

Section

4

The Age of Pericles

Guide to Reading



History Social Science Standards

WH.6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

Looking Back, Looking Ahead

In Section 3, you learned how the Greeks defeated the Persians at Plataea. One lesson the Greeks drew from the war was that they needed each other for security. Athens and several other city-states soon banded together in a league for the common defense.

Focusing on the Main Ideas

- Under Pericles, Athens became very powerful and more democratic. (page 359)
- Athenian men and women had very different roles. (page 362)
- Sparta and Athens went to war for control of Greece. (page 364)

Locating Places

Delos (DEE•LAHS)

Meeting People

Pericles (PEHR•uh•KLEEZ)

Aspasia (as•PAY•zhuh)

Content Vocabulary

direct democracy

(dih•MAH•kruh•see)

representative democracy

(REH•prih•ZEHN•tuh•tihv)

philosopher (fuh•LAH•suh•fuhr)

Academic Vocabulary

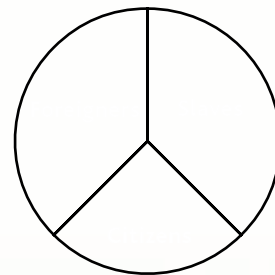
behalf (bih•HAF)

economy (ih•KAH•nuh•mee)

framework (FRAYM•WUHRK)

Reading Strategy

Organizing Information Create a circle graph to show how many citizens, foreigners, and enslaved people lived in Athens in the 400s B.C.



Where & When?



500 B.C.

478 B.C.
Delian League forms

450 B.C.

461 B.C.
Pericles leads Athens

400 B.C.

431 B.C.
Peloponnesian War begins



The Athenian Empire

Main Idea Under Pericles, Athens became very powerful and more democratic.

Reading Connection Do you vote in school elections? Why do you choose one classmate over another? Read to learn why Athenians kept electing Pericles.

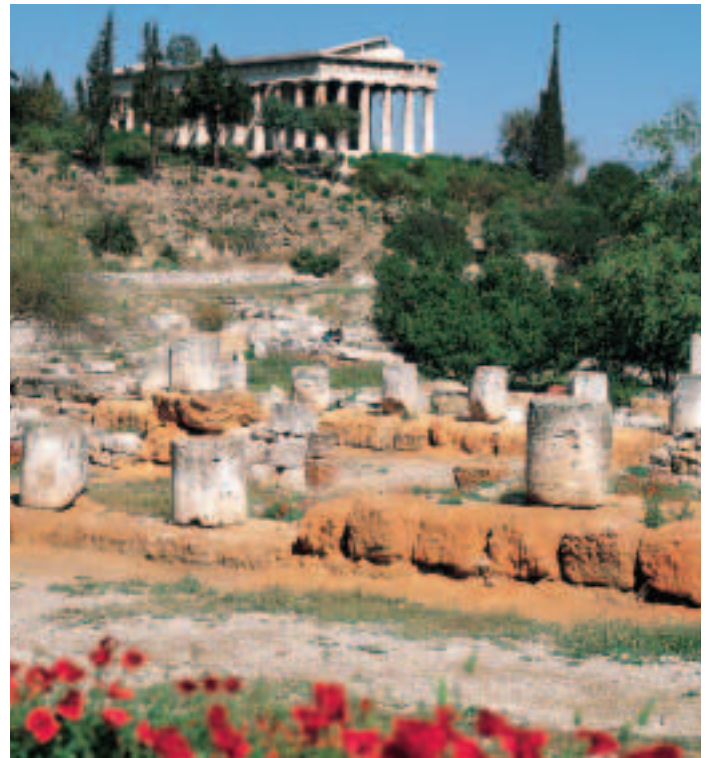
As you read in Section 3, the Battle of Plataea in 479 B.C. put an end to the Persians' invasion of Greece. Although the Persians retreated, they still remained a threat. In 478 B.C. Athens joined with other city-states—but not Sparta—to form the Delian League.

The Delian League promised to defend its members against the Persians. It also worked to drive Persia out of Greek territories in Asia Minor. Eventually, the league freed almost all of the Greek cities under Persia's control.

At its start, the Delian League had headquarters on the island of **Delos** (DEE • LAHS). However, its chief officials—the treasurers in charge of its money and the commanders in charge of its fleet—were from Athens, as were most of the troops. Little by little, Athens gained control over the other city-states in the alliance. Soon the league was no longer a partnership to fight Persia but an Athenian empire.

In 454 B.C. the Athenians moved the Delian League's treasury from Delos to Athens. The Athenians also began sending troops to other Greek city-states, to help the common people rebel against the nobles in power.

Democracy in Athens Athenians had a strong faith in their democratic system. We call their system **direct democracy** (dih • MAH • kruh • see). In a direct democracy, people gather at mass meetings to decide on government matters. Every citizen can vote firsthand on laws and policies.



▲ These ruins are of the agora—an ancient marketplace in Athens where the assembly met. **What type of democracy did Athens have?**

Can you imagine such a system in the United States? A mass meeting of our millions of citizens would be impossible! Instead, in the United States we have a **representative democracy** (REH • prih • ZEHN • tuh • tihv). Under this type of democracy, citizens choose a smaller group to make laws and governmental decisions on their **behalf**. This is a much more practical system when the population is large.

What made direct democracy workable in ancient Athens was the relatively small number of citizens. In the mid-400s B.C., about 43,000 male citizens over 18 years old made up the assembly. Usually fewer than 6,000 attended the meetings, which were held every 10 days. The assembly passed all laws, elected officials, and made decisions on war and foreign affairs. Ten officials known as generals carried out the assembly's laws and policies.





Comparing Governments

Athenian Democracy

American Democracy

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

Understanding Charts

The small number of citizens made a direct democracy possible in Athens.

1. In Athens, how was a law approved?
2. **Compare** Which government granted the right to vote to more of its population?

The Achievements of Pericles Athenians reelected their favorite generals again and again. After the Persian Wars, the leading figure in Athenian politics was a general named **Pericles** (PEHR • uh • KLEEZ). This great statesman guided Athens for more than 30 years, from 461 B.C., when he was first elected, until 429 B.C., shortly before his death.

Pericles helped Athens dominate the Delian League. He treated the other city-states like subjects, demanding strict loyalty and steady payments from them. He even insisted that they use Athenian coins and measures.

At the same time, Pericles made Athens more democratic at home. He believed that people's talents were more important than their social standing. For this reason, Pericles included more Athenians than ever before in government. He allowed lower-class male citizens to run for public office, and he also paid officeholders. As a result, even poor citizens could, for the first time, be part of the inner circle running the government.

Culture also blossomed under the rule of Pericles. The Age of Pericles was a period of tremendous creativity and learning that peaked in the mid-400s B.C. The Persians had destroyed much of the city during the Persian Wars. So Pericles started a major rebuilding program. He had new temples and statues built across the city.

Pericles supported artists, architects, writers, and **philosophers** (fuh • LAH • suh • fuhrs). Philosophers are thinkers who ponder questions about life. In Chapter 8, you will read more about the Greeks' achievements and understand why Pericles called Athens "the school of Greece."

Reading Check Identify What is the difference between a direct democracy and a representative democracy?

Biography



WH6.4.2 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).

PERICLES

c. 495–429 B.C.

Pericles was born just outside Athens, to a wealthy and powerful family. He received his education from philosophers. As a young man, he was known for his skill with words. Later, when he became a political leader, he strongly supported democracy.

Although he was from a wealthy family himself, he believed that citizenship should not be limited to the wealthy and powerful. He made changes to take power from the few and give it to the many. However, in describing Pericles' rule over Athens, Greek historian Thucydides wrote "In name democracy, but in fact the rule of one man."

The "Age of Pericles" was Athens's Golden Age, and the city blossomed under his leadership. Pericles wanted Athens to be a model for the world. He made it a centerpiece of art, philosophy, and democracy.

Pericles' goal was to make Athens a city that Greeks could be proud of. He hired hundreds of workers to construct public buildings in Athens. The most well known is the Parthenon. Based on the value of money today, it cost about \$3 billion to build. Workers hauled 20,000 tons of marble from a nearby mountain and spent almost 15 years completing it.

Pericles ▶



"Athens...is the school of Greece."

—Pericles, as recorded by Thucydides

Pericles was a private person. He avoided being in public as much as possible. He spent most of his time alone, with family, or with close friends. He married and had three sons. In 429 B.C. Pericles died from the plague.

Then and Now

Consider what Thucydides wrote about Pericles' rule in Athens. Do research to find out how the U.S. Constitution ensures that our government is not dominated by one leader.



▲ The Parthenon sits at the top of the Acropolis.



Daily Life in Athens

Main Idea Athenian men and women had very different roles.

Reading Connection School may be difficult at times, but how would you feel if you could not go to school? Read on to learn about the limits placed on some Athenians.

In the 400s B.C., more people lived in Athens than in any other Greek city-state. Athens had about 285,000 residents in all. Some 150,000 were citizens, although only 43,000 of these were men with political

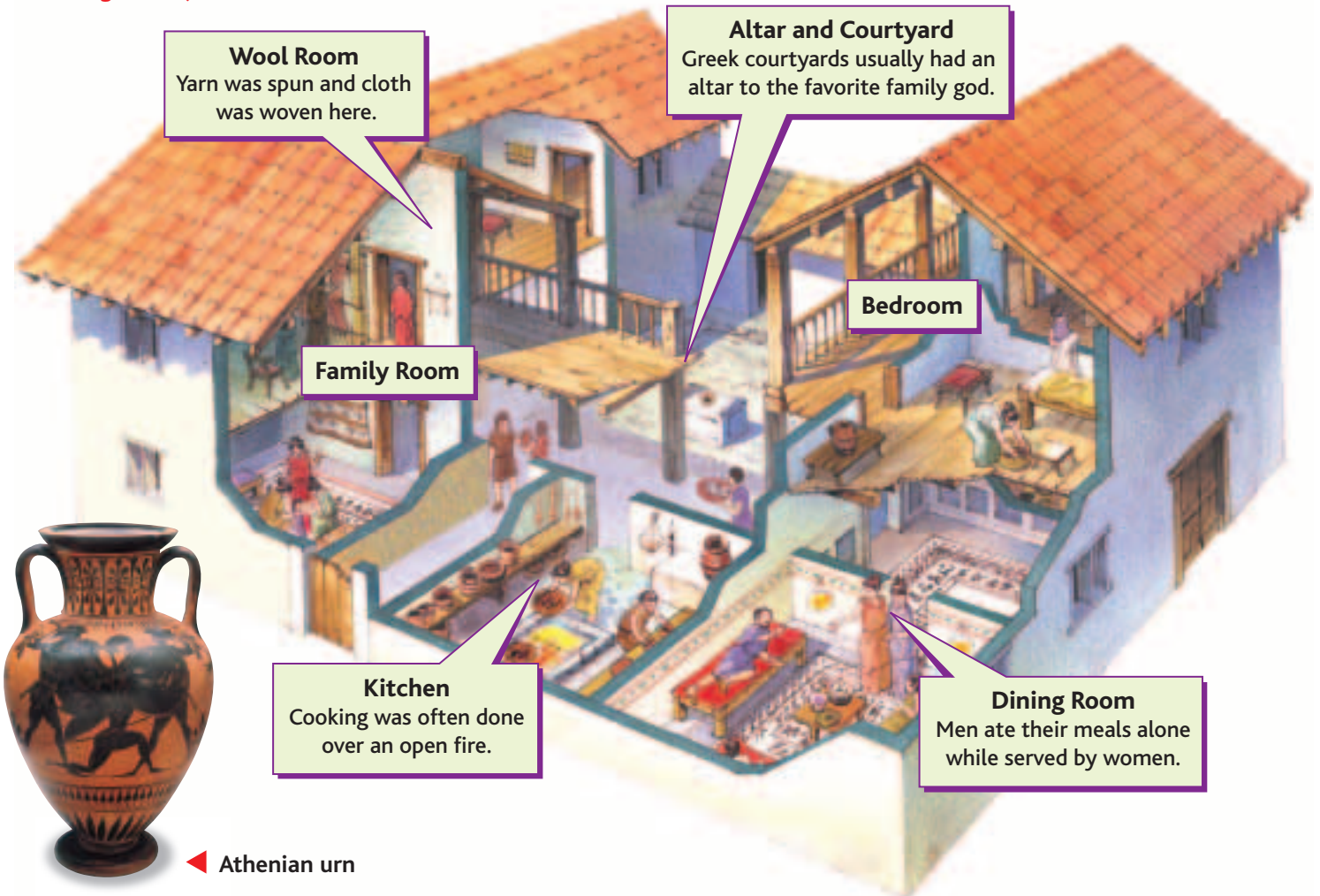
rights. Foreigners in Athens numbered about 35,000. The population also included about 100,000 enslaved people.

Roles of Men and Women Athenian men usually worked in the morning and then exercised or attended meetings of the assembly. In the evenings, upper-class men enjoyed all-male gatherings where they drank, dined, and discussed politics and philosophy.

For Athenian women, life revolved around home and family. Girls married early—at 14 or 15—and were expected to

Athenian Homes

Many wealthy Athenians had large homes made of mud bricks and tiled roofs. They had many small windows to let light and air in the house. **Where are religious influences seen in the house?**



Wool Room
Yarn was spun and cloth was woven here.

Altar and Courtyard
Greek courtyards usually had an altar to the favorite family god.

Bedroom

Family Room

Kitchen
Cooking was often done over an open fire.

Dining Room
Men ate their meals alone while served by women.



◀ Athenian urn



have children and take care of household duties. Poor women might also work with their husbands in the fields or sell goods in the agora. Respectable upper-class women, however, stayed at home. They supervised the household servants and worked wool into cloth—spinning, dyeing, and weaving it. They rarely went out, except to funerals or festivals. Even then, they could leave the house only if a male relative went with them.

Although Athenian women could not attend school, many learned to read and to play music. Still, even educated women were not considered the equals of men. They had no political rights and could not own property. Fathers took charge of unmarried daughters. Husbands looked after their wives. Sons or other male relatives looked after the welfare of widows.

A few women did move more freely in public life. **Aspasia** (as•PAY•zhuh) is perhaps the most famous example. Aspasia was not a native Athenian. This gave her special status. She was well-educated and taught public speaking to many Athenians. Her writings have not survived, but Plato, the famous Greek philosopher, said her work helped shape his ideas. Pericles often consulted Aspasia, as did many other Athenian leaders. In this way, she became influential in politics even though she was not allowed to vote or hold office.

Slavery in Athens Most people in the ancient world considered slavery to be a normal way of life, even the enslaved people. Athens was no exception. Slavery was common even in the city of democracy.

Most Athenian homes had at least one enslaved person, and wealthy Athenian households often had many. Many of the enslaved were people Athenians had captured in battle with non-Greeks. Sometimes

Greeks were also enslaved after being taken prisoner during a war by other Greeks.

Enslaved men usually worked on projects requiring heavy labor. Enslaved women and children become cooks and maids in Greek homes. Educated slaves sometimes became tutors to the children in the home. Others worked in the fields and in artisans' shops.


Enslaved people were treated differently from place to place. Those working in the mines often died at a young age. Skilled slaves often worked with citizens creating their crafts. A few held positions of privilege, such as overseers on farms. In some instances, they were able to earn money and even buy their freedom, but this did not happen very often. The Greek city-states depended on enslaved labor. Without it, Athens could not have supported its bustling **economy**.

What Drove the Athenian Economy?

Many Athenians depended on farming for a living. Herders raised sheep and goats for wool, milk, and cheese. Some farmers grew grains, vegetables, and fruit for local use. Others grew grapes and olives to make wine and olive oil to sell abroad.

Athens did not have enough farmland to grow crops for all its people. As a result, the city had to import grain from other places. This had much to do with Athens's geographic location. Athens was located near the coast of Greece in the middle of Greek civilization.

The city built a large fleet of ships to trade with colonies and other city-states in the Mediterranean. During the 400s B.C., Athens became an important crossroads for people, ideas, and goods traveling through the region. Merchants and artisans grew wealthy by making and selling pottery, jewelry, leather goods, and other items.

 **Reading Check Describe** How did Athenian men and women spend their time?





WH6.4.2 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).

WH6.4.6 Compare and contrast life in Athens and Sparta, with emphasis on their rules in the Persian and Peloponnesian Wars.



The Way It Was

Focus on Everyday Life

Women's Duties In ancient Athens, a woman's place was in the home. Her two main responsibilities were caring for the household and raising children. The Greek writer Xenophon (ZEH•nuh•fuhn) recorded a man's explanation of women's duties.

"Thus your duty will be to remain indoors and send out those servants whose work is outside, and superintend those who are to work indoors . . . And when wool is brought to you, you must see that cloaks are made for those that want them. You must see too that the dry corn is in good condition for making food."

—Xenophon, *Memorabilia and Oeconomicus*

The second floor of each home was the women's quarters. An Athenian woman lived there with her children. She was expected to keep her children well and happy. She encouraged them to learn sports and play with toys, and taught them how to interact with friends and family members. Some boys went to school, while the girls stayed at home.



▲ Greek woman and servant

Connecting to the Past

1. Why do you think women and children lived on the second floor of the home?
2. Over what areas of life did an Athenian woman have authority?

The Peloponnesian War

Main Idea Sparta and Athens went to war for control of Greece.

Reading Connection Have you ever tried to get people to work together and been frustrated when they will not cooperate? Read to find out how the Greek city-states' refusal to cooperate nearly led to their destruction.

As the Athenian empire became rich and powerful, other city-states, especially Sparta, grew suspicious of Athenian aims. Sparta and Athens had built two very different kinds of societies, and neither state understood or trusted the other. After the Persian Wars, both city-states desired to be the major power in the Greek world. They clashed over this goal several times between 460 B.C. and 445 B.C. In this year, Athens and Sparta signed a peace treaty.

Conflict Between Athens and Sparta In the years following the Persian Wars, Sparta suffered from a major earthquake and the revolt of the helots. Both of these events weakened Sparta for some time. Meanwhile, Athens continued gaining more control over its empire, sometimes using its military to force other city-states to pay tribute. Between 460 B.C. and 450 B.C., Athens was able to gain a land empire near Thebes and Corinth. However, these city-states were able to throw off Athenian control by 446 B.C. Both Corinth and Thebes remained distrustful of Athens and became allies with Sparta.

Although Athens had lost some of its land in mainland Greece, it grew by gaining influence over other city-states and by settling colonies. Sometimes Athenian colonists fought with other Greeks who lived nearby because the Athenians were too aggressive. This angered Sparta, but the Spartans were not yet ready to declare war.

However, in 433 B.C. Athenian activities interfered directly with some of Sparta's allies. These allies began pushing Sparta to attack Athens. Finally, war broke out in 431 B.C. It would drag on until 404 B.C. and shatter any possibility of future cooperation among the Greeks. Historians call this conflict the Peloponnesian War because Sparta was located in the Peloponnese.

Pericles' Funeral Oration In the first winter of the war, the Athenians held a public funeral. Its purpose was to honor those who

had died in battle. The relatives of the dead wept for their loved ones. The rest of the citizens joined in a procession.

As was the custom, a leading Athenian addressed the crowd. On this day, Pericles spoke. He talked about the greatness of Athens and reminded the people that they made their government strong.

In this famous speech, called the Funeral Oration, Pericles pointed out that Athenians were part of a community. As citizens, they agreed to obey the rules in their constitution—their **framework** of government.



NATIONAL GEOGRAPHIC

The Peloponnesian War 431–404 B.C.





They accepted certain duties, such as paying taxes and defending the city. They also gained certain rights, such as the ability to vote and run for office. Pericles' speech reminded Athenians of the power of democracy and gave them the courage to keep fighting. Its ideas are still important for people living in democratic nations today.

Primary Source

Pericles' Funeral Oration

Pericles was a dominant figure in Athenian politics between 461 B.C. and 429 B.C., a period historians call the Age of Pericles. In his Funeral Oration, given during the Peloponnesian War, Pericles described democracy, the importance of the individual, and citizenship.



▲ Pericles

"Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. When it is a question of settling private disputes, everyone is equal before the law; when it is a question of putting one person before another in positions of public responsibility, what counts is not membership of a particular class, but the actual ability which the man possesses.

No one . . . is kept [out of government] because of poverty. And, just as our political life is free and open, so is our day-to-day life in our relations with each other."

—Pericles, as recorded by Thucydides, *History of the Peloponnesian War*

DBQ Document-Based Question

When Pericles said "everyone is equal before the law," what did he mean?

Why Was Athens Defeated? At the beginning of the Peloponnesian War, both Sparta and Athens thought they knew how to win. The Spartans and their allies surrounded Athens. They hoped that the Athenians would send out an army to fight. However, Pericles knew that Spartan forces could beat the Athenians in open battles. Believing his people would be safe behind the city walls, he urged farmers and others on the outskirts to move inside the city. There Athenians stayed put and had the navy deliver supplies from their colonies and allies. Because Sparta did not have a navy, it could not attack the Athenian ships.

Athens escaped serious harm for some time. Then, in the second year of the war, a deadly disease spread through the overcrowded city. It killed more than a third of the people, including Pericles himself in 429 B.C. Despite these terrible losses, the Athenians fought on. Over the next 25 years, each side won victories but did not have the strength to defeat the other city-state.

The historian Thucydides recorded what he saw:

“This, then, was the calamity which fell upon Athens, and the times were hard indeed, with men dying inside the city and the land outside being laid waste.”

—Thucydides, *History of the Peloponnesian War*

Finally, desperate to win, the Spartans made a deal with the Persian Empire. In exchange for enough money to build a navy, they gave the Persians some Greek territory in Asia Minor.

In 405 B.C. Sparta's new navy destroyed the Athenian fleet. The next year, after losing more battles on land, Athens surrendered.



The Spartans and their allies then tore down the city walls and broke up the Athenian empire.

The Results of the War The Peloponnesian War weakened all of the major Greek city-states, both the winners and the losers. Many people died in the fighting, and many farms were destroyed. Thousands of people were left without jobs. It was an extremely difficult time.

After defeating Athens, Sparta created its own empire. However, the Spartans soon began creating enemies among their allies, much as the Athenians had before. Over the next 30 years, Sparta fought Persia again and then tried to maintain control of rebellious allies. Finally, in 371 B.C., Sparta fell to an army led by Thebes. This city-state held a position of leadership in Greece for less than 10 years before collapsing.



◀ Thucydides is one of the greatest ancient historians. He fought in the Peloponnesian War for Athens and recorded the events he witnessed.

The Greek city-states continued to fight among themselves, growing progressively weaker. All the while, they failed to notice that to their north, the kingdom of Macedonia was growing in power. This would eventually cost them their freedom.

Reading Check Cause and Effect What effects did the Peloponnesian War have on Greece?

Section 4 Review

History online
Study Central Need help understanding the causes of the Peloponnesian War? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the Main Ideas

- Democracy and culture in Athens flourished under the leadership of Pericles.
- Athenian men worked as farmers, artisans, and merchants, while most women stayed secluded at home.
- Athens and Sparta fought each other in the Peloponnesian War. The fighting led to the defeat of Athens and the weakening of all the Greek states.

What Did You Learn?

1. What caused the Peloponnesian War?
2. According to Pericles, what duties did Athenian citizens have?

Critical Thinking

3. **Summarize** Use a chart like the one below to summarize what Athens was like in the Age of Pericles. **CA 6RC2.4**

Government	
Economy	
Culture	
Wars	

4. **Analyze** What caused the lack of trust between Sparta and Athens? **CA HI.2**
5. **The Big Ideas** Under Pericles' leadership, the economy of Athens grew. Which groups of workers were important to this growth? **CA 6RC2.0**
6. **Civics Link** How did the direct democracy of Athens differ from the democracy we have in the United States? **CA 6RC2.2**
7. **Expository Writing** Describe the role of the Delian League in the creation of the Athenian empire. **CA 6WA2.2**

Analyzing Primary Sources



WH6.4.4 Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from Aesop's *Fables*. **WH6.4.8** Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

Greek Historians

Writing history is not easy. The ancient Greeks wrote many histories, but their approach changed over time. Three of the most famous Greek writers are Homer, Herodotus, and Thucydides. They wrote at different times, and each explained historical events in a different way.

Read the passages on pages 368 and 369, and answer the questions that follow. Pay attention to how each writer explains events.



Homer ▶

Reader's Dictionary

Hector: a prince of Troy

Deïphobus (day•ee•FOH•buhs): a powerful fighter from Troy

Paris: brother of Hector and a prince of Troy

Priam (PREE•uhm): father of Hector and Paris

Helen: a beautiful Greek woman who was kidnapped by Paris, causing the Trojan War.

Medea (meh•DEE•uh): a woman the Greeks had kidnapped from the Persians

Homer's *Iliad*

Homer's *Iliad* tells the story of the Trojan War and shows how early Greeks explained events. In this excerpt, the Trojan warrior Hector realizes that he will be killed by Achilles.

And **Hector** let his heavy javelin fly,
A good throw, too, hitting Achilles' shield
Dead center, but it only rebounded away.
Angry that his throw was wasted, Hector
Fumbled about for a moment, reaching
For another spear. He shouted to
Deïphobus,

But Deïphobus was nowhere in sight.
It was then that Hector knew in his heart
What had happened, and said to himself:

"I hear the gods calling me to my death.
I thought I had a good man here with me,
Deïphobus, but he's still on the wall.
Athena tricked me. Death is closing in
And there's no escape. Zeus and Apollo
Must have chosen this long ago, even though
They used to be on my side. My fate is here,
But I will not perish without some great deed
That future generations will remember."

—Homer, *Iliad*

The Histories by Herodotus

Herodotus often tried to provide sources for his history. Here he gives one of the reasons he believes the Greeks and the Persians did not like each other. The mythological story about how the Greeks had kidnapped the woman Medea from people in the land near Troy.

Paris, the son of Priam, was inspired . . . to steal a wife for himself out of Greece, being confident that he would not have to pay for the venture any more than the Greeks had done. And that was how he came to carry off Helen.

The first idea of the Greeks . . . was to send a demand for satisfaction and for Helen's return. The demand was met by a reference to the seizure of Medea and the injustice of expecting satisfaction from people to whom they themselves had refused it, not to mention the fact that they had kept the girl.

. . . [T]he Greeks, merely on account of a girl from Sparta, raised a big army, invaded Asia and destroyed the empire of Priam. From that root sprang their belief in the perpetual enmity of the Grecian world towards them—Asia with its various foreign-speaking peoples belonging to the Persians, Europe and the Greek states being, in their opinion, quite separate and distinct from them.

Such then is the Persian story. In their view it was the capture of Troy that first made them the enemies of the Greeks.

—Herodotus, *The Histories*

DBQ Document-Based Questions

Homer's Iliad

1. What does Hector think Athena did?
2. Why does Hector believe he is going to die?

The Histories by Herodotus

3. Why does Paris think he can get away with kidnapping Helen?
4. What does Herodotus's use of myths say about how he wrote his history?

Thucydides' History of the Peloponnesian War

Thucydides took great care to analyze the causes of events and the sources for his history. In this passage, he discusses a terrible plague that hit Athens in 430 B.C.

The most terrible thing of all was the despair into which people fell when they realized that they had caught the plague; for they would immediately adopt an attitude of utter hopelessness, and, by giving in this way, would lose their powers of resistance. Terrible, too, was the sight of people dying like sheep through having caught the disease as a result of nursing others. This indeed caused more deaths than anything else. For when people were afraid to visit the sick, then they died with no one to look after them; indeed, there were many houses in which all the inhabitants perished through lack of any attention. When, on the other hand, they did visit the sick, they lost their own lives.

—Thucydides, *History of the Peloponnesian War*



▲ Thucydides

Thucydides' History of the Peloponnesian War

5. According to Thucydides, what caused more deaths than anything else during the plague?
6. What caused people to lose their powers of resistance?

Read to Write

7. Which passage seems the most reliable? Why? How is Thucydides' approach to history different from the way Homer and Herodotus explain events? **CA 6RC2.6** **CA HR5**

Chapter 7 Assessment

Standard WH6.4

Review Content Vocabulary

Write the vocabulary word that completes each sentence. Write a sentence for each word not used.

- a. satrap
- b. agora
- c. democracy
- d. direct democracy
- e. oligarchy
- f. peninsula

1. In a(n) ____, a few wealthy people hold power.
2. The Greek mainland is a(n) ____, a body of land with water on three sides.
3. In a(n) ____, people at mass meetings make decisions for the government.
4. A(n) ____ acted as tax collector, judge, chief of police, and army recruiter.

Review the **Main Ideas**

Section 1 • The Early Greeks

5. How did the geography of Greece influence where people settled and how they made a living?
6. How did the building of ships affect Minoan civilization?
7. Which group built the first Greek kingdoms?
8. How did the Greek colonies help industry to grow?
9. What are Greek city-states also known as?

Section 2 • Sparta and Athens

10. Why were tyrants able to seize control from Greek nobles?
11. Who did the Spartans fear most within their city-states?
12. Describe the differences between Athens and Sparta.

Section 3 • Persia Attacks the Greeks

13. What system did Darius use to unite his large empire under one government?
14. Why did Sparta and Athens unite during the Persian Wars?

Section 4 • The Age of Pericles

15. How was democracy expanded during the Age of Pericles?
16. What were the main duties of women in Athens?
17. What was the result of the Peloponnesian War?

Critical Thinking

18. **Cause and Effect** How did the geography of Greece help to encourage trade? **CA CS3.**
19. **Conclude** Did the people of ancient Athens have a full democracy? Explain. **CA 6RC2.0**
20. **Explain** Do you think people would enjoy more freedom in an oligarchy or a tyranny? Explain. **CA 6RC2.2**

Geography Skills

Study the map below and answer the following questions.

21. **Place** What sea lies along the west coast of Greece? **CA CS3.**
22. **Location** Where was Knossos? **CA CS3.**
23. **Movement** If you traveled from Athens to Troy, in what direction would you be going? **CA CS3.**



Read to Write

- 24. The Big Ideas Writing Research Reports** Write an essay explaining how democracy helped create a strong and stable society in Greece. **CA 6WA2.3**
- 25. Using Your FOLDABLES** Use the information from your completed chapter opener foldables to create a brief study guide for the chapter. Your study guide should include at least five questions for each section. Questions should focus on the main ideas. Exchange your study guide with a partner and answer each of the questions. **CA HR1.**

Using Academic Vocabulary

- 26.** Separate the words below into three categories: Verbs, Nouns, and Adjectives. Keep in mind that some of the words can be placed in more than one column.

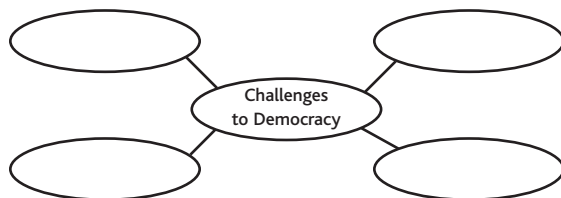
region	participate
culture	economy
overseas	vision
community	internal
enforce	framework

Linking Past and Present

- 27. Making Comparisons** Choose a person mentioned in Chapter 7. Write a description of someone in the news today who has similar ideas or has acted in similar ways. List some of their similarities. **CA 6WA2.0**

Building Citizenship

- 28. Analyze** Democracy is not easy to achieve or maintain. Make a chart like the one below to identify things that challenged or threatened democracy in Athens. **CA HI2.**



Reviewing Skills

- 29. Reading Skill Comparing and Contrasting** Write an essay comparing and contrasting the Persian Empire to the Greek city-states. Explain how these similarities and differences affected the result of the Persian Wars. **CA WS1.3**
- 30. Critical Thinking Facts and Opinions** Reread the quotations from Xenophon (page 364) and Pericles (page 366). Determine whether these statements are facts or opinions. Write a paragraph about each quotation explaining your decision. **CA HR2.; HR5.**



Standards Practice

Read the passage below and answer the following question.

"My intent is to . . . march an army through Europe against Greece, that thereby I may obtain vengeance from the Athenians for the wrongs committed by them . . ."

- 31** The above words were spoken by the leader of which group of people?
- A the Romans
 - B the Athenians
 - C the Persians
 - D the Minoans