

# The Ancient Greeks

## Lesson 1 Rise of Greek Civilization

### ESSENTIAL QUESTION

*How does geography influence the way people live?*

### GUIDING QUESTIONS

1. *How did physical geography influence the lives of the early Greeks?*
2. *How did the civilization of the Minoans develop?*
3. *How did the Mycenaeans gain power in the Mediterranean?*
4. *How did early Greeks spread their culture?*
5. *How did Greek city-states create the idea of citizenship?*

### Where in the world?



### Terms to Know

**peninsula** a piece of land nearly surrounded by water  
**bard** someone who writes or performs epic poems or stories about heroes and their deeds

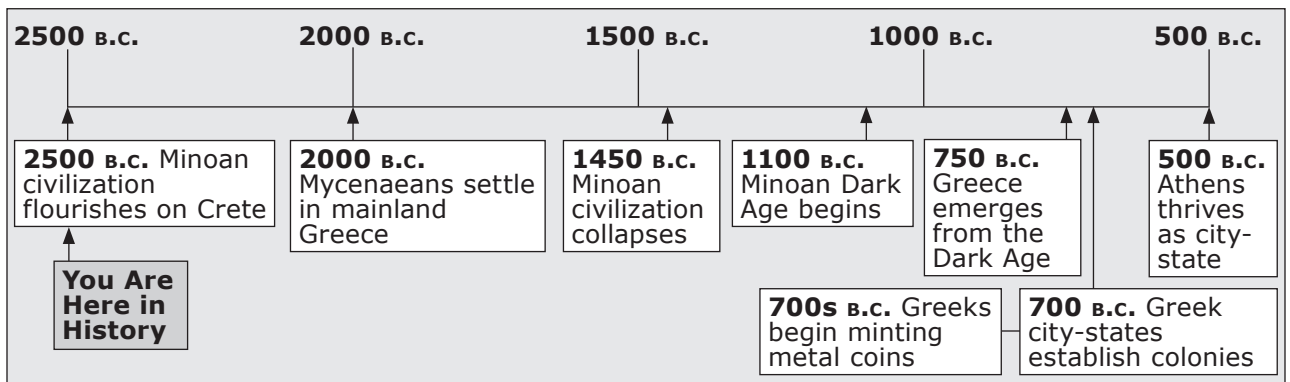
**colony** a group of people living in a new territory with close ties to their homeland; the new territory itself

**polis** a Greek city-state

**agora** a gathering place or marketplace in ancient Greece

**phalanx** a group of armed foot soldiers in ancient Greece arranged close together in rows

### When did it happen?



# The Ancient Greeks

## Lesson 1 Rise of Greek Civilization, *Continued*

### Mountains and Seas

Greece is a **peninsula**. This means that it is surrounded by water on three sides. There are also many islands that are part of Greece. Ancient people traded among the islands and along the coastline. Many fished for a living. The land on the Greek peninsula has many mountains. On the plains between the mountains, farmers raised crops and sheep and goats. The sea and mountains greatly influenced how ancient Greek culture developed.

### An Island Civilization

Another civilization developed on one of the islands off the coast of southern Greece. That island is Crete. About 1900 a British archaeologist named Arthur Evans found items from this civilization.

The place he discovered on Crete is called Knossos.

- He dug up remains of an amazing palace.
- The palace had many rooms that stored food.
- Other rooms were workshops where people made jewelry and vases.
- An ancient people called the Minoans built the palace.

Trade was an important economic activity for the Minoans. They traded pottery and vases for ivory and metals in Egypt and Syria. Sometime around 1450 B.C. the Minoan civilization ended. Historians do not know why.

### A Mainland Civilization

Another early civilization in the area was the Mycenaean civilization. They lived in Greece from about 2000 B.C. to 1100 B.C.

Little was known about the Mycenaeans until the late 1800s. That was when a German archaeologist named Heinrich Schliemann found the remains of a palace. The palace was on the Greek mainland in a place called Mycenae.

In the Mycenaean civilization, each king lived in a palace built on a hill. Nobles lived outside the walls on large farms called estates. Enslaved people and other workers lived in villages on the estates. The palaces were centers of government. Workshops were housed there too. People made clothes and jars for wine and olive oil. Other workers made metal swords and leather shields.

#### Reading Check

1. How did seas influence the way many ancient Greeks lived?

---



---



---

#### Marking the Text

2. Circle the word that means "the system in a country that includes making, buying and selling goods."

#### Reading Check

3. What did the discovery at Knossos reveal about the Minoans?

---



---



---

#### Explaining

4. Why were the Mycenaean palaces important places?

---



---



---

# The Ancient Greeks

## Lesson 1 Rise of Greek Civilization, *Continued*



### Identifying

5. Name two things the Mycenaeans learned from the Minoans.

\_\_\_\_\_

\_\_\_\_\_



### Listing

6. Place a two-tab Foldable along the dotted line to cover the flow chart titled *What Mycenaeans Adopted from Minoans*. Write the question *What do excavations reveal?* on the anchor tab. Label the two tabs—*Mainland Civilization* and *Island Civilization*. Use both sides of the Foldable to list words and short phrases to answer the question for each.



### Reading Check

7. How did the Dorian invasion help spread Greek culture?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

By the mid-1400s B.C., the Mycenaeans grew wealthy. They built a strong military and fought in the Trojan War. The Mycenaeans conquered the Minoans and controlled the entire Aegean Sea region. Later the many Mycenaean kings fought one another. Earthquakes destroyed their palaces. By 1100 B.C. the civilization had crumbled.

////////////////////, Glue Foldable here //////////////////////

#### What Mycenaeans Adopted from Minoans

- Built ships
- Used sun and stars to navigate seas
- Worked with bronze
- Worshiped Earth Mother as chief god

A group called the Dorians invaded the Greek mainland. Historians call the following 300 years a Dark Age. Trade slowed down. People made fewer things to sell. Farmers grew enough food only for their families. As the Dorians continued to push into Greece, people fled to other areas. They took Greek culture with them.

Finally, by 750 B.C., the difficult time started to end. Small communities formed on the Greek mainland. They were independent and ruled by kings. The people of these communities called themselves Greeks.

Greek farmers grew more food than they could use. Trade increased, so the Greeks needed a system of writing to record their trade. They adopted or used an alphabet from the Phoenicians.

The Greek alphabet made reading and writing easier for the Greeks. Soon **bards**, or storytellers, were writing down old stories. Until then, the stories had been told out loud.

## Colonies and Trade

The population increased in Greece when the Dark Age ended. By 700 B.C. farmers could not grow enough food for all of the people. Greek communities started to send people outside the area to form **colonies**. A colony is a settlement in a new territory with close ties to its homeland. Greek people started colonies along the coasts of the Mediterranean Sea and the Black Sea.

The colonies shipped grains, metals, timber, and enslaved people to "parent" cities in Greece. In return, the cities shipped wine, olive oil, and pottery to the colonies.

## The Ancient Greeks

### Lesson 1 Rise of Greek Civilization, *Continued*

In the 700s B.C., the Greeks started to make coins from metals to make trading easier. A coin is small and can be traded for many different types of goods. This makes it convenient to carry and use. Trade increased and made the Greek colonies wealthier.

### The Greek City-State

The **polis**, or city-state, was the basic political unit in early Greece. At the center of each polis was a fort built on a hilltop. This fort was called an acropolis. The open area outside the acropolis was called the **agora**. This space was used as a marketplace. People gathered in the agora and debated issues, passed laws, and chose officials.

Each polis was governed by its own citizens. The Greeks developed the modern idea of citizenship. In early Greece, only males who had been born in the polis and owned land were citizens. They had the right to vote, hold public office, and defend themselves in court. Their responsibilities included serving in government and fighting to defend their polis. Women and children, however, had no political rights.

Citizens fought to defend their city-state. These citizen soldiers were called hoplites. They fought on foot. Each was armed with a round shield, a short sword, and a spear. When fighting, the hoplites would march shoulder to shoulder into battle. This formation was called a **phalanx**.

The polis gave Greek citizens a sense of belonging. However, strong loyalty to their individual city-states also divided Greece. This lack of unity weakened Greece and made it easier for outsiders to conquer Greece.

//// //// //// //// //// //Glue Foldable here // //// //// //// //// ////

#### Check for Understanding

List three ways Greek city-states created the idea of citizenship.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

How did loyalty to the city-states divide Greece?

4. \_\_\_\_\_

#### Reading Check

8. How did the colonies affect trade and industry in the Greek world?

\_\_\_\_\_

\_\_\_\_\_

#### Explaining

9. Why were coins invented?

\_\_\_\_\_

\_\_\_\_\_

#### Reading Check

10. What were the rights and responsibilities of Greek citizens?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



11. Cover the Check for Understanding with a one-tab Foldable. Write *City-State* on the anchor tab. On the front, draw and label a diagram of a typical city-state. On the reverse side, describe a city-state.

# The Ancient Greeks

## Lesson 2 Sparta and Athens: City-State Rivals

### ESSENTIAL QUESTION

*Why do people form governments?*

### GUIDING QUESTIONS

1. Which types of government did the Greek city-states have?
2. Why did the Spartans focus on military skills?
3. How did the culture in Athens differ from other Greek city-states?

### Terms to Know

**tyrant** an absolute ruler unrestrained by law

**oligarchy** a government in which a small group has control

**democracy** a government by the people

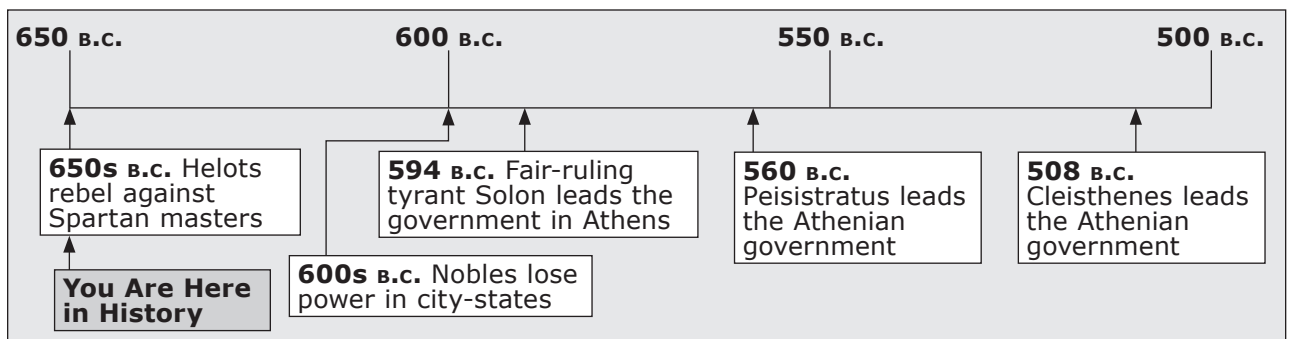
**helots** enslaved people in ancient Sparta

**ephor** a high-ranking government official in Sparta who was elected by the council of elders

### Where in the world?



### When did it happen?



## The Ancient Greeks

### Lesson 2 Sparta and Athens: City-State Rivals, *Continued*

#### Political Changes

As the Greek city-states grew, there were political changes. The wealthy nobles had seized power from the kings. Owners of small farms did not like the nobles ruling, however. Many of them had borrowed money from the nobles. When the farmers could not repay their loans, the nobles took their farms.

By 650 B.C. merchants and artisans also wanted change. They were not citizens because they did not own land. That meant they did not have a say in ruling the polis.

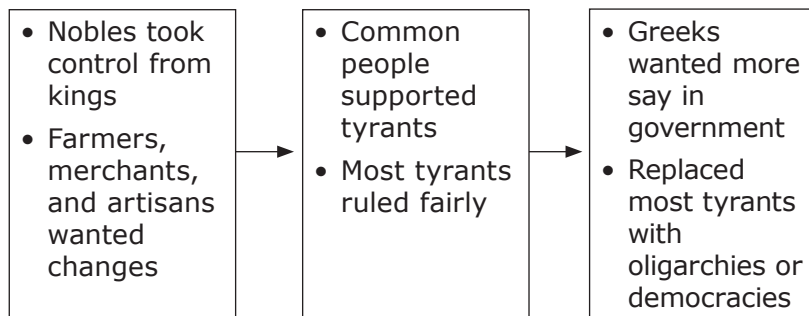
The growing political unrest led to the rise of **tyrants**. A tyrant is someone who seizes power and rules with total authority. Most of the tyrants who controlled city-states ruled fairly. It was the harshness of a few tyrants that gave the word *tyranny* its current meaning; rule by a cruel and unjust person.

The common people and the hoplites, or citizen soldiers, supported the tyrants overthrowing the nobles. Tyrants became more popular by building new marketplaces, temples, and fortresses. Most people in the Greek city-states objected to rule by one person, however. They wanted a government in which all citizens had a say.

Tyrants ruled many Greek city-states until about 500 B.C. Then most Greek city-states changed to either an **oligarchy** or a **democracy**. In an oligarchy, a few wealthy people hold power over the larger group of citizens. In a democracy, all citizens have a say in the government. Each polis chose its own type of government.

Sparta and Athens, two important Greek city-states, had different types of government. They also had very different societies.

#### Political Changes in Ancient Greece



#### Defining

1. What is a *tyrant*?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Listing

2. List two groups of people who lived in Greek city-states that did not want the nobles to rule.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Marking the Text

3. Underline the definitions of *oligarchy* and *democracy*.

#### Reading Check

4. Why were tyrants able to hold power in various Greek city-states?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## The Ancient Greeks

### Lesson 2 Sparta and Athens: City-State Rivals, *Continued*

 **Marking the Text**

5. Circle the word that means "relating to soldiers and war."

 **Describing**

6. What were Spartan women expected to do as adults?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**FOLDABLES®**

 **Outlining**

7. Place a one-tab Foldable along the dotted line to the right. On the anchor tab, write *Military Society*. Use both sides of the tab to outline events in the lives of Spartan boys and men.

 **Reading Check**

8. Why did Sparta fall behind other Greek city-states in many areas?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Sparta: A Military Society

Sparta was located on the Peloponnesus Peninsula in southern Greece. Sparta invaded nearby city-states and enslaved the people who lived there. The Spartans called these enslaved people **helots**.

In about 650 B.C. the helots rebelled. The Spartans crushed the uprising. The leaders decided to make Sparta a military society. The leaders thought this would make citizens more loyal and obedient.

All boys and men were prepared for a life of war. Boys left home at age seven. They lived in harsh military camps where they learned to read, write, and to use weapons. Spartan leaders believed harsh treatment would make boys into adults who could survive the pain of battle.

**Life for Men in Sparta**

- Age 7: Left home for military camps
- Age 20: Joined the regular army
- Age 30: Could live at home while serving in the military
- Age 60: Finally left military service

Spartan women enjoyed more freedom than women in other city-states because the men were often away from home. Girls were trained in sports such as wrestling. The main role of women was to raise sons for the military.

Sparta's government was an oligarchy. Two kings ruled together, but had little power. The council of elders acted as judges and the assembly made decisions about war and peace. The assembly elected five people each year to be **ephors**. The ephors enforced laws and collected taxes.

Sparta's leaders believed education could lead to unrest. For this reason, the government discouraged people from studying literature and the arts. Foreign visitors were not welcome. People could leave Sparta only for military purposes. Trade was limited. Sparta became isolated.

### Athens: A Young Democracy

Athens was another important Greek city-state. It was located northeast of Sparta. The people who lived in Athens were descended from the Mycenaean people.





# The Ancient Greeks

## Lesson 3 Greece and Persia

### ESSENTIAL QUESTION

*Why does conflict develop?*

### GUIDING QUESTIONS

1. *How did the Persians rule a vast empire?*
2. *How did the Greeks defeat the Persians?*

### Terms to Know

**satrapy** a province in ancient Persia

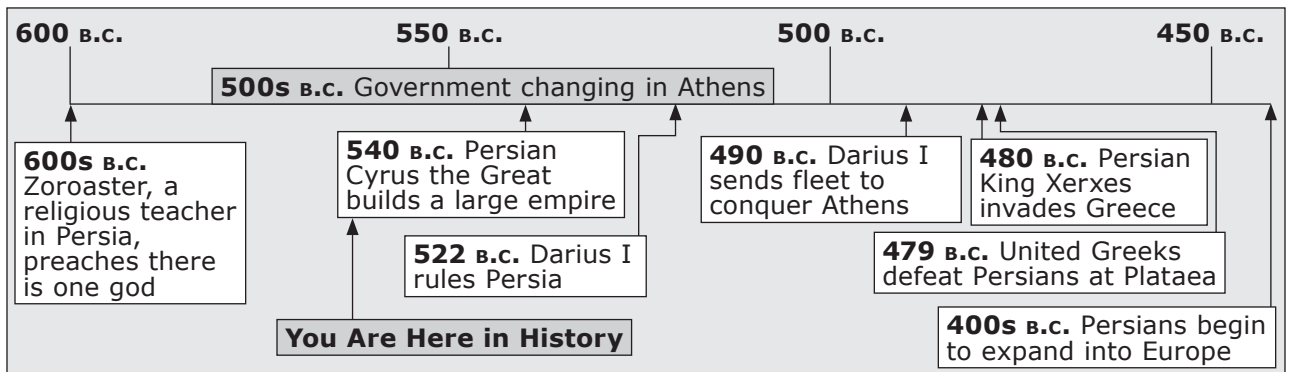
**satrap** the governor of a province in ancient Persia

**Zoroastrianism** a Persian religion based on the belief in one god and founded by the religious teacher Zoroaster

## Where in the world?



## When did it happen?



## The Ancient Greeks

### Lesson 3 Greece and Persia, *Continued*

#### Persia's Empire

While Greek city-states were going through changes in their governments, the Persians were building a large empire in southwest Asia. Persia was located in what is today called Iran.

In the 500s B.C., a Persian king named Cyrus the Great built a powerful army. Cyrus conquered Mesopotamia, Syria, and Canaan. He also conquered Greek city-states that were in the area of Anatolia. Today Anatolia is called Turkey. The Persian empire became the largest in the ancient world.

Cyrus ruled fairly. He allowed the people he conquered to keep their own languages, religions, and laws. After Cyrus, new rulers continued to expand the empire. Persia controlled Egypt, western India, and lands northeast of Greece.

The Persians improved the network of roads that had been built by the Assyrians. They built an important road called the Royal Road. On this road, travelers could get food, water, and fresh horses at roadside stations. Before the road was built, it would take a messenger about three months to travel from Persia to Anatolia. Using the road, the time was cut to just seven days.

The Persian Empire kept expanding. Darius I ruled Persia from 522 B.C. to 486 B.C. He divided the empire into provinces to make it easier to manage. He called the provinces **satrapies**. Each satrapy was ruled by a governor who was called a **satrap**. The governor collected taxes and recruited soldiers for the Persian army.

#### Zoroastrianism

- Founded in the 600s B.C. by a religious teacher named Zoroaster
- Believed in one god named Ahura Mazda
- Believed people could choose good or evil
- Teachings, prayers, and sacred songs written down in a holy book

At first the Persians worshiped many gods. Then in the 600s B.C., a religious teacher named Zoroaster started preaching a new religion. It was called **Zoroastrianism**.

Zoroaster taught that there was one god, named Ahura Mazda. He was the creator of all things and the leader of the forces of good. Zoroaster believed people were free to choose between good and evil, but at the end of time,



#### Marking the Text

1. Underline the names of the lands that Persia conquered and controlled.



#### Drawing Conclusions

2. Why was it important that Cyrus the Great let conquered people keep their own languages, religions, and laws?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



#### Defining

3. Define the word *satrap*.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



#### Marking the Text

4. Circle the name of the god of Zoroastrianism.

# The Ancient Greeks

## Lesson 3 Greece and Persia, *Continued*



### Listing

5. In the graphic organizer, list facts about aspects of the Persian Empire.



### Reading Check

6. How did Persian rulers unite their vast empires?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Contrasting

7. How was Greek civilization different from Persian civilization?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Marking the Text

8. Circle the word that is the name of a long-distance race.

goodness would win. Most Persians accepted Zoroastrianism. They also began to view the monarchy as sacred. Persian kings believed they ruled by the power of Ahura Mazda.

Persian Empire	Facts
Cyrus the Great	
Royal Road	
satrapy	
Zoroastrianism	

## The Persian Wars

In the 400s B.C., the Persians wanted to expand their empire into Europe. They soon clashed with the Greeks who had a very different civilization. The Persians believed in an all-powerful king. Many Greeks believed that citizens should choose their own rulers.

The Persians already controlled Greek city-states in Anatolia. In 499 B.C. these city-states revolted. The Athenians sent warships to support the Greek rebels. The Persians crushed the revolt. The Persian king Darius I was angry at Athens for interfering.

In 490 B.C. Darius I sent a fleet of 600 ships to invade Greece. The Persians landed at Marathon. The Athenians knew they were outnumbered and would lose if they attacked. The Persians then decided to board their ships and attack Athens by sea. When the strongest Persian fighting units were on the ships, the Athenians attacked. The Persians suffered a terrible defeat.

According to Greek legend, a young runner raced to Athens with the news. He reached Athens and cried out "Victory." Then he fell and died from exhaustion. Today, marathon races are named for that famous run.

The Persians vowed revenge against the Athenians. In 480 B.C. a new Persian king named Xerxes invaded Greece with a large army and thousands of warships. His force even had its own supply ships.

The Greek city-states joined together to fight the Persians. Sparta's King Leonidas supplied the most soldiers. Themistocles of Athens directed the Greek navy. His plan was to attack the Persian supply ships. That would cut off the Persian army's supplies.

## The Ancient Greeks

### Lesson 3 Greece and Persia, *Continued*

For three days Spartan soldiers fought the Persians at Thermopylae. The Spartans fought bravely but could not stop the Persians. Many troops abandoned the battle. Only 300 Spartan soldiers remained and fought to the death.

The Spartans' heroic fight gave Themistocles and the Athenians time to carry out the plan. The Athenian fleet lured the Persian fleet into the strait of Salamis near Athens. A strait or channel is a narrow strip of water between two pieces of land. The large, heavy Persian ships crowded together in the channel. The Greek ships were smaller and could maneuver more easily. The Greek navy destroyed most of the Persian fleet.

The Persian army continued to attack. It marched to Athens and burned the city. Finally in 479 B.C. the last battle was fought. With improved fighting and better weapons, the Greek forces defeated the Persians at Plataea, northwest of Athens.

The Persian Empire now faced many challenges. Its army was no longer able to defend the whole empire. The people grew unhappy with their government and paying heavy taxes. The royal family disagreed over who should rule.

Persia weakened and became open to outside attacks. In the 300s B.C., Persia was invaded by a young and powerful Greek ruler named Alexander. The Persian Empire ended and a new Greek empire grew. It eventually became even larger than the Persian Empire.

#### Check for Understanding

List two advantages that should have helped the Persians defeat the Greeks at Marathon in 490 B.C.

1. \_\_\_\_\_
2. \_\_\_\_\_

How did the Greeks finally defeat the Persians?

3. \_\_\_\_\_  
\_\_\_\_\_



#### Marking the Text

9. Underline the names of important battles in the text.



#### Reading Check

10. After the losses in Greece, why did the Persians grow unhappy with their government?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



11. Place a two-tab Foldable along the dotted line to cover the Check for Understanding. Title the anchor tab *Soldiers and Sailors*. Label the top tab *Land* and the bottom tab *Sea*. Use both sides of the tabs to outline what you remember about important events occurring on land and sea.

# The Ancient Greeks

## Lesson 4 Glory, War, and Decline

### ESSENTIAL QUESTION

*How do governments change?*

### GUIDING QUESTIONS

1. *How did Pericles influence government and culture in Athens?*
2. *What was life like for Athenians under the rule of Pericles?*
3. *How did the Peloponnesian War affect the Greek city-states?*

### Terms to Know

**direct democracy** a form of democracy in which all citizens can participate firsthand in the decision-making process

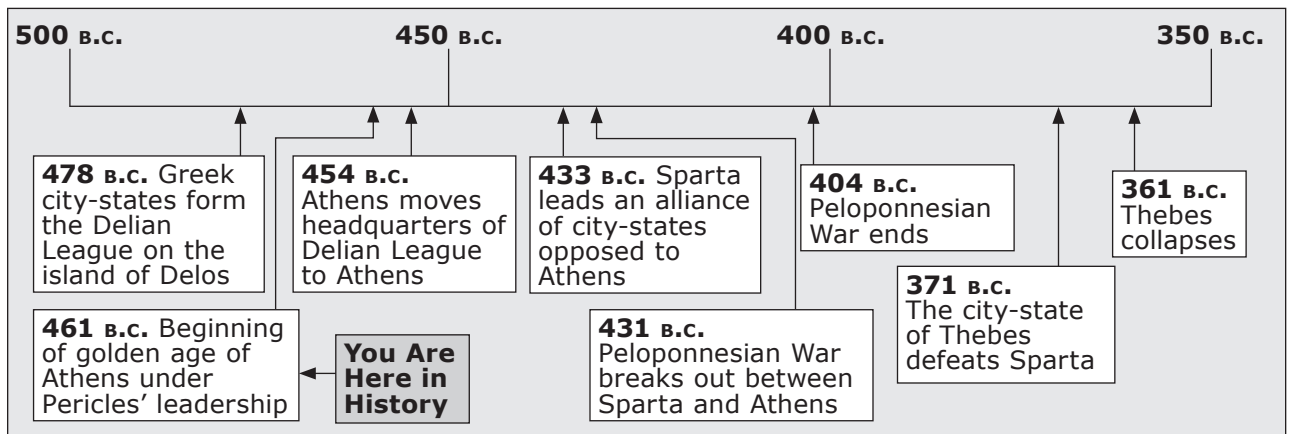
**representative democracy** a form of democracy in which citizens elect officials to govern on their behalf

**philosopher** a person who searches for wisdom or enlightenment

### Where in the world?



### When did it happen?



## The Ancient Greeks

### Lesson 4 Glory, War, and Decline, *Continued*

#### The Rule of Pericles

When the Persian wars ended, Athens became a powerful city-state. From 461 B.C. to 429 B.C., Athens enjoyed a golden age as the economic and cultural center of Greece.

The government of Athens was a **direct democracy**. That means that all citizens of Athens met to debate and vote on government matters. In the United States, we have a **representative democracy**. Citizens elect a smaller group of people to represent the citizens. It makes laws and governs on behalf of the citizens.

In ancient Athens, direct democracy worked because of the small number of citizens. At the assembly meetings, citizens made policy on war and foreign affairs, passed laws, and elected officials, known as generals.

After the Persian Wars, the most important general in Athens was Pericles:

- led the city-state for more than 30 years
  - gave people positions in government based on their abilities
  - did not care which social class people belonged to
  - brought ordinary Athenians into government
  - rebuilt Athens after the Persians burned it.
  - supported artists, writers, and teachers
- Philosophers** also flourished. Philosophers reflect or think about the meaning of life. Athens became a great center of knowledge.

#### Athenian Life

At its height, about 285,000 people lived in Athens. Not all these people were citizens. Only about 43,000 males had political rights. Women, foreign-born men, and enslaved people could not be citizens. They had no political rights.

Athenian men worked as farmers, artisans, and merchants. They often worked mornings and exercised in the afternoons. In the evenings, upper-class men discussed politics and philosophy during social dinners.

The women of Athens had different lives. Girls married early, often in their mid-teens. Their duties were to have children and take care of the households.

Women in poor families did farm work or sold goods at the marketplace. Women in upper-class homes spun, dyed, or wove cloth. Upper-class women rarely left their homes. When they did, they had to be with a male relative.



#### Identifying

1. What kind of democracy do we have in the United States?

---



---



---



#### Marking the Text

2. Circle the words that mean "all citizens participate in government decision-making."



#### Defining

3. What is a *philosopher*?

---



---



---



#### Reading Check

4. How was Athens able to become a direct democracy?

---



---



---

# The Ancient Greeks

## Lesson 4 Glory, War, and Decline, *Continued*



### Analyzing

5. Why was slavery important in Athens?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Reading Check

6. How did the roles of Athenian men and women differ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Explaining

7. Why was the Delian League created?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Making Inferences

8. Why was the Delian League able to drive the Persians out of Anatolia?

\_\_\_\_\_

\_\_\_\_\_

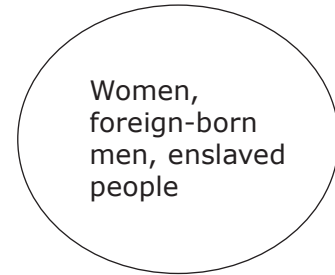
\_\_\_\_\_

### Athenian Citizenship

#### Citizens



#### Non-Citizens



Athenian women could not attend school. Many, however, learned to read and to play music. Educated women in Athens were not considered equal to men. Women could not participate in politics or own property. Greek women were always under the care of males.

Foreign-born women were not treated the same way as Athenian women, however. One such woman was Aspasia. She was known for her intelligence and charm. She taught public speaking. Her ideas were popular among Athenians. Pericles was influenced by her.

Slavery was common in ancient civilizations. Most Athenian households had at least one enslaved person. Many enslaved people were prisoners of battles. They included both Greeks and non-Greeks.

Enslaved men worked on farms and in the shops of artisans. Some worked at hard labor. Enslaved women were cooks and servants in wealthy homes. Sometimes they were teachers to upper-class children. The treatment of enslaved people was different from place to place. Slavery helped Athens develop a thriving economy.

## War Between Athens and Sparta

The Greek city-states learned over time that their survival depended on cooperation. Even after the Persian Wars, Persia remained a threat.

In 478 B.C. the Greek city-states joined together to form a defensive league. Its purpose was to defend its members against the Persians. Sparta did not join this league.

It was called the Delian League because its headquarters was on the island of Delos. The league drove the Persians out of Greek territories in Anatolia. As a result, trade increased and Greece became richer.

## The Ancient Greeks

### Lesson 4 Glory, War, and Decline, *Continued*

Over time, however, the Delian League failed. Athens began to control the other member city-states. In 433 B.C. Athens interfered with some of Sparta's allies. These allies pressured Sparta to attack Athens. The conflict is called the Peloponnesian War because Sparta was located in the Peloponnesus region of Greece.

At a funeral ceremony for soldiers and sailors killed in battle, Pericles made a famous speech called the Funeral Oration. In the speech, Pericles gave reasons why democracy is worth fighting for.

After about two years, a deadly disease broke out in Athens. One-third of the people died, including Pericles. During the next 25 years, each side won some victories. Neither side was able to defeat its opponent.

Finally, Sparta made a deal with the Persians. The Spartans agreed to give Persia some territory in Anatolia. In return, Persia gave Sparta money to build a navy. In 405 B.C. Sparta's new navy destroyed the Athenian fleet. Athens surrendered a year later.

- The Peloponnesian War brought disaster to the Greek city-states.
- Governments were left weak and divided.
- Many people had died in battle and from disease.
- After the war ended, Sparta ruled its new empire much like Athens had ruled.
- Sparta's allied city-states grew angry at the harsh treatment.

While the city-states fought each other, a kingdom grew to the north. The kingdom was Macedonia. Eventually the strength of Macedonia cost the Greek city-states their independence.

#### Check for Understanding

List three changes Pericles made to life in Athens.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### **Determining Cause and Effect**

9. Name two things that helped cause the Peloponnesian War.

\_\_\_\_\_

\_\_\_\_\_

#### **Reading Check**

10. Why was Sparta's deal with Persia so important in the war against Athens?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



11. Place a three-tab Foldable along the dotted line to cover the Check for Understanding. Write *Athenian Life* on the anchor tab. Label the three tabs—*Men*, *Women* and *Enslaved People*. Use both sides of the Foldable to list what you remember about the life of each group in Athens.