

SPARTA AND ATHENS
CHAPTER 9: SECTION 2

I. THE BIG IDEA

The two most powerful city-states in Greece, Sparta and Athens, had very different cultures and became bitter enemies in the 400s BCE.

II. THE MAIN IDEAS

- a. **The Spartans built a military society to provide security and protection.**
- b. **The Athenians admired the mind and the arts in addition to physical abilities.**
- c. **Sparta and Athens fought over who should have power and influence in Greece.**

III. SPARTA

a. **Spartans Build Military Society**

- i. Social system created 900 – 600 BCE by **Lycurgus** (ly-KUHR-guhs) after slave revolt.
- ii. To prevent rebellion, role of military gained strength to provide security and protection

b. **Gender Roles in Daily Life:**

Age 7-12: values → 12-18: physical → 18-20: military → 20-30: service → 30: full citizenship

Boys and Men in Sparta	Girls and Women in Sparta
<p>infancy</p> <ul style="list-style-type: none"> - Gov't officials determined health of babies. - "Unhealthy" babies were taken out of Sparta and left for dead. 	<p>rights</p> <ul style="list-style-type: none"> - More rights than other Greek women, fewer than men (land, ran home) - Weaving was considered slave labor
<p>childhood</p> <ul style="list-style-type: none"> - Soldier training from an early age (7) - Strength and endurance training - Stealth/larceny allowed → whipped if caught. - Courage and strength prized. 	<p>daily life</p> <ul style="list-style-type: none"> - Took care of household when men were away - Expected to be strong, athletic, and disciplined
<p>adulthood</p> <ul style="list-style-type: none"> - Men lived in barracks - Remained in army until age 60 - Self-discipline and obedience prized - Luxuries = weakness 	<p>training</p> <ul style="list-style-type: none"> - Physical training: run, jump, wrestle, throw javelins - Believed training would help women bare strong children

c. **Government**

- i. Ruled by 2 kings who led army
- ii. Elected officials held more power than the kings: ran day-to-day activity and diplomacy
- iii. Government meant to control **helots**, slave laborers who grew crops and lived miserably. Although they greatly outnumbered citizens, no slave uprising out of fear of army.

IV. ATHENS

a. Athenians Admire the Mind

- i. Athens = Sparta's main rival in Greece. Both were powerful forces in Persian Wars.
- ii. Life in Athens = different than Sparta. Athenians valued education, philosophy and art.

b. Gender Roles in Daily Life

Wealthy boys received education. Poor boys and girls received little or no education.

Boys and Men in Athens	Girls and Women in Athens
<p>childhood</p> <ul style="list-style-type: none">- Improved body and mind.- Training = less harsh than Spartan. <p>Learned to run, jump, fight</p> <ul style="list-style-type: none">- Skills: read, write, count, sing, play musical instrument, studied history and literature.- Private tutors: philosophy, geometry, astronomy, public speaking <p>adulthood</p> <p>Served in army for 2 years/in war or assembly</p>	<p>education</p> <ul style="list-style-type: none">- Most Athenian men did not believe girls needed an education- Private tutors taught some how to read and write.- Most girls only learned household tasks: weaving and sewing <p>restrictions: women could NOT</p> <ul style="list-style-type: none">• Serve in government as members of assemblies or juries• Leave their homes unless it was a special occasion• Buy anything or own property• Disobey their husbands or fathers

V. SPARTA and ATHENS Fight

Allies during the Persian Wars: Spartans (land) and Athenians (sea). Navy became more influential so Athens held more power in Greece than Sparta → problematic.

a. Athenian Power

- i. After Persian Wars ended in 480 BCE, city-states formed an **alliance** to punish the Persians and protect trade in the Aegean Sea.
- ii. To fund the alliance, city-states gave money stored on island of Delos. Historians call the alliance, the **Delian League** today.
- iii. Athenians started to treat other city-states as subjects: forced cities to join, didn't allow cities to leave, used funds to pay for buildings in Athens.
- iv. Delian League → Athenian EMPIRE

b. The Peloponnesian War

- i. In southern Greece, city-states formed their own alliance called the **Peloponnesian League** after the peninsula, Peloponnesus.
- ii. To stop the spread of the Athenian Empire, Sparta declared war! 431 BCE: Spartan Army surrounds Athens. Athenians remain in city; Spartans burn crops.
- iii. Athenian navy escorts merchant ships with plenty of food and then attacks Spartan allies forcing Sparta to send troops to defend. Disease sweeps through Athens killing thousands.
- iv. War continues for 10 years, truce happens, Athens kept empire, Spartans return home

- v. 415 BCE: Athens tries to expand empire by attacking Sicily. Sicilians defeat Athenian army and destroy most of the navy. Spartans attack Athens in its weakened state and cut off food supply.
 - vi. 404 BCE: Athenians surrender to Sparta. Peloponnesian War ends.
- c. **Fighting Among the City-States**
- i. Sparta becomes most powerful city-state in Greece
 - ii. Sparta controls most of Greece for 30 years → resentment → war
 - iii. Infighting → power shifts from city-state to city-state
 - iv. Overall, Greece weakens and becomes vulnerable to attack.

ALEXANDER THE GREAT CHAPTER 9: SECTION 3

I. THE BIG IDEA

Alexander the Great built a huge empire and helped spread Greek culture into Egypt and Asia.

II. THE MAIN IDEAS

- a. **Macedonia conquered Greece in the 300s BCE**
- b. **Alexander the Great's empire united much of Europe, Asia, and Egypt**
- c. **The Hellenistic Kingdoms formed from Alexander's empire blended Greek and other cultures.**

III. Macedonia Conquers Greece

- a. Alexander's father, **Phillip II**, set his sights on Greece. Unlike the Persian Wars, Greek city-states were in no mood to work together so they were easily defeated.
- b. Phillip used and improved Greek fighting methods, such as the **phalanx**, by arming soldiers with longer spears. Cavalry and archers provided support.
- c. Phillip planned to head to Persia next, but he was murdered at his daughter's wedding in 336 BCE, and his throne passed to **Alexander** (soon-to-be Great).

IV. Alexander Builds an Empire and Dies

- a. When Phillip died, Greek rebelled. At 20 years old, Alexander quickly squashed the rebellion in Thebes and enslaved its people.
- b. 334 BCE: Alexander the Great's forces, though outnumbered, won against Persia
- c. Route of conquest: Macedonia (Greece) → Asia Minor (Turkey) → Egypt
*crowned pharaoh → Syria → Babylon (Iraq) → Persepolis (Persia/Iran) → Kabul (Afghanistan) → Indus River (India) *soldiers had enough! → back to Persia → Babylon *got sick and died at 33. → Egypt for burial in gold coffin.
- d. Alexander spread Greek culture: founded cities and modeled them after Greek cities, named them after himself, and built Greek temples and theaters. Encouraged Greeks to move to his new cities → spread Greek language art, literature, and science.
- e. Alexander also encouraged conquered peoples to maintain their own customs and traditions → mild rule → blended culture. Because the new culture was not entirely Greek, it became known as **Hellenistic**, or Greek-like.
- f. With no obvious heir, Alexander Empire split into 3 sections: Macedonia, Syria, and Egypt. They became known as the **Hellenistic Kingdoms**.