

The City-States

700 B.C.–335 B.C.



▲ Athenian silver coin



◀ Spartan soldier

700 B.C.
Greek city-
states emerge

594 B.C.
Athens expands
citizenship

507 B.C.
Sparta adopts
constitution

490 B.C.
Persian Wars
begin

404 B.C.
Sparta wins
Peloponnesian
War

338 B.C.
Philip II
conquers
Greece

Chapter Focus



Read to Discover

- Why the polis was the geographic and political center of Greek life.
- What life was like in the city-states of Sparta and Athens.
- How the Persian Wars affected Greece.
- How Athens controlled other city-states.
- Why the Greek city-states declined.



Terms to Learn

polis
acropolis
agora
aristocrats
oligarchy
constitution
mercenaries



People to Know

Solon
Cleisthenes
Darius
Xerxes
Pericles



Places to Locate

Sparta
Athens
Ionia
Delos
Thebes



Chapter Overview

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Why It's Important The geography of Greece—the mountains and the sea—separated communities from each other. Although these communities spoke the same language and shared many of the same customs, no single community had power over the others. Because of this, people developed a loyalty to the community in which they lived. These communities, known as city-states, became a feature of Greek civilization.

SECTION 1 The Polis

The **polis** (pah' lis), or city-state, was the geographic and political center of Greek life. At first, each polis was made up of farming villages, fields, and orchards grouped around a fortified hill called an **acropolis** (uh krop' uh lis). At the top of the acropolis stood the temple of the local god. At the foot was the **agora** (ag' uh ruh). This was an open area used as a marketplace. As time passed, artisans, traders, and members of the upper class settled near the agora. By 700 B.C., this inner part of the polis had become a city. Together with the villages and farmland around it, it formed a city-state.

Each city-state had its own government and laws. The average city-state contained between 5,000 and 10,000 citizens. Workers born outside Greece, as well as women, children, and



Reading Check

Why was the **polis** important?
What was the **acropolis**?
How did the Greeks use the **agora**?



CONTENTS



enslaved people, were not citizens. Only citizens could vote, own property, hold public office, and speak for themselves in court. In return, they were expected to take part in government and to defend their polis in time of war or conflict.

For Greek citizens in ancient times, civic and personal honor were one and the same. The polis gave them a sense of belonging. They put the good of the polis above everything else.

Two of the greatest Greek city-states were Sparta and Athens. Sparta had the strongest army in Greece, while Athens had the strongest navy. However, each developed differently with a different kind of government and a different way of life.

Section 1 Assessment

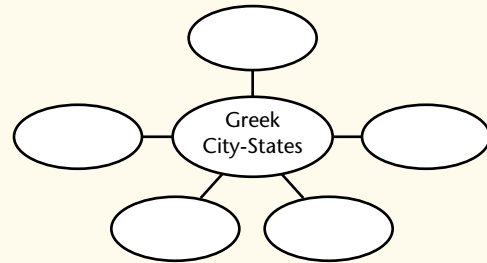
1. **Define:** polis, acropolis, agora.
2. What areas generally made up each city-state?
3. What rights and duties did Greek citizens have?

Critical Thinking

4. **Demonstrating Reasoned Judgment**
Which of the requirements for citizenship in early Greece do you think were fair and which were not? Explain.

Graphic Organizer Activity

5. Draw a web like this one, and use it to show characteristics of most Greek city-states.



SECTION 2 Sparta

Sparta was in the south-central region of Greece, in an area known as the Peloponnesus (pel ō puh nē' sus). By 500 B.C., it had become the greatest military power in Greece.

At first, Sparta was ruled by a king. About 800 B.C., **aristocrats** (uh rist' ō kratz), or nobles, took over the government. From that time on, Sparta had two kings who ruled jointly. Although they kept the title of king, they had little power. Their only duties were to lead the army and conduct religious services.

Only aristocrats could be Spartan citizens. All citizens over 20 years old were members of the Assembly, which passed laws and decided questions of war and peace. Each year, the Assembly chose five managers, known as *ephors* (ef' uhrrs), to take charge of public affairs and guide the education of young Spartans. The Council of Elders helped the ephors. The Council was made up of men over 60 years old who were chosen for life. It suggested laws to the Assembly and also served as a high court.

Aristocrats, Helots, and Perioeci The Spartans had little interest in farming. The land was worked by **helots** (hel' uhtz), or

 **Reading Check**
Who were the aristocrats?

 **Reading Check**
Who were the helots?

Reading Physical Maps

Physical maps are used to show something about the surface of Earth. The colors used on physical maps may show the rainfall of a certain area. They may also be used to show an area's temperatures or elevations. In the physical map below, the colors indicate elevation. Colors ranging from green to brown are used. The meaning of each color is explained in the legend.

Look at the map "Elevation of Ancient Greece" shown below. The legend says that light brown means above 5,000 feet, or above 1,500 meters. This means that any area on the map that is shaded light brown is at least 5,000 feet, or 1,500 meters, above sea level. Remember that having an elevation of above 5,000 feet does not necessarily

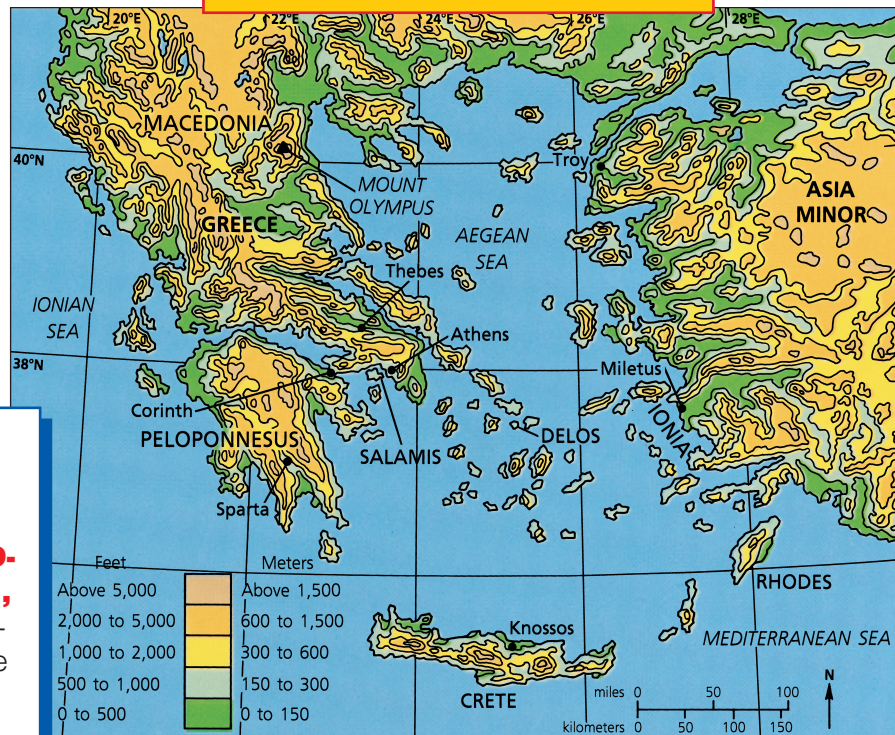
mean that an area is covered with mountains. The area may actually be a plateau.



Map Practice

1. What color shows an elevation of 1,000 to 2,000 feet, or 300 to 600 meters?
2. What elevation is shown by the color dark green?
3. What generalization can you make about the elevation of ancient Greece?

Elevation of Ancient Greece



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enslaved people owned by the city-states. Helots had to turn over one half of their crops to the aristocrats who owned the land but lived in the center of the polis.



Reading Check

How did the **perioeci** differ from the aristocrats of Sparta?

The Spartans were not interested in business or trade either. They left those fields to the **perioeci** (pār ē ē' sī), or merchants and artisans who lived in the villages. The perioeci were neither enslaved people nor citizens. Helots and perioeci worked, while aristocrats trained for the army and war.

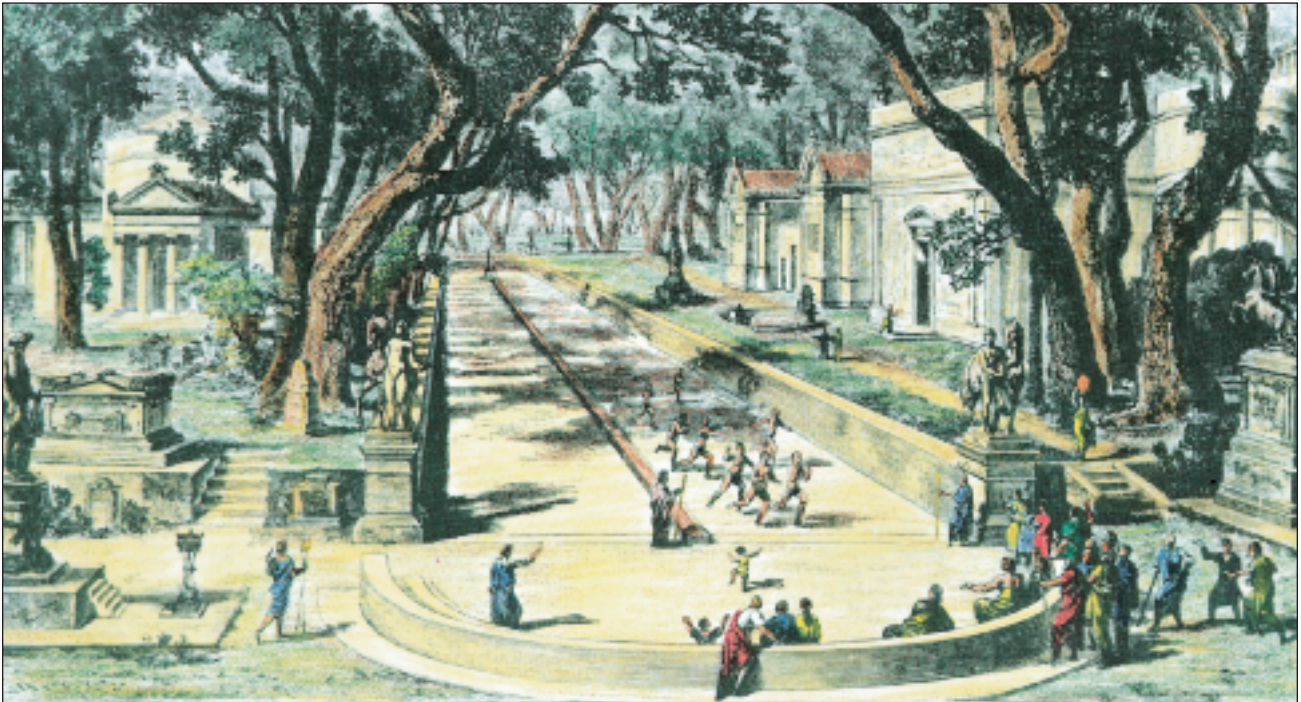
By about 750 B.C., there were 20 times as many helots and perioeci as there were aristocrats. The aristocrats were now faced with a choice. They could make life better for their workers by letting them share in the government, or they could allow things to stay the way they were. To do that meant keeping the workers down by force. Since the aristocrats were afraid that any change would destroy their way of life, they chose to keep things the way they were.

Spartan Way of Life

The Spartans tried to become the strongest people in Greece. Newborn babies were examined to see if they were healthy. If they were, they were allowed to live. If they were not, they were left on a hillside to die.

THE SPARTAN WAY OF LIFE

The life of a Spartan male centered on military training and physical fitness from the time he was seven years old. Here, a group of young warriors performs exercises on a Spartan racecourse. **What happened to unhealthy Spartan babies?**



When Spartan boys turned seven, they were sent to live in military camps. There, they were trained in groups under teenage leaders. They learned to read, write, and use weapons. The boys received only small amounts of food. They had to go barefoot and were given only one cloak to wear. They walked in silence, with their eyes to the ground, and spoke only when necessary. They slept outdoors without cover. Every ten days they were lined up and examined to make sure they were not getting fat.

Spartan men were expected to marry at 20 years of age. However, they could not have a household of their own. They had to live and eat in military barracks, where they shared expenses with other soldiers. They could retire from the army when they were 60 years old.

Spartan women had more freedom than the women of other Greek city-states. In the other city-states, women spent most of their time at home performing household duties. They did not go out without a chaperone. Then, they went out only to visit other women or attend religious festivals. They never spoke to men on the street or entertained their husbands' friends.

Spartan women, on the other hand, mixed freely with men. They enjoyed sports such as wrestling and racing. When Spartan women sent their men into battle, they told the men to come home with their shields or on them. If the men brought their shields home with them, it meant they had won the battle. Dead warriors were carried home on their shields.

The Spartans believed new ideas would weaken their way of life. Because of this, they tried to prevent change. When people of other Greek city-states began to use coins as money, for example, the Spartans kept using iron rods. Other city-states developed literature and art. Other city-states built up business and trade and improved their standard of living. Sparta remained a poor farming society that depended on the labor of slaves.

From its beginnings until its defeat in 371 B.C., Sparta had only one goal—to be militarily strong.



Sculpture of Spartan Girl

Section 2 Assessment

1. **Define:** aristocrats, helots, perioeci.
2. How did the lifestyles of Spartan women differ from other Greek women?
3. Why did Sparta try to prevent change?

Critical Thinking

4. **Making Comparisons** How was Sparta similar to other Greek city-states? How was it different?

Graphic Organizer Activity

5. Draw a chart like this one, and use it to weigh the pros and cons of living in Sparta.

Pros	Cons

SECTION 3 Athens

Northeast of Sparta, another city-state developed that had a very different philosophy about living than the Spartans. This polis, located on the Aegean coast, was Athens. Like Sparta, the location of Athens was strategic. Like all the other Greek city-states, Athens was first ruled by kings. However, about 750 B.C., some Athenian nobles, merchants, and manufacturers took over

ATHENS MARKETPLACE The agora of Athens was a favorite meeting place of the people. These ruins show archaeologists the importance of this community area. Why would the agora be located near the center of Athens?



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HISTORY
Online



Student Web Activity

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the government. They set up an **oligarchy** (ol' uh gahr kē), or form of government in which a few people have the ruling power. Fights broke out between them and the farmers and artisans over land ownership. The upper-class Athenians did not want these fights to turn into an uprising against the government, so they agreed to make reforms. To do this, they had to change the government.

The first attempt to change the government was made by Draco (drā' kō), a noble. Draco, however, failed because his punishments were too harsh. Then, in 594 B.C., a rich merchant named Solon (sah' lon) was chosen to undertake the task.

Solon prepared a **constitution**, or a set of principles and rules for governing. This constitution broke the political power of the rich. Solon set a limit on how much land a person could own and gave landowners the right to vote in the Assembly. The Assembly was given the power to pass laws. Solon erased all debts. He freed all the people who had been forced into enslavement because of debt. Solon offered citizenship to artisans who were not Athenians, and he ordered every father to teach his son a trade.


Under Solon, more Athenians began to take part in government. Trade also increased. Still, many people were not happy. The rich thought Solon had gone too far, while the poor thought he had not gone far enough. By the time Solon had left office, he had lost much of his original popularity.

About 560 B.C., the government was taken over by another Athenian named Peisistratus (pī sis' trah tus). Peisistratus was supported by the lower classes. He divided large estates among farmers who owned no land. He stated that a person no longer had to own land to be a citizen. He also encouraged sculpture and other arts.


A Democratic Constitution When Peisistratus died, his sons took over as leaders of the Athenian government. Not long after that, their government was overthrown by the Spartans.

In 508 B.C., the Spartans themselves were overthrown by a noble named Cleisthenes (klīs' thuh nēz). A year later, Cleisthenes put into effect the world's first constitution that was **democratic**, or favoring the equality of all people. For example, it gave Athenians the right of freedom of speech. The political reforms made by Cleisthenes lasted until the fall of Greece almost 300 years later.

Cleisthenes opened the Assembly to all males over 20 years old. Each year, the Assembly elected ten generals to run the Athenian army and navy and to serve as chief *magistrates* (maj' uh strätz), or judges. One of the generals was named commander-in-chief.

 **Reading Check**
What type of government is an **oligarchy**?

 **Reading Check**
What is a **constitution**?

 **Reading Check**
What idea does a **democratic** government uphold?

CRITICAL THINKING



SKILLS

Cats make better pets than dogs. If you say this—without ever having owned a dog—then you are stating

a bias. A bias is a prejudice. It can prevent one from looking at a situation in a reasonable or truthful way.

Learning the Skill Most people have feelings and ideas that affect their point of view. This viewpoint, or *bias*, influences the way they interpret events. For this reason, an idea that is stated as a fact may really be only an opinion. Recognizing bias will help you judge the accuracy of what you read.

To recognize bias, follow these steps:

- Identify the author of the statement and examine his or her views and possible reasons for writing the material.
- Look for language that reflects an emotion or opinion—words such as *all*, *never*, *best*, *worst*, *might*, or *should*.
- Examine the writing for imbalances—leaning only to one viewpoint and failing to provide equal coverage of other possible viewpoints.
- Identify statements of fact. Factual statements usually answer the *Who?* *What?* *Where?* and *When?* questions.
- Determine how the author's bias is reflected in the work.

Recognizing Bias

Skill Practice

Read the following excerpt in which a supporter of an oligarchy—a government by the few—evaluates how Athens dealt with members of the Delian League. Then answer the questions that follow.

[R]epresentatives of Athens come out, and . . . vent their hatred upon the better sort of people. . . . [T]he better sort of people are punished, . . . robbed of their money, driven from their homes, and put to death, while the lower classes are promoted to honor. . . .

[E]very single individual among the allies is forced to flatter the People of Athens . . . because he knows he will be tried . . . by the . . . People themselves, for such is the law and custom in Athens. He is forced to behave like a beggar in the courts of justice. . . . For this reason . . . the allies find themselves more and more . . . slaves to the people of Athens.

1. Is the writer expressing a pro-Athens or anti-Athens bias?
2. What prejudice does the writer hold toward the lower classes?
3. What bias does the writer have toward the system of justice in Athens?
4. What bias does the writer hold toward democracy?



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The Council of Five Hundred handled the daily business of Athens. Members were chosen each year by lot. The names of 500 citizens were drawn from a large pot. No one could serve on the Council for more than two terms. Thus, every citizen had a chance to be a Council member.

There were two reasons why the Athenians preferred choosing council members by lot rather than by voting. First, they believed that in an election, people who had money or who could speak well would have an unfair advantage. Second, the Athenians believed that every citizen was smart enough to hold public office. The only exception was in times of war. Then, a skillful general was needed on the Council.

Under Cleisthenes, citizens were required to educate their sons. Since there were no public schools, boys either had a tutor or attended a private school. Starting when they were seven years old, boys studied writing, mathematics, and music. They also practiced sports and memorized the works of Homer and other noted Greek poets.

When they turned 18 years old, Athenian males became citizens. They went to the temple of the god Zeus (zūs) and took an oath of citizenship in front of their family and friends. In the oath, they promised to help make Athens a better place in which to live. They also promised to be honorable in battle, follow the constitution, and respect their religion.

The Persian Wars About the time Athens was going through government changes, the Persians ruled the largest and most powerful empire in the western world. In 545 B.C., the Persians conquered Ionia—the Greek city-states in Asia Minor and on the Aegean islands. About 20 years later, the Ionians revolted. They asked the city-states on the Greek mainland for help. Athens and another polis responded by sending a few warships. After five years of fighting, however, the Persians put down the revolt. Although the Ionians were defeated, Darius, the Persian king, was not satisfied. He wanted to punish the mainland Greeks for helping the Ionians.


In 490 B.C., Darius sent a fleet of 600 ships and a well-equipped army to Greece. The Persians landed on the plain of Marathon about 26 miles, or 41 kilometers, northeast of Athens. After several days, the Persians decided to sail directly to Athens and attack it by sea. They began loading their ships. As soon as most of the Persian soldiers were aboard, Greek soldiers ran down in close order from the hills around Marathon. The remaining Persian troops were not prepared to meet this kind of attack and were defeated. A runner set off for Athens with news of the victory. Upon reaching Athens, he cried out *Nike!*, the Greek goddess of victory, and then died of exhaustion. Winning the Battle of Marathon gave the Greeks a great sense of confidence.



Greek Helmet

Then... & Now

The Marathon The runner Pheidippides (fi dip' uh dez) carried the news of the victory at Marathon back to Athens, about 26 miles away. He delivered his message and fell dead of exhaustion. Today, a *marathon* is a footrace of 26 miles, 385 yards. The term may describe any long-distance race.

 **Reading Check**
What did
Athenian **triremes**
look like?

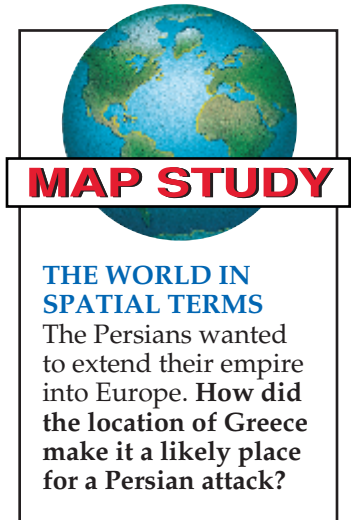
Shortly after the Battle of Marathon, rich silver mines were found near Athens. The Athenians spent their new wealth on **triremes** (trī' rēmz), or warships that had three levels of rowers on each side, one above the other. Soon, Athens had the largest navy in Greece. The Athenians planned to be prepared if the Persians returned.

The Persians did return. In 480 B.C., Darius's son Xerxes (zerk' sēz) sent 250,000 soldiers across the Aegean and conquered northern Greece. In order to stop the Persians from taking all of Greece, 20 Greek city-states banded together. The Spartans led the army, while the Athenians led the navy.

First, 7,000 Greek soldiers headed for the narrow pass of Thermopylae (ther mop' uh lē), about 100 miles, or 160 kilometers, from Athens. There, they held off the Persian army for three days. This gave the people of Athens time to flee to the island of Salamis (sal' uh muhs). Meanwhile, all but 300 Spartans and 700 other Greeks withdrew from Thermopylae. The Persians, helped by a traitor, found a way around the pass. They killed every soldier guarding the pass and then marched on Athens. Finding the city almost deserted, they set it on fire.

BATTLE OF SALAMIS The Greek fleet, led by the Athenians, defeated the Persian navy in the Bay of Salamis. The faster Greek triremes were able to sail close to the Persian ships and attack with spears and arrows. **What happened to the Persians after the Battle of Salamis?**





Then, the Greeks tricked the Persian fleet into sailing into the strait between Athens and Salamis. Since the strait was too narrow for all the Persian ships to enter at once, the Greeks could take them on a few at a time. Also, once the Persian ships were in the strait, their large size made them difficult to handle. With their lighter, faster ships, the Greeks defeated the Persian fleet.

Following the defeat, Xerxes returned to Asia. However, he left some troops behind. In 479 B.C., they were defeated by the Greeks in the Battle of Plataea (pluh tē' uh). A few days later, Greek ships destroyed what was left of the Persian navy. The Persian Wars were over.

The Delian League and the Athenian Empire The Persians had been driven from Greece, but they still ruled Ionia. Because of this, the Athenians suggested that the Greek city-states form a **defensive league**, or protective group. Since the league had its headquarters on the island of Delos, it was called the Delian (dē' lē uhn) League. Sparta was one of the few Greek city-states that did not join the League.

Once a city-state became a League member, it could not withdraw unless all the other members agreed. The League had a common navy. Its ships were usually built and crewed by Athenians, but the other city-states paid the costs.

Reading Check
What is a defensive league?

People in History

Pericles

c. 495 B.C.–429 B.C.

Athenian General

As leader of Athens, Pericles turned the city-state into a center of learning. His influence was so great that historians call the period of his power the "Age of Pericles."

The League worked well for a while. As time passed, though, Athens gained more and more power. Other city-states had to ask Athens for permission to sail or to trade. Criminal cases were brought to Athens for trial. Athenian coins replaced other Greek money. Athenian soldiers interfered in the politics of other Greek city-states. In short, the Delian League had turned into the Athenian Empire.

The main leader of Athens at the time was a general named Pericles (per' uh klēz). Pericles was known as the "first citizen" of Athens. He had a dream of Athens as the most beautiful and perfect city of the time. To help make this dream come true, he rebuilt the palaces and temples on the Acropolis. It took 11 years to build the Parthenon (par' thuh non), the temple of the goddess Athena. Much of this building was done with money that belonged to the Delian League.

Pericles also built the Long Walls. These were two parallel, fortified walls with tile roofs. The Long Walls connected Athens with its seaport of Piraeus (pī rē' uhs) some five miles, or eight kilometers, away. Having the Long Walls meant Athens could get supplies even in times of war.

Linking Across Time

The Olive Tree According to Greek legend, the goddess Athena created the olive tree as her gift to human beings. Greek farmers have harvested olives for food and oil (below) for thousands of years. The olive tree continues to play an important part in the Greek economy today (right). **Why do you think Sparta burned the olive groves around Athens when it declared war on the city-state in 434 B.C.?**



Pericles led Athens for almost 30 years. During this period, art, philosophy, and literature reached new heights. Many people who came to Athens from other city-states settled there.


Decline of Athens The more powerful Athens became, the more resentful other Greek city-states grew. Anti-Athenian feelings soon spread throughout Greece. When the Athenians attacked one of Sparta's allies, a group of city-states led by Sparta declared war on Athens. The war, which was called the Peloponnesian (pel uh puh nē' zhuhn) War, lasted almost 30 years. It ended in 404 B.C. when Athens surrendered to Sparta.

Between the war and a plague that struck during the war, Athens also lost more than one quarter of its people. Much of its land was ruined. Thousands of young Athenian men left home and became **mercenaries** (mer' suh nār ēz), or hired soldiers, in the Persian army.

When the Spartans took control of Athens in 404 B.C., they set up an oligarchy and chose 30 Athenian aristocrats to rule there. Not long after that, the Athenians successfully revolted and once more set up a democracy. However, Athens was never again as powerful as it had been before the Peloponnesian War.



Sculpture of Pericles

 **Reading Check** What type of jobs did Greek **mercenaries** seek in Persia?

Section 3 Assessment

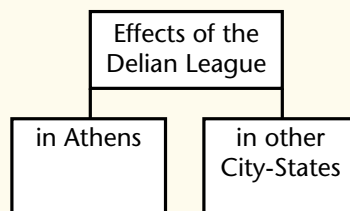
1. **Define:** oligarchy, constitution, democratic, triremes, mercenaries.
2. What political reforms did Cleisthenes introduce?
3. What changes did Pericles bring to Athens?

Critical Thinking

4. **Understanding Cause and Effect** What were some of the causes and effects of the Peloponnesian War?

Graphic Organizer Activity

5. Draw a diagram like this, and use it to show how the Delian League affected both Athens and other city-states.



SECTION 4 Decline of the City-States

After the Peloponnesian War, most Greeks began to lose their sense of community. The war had lasted a long time and had cost a great deal of money. People became more interested in making money and having a good time. Soon, bitterness developed between the upper and lower classes within each polis.

After the war, Sparta ruled Greece. The Spartans were harsh rulers who angered the other Greeks. As a result, in 371 B.C., a group of city-states led by Thebes (thēbz) overthrew Spartan rule. The rule of Thebes, however, was no better than that of Sparta. It weakened the city-states even more. The Greeks were no longer strong enough or united enough to fight off invaders. In 338 B.C., Philip II of Macedonia (mas uh dō' nē uh) conquered Greece.

Section 4 Assessment

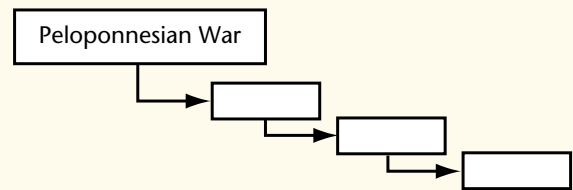
1. How did the Peloponnesian War help destroy the sense of community in most Greek city-states?
2. What were some of the reasons for the decline of the Greek city-states?

Critical Thinking

3. **Drawing Conclusions** Why might the Greeks have become more interested in making money for themselves rather than for the city-state after the Peloponnesian War?

Graphic Organizer Activity

4. Draw a flow chart like this one, and use it to trace the decline of the Greek city-states after the Peloponnesian War.



Chapter Summary & Study Guide

1. Around 700 B.C., city-states became the center of Greek life.
2. The two greatest city-states were Sparta and Athens.
3. Sparta spent most of its time training its citizens for war.
4. Spartan women had more freedom than women in other city-states.
5. Spartans believed new ideas would weaken their way of life, so they tried to prevent change.
6. Between 750 and 507 B.C., Athens went through a series of reforms to broaden democracy.
7. In 507 B.C., Cleisthenes put into effect the first democratic constitution.
8. After several wars with Persia, Athens became Greece's leading polis.
9. Sparta defeated Athens in the Peloponnesian War, which was fought between 431 and 404 B.C.
10. The Peloponnesian War weakened the Greek city-states, leading to the conquest of Greece by Philip II of Macedonia in 338 B.C.



CLICK HERE

Self-Check Quiz

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CHAPTER 10 Assessment

Using Key Terms

Imagine you are living in Greece during the time of the Persian Wars. Use the following words to write a letter to a friend describing the organization and government of Sparta and Athens at that time.

polis	acropolis	agora
aristocrats	perioeci	oligarchy
helots	democratic	constitution
triremes	mercenaries	defensive league

Understanding Main Ideas

1. Why did Greek communities have little contact with one another?
2. What did the citizens of a polis consider most important?
3. Why was it important for Spartan women to be physically fit?
4. Why did Sparta remain a poor farming society?
5. Why was the Battle of Marathon important for the Greeks?
6. How did Athenians use the Delian League to build an empire?

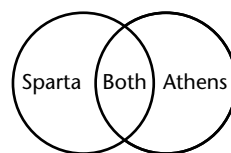
Critical Thinking

1. Do you think that the Spartan emphasis on military training benefited Sparta? Why or why not?
2. What method of choosing members of the Athenian Council of Five Hundred would you have suggested? Explain your answer.
3. Why do you think some people in Athens might have objected to the title of “first citizen” for Pericles? Explain your answer.

4. What may happen to a community as a result of a long war? Why?

Graphic Organizer Activity

Culture Draw a Venn diagram like this one, and use it to compare Sparta and Athens at their height of power.



Geography in History

Places and Regions Note the location of the Greek city-states on the map on page 173. Why do you think these city-states developed in the places that they did, and what geographic features might have affected this development? Write a paragraph explaining the relationship between a city's location and the surrounding geographic features.

Using Your Journal

Review any details you may have noted about the ideas developed by the Greeks. Write a paragraph describing how the ideas of Solon and Cleisthenes affect you today.