

## Lesson 3: Classical Greece

### Getting Started

In this lesson, you'll explore the Classical period in ancient Greek history, compare the city-states of Athens and Sparta, and learn about the Peloponnesian Wars.

### Stuff You Need

- ✓ *The Usborne Internet-Linked Encyclopedia of the Ancient World* by Usborne
- ✓ colored pencils
- ✓ tape or glue stick
- ✓ timeline binder
- ✓ timeline cards

### Ideas to Think About

- How is power divided differently in different forms of government?
- When the goals of two powerful people or societies collide, how can conflicts be resolved?
- In a diverse society, how do people of different cultures interact and share ideas?

### Things to Know

- **Athens** and **Sparta**, the two most powerful city-states, had a great deal in common but also differed in significant ways.
- **Democracy** means rule by the people.
- The **Peloponnesian Wars** between Athens and Sparta lasted from 431 BC to 404 BC and eventually led to the end of the great city-states of the Classical period.

### Reading and Questions

Read pages 187-198 in *The Usborne Internet-Linked Encyclopedia of the Ancient World*. This reading covers the Golden Age of Athens, Athenian democracy, Classical Sparta, and the Peloponnesian Wars.

1. According to legend, how did Athens get its name?

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2. How could Athenian citizens get rid of a politician they were unhappy with?

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3. What were the different parts of the Spartan government?

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4. Did the end of the Peloponnesian Wars mean an end to conflict in Greece?

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**Activities**

**Activity 1: Democracy in Athens and Today**

As you learned in today's reading, a new form of government — democracy — was created in Classical Greece. (Pages 192-193 from today's reading describe Athenian direct democracy in detail.) But the direct democracy of ancient Athens was quite different from the governments where citizens elect representatives (like the United States today). In this activity, you'll compare Athenian democracy to modern representative

democracy.

In a representative democracy or democratic republic, the people do not make decisions about laws or other issues of government directly. Instead, they elect representatives to make those day-to-day decisions on their behalf. For example, a citizen might vote for a representative to serve on a town council, in a state legislature, or in Congress. That representative then votes on behalf of his or her constituents (the people in the district where he/she was elected) instead of the citizens voting on laws and other matters directly. (Although sometimes people do have the opportunity to vote directly on specific issues in a special election called a referendum.)

There are two options for this activity. Ask a parent which option to complete.

### Option 1

First, imagine that you are an Athenian male citizen who is concerned about a new law being proposed by the Council. What can you do to influence the outcome? On the left-hand side of the "Athenian Direct Democracy and Representative Democracy" (Option 1) page, write a diary entry explaining how you might go about exercising your rights as a citizen in a direct democracy.

Next, imagine that you are a U.S. citizen of voting age who is concerned about a new law being considered by Congress. What can you do to influence the outcome? On the right-hand side of your activity page, write a diary entry explaining how you might go about exercising your rights as a citizen in a democratic republic.

### Option 2

First, imagine that you are an Athenian male citizen who is concerned about a new law being proposed by the Council. What can you do to influence the outcome? On the left-hand side of the "Athenian Direct Democracy and Representative Democracy" (Option 2) page, fill in the blanks to complete a diary entry explaining how you might go about exercising your rights as a citizen in a direct democracy.

Next, imagine that you are a U.S. citizen of voting age who is concerned about a new law being considered by Congress. What can you do to influence the outcome? On the right-hand side of your activity page, fill in the blanks to complete a diary entry

explaining how you might go about exercising your rights as a citizen in a democratic republic.

### □ **Activity 2: Athens and Sparta**

The two most powerful city-states in Classical Greece, Athens and Sparta, shared many aspects of Greek identity, but they were also quite different from each other. Before completing this activity, on your map of ancient Greece, you should add the following (in a third color to represent Classical Greece):

- Aegospotami (see pages 196-197)
- Underline Athens and Sparta, the two main combatants in the Peloponnesian Wars, in the color you chose for Classical Greece to show the continued power of these two city-states in this age

In this activity on Athens and Sparta, you'll use a graphic organizer on the "Athens and Sparta" page to show some of the things that these two powerful city-states had in common and some of the ways in which they were different from each other.

On your diagram, you should include at least three details about Athens, three details about Sparta, and three details that the two shared. You may want to include information about the following categories:

- Parts of the government
- What the city-state was known for or valued
- Responsibilities of citizens
- Role of women
- Culture (language, religion, etc.)

Refer back to the reading from today and the previous lesson for more information about these two city-states. For example, page 172 includes some good information about what the city-states had in common. Pages 174-175 and 194-195 include information about Sparta, while pages 188-193 focus on Athens.

### Optional Extension:

If you would like, create an advertisement that might entice someone to travel to ancient Athens or ancient Sparta. You could create a print advertisement like you might see in a newspaper or magazine, or you could write the script for a radio or television ad. Who

would want to visit each place? What would be the features or main attractions of each location? What kinds of images and language would you use to catch the attention of a potential tourist?

### **Activity 3: Timeline Cards**

For this activity, add the following purple cards to your timeline:

- Classical Period in Greece (500-366 BC)
- Peloponnesian Wars (431-405 BC)

For each card, note the date on the card, find the page that includes that date in your binder, and then use tape, glue stick, or glue to attach the card above or below the line in the appropriate place.

### **Wrapping Up**

In this lesson, you learned about some of the ways in which Athens and Sparta differed and about the conflicts between them that led to the end of the Classical Age of ancient Greece. In the next lesson, you'll explore elements of Greek culture and the daily lives of people throughout ancient Greece.

### **Life Application**

<b>Usborne Online</b>
<a href="http://www.movingbeyondthepage.com/link/718">www.movingbeyondthepage.com/link/718</a>
With a parent's permission, explore some of the publisher's suggested Internet links to accompany today's reading. On any page that includes a small box labeled "Internet Link," you should be able to visit the website to find resources that the publisher has chosen to accompany the text.
<a href="http://www.usborne-quicklinks.com/">http://www.usborne-quicklinks.com/</a>



## ATHENIAN DIRECT DEMOCRACY

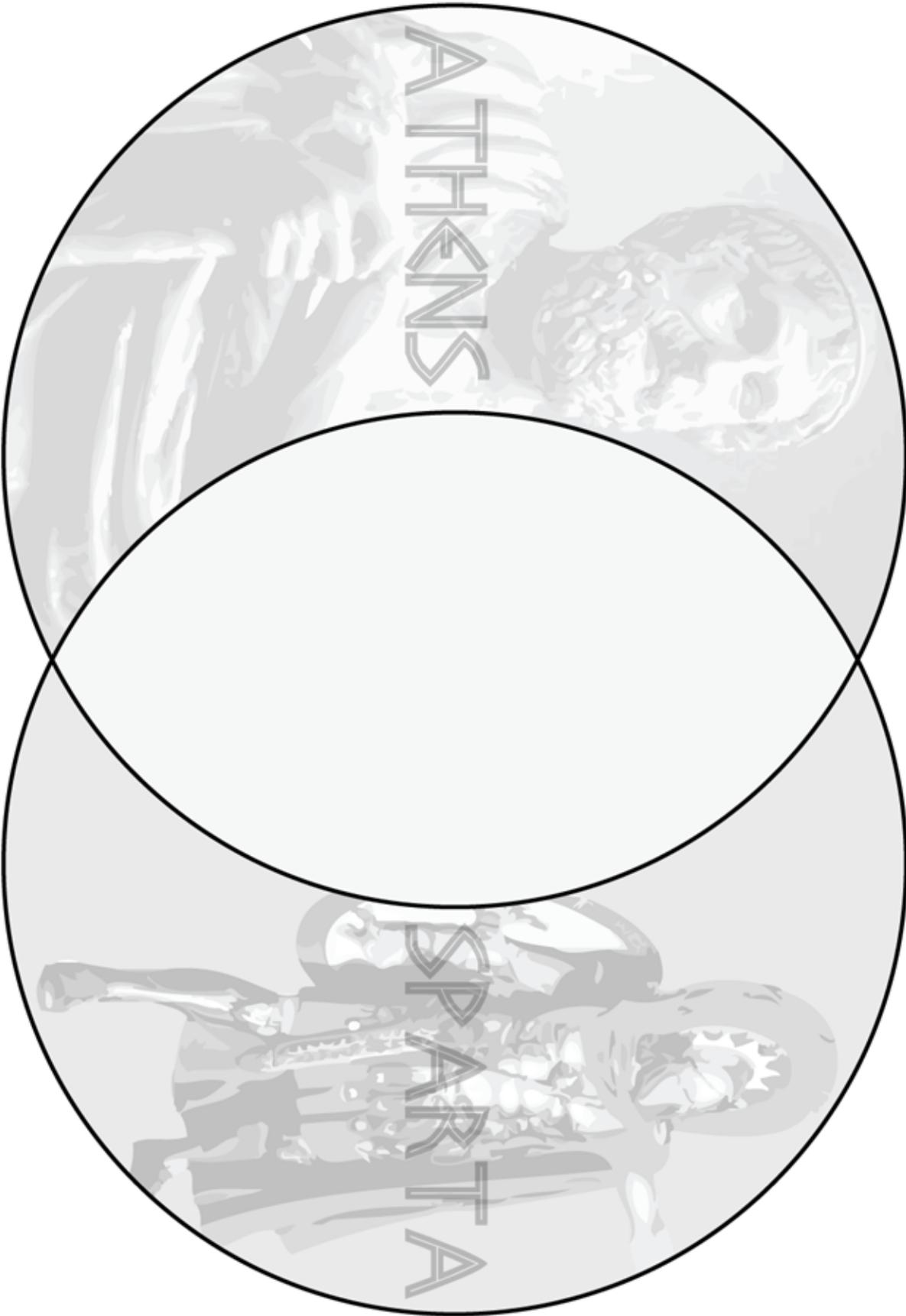
I just found out that the Council is proposing a law that I think is a bad idea. As a male citizen of Athens, I will be sure to attend the meeting of the \_\_\_\_\_ that is held on the hill called the \_\_\_\_\_ every \_\_\_\_\_ days. There, I will be able to (circle one): **speak my mind / vote on the issue / both speak about the issue and vote.** As a citizen in a direct democracy, I can directly influence whether or not the law is passed. If a politician is not doing a good job, I can \_\_\_\_\_

## REPRESENTATIVE DEMOCRACY

I just found out that Congress is considering a law that I think is a bad idea. As a voting citizen of the United States, I (circle one) **can / cannot** stand up in Congress and speak about this issue and vote on it myself. The person who will vote on my behalf will be (circle one) **me / my elected representative.** I can let my representative know about my wishes by \_\_\_\_\_. I may not be able to play a direct role in deciding whether or not this law is passed, but I can communicate with my elected officials. On the next election day, if I think an elected official is doing a poor job of representing me, I can \_\_\_\_\_

# ATHENS AND SPARTA

**Instructions:** Fill in the diagram below listing at least three things unique to Sparta, three things unique to Athens, and three things that the two powerful Greek city-states had in common.



## Parent Overview

## Lesson 3: Classical Greece

### Getting Started

#### ? Big Ideas

- How is power divided differently in different forms of government?
- When the goals of two powerful people or societies collide, how can conflicts be resolved?
- In a diverse society, how do people of different cultures interact and share ideas?



#### Facts and Definitions

- **Athens** and **Sparta**, the two most powerful city-states, had a great deal in common but also differed in significant ways.
- **Democracy** means rule by the people.
- The **Peloponnesian Wars** between Athens and Sparta lasted from 431 BC to 404 BC and eventually led to the end of the great city-states of the Classical period.

#### ⦿ Skills

- Analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. (SS)
- 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). (SS)
- State the key differences between Athenian, or direct, democracy and representative democracy. (SS)
- Compare and contrast life in Athens and Sparta with an emphasis on their roles in the Persian and Peloponnesian Wars. (SS)
- Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides). (SS)

### Introducing the Lesson

In this lesson, your child will explore the Classical period in ancient Greek history, compare the city-states of Athens and Sparta, and learn about the Peloponnesian Wars.

### Reading and Questions (Answers)

1. According to legend, how did Athens get its name?

- Poseidon and Athene fought over the right to name the city and Athene's gift to the city, an olive tree, was considered to be more valuable than Poseidon's promises of wealth through trade, so the city was named after Athene.

2. How could Athenian citizens get rid of a politician they were unhappy with?

- They could banish the politician by ostracism — if 6000 people cast votes to ostracize someone, that person would have to leave for 10 years.

3. What were the different parts of the Spartan government?

- Sparta was governed by two kings, a council of elders, and an Assembly.

4. Did the end of the Peloponnesian Wars mean an end to conflict in Greece?

- No, the end of the wars signaled the end of the great city-states and the Classical age. Conflicts continued, and Macedonia eventually took control of Greece.

### Outline of Activities and Answer Keys

### Activity 1: Democracy in Athens and Today

In this activity, your child will compare direct democracy in Athens to representative democracy today. Option 1 is more open-ended and requires the student to think creatively about the two forms of government. Option 2 provides more of a framework for the student's ideas and is the less challenging of the two options. Choose the option that will be a good fit for your child and for the time that you have available today.

<b>BBC</b>
<a href="http://www.movingbeyondthepage.com/link/716">www.movingbeyondthepage.com/link/716</a>
If your child is interested in learning more about ancient Athens, this educational site from the BBC may be of interest.
<a href="http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/athens/">http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/athens/</a>

#### Option 1

In this activity, your child will write two diary entries, one from the perspective of someone in an ancient direct democracy and one from the perspective of someone in a modern representative democracy. Your child's answers will be creative and so may vary, but he should be aware that a citizen in a direct democracy would be able to participate directly in the Assembly that debated and decided the laws, and he may mention that a citizen could vote to ostracize a politician as well. He should also understand that in a representative democracy, citizens can vote for a lawmaker and communicate with that lawmaker about the citizens' wishes regarding pending legislation, but citizens cannot (except in the case of a referendum) vote directly on the issues themselves.

#### Option 2

In this activity, your child will complete two diary entries, one from the perspective of someone in an ancient direct democracy and one from the perspective of someone in a modern representative democracy.

#### *Answer Key*

##### Athens:

I just found out that the Council is proposing a law that I think is a bad idea. As a male citizen of Athens, I will be sure to attend the meeting of the **Assembly** that is held on the hill called the **Pnyx** every **ten** days. There, I will be able to **both speak about the issue and vote**. As a citizen in a direct democracy, I can directly influence whether or not the law is passed. If a politician is not doing a good job, I can **cast a vote to ostracize him (and if 6000 people cast votes, the politician will have to leave for 10 years)**.

##### Representative democracy:

I just found out that Congress is considering a law that I think is a bad idea. As a voting citizen of the United States, I **cannot** stand up in Congress and speak about this issue and vote on it myself. The person who will vote on my behalf will be **my elected representative**. I can let my representative know about my wishes by **writing, emailing, or calling his or her office [or your child may mention voting for a different official]**. I may not be able to play a direct role in deciding whether or not this law is passed, but I can communicate with my elected officials. On the next election day, if I think an elected official is doing a poor job of representing me, I can **vote for a different person to be my representative**.

### Activity 2: Athens and Sparta

In this activity, your child will use the readings to determine some of the similarities and differences between the city-states of Athens and Sparta.

#### Answer Key

While your child's answers may vary, he may include some of the following details on his activity page:

*Athens:* A city of culture. Attracted artists and scholars. Named for the goddess Athene. A democracy governed by an assembly. Government also included strategoi and archons. Athenian citizens were expected to take part in the legal system.

*Sparta:* A warrior state. Men were expected to serve as full-time soldiers. Only men born in the city were regarded as citizens. Athletic training was very important. Governed by two kings, a council of elders, and an assembly. Part of the Peloponnesian League. Artists and philosophers were discouraged.

*Shared:* Greek identity, including language, culture, and religion. Slavery existed. Women could not participate in politics.

#### Two Faces of Greece, PBS

[www.movingbeyondthepage.com/link/717](http://www.movingbeyondthepage.com/link/717)

This lesson plan from PBS offers additional information comparing Sparta and Athens if you and your child are interested in delving more deeply into the similarities and differences between the two city-states.

<http://www.pbs.org/empires/thegreeks/educational/lesson1.html>

#### Activity 3: Timeline Cards

Your child will add two more purple cards to his timeline of world history today.

#### Wrapping Up

##### Questions to Discuss

- Do you think you would prefer to live in Athens or Sparta? Please explain.
- Do you see any downsides to direct democracy? (Your child's answers will vary, but he may mention that it would be impractical for a very large country or may mention that it may be highly variable depending on who might happen to show up on any given day. He may also express concerns about the limited number of people who could actually participate in Athenian direct democracy — no women, for example, or slaves.)
- What was the lasting impact of the Peloponnesian Wars? (Sparta eventually forced an Athenian surrender, but the wars weakened the city-states of Classical Greece and led to an end of the Classical Age.)

##### Things to Review

- Review your child's responses to the questions about today's readings.
- Review your child's Athenian Direct Democracy and Representative Democracy activity page (Option 1 or Option 2)
- Review your child's "Athens & Sparta" activity page.
- Review your child's map of ancient Greece.
- Review your child's timeline.