

ATHENS VS. SPARTA

Mark It on the Map

Hang a world map on the wall. Have students locate Greece and Turkey on the map and measure the distance between the two countries both by land and by sea. Then have them turn to page 4 and carefully note the places marked on the two maps. As they read through the issue, have them locate each site on the world map when it is mentioned.

Vocabulary

democracy	ostracism
agora	stoa
monarchy	philosopher
oligarchy	trireme
helot	

Introduction

Have students read "Message From the Editors" on pages 2–3 and discuss what they already know about ancient Greece. Ask them to name famous ancient Greeks whom they have studied or with whom they are familiar and tell the major achievements of each.

Questions for Discussion

- What changes did Solon make in the government of Athens?
- Whose reforms are credited as being the basis for democracy? What were these reforms?
- How did ostracism work in ancient Athens? Explain the reasons for it and the process.
- What is a direct democracy?
- How did the jury system work in ancient Athens, and who could be a juror?
- Why did the Spartans fear the helots?
- When was the Golden Age of Greece, and what does this phrase mean?
- What was the Delian League, and how did it contribute to Athens' rise to power and prominence?
- What caused the Peloponnesian War, and who won?

Writing Workout

Students may complete one or both of the following activities:

- Pretend you were at the Battle of Thermopylae and a magic mist made you invisible. Write an eyewitness account of Leonidas' last stand.
- If you had the opportunity to meet Alkibiades and ask him about his loyalty and his actions, what questions would you ask? What do you think his responses might be?

Viewpoints

Perikles believed that those who purposefully do not take an active part in their city's government are worthless. Ask students whether they agree and have them explain their answers.

Then and Now

The government of Athens was a direct democracy. The U.S. government is an indirect democracy. Ask students these related questions: What does this mean? Could the U.S. government be a direct democracy? Why or why not?

Get Into Art

Students may complete one or both of the following activities:

- Design a fitting memorial to the brave Greeks who died at Thermopylae. Accompany your design with a written explanation of its significance and where you think it should stand.
- Create a poster that shows U.S. buildings and monuments whose style imitates that of the ancient Greek temples. Use buildings in your own city or in the capital of your state. Label each building and include the approximate date the building was built.

Class Projects

- ➔ Plan a debate during which speakers will be timed using a water clock they have designed themselves. First ask students to design a simple water clock using a container that will allow water to drip slowly into another container. Before using the water clock in the debate, have students decide how much time each speaker will have and then do a trial run of the clock by measuring how much water must drop into the second container to equal the amount of time the students have decided to give each debater. Proceed with the debate. Divide the class into two groups, with a spokesperson for each group. A good debate question might be “Democracy is a better form of government than oligarchy.” Have each group plan an opening statement (three minutes might be a good time), a presentation of their case (seven to ten minutes), and a rebuttal (five minutes). After the debate, let students add any comments they feel appropriate. Also ask students how they felt about being timed by a water clock.
- ➔ Divide the class into groups and have each draw a scene from Athena’s life, including the Panathenaic Festival. Make a collage with the drawings and hang it in the classroom.

Research Project

Plagues have killed millions of people through the centuries. Have students research what causes most plagues and identify plagues that have occurred in recent years. Make sure they include when, where, why, and the effects.

Words With a Past

Have students turn to page 15 and read the origin of the expression “Beware a wolf in sheep’s clothing.” Then have them write a brief story using this expression as the title.

Literature Enrichment

Get one or more of the works mentioned on page 33 and read it to the class. Encourage discussion of the work.

Film Enrichment

After reading “The Trireme Is Back!” and “The Great Trireme Race” on pages 36–40 as a class, watch the video *The Athenian Trireme*, recommended on page 47.

Just for Fun

Have students read “Prepare an Ancient Greek Meal” on pages 30–31. Figure out how to expand the recipe to feed the class. Substitute cans of tuna fish for the fresh fish. Ask students to volunteer to bring in the various ingredients. Prepare and serve the meal at lunchtime. Do as the ancient Greeks — use only spoons and knives, and use slices of bread as napkins.

Follow These Footsteps

Draco	Pheidias	Solon
Euripides	Cleisthenes	Aeschylus
Plutarch	Sophocles	Perikles
Isokrates	Demosthenes	Aristophanes
Lycurgus	Socrates	Xerxes
Plato	Leonidas	Alkibiades
Ephialtes	John Morrison	Darius
John Coates	Iktinos	Paul Lipke