

The Greek City-States

Activate Prior Knowledge

In the city-state of Athens, citizens were responsible for running the government. Invite students to first share what they know about how most United States citizens participate in government. (by voting) Then discuss their opinions about participating in government.

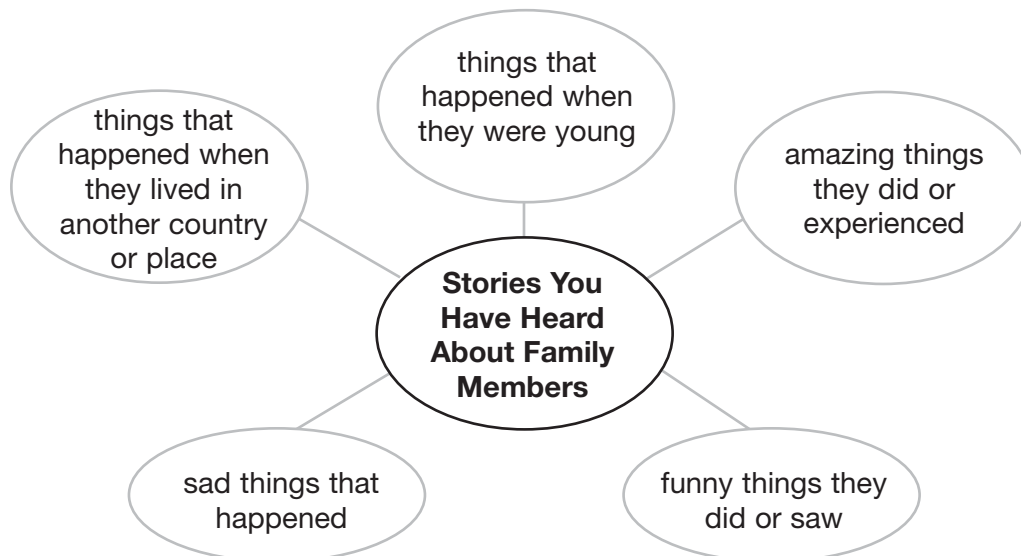
Ask:

- How do most citizens in the United States participate in the government?
- How would you feel if, when you reached the age of 18, you had to serve in the government?
- Even if you do not like the idea of having to serve in the government, why might it be a good idea?

Build Background

oral tradition

Ask students to share stories they have heard about their families from older family members. **Have you ever heard stories about your grandparents? parents? older siblings? What were the stories about?** List some of the story topics in a word web such as the one below. Then ask students whether they will tell these stories to their own families someday and why. **Why would you want to pass these stories on to your own children?** Explain that cultures as well as families can have stories that are passed down from generation to generation. Ask students whether they have heard any of these cultural stories.



Access Content

Preview the Lesson

Have students name some of the towns and cities in your state. Then tell students to imagine what it would be like if each of these places had a different government, with its own laws, economy, and army. Discuss how this might affect life in your town. Encourage students to think about how it might affect shopping, travel, friendships, education, and other parts of daily life. Then discuss how towns might compete, and what might happen if they disagreed.

Suggested Questions:

- Read the lesson title. **What is a city-state?**
- Help students read the section headings. **What are the topics that we will cover in this lesson?**
- **Which two city-states were rivals?**

Picture Walk



- Page 252** ■ Point out the statue of Athena and read the caption aloud. **What does this statue and description tell you about Athena and what the ancient Greeks thought of her?**
- Page 253** ■ Help students read the caption for the picture. **What does this tell us about Greek myths?**
- Page 254** ■ **What does having women athletes on this pot suggest about Greek culture?**
- Point out the phrase “Olympic Games” in the caption. **Have you heard of the Olympic Games? How does this caption add to the information you gained from this pot?**
 - Direct students’ attention to the *Fact File*. Help students read the captions below the pictures of the Greek gods and goddesses. **What do the captions tell you about what the Greeks valued?**
- Page 255** ■ Read the caption aloud. **What does this picture tell you about the young people of Sparta? How are modern athletic fields similar to the *dromos*? How are they different?**

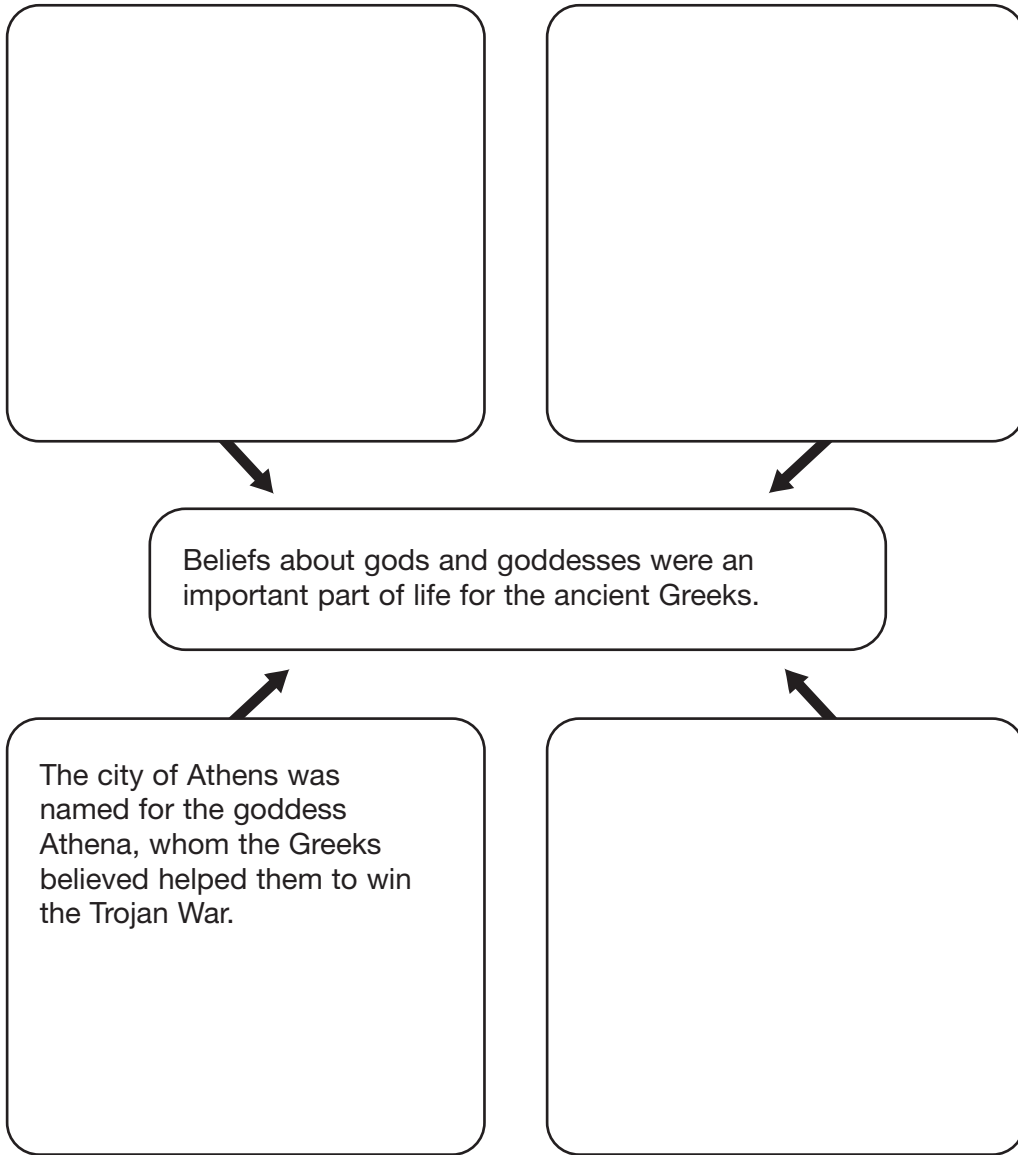
My Lesson Guide



Suggest that students look for beliefs about gods and goddesses in ancient Greece. Show students how their notes will help them complete *My Lesson Guide*.

My Lesson Guide

Directions: Write details to support the main idea. One detail has already been provided.



Talk About It

Work with a partner. Suppose you are both 18-year-old Athenians. It is your first day in the Assembly. How do you feel? Are you nervous and afraid to talk? Are you excited and can't wait to participate? What do you think you might talk about? Sparta? slaves? sports? temples for an important god or goddess? trade?



Notes for Home: Your child learned about Greek city-states.

Home Activity: Have your child tell you about how the government in Athens changed and why. Together, try to learn more about Greek mythology. You may also wish to look at art books to see how mythical beings were portrayed.

Extend Language

In this *Extend Language*, students learn about the prefix *im-*. A prefix is a word part that is added to the beginning of a word and changes the word's meaning.

“But, unlike humans, the gods were immortal, or able to live forever.”

page 254

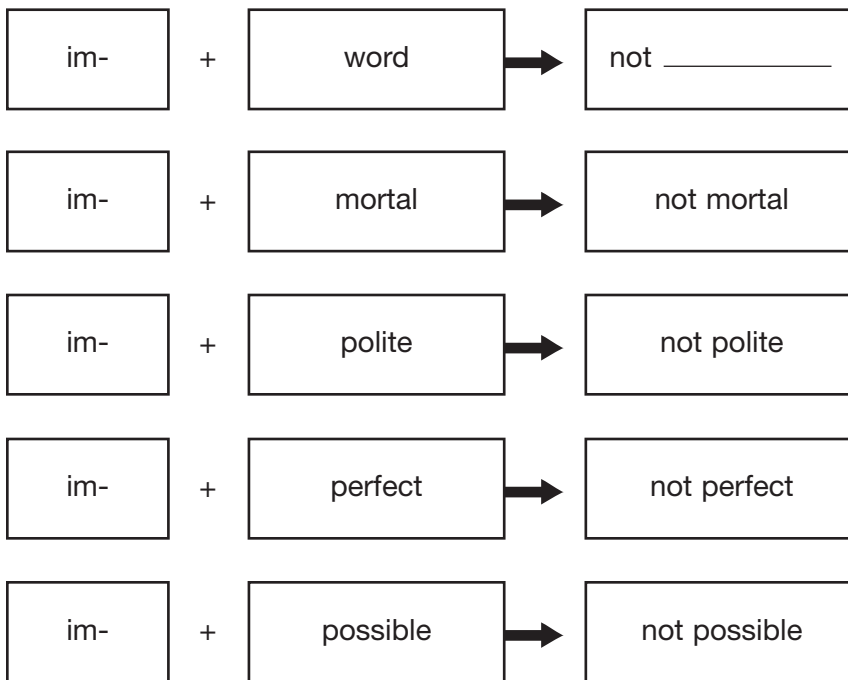
immortal Tell students that the word *mortal* means *something that must eventually die*. **What is the prefix in the word *immortal*?** Explain that today, *im-* means “not.” **What does *immortal* mean?**

Write the following words on the board or chart paper: *polite*, *perfect*, *possible*. Have students say each word. Then have them say each word with the prefix *im-*. Have students tell what they think the definition of each word is. Let them refer to a dictionary to check their answers.

Immortal: able to live forever

Root: Latin—a form of *in* (meaning *before*) + *mortālis* (meaning *death*)

Other words with the prefix *im-*: impassable, immovable



Conversation Starter

Read Pericles' quote on page 255 to students. “We do not say that a man who takes no interest in politics is a man who minds his own business; we say that he has no business here at all.”

Ask students: **Why is it important to care about what goes on in your community?**