

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.


Prepare to Read

Build Background Knowledge L3

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 L3

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

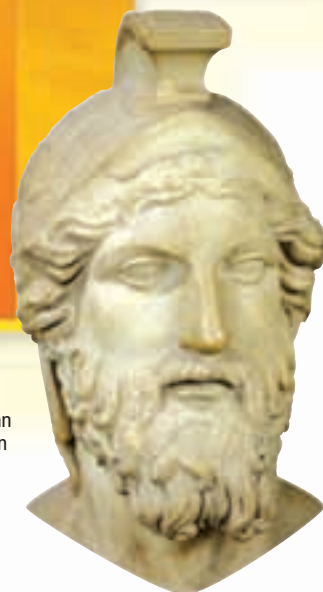
 **Witness History Audio CD,**
Athens Demands Action

Ask **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 Spartans; if he did not fight, 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. T20). Have students fill in the table to record the section's supporting details.

 **Reading and Note Taking**
Study Guide, p. 41

3



Miltiades, Athenian victor at Marathon

WITNESS HISTORY AUDIO

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 enslave Athens or to make her free. . . . Athens is in the most perilous moment of her history. . . . If we fight now, why then we can survive this battle. . . . It hangs on your decision—*now*. If you vote with me, your fatherland will be free . . . , but if you choose . . . not to fight, then the opposite of all good . . . will fall to you.”

Focus Question How did war with invaders and conflict among Greeks affect the city-states?

Conflict in the Greek World

Objectives

- 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

alliance	stipend
Pericles	jury
direct democracy	ostracism

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.

Persian Wars	Athenian Democracy	Peloponnesian War
<ul style="list-style-type: none"> • Athens is victorious at Marathon. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Greeks resent Athenian domination.

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 border of India. Their subjects 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., Ionian 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 soon crushed the rebel cities. However, Darius I was furious at the role Athens played in the uprising. 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

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
uniqueness, p. 126

Definition and Sample Sentence

n. the quality of being without equal; individuality
The **uniqueness** of the previously unknown dinosaur made the discovery of the fossils all the more exciting.

Persian Wars, 490 B.C.–479 B.C.

Geography Interactive

For: Audio guided tour
Web Code: nap-0431



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' fleet hugged the Greek coastline instead of sailing directly across the Aegean Sea?

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 rain 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. Still, the Athenian 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 (thur MAHP 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 lured the Persian navy into the narrow strait of Salamis (SAHL uh mis). Then, Athenian warships, powered by rowers, drove into the Persian boats with underwater battering rams. On the shore, Xerxes watched helplessly as his mighty fleet sank.

A relief illustrating the Athenian battle with the Persians at Marathon



Link to Literature

Greek Poetry The Greek lyric poet, Simonides of Ceos (c.556–468? B.C.), 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 epitaphs, 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 about the battle at Thermopylae. Have them write their own epitaphs for the Spartan dead at Thermopylae, the warrior-king Leonidas, or the vanquished Persians.

Teach


The Persian Wars

L3

Instruct

- **Introduce** 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?** (*Athens sent ships to help Greek city-states in Asia Minor rebel against Persian rule—which infuriated Darius I.*) **Why might some Greek city-states have wanted to withdraw from the Delian League?** (*Though the League was intended to continue the defense against Persia, Athens dominated the League, even using money others contributed to rebuild its own city. Domination and taking of money provided strong incentives for other city-states to try to withdraw.*)

- **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.

 Color Transparencies, 22

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.

The Age of Pericles and Direct Democracy

L3

Instruct

- **Introduce: 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 (TE, 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?** (*Samples: 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.

 **Color Transparencies, 19**

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

Vocabulary Builder

uniqueness—(yoo NEEK ness) *n.* the quality of being without equal; individuality

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 to defend 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** (PEHR uh kleez). Because of his wise and skillful leadership, the economy thrived and the government became more democratic.

Athenian Democracy Periclean 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** (AHS 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, usually 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

Differentiated

Instruction Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

To reinforce student understanding of the development of direct democracy in Pericles' Athens, have students scan this section and find the Key Terms and People. Ask students to write a simple explanation of each by illustrating the word, sketching a map, writing a definition, or any combination of these.

Use the following resources to help students acquire basic skills.

Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 41
- Adapted Section Summary, p. 42

ATHENIAN DEMOCRACY

The Athenians called their political system *demokratia*, which means “rule by the people.” In a democracy, the people hold supreme political authority and government is conducted only by and with the consent of the people. By the 6th century B.C., ordinary citizens of Athens could participate fully in government. Some of the most basic principles of modern democracies originated in Athens—including majority rule, civic debate, impartial juries, and the rule of law.



► **The Courts and Juries**

Athenian courts enforced and interpreted the laws passed by the ecclesia. Juries were large to prevent corruption. A solid disc was a vote for innocence. A disk with a hole was a vote for guilt.

▼ **The Ecclesia**

The assembly of all citizens of Athens, the ecclesia met about three times a month outside the city on Pnyx hill (below). Here, citizens would gather to debate important issues (left) and would vote on laws. Once a year, citizens could vote to ostracize, or exile, someone by writing their name on an ostrakon (above left).

The Boule, or Council of 500

Day-to-day decisions and the agenda for the ecclesia were made by a Council of 500 known as the boule. The boule met at the bouleuterion (see map above) and members slept nearby in the Tholos in order to be able to respond to emergencies. Members of the council were chosen by lot from the entire citizenry and served for one year.



Geography Interactive
For: Interactive map skills
Web Code: nap-0432

Thinking Critically

- 1. Identify Main Ideas** Why is Athens’s system of government described as a “direct democracy” as opposed to an “indirect democracy”?
- 2. Make Comparisons** How does Athenian democracy compare to the democratic system of the United States?

The Peloponnesian War **L3**

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.

All in One 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

Differentiated

Instruction Solutions for All Learners

L4 Advanced Readers

In Athens, every male son of a citizen was officially enrolled as a citizen at the age of 18. Tell students that each young man received a shield and spear and took this oath of allegiance: *“Never to disgrace his holy arms, never to forsake his comrade in the ranks, but to fight for the holy temples and the common welfare, alone or with others; to leave his country not in a*

worse, but in a better state than he found it; to obey the magistrates and the laws, and defend them against attacks; finally, to hold in honor the religion of his country.” Then have students answer the following questions: (1) What does this oath reveal about Athenian values? (2) Why do you think Athenian values continue to stand as a model today?

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.

Assess and Reteach

Assess Progress

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


All in One Teaching Resources, Unit 1, p. 64


- To further assess student understanding, use

 Progress Monitoring Transparencies, 16

Reteach

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

 Reading and Note Taking Study Guide, p. 42 **L3**

 Adapted Reading and Note Taking Study Guide, p. 42 **L1 L2**

 Spanish Reading and Note Taking Study Guide, p. 42 **L2**

Extend **L4**

Remind students that in the struggle between Sparta and Athens, both city-states believed they had the advantage. Ask students to research reasons either Sparta or Athens thought it could win. Then have them write a dialogue between two people from their city-state, one arguing for war, the other against going to war.

Answers

- ✓ His leadership led Athens to its greatest achievements, which included a stable and prosperous economy, a more democratic government, and increased cultural development.
- ✓ Conflict caused the decline of Athens's spirit and vitality, democratic government grew corrupt, and selfish interests replaced older ideals.

Armor of the Hoplites

The Greek hoplite was named after his unique shield, the *hoplon*. These heavily armored soldiers were usually men from the middle class who could afford to purchase the armor and weapons.



3 Assessment

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Identify Supporting Details** Use your completed table to answer the Focus Question: How did war with invaders and conflict among Greeks affect the city-states?

educated foreign-born woman named Aspasia (as PAY shuh), Pericles turned Athens into the cultural center of Greece. They encouraged the arts through public festivals, dramatic competitions, and building programs. Such building projects increased Athenians' prosperity by creating jobs for artisans and workers.

✓ **Checkpoint** Describe Pericles's influence on Athens.

The Peloponnesian War

Many Greeks outside Athens resented Athenian domination. Before long, the Greek world was split into rival camps. To counter the Delian League, Sparta and other enemies of Athens formed the Peloponnesian League. In 431 B.C., warfare broke out between Athens and Sparta. This conflict, which became known as the Peloponnesian War, soon engulfed all of Greece. The fighting would last for 27 years.

Sparta Defeats Athens Despite its riches and powerful navy, Athens faced a serious geographic disadvantage. Because Sparta was inland, Athens could not use its navy to attack. Sparta's powerful army, however, had only to march north to attack Athens. When the Spartan troops came near, Pericles allowed people from the countryside to move inside the city walls. The overcrowded conditions led to a terrible plague that killed many Athenians, including Pericles himself.

As the war dragged on, each side committed savage acts against the other. Sparta even allied itself with Persia, the longtime enemy of the Greeks. Finally, in 404 B.C., with the help of the Persian navy, the Spartans captured Athens. The victors stripped the Athenians of their fleet and empire. However, Sparta rejected calls from its allies to destroy Athens.

Greek Dominion Declines The Peloponnesian War ended Athenian domination of the Greek world. The Athenian economy eventually revived and Athens remained the cultural center of Greece. However, its spirit and vitality declined. Meanwhile, as Greeks battled among themselves, a new power rose in Macedonia (mas uh DOH nee uh), a kingdom to the north of Greece. By 359 B.C., its ambitious ruler stood poised to conquer the quarrelsome Greek city-states.

✓ **Checkpoint** How did conflict lead to the decline of Athens?

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-0431

Writing About History

Quick Write: Organize Evidence Write an opening paragraph that introduces a persuasive essay arguing for or against Athenian direct democracy. The paragraph should include a thesis statement reflecting the position you will prove and should indicate what the essay will discuss. Remember that an opening paragraph should grab the reader's attention and make the topic sound interesting.

Section 3 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. The Persian invasion united the Greeks and led to the development of the Delian League, which in turn led to Athenian prosperity. Conflict in the Delian League, however, led to the Peloponnesian War and the decline of Greece.

3. The Persian Wars united the Greek city-states, increased the power and wealth of Athens, and led to the formation of the Delian League.
4. Pericles increased participation in Athenian democracy and encouraged the arts.
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.
6. Resentment of Athenian power encouraged Athens's rivals to set up their own

alliances, and the rivalry eventually escalated into war.

Writing About History

Students' paragraphs should include a thesis statement reflecting the position they will prove regarding Athenian direct democracy.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0431**.

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 affairs to interfere with their knowledge of the city's. 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 undiscussed. 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 have the clearest vision of what is before them, glory and danger alike, and yet notwithstanding⁶ go out to meet it. . . . In a word I claim that our city as a whole is an education to Greece, and that her members yield to none, man by man, for independence of spirit, many-sidedness of attainment⁷, and complete self-reliance in limbs and brain.

1. **extravagance** (ek STRAV uh guns) *n.* excess

2. **vainglory** (VAYN glawr ee) *n.* vanity, excessive pride

3. **degradation** (deg ruh DAY shun) *n.* decline to a low or demoralized state

4. **absorption** (ab SAWRP shun) *n.* entire occupation of the mind

5. **aloof** (uh LOOF) *adj.* removed, distant

6. **notwithstanding** (naht with STAND ing) *adv.* nevertheless, however

7. **attainment** (uh TAYN munt) *n.* accomplishment



Marble bust of the great Athenian statesman Pericles

Thinking Critically

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

History Background

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 quagmire helps to explain the resentment felt toward Athens by the Spartans and others.

The Funeral Oration of Pericles

Objectives

- Analyze Pericles' understanding of democracy in Athens.
- Describe the ideal citizen of Athens.

Build Background Knowledge

Ask students to recall what they know about democracy in Athens and the United States. As they read, have them compare what Pericles says about Athenian democracy to what they believe about American democracy.

Instruct

- Ask a volunteer to describe the ideal Athenian citizen, according to Pericles. Have students supply additional qualities and traits and write the list on the board.
- Point out that Pericles' claims for Athenian glory were not likely to charm its rival city-states. Ask **What did Pericles mean when he said that Athens "is an education to Greece"?** (*He meant that Athens stands as a shining example for other city-states of democratic excellence.*) **How did Pericles view public life?** (*He believed that participation in public debate and decision-making was essential for citizens.*)

Monitor Progress

Have students use what they already know and the details on the board to write a brief summary of the ideal citizen of Athens.

Thinking Critically

1. Pericles defined it 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.
2. A good citizen participates in public life and attends to his own affairs without neglecting those of the city.