

Magnetic Debate: Athens vs. Sparta

STANDARDS

I. Culture

- b. Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- c. Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.
- d. Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.

IV. Individual Development and Identity

- h. Work independently and cooperatively to accomplish goals.

V. Individuals, Groups, and Institutions

- a. Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.
- g. Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

VI. Power, Authority, and Governance

- a. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

X. Civic Ideals and Practices

- b. Identify and interpret sources and examples of the rights and responsibilities of citizens.
- c. Locate, access, analyze, organize, and apply information about selected public issues—recognizing and explaining multiple points of views.
- e. Explain and analyze various forms of citizen action that influence public policy decisions.

Background Information

Undoubtedly, when the Athenians actively supported the Ionian city-states of Asia Minor in their rebellion against the Medes (Persians), they precipitated the events that resulted in the invasion of Greece by the Persian Empire. Otherwise, Darius or Xerxes, the great Persian kings, probably would not have bothered with what they perceived as a minor backwater culture and civilization that was scattered among the isolated scrubby valleys, ridges, and wind-swept mountains of the Balkan Peninsula. Yet the Athenians did give aid and assistance to their fellow Greeks and, inadvertently, issued a challenge that the great Persian rulers could not ignore.

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Background Information *(cont.)*

Throughout the great wars against Persia during the fifth century B.C., Athens and Sparta had been allies with the other Greek city-states and successfully turned back the invasions of Darius and Xerxes. For more than 300 years, Sparta was the greatest land power among the Greek city-states and exerted a tremendous influence over all of the Hellenes. Yet, the great victory at Marathon belonged to Athenian hoplites (infantry) and phalanx (formation of soldiers). And when the Persians came the second time bent on the destruction of the Greeks, the Athenians annihilated the Persian fleet at Salamis while the Spartans crushed them on the battlefield at Plataea.

The histories of the Persian wars as set down by Herodotus provide a remarkable account, for the narrative clearly indicates how Sparta and Athens aligned together to turn back the invader. The bravery of King Leonidas at Thermopylae, where he and his 300 Spartans made their stand to delay the Persian advance and died to the last man, was as great a sacrifice as any made by the other Greeks, including the Athenians who had to abandon their city and see it torched and destroyed. Yet, within a generation, both Athens and Sparta were locked in a war that would last 30 years and spell the end of Athenian power and its empire.

Following the Persian wars, the Athenians had attained supremacy as the greatest naval power among the Hellenes. Soon after, Athens rapidly developed into a powerful commercial empire, and tension, based to a great degree on fear, envy and jealousy, made Sparta an enemy. The Delian League, the cornerstone of the Athenian Empire, had numerous city-states aligned with Athens. Those who resented Athenian greatness and power, and were mistrustful of the wealth accumulated in the treasure house on the island of Delos, were drawn to Sparta. While these were some of the apparent reasons for the conflict that soon erupted between Athens and Sparta, other issues existed. Another primary reason for the conflict centered on the differences arising between them. Here were two city-states with less than 150 miles (241 km) separating them who evolved into two wholly different communities, societies, and political systems that were worlds apart.

The Peloponnesian War involved not only the poleis of Sparta and Athens, but their allied city-states. Argos was a polis that was literally nestled smack in the middle, in the region of the northern Peloponnesus and close to the isthmus separating the two major contending powers. The citizens of Argos were compelled to make a difficult choice; would they take sides with Athens, the possessors of the great wealth of the Delian League and the mightiest fleet of triremes? Or, would they align themselves with the Spartans, who were the greatest land power among the Greeks with the most feared phalanx?

Magnetic Debate: Athens vs. Sparta

Simulation Three: The Magnetic Debate

In order to prepare for this activity, students will first compare and contrast the quality of life and the role of the citizen in both Athens and Sparta, to determine the best and finest attributes of each of the city-states. Students will be assigned different roles, some taking on the task of an advocate for the Athenian or the Spartan side, others forming an interrogation committee of citizens from the polis of Argos. Through the magnetic debate forum, students will deliver persuasive speeches and try to convince the citizens from Argos to take their side. Students who role-play the Argives will have to decide if they want to secure an alliance with either Athens or Sparta.

Materials

- one roll of masking tape
- two packages of index cards

Student Handbook: Athenian Envoy Speaks to the Argives on the Eve of the War (page EA-18 or EB-18) and Spartan Envoy Speaks to the Argives on the Eve of the War (page EA-19 or EB-19)

Overhead Section: The Peloponnesian War and The Peloponnesian War: Navy vs. Infantry

Reproducibles Section: Magnetic Debate Between Athens and Sparta Chart (page H-61)

Establish workstations that you will use in the classroom, housing trade books, journals, magazines, etc., on the life of Ancient Greece. If room allows, one can be designated for Athenian life, whereas the other workstation would be designated for Spartan life.

Students will be asked to bring a sheet to school to simulate a toga-like garment. Encourage them to bring other items to enhance their appearance.

A box of large safety pins is needed to help them put the toga-like garment over their clothing.

Diagram



Magnetic Debate: Athens vs. Sparta

Simulation Three: The Magnetic Debate (cont.)

Preparation for the Magnetic Debate (cont.)

1. The teacher divides the class into cooperative groups of four students each, with one extra group consisting of 5 students. If the class size is over 30 students, then the extra group should consist of 7 students. This larger group will be assigned to the citizens of Argos called the Argives and must be an odd number. It is their job to thoroughly compare and contrast the two different points of view in order to determine the proper fate of their city-state. They want to make sure that they have enough information in order to determine whether they will align themselves with Athens or with Sparta.
2. Assign one group of four students to sit on the interrogation committee. Once again, if the class size is over 30, then have two groups sit on the interrogation committee.
3. The rest of the cooperative groups are divided evenly; one half needs to prepare their position for Athens while the other half prepares their position for Sparta.
4. Brainstorm the different things they have to discuss in order to give an adequate overview of their way of life or society. Sample topics may be the following:
 - government and politics/citizenship
 - role of men
 - morals and ethics
 - role of women
 - military strength
 - role of boys
 - naval strength
 - role of girls
 - slaves: treatment and population
 - entertainment
 - attitude towards visitors/trade
5. Have each person in the persuasive groups take on one of the items mentioned in #4. Therefore, one person from Athens will prepare to discuss the government, which will be subjected to a rebuttal and followed by a persuasive speech from the opposing side.
6. Have students turn to the worksheets in the student handbook; one addresses the position of the Athenians and the other the Spartans. It is imperative the students use these sheets only as a springboard for their own inquiry-based research. Let students know that they are welcome to use the workstation that you have established in the classroom, housing trade books, journals, magazines, etc., on the life of Ancient Greece. Strongly encourage them to use the Internet and their own libraries as well to further their knowledge of the two nations.

Magnetic Debate: Athens vs. Sparta

Simulation Three: The Magnetic Debate *(cont.)*

Preparation for the Magnetic Debate *(cont.)*

7. In order for students to properly prepare to give a one to two minute persuasive speech, discuss what criteria make up a strong oral presentation. Negotiate the criteria of assessment with your students. Samples may include the following:
 - strong introductory statement that captivates the audience
 - use of primary source quotes to substantiate their position
 - supportive statements that offer specific examples
 - a conclusion that leaves them with something to remember
 - good eye contact that scans the audience
 - clear and succinct language
 - portrays emotions that proves that they really care
8. Students write their rough drafts or “sloppy copies,” and place them aside for a day or two. Since it will only be a one to two minute speech, a one-page type written speech is all that is necessary.
9. Students review their sloppy copies, making editorial changes. It’s recommended that two students exchange their drafts and use an editing checklist to review the one-page speech.
10. Once their persuasive speeches are written in a final draft form, ask students to highlight the key terms in each paragraph.
11. Have students place these key terms on index cards. Let them know that they are not allowed to write down more than four or five words per card. There is nothing worse than students having their heads bent down reading off cards, rather than having their heads upright and using proper body language to captivate an audience. The cards should be numbered properly and be initialed by the teacher. All students must get approval before being allowed to participate in the symposium. This is to insure that few words are placed on each index card.
12. Members of the group may decide on having a multimodal presentation. Using pictures, bar graphs, circle graphs, tapes, or a short selected video empowers a group to reconfirm what it is verbally stating. These modes of presentation should be used to substantiate what the group debates, rather than drive the debate itself.
13. In the meantime, those students who sit on the interrogation committee generate a list of questions for the symposium. The quality of their questions will be graded. Also inform them that they will have to write a one-page response as to what position they would ultimately take after the symposium is over.

Magnetic Debate: Athens vs. Sparta

Simulation Three: The Magnetic Debate *(cont.)*

Preparation for the Magnetic Debate *(cont.)*

14. Allow students the opportunity to practice their speeches. It is not necessary for students to memorize their speeches. They become tense at this age, and worry more about what word comes next in their speech rather than how persuasively they are speaking and whether or not they are conveying the meaning behind their message.
15. Tell students to bring plain white cotton sheets to school on the day of the symposium. It will be wrapped around them to simulate toga-like garments. Inform them that in Ancient Greece, the only ones who would be allowed to participate would be the male citizens. Encourage students to bring sandals along with other peripheral items!
16. Make students aware that they will have to listen very carefully to what is spoken during the magnetic debate. They will be required to fill out a chart in their student handbook that compares and contrasts the differences between the two city-states.
17. To prepare the classroom on the day of the debate, have the interrogation committee sit behind their desks all lined up in a row, facing the rest of the classroom in the front portion of the classroom.
18. Take a piece of masking tape and draw a line down the center of the classroom.
19. Ask the students who will speak for Sparta to sit on one side of the classroom facing the Athenian group, which sits at the opposite wall.
20. The Argives place their chairs on the middle tapeline and sit down. Look at the diagram found in the beginning of this section for further clarification.

Activity

1. The teacher sets the stage by calling all male citizens of the Argives and their visitors to order, and states that a decision has to be made to determine if their city-state will align itself to Athens or to Sparta, since tension is high with the onset of the Peloponnesian War.
2. The teacher calls out the first category (i.e., government).
3. The person who is responsible for this item stands up and addresses the symposium. Begin with the person from Athens.
4. After the speech, the interrogation committee is allowed to ask one or two questions, to which the speaker is allowed to respond, for clarification.
5. Now the person responsible for this category from Sparta gives a short rebuttal to what has been said, followed by his or her own address.
6. Once again the interrogation committee is allowed to ask one or two questions, etc.

Magnetic Debate: Athens vs. Sparta

Simulation Three: The Magnetic Debate *(cont.)*

Activity *(cont.)*

7. The teacher now calls the next category. This time, the Spartan representative begins, and the Athenians respond. Follow this format by alternating which group goes first.
8. At any time after each category has been completed, Argives can move their chairs over by two tiles on the floor closer to the group that has persuaded them. You may see the chair move in one direction for part of the class and then back in the other direction during the later part of the presentations.
9. After all categories have been called and heard, the side to which the largest number of Argives has moved their chairs, wins.
10. The teacher gives a finishing speech addressing what has been said in the symposium, thanking them for taking their time to come to their government hall, and by stating which way of life the Argives has decided to support.
11. The teacher reminds those who did not prepare speeches that they have to prepare a written response to the debate and to take a stand.
12. All students are required to fill out the Magnetic Debate Between Athens and Sparta Chart found in the reproducible section.
13. The next day the teacher uses an overhead of a primary source document titled The Peloponnesian War found in the overhead section. The teacher calls upon the students who sat on the interrogation committee to read their personal predictions as to what the Argives would say.
14. This is followed by calling on the Argives, who render their decision.
15. The class reflects on the activity and discusses what was learned.
16. The teacher uses the overhead titled, The Peloponnesian War: Navy vs. Infantry, found in Section F. The students discuss the ultimate outcome of the war.

Athenian Envoy Speaks to the Argives on the Eve of the War

"No one needs to be afraid of Athens. Athenians have a free and open society, and we hope other city-states throughout Hellas will learn from our example. Solon, who was very wise, welcomed foreigners into our land. He hoped that foreigners would bring their crafts and knowledge to help Athenians grow and succeed. Themistocles convinced the Athenians to build the triremes (large boats) that destroyed the battle fleet of Xerxes at Salamis. These boats are now carrying goods and produce to other lands. We are unique and smart enough to continue to grow and try to make things better. Athens also had a king at one time. And we were also ruled by oligarchs. Pisistratus was a tyrant, though he was very kind, and he reorganized the four tribes into ten and made more people citizens. Now Athens has 45,000 citizens, and we give citizenship to all who are qualified by owning land when they turn 18. Not all Athenians are happy with the policies of Pericles, but more people can take part in government and politics. Five hundred citizens, chosen at random, make up the Council. They propose new laws that must be approved by the Assembly, which includes all Athenian citizens. Many people in Athens are slaves, but we do not treat them as badly as Sparta treats its slaves. Women take care of the home and children. Our society has a lot to offer, and 300,000 Athenians are happy with the way they live.

The Spartans should not be afraid of the Delian League. Our port at Piraeus is doing so well and making a lot of money. It is the center for all the shipping and goods of the Mediterranean world as they make their way to Attica and the agora in Athens. The success of this port makes Sparta worry about what we might want to do in the future, but they are just jealous.

In Athens we are proud that we give our young people such a good education. Our young men attend schools and are given special instruction by tutors. The young girls also learn to read and write, but they are expected to marry, have children, and take care of the household. Our agora is much more than just a simple market place. Citizens gather here to discuss issues and politics and business. In Athens we have symposiums, which are formal gatherings where men of Athens can talk about their thoughts and opinions on many subjects. Our gymnasiums are places where Athenian youth exercise to improve their bodies, which is expected among the Greeks.

In our small world, we have done what no other polis in Hellas can match. Athenian society allows talent, creativity, and the imagination to grow. High up on our Acropolis stands the Parthenon, which honors our patron goddess, Athena. The statue that Pheidias carved is a beautiful monument to her. Mnesticles is one of the best living architects. We have shown the Greeks the gift of the theater, and brilliant minds like Sophocles and Euripides have given Athenian audiences tragedies and dramas that will last for centuries to come. Our polis shows the glory of the Greek world. We value intelligence, creativity, and expanding the mind. We encourage our citizens to be the best they can be."

Spartan Envoy Speaks to the Argives on the Eve of the War

"Listen to me, people of Argos. Athens is too interested in power, and it will result in the destruction of their polis. Their empire is a threat to our safety and security. Other city-states have joined the Delian League, but Sparta was not invited to join. We would not have joined the league, but if they are as open-minded as they say, they should have asked us. We Spartans are the best warriors in all Hellas. The other poleis (plural for polis) build walls to protect themselves from their enemies, but in Sparta the fighting men are enough to protect us. Our mothers and wives are proud that they have given birth to the best soldiers in all the lands of the Greeks.

Sparta does not need the luxuries that are traded in the agora of Athens. We have no need for foreigners in our polis. We will not allow our Spartan men to do anything but train for war. When we conquered the Messenians we made them helots (slaves), and they do all the chores and labor. We allow free people to live with us and work at their crafts. But our 10,000 citizens, our Spartan men, have one purpose, and that is to train for war. For this reason, we leave unhealthy, deformed, or unwanted infants to die in the night or to be eaten by wolves. We must have only those who are able, fit, and strong enough to be great warriors. Our young men must reach the age of 30 before they become citizens, but they value citizenship because they have had to wait. Other Greeks make fun of Spartans, calling us 'dull,' 'lacking in intelligence,' 'witless,' and 'slow moving.' But our young people learn to read and to write like other Greeks, but boys know they will be soldiers and girls know they will be wives and mothers. It is true that our young boys are taken from their parents at the age of seven. They are sent to live in the barracks with the other men, and they will begin to train to be strong warriors and citizens. The Spartan man serves the polis as a warrior until he is 60 years old. The boys must practice physical exercise, mostly running, wrestling, throwing the javelin and the discus; and the girls are also expected to exercise and build their strength. Married men continue to live in the barracks most of their adult lives, away from their wives. We lead simple lives, training in the arts of war. We practice using the javelin, the sling, the bow, the sword, and fighting together as a phalanx. Many people in other Greek states don't like the way we teach our soldiers to tell lies and to steal if they have to in order to survive. We allow the young men to go out once a year to hunt down helots who are dangerous to Sparta, but we should not be criticized for this. The slaves must be controlled, and we also have a secret police to help us control them.

Ephors are the elders who make the laws that govern our polis. Our two kings help to carry out the laws the Ephors pass. Our government is an oligarchy, a group of men who help to make laws and policies that help our polis.

We know the Athenians deserve credit for defeating the Persians at Salamis. But, Argives, remember that King Leonidas and 300 Spartans held the pass against the Persians at Thermopylae, knowing that they would all die. That was as big a sacrifice as the ones made by the Athenians."

Magnetic Debate Between Athens and Sparta Chart

Category	Athens	Sparta
Government and Politics/ Citizenship		
Morals and Ethics		
Military and Naval Strength		
Slaves: Treatment and Population		
Attitude Towards Visitors/Trade		
Role of Men		
Role of Women		
Role of Boys		
Role of Girls		
Entertainment		

Athenian Envoy Speaks to the Argives on the Eve of the War

“None need fear Athens. Athenians have a free and open society, and we welcome all the other city-states throughout Hellas to see and observe, and to learn and benefit from what our polis has to offer the rest of the Greeks. Athens always turned outward to face the world. Solon, in his infinite wisdom, welcomed foreigners into our land, seeing the need for new industries and crafts in our polis to help Athens grow and prosper. It was Themistocles who convinced the Athenians to build the triremes that destroyed the battle fleet of Xerxes at Salamis, and that are now carrying goods and produce to the limits of the seas. We are a unique people who possess the wisdom never to stagnate or stand still, but to make a move, no matter how rash, and to try to make things better. Athens, too, had a king at one time. And we were also ruled by oligarchs. Pisistratus was a tyrant, tempered by kindness, and he reorganized the four tribes into ten and extended citizenship. Now Athens has evolved into a democracy with 45,000 citizens, and we extend citizenship to all who are eligible by owning land when they reach the age of 18 years. Not all Athenians are happy with the policies of Pericles, but it has allowed for more individuals to participate in government and politics. Five hundred citizens, chosen at random, make up the Council. They propose new laws that must be approved by the Assembly, which includes all Athenian citizens. Many people in Athens are slaves, but we do not treat these unfortunates with the same brutality that Sparta visits on the helots. Women have their place in our community, and it is in the home, taking care of the household and the children. Our society has a lot to offer, and 300,000 Athenians have found contentment and satisfaction in the way they live.

The Delian League should not be regarded as a threat to Sparta’s safety and security. Should the Persians again threaten Hellas, the treasure stored on the island of Delos will be the war chest of the Greeks, using the treasure to build ships and weapons to turn back the invaders from our lands. Our port at Piraeus is prosperous and thriving, as it is the hub for all the shipping and goods of the Mediterranean world as they make their way to Attica and the agora in Athens. The success of this port arouses Sparta’s suspicions as to our intentions, but they are simply envious.

In Athens we take pride in giving our youth the best education. Our young men attend schools and are given special instruction by tutors. The young girls also learn to read and write, but very early on they are prepared for marriage, motherhood, and taking care of the household. Our agora is much more than just a simple market place, for here citizens gather to discuss issues and politics, and intelligent conversation is valued above all else, while all around the business of the polis is transacted at a rapid pace. Athenian society encourages the symposiums, formal gatherings where men of Athens can speak their minds freely and openly. Our gymnasiums are places where Athenian youth exercise and work strenuously to attain the physical perfection expected among the Greeks.

In our small world, we have accomplished what no other polis throughout Hellas can equal. The Athenian society allows talent, creativity, and the imagination to expand and grow. High up on our Acropolis stands the Parthenon to honor our patron goddess, Athena, and the statue created by Pheidias is a worthy monument to her. Mnesticles is unsurpassed in his genius as an architect. We have shown the Greeks the gift of the theater, and brilliant minds like Sophocles and Euripides have given Athenian audiences tragedies and dramas that will endure for centuries to come. Here in our polis is the glory of the Greek world. Its foundation is a city-state where innovation is prized, brilliance and genius valued, where all citizens are encouraged to take part in their government, where great minds are encouraged to build and create, and where prosperity and security are recognized as the rewards of diligence and hard work.”

Spartan Envoy Speaks to the Argives on the Eve of the War

“Hear me well, people of Argos, for you know as well as I that whom the gods would destroy they first make mad. Athens is gripped by the madness of power, and it will result in the destruction of their polis. They rule an empire that can only be seen by Sparta as a threat to our own well-being and security. Other city-states have joined the Delian League, but in their conceit and arrogance they did not even bother to invite Sparta. The gesture would have been worthy of what they profess all Athenians to be, even if Sparta would have spurned their offer, which we surely would have done. We Spartans take pride in being the best warriors throughout all Hellas. The other poleis (plural for polis) build impressive citadels and walls to protect themselves from their enemies, but in Sparta the fighting men are our walls. Our mothers and wives are proud that they have given birth to the best soldiers in all the lands of the Greeks.

Sparta has no need for the luxuries that are traded in the agora of Athens, goods that they bring to their shores from foreign lands. We have no need for foreigners in our midst. We will not allow our Spartan men to engage in trade, crafts, farming, or business. The Messenians, a conquered neighboring people, our helots, do all the chores and labor needed to sustain our community. We allow free people, who are craftsmen and work at different industries, to live amongst us. But our 10,000 citizens, our Spartan men, have but one purpose, and that is to train for war. For this reason alone are the unhealthy, deformed, or unwanted infants left to die in the night or to be eaten by wolves. We must have only those who are able, fit, and possessing the physical excellence to be great warriors. Yes, we wait until our young men reach the age of 30 before they become citizens, but they value the privilege of citizenship all the more for having endured the waiting. Spartans are subjected to insults because they seemingly lack the wisdom exhibited by other Greeks. Spartans are called ‘dull,’ ‘lacking in intelligence,’ ‘witless,’ and ‘slow moving,’ by all who seek to make us less than what we really are.”

Spartan Envoy Speaks to the Argives on the Eve of the War

However, our young people learn to read and to write like other Greeks, but very quickly the boys know it is their destiny to be soldiers and the girls to be wives and mothers. It is true that our young boys are taken from their parents at the age of seven, to live in the barracks with the other men, and to undergo the hard and rigorous training that we demand of all citizens. From an early age until 60 years old, the Spartan serves the polis as a warrior. The boys are exposed to heavy physical exercise, mostly running, wrestling, throwing the javelin and the discus, as are the young girls. The married men continue to live in the barracks most of their adult lives, separated from their wives. We lead a simple existence, constantly training in the arts of war, to use the javelin, the sling, the bow, the sword, to fight in unison and together as a formidable phalanx that has no equal in all the world. Many criticize the methods we employ to teach our young, training them to be treacherous, cunning, to tell lies and to steal, but always to be successful and to survive. We allow the young men to go out once a year, to hunt down those among the helots that pose a danger to Sparta. What is there to find fault with? The slaves must be controlled and kept in check, and for this we also have a secret police.

Our two Kings carry out the wishes of the Ephors, the elders who make the laws that govern the community. Our government is an oligarchy, stable and true, completely free of the mob and the demagogues that are always a threat to the peace and welfare of the people who live in a democracy.

We acknowledge the great sacrifice made by the Athenians, who abandoned their polis to the fire and sword of the Persians, to lure the fleet of the Great King Xerxes to their destruction at Salamis. Yet, Argives, do well to remember King Leonidas at Thermopylae, who, together with his 300 Spartans held the pass against the Persians, in spite of betrayal, and knew that they would all die. That was as great a sacrifice as any made by the Athenians.”

Magnetic Debate Between Athens and Sparta Chart

Category	Athens	Sparta
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Role of Boys		
Role of Girls		
Entertainment		

Magnetic Debate: Athens vs. Sparta Quiz

- The Spartan "way of life" sought to
 - create a disciplined society free from discord.
 - create an army to rival Athenian power.
 - ensure the safety of Spartans against an internal revolt.
 - enable Sparta to expand and conquer territory.
- In Athens, education
 - focused on military strategies and war.
 - emphasized both physical and mental skills.
 - was provided to both men and women.
 - emphasized philosophy and mathematics.
- In what ancient city-state were all of the following routine occurrences?
 - Weak children were put to death.
 - Boys left their families at age 7 for army training.
 - Men served in the army from age 20 through age 60.
 - Athens
 - Sparta
 - both Athens and Sparta
 - Thebes
- In Sparta all free-born men became
 - traders.
 - farmers.
 - actors.
 - soldiers.
- Which city-state welcomed visitors and allowed its citizens to travel freely?
 - Sparta
 - Macedonia
 - Athens
 - none of the above
- The Peloponnesian War
 - lasted for 27 years, from 431–404 B.C.
 - ended with the death of Pericles.
 - lasted from 431–411 B.C.
 - ended when Phillip of Macedonia captured Athens.
- This historian was an eyewitness to the Peloponnesian war and recorded it.
 - Homer
 - Thucydides
 - Sophocles
 - Pericles
- Sparta welcomed the opportunity to declare war on Athens because
 - the kings and aristocracy of Sparta disliked Pericles.
 - the Spartans feared Athens' growing power.
 - the Spartans wanted to control the Athenian naval forces.
 - the Spartans were concerned by the growth of the Delian League.

Magnetic Debate: Athens vs. Sparta Quiz

	Athens	Sparta
Population	Approximately 140,000 including about 40,000 male citizens and an equal number of slaves	Approximately 100,000. About 8,000 were Spartiate adult male citizens.
Government	Classified as a "limited democracy," Athens claims to be the "birthplace of democracy."	Classified as an "oligarchy" (rule by a few), it also had elements of monarchy (rule by kings), democracy (an elected council), and aristocracy (rule by the upper class).
Social Structure	<p>Freemen were all male citizens including aristocrats, who had large estates and made up the cavalry or captained triremes; small farmers; and thetes, urban craftsmen and trireme rowers.</p> <p>Metics, those who came from outside the city, were not allowed to own land but could run industries and businesses.</p> <p>Slaves were lowest class. Slaves had no rights, and an owner could kill a slave. Slaves varied in status, some were given important roles in Athens, like policemen.</p>	<p>Spartiates were military professionals who lived mostly in barracks and whose land was farmed by serfs. They served in the army and could vote.</p> <p>Perioeci were artisans, craftsmen, and merchants. They could not vote or serve in the army; foreigners could be in this class.</p> <p>Helots were serfs descended from the original people of the Peloponnesus whom the Spartans conquered. They were treated like slaves and gave half of their produce to the Spartiate citizens who owned the land.</p>
Allies	Delian League (with Athens clearly the most powerful); Athens taxed and protected other city-states.	Peloponnesian League (with Sparta clearly the most powerful)
Military Strength	Strong navy	Strong army, best and most feared fighters on land
Life Style and Values	Democratic values for citizens. They believed in participation in government as a civic responsibility and took seriously their cultural superiority.	Militaristic values. Children of citizens were taught to get along with almost nothing, and to respect the elderly, women and warriors. Spartiate citizens were not permitted to own gold, silver, or luxuries.
Cultural Achievements and Legacy	Art, architecture, drama and literature, philosophy, science, medicine, etc., government (democracy, trial by jury)	Military legacy

Magnetic Debate: Athens vs. Sparta Quiz

	Athens	Sparta
Population	Approximately 140,000 including about 40,000 male citizens and an equal number of slaves	Approximately 100,000. About 8,000 were Spartiate adult male citizens.
Government	Classified as a "limited democracy," Athens claims to be the "birthplace of democracy."	Classified as an "oligarchy" (rule by a few), it also had elements of monarchy (rule by kings), democracy (an elected council), and aristocracy (rule by the upper class).
Social Structure	<p>Freemen were all male citizens including aristocrats, who had large estates and made up the cavalry or captained triremes; small farmers; and thetes, urban craftsmen and trireme rowers.</p> <p>Metics, those who came from outside the city, were not allowed to own land but could run industries and businesses.</p> <p>Slaves were lowest class. Slaves had no rights, and an owner could kill a slave. Slaves varied in status, some were given important roles in Athens, like policemen.</p>	<p>Spartiates were military professionals who lived mostly in barracks and whose land was farmed by serfs. They served in the army and could vote.</p> <p>Perioeci were artisans, craftsmen, and merchants. They could not vote or serve in the army; foreigners could be in this class.</p> <p>Helots were serfs descended from the original people of the Peloponnesus whom the Spartans conquered. They were treated like slaves and gave half of their produce to the Spartiate citizens who owned the land.</p>
Allies	Delian League (with Athens clearly the most powerful); Athens taxed and protected other city-states.	Peloponnesian League (with Sparta clearly the most powerful)
Military Strength	Strong navy	Strong army, best and most feared fighters on land
Life Style and Values	Democratic values for citizens. They believed in participation in government as a civic responsibility and took seriously their cultural superiority.	Militaristic values. Children of citizens were taught to get along with almost nothing, and to respect the elderly, women and warriors. Spartiate citizens were not permitted to own gold, silver, or luxuries.
Cultural Achievements and Legacy	Art, architecture, drama and literature, philosophy, science, medicine, etc., government (democracy, trial by jury)	Military legacy

