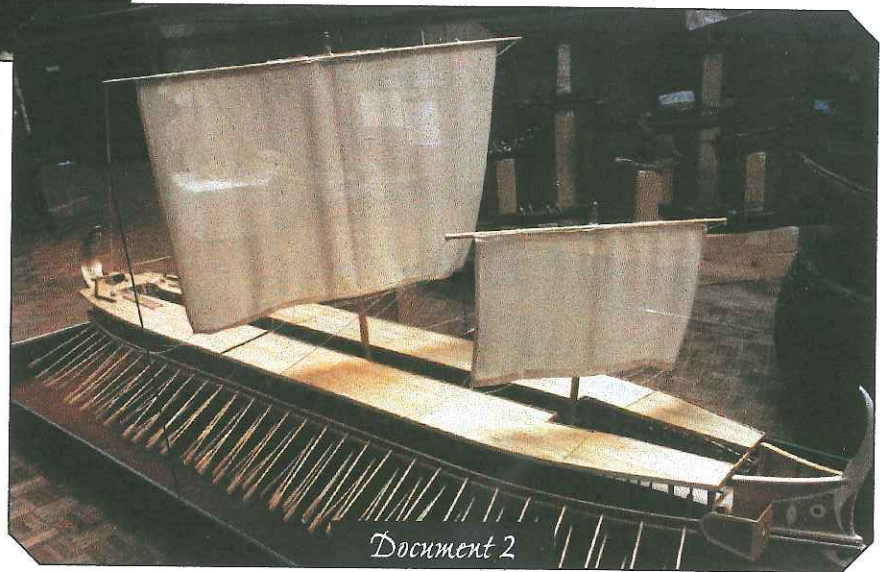


Visual Primary Source Documents 1 & 2



Document 1

The Granger Collection, New York



Document 2

The Granger Collection, New York

Information on Documents 1 & 2

In the fifth century BCE, some 30,000 or 40,000 citizens in Athens enjoyed equality before the law and many political rights as well. Full citizenship was granted to male children of free-born Athenian parents. These males had to complete military training to be able to vote. Council members, jurors, and other officials were chosen by lot and paid with public funds. Athens was the largest city-state. Keep in mind that the other ancient Greek city-states may have had different kinds of citizenship rules.

Document 1. In special elections in Athens, each citizen could scratch one name on a shard of pottery such as this. The name with the most votes would be banished from the city for a period of years. The shard was called an “ostrakon,” which gave us the term “ostracism.”

Document 2 is a model of an Athenian trireme of the fifth century BCE. Many poor men were used as rowers on these warships. The need for such rowers may have helped persuade Athens to grant citizenship rights to poor free-born men.

Visual Primary Source Document 3



The Granger Collection, New York

Information on Document 3

In some ways, political life in ancient Greece might seem more democratic than most democracies today. In other ways, it seems less democratic. For one thing, the city-states were not wealthy. Most people were poor farmers or laborers. A small wealthy group usually had more say—even when all free, native-born men were citizens, as in Athens. Secondly, neither women nor foreign residents had political rights. And many city-states were trading societies with large numbers of foreign-born residents. Finally, slaves had no rights

at all. Slaves worked in homes, shops, and mines. They were often prisoners taken in war and were of many different nationalities. By the fifth century, they were a third or more of the population of some city-states.

Document 3. These are examples of ancient Greece's red-figured pottery of the fifth century BCE. On the left are some peasants going to market. On the right, a slave is working in a mine.

Study the Documents: Visual Sources 1 & 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Doc. 1

In what way is this shard of pottery evidence of democracy in ancient Greece? (Be sure to read the information provided with the photo.)

2 Main Idea—Doc. 2

In what way does this model help explain the rise of democracy in ancient Greece? (Be sure to read the information provided with the photo.)

3 Interpreting Meanings

When someone was ostracized in a vote in Athens, his property was not taken away and he could return after ten years. One writer says ostracism is a “fundamental instinct of all democratic peoples: The need, now and then, to bring low some person of high status.” Do you think this writer is correct? Why or why not?

4 What Else Can You Infer?

What is suggested or implied in the documents? For example, from both of these visuals together, what can you infer about the overall attitudes of Athenians toward their city and its leaders?

Study the Document: Visual Source 3

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea — Doc. 3

Write a one- or two-sentence caption for this illustration to be used in a textbook on ancient Greek democracy.

2 What Else Can You Infer?

For example, what attitudes about peasants and slaves do these images suggest? What else can you infer about ancient Greek artistic ideals from this artwork? About its social life? About its wealth and economic life?

3 Compare and Contrast

Does this visual source mainly clash with the other two sources (Visual Source Documents 1 & 2)? Or do all three sources fit together in some way in helping to show what ancient Greek democracy was like? Explain your answer.

Comparing the Documents

The Visual Sources

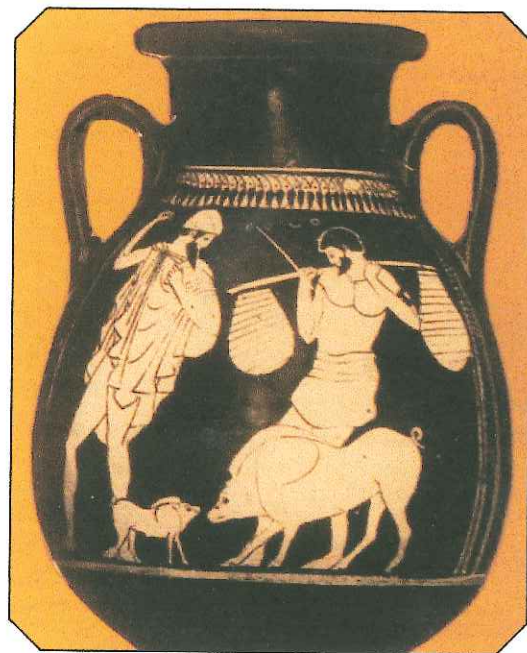
Answer the question by checking one box below.

Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand how democratic ancient Greece really was?



Documents 1 & 2



Document 3