

- A. **Main Idea:** After rival Greek city-states united to defeat the Persians, they were free to

Guided Reading Activity

networks

The Ancient Greeks

Lesson 3 *Classical Greece*

Review Questions

develop their own empire.

- Detail:** In the mid-sixth century B.C., the Persian Empire controlled the _____ **IONIAN** _____ Greek cities in western _____ **ASIA MINOR** _____, and in 490 B.C., they made an unsuccessful attempt to capture _____ **MARATHON** _____.
 - Detail:** After an extended war against _____ **PERSIA** _____, _____ **the Greeks, Spartans, and Athenians united to defeat the Persians** _____ at _____ **SALAMIS** _____ and again at _____ **PLATAEA** _____.
- B. **Main Idea:** The Classical period of Athenian and Greek history lasted from and 461 B.C. to 429 B.C. Historians have called this period the Age of Pericles, in which Athens reached the height of its power and brilliance.
- Detail:** Under Athenian leadership, the _____ **DELIAN** _____ League liberated virtually all of the Greek states in the _____ **AEGEAN** _____ from Persian control.
 - Detail:** Pericles created a direct _____ **DEMOCRACY** _____ that included every male citizen and used _____ **OSTRACISM** _____ to protect against ambitious politicians.
 - Detail:** Most people in the ancient world owned _____ **SLAVES** _____, who worked in the _____ **FIELDS** _____, in the home, or on government **PUBLIC CONSTRUCTION** _____ projects.
 - Detail:** Athenian women were _____ **CITIZENS** _____, but they were excluded from _____ **PUBLIC (political)** _____ life and expected to work chiefly at _____ **home** _____.
- C. **Main Idea:** After they defeated Persia, the Greek city-states returned to rivalry and war among themselves.
- Detail:** After they defeated the Persians, Athens and the Delian League formed the _____ **ATHENIAN** _____ Empire, while Sparta and its supporters formed a rival **PELOPONNESIAN** _____ League.
 - Detail:** The Great _____ **PELOPONNESIAN WAR** _____ between Sparta and _____ **ATHENS** _____ weakened the major Greek states and allowed them to fall prey to the growing _____ **MACEDONIAN** _____ empire.

American Odyssey Guided Activity Answers

R Barnett



American Odyssey Guided Activity Answers:

North American Odyssey Craig E. Colten, Geoffrey L. Buckley, 2014-03-27 This groundbreaking volume offers a fresh approach to conceptualizing the historical geography of North America by taking a thematic rather than a traditional regional perspective Leading geographers building on current scholarship in the field explore five central themes Part I explores the settling and resettling of the continent through the experiences of Native Americans early European arrivals and Africans Part II examines nineteenth century European immigrants the reconfiguration of Native society and the internal migration of African Americans Part III considers human transformations of the natural landscape in carving out a transportation network replumbing waterways extracting timber and minerals preserving wilderness and protecting wildlife Part IV focuses on human landscapes blending discussions of the visible imprint of society and distinctive approaches to interpreting these features The authors discuss survey systems regional landscapes and tourist and mythic landscapes as well as the role of race gender and photographic representation in shaping our understanding of past landscapes Part V follows the urban impulse in an analysis of the development of the mercantile city nineteenth and twentieth century planning and environmental justice With its focus on human environment interactions the mobility of people and growing urbanization this thoughtful text will give students a uniquely geographical way to understand North American history Contributions by Derek H Alderman Timothy G Anderson Kevin Blake Christopher G Boone Geoffrey L Buckley Craig E Colten Michael P Conzen Lary M Dilsaver Mona Domosh William E Doolittle Joshua Inwood Ines M Miyares E Arnold Modlin Jr Edward K Muller Michael D Myers Karl Raitz Jasper Rubin Joan M Schwartz Steven Silvern Andrew Sluyter Jeffrey S Smith Robert Wilson William Wyckoff and Yolonda Youngs **The African-American Odyssey: Since 1865** Darlene Clark Hine, William C. Hine, Stanley Harrold, 2003 This book is the first comprehensive survey of the African American experience It draws on recent research to present black history in a clear and direct manner within a broad social cultural and political framework White supremacy the Great Depression the building of black community institutions the equal rights movement and African American military service For anyone who is interested in an in depth exploration of African American history as it relates to U S history **American Odyssey** Glencoe Publishing Co, 1994 The Imperfect State Barron John, 2010-11

Congressional Record United States. Congress, 1994 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873 Derrida and the Future of Literature Joseph G. Kronick, 1999-09-30 Confirms the importance of literature in Derrida's development of a postmodern ethics **Resources for Teaching Elementary School Science** National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution, 1996-04-28 What activities might a teacher use to help

children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in *Resources for Teaching Elementary School Science* A completely revised edition of the best selling resource guide *Science for Children* *Resources for Teachers* this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education *Resources for Teaching Elementary School Science* also lists by region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents

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