Prepare to Read

Build Background Knowledge
Ask students to preview the headings in this section. Given what they know about the frequent warring of the ancient Greeks, what do they predict will happen during the century between 500 B.C. and 400 B.C.?

Set a Purpose
- **WITNESS HISTORY** Read the selection aloud or play the audio.
- **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. T2). Have students fill in the table to record the section's supporting details.

Section Objectives
- Understand the causes and effects of the Persian Wars.
- Explain how Pericles instituted a direct democracy in Athens.
- Summarize how the Persian Wars affected Greece.
- Summarize how the Persian Wars affected the city-states of Greece.
- Focus What did Miltiades demand of Callimachus and what did he say would happen if Callimachus failed? (He demanded that Callimachus fight rather than await the Spartan reinforcements. Athens would lose its freedom.)

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 3 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. T2). Have students fill in the table to record the section's supporting details.

Conflict in the Greek World

Like the Athenian generals, divided on whether or not to go into battle, the Greek city-states were often at odds with one another. Yet, when the Persians threatened them, the Greeks briefly put aside their differences to defend their freedom.

The Persian Wars
As you have read, the Persians conquered a huge empire stretching from Asia Minor to the borders of India. Their subjugates included the Greek city-states of Ionia in Asia Minor. Though under Persian rule, these Ionian city-states were largely self-governing. Still, they resented their situation.

In 499 B.C., Ionia's Greeks rebelled against Persian rule. Athens sent ships to help them. As the historian Herodotus wrote some years later, "These ships were the beginning of mischief both to the Greeks and to the barbarians."

Athenians Win at Marathon The Persians seemed crushed when the Ionian rebel ships arrived near Marathon. In time, Darius sent a huge force across the Aegean to punish Athens for its interference. The mighty Persian army landed near Marathon, a plain north of Athens. In 490 B.C.

The Athenians asked for help from neighboring Greek city-states, but received little support.

Vocabulary Builder

**Uniqueness**

- **Definition and Sample Sentence** The uniqueness of the previously unknown dinosaur made the discovery of the fossils all the more exciting.

Section 3 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:
- Summarize how the Persian Wars affected Greece.
- Explain how Pericles instituted a direct democracy in Athens.
- Understand the causes and effects of the Peloponnesian War.

Terms, People, and Places
- **Terms**
  - alliance
  - jury
  - ostracism
  - Persian
  - stipend
  - victory

- **People**
  - Miltiades
  - Pericles

- **Places**
  - Athens

Note taking Reading Skill: Identify Supporting Details Make a table like the one below. Then, use the table to record the supporting details as they relate to the main ideas discussed in the section.

<table>
<thead>
<tr>
<th>Persian Wars</th>
<th>Athenian Democracy</th>
<th>Peloponnesian War</th>
</tr>
</thead>
<tbody>
<tr>
<td>alliance</td>
<td>璃IPP</td>
<td>stipend</td>
</tr>
<tr>
<td>jury</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ostracism</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WITNESS HISTORY

**Athens Demands Action**
As the Persian invaders grew dangerously close, the Athenian generals were split between going into battle or waiting for Spartan reinforcements. To break the deadlock, the Athenian general Miltiades approached Callimachus, the commander-in-chief, and pleaded that a decision must be made.

Callimachus, it is up to you, right now to enslaves Athens to make her free, . . . Athens is in the most perilous moment of her history . . . "We fight now; why then we can survive this battle . . . It hangs on your decision—now. If you refuse, your fatherland will be free . . . but if you choose . . . not to fight, then the opposite of all good . . . will fail to you."
The Persians greatly outnumbered Athenian forces. Yet the invaders were amazed to see “a mere handful of men coming on at a run without either horsemen or archers.” The Persians responded with a rush of arrows, but the Greeks rushed onward. They broke through the Persian line and engaged in fierce hand-to-hand combat. Overwhelmed by the fury of the assault, the Persians hastily retreated to their ships.

The Athenians celebrated their triumph. Their leader, Themistocles (thuh MIS tuh kleez), knew the victory at Marathon had bought only a temporary lull in the fighting. He urged Athenians to build a fleet of warships and prepare other defenses.

Greek City-States Unite

Darius died before he could mass his troops for another attack. But in 480 B.C., his son Xerxes (ZURK seez) sent a much larger force to conquer Greece. By this time, Athens had persuaded Sparta and other city-states to join in the fight against Persia.

Once again, the Persians landed in northern Greece. A small Spartan force guarded the narrow mountain pass at Thermopylae (thoh MAHP ih uh lee). Led by the great warrior-king Leonidas (lee AHN ih dus), the Spartans held out heroically against the enormous Persian force, but were defeated in the end. The Persians marched south and burned Athens. The city was empty, however. The Athenians had already withdrawn to safety.

The Greeks now put their faith in the fleet of ships that Themistocles had urged them to build. The Athenians hurled the Persian navy into the narrow strait of Salamis (SAHL uh mis). There, Athenian warships, powered by oarsmen, drove into the Persian boats with underwater battering rams. On the shore, Xerxes watched helplessly as his mighty feet sank into the water.

**The Persian Wars, 490 B.C.–479 B.C.**

**Map Skills** When the Persian empire attacked Greece, the Greek city-states briefly joined forces to defend their independence.

1. Locate (a) Athens (b) Sparta (c) Marathon (d) Thermopylae (e) Salamis
2. Movement Describe the routes of the Persian army and navy toward the city-state of Athens.
3. Making Inferences Why do you think Xerxes’ feet hugged the Greek coastline instead of sailing directly across the Aegean Sea?

**Link to Literature**

**Greek Poetry** The Greek lyric poet, Simonides of Ceos (sih MIN uh deez of SEY), had a reputation as a man of learning and was of such popularity that he is said to have influenced the political world. Among his finest epigrams, he wrote about the Spartans who died at Thermopylae:

Go tell the Spartans, thou that passest by, / That here obedient to their laws, we lie. / Read the epitaph to students and discuss what it tells:

**The Persian Wars**

**Instruct** Ask students to recall the militaristic society of Sparta. Based on their previous readings, ask them to predict whether Sparta and Athens will work together or fight each other during the Persian Wars.

**Teach** Describe how Athens and the ancient Greeks defeated the Persians. Ask what led to the conflict between Persia and the Greeks?

**Quick Activity** Display Color Transparency 22: Persian Wars. Use the lesson suggested in the transparency book to guide a discussion on the Persian Wars, including the location of battles, the extent of the Persian invasion, and the distance between Persia and Greece.

**Independent Practice** Have students access Web Code nap-0431 to take the Geography Interactive Audio Guided Tour and then answer the map skills questions in the text.

**Monitor Progress** As students answer the map skills questions in the text, circulate to make sure they understand the difficulties of waging war across a sea.

**Answers**

**Map Skills**

1. Review locations with students.
2. The Persians followed two routes to Athens: one over land from the north and the second by sea, hugging the coastline and eventually approaching Athens from the south.
3. Students may infer that warships of the time were not built for deep-sea voyages.

**Web Code:** nap-0431
The Age of Pericles and Direct Democracy

**Instruct**
- **Introduction: Key Terms** Ask students to find the term direct democracy (in blue) in the text and define its meaning. Point out that the direct democracy of ancient Athens was very different from the representative democracy of the United States today. Use the Idea Wave strategy (p. T22) and ask students to brainstorm some of the differences. (Differences include: population size, members of the citizenry, method of making laws, size of juries, etc.)
- **Teach** Describe Pericles’ Athens, its government, and culture. Ask what responsibilities did citizens of Athens have? (They served in the assembly, on juries, defended the city in war; were paid stipends to serve in government, and could ostracize other citizens.) Which do you think had more impact on the cultural prosperity of Athens: democracy or material wealth? (Stipends; some may suggest that wealth stimulated cultural achievements; others may suggest that democratic discussion stimulated cultural greatness.)
- **Quick Activity** Display Color Transparency 19: Parthenon and Lincoln Memorial to help students understand the influence Greek architecture (particularly the Parthenon in Athens) has today and why the classical style is chosen for the architecture of government buildings. Use the lesson suggested in the transparency book to guide a discussion.

**Independent Practice**

**Web Code** nap-0432 will take students to an interactive map. Have students complete the interactivity and then answer the questions in the text.

**Monitor Progress**

Circulate to make sure students are answering the infographic questions accurately.

**Answer**

Athenian assistance in the Ionian revolt, unification of the Greek city-states, Greek preparation

**The Age of Pericles and Direct Democracy**

The next year, the Greeks defeated the Persians on land in Asia Minor. This victory marked the end of the Persian invasions. In a brief moment of unity, the Greek city-states had saved themselves from the Persian threat.

**Athens Leads the Delian League**

Victory in the Persian Wars increased the Greeks’ sense of their own uniqueness. The gods, they felt, had protected their superior form of government—the city-state—against invaders from Asia.

Athens emerged from the war as the most powerful city-state in Greece. To continue its defense against Persia, it organized with other Greek city-states an alliance, or a formal agreement between two or more nations or powers to cooperate and come to one another’s defense. Modern scholars call this alliance the Delian League after Delos, the location where the league held meetings.

From the start, Athens dominated the Delian League. It slowly used its position of leadership to create an Athenian empire. It moved the league treasury from the island of Delos to Athens, using money contributed by other city-states to rebuild its own city. When its allies protested and tried to withdraw from the league, Athens used force to make them remain. Yet, while Athens was enforcing its will abroad, Athenian leaders were championing political freedom at home.

**Checkpoint**

What factors led to the Persian defeat?

The Age of Pericles and Direct Democracy

The years after the Persian Wars from 460 B.C. to 429 B.C. were a golden age for Athens under the able statesman Pericles (PER uh kleez). Because of his wise and skillful leadership, the economy thrived and the government became more democratic.

**Athenian Democracy**

Pericles’ Athens was a direct democracy. Under this system, citizens take part directly in the day-to-day affairs of government. By contrast, in most democratic countries today, citizens participate in government indirectly through elected representatives.

By the time of Pericles, the Athenian assembly met several times a month. A Council of 500, selected by lot, conducted daily government business. Pericles believed that all citizens, regardless of wealth or social class, should take part in government. Athens therefore began to pay a stipend, or fixed salary, to men who participated in the Assembly and its governing Council. This reform enabled poor men to serve in government.

In addition, Athenians also served on juries. A jury is a panel of citizens who have the authority to make the final judgment in a trial. Unlike a modern American trial jury, which is usually made up of 12 members, an Athenian jury might include hundreds or even thousands of jurors. Citizens over 30 years of age were chosen by lot to serve on the jury for a year.

Athenian citizens could also vote to banish, or send away, a public figure whom they saw as a threat to their democracy. This process was called ostracism (oh truh siz um). The person with the largest number of votes cast against him was ostracized, meaning that that individual would have to live outside the city for a period of 10 years.

**Culture Thrives in Athens**

Athens prospered during the Age of Pericles. With the empire’s riches, Pericles directed the rebuilding of the Acropolis, which the Persians had destroyed. With the help of an
The Peloponnesian War

Instruct

■ Introduce

Ask students if they know of any former allies who became enemies. (Samples: best friends who no longer like each other; team members who don’t get along; nations that once fought together who have become enemies, etc.) Explain that resentment of Athens made some Greek city-states enemies of Athens and led to war.

■ Teach

Explain the reasons for the Peloponnesian War. Ask Why were Greeks in conflict after winning the Persian Wars? (Many Greeks resented the wealth and power of Athens and its dominance in the Delian League.)

What was the outcome of the war between Athens and Sparta? (Athens lost dominance and democracy suffered; fighting continued among the Greeks for another century.)

Independent Practice

Viewpoints To help students better understand the different values of Sparta and Athens, have them read the selection The Values of Sparta and Athens and complete the worksheet. Teaching Resources, Unit 1, p. 71

Monitor Progress

As students fill in their tables, circulate to make sure they understand how war with invaders and conflict among Greeks affected city-states. For a completed version of the outline, see Note Taking Transparencies, 64

Thinking Critically

1. Identify Main Ideas

Why is Athens’s system of government described as a “direct democracy” as opposed to an “indirect democracy”? Make Comparisons How does Athenian democracy compare to the democratic system of the United States?

Answers

Thinking Critically

1. because all citizens actually took part in governing the city-state

2. Sample: Athenian democracy was a direct democracy unlike the representative democracy of the United States; however, the U.S. system could be considered more democratic in that all adult Americans are allowed to vote and therefore have a voice in government.
The Persian Invasion

The Persian invasion united the Greeks against a common enemy. The success of the Greek forces under Themistocles led to the formation of the Delian League. This League provided a basis for the Athenian Empire, which eventually dominated the Greek world. The Athenian economy eventually flourished, leading to a more democratic government and increased cultural development. However, the spirit and vitality of Athenian democracy declined as the empire expanded.

The Peloponnesian War

The Peloponnesian War began with the conflict between Athens and Sparta. The Spartan troops came near Athens, but the Persian navy, which was under the command of the Athenian general Deinocrates, prevented the Spartans from landing on the mainland. The fighting would last for 27 years, with Sparta emerging victorious.

The postwar period was marked by a decline in Athenian power and influence. The empire was divided, and the city-state of Athens itself faced challenges. The Peloponnesian War had a profound impact on the Greek city-states, leading to the decline of Athens and the resurgence of Sparta.

Assessment

1. The Persian Wars united the Greek city-states, increased the power and wealth of Athens, and led to the formation of the Delian League.
   - Terms, People, and Places
   - Writing About History

2. The Persian invasion united the Greeks and led to the development of the Delian League, which in turn led to Athenian prosperity.
   - Terms, People, and Places
   - Writing About History

3. The Persian invasion led to the decline of Athens.
   - Terms, People, and Places
   - Writing About History

4. Pericles increased participation in Athenian democracy and encouraged the arts.
   - Terms, People, and Places
   - Writing About History

5. Students may suggest that ostracism is unfair since it thwarts people's right to their own beliefs, or they may believe it is fair since it protects the democracy.
   - Reading Skill: Identify Supporting Details
   - Writing About History

6. Recognition Cause and Effect: How did the growth of Athenian power lead to war?
   - Reading Skill: Identify Supporting Details
   - Writing About History

7. How did conflict lead to the decline of Athens?
   - Writing About History

8. How did conflict lead to the decline of Athens?
   - Writing About History

9. How did conflict lead to the decline of Athens?
   - Writing About History

10. How did conflict lead to the decline of Athens?
    - Writing About History

11. How did conflict lead to the decline of Athens?
    - Writing About History

12. How did conflict lead to the decline of Athens?
    - Writing About History
The Funeral Oration of Pericles

This excerpt from Thucydides’ History of the Peloponnesian War records a speech made by the Athenian leader Pericles in honor of those who died fighting Sparta in the first year of the war (431 B.C.). In the speech, Pericles describes the superior qualities of Athenian democracy as compared with life in Sparta. This speech is one of the most famous defenses of democracy of all time.

For our government is not copied from those of our neighbors; we are an example to them rather than they to us. Our constitution is named a democracy because it is in the hands not of the few but of the many. But our laws secure equal justice for all in their private disputes, and our public opinion welcomes and honors talent in every branch of achievement, not for any sectional reason but on grounds of excellence alone. And as we give free play to all in our public life, so we carry the same spirit into our daily relations with one another. . . . We are lovers of beauty without extravagance1, and lovers of wisdom without unmanliness. Wealth to us is not mere material for vainglory2 but an opportunity for achievement; and poverty we think it no disgrace to acknowledge but a real degradation3 to make no effort to overcome. Our citizens attend both to public and private duties, and do not allow absorption4 in their own various affluence to interfere with their knowledge of the city. We differ from other states in regarding the man who holds aloof5 from public life not as ‘quiet’ but as useless; we decide or debate, carefully and in person, all matters of policy, holding not that words and deeds go ill together but that acts are foredoomed to failure when undertaken undesicketed. For we are noted for being at once adventurous in action and most reflective beforehand. Other men are bold in ignorance, while reflection will stop their onset. But the bravest are surely those who reflect beforehand. Other men are bold in ignorance, while reflection will stop their onset. But the bravest are surely those who reflect beforehand.

Pericles defines democracy as a government of the many, not of the few, with laws ensuring equal justice for all, and honoring talent and excellence in every field. A good citizen participates in public debate and decision-making was essential for citizens.)

A Superiority Dilemma Whether Pericles actually said any of the things Thucydides wrote is an endless debate among scholars. If Pericles did, or at least believed something similar, what was his point? Did he want to defend Athenian democracy? Did he want to justify the later position of the Athenians: that of lordship over other Greeks? To the ancient Greeks, there was no moral problem associated with ruling an empire of vanquished barbarians. But ruling other Greeks was a different matter. If other Greeks were militarily inferior, then they could be slaves; but less powerful fellow city-states could hardly be considered slaves. This moral quandary helps to explain the resentment felt toward Athens by the Spartans and others.

History Background

Thinking Critically

1. extravagance (uh LOOF) adj. excess
2. vainglory (VAYN glawr ee) n. vanity, excessive pride
3. absorption (ab SAWRP shun) n. entire occupation of the mind
4. aloof (uh TAYN munt) n. accomplishment
5. degradation (deg ruh DAY shun) n. decline to a low or demoralized state
6. notwithstanding (uh KSTRAV uh guns) n. excess
7. attainment (ah STRAYN munt) n. achievement
8. quagmire (KWAH gahm eer) n. a place or situation from which one cannot escape

Thinking Critically

1. Analyze Information: How does Pericles define democracy? What does Pericles say it takes for a person to be a good citizen?