Sparta’s Military State
(pages 379–380)
What did Spartan society emphasize the most?
The main rival of Athens was Sparta. About 715 B.C., Sparta began to conquer nearby areas to get land. Sparta forced many of the people it defeated to become slaves called helots. Helots worked on farms. They had to give the Spartans half their crops. The Helots outnumbered the Spartans. They hated Spartan rule and rebelled many times. The Spartans put down these revolts. But the Spartans also feared Helot revolts. Because of this, they stressed building a strong army.

Two kings ruled Sparta. Five elected supervisors ran the government. Thirty older citizens made up the Council of Elders. They proposed laws. An Assembly voted on the suggested laws of the Council. This Assembly was made up of all Spartan citizens.

Sparta had three social groups. Citizens lived in the city. They spent all their time training to be soldiers. Free noncitizens lived in nearby villages. They had no political rights. The lowest group was the helots.

The goal of Spartans was to have a strong army. At age seven, boys moved into military houses called barracks. The boys’ education focused on military skill. All male citizens joined the army when they were 20 years old. They stayed in the army until they were 60.

Spartan women were expected to be tough. Girls were educated to be strong and to defend themselves. For Spartans, the army was more important than family life. Because of this, husbands and wives spent much time apart. Women had some rights, such as being able to own property.

1. How was Sparta’s society organized?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
The Persian Wars
(pages 382–383)
What happened when Persia invaded Greece?
In the 500s B.C., Persia conquered Anatolia, which had many Greek colonies. In 499 B.C., some Greeks in Anatolia rebelled against the Persians. Athens sent soldiers and ships to help these Greeks. After the revolt failed, the Persians decided to punish Athens for helping the Greek colonists. Around 490 B.C., the Persians arrived near Athens on the plain of Marathon. The Athenians sent a runner to ask Sparta for help. But the Spartans did not arrive on time.

The Athenians were outnumbered by the Persians. Even so, the Athenians were able to defeat them. In 480 B.C., Persia again invaded Greece. Several Greek city-states united to fight and eventually defeated the Persians.

2. Who was allowed to vote on laws in Athens?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Why did the Persians attack Athens around 490 B.C.?
CHAPTER 11 | LESSON 4 Sparta and Athens

Activity Sheet

Part A. Build Vocabulary
Key Terms  Write the term in each blank that best completes the statement.

Athens: a large city-state in the northern part of Greece
Sparta: a large city-state in the Peloponnesus
helot: a person who was conquered and made a slave by Spartans
barracks: military houses
Marathon: plain outside Athens, site of a major battle in the Persian Wars

1. A _____________ belonged to the lowest group in Spartan society.
2. ______________ faced the Persians when several Greek colonies rebelled against Persia.
3. In Sparta, young boys were trained for war and moved into ______________ when they were seven.
4. The Athenian army used clever strategy to defeat the Persians at ______________.
5. Women could own property and oversee her husband’s property in ______________.

Part B. Cooperative Reading
Complete the chart by working with your group to show how women and different social classes were treated in Athens and Sparta.

<table>
<thead>
<tr>
<th>Education and Daily Life in Athens and Sparta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens</td>
</tr>
<tr>
<td>4. Slaves</td>
</tr>
</tbody>
</table>
CHAPTER 11 | LESSON 4 Sparta and Athens

Reteaching Activity

Finding Main Ideas

A. The following sentences deal with the Greek city-states of Sparta and Athens. If the sentence describes Sparta, write S in the blank line. If it describes Athens, write A. One is done for you.

S = Sparta   A = Athens

5. The government was a mixture of democracy, oligarchy, and monarchy.

2. Boys of wealthy families learned logic (reasoning), public speaking, reading, writing, poetry, arithmetic, music, and athletics.

3. Two kings ruled, and five elected officials ran its government.

4. There were two governing bodies, the Council of Four Hundred and the Assembly. The Council handled the daily running of the city. The Assembly voted on laws put forward by the Council.

5. The Council of Elders suggested laws, and the Assembly, made up of all citizens, voted on the laws and elected officials.

6. Women were expected to be tough. They were to urge their sons to fight. Women were taught athletics and had more freedom than in other city-states. They were allowed to own property.

Reading Comprehension

B. Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

7. people beaten by Sparta and forced to give Sparta half of their crops
   a. Marathon
   b. barracks
   c. direct democracy
   d. helots

8. housing for boys being trained in the army

9. type of government that developed in Athens over time

10. the plain from which a runner ran to Athens to tell of the Greeks’ victory (winning) over the Persians