

SECTION 2 Step-by-Step Instruction

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Understand how geography influenced the Greek city-states.
- Define the three types of government that developed in the Greek city-states.
- Explain how Sparta and Athens differed.
- Identify the culture and values shared by Greeks.

Prepare to Read

Build Background Knowledge L3

Ask students how their community would be different if it were near mountains or the sea. Tell students that the Greeks adapted to both those conditions.


Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD, For the People's Good**

Ask **What battlefield behavior did Tyrtaeus praise?** (*He praised soldiers who fought bravely in battle and who encouraged fighting as one.*) **What might happen if a soldier in the front ranks of the phalanx fled?** (*He would leave those near him open to attack.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 2 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). Have students make an outline of the section's main ideas and supporting details.

 **Reading and Note Taking Study Guide, pp. 38–39**

SECTION 2



Battling soldiers in phalanx formation

A bronze Corinthian helmet, c. 500s B.C.

WITNESS HISTORY AUDIO

For the People's Good

Tyrtaeus, a Spartan poet in the 600s B.C., wrote elegies that praised and encouraged bravery and honor on the Spartan battlefields. Here, while championing courage in the phalanx, Tyrtaeus captures the essence of how the Greeks held the city-state, or *polis*, above all else.

“This is the common good, for the *polis* and the whole *demos* [the people], when a man stands firm in the front ranks without flinching and puts disgraceful flight completely from his mind, making his soul and spirit endure and with his words encourages the man stationed next to him.”

Focus Question How did government and culture develop as Greek city-states grew?



The Rise of Greek City-States

Objectives

- Understand how geography influenced the Greek city-states.
- Define the three types of government that developed in the Greek city-states.
- Explain how Sparta and Athens differed.
- Identify the culture and values shared by Greeks.

Terms, People, and Places

<i>polis</i>	phalanx
acropolis	Sparta
citizen	Athens
monarchy	democracy
aristocracy	tyrant
oligarchy	legislature

Note Taking

Reading Skill: Identify Supporting Details
Create an outline to record the main ideas and supporting details described in this section.

- | |
|--|
| <p>I. Geography Shapes Greece</p> <p>A. Landscape defines political boundaries</p> <ol style="list-style-type: none"> 1. 2. <p>B. Life by the sea</p> <ol style="list-style-type: none"> 1. 2. |
|--|

The Mediterranean and Aegean seas were as central to the development of Greek civilization as the Nile was to the Egyptians. The ancient Greeks absorbed many ideas and beliefs from the older civilizations of Mesopotamia and Egypt. At the same time, they developed their own unique ways. In particular, the Greeks developed new ideas about how best to govern each individual Greek *polis* (POH lis), or city-state.

Geography Shapes Greece


As you have read, the earliest civilizations rose in fertile river valleys. There, strong rulers organized irrigation works that helped farmers produce food surpluses needed to support large cities. A very different set of geographic conditions influenced the rise of Greek civilization.

Landscape Defines Political Boundaries Greece is part of the Balkan peninsula, which extends southward into the eastern Mediterranean Sea. Mountains divide the peninsula into isolated valleys. Beyond the rugged coast, hundreds of rocky islands spread toward the horizon.

The Greeks who farmed the valleys or settled on the scattered islands did not create a large empire such as that of the Egyptians or Persians. Instead, they built many small city-states, cut off from one another by mountains or water. Each included a city and its surrounding countryside. Greeks fiercely defended the independence of their small city-states, and endless rivalry frequently led to war.

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

 **Teaching Resources, Unit 1, p. 67; Teaching Resources, Skills Handbook, p. 3**

High-Use Word
impose, p. 122

Definition and Sample Sentence

vt. to place or set something compulsory upon
The substitute teacher lost the respect of the students by **imposing** arbitrary rules on the class.

Life by the Sea While mountains divided Greeks from one another, the seas provided a vital link to the world outside. With its hundreds of bays, the Greek coastline offered safe harbors for ships. The Greeks became skilled sailors and carried cargoes of olive oil, wine, and marble to parts throughout the eastern Mediterranean. They returned not only with grains and metals but also with ideas, which they adapted to their own needs. For example, the Greeks adapted the Phoenician alphabet to meet their needs. The resulting alphabet in turn became the basis for all later Western alphabets.

By 750 B.C., rapid population growth forced many Greeks to leave their own overcrowded valleys. With fertile land limited, the Greeks expanded overseas. Gradually, a scattering of Greek colonies took root all around the Mediterranean from Spain to Egypt. Wherever they traveled, Greek settlers and traders carried their ideas and culture.

Checkpoint How did the sea contribute to Greek commerce?

Governing the City-States

As their world expanded after 750 B.C., the Greeks evolved a unique version of the city-state, which they called the polis. The polis was made up of a major city or town and its surrounding countryside. Typically, the city itself was built on two levels. On the top of a hill stood the **acropolis** (uh KRAH puh lis), or high city, with its great marble temples dedicated to different gods and goddesses. On flatter ground below lay the walled main city with its marketplace, theater, public buildings, and homes.

The population of each city-state was fairly small, which helped the **citizens**, or free residents, share a sense of responsibility for its triumphs and defeats. In the warm climate of Greece, free men spent much time outdoors in the marketplace, debating issues that affected their lives. The whole community joined in festivals honoring the city's special god or goddess. The rights of citizens were unequal, however; and male landowners held all the political power.



Development of the Alphabet

Phoenician	Greek	Roman
𐤀	Α	A
𐤁	Β	B
𐤂	Δ	D
𐤃	Κ	K
𐤄	Λ	L
𐤅	Ν	N

Chart Skills Our alphabet comes to us from the Phoenicians by way of the Greeks. The word *alphabet* itself comes from the first two Greek letters, *alpha* and *beta*. Describe how the modern letter L has changed over time.

Teach

Geography/City-States

Instruct

■ **Introduce: Key Terms** Ask students to find the word *polis* (in blue) in the text and define its meaning. Point out that the polis was the basic political unit of ancient Greece, as the nation is the basic political unit of our world today.

■ **Teach** Display **Color Transparency 21: The Geography of Greece**. Explain how the rugged geography of ancient Greece influenced the development of the Greek city-state and economy. Ask **What effect did the mountains and water have on Greek city-states?** (*Greeks were cut off from each other, developed their own systems of government, and fought frequently. Access to water helped Greeks become skilled sailors and traders.*)

Then compare and contrast the three main types of government that evolved in Greek city-states.

Color Transparencies, 21

Independent Practice

■ Have students access **Web Code nap-0421** to take the **Geography Interactive Audio Guided Tour** and then answer the map skills questions in the text.

■ Then have students fill in the Outline Map *The Ancient Greek World*.

All in One Teaching Resources, Unit 1, p. 74

Monitor Progress

Check Outline Maps for accuracy. Administer the Geography Quiz.

All in One Teaching Resources, Unit 1, p. 76

Answers

✓ The sea coast encouraged the Greeks to become skilled sailors and traders.

Chart Skills Sample: Although it evolved, today's letter L is very similar to the initial Phoenician letter.

Map Skills

- Review locations with students.
- Sample: The geography separated the Greeks physically, and surmounting this separation to unify the region would be very difficult.
- Sample: Most ancient civilizations developed in fertile river valleys while the ancient Greek civilization developed on islands and along the Mediterranean coast.



Map Skills Ancient Greek civilization was shaped by rugged mountainous terrain and the surrounding seas. These geographic features worked as both a barrier and a link.

- Locate** (a) Greece (b) Crete (c) Mycenae (d) Athens (e) Sparta (f) Aegean Sea (g) Peloponnese
- Region** How did the geography of Greece present obstacles to unity?
- Analyze Information** How did the geography of Greece differ from that of other ancient civilizations?

Differentiated

Instruction Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

Students may use the map above to learn more about Greece. Point out that Greece is made up of isolated valleys and small islands. Ask **How did its geography influence its economy?** (*Because it was surrounded by the sea, the Greeks became great traders.*) **How did its geography affect political divisions?** (*It prevented the Greeks from building a large empire. Instead they built small city-states.*)

L2 English Language Learners

Use the following resources to help students acquire basic skills:

Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, pp. 38–39
- Adapted Section Summary, p. 40


Sparta: A Warrior Society

Instruct

- **Introduce** Have students find and define the word *helots*. Given that helots were slaves owned by the city-state, what do students predict will be the character of the city-state Sparta?
- **Teach** Describe the militarized city-state of Sparta. Ask **Who governed Sparta and what responsibilities did citizens have?** (*The Spartan government consisted of two kings and a council of elders who advised the kings as well as an assembly of citizens—male, non-slave, native-born Spartans—who approved major decisions. Male citizens trained from childhood for war; female citizens trained to produce healthy sons and sometimes to run the family estates.*) **What do you think daily life in military Sparta was like?** (*Sample: daily life was highly disciplined and difficult, with little or no time for personal freedom, interests, leisure, or intellectual pursuits.*)
- **Quick Activity** Write the three black headings of this subsection on the board. Divide students into six groups. Without looking at the book, have three groups list as many facts as they can recall on the board about each topic. Then have the other three groups check or add to the first responses.

Independent Practice

Read the Primary Source selection aloud or play the accompanying audio. Then tell students that Spartan boys endured this harsh life from age seven. Have students write a short argument that a Spartan at that time might have prepared for or against the training of seven-year-old boys for the military.

 AUDIO **Witness History Audio CD,**
Xenophon

Monitor Progress

As students list facts on the board, circulate to make sure their work is accurate and that they understand the main ideas and details of each topic.

Answer

- ✓ Over time, more and more citizens demanded a role in government.

PRIMARY SOURCE Boys could wear only one garment and no sandals or shoes all year. These restrictions were meant to toughen boys to prepare them to face harsh conditions.




Spartan Education

An Athenian historian explains the system of education set up by Lycurgus, the Spartan lawgiver:

Primary Source

“Instead of softening the boys’ feet with sandals, he required them to harden their feet by going without shoes. He believed that if this habit were cultivated, it would enable them to climb hills more easily and descend steep inclines with less danger, and that a youth who had accustomed himself to go barefoot would leap and jump and run more nimbly than a boy in sandals. And instead of letting them be pampered in the matter of clothing, he introduced the custom of wearing one garment throughout the year, believing that they would thus be better prepared to face changes of heat and cold.”

—Xenophon, *Constitution of the Lacedaemonians*

Describe the Spartan student dress code. What was its purpose?  AUDIO

Types of Government Evolve Between 750 B.C. and 500 B.C., different forms of government evolved in Greece. At first, the ruler of the polis, like those in the river valley empires, was a king. A government in which a hereditary ruler exercises central power is a **monarchy**. Slowly, however, power shifted to a class of noble landowners. Because only they could afford bronze weapons and chariots, these nobles were also the military defenders of the city-states. At first these landowners defended the king. In time, however, they won power for themselves. The result was an **aristocracy**, or rule by a hereditary landholding elite.

As trade expanded, a new middle class of wealthy merchants, farmers, and artisans emerged in some cities. They challenged the landowning nobles for power and came to dominate some city-states. The result was a form of government called an **oligarchy**. In an oligarchy, power is in the hands of a small, wealthy elite.

New Warfare Methods Shape Greece Changes in military technology increased the power of the middle class. By about 650 B.C., iron weapons replaced bronze ones. Since iron was cheaper, ordinary citizens could afford iron helmets, shields, and swords. Meanwhile, a new method of fighting emerged—the **phalanx**, a massive tactical formation of heavily armed foot soldiers. It required long hours of drill to master. Shared training created a strong sense of unity among the citizen-soldiers.

By putting the defense of the city-state in the hands of ordinary citizens, the phalanx reduced class differences. The new type of warfare, however, led the two most influential city-states—Athens and Sparta—to develop very different ways of life. While Sparta stressed military virtues and stern discipline, Athens glorified the individual and extended political rights to more citizens.

✓ **Checkpoint** How was a city-state shaped by its citizenry?

Sparta: A Warrior Society

Dorian invaders from the north conquered Laconia, in the southern part of the Peloponnese (pel uh puh NEE sus). The Dorians settled here and built the city-state of **Sparta**. The invaders turned the conquered people into state-owned slaves, called helots, and made them work the land. Because the helots greatly outnumbered their rulers, the Spartans set up a brutal system of strict control.

The Spartan government included two kings and a council of elders who advised the monarchs. An assembly made up of all citizens approved major decisions. Citizens were male, native-born Spartans over the age of 30. The assembly also elected five ephors, or officials, who ran day-to-day affairs.

Daily Life Ruled by Discipline From childhood, a Spartan prepared to be part of a military state. Officials examined every newborn, and sickly children were abandoned to die. Spartans wanted future soldiers and the future mothers of soldiers to be healthy.

At the age of seven, boys began training for a lifetime in the military. They moved into barracks, where they were toughened by a coarse diet, hard exercise, and rigid discipline. This strict and harsh discipline made Spartan youths excellent soldiers. To develop cunning and supplement their diet, boys were even encouraged to steal food. If caught, though, they were beaten severely.

History Background

Training for Boys At age seven, by law, Spartan boys were taken from their mothers and placed in “packs” under the control of a “warden” of the city-state. They learned to read and write and even to sing and memorize poetry, but the focus of their education was to harden and discipline them for battle by instilling the values of fitness, obedience, and courage. Boys built their own beds from rushes using their bare hands rather than knives. They

rarely bathed. After age twelve, they received but one cloak to wear each year. Packs of boys were trained to fight each other. Tests of courage were severe, forcing boys to run a gauntlet of whips or to survive alone for a time. Disobedience was severely punished by beatings. The result was that young Spartans learned to obey and respect their laws—which forbade them to flee in battle but required them to always stand firm: to conquer or die.

At the age of 20, a man could marry, but he continued to live in the barracks for another 10 years and to eat there for another 40 years. At the age of 30, after further training, he took his place in the assembly.

Women of Sparta Girls, too, had a rigorous upbringing. As part of a warrior society, they were expected to produce healthy sons for the army. They therefore were required to exercise and strengthen their bodies.

Like other Greek women, Spartan women had to obey their fathers or husbands. Yet under Spartan law, they had the right to inherit property. Because men were occupied with war, some women took on responsibilities such as running the family's estate.

Sparta Stands Alone The Spartans isolated themselves from other Greeks. They looked down on trade and wealth, forbade their own citizens to travel, and had little use for new ideas or the arts. While other Greeks admired the Spartans' military skills, no other city-state imitated their rigorous way of life. "Spartans are willing to die for their city," some suggested, "because they have no reason to live."

 **Checkpoint** Why was discipline important to Spartans?

Athens Evolves Into a Democracy

Athens was located in Attica, just north of the Peloponnesus. As in many Greek city-states, Athenian government evolved from a monarchy into an aristocracy. By 700 B.C., landowners held power. They chose the chief officials, judged major court cases, and dominated the assembly.

Demands for Change Under the aristocracy, Athenian wealth and power grew. Yet discontent spread among ordinary people. Merchants and soldiers resented the power of the nobles. They argued that their service to Athens entitled them to more rights. Foreign artisans, who produced many of the goods that Athens traded abroad, were resentful that foreigners were barred from becoming citizens. Farmers, too, demanded change. During hard times, many farmers were forced to sell their land to nobles. A growing number even sold themselves and their families into slavery to pay their debts.

As discontent spread, Athens moved slowly toward **democracy**, or government by the people. As you will see, the term had a different meaning for the ancient Greeks than it has for us today.

Solon Reforms Government Solon, a wise and trusted leader, was appointed archon (AHR kahn), or chief official, in 594 B.C. Athenians gave Solon a free hand to make needed reforms. He outlawed debt slavery and freed those who had already been sold into slavery for debt. He opened high offices to more citizens, granted citizenship to some foreigners, and gave the Athenian assembly more say in important decisions.

Solon introduced economic reforms as well. He encouraged the export of wine and olive oil. This policy helped merchants and farmers by increasing demand for their products.

Despite Solon's reforms, citizenship remained limited, and many positions were open only to the wealthy. Continued and widespread unrest



Spartan Fitness

The Spartans put great emphasis on the strength and agility of the human body. The sculpture above shows a Spartan woman exercising, a task rarely expected of other Greek women.

Athens Evolves Into a Democracy

L3

Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and its definition. Use the Think-Write-Pair-Share strategy (TE, p. T23) with the following questions to engage students in this section. Ask **What institutions are likely to impose a rule or law on individuals?** (*government, schools, parents*) **What might be the benefits of these laws?** (*They might provide safety, security, and equality to the group governed.*)

■ **Teach** The city-state of Athens evolved from a monarchy to an aristocracy, and eventually to an early form of democracy. Ask **What reforms did Solon make to the aristocracy of Athens?** (*He outlawed debt slavery, freed those enslaved for debt, opened high offices to more citizens, granted citizenship to some foreigners, gave the assembly more say, and encouraged exports.*)

Why is the democracy of ancient Athens considered a "limited" one? (*Though citizens had broad rights, few Athenians were actually citizens. Women and slaves were excluded from citizenship and thus any say in government, since only males could be citizens. Such a version of democracy was hardly representative of the population it ruled.*)

Independent Practice

Using the information on Sparta and Athens, have students write two paragraphs comparing and contrasting the lives of women in the two ancient Greek cities.

Monitor Progress

As students write their paragraphs, circulate to read their drafts and make sure they understand the differences between the women of Sparta and Athens.

Differentiated

Instruction Solutions for All Learners


L1 Special Needs L2 Less Proficient Readers

To help students learn how Sparta developed into a military society and Athens into a democracy, have them create a flowchart that shows the steps. For example, for Sparta the chart may read: (1) City-states emerge. (2) The kings lose power to the wealthy. (3) Changing technology means ordinary citizens can

L2 English Language Learners

afford iron weapons. (4) The phalanx means more training and a greater sense of unity among citizens. (5) Spartans conquer Laconia and make its people helots. (6) The helots greatly outnumber the Spartans. (7) Spartans create a brutal system of strict control.

Answer

 Every Spartan citizen had to be ready to fight since their slaves outnumbered them and would likely revolt if Spartans showed any signs of weakness. Discipline was vital in keeping Sparta secure.

Forces for Unity

L3

Instruct

- **Introduce** Ask students to read the introductory sentences and the two black headings under *Forces for Unity*. Have students predict what they will learn under each heading. Then have them read to find out whether their predictions were accurate.
- **Teach** Ask **Whom did Greeks worship and how did they practice their religion?** (*Greeks worshipped many gods, of whom they believed Zeus to be most powerful. Greeks built temples; held festivals with processions, sacrifices, drama, and athletics; and consulted with oracles.*) **What might be some of the advantages and disadvantages of a society that feels superior to others?** (*Advantages: Feeling superior might provide a unifying sense that the society can meet any challenge, and might lessen fear. Disadvantages: Such feelings might blind a society to the value of advances made by other societies.*)
- **Quick Activity** Display **Color Transparency 23: Greek Games**. Use the lesson in the transparency book to guide a discussion on the importance of athletics to the ancient Greeks.

 **Color Transparencies, 23**

Independent Practice

Link to Literature To help students better understand ancient Greek religion, have them read the selection *The Myth of Persephone* and complete the worksheet.

 **Teaching Resources, Unit 1, p. 70**

Monitor Progress

As students fill in their outlines, circulate to make sure they understand how government and culture developed in the Greek city-states. For a completed version of the outline, see

 **Note Taking Transparencies, 63**

Answer

Caption While Spartans valued physical training and toughness, the image shows that Athenians valued intellectual training and artistry.

- ✓ Athenian democracy was limited because a voice in government was denied to many Athenians, including women and slaves.

Vocabulary Builder

imposing—(im POHZ ing) *vt.* placing or setting something compulsory upon

led to the rise of **tyrants**, or people who gained power by force. Tyrants often won support from the merchant class and the poor by **imposing** reforms to help these groups. Although Greek tyrants often governed well, the word *tyrant* has come to mean a vicious and brutal ruler.

Citizens Share Power and Wealth The Athenian tyrant Pisistratus (py SIS truh tus) seized power in 546 B.C. He helped farmers by giving them loans and land taken from nobles. New building projects gave jobs to the poor. By giving poor citizens a greater voice, he further weakened the aristocracy.

In 507 B.C., another reformer, Cleisthenes (KLYS thuh neez), broadened the role of ordinary citizens in government. He set up the Council of 500, whose members were chosen by lot from among all citizens over the age of 30. The council prepared laws considered by the assembly and supervised the day-to-day work of government. Cleisthenes made the assembly a genuine **legislature**, or lawmaking body, that debated laws before deciding to approve or reject them. All male citizens were members of the assembly and were expected to participate.

A Limited Democracy By modern standards, Athenian democracy was quite limited. Only citizens could participate in government, and citizenship was restricted to landowning men. Women were excluded along with merchants and people whose parents were not citizens. So were the tens of thousands of Athenian slaves who lacked political rights as well as personal freedom, although it was their labor that gave citizens the time to participate in government. Still, Athens gave more people a say in decision making than any other ancient civilization.

Women in Athens As in other Greek city-states, women in Athens had no share in political life. According to Aristotle, “the man is by nature fitter for command than the female just as an older person is superior to a younger, more immature person.” Although some men disagreed, most Greeks accepted the view that women must be guided by men.

Women played their most significant public role in religion. Their participation in sacred processions and ceremonies was considered essential for the city’s well-being. In well-to-do Athenian homes, women managed the entire household. They spun and wove, cared for their children, and prepared food, but lived a secluded existence and were rarely seen in public. Their slaves or children were sent to buy food and to fetch water from the public well. Poorer women worked outside the home, tending sheep or working as spinners, weavers, or potters.

Educating the Youth Unlike girls, who received little or no formal education, boys attended school if their families could afford it.

Besides learning to read and write, they studied music, memorized poetry, and studied public speaking because, as citizens in a democracy, they would have to voice their views. Although they received military training and participated in athletic contests, unlike Sparta, which put military training above all else, Athens encouraged young men to explore many areas of knowledge.

✓ **Checkpoint** How was democracy limited in Athens?

Athenian Education

This drinking cup from 480 B.C. illustrates some of the subjects studied by Athenian boys, including instruction in speech and playing the lyre. *How does this image demonstrate the differences between the Athenian and Spartan systems of education?*



History Background

Slavery and Democracy Ironically, the system of slavery in ancient Athens probably had a great deal to do with the success of democracy there. Since many Athenians owned slaves, they were freed from the necessity of daily chores and the routine work of com-

merce and manufacturing. Thus, they could devote their time to discussing public affairs in the marketplace, debating issues and voting on laws in the assembly, and holding public office.

Forces for Unity

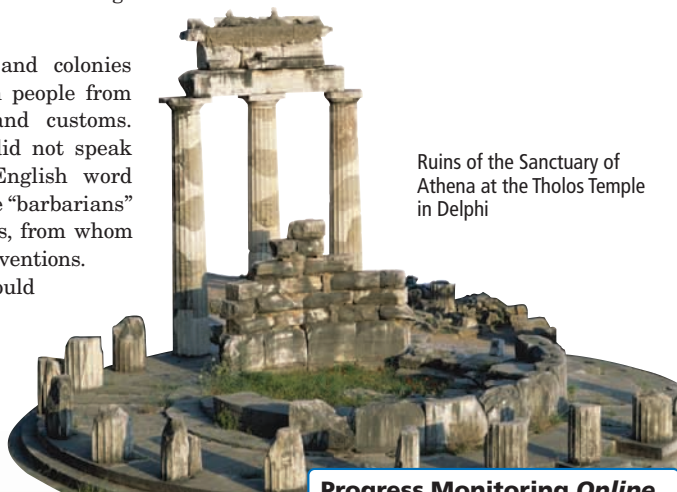
Strong local identification, an independent spirit, and economic rivalry led to fighting among the Greek city-states. Despite these divisions, Greeks shared a common culture. They spoke the same language, honored the same ancient heroes, participated in common festivals, and prayed to the same gods.

Mythology and Religion Like most other ancient people, the Greeks were polytheistic, believing in more than one deity. According to their myths, or traditional stories that explain the ways of nature or the gods, the gods lived on Mount Olympus in northern Greece. In Greek myths, the most powerful Olympian was Zeus (zoos), who presided over the affairs of gods and humans. His children included Ares (EHR eez), god of war, and Aphrodite (af ruh DY tee), goddess of love. His daughter Athena (uh THEE nuh), goddess of wisdom, gave her name to Athens.

Greeks honored their gods with temples and festivals, which included processions, sacrifices, feasts, plays, choral singing, and athletic competitions. Greeks consulted oracles, who were priests or priestesses through whom the gods were thought to speak. However, some Greek thinkers came to believe that the universe was regulated not by the gods but by natural laws.

Greek View of Foreigners As trade and colonies expanded, the Greeks came in contact with people from foreign lands with different languages and customs. Greeks called them *barbaroi*, people who did not speak Greek, and felt superior to them. The English word *barbarian* comes from this Greek term. These “barbarians” even included the Phoenicians and Egyptians, from whom the Greeks borrowed important ideas and inventions. This sense of uniqueness and superiority would help the Greeks when they were threatened by the mightiest power in the Mediterranean world—the Persian empire.

Checkpoint What factors united the city-states of Greece?



Ruins of the Sanctuary of Athena at the Tholos Temple in Delphi

Progress Monitoring Online
For: Self-quiz with vocabulary practice
Web Code: naa-0421

Terms, People, and Places

1. What do each of the key terms listed at the beginning of the section have in common? Explain.

Note Taking

2. **Reading Skill: Identify Supporting Details** Use your completed outline to answer the Focus Question: How did government and culture develop as Greek city-states grew?

Comprehension and Critical Thinking

3. **Summarize** How did geography influence the development of Greece?
4. **Synthesize Information** Why do you think the three different forms of government evolved over time?
5. **Draw Conclusions** (a) In what ways was Athenian democracy limited? (b) Despite such limits, Athens is still admired as an early model of democracy. Why do you think this is the case?

Writing About History

Quick Write: Choose a Topic A persuasive essay supports an opinion or position. Suppose you are given the assignment to write a persuasive essay about ancient Greece. Review this section and select three possible topics for your essay. Your topics might be about democracy, the rights of citizens, or political systems. Then write a brief summary for each topic and describe what arguments you could make to support it in a persuasive essay.

Section 2 Assessment

1. They relate to the government and defense of the city-states of ancient Greece.
2. Governments in Greek city-states developed from monarchies to aristocracies to oligarchies and in some cases democracies. Despite the differences between city-states, Greek language and religion developed along shared lines.
3. The coastline provided ancient Greece with an excellent opportunity for sea

- trade. The rugged mountains and islands encouraged independence.
4. Changes in the distribution of wealth caused different groups to demand power, leading to three different types of government.
5. (a) Only men were citizens, omitting women and slaves. (b) Students might suggest that self-rule, which leads to increased rights for more people, is always admirable.

Writing About History

Responses should include three summaries of topics that include arguments that show an understanding of ancient Greece.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0421**.

Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 1, p. 63

- To further assess student understanding, use **Progress Monitoring Transparencies**, 15

Reteach

If students need more instruction, have them read the section summary.

Reading and Note Taking Study Guide, p. 40

L3

Adapted Reading and Note Taking Study Guide, p. 40

L1 L2

Spanish Reading and Note Taking Study Guide, p. 40

L2

Extend

L4

The Ancient Greeks took oaths of allegiance when they became citizens. Using what they've learned about the ancient Greeks to this point, ask students to write an oath of allegiance for the citizens of Athens. Then have students find the actual oath of allegiance taken by Athenians and compare it to their own Pledge of Allegiance. (Or provide them with the actual oath found on TE p. 127.)

Answer

- ✓ their language and shared myths and religious beliefs and a general feeling of their uniqueness and superiority over other peoples