

- 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.

- 1. 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** _____.
 - 2. 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.
- 1. Detail:** Under Athenian leadership, the _____ **DELIAN** _____ League liberated virtually all of the Greek states in the _____ **AEGEAN** _____ from Persian control.
 - 2. Detail:** Pericles created a direct _____ **DEMOCRACY** _____ that included every male citizen and used _____ **OSTRACISM** _____ to protect against ambitious politicians.
 - 3. Detail:** Most people in the ancient world owned _____ **SLAVES** _____, who worked in the _____ **FIELDS** _____, in the home, or on government **PUBLIC CONSTRUCTION** _____ projects.
 - 4. 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.
- 1. 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.
 - 2. 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.

Guided Reading Activity 3 Answers

Jessica J Manson



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operations How network mask subnetting helps determine the network The operation structure and common uses of the user datagram protocol

New Horizons in Learning English i Tm'99 Ed.(decs) , **Reading guide: Jump** Kathie Viljoen,2023-10-15 The guide is user friendly and practical to support the teaching process of the novel as literary work in the classroom The guide has been broken down into sections of two to three chapters These are merely a reading guide as you will set your own pace in class Each section has a plot summary and some guidelines on words that may need explanation figures of speech themes and character development Each chapter has questions picking up some of the important points in the chapter These do not require a written response but can be used to facilitate discussion Each section also has a speaking or writing activity Choose the ones that most suit your class Students should not be expected to complete all of these tasks At the end of the guide there are answers to the chapter questions You will also find two contextual questions with answers and two longer questions

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Assessing Reading J. Charles Alderson, 2000-02-24 This book is the most comprehensive and up to date treatment of the assessment of reading in a foreign or second language

Voyage 2 - Teacher's Book Amanda Rainger, Paul Rogers, 2003-05 Voyage is a French course with grammar and progression at its heart designed to help teachers cover all the requirements of the National Curriculum The course provides clear explanations and a variety of practice activities making learning and teaching easier It fully integrates differentiation to meet the needs of a wide ability range and includes regular assessments such as end of unit tests at Key Stage 3 and examination practice at Key Stage 4 It addresses the information and communication technology component of the National Curriculum

LITERACY and LEARNING THROUGH TALK Roy Corden, 2000-07-16 This book focuses on the inter relationship between reading writing and speaking and listening Psychologists and educationalists influenced by the work of Vygotsky have emphasised the importance of social interaction in learning and the National Writing Oracy and LINC Projects highlighted the need for quality interactive pupil discourse and effective teacher pupil interaction However although the DfEE claims that the successful teaching of literacy is characterised by good quality oral work speaking and listening is not included in the National Literacy Strategy Framework and the Literacy Training Pack does not address the issue Literacy and Learning through Talk blends theory research and practice to show how an integrated programme of work can be developed to ensure that literacy is taught in a vibrant and stimulating way Strategies for developing successful group work and whole class interactive discourse are examined and effective teaching roles and questioning techniques are explored Transcripts of group discussions and examples of children's work illustrate various points and work plans and practical classroom activities are described

Rhoades To Reading Fourth Edition, Level V Teaching Guide Jacqueline Rhoades, 2004 Reading program designed for students grade 5 adult Instruction level 8-9-10-0 Includes 23 stories and 25 activity sheets

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