES

### Time And Place

- 1. EXPLAINING** Explain how the physical location and geography of Greece influenced the types of economic activities of the people living there.

### Building History-Social Science Analysis Skills

- 2. IDENTIFYING CAUSES** How did the Minoans develop wealth?
- 3. SUMMARIZING** What happened to Mycenaean civilization during the Dark Age??
- 4. INFERRING** Why did the Greeks establish colonies?

### Writing About History

- 5. INFORMATIVE WRITING** Write a short, informative essay discussing how and why Greek culture spread during and after the Dark Age.

### Collaborating

- 6. WORKING WITH OTHERS** How did Greek city-states apply democracy? How did they limit democracy? Write a short essay explaining your answers. Work with a partner to share and revise your essay.



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## ESSENTIAL QUESTION

- Why do people form governments?

# THE STORY BEGINS...

## LESSON 2

# Sparta and Athens: City-State Rivals

Aristotle had been a scholar all his life. He studied in the city-state under Plato, a widely-respected philosopher. The death of his teacher led Aristotle to leave Athens to explore, observe, and study other parts of the Greek world. During his travels, Aristotle was hired to tutor a man who would be well-known in his own time and in the centuries after: Alexander the Great of Macedon. Aristotle once again found himself in Athens during Alexander's reign. Having observed various governments and peoples around Greece, Aristotle describes a harsh reality in Athens:

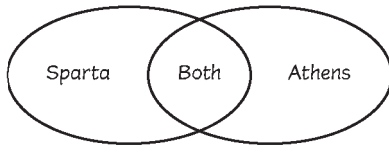
“...the poorer classes, men, women, and children, were in absolute slavery to the rich. They were known as *pelatai* and also as *hectemori*, because they cultivated the lands of the

rich for a sixth part of the produce. The whole country was in the hands of a few persons, and if the tenants failed to pay their rent, they were liable [at risk] to be haled [forced] into debt-slavery and their children with them. Their persons were mortgaged [rented] to their creditors, a custom which prevailed [lasted] until the time of Solon, who was the first to appear as a leader of the people. But the hardest and bitterest part of the condition of the masses was the fact that they had no share in the offices then existing under the constitution. At the same time they were discontented [unhappy] with every other feature of their lot; for, to speak generally, they had no part nor share in anything.”

—“The Athenian Constitution” by Aristotle, from *A source book of Greek history*, 1907

*Aristotle was a Greek philosopher who offered many observations and commentaries on politics in ancient Greece.*





## ANALYZING KEY IDEAS AND DETAILS

Read closely to gain an understanding of life in Sparta and Athens. Use a Venn diagram to record the similarities and differences in these city-states. Explain how the differences between these city-states affected their standard of living.

# POLITICAL CHANGES

**GUIDING QUESTION** *Which types of government did the Greek city-states have?*

As Greek city-states grew, wealthy nobles seized power from kings. They did not rule very long, however. Owners of small farms resented the nobles' power. Many of the farm owners had borrowed money from the nobles to buy land. When the farmers could not repay the loans, the nobles often took their land. The farmers then had to work for the nobles or move to the city to find jobs. In some cases, they even had to sell themselves into slavery.

By 650 B.C.E., small farmers wanted political change and a greater voice in government. Merchants and artisans also called for reforms. Merchants and artisans had earned a good living in the growing city-states. However, because they did not own land, they were not **considered** citizens. That meant they had no role in ruling the polis.

The growing unrest led to the rise of tyrants. A **tyrant** (TY•ruhnt) is someone who seizes power and rules with total authority. Most tyrants who commanded city-states ruled fairly. However, the harsh rule of a few tyrants gave the word *tyranny* its current meaning; that is, rule by a cruel and unjust person.

The common people of Greece supported the tyrants when they overthrew the nobles during the 600s B.C.E. Tyrants also gained support from the hoplites, or citizen soldiers, in the army. Tyrants strengthened their popularity by building new temples, fortresses, and marketplaces. Nevertheless, most Greeks objected to rule by a single person. They wanted a government in which all citizens could participate.

Tyrants ruled many of the Greek city-states until about 500 B.C.E. From then until 336 B.C.E., most city-states developed into either oligarchies or democracies.

## INTEGRATING KNOWLEDGE AND IDEAS

1. **CITING TEXT EVIDENCE** What can you infer from the text about the popularity of the tyrants?
2. **SUMMARIZING** What does this section of the text discuss?

## SPARTA AND ATHENS



### GEOGRAPHIC REASONING

Sparta and Athens were the dominant city-states in ancient Greece.

1. **SPATIAL THINKING** About how many miles apart were Sparta and Athens?
2. **EXPLORING PLACE** Which city-state's geography might make it more open to attack in a military battle? Explain.



### DETERMINING MEANING

What is an **oligarchy**? What is a **democracy**? How do the two compare?

In an **oligarchy** (AH•luh•gahr•kee), a few wealthy people hold power over the larger group of citizens. In a **democracy** (dih•MAH•kruh•see), all citizens share in running the government. Two of the major city-states, Sparta and Athens, were governed differently and created very different societies.

### ✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING CAUSES** Why were tyrants able to hold power in various Greek cities?
2. **IDENTIFYING CAUSES** What factor led to the emergence of oligarchies and democracies in ancient Greece?

## SPARTA: A MILITARY SOCIETY

**GUIDING QUESTION** *Why did the Spartans focus on military skills?*

### INTEGRATING KNOWLEDGE AND IDEAS

1. **EXPLAINING POINT OF VIEW** What is the writer's purpose in this section?
2. **DETERMINING CENTRAL IDEAS** What does each section of the text discuss?

The city-state of Sparta was located on the Peloponnese (peh•luh•puh•NEE•suhs) Peninsula in southern Greece. The Spartans were descended from the Dorians who invaded Greece in the Dark Age. Like other city-states, Sparta's economy was based on agriculture.

Sparta did not set up overseas colonies. Instead, Sparta invaded neighboring city-states and enslaved the local people. The Spartans called their enslaved laborers **helots** (HEH•luhts), a word that comes from the Greek word for "capture." Helots did the agricultural work while Spartan citizens devoted their time to military pursuits and politics.

## A STRONG MILITARY

About 650 B.C.E., the helots revolted against their Spartan masters. The Spartans crushed that uprising. Sparta's leaders wanted to prevent future revolts. They decided to make Sparta a **military** society that stressed discipline. They also believed in simplicity, and strength through self-denial. The leaders thought that a military society created more obedient and loyal citizens.

Sparta's government prepared all boys and men for a life of war. Boys left their homes at age seven to join the military. In military camps, they learned to read, write, and use weapons. They also were treated harshly. The military leaders believed that harsh treatment would turn the young boys into adults who would survive the pain of battle. The Greek historian Plutarch (PLOO•tahrk) described life for Spartan boys:

“They were enrolled in certain companies ..., where they all lived under the same order and discipline, doing their exercises and taking play together. Of these he who showed the most conduct and courage was made captain; they ... obeyed his orders and underwent patiently whatsoever punishment he inflicted [delivered]; so that the whole course of their education was one continued exercise of a ready and perfect obedience.”

—from *Plutarch: The Lives of the Noble Grecians and Romans*

Spartan men entered the regular army at age 20. Men could marry during their twenties, but they were not allowed to live at home. Instead, they stayed in military camps, sharing barracks and eating meals with other soldiers. A typical army meal was a dish called black broth—pork boiled in animal blood, salt, and vinegar. Spartan men could live at home again when they reached the age of 30, but they continued to train for combat. They finally retired from the army at age 60.

Since many Spartan men lived away from home, Spartan women enjoyed more freedom than the women of other Greek city-states. They could own property and travel. Girls were trained in sports, such as wrestling and throwing the javelin. They remained physically fit to fulfill their roles as mothers. Their main goal was to raise sons who were brave, strong Spartan soldiers. Spartan women expected their men to either win or die in battle. Spartan soldiers must never surrender. One Spartan mother ordered her son to “Come home carrying your shield or being carried on it.”

### ANALYZING PRIMARY SOURCES

1. **ANALYZING POINT OF VIEW**  
Why do you think the Spartan leaders wanted the young boys to exercise and play together during their training?
2. **DETERMINING CENTRAL IDEAS**  
What is the main idea of the excerpt?

*Spartan warriors depended on their training to help them survive.*

**INTEGRATING VISUAL INFORMATION** What does the image reveal about the ways in which Spartans fought?



## HOW WAS SPARTA GOVERNED?

Sparta's government was an oligarchy. Two kings ruled jointly, but they had little power. Their only duties were to lead the army and carry out religious ceremonies. In addition to the kings, Sparta had two other governing bodies, the assembly and the council of elders.

The assembly included all male citizens over the age of 30. The assembly made decisions about war and peace. However, the council of elders was the most powerful body in the government. Council members served as judges. They were the only officials who could order executions or exile. Each year, the council elected five people to be **ephors** (EH•fuhrs). The ephors enforced the laws and managed the collection of taxes.

Sparta's strict government brought **stability**. But that stability cost the people of Sparta. Because the government feared losing the helots, it discouraged free thinking and new ideas. Officials believed learning could lead to unrest. As a result, Sparta did not welcome foreign visitors and prevented citizens from traveling outside the city-state except for military reasons. It even discouraged people from studying literature and the arts.

In addition, Sparta resisted other types of change. For example, Spartans continued to use heavy iron bars for money when other Greeks used coins. This discouraged trade and isolated Sparta from the rest of Greece. While other city-states built up business and trade and improved their standard of living, Sparta remained a poor farming society.

For Sparta's strong, well-trained army, the only important goals were military power and victory. The Spartans **achieved** Greece's greatest military strength and power. Sparta would play a key role in defending Greece against invaders.

### ✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING CAUSES** Why did Sparta fall behind other Greek city-states in many areas?
2. **COMPARING** How were the expectations for Spartan women similar to those for Spartan men?

*Physical fitness was important for Spartan women. Girls trained in sports to increase their athletic abilities.*

**INTEGRATING VISUAL INFORMATION** What can be inferred from the sculpture about the role of the Spartan woman?

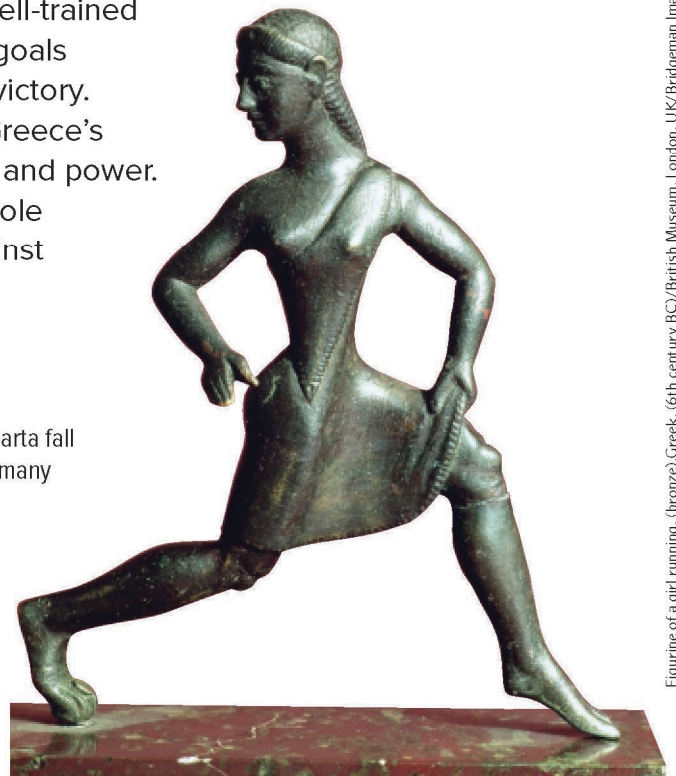


Figure of a girl running, (bronze), Greek, (6th century BC)/British Museum, London, UK/Bridgeman Images

# ATHENS: A YOUNG DEMOCRACY

**GUIDING QUESTION** *How did the culture in Athens differ from other Greek city-states?*

Another great Greek city-state was Athens. It was located northeast of Sparta, about a two-day trip away. Athens was founded by the descendants of the Mycenaeans and differed from Sparta in its ideas about society and government.

## AN ATHENIAN EDUCATION

Athenians received an education far different from that of the Spartans. Athens educated its males, as Sparta did. In Athenian schools, boys studied subjects such as arithmetic, geometry, drawing, music, and public speaking. They also participated in sports. The Athenians believed that this type of education produced young people with strong minds and bodies. At age 18, when boys finished school, they were expected to take an active role in public affairs.

Athenian mothers educated their daughters at home. Girls were taught spinning, weaving, and other household duties. In some wealthy families, they learned to read, write, and play music. Women were expected to marry and care for their children. For the most part, women were not active in business or government in Athens.

## EARLY REFORMS

The history of Athens was much like that of the other Greek city-states. By about 600 B.C.E., most Athenian farmers owed money to the nobles. Some farmers were forced to sell themselves into slavery to repay their debts. Athenians began to rebel. Farmers called for an end to all debts. They also asked that land be distributed to the poor.

To avoid an uprising, the nobles agreed to make some changes. They turned to a respected merchant named Solon (SOH•luhn) for leadership. In 594 B.C.E., Solon ended the farmers' debts and freed those who were enslaved. He also opened the assembly and the law courts to all male citizens. The assembly was responsible for passing laws written by a council of 400 wealthy citizens.

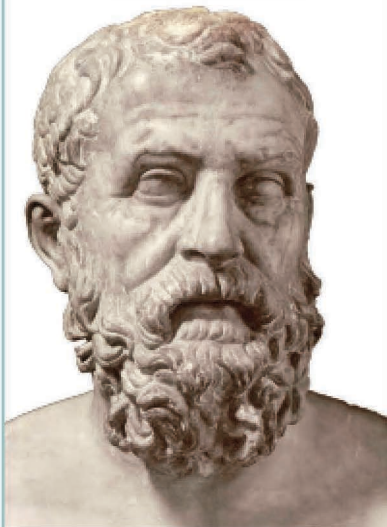
### INTEGRATING KNOWLEDGE AND IDEAS

1. **EXPLAINING POINT OF VIEW** What is the writer's purpose in this section?
2. **CITING TEXT EVIDENCE** How does the writer describe Solon?

*The Italian artist Raphael painted this picture, School of Athens, in 1510–11. This shows younger students mixing with teachers and older students.*

**ANALYZING** In what way does Raphael's *School of Athens* reflect the importance and influence of education in the city-state?





## SOLON

(c. 630–560 B.C.E.)

The great reformer Solon was the son of a well-to-do family, but he did not live the life of a rich Greek. Solon was a poet and a lawmaker. His goal was to find agreement between nobles and farmers who needed to be able to work together. He improved the economy by requiring all sons to continue in the same job their fathers had. He promoted trade by farmers and rewrote the Athenian constitution.

### ARGUMENTATIVE WRITING

How do you think people today would accept Solon's ruling that sons follow fathers in their life's work?

*This clay ballot was used to select jurors for Athenian courts.*

### INTEGRATING VISUAL

**INFORMATION** How is the clay ballot different from the ballots that voters use today?

The common people praised Solon's reforms. Still, many Athenians were unhappy. Wealthy people felt Solon had gone too far, while poor people thought he had not gone far enough. By the time Solon left office, he had lost much of his support.

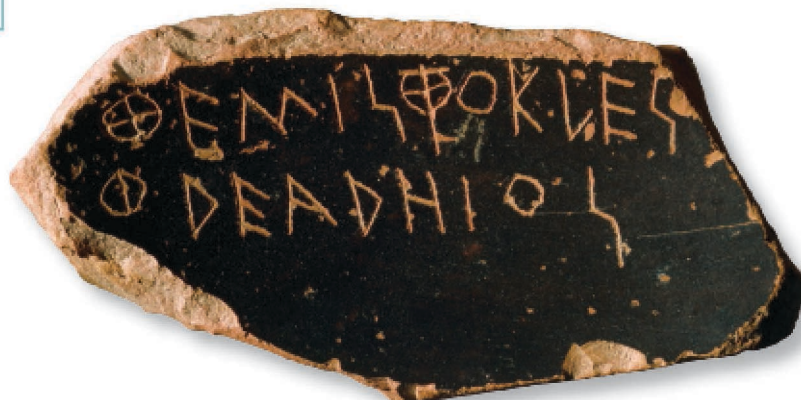
In 560 B.C.E., a tyrant named Peisistratus (py•SIHS•truht•uhs) took over the government. A relative of Solon, Peisistratus made reforms that went even further than those that Solon had made. Peisistratus divided large estates among farmers who had no land. He provided loans to help farmers buy equipment to work their farms. He gave citizenship to Athenians who did not own land. He also hired the poor to **construct** temples and other public works.

Since religion was important in Athens, Peisistratus built additional shrines to different gods. He also encouraged the worship of the goddess Athena. Under Peisistratus, festivals held to honor Athena were expanded by the addition of athletic contests.

## TOWARD DEMOCRACY

After the death of Peisistratus, a noble named Cleisthenes (KLYS•thuh•neez) became the next leader of Athens. Prizing democracy, Cleisthenes made the assembly the city-state's major governing body. As before, all male citizens could participate in the assembly and vote on laws. Assembly members could now discuss issues freely, hear legal cases, and appoint army officials.

Cleisthenes also created a new council of 500 citizens. They were to help the assembly manage daily government affairs. The council introduced laws and controlled the treasury. They also managed relations with other city-states. Each year Athenian citizens held a lottery to choose the council members. Athenians preferred the lottery system over an election. In their view, an election might unfairly favor the rich, who were well-



known. Terms on the council were limited to one year, and no one could serve on the council for more than two terms. Thus, every citizen had a chance to be a council member.

While Cleisthenes's reforms made the government of Athens more democratic, many residents were still excluded from the political process. People who were not citizens still could not participate in the government. This group included all Athenian women, foreign-born men, and enslaved people.

### ✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING CAUSES** Why was Solon chosen to be leader of Athens?
2. **SUMMARIZING** What measures did the Athenians take to make elections, in their eyes, fairer?

### MAKING CONNECTIONS: SPORTS

#### THE OLYMPICS

The ancient Olympic Games were held every four years at Olympia, in the western part of Greece, in honor of the god Zeus. The first Olympics were organized in 776 B.C.E. According to one legend, the founder of the games was the hero Hercules. The modern Olympics began in 1896 in Athens. Today, athletes compete in the summer Olympics every four years and winter Olympics every four years. The summer and winter games are staggered so that an Olympics is held roughly every two years.

This image displays in the product.

*In the 500s B.C.E, Athenian pottery was decorated with dramatic black and red images of heroes and gods.*

## LESSON 2 REVIEW AND ACTIVITIES

### Time and Place

1. **EXPLAINING CAUSES** Why were the tyrants able to seize control of Athens?

### Building History-Social Science Analysis Skills

2. **EXPLAINING CAUSES** Why did the Spartans emphasize military training?
3. **DESCRIBING** How did the Athenians feel about the changes Solon put in place?
4. **IDENTIFYING** What was a major accomplishment of Cleisthenes?

### Writing About History

5. **NARRATIVE WRITING** You are a student living in ancient Sparta or Athens. Write a journal entry that describes a day in your life.

### Collaborating

6. **PRESENTING** In a small group, prepare a short advertisement or skit to explain why you would want to live in Athens or Sparta. Cite specific evidence to support your opinion. As you watch the ads by your classmates, write down their main points, then give a response telling the class why you agree or disagree with them.



Include this lesson's information in your Foldable®.

THE  
STORY  
BEGINS...

Athenians drive back the Persian navy at the Battle of Marathon.

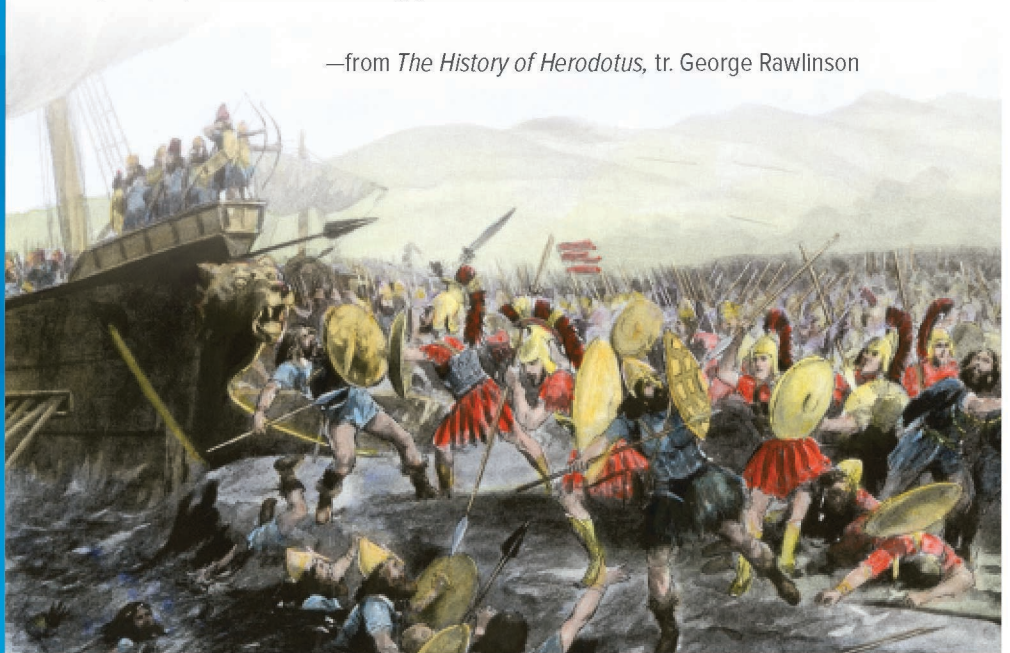
## LESSON 3

## Greece and Persia

King Darius' vast Persian empire stretched from present-day Iran, along the Persian Gulf and past the Caspian Sea, into Mesopotamia, and even Egypt. But that was not enough. Darius wanted to conquer Greece as well. The Greeks, however, would not give up easily. The city-states sent aid to their people in trouble, and in an astounding victory defeated the Persian navy at Marathon. Little did the Greeks know, their actions would lead to a much greater conflict with Persia. The Greek historian Herodotus describes the reaction and wrath of King Darius that ensued:

“Now when tidings [news] of the battle that had been fought at Marathon reached the ears of King Darius, the son of Hystaspes, his anger against the Athenians, which had been already roused [excited] by their attack upon Sardis, waxed [grew] still fiercer, and he became more than ever eager to lead an army against Greece. Instantly he sent off messengers to make proclamation through the several states that fresh levies [taxes] were to be raised, and these at an increased rate; while ships, horses, provisions, and transports were likewise to be furnished. So the men published his commands; and now all Asia was in commotion by the space of three years, while everywhere, as Greece was to be attacked, the best and bravest were enrolled for the service, and had to make their preparations accordingly.”

—from *The History of Herodotus*, tr. George Rawlinson



TEXT: Rawlinson, George, tr. 1860. *The History of Herodotus*. London. John Murray. PHOTO: North Wind Picture Archives/Alamy

<i>Persian Kings Attacking Greece</i>	<i>Greek Defenders</i>

**ANALYZING KEY IDEAS AND DETAILS**

Read closely to identify the participants in the Persian Wars. Record the names of the participants in a chart like the one shown. Explain how the Persian Wars contributed to Persia’s downfall.

# PERSIA’S EMPIRE

**GUIDING QUESTION** *How did the Persians rule a vast empire?*

About the time that the government in Athens was undergoing political changes, the Persians were building a powerful empire in Southwest Asia. Persia (PUHR•zhuh), the homeland of the Persians, was located in what is today southwestern Iran. As the main heir of the Mesopotamian civilization, the Persian Empire played as large a role in world history as the Greeks or Romans.

Early Persians were warriors and cattle herders from the grasslands of central Asia. After settling in the highlands of Persia, they came under the control of other peoples. Then a dynasty of kings brought the Persians together into a powerful kingdom. In the 500s B.C.E., a talented king named Cyrus (SY•ruhs) the Great built a strong Persian army. With that army, he began creating an empire that became the largest in the ancient world.

## CREATING AN EMPIRE

During the 540s B.C.E., Persian troops swept into neighboring lands. They brought Mesopotamia, Syria, Judah, and the Greek city-states of the area of Anatolia under Persian rule. King Cyrus held his growing empire together by treating conquered peoples fairly. He allowed them to keep their own languages, religions, and laws. In addition, Cyrus decided that the Jews exiled in Babylon would be allowed to return to their homeland.

After Cyrus, other Persian rulers continued to expand the empire. Their armies took over Egypt, western India, and lands to the northeast of Greece. From west to east, the Persian Empire stretched a distance of some 3,000 miles (4,800 km). This is about the size of the continental United States today.

To link this large territory, the Persians improved the network of roads begun by the Assyrians. The most important route, the Royal Road, ran more than 1,500 miles (2,400 km) from Persia

- INTEGRATING KNOWLEDGE AND SKILLS**
- 1. **CITING TEXT EVIDENCE** What language does the writer use to characterize the size and force of the Persian army?
  - 2. **ANALYZING TEXT** How does the writer present the information in the text?

to Anatolia. Travelers could **obtain** food, water, and fresh horses at roadside stations along the route. Using the Royal Road, messengers could travel from Persia to Anatolia in just seven days. That same journey had taken three months before the road was built.

#### DETERMINING MEANING

What is a satrapy? How is the word **satrapy** connected to the word **satrap**?



#### GEOGRAPHIC REASONING

Persian kings built the Royal Road to connect the areas of their large empire.

1. **SPATIAL THINKING** About how far was the shortest distance from Greece to the western end of the Royal Road?
2. **PATTERNS AND MOVEMENT** Based on the map, why might the Persian Empire have posed a danger to Greece?

## PERSIAN GOVERNMENT

As the Persian Empire expanded, its increasing size made it more difficult to manage. Darius I (duh•RY•uhs), who ruled Persia from 522 to 486 B.C.E., reorganized the government to make it more efficient. He divided the empire into provinces called **satrapies** (SAY•truh•peez). Each satrapy was ruled by a governor called a **satrap** (SAY•trap), which means “defender of the kingdom.” The satrap collected taxes, judged legal cases, managed the police, and recruited soldiers for the Persian army.

Persia maintained a full-time, paid, professional army. In comparison, the Greek army consisted of citizens called to serve only during times of war. The best fighters in the Persian army were the 10,000 soldiers who were trained to guard the king. They were known as the Immortals because when a member died, another soldier immediately took his place.

### THE PERSIAN EMPIRE c. 500 B.C.E.





*King Darius I of Persia established Persepolis as the center of his government. This sculpture from one of the main buildings in Persepolis shows a line of nobles and dignitaries waiting to speak with the king.*

**INTEGRATING VISUAL INFORMATION** The artist shows all of the nobles, except one, facing forward. Why do you think the artist chose to show one person looking back?

## WHO WAS ZOROASTER?

The Persians at first worshipped many gods. Then, sometime in the 600s B.C.E., a religious teacher named Zoroaster (ZOHR•uh•WAS•tuhr) preached a new monotheistic religion. Most Persians accepted his religion, which was called **Zoroastrianism** (zohr•uh•WAS•tree•uh•nih•zuhm).

Zoroaster taught that there was one supreme god. This deity was called Ahura Mazda, or “Wise Lord.” Ahura Mazda was the creator of all things and the leader of the forces of good. Zoroaster believed that evil existed in the world. People were free to choose between good and evil, but at the end of time, goodness would be victorious. Zoroastrian teachings, prayers, and hymns (sacred songs) were written down in a holy book. Because of Zoroastrianism, the Persians began to view their monarchy as a sacred institution or role.



*This Zoroastrian holy site is in present-day Iran.*



King Darius I, shown in this carving, believed that the Zoroastrian god approved of his rule.

**ANALYZING SOURCES** What does the carving of Darius I reveal about his status?

#### INTEGRATING KNOWLEDGE AND SKILLS

- 1. EXPLAINING POINT OF VIEW** What is the writer's purpose in this section?
- 2. CITING TEXT EVIDENCE** What can you infer from the text about the character of King Leonidas?

Persian kings believed that they ruled by the power of Ahura Mazda and were responsible to him alone. Darius I had the following statement carved on a cliff:

“For this reason Ahura Mazda [the Zoroastrian god] bore me aid... because I was not an enemy, I was not a deceiver, I was not a wrongdoer, neither I nor my family; according to rectitude [righteousness] I ruled.”

—from Darius I, *Behistun Inscription*, column 4, line 4.13

After Darius's rule ended, the Persians continued to practice Zoroastrianism. The Sasanians, who took over in 224 C.E., actively promoted Zoroastrianism as a state religion. Today, about 200,000 followers practice the religion. Most of them live in South Asia.

#### CHECKING FOR UNDERSTANDING

- 1. SUMMARIZING** How did Persian rulers unite their vast empire?
- 2. IDENTIFYING PERSPECTIVES** What impact did Zoroaster have on religion and governance in Persia?

## THE PERSIAN WARS

**GUIDING QUESTION** *How did the Greeks defeat the Persians?*

As the 400s B.C.E. began, the Persians were ready to expand into Europe. However, they soon clashed with the Greeks, who had colonies in the Mediterranean area. Persia and Greece were very different civilizations. While the Persians obeyed an all-powerful king, many of the Greeks believed that citizens should choose their own rulers and government.

As a result of the conquests made by Cyrus, the Persians already controlled the Greek cities in Anatolia. In 499 B.C.E, these Greeks revolted against their Persian rulers. The Athenians sent warships to help the rebels, but the Persians crushed the uprising. The Persian king Darius was angry that the Athenians interfered. He decided to punish the mainland Greeks for meddling in his empire.

### HOW DID THE GREEKS WIN AT MARATHON?

In 490 B.C.E., Darius sent a fleet of 600 ships and an army to invade Greece. The Persians landed at Marathon (MAR•uh•thahn), which was a plain about 25 miles (40 km) northeast of Athens. The Persians waited there for several days. They expected the Greeks to come there and fight them. However, the Athenians did not come forward. They had only 10,000 troops compared to the Persians' 20,000 soldiers.

## PERSIAN WARS 499–449 B.C.E.



When their enemy refused to fight, the Persians decided to sail directly to Athens and attack it by sea. The Persians began loading their ships with their strongest units—the cavalry. As soon as the Persian horsemen were on the ships, the Athenians charged down the hills and onto the plain of Marathon. The Athenians caught the Persian foot soldiers standing in the water, out of formation. They were without any help from their cavalry.

The Persians suffered a terrible defeat. According to Greek legend, a young messenger raced 25 miles from Marathon to Athens with news of the victory. When the runner reached Athens, he cried out “Victory” and then **collapsed** and died from exhaustion. Today’s marathon races are named for that famous run and are just over 26 miles (41.8 km) long.

## LAND AND SEA BATTLES

After the defeat at Marathon, the Persians vowed revenge against the Athenians. In 480 B.C.E., a new Persian king named Xerxes (ZUHRK•seez) invaded Greece with about 200,000 troops and thousands of warships and supply vessels. The Greek city-states banded together to fight the Persians.



### GEOGRAPHIC REASONING

The Greek city-states successfully defended their territory against two invasions by the Persian Empire.

- 1. EXPLORING PLACE** Which Greek city-state defeated the Persian army in a major battle?
- 2. SPATIAL THINKING** Why might the Greek city-states have had an advantage over the Persians?

### DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of the word **collapsed**?

## MARATHONS

The first marathon runner is said to have been a Greek soldier. He is thought to have run from Athens to Sparta. The first Olympic marathon—which took its name from the battle at Marathon—was held when the modern games began in 1896. In 1924, the Olympic marathon distance was set at 26 miles and 385 yards (42.195 km). The marathon is still a popular sport today. People travel to locations around the world to participate in the over 26-mile race. Some extreme athletes even compete in ultra-marathons, which are often double the distance of the traditional marathon.

*At the Battle of Salamis, smaller, faster Greek ships defeated the Persian fleet.*

### INTEGRATING VISUAL

**INFORMATION** The image of the battle of Salamis shows that the ships were powered by oars. How might this have impacted the way the Persians and Athenians fought in battle?

King Leonidas (lee•AH•nuh•duhs) of Sparta supplied the most soldiers. Themistocles (thuh•MIHS•tuh•kleez) of Athens directed the Greek naval forces and devised a battle plan.

Persian ships supplied the invaders with food. Themistocles wanted to attack the Persians' ships and cut off the army's supplies. To do this, the Greeks had to stop the Persian army from reaching Athens. Sparta's King Leonidas led 7,000 soldiers into a battle that lasted for three days. The Spartans' bravery at Thermopylae (thur•MAH•puh•lee) was much celebrated.

akg-images/Peter Connolly



The Greeks, however, could not stop the Persians at Thermopylae. A traitor showed the Persians a trail leading around the Greek line, allowing them to attack from behind. Realizing that his Greek army would soon be surrounded, Leonidas dismissed most of the troops. He and 300 Spartans remained and fought to the death. The Greek historian Herodotus (hair•RAH•deh•tuhs) gave this description of the battle:

“ They [the Spartans] defended themselves to the last, those who still had swords using them, and the others resisting with their hands and teeth; till the barbarians [Persians], who in part . . . had gone round and now encircled them upon every side, overwhelmed and buried the remnant [remainder] which was left beneath showers of missile weapons. ”

—from *The Histories* by Herodotus

The Spartans' heroic stand gave Themistocles time to carry out his plan to attack Persia's ships. The Athenian fleet of ships lured the Persian fleet into the strait of Salamis (SA•luh•muhs), near Athens. A strait is a narrow **channel** of water between two pieces of land. The Greeks hoped this move would give them an advantage in battle. Themistocles believed that the heavy Persian ships would crowd together in the strait, making them difficult to move. His assumption proved to be correct.

Vigorous fighting took place between the two navies. The Greeks had fewer ships, but their boats were smaller and faster, and could outmaneuver the Persian ships. The plan worked. The Greeks sank about 300 Persian ships and lost only about 40 ships of their own. The Persian fleet was almost entirely destroyed. Still, the Persian foot soldiers marched on to Athens. Finding the city almost deserted, the Persians set it on fire.

The combined forces of the Greek city-states in 479 B.C.E. formed their largest army yet. They had improved their fighting forces with better armor and weapons. At Plataea (pluh•TEE•uh), northwest of Athens, the Greek army again faced the Persians. In numbers, the two sides were evenly matched. Each

## ANALYZING PRIMARY SOURCES

1. **ANALYZING POINT OF VIEW**  
From what perspective does Herodotus write this account of the battle at Thermopylae?
2. **CITING TEXT EVIDENCE** Which word from the text indicates Herodotus's views on the Persians?

*The Persian king Xerxes watches his fleet battle the Greeks at the Battle of Salamis.*

**CONTRASTING** Xerxes led his armies into battle, though the image shows him observing the battle instead of fighting in it. How does this compare with the actions of Greek leaders?



fielded a force of about 100,000 men. This time, however, the Greeks defeated the Persian army. Fighting continued as the Greeks went on the defensive to free the city-states in Anatolia from Persian rule. Peace between the Greek allies and the Persians did not come until 449 B.C.E.

## DECLINE OF PERSIA

After its losses in Greece, Persia faced many challenges. The Persian army was no longer strong enough to defend the entire empire. Also, the Persian people grew unhappy with their government. The kings taxed the people heavily to pay for magnificent palaces and other luxuries. Members of the royal family disagreed about who should rule.

As Persia weakened, it became open to outside attacks. In the 300s B.C.E., Persia could not resist the invasion of an army led by a young and powerful ruler named Alexander. The Persian Empire ended, and a new Greek empire emerged that extended beyond even Persia's boundaries.

### ✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING ISSUES** After the losses in Greece, why did the Persians grow unhappy with their government?
2. **DETERMINING CONTEXT** What factors led the Greek city-states to put aside their differences and fight as a unified force?

## LESSON 3 REVIEW AND ACTIVITIES

### Time and Place

1. **EXPLAINING CAUSES** Why did Persia invade Greece?

### Building History-Social Science Analysis Skills

2. **EXPLAINING ISSUES** Why did Darius I create satrapies?
3. **DESCRIBING** What were the responsibilities of the satrap?
4. **EXPLAINING CAUSES** What brought Sparta and Athens together as allies?

### Writing About History

5. **ARGUMENTATIVE WRITING** You are an officer in the Athenian army. The Persians have just landed at Marathon to invade Greece. Write a letter to a friend explaining why the Athenian army did not go out to fight the Persians when they arrived at Marathon.

### Collaborating

6. **PRESENTING** Discuss with a partner which Persian leader you think made the biggest contribution. Cite specific evidence to support your stance. As you listen to your partner's opinion, write down his or her main points. Then respond by explaining why you agree or disagree.



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## ESSENTIAL QUESTION

• *How do governments change?*

# THE STORY BEGINS...

PHOTO: alky images/The Image Works; TEXT: Crawley History of the Peloponnesian War, done into English by Richard J. M. Dent & Sons Ltd., 1910.

*Pericles led Athens during the first years of the Peloponnesian War against Sparta.*

## LESSON 4

# GLORY, WAR, AND DECLINE

Athens' position of power was in jeopardy, thanks to war with Sparta. The first year of the war with Sparta had been hard. Pericles knew that he must rally the Athenians. He must encourage his people to keep defending themselves and their city-state. At a public funeral to commemorate the loss of Athens' fallen soldiers, Pericles reminded his fellow Athenians what they were fighting for:

“Our constitution does not copy the laws of neighbouring states; we are rather a pattern to others than imitators ourselves. Its administration favours the many instead of the few; this is why it is called a democracy. If we look to the laws, they afford equal justice to all in their private differences; if no social standing, advancement in public life falls to reputation for capacity [ability], class considerations not being allowed to interfere with merit; nor again does poverty bar the way, if a man is able to serve the state, he is not hindered [stopped] by the obscurity [humbleness] of his condition. The freedom which we enjoy in our government extends also to our ordinary life.”

—*Funeral Oration*, quoted in *History of the Peloponnesian War*



## ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the accomplishments during the age of Pericles. Record them in a chart like the one shown. Cite examples from the text to explain how Pericles advanced democracy in Athens.

UNDERSTANDING CRAFT  
AND STRUCTURE

1. **CITING TEXT EVIDENCE** What language does the writer use to explain how the Athenians felt about their government?
2. **DETERMINING CENTRAL IDEAS** What do the two sections of the text discuss?

## CITIZENSHIP

## CIVIC PARTICIPATION

Although the direct democracy of Athens differs from the representative democracy of the United States, both types of government share an important feature: voting. One of the most important responsibilities of citizens is to exercise the right to vote. Through voting, citizens help to ensure that the government is doing its job properly.

## THE RULE OF PERICLES

**GUIDING QUESTION** *How did Pericles influence government and culture in Athens?*

As the Persian Wars ended, Athens became a powerful and self-confident city-state. From 461 B.C.E. to 429 B.C.E., the Athenians, under their new leader Pericles (PEHR•uh•kleez), enjoyed a golden age of prosperity and achievement. Their city-state became the economic and cultural center of Greece. Athens also practiced democratic government.

## DEMOCRACY IN ATHENS

Athenians took great pride in their democratic system. The form of government practiced by the Athenians is called **direct democracy** (dih•MAH•kruh•see). In a direct democracy, all citizens meet to debate and vote on government matters. In a **representative democracy**, such as the one we have in the United States today, citizens elect a smaller group of people. This group represents them, makes laws, and governs on their behalf.

In ancient Athens, direct democracy worked because of its relatively small number of citizens. The assembly consisted of some 43,000 male citizens over the age of 18. Often, however, fewer than 6,000 participated in the meetings, which were held every 10 days. At those meetings, participating citizens passed laws, elected officials, and made policy on war and foreign affairs. The ten top officials, elected each year, were known as generals.

## PERICLES IN CHARGE

After the Persian Wars, the most important general in Athenian government was Pericles. His wise rule guided the city-state for more than 30 years.

Pericles made Athens a more democratic city-state. He appointed people to positions because of their abilities, not because they were members of a certain social class. Pericles brought more ordinary Athenians into government. As a result,

even shopkeepers and laborers could, for the first time, share in the government along with nobles and farmers.

Under Pericles's rule, Athens became a center of learning and the arts. The Persians had burned much of the city during the Persian Wars. Under Pericles, Athens was rebuilt. He erected new temples, monuments, and statues throughout the city.

Pericles also supported writers, artists, teachers, sculptors, and architects. **Philosophers** (fuh•LAH•suh•fuhrs) also flourished during the rule of Pericles. Philosophers are thinkers who reflect on the meaning of life. Athens became a great center for knowledge. Pericles called the city “the school of Greece.”

#### ✓ CHECKING FOR UNDERSTANDING

1. **DETERMINING CONTEXT** How was Athens able to become a direct democracy?
2. **EXPLAINING CAUSES** Why did Pericles call Athens “the school of Greece”?



*Political discussion was highly popular in Athens.*

**INFERRING** Athenian citizens would meet on a hill in the city set aside for political discussion. What issues do you think they might have debated there?

#### DETERMINING MEANING

What is a **philosopher**? To what other word is *philosopher* closely related?

#### BIOGRAPHY

### PERICLES

Pericles was born just outside Athens, Greece, to a wealthy and powerful family. He received his education from philosophers. As a young man, he was known for his skill with words. Later, when he became a political leader, he strongly supported democracy. Although he was from a wealthy family himself, he believed that citizenship should not be limited to the wealthy and powerful. The “Age of Pericles” was Athens’ Golden Age, and the city blossomed under his leadership.

Pericles wanted Athens to be a model for the world. He hired hundreds of workers to construct public buildings in Athens. The most well-known is the Parthenon. Pericles was a private person. He avoided being in public as much as possible. He spent most of his time alone, with family, or with close friends. He married and had three sons. In 429 B.C.E., Pericles died from the plague.

**ARGUMENTATIVE WRITING** Why do you think Pericles wanted to increase the equality of Athenian citizens even though he was born into a life of privilege?

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## COMPARING GOVERNMENTS

Athens was able to have a direct democracy because it had a low number of citizens.

1. **IDENTIFYING** In Athens, what involvement could citizens have in the passage of laws?
2. **EXPLAINING** Under which government does a broader segment of the population have the right to vote?

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

### INTEGRATING KNOWLEDGE AND IDEAS

1. **EXPLAINING POINT OF VIEW** What is the writer's purpose in this section?
2. **ANALYZING TEXT** How does the writer organize the information in the text?

## ATHENIAN LIFE

**GUIDING QUESTION** *What was life like for Athenians under the rule of Pericles?*

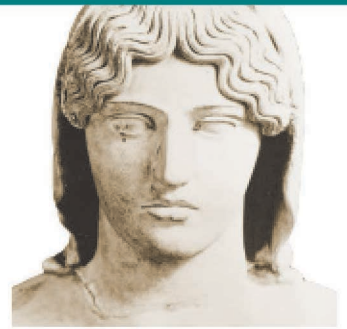
At its height in the 400s B.C.E., Athens was the largest Greek city-state. Its population numbered about 285,000. Of this number, about 150,000 were citizens. Only 43,000 of these citizens, however, were males who had political rights. Athens was home to about 35,000 foreigners and 100,000 enslaved people.

## ATHENIAN MEN AND WOMEN

Athenian men worked as farmers, artisans, and merchants. They often finished their daily work in the morning. They spent afternoons exercising at the gymnasium. In the evening, upper-class men enjoyed all-male gatherings where they ate, drank, and discussed philosophy or politics.

Athenian women focused on their homes and families. Girls married at a young age, often in their mid-teens. Their duties centered on having children and taking care of their households. Women of poor families helped with the farm work or sold goods in the local marketplace. Most upper-class women rarely left their houses except to attend funerals and festivals. Even then, they had to be **accompanied** by a male relative. Upper-class women generally supervised the servants and spun, dyed, or wove cloth.

Athenian women could not attend school, but many learned to read and to play music. However, Athenian society did not consider educated women as equal to men. Women could not participate in political activities or own property. Greek women were always under the care of a male family member. Husbands were responsible for their wives and unmarried daughters. Sons looked after their widowed mothers.



**ASPASIA** (c. 470–400 B.C.E.)

Aspasia originally came from the Greek-speaking city of Miletus in Asia Minor. Her beauty and intellect made her a democratic symbol to many Greeks who treated her like a modern rock star.

She aggressively entered into the male-dominated society and government of Greece. She was one of the first women to encourage other females to participate in government and demand their rights.

A few women had more freedom, especially foreigners, who were regarded differently than Athenian-born women. One well-regarded woman was Aspasia (as•PAY•zhuh). She was known for her intelligence and charm. Aspasia taught public speaking, and her ideas were popular among Athenians. Both Plato (PLAY•toh), the famous Greek philosopher, and Pericles were influenced by her.

## WHAT WAS THE ROLE OF SLAVERY IN ATHENS?

Slavery was common in ancient civilizations. It was often considered to be a normal part of life, even by enslaved people themselves. Even in a democracy like Athens, slavery was common. Most Athenian households had at least one enslaved person. Wealthy Athenian families often had several.

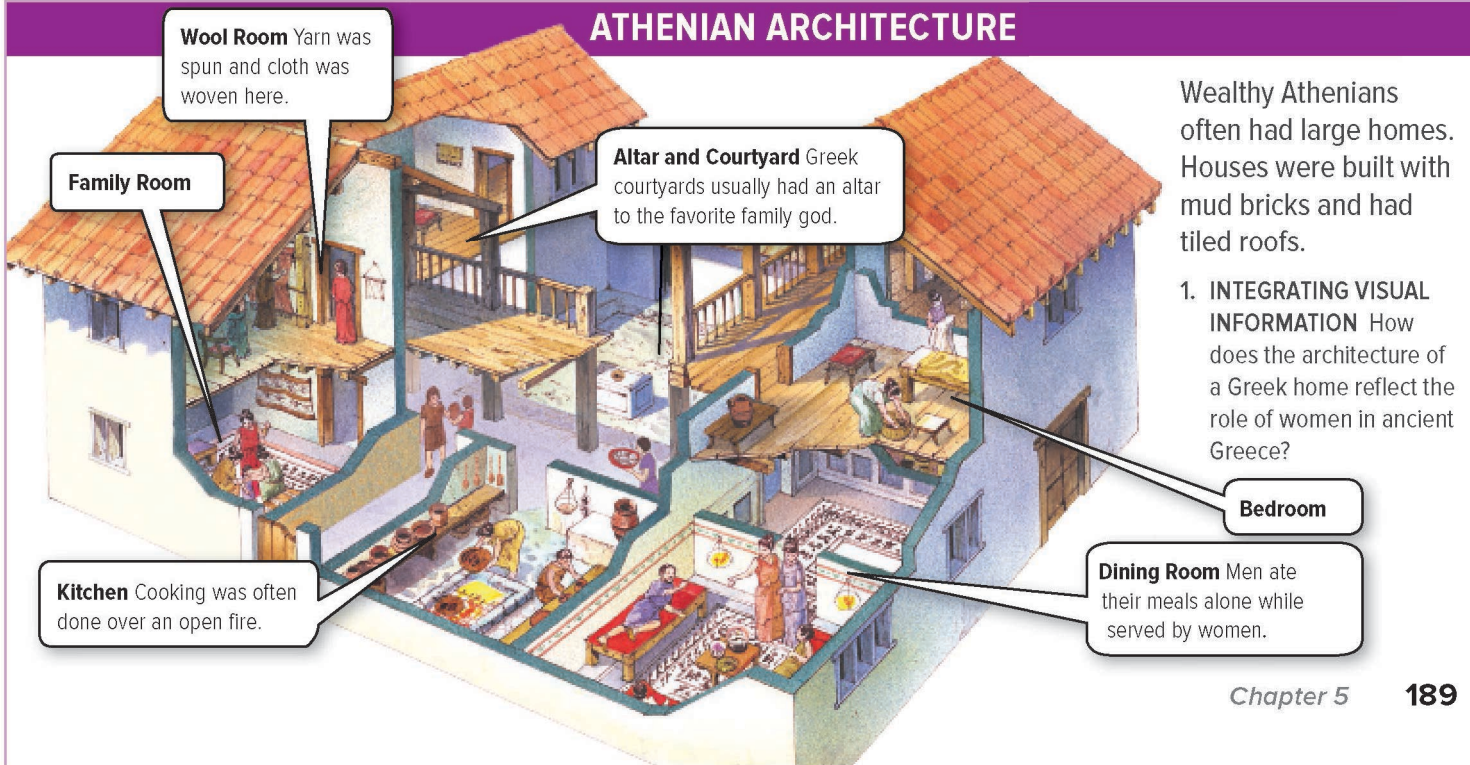
Many enslaved people were prisoners who had been captured in battle. These included both Greeks and non-Greeks. Enslaved men worked on farms, in the shops of artisans, or at hard labor. Enslaved women were cooks and servants in wealthy homes and sometimes taught upper-class children. The treatment of enslaved people varied. Those who labored in mines often died very young. Slaves who worked as craftspeople had easier lives. Sometimes, enslaved people could earn money and, in rare cases, buy their freedom. Slavery might have helped Athens develop its prosperous economy.

## THE ATHENIAN ECONOMY

Farming was a common occupation among Athenians. Local farmers grew grains, vegetables, and fruits, including

PHOTO: Keystone Features/Stringer/Hulton Archive/Getty Images

## ATHENIAN ARCHITECTURE



1. **INTEGRATING VISUAL INFORMATION** How does the architecture of a Greek home reflect the role of women in ancient Greece?

## DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of the word **sufficient**?

## INTEGRATING KNOWLEDGE AND IDEAS

1. **CITING TEXT EVIDENCE** What language does the writer use to imply that Sparta did not necessarily want to attack Athens?
2. **EXPLAINING POINT OF VIEW** What is the writer's purpose in this section?

*Marble lions like this one guarded the way from the harbor to the temples in Delos.*

**INTEGRATING VISUAL INFORMATION** Why do you think the ancient Greeks sculpted lions to guard their harbor?



grapes and olives to make wine and olive oil for shipment to foreign markets.

Athenian farms lacked **sufficient** land to grow enough food to support the city-state. Although Athenians grew some grain, they had to import more from other places. Athens built a large fleet of ships to trade with colonies and other city-states in the Mediterranean world. During the 400s B.C.E., Athens led the Greek world in trade. Important goods made and traded in Athens included pottery and leather products.

## ✓ CHECKING FOR UNDERSTANDING

1. **CONTRASTING** How did the roles of Athenian men and women differ?
2. **EXPLAINING CAUSES** How did Athens' need to import food impact its economy?

# WAR BETWEEN ATHENS AND SPARTA

**GUIDING QUESTION** *How did the Peloponnesian War affect the Greek city-states?*

As time passed, the Greek city-states learned that their survival depended on cooperation. Even after the Persian Wars ended, the Persian threat against Greece remained. In 478 B.C.E., Athens joined with other city-states to form a defensive league, or protective group, to defend its members against the Persians. Because the league at first had its headquarters on the island of Delos (DEE•LAHS), it became known as the Delian League.

Athens provided the Delian League with most of its sailors and soldiers, while the other city-states supplied money and ships. During the next several **decades**, the league drove Persia out of the remaining Greek territories in Anatolia. Free of Persian domination, Greece grew richer through increased overseas trade.

## THE ATHENIAN EMPIRE

In spite of its successes, the Delian League failed. Athens was the strongest city-state, and the league's officials and commanders and most of the troops were Athenian. Over time, Athens began to use its influence to control the other member city-states. The league was no longer an alliance of equal city-states fighting Persia. It had become a group of city-states controlled by Athens.

Pericles's leadership helped Athens dominate the Delian League. He treated the other city-states like subjects, demanding strict loyalty and regular payments from them. He even insisted that they use Athenian coins and measures. In 454 B.C.E., the Athenians moved the Delian League's treasury from Delos to

Athens. They also sent troops to other Greek city-states to help the common people rebel against the nobles in power.

Thucydides, a Greek historian, describes Athens' rise to power:

“Of all the causes of defection [desertion], that connected with arrears [debts] of tribute and vessels, and with failure of service, was the chief; for the Athenians were very severe and exacting [demanding], and made themselves offensive by applying the screw of necessity to men who were not used to and in fact not disposed [prepared] for any continuous labour. In some other respects the Athenians were not the old popular rulers they had been at first; and if they had more than their fair share of service, it was correspondingly [just as] easy for them to reduce [get rid of] any that tried to leave the confederacy. For this the allies had themselves to blame; the wish to get off service making most of them arrange to pay their share of the expense in money instead of in ships, and so to avoid having to leave their homes. Thus while Athens was increasing her navy with the funds which they [the city-states] contributed, a revolt always found them without resources or experience for war.”

#### ANALYZING PRIMARY SOURCES

##### 1. ANALYZING POINT OF VIEW

What do you think was the author's main purpose for writing the excerpt?

##### 2. DETERMINING CENTRAL IDEAS

What does Thucydides say is the effect of the Athenians being “very severe and exacting [demanding]”?

—Thucydides, from *The History of the Peloponnesian War*

## WAR BREAKS OUT

As the economic and political power of Athens grew, other city-states, especially Sparta, became alarmed. Politically and socially, Sparta and Athens were quite different. Neither trusted the other. Both wanted to be the major power in the Greek world.

Sparta became the leader of an alliance of city-states opposed to Athens. In 433 B.C.E., Athens began interfering with some of Sparta's allies. These allies pressured Sparta to attack Athens. War broke out in 431 B.C.E. and continued until 404 B.C.E. The possibility of future cooperation among the Greek city-states disappeared as a result of this war. Historians call this **conflict** the Peloponnesian War because Sparta was located in the Peloponnesus.

## PERICLES'S FUNERAL ORATION

During the war's first winter, Athens held a public funeral to honor soldiers who had died in battle. Afterward, the Athenian families gathered to mourn their losses. In a famous speech, called the *Funeral Oration*, Pericles talked about the greatness of Athens and reminded the people that they made their government strong. He reminded them that citizens had to obey the rules in their constitution—their framework of government. They accepted certain duties, such as paying taxes and defending the city. They were also awarded certain rights, such as the ability to vote and run for office.

## THE PELOPONNESIAN WAR 431–404 B.C.E.



### GEOGRAPHIC REASONING

The Peloponnesian War between Sparta and Athens lasted for 27 years.

1. **EXPLORING PLACE** In what year was the final battle of the war? In whose territory was it fought?
2. **SPATIAL THINKING** Which city or cities were on the side of Athens? Why do you think having those allies was not enough help for Athens to win the war?



“ Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. When it is a question of settling private disputes, everyone is equal before the law. ... ”

—Pericles, *Funeral Oration*, quoted in *The History of the Peloponnesian War*

### DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of the word **emphasize**?

In his speech, Pericles **emphasized** that the democratic way of life is worth protecting. He urged his listeners to have the courage to continue fighting. The ideas Pericles expressed are still valued by citizens of democratic countries today.

## WHY DID ATHENS LOSE THE WAR?

In a battle soon after the war started, Sparta and its allies surrounded Athens. They knew that, in an open battle, they could easily defeat the Athenian army. Pericles understood the weakness of the Athenian troops. He chose to keep his army and the people within the walls of the surrounded city. The powerful Athenian navy would bring supplies to the city from its colonies and allies. Sparta lacked a navy and could not stop the Athenian ships.

For almost two years, Athens remained safe. Then a deadly disease broke out within the overcrowded city's population. More than a third of the people died, including Pericles. During the next 25 years, each side won some victories but was unable to defeat its opponent.

Finally, Sparta made a deal with the Persian Empire. The Spartans agreed to give the Persians some Greek territory in Anatolia. In return, Sparta received enough Persian gold to build its own navy.

As the war dragged on, Athens fell into a state of unrest. The democracy had been overthrown. The government that

replaced it was then overthrown. By the end of 411 B.C.E., democracy had been restored. The war, however, continued. In 405 B.C.E., Sparta's newly built navy destroyed the Athenian fleet. Sparta then placed a blockade around Athens, preventing food and other supplies from entering the city. Starving, the Athenians finally surrendered a year later. The Spartans and their allies then knocked down the city walls. The Athenian empire collapsed.

## THE EFFECTS OF THE WAR

The Peloponnesian War brought disaster to the Greek city-states. The governments were left divided and weak. Many people had died in battle or from disease. Fighting had destroyed farms and left many people with no way to earn a living. As a result, thousands of young Greeks left Greece to join the Persian army.

After the conflict, Sparta ruled its newly acquired empire, much as Athens had ruled its empire before. This harsh treatment angered Sparta's former allies. An uneasy political situation developed. During the next 30 years, Sparta tried to put down rebellions and fought Persia again. Finally, in 371 B.C.E., the city-state of Thebes seized Sparta and ended the Spartan empire. About 10 years later, Thebes also collapsed.

As the city-states fought, they failed to notice the growing threat from the kingdom of Macedonia to the north. Macedonia's strength and desire for expansion would eventually cost the Greek city-states their independence.

### CHECKING FOR UNDERSTANDING

1. **INFERRING** Why was Sparta's deal with Persia so important in the war against Athens?
2. **EXPLAINING CAUSES** How did the Peloponnesian War impact the Greek city-states?

## LESSON 4 REVIEW AND ACTIVITIES

### Time and Place

1. **EXPLAINING CAUSES** Why did the Delian League break apart?

### Building History-Social Science Analysis Skills

2. **EXPLAINING ISSUES** How did Pericles choose people for positions in the Athenian government?
3. **DESCRIBING** What jobs did enslaved people in Athens do?
4. **IDENTIFYING** What was the most important accomplishment of Pericles?

### Writing About History

5. **ARGUMENTATIVE WRITING** Ancient Athens was a direct democracy. The United States Constitution provides for

a representative democracy. Do you think the United States should change to a direct democracy? Why or why not?

### Collaborating

6. **USING TECHNOLOGY** Work with a partner to create a digital presentation that focuses on one of the topics from the lesson: Pericles, life in Athens, the Delian League, or the Peloponnesian War. Include at least four key pieces of information and one image in your presentation. Share your presentation with the class.



Include this lesson's information in your Foldable®.

# THE ODYSSEY

by Homer

**PURPOSE:** To explore a heroic adventure recounted in an important Greek epic, a style of literature written in classical Greece

**BACKGROUND INFORMATION** The author, believed to be Homer, was born sometime between the 1100s and 700s B.C.E. Although not much is known about Homer, he is credited with writing the *Iliad* and the *Odyssey*. Both are epic poems. The *Iliad* describes events of the Trojan War. The *Odyssey* chronicles the adventures of Odysseus, the legendary king of Ithaca, and his men following the Trojan War as they seek to make their way home to the island of Ithaca.

In the *Odyssey*, Homer paints scene after scene of dangerous scenarios that Odysseus must survive in order to complete his journey home. When reading this excerpt, think about what it might have been like to be a victorious king on his way home, only to let your own curiosity put you in a dangerous situation. What skill could you rely on if your strength alone could not help?

## Explore the Text

**The Scene:** Odysseus and twelve of his men explore the island of the Cyclops.

**The Characters:** Odysseus acts as the storyteller. He has a discussion with a Cyclops, who has trapped him and twelve of his men in a cave.

**The Plot:** While on his journey home from Troy, Odysseus spots an island where the Cyclopes live and decides to explore it. He discovers one of the Cyclops' caves, but when the Cyclops returns, Odysseus and his men get trapped inside. Odysseus must figure out a way to escape.



When the child of morning, rosy-fingered Dawn appeared, we admired the island and wandered all over it. . . . [We] kept turning our eyes towards the land of the Cyclopes<sup>1</sup>, which was hard by, and saw the smoke of their stubble fires. We could almost fancy<sup>2</sup> we heard their voices and the bleating<sup>3</sup> of their sheep and goats, but when the sun went down and it came on dark, we camped down upon the beach, and next morning I [Odysseus] called a council.

"Stay here, my brave fellows," said I, "all the rest of you, while I go with my ship and exploit<sup>4</sup> these people myself: I want to see if they are uncivilized savages, or a hospitable<sup>5</sup> and humane<sup>6</sup> race."

. . . When we got to the land, which was not far, there, on the face of a cliff near the sea, we saw a great cave overhung with laurels<sup>7</sup>. It was a station for a great many sheep and goats, and outside there was a large yard, with a high wall round it made of stones built into the ground and of trees both pine and oak. This was the abode<sup>8</sup> of a huge monster who was then away from home shepherding his flocks<sup>9</sup>. He would have nothing to do with other people, but led the life of an outlaw. He was a horrid creature, not like a human being at all, but resembling rather some crag<sup>10</sup> that stands out boldly against the sky on the top of a high mountain.

I told my men to draw the ship ashore, and stay where they were, all but the twelve best among them, who were to go along with myself. I also took a goat-skin of sweet black wine which had been given me. . . .

<sup>1</sup>**Cyclopes**: members of a race of one-eyed giants

<sup>2</sup>**fancy**: to desire or imagine

<sup>3</sup>**bleating**: crying made by an animal

<sup>4</sup>**exploit**: make use of

<sup>5</sup>**hospitable**: friendly and welcoming

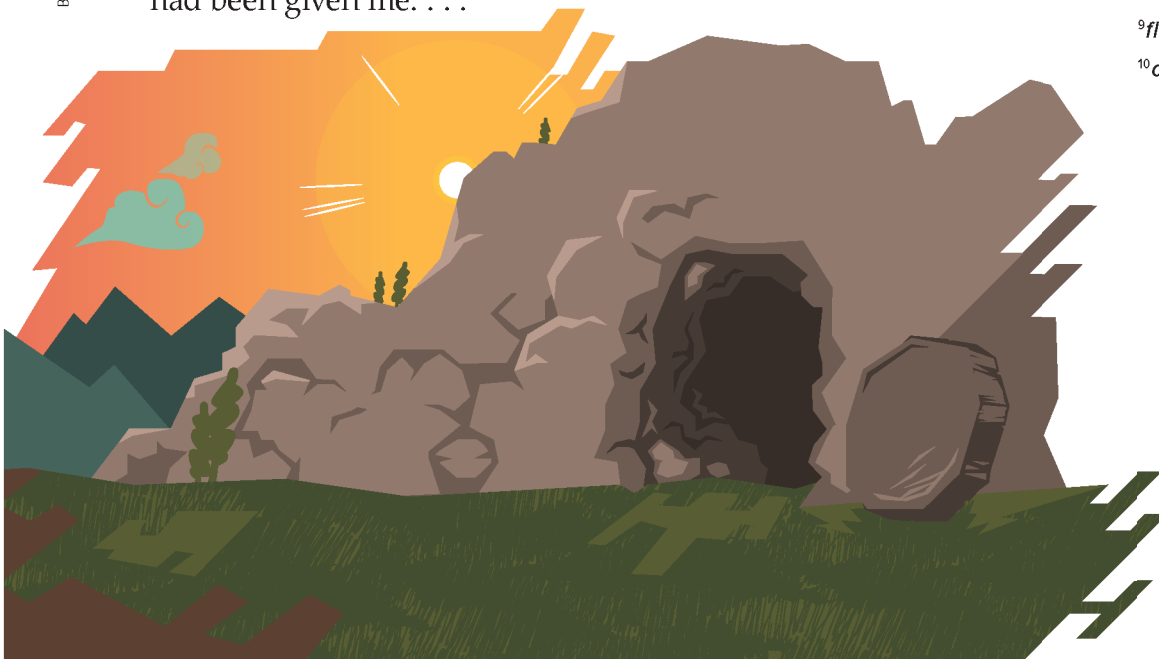
<sup>6</sup>**humane**: showing compassion or benevolence

<sup>7</sup>**laurels**: shrubs or plants with dark green glossy leaves

<sup>8</sup>**abode**: a place of residence

<sup>9</sup>**flocks**: groups of sheep

<sup>10</sup>**crag**: a steep or rugged cliff



We soon reached his cave, but he was out shepherding, so we went inside and took stock of all that we could see. . . .

We . . . sat waiting till the Cyclops should come in with his sheep. When he came, he brought in with him a huge load of dry firewood to light the fire for his supper, and this he flung with such a noise on to the floor of his cave that we hid ourselves for fear at the far end of the cavern. . . . Then he rolled a huge stone to the mouth of the cave—so huge that two and twenty strong four wheeled wagons would not be enough to draw it from its place against the doorway. . . . When he had got through with all his work, he lit the fire, and then caught sight of us, whereon he said:

“Strangers, who are you? Where do sail from? Are you traders, or do you sail the sea as rovers, with your hands against every man, and every man’s hand against you?”

We were frightened out of our senses by his loud voice and monstrous form, but I managed to say, “We are Achaeans<sup>11</sup> on our way home from Troy<sup>12</sup>. . . . We therefore humbly pray you to show us some hospitality, and otherwise make us such presents as visitors may reasonably expect. . . .”

To this he gave me but a pitiless answer, “Stranger,” said he, “you are a fool, or else you know nothing of this country. . . .”

## DETERMINING MEANING

Connotative meanings are the emotions and associations attached to a certain word or phrase. What is the phrase “with your hands against every man” meant to convey?

<sup>11</sup>*Achaean*s: Greek people

<sup>12</sup>*Troy*: an ancient city in Asia Minor



. . . [With] a sudden clutch he gripped up two of my men at once and dashed them down upon the ground as though they had been puppies. . . [and] gobbled them up like a lion in the wilderness. . . As for us, we wept and lifted up our hands to heaven on seeing such a horrid sight, for we did not know what else to do. . . [The Cyclops] stretched himself full length upon the ground among his sheep, and went to sleep. . .

When the child of morning, rosy-fingered dawn, appeared, he again lit his fire, milked his goats and ewes. . . Presently, with the utmost ease, he rolled the stone away from the door and drove out his sheep, but he at once put it back again—as easily as though he were merely clapping the lid on to a quiver<sup>13</sup> arrows. . .

In the end I deemed it would be the best plan to do as follows: The Cyclops had a great club which was lying near one of the sheep pens. . . I went up to this club and . . . I brought it to a point myself, charring the end in the fire to make it harder. . .

In the evening the wretch came back from shepherding, and drove his flocks into the cave—this time driving them all inside, and not leaving any in the yards. . . [W]hen he had got through with all this work, he gripped up two more of my men, and made his supper off them. So I went up to him with an ivy-wood bowl of black wine in my hands:

#### DETERMINING MEANING

Figurative meanings are the metaphorical, or non-literal, meanings associated with certain words or phrases. What is the phrase “like a lion in the wilderness” meant to convey?

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<sup>13</sup>*quiver*: a portable case for holding arrows



"Look here, Cyclops," said I, . . . "drink some wine. . . ."

He then took the cup and drank. . . . Three times did he drain it without thought or heed. . . . [He] reeled, and fell sprawling face upwards on the ground. His great neck hung heavily backwards and a deep sleep took hold upon him. . . .

Then I . . . drove the sharp end of the [club] into the monster's eye, and bearing upon it with all my weight I kept turning it round and round. . . . We ran away in a fright, but he plucked the beam all besmirched<sup>14</sup> with gore from his eye, and hurled it from him in a frenzy of rage and pain. . . .

As for myself I kept on puzzling to think how I could best save my own life and those of my companions; I schemed<sup>15</sup> and schemed, as one who knows that his life depends upon it, for the danger was very great. In the end I deemed that

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<sup>14</sup>*besmirched*: soiled or made dirty

<sup>15</sup>*schemed*: made plans



this plan would be the best; the male sheep were well grown, and carried a heavy black fleece, so I bound them noiselessly in threes together, with some of the withes<sup>16</sup> on which the wicked monster used to sleep. There was to be a man under the middle sheep, and the two on either side were to cover him, so that there were three sheep to each man. . . .

Thus, then, did we wait in great fear of mind till morning came, but when the child of morning rosy-fingered Dawn, appeared, the male sheep hurried out to feed . . . but their master in spite of all his pain felt the backs of all the sheep as they stood upright, without being sharp enough to find out that the men were underneath their bellies. . . .

. . . I first got from under the ram's belly, and then freed my comrades<sup>17</sup>; as for the sheep . . . we managed to drive them down to the ship. The crew rejoiced greatly at seeing those of us who had escaped death, but wept for the others whom the Cyclops had killed.

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<sup>16</sup>*withes*: tough, flexible branches, used for tying or binding

<sup>17</sup>*comrades*: friends or associates

### Text-Based Discussion

- 1. CITING TEXT EVIDENCE** Cite details from the text that suggest the Cyclops's strength was great.
- 2. MAKING INFERENCES** What can you infer about the Cyclops' perception of Odysseus and his men based on the Cyclops' actions? Cite details to support your answer.
- 3. DESCRIBING LITERATURE** The plot of this story follows a problem-solution format. What is the problem, and how does Odysseus respond to this problem?
- 4. EXPLAINING POINT OF VIEW** What does Odysseus's request that not all his men go with him reveal about his point of view as he set out for the island of the Cyclops?

## THE ANCIENT GREEKS

The Peloponnesian War was fought between Athens and Sparta from about 431 B.C.E. to 404 B.C.E. During this time, the two city-states engaged in a bitter struggle for domination of ancient Greece. Much of what historians know today about this time period comes from two Greek historians: Xenophon and Thucydides. How did the Greek city-states compare to one another? What was considered most important to the citizens of each?

### Vocabulary

*clamber*: to climb

*habituate*: to get used to something

*eiren*: a Spartan group leader

*toiling*: working hard

*spleen*: an internal organ located near the stomach

*dispatch*: to send away

*detachment*: a small group of soldiers

### PRIMARY SOURCE: BOOK

#### THE POLITY OF THE SPARTANS, C. 375 B.C.E.

Xenophon

Xenophon was a Greek historian and philosopher who lived from about 430 B.C.E. to 350 B.C.E. One of Xenophon's most important works is *Hellenica*, a seven-book history of ancient Greece spanning the years 411 B.C.E. to 362 B.C.E. and includes an account of the end of the Peloponnesian War. His early life is a mystery to scholars. However, it is known that he was exiled, or banned from living, in the city-state of Athens, leading him to make his home in a territory controlled by Sparta. Xenophon's time in Sparta gave him a close-up view of life, education, culture, and politics in the city-state. He describes the experiences of young boys in Sparta in *The Polity of the Spartans*.

“Instead of softening their feet with shoe or sandal, his rule was to make them hardy through going barefoot. This habit, if practiced, would, as he believed, enable them to scale heights more easily and **clamber** down precipices [cliffs] with less danger. In fact, with his feet so trained the young Spartan would leap and spring and run faster unshod [barefoot] than another in the ordinary way.

Instead of making them effeminate [unmanly] with a variety of clothes, his rule was to **habituate** them to a single garment the whole year through, thinking that so they would be better prepared to withstand the variations of heat and cold.

Again, as regards food, according to his regulation, the **eiren**, or head of the flock, must see that his messmates gather to the club meal with such moderate food as to avoid bloating and yet not remain unacquainted with the pains of starvation. His belief was that by such training in boyhood they would be better able when occasion demanded to continue **toiling** on an empty stomach....

On the other hand, to guard against a too great pinch of starvation, he did give them permission to steal this thing or that in the effort to alleviate [ease] their hunger.”

### ANALYZE THE TEXT

1. EXPLAINING EFFECTS According to the excerpt, why are Spartans boys forced to go without shoes or sandals?
2. DETERMINING CENTRAL IDEAS What is the significance of the author referring to the Spartan soldiers as a flock?

## PRIMARY SOURCE: SPEECH

### PERICLES' FUNERAL ORATION

Thucydides was a Greek historian who lived from about 460 B.C.E. to 404 B.C.E. Born in Athens, Thucydides served in the Athenian navy during the Peloponnesian War. After a military blunder, Thucydides was exiled for 20 years from the city-state beginning around the year 424 B.C.E. During his exile, Thucydides dedicated himself to traveling, studying, and writing his book *History of the Peloponnesian War*. Included in Thucydides' history is Pericles' *Funeral Oration*, a speech given at a public funeral for Athenian soldiers.

“Further, we provide plenty of means for the mind to refresh itself from business. We celebrate games and sacrifices all the year round, and the elegance of our private establishments forms a daily source of pleasure and helps to banish the **spleen**; while the magnitude [great size] of our city draws the produce of the world into our harbour, so that to the Athenian the fruits of other countries are as familiar a luxury as those of his own. If we turn to our military policy, there also we differ from our antagonists [enemies]. We throw open our city to the world, and never by alien acts exclude foreigners from any opportunity of learning or observing, although the eyes of an enemy may occasionally profit by our liberality [generosity]; trusting less in system and policy than to the native spirit of our citizens; while in education, where our rivals from their very cradles by a painful discipline seek after manliness, at Athens we live exactly as we

please, and yet are just as ready to encounter every legitimate [true] danger. In proof of this it may be noticed that the Lacedaemonians do not invade our country alone, but bring with them all their confederates; while we Athenians advance unsupported into the territory of a neighbour, and fighting upon a foreign soil usually vanquish [defeat] with ease men who are defending their homes. Our united force was never yet encountered [met] by any enemy, because we have at once to attend to our marine and to **dispatch** our citizens by land upon a hundred different services; so that, wherever they engage with some such fraction of our strength, a success against a **detachment** is magnified into a victory over the nation, and a defeat into a reverse suffered at the hands of our entire people. And yet if with habits not of labour but of ease, and courage not of art but of nature, we are still willing to encounter danger, we have the double advantage of escaping the experience of hardships in anticipation and of facing them in the hour of need as fearlessly as those who are never free from them.”

#### ANALYZE THE TEXT

1. **ANALYZING POINT OF VIEW** Why do you think Thucydides chose to include Pericles' *Funeral Oration* in his *History of the Peloponnesian War*?
2. **CITING TEXT EVIDENCE** Explain how Pericles supports his statement, “If we turn to our military policy, there also we differ from our antagonists [enemies].”



#### MULTIPLE PERSPECTIVES

1. **ANALYZING POINT OF VIEW** How did the events of each historian's life influence what they wrote about?
2. **COMPARING AND CONTRASTING TEXTS** Compare the ways each city-state is represented in the two sources. What do the representations have in common? How do they differ?

## CHAPTER 5 Analysis Skills Activities

Write your answers on a separate piece of paper.

### Thinking Like a Historian

1. **COMPARING AND CONTRASTING** Create a diagram like the one below to compare and contrast the causes and effects of the Persian War with those of the Peloponnesian War.

<i>Persian War</i>	<i>Peloponnesian War</i>

### Understanding Time

2. **SEQUENCING** Create a time line to arrange the events in the order that they occurred.
- Helots in Sparta revolt.
  - Solon becomes the leader of Athens.
  - The Peloponnesian war begins.
  - The Delian League is formed.
  - The Persian army is defeated at Marathon.
  - The Hellenes return to mainland Greece.
  - The Minoan civilization collapses.

### Building Citizenship

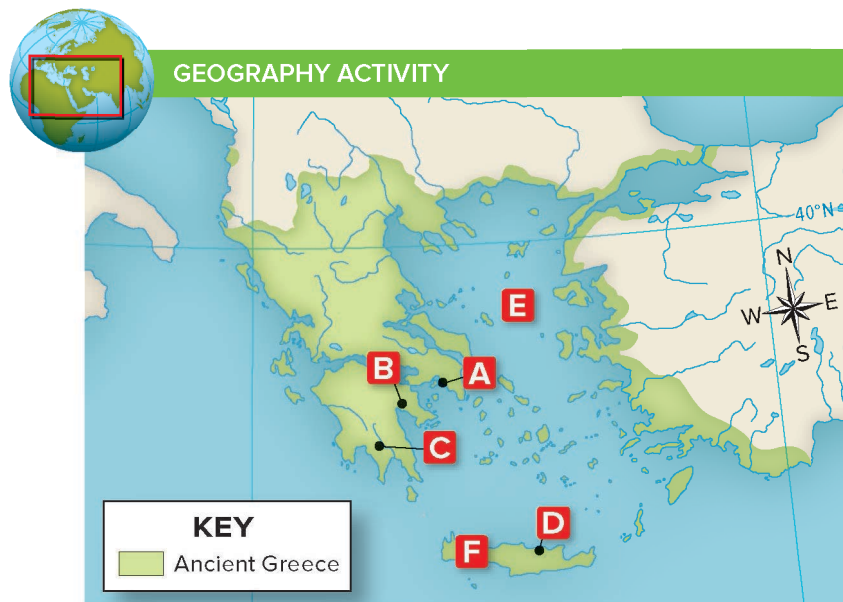
3. **COMPARING** Describe citizenship and the rights and responsibilities of citizens in Athenian democracy. How does Athenian citizenship compare to citizenship in the United States today? How do the rights and responsibilities of Athenian citizens compare to those of the United States?

### Geographic Reasoning

Use the map to answer the following questions.

4. **SPATIAL THINKING** Match the letters on the map with the numbered places listed below.

- Crete
- Aegean Sea
- Mycenae
- Athens
- Sparta
- Knossos



# CHAPTER 5 Assessment

Write your answers on a separate piece of paper.

## Vocabulary Practice

- 1 Define each of the following terms as it relates to ancient Greece.
  - A. peninsula
  - B. colony
  - C. polis
  - D. tyrant
  - E. oligarchy
  - F. helots
  - G. satrapy
  - H. direct democracy
  - I. representative democracy
  - J. philosopher

## Short Answer

- 2 **IDENTIFYING** How did the mountains of Greece affect the development of ancient Greek communities?
- 3 **EXPLAINING** Who were important trading partners of the Minoans? What goods did the Minoans trade?
- 4 **IDENTIFYING CAUSES** What factors led to the decline of the Mycenaeans?
- 5 **COMPARING** How did ancient Greek citizenship differ from that of most other ancient civilizations?
- 6 **SUMMARIZING** How did the Spartans' emphasis on military discipline affect the citizens of Sparta?
- 7 **CONTRASTING** How was the education Athenian boys received different from that of boys in Sparta?
- 8 **SUMMARIZING** What were the main duties of the satraps?

- 9 **DESCRIBING EFFECTS** What was the consequence of the battle of Salamis?
- 10 **IDENTIFYING EFFECTS** Who was Pericles, and how did he influence life in Athens?
- 11 **EXPLAINING EFFECTS** How did the Peloponnesian War weaken Greek city-states?
- 12 **EXPLAINING ISSUES** Which event of the Dark Ages of Greek history do you consider the most significant? Explain."
- 13 **COMPARING** How were the roles of Athenian women and Spartan similar? How were they different?
- 14 **EXPLAINING IDEAS** Which democratic concepts developed in ancient Greece served as a foundation for American constitutional democracy? How are these concepts applied in the United States today?
- 15 **EXPLAINING IDEAS** Why do you think Cleisthenes created a council of citizens to help the assembly manage Athenian government?
- 16 **USING MAPS** Study the Persian Wars map found in Lesson 3. Where were the major battles of the Persian Wars fought? How did this impact the Greek city-states during and after the wars?"
- 17 **EXPLAINING IDEAS** Why is the age of Pericles sometimes referred to as the "Golden Age" of Athens?

## Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Review Lesson	1,2,3,4	1	1	1	1	2	2	3	3	4	4	1	1	2	4	3,4	4

CHAPTER 5 **Assessment,** continued

Write your answers on a separate piece of paper.

Analyzing Primary Sources

Greek historian Plutarch describes the early training of Spartan boys:

“...as soon as they [Spartan boys] were seven years old they were to be enrolled in certain companies and classes, where they all lived under the same order and discipline, doing their exercises and taking their play together. Of these, he who showed the most conduct and courage was made captain; they had their eyes always upon him, obeyed his orders, and underwent patiently whatsoever punishment he inflicted: so that the whole course of their education was the continued exercise of a ready and perfect obedience. The old men, too, were spectators of their performances, and often raised quarrels and disputes among them, to have a good opportunity of finding out their different characters, and of seeing which would be valiant, which a coward, when they should come to more dangerous encounters. Reading and writing they gave them, just enough to serve their turn; their chief care was to make them good subjects, and to teach them to endure pain and conquer in battle.”

—from *Plutarch’s Lives of Illustrious Men*

- 18

**DETERMINING MEANING** Read the phrase from the excerpt.

“The old men, too, were spectators of their performances, and often raised quarrels and disputes among them.”

Which of the following words would best replace the underlined words in the phrase?  
A. participants, arrangements  
B. onlookers, disagreements  
C. attendants, resistances  
D. educators, arguments
- 19

**SUMMARIZING** Which statement best summarizes the central idea of the excerpt?  
A. Spartan boys received a well-rounded and diverse education.  
B. Spartan boys only engaged in physical activities and challenges.  
C. Spartan boys were treated as adults beginning at age seven.  
D. Spartan boys were trained for military service at a young age.

Need Extra Help?

If You’ve Missed Question	18	19	20	21	22	23
Review Lesson	2	2	2	2	2	1-4

- 20

**CITING TEXT EVIDENCE** Which of the following phrases from the excerpt indicates that unity was important in the Spartan military?  
A. “doing their exercises and taking their play together”  
B. “to have a good opportunity of finding out their different characters”  
C. “they were to be enrolled in certain companies and classes”  
D. “and of seeing which would be valiant”
- 21

**INFERRING** Which of these inferences is supported by the text?  
A. Spartan boys did not spend time with their siblings or families.  
B. Spartan boys were not given many leadership opportunities.  
C. Spartan boys had plenty of time for fun and activities.  
D. Spartan boys got along with each other as they grew older.

- 22

**20. DETERMINING MEANING** Read the following sentence from the excerpt.

“Reading and writing they gave them, just enough to serve their turn; their chief care was to make them good subjects, and to teach them to endure pain and conquer in battle.”

Write a brief explanation of what this sentence means and how it relates to the writer’s main point.

Extended Response Essay

- 23

**NARRATIVE** It is 450 B.C.E. and you are visiting Athens from another Greek city-state. How would you describe the government and the culture of Athens? Write a letter to a friend back home giving your impressions of your visit.