

1 **Document 1: Citizenship and Government in Athens**

2 Excerpted from: "Athens and Sparta Overview." World History: Ancient and
3 Medieval Eras, ABC-CLIO, 2014.

4 From the year 594 BCE, a single executive and a group of **nobles** jointly
5 governed Athens. There was also the Ecclesia, or Athenian Assembly, which
6 represented all four classes of citizens (determined by wealth), voted on
7 policy, and served as a **court**. In addition, the Council of Four Hundred took
8 care of the daily business of the city.

9 Only men who were considered citizens could participate in Athenian politics.
10 Originally, Athenian citizens had to be able to trace their ancestors back to the
11 founding of the city. Beginning in 508 BCE, however, a ruler named
12 Cleisthenes of Athens changed the definition of citizen to any free man living
13 in the city, regardless of ancestry. He also formed a new Council of Five
14 Hundred, whose members were chosen by lottery, and gave more power to the
15 Ecclesia. That form of democracy remained in place in Athens until the time
16 of Pericles, the city's leading statesman and military general, who governed
17 from 462 to 429 BCE.

18
19 **Culture and Society in Athens**

20 Residents of Athens fell into several social classes: citizens (adult men),
21 freemen (women and foreigners), and slaves. Women were generally expected
22 to stay indoors and manage the household and its slaves, although they were
23 allowed to visit in each other's homes and attend special events like festivals,
24 weddings, and the theater. Servants or slaves did most of the daily work but
25 were generally treated kindly. If the family was especially poor, a wife might
26 work in the field or workshop alongside her husband.

27
28 Besides being head of his family, a citizen of Athens was expected to
29 participate in politics by attending meetings of the Ecclesia and serving as a
30 juror in the courts. Men also spent a lot of time in the agora, which was a
31 place to trade goods and discuss politics. Besides socializing there and
32 attending parties and banquets, citizens participated in religious festivals and
33 athletic events. They also attended plays, discussion groups, poetry readings,
34 and lectures. Most Athenians wore fashionable clothes and hairstyles.

35
36 Athenians believed that it was important for men to be well educated both
37 physically and mentally. Boys went to school from the age of seven to either
38 14 or 18. At school, they learned to read and write, studied music and Greek
39 legends, and participated in wrestling and other sports. For young men
40 interested in philosophy, **rhetoric**, and other subjects, there were teachers of
41 higher education like Plato, who founded his Academy ca. 387 BCE, and
42 Aristotle, who founded his Lyceum in 335 BCE. Besides learning how to
43 manage a home, women weren't expected to get an education, but some
44 wealthy families hired tutors for their daughters.

leader
law-making group
rules, laws and
procedures

family

random choice

45 **Document 2: The “Antithetical” Spartan Family**

46 Excerpted From: "Athenian and Spartan Families: The "Antithetical" Spartan
47 Family." *World History: Ancient and Medieval Eras*. ABC-CLIO, 2013.

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50 The Greek household (*oikos* or *oikia*) typically comprised an **extended** rather
51 than **nuclear family**, frequently with three **generations** living under one roof:
52 the grandparents, the father and mother, their sons and unmarried daughters,
53 their sons' wives and children, and the slaves. Quite commonly, therefore,
54 there would have been about 10 people living under one roof, often, one
55 suspects, in rather **cramped quarters**. Only very trusted slaves would have
56 lived in **proximity** to their masters or mistresses. Although we know next to
57 nothing about slaves' living quarters, it is likely that most families domiciled
58 them in a separate building, perhaps in some cases in a stall shared by
59 **livestock**.

60 The **overriding** duty of an Athenian wife was to provide her husband with
61 **offspring**, preferably boys, to ensure that his household did not die out. In
62 addition to the pressure to **conceive** that came from the husband and the
63 husband's family, there would also have been pressure from **society** at large,
64 because every Greek community expected its citizens to **beget** legitimate
65 children in order to keep the population at parity. Because of the high level of
66 infant **mortality**, it is estimated that each married couple would have had to
67 produce four or five children to achieve this **modest** target. Women spent
68 most of their time at home. When a respectable woman went out of doors, she
69 **rarely** did so **unaccompanied**, if only for her safety's sake.

70

71 All that we know about the Spartans suggests that their way of life was
72 ideologically antithetical to that of most other Greek communities—so much
73 so that Herodotus in his history treats them as something of an ethnographical
74 **oddy**. The Spartans were antithetical to other Greeks **foremost** in the fact
75 that the needs of the family were subordinated to the requirements of the
76 state.

77

78 From birth onward, the **obligation** to the state **overrode** not only any duty to
79 the family but also one's right to life, in that Spartans practiced the compulsory
80 **exposure** of newborn males in the case of those **deemed unfit** for **rearing**.
81 Plutarch, in his *Life of Lycurgus*, writing around the beginning of the second
82 century CE, tells us that the father was required to present his offspring to the
83 elders of the tribes for inspection. Then, "If the child was strong and **lusty**, the
84 elders ordered him to raise it; if it was not, he had to expose it at a chasm-like
85 place called Apothetai (Place of Exposure)."

86

87 The Spartan home was hardly a home in our sense of the word, because
88 children spent most of their time with their peers. Even the first years of a
89 boy's life were not completely free of discipline, as Plutarch goes on to tell us:
90 "Spartan nurses taught Spartan babies to avoid any fussiness in their diet, not

housed

children of married
parents; stable

opposed in beliefs
cultural

under the authority
of

mandatory or
expected

91 to be afraid of the dark, not to cry or scream, and not to throw any other kind
92 of **tantrum**."

93
94 At the age of six, boys were removed from the care of their parents and
95 subjected to a tough system of state education known as the *agoge*, or
96 training. The aim of the *agoge* was to **instill obedience, discipline, and**
97 **resourcefulness**. It probably had the further consequence of turning the child
98 first into a brat, then into a bully. Boys were divided into packs and placed
99 under the general control of an educational director known as a *paidonomos*.
100 At about the age of 12, a Spartan boy became a *meirakion* or youth. He lived
101 in **barracks** and was kept on a minimal diet, the expectation being that he
102 would supplement it by stealing. When a youth reached the age of 16 (or
103 possibly 18), he became a member of the *krypteia*. This, as its name from the
104 Greek verb *krypto*, meaning "conceal," indicates, was a kind of secret police
105 force. During this period, the youth lived out in the wild and had to **fend** for
106 himself. At the age of about 20, a Spartan youth's education came to an end.
107 He was now **liable** for military service, though he did not yet possess full
108 rights of citizenship. Even now, however, he was still required to lead a
109 **communal** life, eating with his peers and sleeping in army barracks. Only
110 occasionally would he be allowed to sleep with his wife. Even on his wedding
111 night, a Spartan **bridegroom** was permitted to spend only a short time with
112 his bride and was required to return to his army barracks before dawn.

113
114 On reaching age 30, a Spartan finally became a full citizen, the word for
115 which is *homoios*, meaning one who is equal. He now enjoyed something
116 **resembling** a regular home life, though he was still required to take a number
117 of his meals away from home. **Qualification** for Spartan citizenship, in fact,
118 depended on membership in a *syssition*, or dining club. He was now a
119 professional soldier, owning an exclusive obligation to the state. Only when
120 he reached age 60 was a Spartan man finally released from military
121 obligations, though, like many other retired servicemen, he probably
122 continued to feel as much at home in the army as he did at home.

123
124 Although Spartan home life was extremely restricted, women enjoyed a
125 number of **privileges** that were denied their counterparts in other parts of the
126 Greek world. In particular, girls were allowed to mix freely with boys. They
127 also underwent an intensive physical training program, which included
128 running, discus and javelin throwing, and wrestling. The purpose of this
129 training program was to ensure that they became fit and healthy breeders of
130 Spartan babies. Another unusual feature of Spartan society is that women
131 were permitted to own property, which was not the case in Athens. In fact,
132 given the dearth of Spartan citizens by the fourth century, it may well have
133 been the case that, over time, a great deal of landed property passed into the
134 hands of women.

lack of

Teacher's Guide

Name of Text: Document 1: Athens and Sparta Overview

Excerpted from: "Athens and Sparta Overview." World History: Ancient and Medieval Eras, ABC-CLIO, 2014

Names of the Question Composers: Jennifer Chandler and Jennifer Dedmon

CCSS (for both texts): RHST.6-8.1, RHST.6-8.2, RHST.6-8.3; WHST.6-8.2, WHST.6-8.4, WHST.6-8.9; SL.6.1; L.6.1, L.6.2

Text Dependent Questions	Teacher Notes and Possible Textual Evidence For Student Answers
Which Greek community is discussed in this article?	
According to lines 9-17, how did Athenians determine who could participate in political decision-making/government?	Line 9 men Line 12-13 any freeman living in the city Lines 14-15 members of the Council of Four Hundred, chosen by lottery
Give examples of how Athenians contributed to the success of the state of "Athens" as a whole.	
Athenian society was based on a democracy of informed citizens. What evidence from the reading supports this idea?	Line 36 men should be well-educated Line 30-31 men were expected to discuss politics Line 6-7 expected to vote on policy Line 8 expected to take care of the daily business of the city
What privileges did Athenian citizens enjoy?	Line 29 attending the meetings of the Ecclesia Line 29-30 serving as a juror Line 7 serving on a court Line 32 attending religious festivals/athletic events Line 33 attending plays, poetry, lectures, etc.

Text Dependent Questions

Teacher Notes and Possible Textual Evidence For Student Answers

Create a "T-Chart" listing things that women could and could not do in Athenian society.

Could

Line 22 do things indoors, manage household/slaves

Line 23 visit homes, attend special events

Line 25-26 if poor, work in fields or alongside husband

Line 44 daughters of the wealthy were tutored

Could not

Line 20 be considered citizens

Lines 28-29 participate in politics or the court

Line 36 expect to be well educated

Name of Text: Document 2: The “Antithetical” Spartan Family

Excerpted From: "Athenian and Spartan Families: The "Antithetical" Spartan Family." World History: Ancient and Medieval Eras. ABC-CLIO, 2013.

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Question Composers: Marcia Motter and Temoca Dixon

Teacher Note: There are many Tier 2 vocabulary words in the third paragraph. These words may be taught separately focusing vocabulary instruction on roots, prefixes, and suffixes.

Text Dependent Questions	Teacher Notes and Possible Textual Evidence For Student Answers
Which Greek communities are being discussed in this article?	Athenian and Spartan (Line 46 the title) The Greek household... (Line 50) Paragraphs 2 and 3 discuss both the Athenians and the Spartans <i>Students should know that the Greeks were made up of various communities and cultures. The Spartans were very different from other Greek communities.</i>
What is the difference between an extended family and a nuclear family?	An extended family has more than one generation of that family living together under one roof. For the Greeks, there could be up to 3 generations living together in one household. Up to 10 people could be living together in one house. (Lines 50-55) A nuclear family is the opposite of an extended family. A nuclear family is a mother, father and their children. <i>This article discusses Greek families. Students should know the basic foundation for a Greek family.</i>
What was the primary responsibility of an Athenian wife? Why is this responsibility important to Greek culture?	The primary responsibility for an Athenian wife was to provide her husband with children, primarily- healthy boys. This would ensure that the family name would continue. Many children died during this time period, so married couples needed to have at least 4-5 children to have a few healthy, surviving children. Also, the goal was to keep the population at a certain level or rate to ensure the prosperity of the Athenians. (Lines 60-69) <i>The goal of the Athenians when it came to having children, especially boys was different from that of the Spartans. Athenians wanted to secure the family name and the prosperity of their community. The Spartans were interested in raising strong, healthy boys that would be raised in a military tradition. They were boys that would be groomed for a lifetime of military service to Sparta.</i>

Text Dependent Questions

Teacher Notes and Possible Textual Evidence
For Student Answers

<p>Give examples of how Spartans contributed to the success of the state “Sparta” as a whole.</p>	<p>Spartans had an obligation to the state that overrode any duty to their family and to themselves, including their right to life. This started with newborn males. If the child was strong and healthy it would be allowed to be raised in a Spartan family. (Lines 78-85) Children spent most of their time with their peers, away from their families. There are many examples of this in lines 87-122. <i>The way of life for a Spartan was about the success of the state. It started from birth. Only the healthy were allowed to live and to help the community prosper. Their entire lives were devoted to the success of the state of Sparta.</i></p>
<p>Spartan society was based on a military system and values. How were Spartan boys prepared for this way of life?</p>	<p>Spartan boys were prepared for this from the very beginning. As small children they were taught not to complain and show emotion. (Lines 94-97) At the age of 6, Spartan boys were sent to a military type of school. They were taught to be tough. Their lifestyle was about being resourceful and taught the boys how to fend for themselves. This training prepared them for their life in the military when they turned 20. (Lines 106-112) <i>Everything in a Spartan boy’s life prepared him for his life in the military. He was trained at an early age how to survive and to fend for himself. He was raised in a “pack” mentality. He did not have moral values according to today’s societal standards. His did not live for himself. He was part of a community and raised to be ready to contribute to that community.</i></p>
<p>What privileges were Spartan women allowed that other Greek women were denied?</p>	<p>Spartan girls were allowed to mix freely with boys. They also underwent an intensive physical training program. This training would ensure that the women were strong and healthy. (Lines 126-130) Spartan women were allowed to own property. (Lines 130-134) An Athenian woman had to stay home most of the time and couldn't leave by herself (Lines 67-69.) Athenian women were expected to just have children (lines 60-61) <i>Spartan women were given certain rights that Athenians did not have. Their life was also based on contributing to the greater good of the state of Sparta. Women did this by being physically fit so they could create strong, healthy children.</i></p>

Vocabulary

These words merit <u>LESS</u> time and attention (They are concrete and easy to explain, or describe events/ processes/ideas/concepts/experiences that are familiar to your students.)			These words merit <u>MORE</u> time and attention (They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with.)		
Line #	Word	Definition	Line #	Word	Definition
4	Nobles	People from the upper-class	63	Society	People in general though of as living together in organized communities with shared laws, traditions, and values; the people of a particular country area, time, etc., thought of especially as an organized community
7	Court	A place where legal cases are heard and decisions are made	78	Obligation	Something that someone should or should not do because of law or moral principle; duty
40	Rhetoric	The ability to use speech and writing to influence or persuade one's audience	80	Exposure	Public display for judgment
50	Extended family	A large group of relatives, beyond father, mother and children, that live together	96	Obedience	The act or practice of obeying
51	Nuclear family	A self-contained unit consisting of a father and mother and their children living together in one household.	96	Discipline	Training of the body or mind to behave in a certain way
51	Generation	The entire group of people who were born around the same time	97	Resourcefulness	The ability to deal with difficult situations quickly and creatively
55	Cramped	Lacking room or space	107	Liable	Held responsible by law
55	Quarters	Living or sleeping accommodations	109	Communal	Used or owned by all members of a group or community
56	Proximity	Closeness			
59	Livestock	Cows, horses, sheep, or other animals raised or kept on a farm or ranch.			

60	Overriding	Most important			
61	Offspring	Children			
62	Conceive	To give birth to			
64	Beget	Cause to begin life			
65	Mortality	Death rate			
67	Modest	Moderate in amount, size or value			
69	Rarely	Not often			
69	Unaccompanied	Alone			
74	Oddity	A strange or unusual thing, person or event			
74	Foremost	First in importance			
78	Override	To be more important than and take priority over something else			
80	Deemed	Considered; judged			
80	Unfit	Not suitable; unqualified			
80	Rear(ing)	To raise to adulthood			
83	Lusty	In extremely good physical health, especially possessing great stamina and strength			
92	Tantrum	A violent, noisy outburst			
96	Instill	to impress ideas, principles, or teachings gradually on somebody's mind			
101	Barracks	A building where soldiers live			
105	Fend	To try to provide for one's needs			
111	Bridegroom	A man who is about to be married			
116	Resembling	To be similar to			
117	Qualification	Something that makes a person fit for an activity or job			
125	Privileges	A right			

Writing Task:

How was the life of a Spartan different from that of an Athenian? Answer the question in one paragraph, citing 3 pieces of evidence and reasoning from the text to support your answer. Cite the evidence correctly by using line numbers (i.e., Lines 3-4) at the end of the sentence. Connect the evidence to the claim with reasoning that explains the evidence.

In their writing students should:

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, and quotations
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
- Establish and maintain a formal style and objective tone
- Provide a concluding statement that follows from and supports the information or explanation presented
- Quotations are cited correctly using line numbers from the text (Lines 8-9) at the end of the quote.

A sample answer may include:

- The life of a Spartan is different from the life of an Athenian.
- For the Spartan, their life was devoted to the state. This was their main responsibility, even over the right to live their own life and to their family duties. (Lines 32-33) This was different for the Spartan because their culture was communal and based on the state or military. It was about the continued success of Spartan society by raising young men who would be ready to go into military service. (Evidence and reasoning)
- Since in Greece, families lived “frequently with three generations living under one roof” (line 7), Spartan children being raised with their peers is quite different.
- For the Athenian woman, her “overriding duty of an Athenian wife was to provide her husband with offspring, preferably boys, to ensure that his household did not die out.” (lines 15 & 16)
- In Sparta, “girls were allowed to mix freely with boys,” (line 78) as opposed to Athens were women “... spent most of their time at home. When a respectable woman went out of doors, she rarely did so unaccompanied, if only for her safety's sake.” (line 22 - 24) One must assume girls would be treated the same as women.

Athens and Sparta Graphic Organizer

Use this to organize your learning from both readings.

ATHENS

SPARTA

