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.

The Rise of Greek City-States

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. 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. 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.

Geography Shapes Greece

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 citizen (POH lis), or city-state.

Vocabulary Builder

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

impose, p. 3

Definition and Sample Sentence

The substitute teacher lost the respect of the students by imposing arbitrary rules on the class.
Life by the Sea

While mountains divided Greece 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 ports 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.

Geography of Ancient Greece

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 KRAY 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.

Governing the City-States

Instruct

1. Special Needs
   - 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.

2. English Language Learners
   - Use the following resources to help students acquire basic skills:
     - Dictionary
     - Adapted Note Taking Study Guide
     - Adapted Section Summary, p. 40

3. Differentiated Instruction:
   - Solutions for All Learners
     - Special Needs
     - Less Proficient Readers
     - Map Skills

4. 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.

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

1. Locate a) Greece b) Crete c) Mycenae d) Athens e) Sparta f) Aegean Sea g) Peloponnesus
2. Region: How did the geography of Greece present obstacles to unity?
3. Analysis Information: How did the geography of Greece differ from that of other ancient civilizations?

Answers

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

Check Your Understanding

1. The sea coast encouraged the Greeks to become skilled sailors and traders.
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 about Spartan Education. Then have the other three groups check their lists. After students have determined what facts they missed, ask them to divide their lists into headings and organize the information on the board. Divide students into six groups. Without looking at the book, have three groups list as many facts as they can about Spartan Education. Then have the other three groups check their lists. After students have determined what facts they missed, ask them to divide their lists into headings and organize the information on the board.

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 age seven understood the value of the Spartan lawgiver: How do you think 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

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 poleis, like those in the city-state empire, 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 charioteers, 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-states 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, Athenians glorified the individual and extended political rights to more citizens.

Sparta: A Warrior Society

Dorian invaders from the north conquered Lacoon, in the southern part of the Peloponnesus (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 taught by a course called hard exercise, and rigid discipline. This strict and harsh discipline made Spartan youths excellent soldiers. To develop cunning and supplement their diet, they were even encouraged to steal food. If caught, though, they were beaten severely.

Primary Source

“Instead of soothing the boys’ feet with sandals, he required them to harden their feet by going without them. 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 hop 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 thus be better prepared to face changes of heat and cold.”

—Xenophon, Constitution of the Laconians

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.

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. Those 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—what forbidden them to flee in battle but required them to always stand firm: to conquer or die.
Some suggested, “because they have no reason to live.”

A Spartans’ military skills, no other city-state imitated their rigour

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.”

Athens Evolves Into a Democracy

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, 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

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

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

**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 correct.
- Teach: Ask whom did Greeks worship and how did they practice their religion? (Greeks worshiped 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.

**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 ancient Greeks. For a completed version of this outline, see Note Taking Transparencies, 63

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**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.

Greek**

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**Vocabulary Builder**
- Imperative-tim PIS001 (inp): placing or sending something compulsory upon

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**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 commerce 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 peoples, 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 (ZEE uhs), who presided over the affairs of mortals, the humans. His children included Ares (uh REEZ), 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” were 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 emperors.

Checkpoint What factors united the city-states of Greece?

Writing About History
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.