CHAPTER 5

Classical Greece,

2000 B.C.–300 B.C.

Previewing Main Ideas

POWER AND AUTHORITY In the Greek city-state of Athens, a new form of government developed—democracy—in which citizens exercised power.

Geography *What geographic factors might have confined democracy largely to Athens?*

CULTURAL INTERACTION Alexander the Great spread Greek culture throughout much of Asia. Greek, Egyptian, and Asian cultures then blended to create Hellenistic culture.

Geography *Why might the sea have been important to the spread of Greek culture?*

EMPIRE BUILDING Athens assumed control of a defense league and eventually built it into an empire. Later, Alexander conquered the Persian Empire and beyond to create a vast new empire of his own.

Geography *What geographic features might have strengthened the Macedonian desire to build an empire to the south and east?*

INTEGRATED TECHNOLOGY

eEdition
- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources

INTERNET RESOURCES

Go to **classzone.com** for:
- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

GREECE

2000 B.C. Minoan civilization prospers on Crete. (Minoan vase) ▶



1500 B.C. Mycenaean culture thrives on Greek mainland.

2000 B.C.

1500 B.C.

WORLD

1780 B.C. Hammurabi issues code of laws.

1472 B.C. Hatshepsut, woman pharoah, begins her reign. (Head from statue of Hatshepsut) ▶





1200 B.C.
Trojan war takes place.

750 B.C.
Greek city-states flourish.

479 B.C.
Greece triumphs in Persian Wars.

334 B.C.
Alexander starts to build his empire.



1000 B.C.

1027 B.C.
◀ Zhou Dynasty begins in China. (Zhou animal mask)

850 B.C.
Assyrians expand their empire.



500 B.C.
◀ Zapotec of Mexico build Monte Albán. (Zapotec shield)

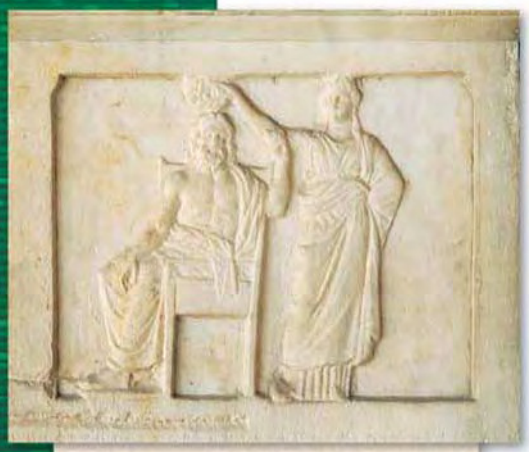
300 B.C.

321 B.C.
Chandragupta founds Mauryan Empire in India.

Interact *with* History

What does this art tell you about Greek culture?

When you think of ancient Greece, what is the first thing that comes to mind? You can learn a lot about a culture from its works of art and literature, as well as from the statements of its leaders, philosophers, and historians. Look at these Greek works of art and read the quotations.



▲ This stone relief panel of Democracy crowning Athens was placed in the marketplace, where citizens could see it daily.

"Our constitution is called a democracy because power is in the hands not of a minority but of the whole people."

PERICLES, an Athenian statesman

"As an oak tree falls on the hillside crushing all that lies beneath, so Theseus. He presses out the life, the brute's savage life, and now it lies dead."

EDITH HAMILTON, "Theseus," *Mythology*

▼ This plate shows Theseus, the greatest hero of Athens, killing the mythological beast the Minotaur.





▲ The Greeks often adorned their public buildings with graceful sculptures of gods and goddesses.

"For we are lovers of the beautiful in our tastes."

THUCYDIDES, a historian

EXAMINING *the* ISSUES

- **What does the relief panel suggest about the role of democracy in Greek society?**
- **Why might the Greeks decorate pottery with a heroic scene?**
- **Why might the Greeks place graceful statues in and around their public buildings?**

Break into small groups and discuss what these artworks suggest about ancient Greek culture. Also discuss what the quotations tell you about the culture and its ideals. As you read about ancient Greece, think about how its culture influenced later civilizations.



1

Cultures of the Mountains and the Sea

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
CULTURAL INTERACTION The roots of Greek culture are based on interaction of the Mycenaean, Minoan, and Dorian cultures.	The seeds of much of Western cultural heritage were planted during this time period.	• Mycenaean • Trojan War • Dorian • Homer • epic • myth

SETTING THE STAGE In ancient times, Greece was not a united country. It was a collection of separate lands where Greek-speaking people lived. By 3000 B.C., the Minoans lived on the large Greek island of Crete. The Minoans created an elegant civilization that had great power in the Mediterranean world. At the same time, people from the plains along the Black Sea and Anatolia migrated and settled in mainland Greece.

Geography Shapes Greek Life

Ancient Greece consisted mainly of a mountainous peninsula jutting out into the Mediterranean Sea. It also included about 2,000 islands in the Aegean (ih•JEE•uhn) and Ionian (eye•OH•nee•uhn) seas. Lands on the eastern edge of the Aegean were also part of ancient Greece. (See the map on page 121.) The region's physical geography directly shaped Greek traditions and customs.

TAKING NOTES

Categorizing Use a chart to organize information about the roots of Greek culture.

Culture	Contribution
Minoan	Writing System: pottery designs
Mycenaean	
Dorian	

The Sea The sea shaped Greek civilization just as rivers shaped the ancient civilizations of Egypt, the Fertile Crescent, India, and China. In one sense, the Greeks did not live *on* a land but *around* a sea. Greeks rarely had to travel more than 85 miles to reach the coastline. The Aegean Sea, the Ionian Sea, and the neighboring Black Sea were important transportation routes for the Greek people. These seaways linked most parts of Greece. As the Greeks became skilled sailors, sea travel connected Greece with other societies. Sea travel and trade were also important because Greece lacked natural resources, such as timber, precious metals, and usable farmland.

The Land Rugged mountains covered about three-fourths of ancient Greece. The mountain chains ran mainly from northwest to southeast along the Balkan Peninsula. Mountains divided the land into a number of different regions. This significantly influenced Greek political life. Instead of a single government, the Greeks developed small, independent communities within each little valley and its surrounding mountains. Most Greeks gave their loyalty to these local communities.

In ancient times, the uneven terrain also made land transportation difficult. Of the few roads that existed, most were little more than dirt paths. It often took travelers several days to complete a journey that might take a few hours today.

Much of the land itself was stony, and only a small part of it was arable, or suitable for farming. Tiny but fertile valleys covered about one-fourth of Greece.

The small streams that watered these valleys were not suitable for large-scale irrigation projects. With so little fertile farmland or fresh water for irrigation, Greece was never able to support a large population. Historians estimate that no more than a few million people lived in ancient Greece at any given time. Even this small population could not expect the land to support a life of luxury. A desire for more living space, grassland for raising livestock, and adequate farmland may have been factors that motivated the Greeks to seek new sites for colonies. A

The Climate Climate was the third important environmental influence on Greek civilization. Greece has a varied climate, with temperatures averaging 48 degrees Fahrenheit in the winter and 80 degrees Fahrenheit in the summer. In ancient times, these moderate temperatures supported an outdoor life for many Greek citizens. Men spent much of their leisure time at outdoor public events. They met often to discuss public issues, exchange news, and take an active part in civic life.

MAIN IDEA

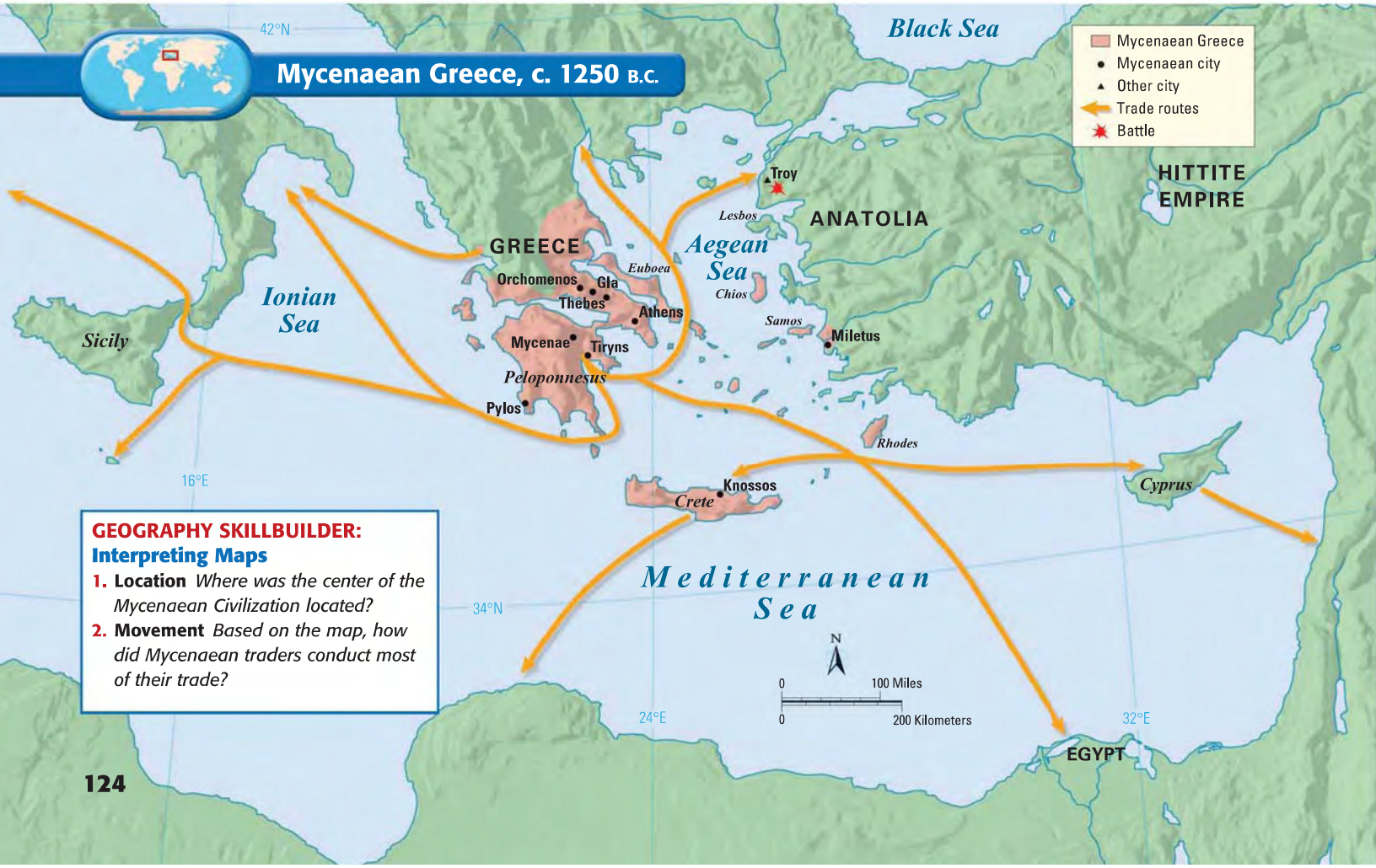
Analyzing Causes

A In what ways did Greece's location by the sea and its mountainous land affect its development?

Mycenaean Civilization Develops

As Chapter 3 explained, a large wave of Indo-Europeans migrated from the Eurasian steppes to Europe, India, and Southwest Asia. Some of the people who settled on the Greek mainland around 2000 B.C. were later known as **Mycenaeans**. The name came from their leading city, Mycenae (my•SEE•nee).

Mycenae was located in southern Greece on a steep, rocky ridge and surrounded by a protective wall more than 20 feet thick. The fortified city of Mycenae could withstand almost any attack. From Mycenae, a warrior-king ruled the surrounding villages and farms. Strong rulers controlled the areas around other Mycenaean cities, such as Tiryns and Athens. These kings dominated Greece from about 1600 to 1100 B.C.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Location** *Where was the center of the Mycenaean Civilization located?*
2. **Movement** *Based on the map, how did Mycenaean traders conduct most of their trade?*

Contact with Minoans Sometime after 1500 B.C., through either trade or war, the Mycenaeans came into contact with the Minoan civilization. From their contact with the Minoans, the Mycenaeans saw the value of seaborne trade. Mycenaean traders soon sailed throughout the eastern Mediterranean, making stops at Aegean islands, coastal towns in Anatolia, and ports in Syria, Egypt, Italy, and Crete.

The Minoans also influenced the Mycenaeans in other ways. The Mycenaeans adapted the Minoan writing system to the Greek language and decorated vases with Minoan designs. The Minoan-influenced culture of Mycenae formed the core of Greek religious practice, art, politics, and literature. Indeed, Western civilization has its roots in these two early Mediterranean civilizations. B

MAIN IDEA

Recognizing Effects

B How did contact with the Minoans affect Mycenaean culture?

The Trojan War During the 1200s B.C., the Mycenaeans fought a ten-year war against Troy, an independent trading city located in Anatolia. According to legend, a Greek army besieged and destroyed Troy because a Trojan prince had kidnapped Helen, the beautiful wife of a Greek king.



▲ Greek stories tell of their army's capture of the legendary city of Troy by hiding soldiers in a hollow wooden horse.

For many years, historians thought that the legendary stories told of the **Trojan War** were totally fictional. However, excavations conducted in northwestern Turkey during the 1870s by German archaeologist Heinrich Schliemann suggested that the stories of the Trojan War might have been based on real cities, people, and events. Further archaeological studies conducted in the 20th century support Schliemann's findings. Although the exact nature of the Trojan War remains unclear, this attack on Troy was almost certainly one of the last Mycenaean battle campaigns.

Greek Culture Declines Under the Dorians

Not long after the Trojan War, Mycenaean civilization collapsed. Around 1200 B.C., sea raiders attacked and burned many Mycenaean cities. According to tradition, a new group of people, the **Dorians** (DAWR•ee•uhnz), moved into the war-torn countryside. The Dorians spoke a dialect of Greek and may have been distant relatives of the Bronze Age Greeks.

The Dorians were far less advanced than the Mycenaeans. The economy collapsed and trade eventually came to a standstill soon after their arrival. Most important to historians, Greeks appear to have temporarily lost the art of writing during the Dorian Age. No written record exists from the 400-year period between 1150 and 750 B.C. As a result, little is known about this period of Greek history.

Epics of Homer Lacking writing, the Greeks of this time learned about their history through the spoken word. According to tradition, the greatest storyteller was a blind man named **Homer**. Little is known of his personal life. Some historians believe that Homer composed his **epics**, narrative poems celebrating heroic deeds, sometime between 750 and 700 B.C. The Trojan War forms the backdrop for one of Homer's great epic poems, the *Iliad.*

The heroes of the *Iliad* are warriors: the fierce Greek Achilles (uh•KIHL•eez) and the courageous and noble Hector of Troy. In the following dramatic excerpt, Hector's wife begs him not to fight Achilles:

PRIMARY SOURCE

"My dear husband, your warlike spirit will be your death. You've no compassion for your infant child, for me, your sad wife, who before long will be your widow. . . . As for me, it would be better, if I'm to lose you, to be buried in the ground. . . ."

Great Hector . . . replied, "Wife, all this concerns me, too. But I'd be disgraced, dreadfully shamed . . . , if I should slink away from war, like a coward. [F]or I have learned always to be brave, to fight alongside Trojans at the front, striving to win great fame for my father, for myself."

HOMER, the *Iliad* (translated by Ian Johnston)

Hector's response to his wife gives insight into the Greek heroic ideal of *aretē* (ar•uh•TAY), meaning virtue and excellence. A Greek could display this ideal on the battlefield in combat or in athletic contests on the playing field.



▲ This is a marble sculpture of Polyphemus—a cyclops, or one-eyed monster—who appears in another of Homer's epics, the *Odyssey.*

Greeks Create Myths The Greeks developed a rich set of **myths**, or traditional stories, about their gods. The works of Homer and another epic, *Theogony* by Hesiod, are the source of much of Greek mythology. Through the myths, the Greeks sought to understand the mysteries of nature and the power of human passions. Myths explained the changing of the seasons, for example.

Greeks attributed human qualities, such as love, hate, and jealousy, to their gods. The gods quarreled and competed with each other constantly. However, unlike humans, the gods lived forever. Zeus, the ruler of the gods, lived on Mount Olympus with his wife, Hera. Hera was often jealous of Zeus' relationships with other women. Athena, goddess of wisdom, was Zeus' daughter and his favorite child. The Greeks thought of Athena as the guardian of cities, especially of Athens, which was named in her honor. You will learn about Athens and other cities in Section 2.

SECTION 1 ASSESSMENT

TERMS & NAMES **1.** For each term or name, write a sentence explaining its significance.

• Mycenaean • Trojan War • Dorian • Homer • epic • myth

USING YOUR NOTES

2. Which of the cultures on your chart do you think contributed the most to Greek culture? Explain.

Culture	Contribution
Minoan	Writing System: pottery designs
Mycenaean	
Dorian	

MAIN IDEAS

3. What impact did nearness to the sea have on the development of Greece?

4. What aspects of culture did the Mycenaeans adopt from the Minoans?

5. Why were the epics of importance to the Greeks of the Dorian period?

CRITICAL THINKING & WRITING

6. DRAWING CONCLUSIONS How did the physical geography of Greece cause Greek-speaking peoples to develop separate, isolated communities?

7. ANALYZING CAUSES Other than the explanation offered in the legend, why do you think the Greeks went to war with Troy?

8. MAKING INFERENCES The Dorian period is often called Greece's Dark Age. Why do you think this is so?

9. WRITING ACTIVITY CULTURAL INTERACTION Write an expository **essay** explaining why the Greek epics and myths are so well known and studied in today's society.

CONNECT TO TODAY **WRITING EXPLANATIONS**

Many names and phrases from this period of Greek history have been absorbed into the English language. Use library resources to find examples, such as *Achilles heel, Homeric,* and *Trojan horse.* Write a brief **explanation** of each example.



2

Warring City-States

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
POWER AND AUTHORITY The growth of city-states in Greece led to the development of several political systems, including democracy.	Many political systems in today's world mirror the varied forms of government that evolved in Greece.	• polis • acropolis • monarchy • aristocracy • oligarchy • tyrant • democracy • helot • phalanx • Persian Wars

SETTING THE STAGE During the Dorian period, Greek civilization experienced decline. However, two things changed life in Greece. First, Dorians and Mycenaeans alike began to identify less with the culture of their ancestors and more with the local area where they lived. Second, by the end of this period, the method of governing areas had changed from tribal or clan control to more formal governments—the city-states.

Rule and Order in Greek City-States

By 750 B.C., the city-state, or **polis**, was the fundamental political unit in ancient Greece. A polis was made up of a city and its surrounding countryside, which included numerous villages. Most city-states controlled between 50 and 500 square miles of territory. They were often home to fewer than 10,000 residents. At the agora, or marketplace, or on a fortified hilltop called an **acropolis** (uh•KRAHP•uh•lihs), citizens gathered to discuss city government.

Greek Political Structures Greek city-states had many different forms of government. (See the chart on page 128.) In some, a single person, called a king, ruled in a government called a **monarchy**. Others adopted an **aristocracy** (AR•ih•STAHK•ruh•see), a government ruled by a small group of noble, landowning families. These very rich families often gained political power after serving in a king's military cavalry. Later, as trade expanded, a new class of wealthy merchants and artisans emerged in some cities. When these groups became dissatisfied with aristocratic rule, they sometimes took power or shared it with the nobility. They formed an **oligarchy**, a government ruled by a few powerful people.

Tyrants Seize Power In many city-states, repeated clashes occurred between rulers and the common people. Powerful individuals, usually nobles or other wealthy citizens, sometimes seized control of the government by appealing to the common people for support. These rulers were called **tyrants**. Unlike today, tyrants generally were not considered harsh and cruel. Rather, they were looked upon as leaders who would work for the interests of the ordinary people. Once in power, for example, tyrants often set up building programs to provide jobs and housing for their supporters.

TAKING NOTES
Following Chronological Order
On a double time line, note the important events in the development of Athens and Sparta.



Athens Builds a Limited Democracy

The idea of representative government also began to take root in some city-states, particularly Athens. Like other city-states, Athens went through power struggles between rich and poor. However, Athenians avoided major political upheavals by making timely reforms. Athenian reformers moved toward **democracy**, rule by the people. In Athens, citizens participated directly in political decision making.

Building Democracy The first step toward democracy came when a nobleman named Draco took power. In 621 B.C., Draco developed a legal code based on the idea that all Athenians, rich and poor, were equal under the law. Draco's code dealt very harshly with criminals, making death the punishment for practically every crime. It also upheld such practices as debt slavery, in which debtors worked as slaves to repay their debts.

Vocabulary
The legal code prepared by Draco was so harsh that the word *draconian* has come to mean "extreme cruelty or severity."

More far-reaching democratic reforms were introduced by Solon (SO•luhn), who came to power in 594 B.C. Stating that no citizen should own another citizen, Solon outlawed debt slavery. He organized all Athenian citizens into four social classes according to wealth. Only members of the top three classes could hold political office. However, all citizens, regardless of class, could participate in the Athenian assembly. Solon also introduced the legal concept that any citizen could bring charges against wrongdoers.

Around 500 B.C., the Athenian leader Cleisthenes (KLYS•thuh•NEEZ) introduced further reforms. He broke up the power of the nobility by organizing citizens into ten groups based on where they lived rather than on their wealth. He also increased the power of the assembly by allowing all citizens to submit laws for debate and passage. Cleisthenes then created the Council of Five Hundred. This body proposed laws and counseled the assembly. Council members were chosen by lot, or at random.

The reforms of Cleisthenes allowed Athenian citizens to participate in a limited democracy. However, citizenship was restricted to a relatively small number of Athenians. Only free adult male property owners born in Athens were considered citizens. Women, slaves, and foreigners were excluded from citizenship and had few rights. A

MAIN IDEA

Contrasting
A How is Athenian democracy different from modern American democracy?

Athenian Education For the most part, only the sons of wealthy families received formal education. Schooling began around the age of seven and largely prepared boys to be good citizens. They studied reading, grammar, poetry, history, mathematics, and music. Because citizens were expected to debate issues in the assembly, boys also received training in logic and public speaking. And since the Greeks believed that it was important to train and develop the body, part of each day

Forms of Government

Monarchy	Aristocracy	Oligarchy	Direct Democracy
• State ruled by a king	• State ruled by nobility	• State ruled by a small group of citizens	• State ruled by its citizens
• Rule is hereditary	• Rule is hereditary and based on family ties, social rank, wealth	• Rule is based on wealth or ability	• Rule is based on citizenship
• Some rulers claim divine right	• Social status and wealth support rulers' authority	• Ruling group controls military	• Majority rule decides vote
• Practiced in Mycenae by 2000 B.C.	• Practiced in Athens prior to 594 B.C.	• Practiced in Sparta by 500 B.C.	• Practiced in Athens by about 500 B.C.

SKILLBUILDER: Interpreting Charts

1. **Summarizing** *Which forms of government feature rule based on wealth or property ownership?*
2. **Clarifying** *In which form of government do citizens have the most power?*

Analyzing Primary Sources

A Husband's Advice

In this excerpt from *The Economist*, the Greek historian Xenophon describes how a husband might respond to his wife's question about how she could remain attractive:

PRIMARY SOURCE

I counseled her to oversee the baking woman as she made the bread; to stand beside the housekeeper as she measured out her stores; to go on tours of inspection to see if all things were in order as they should be. For, as it seemed to me, this would at once be walking exercise and supervision. And, as an excellent gymnastic, I recommended her to knead the dough and roll the paste; to shake the coverlets and make the beds; adding, if she trained herself in exercise of this sort she would enjoy her food, grow vigorous in health, and her complexion would in very truth be lovelier. The very look and aspect of the wife.

XENOPHON, *The Economist,* Book 10 (Translated by H. G. Dakyns)



DOCUMENT-BASED QUESTIONS

1. **Making Inferences** *What is the husband suggesting in his advice to his wife?*
2. **Synthesizing** *How is the husband's advice representative of Athenian attitudes toward women?*

was spent in athletic activities. When they got older, boys went to military school to help them prepare for another important duty of citizenship—defending Athens.

Athenian girls did not attend school. Rather, they were educated at home by their mothers and other female members of the household. They learned about child-rearing, weaving cloth, preparing meals, managing the household, and other skills that helped them become good wives and mothers. Some women were able to take their education farther and learned to read and write. A few even became accomplished writers. Even so, most women had very little to do with Athenian life outside the boundaries of family and home.

Sparta Builds a Military State

Located in the southern part of Greece known as the Peloponnesus (PEHL•uh•puh•NEE•sus), Sparta was nearly cut off from the rest of Greece by the Gulf of Corinth. (See the map on page 121.) In outlook and values, Sparta contrasted sharply with the other city-states, Athens in particular. Instead of a democracy, Sparta built a military state.

Sparta Dominates Messenians Around 725 B.C., Sparta conquered the neighboring region of Messenia and took over the land. The Messenians became **helots** (HEHL•uhts), peasants forced to stay on the land they worked. Each year, the Spartans demanded half of the helots' crops. In about 650 B.C., the Messenians, resentful of the Spartans' harsh rule, revolted. The Spartans, who were outnumbered eight to one, just barely put down the revolt. Shocked at their vulnerability, they dedicated themselves to making Sparta a strong city-state.

INTERACTIVE

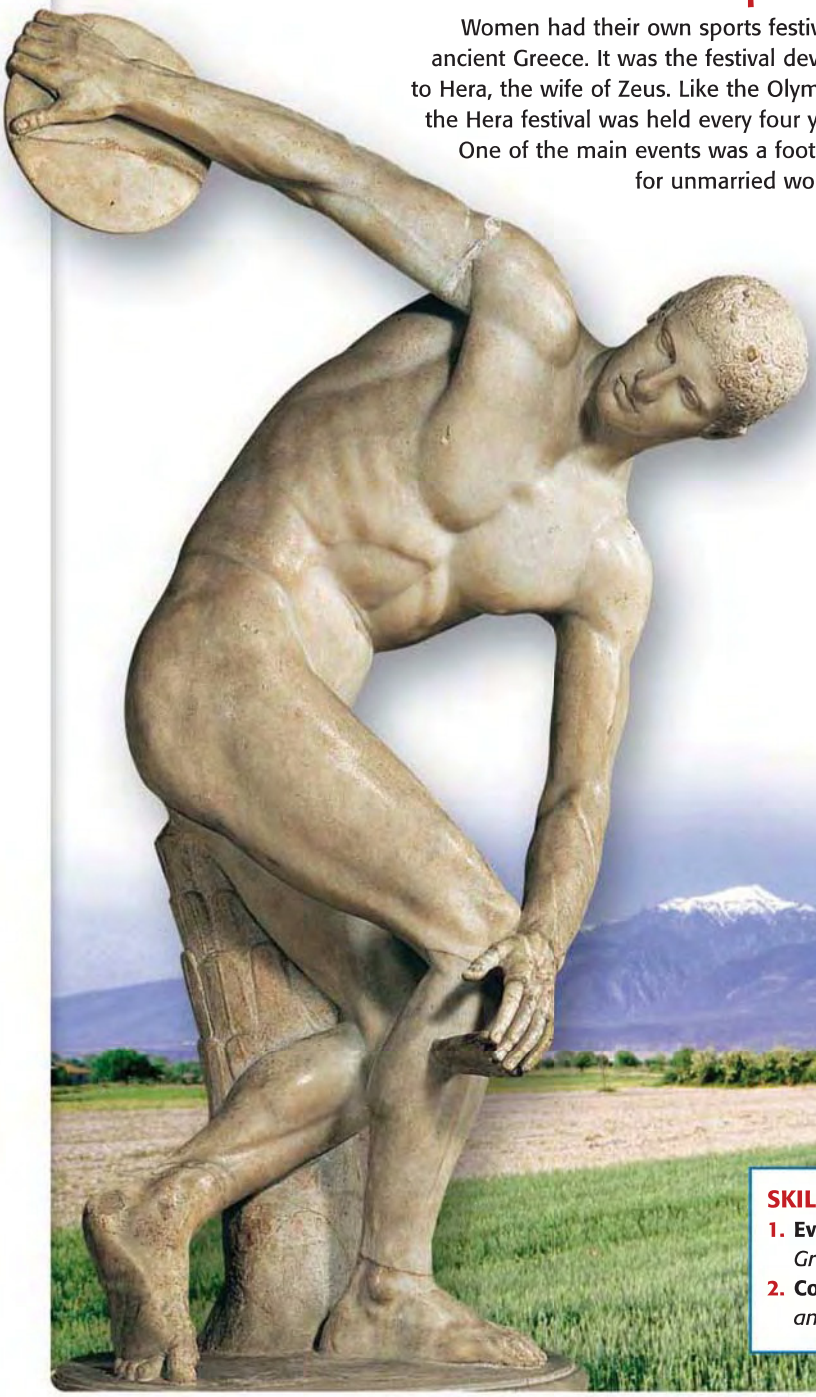
Festivals and Sports

The ancient Greeks believed that strong healthy citizens helped strengthen the city-state. They often included sporting events in the festivals they held to honor their gods. The most famous sports festival was the Olympic games, held every four years. Records of Olympics winners started in 776 B.C. At first, the festival lasted only one day and had only one contest, a race called the stade. Later, many other events were added, including a long-distance race, wrestling, the long jump, the javelin, and the discus throw. The Olympics was expanded to five days in 472 B.C.



Women's Sports ►

Women had their own sports festival in ancient Greece. It was the festival devoted to Hera, the wife of Zeus. Like the Olympics, the Hera festival was held every four years. One of the main events was a foot race for unmarried women.



◄ Discus Thrower

Ancient athletes, such as this discus thrower, would be considered amateurs today because they received no pay for competing. However, they trained rigorously for months at a time. Victors were given lavish gifts and were hailed as heroes. Many athletes competed full-time.

▼ Mount Olympus

The ancient Olympics honored Zeus, the father of all Greek gods and goddesses. According to legend, Zeus hurled a thunderbolt from Mount Olympus at a spot in rural Greece. An altar for Zeus was built on that spot. Eventually, many buildings were erected around the altar. This area was called Olympia and became the site for the Olympic games.

SKILLBUILDER: Interpreting Visual Sources

1. **Evaluating Decisions** *Do you think it was a good decision for the Greeks to add more sporting events to the Olympics? Explain.*
2. **Comparing and Contrasting** *How are today's Olympics similar to and different from the Olympics in ancient Greece?*

Sparta's Government and Society Spartan government had several branches. An assembly, which was composed of all Spartan citizens, elected officials and voted on major issues. The Council of Elders, made up of 30 older citizens, proposed laws on which the assembly voted. Five elected officials carried out the laws passed by the assembly. These men also controlled education and prosecuted court cases. In addition, two kings ruled over Sparta's military forces.

The Spartan social order consisted of several groups. The first were citizens descended from the original inhabitants of the region. This group included the ruling families who owned the land. A second group, noncitizens who were free, worked in commerce and industry. The helots, at the bottom of Spartan society, were little better than slaves. They worked in the fields or as house servants.

Spartan Daily Life From around 600 until 371 B.C., Sparta had the most powerful army in Greece. However, the Spartan people paid a high price for their military supremacy. All forms of individual expression were discouraged. As a result, Spartans did not value the arts, literature, or other artistic and intellectual pursuits. Spartans valued duty, strength, and discipline over freedom, individuality, beauty, and learning. B

MAIN IDEA

Comparing

B How would you compare the ideals of Spartan and Athenian societies?

Since men were expected to serve in the army until the age of 60, their daily life centered on military training. Boys left home when they were 7 and moved into army barracks, where they stayed until they reached the age of 30. They spent their days marching, exercising, and fighting. They undertook these activities in all weathers, wearing only light tunics and no shoes. At night, they slept without blankets on hard benches. Their daily diet consisted of little more than a bowl of coarse black porridge. Those who were not satisfied were encouraged to steal food. Such training produced tough, resourceful soldiers.

Spartan girls also led hardy lives. They received some military training, and they also ran, wrestled, and played sports. Like boys, girls were taught to put service to Sparta above everything—even love of family. A legend says that Spartan women told husbands and sons going to war to "come back *with* your shield or *on* it." As adults, Spartan women had considerable freedom, especially in running the family estates when their husbands were on active military service. Such freedom surprised men from other Greek city-states. This was particularly true of Athens, where women were expected to remain out of sight and quietly raise children.

The Persian Wars

Danger of a helot revolt led Sparta to become a military state. Struggles between rich and poor led Athens to become a democracy. The greatest danger of all—invasion by Persian armies—moved Sparta and Athens alike to their greatest glory.

A New Kind of Army Emerges During the Dorian Age, only the rich could afford bronze spears, shields, breastplates, and chariots. Thus, only the rich served in armies. Iron later replaced bronze in the manufacture of weapons. Harder than bronze, iron was more common and therefore cheaper. Soon, ordinary citizens could afford to arm and defend themselves. The shift from bronze to iron weapons made possible a new kind of army composed not only of the rich but also of merchants, artisans, and small landowners. The foot soldiers of this army, called hoplites, stood side by side, each holding a spear in one hand and a shield in the other. This fearsome formation, or **phalanx** (FAY•LANGKS), became the most powerful fighting force in the ancient world.

Battle at Marathon The **Persian Wars**, between Greece and the Persian Empire, began in Ionia on the coast of Anatolia. (See the map on page 132.) Greeks had long been settled there, but around 546 B.C., the Persians conquered the area. When

Ionian Greeks revolted, Athens sent ships and soldiers to their aid. The Persian king Darius the Great defeated the rebels and then vowed to destroy Athens in revenge.

In 490 B.C., a Persian fleet carried 25,000 men across the Aegean Sea and landed northeast of Athens on a plain called Marathon. There, 10,000 Athenians, neatly arranged in phalanxes, waited for them. Vastly outnumbered, the Greek soldiers charged. The Persians, who wore light armor and lacked training in this kind of land combat, were no match for the disciplined Greek phalanx. After several hours, the Persians fled the battlefield. The Persians lost more than 6,000 men. In contrast, Athenian casualties numbered fewer than 200.

Pheidippides Brings News Though the Athenians won the battle, their city now stood defenseless. According to tradition, army leaders chose a young runner named Pheidippides (fy•DIP•uh•DEEZ) to race back to Athens. He brought news of the Persian defeat so that Athenians would not give up the city without a fight. Dashing the 26 miles from Marathon to Athens, Pheidippides delivered his message, "Rejoice, we conquer." He then collapsed and died. Moving rapidly from Marathon, the Greek army arrived in Athens not long after. When the Persians sailed into the harbor, they found the city heavily defended. They quickly put to sea in retreat.

Thermopylae and Salamis Ten years later, in 480 B.C., Darius the Great's son and successor, Xerxes (ZURK•seez), assembled an enormous invasion force to crush Athens. The Greeks were badly divided. Some city-states agreed to fight the Persians. Others thought it wiser to let Xerxes destroy Athens and return home. Some Greeks even fought on the Persian side. Consequently, Xerxes' army met no resistance as it marched down the eastern coast of Greece.

When Xerxes came to a narrow mountain pass at Thermopylae (thur•MAHP•uh•lee), 7,000 Greeks, including 300 Spartans, blocked his way. Xerxes assumed that his troops would easily push the Greeks aside. However, he underestimated their fighting ability. The Greeks stopped the Persian advance for three days. Only a traitor's informing the Persians about a secret path around the pass ended their brave stand. Fearing defeat, the Spartans held the Persians back while the other Greek forces retreated. The Spartans' valiant sacrifice—all were killed—made a great impression on all Greeks.

Meanwhile, the Athenians debated how best to defend their city. Themistocles, an Athenian leader, convinced them to evacuate the city and fight at sea. They positioned their fleet in a narrow channel near the island of Salamis (SAL•uh•mihs), a few miles southwest of Athens. After setting fire to Athens, Xerxes sent his warships to



GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Movement** *By what routes did the Persians choose to attack Greece? Explain why.*
2. **Location** *Where did most of the battles of the Persian Wars occur? How might their citizens have been affected?*

block both ends of the channel. However, the channel was very narrow, and the Persian ships had difficulty turning. Smaller Greek ships armed with battering rams attacked, puncturing the hulls of many Persian warships. Xerxes watched in horror as more than one-third of his fleet sank. He faced another defeat in 479 B.C., when the Greeks crushed the Persian army at the Battle of Plataea (pluh•TEE•uh). After this major setback, the Persians were always on the defensive.

The following year, several Greek city-states formed an alliance called the Delian (DEE•lee•uhn) League. (The alliance took its name from Delos, the island in the Aegean Sea where it had its headquarters.) League members continued to press the war against the Persians for several more years. In time, they drove the Persians from the territories surrounding Greece and ended the threat of future attacks.

Consequences of the Persian Wars With the Persian threat ended, all the Greek city-states felt a new sense of confidence and freedom. Athens, in particular, basked in the glory of the Persian defeat. During the 470s, Athens emerged as the leader of the Delian League, which had grown to some 200 city-states. Soon thereafter, Athens began to use its power to control the other league members. It moved the league headquarters to Athens, and used military force against members that challenged its authority. In time, these city-states became little more than provinces of a vast Athenian empire. The prestige of victory over the Persians and the wealth of the Athenian empire set the stage for a dazzling burst of creativity in Athens. The city was entering its brief golden age. C

MAIN IDEA

Recognizing Effects

C How did the Persian Wars affect the Greek people, especially the Athenians?

Connect to Today



Modern Marathons

Pheidippides' heroic act in the Persian Wars inspired officials at the first modern Olympic Games—held in Athens in 1896—to add a 26-mile race to their competition. The course of the race ran from Marathon to the Olympic Stadium in Athens.

Today, most of the world's major cities stage marathons every year. Many, like the one held in Boston, attract wheelchair competitors.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create an illustrated history of the marathon. Go to **classzone.com** for your research.

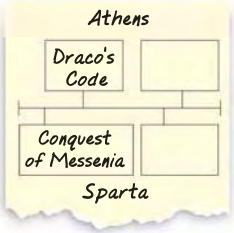
SECTION 2 ASSESSMENT

TERMS & NAMES **1.** For each term or name, write a sentence explaining its significance.

• polis • acropolis • monarchy • aristocracy • oligarchy • tyrant • democracy • helot • phalanx • Persian Wars

USING YOUR NOTES

2. Which of the events on your time line do you think was the most important for life today? Explain.



MAIN IDEAS

3. How does an aristocracy differ from an oligarchy?

4. What contributions did Solon and Cleisthenes make to the development of Athenian democracy?

5. How did Athens benefit from victory in the Persian Wars?

CRITICAL THINKING & WRITING

6. CONTRASTING How was living in Athens different from living in Sparta?

7. MAKING INFERENCES The introduction of cheap iron weapons meant that ordinary Greek citizens could arm themselves. How might the ability to own weapons change the outlook of ordinary citizens?

8. ANALYZING MOTIVES Why were the Spartan soldiers willing to sacrifice themselves at Thermopylae?

9. WRITING ACTIVITY POWER AND AUTHORITY Write a brief political **monologue** about democracy from an Athenian slave's point of view.

INTEGRATED TECHNOLOGY **INTERNET ACTIVITY**

New England town meetings are similar to the kind of democracy practiced in Ancient Greece. Use the Internet to find information on the town meeting. Present your findings to the class in a brief **oral report.**

INTERNET KEYWORD
town meeting