**Social Studies Lesson Plan**

**Teacher:** Taryn Pollack        **Grade:** 6th

**Subject:** Ancient Civilizations

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**PRE-PLANNING FOR THE LESSON**

**Key Content Standard(s)**

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).

3. State the key differences between Athenian, or direct, democracy and representative democracy.

**Learning Objective**

Students will participate in a debate in the Greek democratic style to learn the differences between direct and representative democracies.

**Assessment**

- **What, specifically, will students do to show that they have met the learning objective?**
  Students will participate in the debate and discussion, and write a few sentences comparing and contrasting direct and representative government.

- **What modifications of the above assessment would you use for language learners and/or special needs students?**
  Language learners and/or special needs students will be provided additional support as needed. Students will be pulled to a small group to discuss their roles in the debate and the reading material before participating in the debate. They will be asked probing and clarifying questions to make their thinking more visible.

**Lesson Resources/Materials:**

- Greek Democracy graphic organizer (one per student)
- Direct v Representative graphic organizer (one per student)
- Document camera
- Debate handouts
- Reading material on the different sides of the debate
- Democracy powerpoint
- Wreath of leaves- 2

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**Introduction (5 minutes):**

Before the lesson begins, front load EL and special needs students with information for the debate. Give them some time to read through the material, ask questions, and prepare for their role in the debate.
Cue up the powerpoint to project on the Smartboard. Ask students to get out their Greek folders and pull out their graphic organizer on government. Review the transition from aristocracy, to tyranny and oligarchy, to eventually democracy. Ask students how democracy differed from these other forms of government. Students should tell you that democracies were ruled by the people instead of by the nobles, tyrants, or a combination. Fill out the graphic organizer using brief descriptions of each type of government on the document camera. Later, put it on the Greece wall.

Explain that today we are going to look more in depth at what democracy looked like in Ancient Greece and how the people in these democratic city-states made decisions.

**Body of the Lesson (45 minutes):**

Hand out the powerpoint graphic organizer. Tell students that you want them to be able to participate in discussions, so this graphic organizer already contains the information on the powerpoint slides. Explain that there are lines to take additional notes and take-aways from our discussion.

Present the powerpoint on democracy in Greece. Prompt the students and activate their prior knowledge about what they have previously learned about democracy. Ask guiding and have students refer to their graphic organizer to assist in recall. Go through the powerpoint slides about how Democracy was run in Ancient Greece. Discuss the process, include additional details about the setup, how lots were drawn and pose questions to students to engage them. If students have questions, call on them and clarify any points they address. Stop the powerpoint before the big ideas (continue the powerpoint later on).

Tell students that we are now going to simulate what a democratic forum might have looked like in Ancient Greece. Explain that we are going to divide into two separate groups so more people have a chance to speak.

Review the assembly format. Explain that there will be one issue presented. The issue has already been approved by the Boule to be presented to the citizens (this will be a review of the powerpoint). Five students will argue the pros, and five students will argue the cons. The remainder of the students in the group will be the decision makers, and it will be their job to vote and make a decision on the issue.

Divide the class into groups (these groups will be previously determined and strategically made in heterogenous groups). Assign the students to pros, cons, and decision makers (also previously determined). Remind students that they are to argue the issue according to the side they are assigned, even if they may not agree.

Introduce the propositions to the group. Group 1 will be debating women’s rights, and Group 2 will be debating the abolishment slavery. Hand out the appropriate materials to each the pros, cons, and decision makers, including the assembly speaker’s format sheet for the speakers, and the decision sheet for the decision makers. Explain the rules: each student for the pros and cons needs to fill out the graphic organizer to they are prepared to give their argument. Review the graphic organizer and explain the different components. Explain that each person in the subgroup will need to state at least
one point that supports their side of the argument. Each person can only speak once. The subgroups’ job is to convince the decision makers that they should vote for their side of the proposition.

Give each subgroup time to discuss their roles and prepare an argument. Have the decision makers review their own graphic organizers and decide who the spokesperson will be. Monitor and assist each group as they work. Ask guiding questions to help clarify arguments: “What is your argument?” “How are you organizing your argument?” “What is each person going to say?”

NOTE: Small groups of EL and special needs students will be pulled prior to this lesson to perform a guided reading of the materials. Their roles will be pre-assigned and they will have the opportunity to review the readings prior to meeting with their subgroup.

Tell students that they have one minute to wrap up their arguments. If the weather is nice, tell students that we are going to have the assembly outside, as the Ancient Greeks once did. If weather doesn’t permit, have one group stay in Room 4 and the other group go in the Earth Lab.

NOTE: If staying in the classroom, have desks set up in a semi circle (for the speakers) facing a line of desks (for the decision makers). If outside, create the same set-up without seats.

Direct students to their appropriate seats. Explain that you are going to be the presiding officer and will facilitate the debate. Tell students that you will be giving instructions during the debate to keep things organized. Show student the wreath of leaves. Explain that you will be giving it to one student at a time, and only the student wearing it can speak. Explain that they can use their graphic organizer to help give their argument. Show the decision sheet and explain that the decision makers need to record notes to keep track of the arguments. They will each get one vote in the decision making process. After both the pros and the cons deliver their arguments, the decision makers will have a chance to vote and come to decision. A spokesperson will deliver the decision and the reasoning behind it, based on facts from the debate.

Explain that we will first hear the arguments from the cons. Direct one student to come forward, place the wreath on his/her head, and ask him/her to announce his/her Greek name and city-state. Then ask the student to speak his/her argument. Ask clarifying questions and repeat and rephrase the argument as necessary. After he finishes, remove the wreath, and repeat the procedure for the remaining “pro” students. Remind the decision makers that they should be taking diligent notes to aid in their decision making.

Repeat the procedure with the con students. After everyone has a chance to speak, excuse the decision makers to a quiet corner to vote on their decision. Explain that each decision gets one vote, the side of the debate that gets the most votes will be the final decision. Remind them that they will be announcing the argument that got the most votes, along with an explanation, in just a few minutes. Have the entire class return the classroom and get situated while the two groups of decision makers wrap up.

Introduce the first group of decision makers, who were deciding on women’s rights. Have the spokesperson deliver their decision and explanation. Announce that whether or not this proposition
will go into affect. Repeat with the second group of decision makers. Have all decision makers return to their desks.

**Closure (10 minutes):**

Discuss the ancient democratic process and how each member of the decision making committee got a vote on propositions. Compare this system to a representative form of democracy. Show students the powerpoint and the section on their graphic organizers that compare direct and representative forms. Have students think-pair-share their ideas. Ask guiding questions:

“What does democracy look like in America? Is this direct or representative?”

“Was democracy in Ancient Greece truly direct? Why?”

“What are the major differences and similarities between the two forms?”

After the discussion, have students put their graphic organizers into their Greece folders.
Proposition Handouts:  

Proposition 1: Abolish Slavery

Slavery in Hellas should be abolished. It is a practice that hurt the glory, the achievements, and the unity of our people. 
(These suggestions below are only an outline. Research further for more ideas and details.)

Arguments for the proposition:

- We cannot really claim to be a democracy when as high as 40% to 50% of our people are slaves.
- Think of the wasted potential. If we made the slaves into citizen, we would have thousands of wise voters in our democracy. There would be more responsible citizens to fight in our armies, serve on juries and even lead the Boule or Assembly. They would be valuable if we gave them the opportunity.
- Slaves are treated at best like tame animals, at worst like wild beasts. They are often beaten, whipped, humiliated, and tortured as if they were not human.
- Slaves have no freedoms like native-born Greeks, just because they came from somewhere else. If they choose to become Greek, let them. Hellenic life will be enriched for it.
- Slavery is a cancer on Greek life. It blunts all the great successes in poetry, art, sculpture, history, science, mathematics, and philosophy.

Arguments against the proposition:

- Slavery is an important part of Greek life. It is a tradition. Slaves cultivate the farms, work in the factories, unload the ships, run the shops in the agora, row in the ships. They take pride in what they do. Most are happy to contribute to Greek life.
- Slaves and the work they do frees the educated and talented to achieve things. If the educated would have to work, when would they find time to create the masterpieces in poetry, philosophy, art, architecture, history, and drama?
- Slaves in Hellas are treated well. Rarely does a master beat his property or humiliate the “free” slaves of the polis. Many have responsible positions in society as household servants. The only real difference is that a slave doesn’t get to vote. Let the educated do the thinking. The reality is we need slaves to do our work, and the slaves need us to do their thinking.
- Most slaves are well-treated barbarians and foreigners captured in war. The gods have decreed that Greeks were made to be the masters, and barbarians were meant to be the slaves.
- Slaves are permitted to participate in the state religion.
- Slaves are allowed a surprising amount of freedom and liberty. What other early empire on earth would do this?
Proposition 2: Women’s Rights

Women have been denied equal rights as Greeks for too long and should be allowed to have full citizenship with voting rights in the Assembly. (These suggestions are only an outline. Research further for more ideas and details.)

Arguments for the proposition:
- Statistically women make up about 50% of our population. By denying women citizenship, we are losing out on 50% of our potential.
- Women can and want to work hard if given citizenship. Some women have left their dull, lifeless existence to become *hetairai* - liberated, independent Greek women. Aspasia, Theoris, Thais, and Drotina are names of women who are independent and have the respect of men like Socrates and Pericles. Clearly, women are as capable as men in intelligence and rational thought.
- Denied equality, women cannot become members of this Assembly. They can’t take a role in public matters except in the theater and festival processions. It’s a limited life, and all because they were born female.
- Because of never being given opportunities to contribute to the polis, they are trapped in mindless activities. To many men, they are baby-machines, even in Sparta where they are allowed physical training.
- Here is a clear signal of men’s evil treatment of women. Fathers will expose a newborn daughter to the elements, hoping to see her die because they are disappointed at not having a son. If women were granted political equality and the vote, fathers would never commit such an act.
- Housework and raising children do not fill up an entire day. That means women have too much time. They would rather be in the Assembly making important decisions.
- Not to empower women is to deny Hellas its full potential.
- Several of the female gods are given virtues and qualities men admire. Don’t flesh-and-blood Greek women have them, too?

Arguments against the proposition:
- Women are perfectly suited to be homemakers and mothers. Nature has given them important roles. We cannot change biology. Anatomy is destiny.
- Is there a role more important than to raise children and manage the household, with all of the duties and responsibilities these roles have?
- Women’s primary function is to produce Greek sons. All the great warriors, philosophers, athletes, poets, scientists, and dramatists would not have achieved what they did without their mothers who nurtured them at home. Is this not enough importance for women?
- Women aren’t capable of rational, political thought. Politics is a man’s domain and responsibility: to listen, debate, and vote in this Assembly. The gods have decreed women’s secondary status in this realm. To change this would be against the gods.
- Since women aren’t strong enough, aren’t cunning enough, and can’t think clearly enough, they can’t serve in the armies and navies. Therefore, they shouldn’t be able to make decisions in this Assembly affecting this polis in time of war.
Graphic Organizers:

Assembly Citizens

Use the graphic organizer below to take notes as the speakers present. Mark down their key ideas for when you make your decision. Remember, you are trying to decide what is best for your polis, not to choose a side based on your friends or any other factors.

Each citizen receives one vote. The side with the most votes wins.

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<th>Argument For</th>
<th>Argument Against</th>
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My decision:
I will vote for __________ because ______________________________
Assembly Speaker

Your Greek name ___________________ of ________________

Your position:
Proposition ________________ Circle one: For Against

Fill out the form below to help you formulate your argument. You can use what you write below as your presentation.

**General Statement:**
(Within this statement, state your name and position on the proposition)

**Supporting points:**
(You will need two historical details to support your argument. Refer to the Proposition Documents for these points or research online for additional points.)

1.

2.

**Concluding Statement:**
(Restate your position and your reasons)
“In conclusion, therefore, I…”
## Direct vs. Representative Democracy

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<th>Direct Democracy</th>
<th>Representative Democracy</th>
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<tr>
<td>Democracy in Ancient Greece</td>
<td>Democracy in Modern Day America</td>
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What are the differences between Direct and Representative Democracy?
Democracy in Ancient Greece

The Assembly
- Greek Democracy took place within the Assembly, called the Ekklesia.
- Only male citizens would participate – up to 40,000, but daily meetings were attended by 4,000.

The Boule, the Council of 500
- Before a bill came to the assembly, it was reviewed by the Boule.
- The Boule were 500 citizens chosen by lots, 50 from each of the 10 tribes.
- Boule members served for 1 year, received pay, and could not serve again until all citizens had served.
- 10 subcommittees of 50 members. Each subcommittee oversaw the Assembly for 36 days.
- Of the subcommittee members, a name was chosen by lots to determine the leader of the
The Pnyx

- The Pnyx was the gathering place of the Assembly.
- When the flag was raised, it was time for citizens to gather.
- Citizens could not be tardy, and the Assembly was locked.

Assembly in Action

- Presiding officer ran the show.
- Additional speakers would present, oldest to youngest, wearing a myrtle wreath.
- Could not speak if owed money, had offended public morals, was not married or did not own land.
- Crowd was a harsh judge:
  - Whistled or clapped if unhappy
  - Laughed and made remarks
  - If happy: “Euge! Euge!” – Bravo

Assembly Vote

- If not ready to vote:
  - “I hear thunder:
  - “Zeus is upset, look at the sky"
  - “No vote! No vote!”
- Show of hands to indicate support or nonsupport.
- Tallied votes:
  - Assembly's decision was final.
  - If the decision seems bad after a year, revote.
### Greek Democracy

- What did you learn about Democracy in Ancient Greece from the Debate?
- Why do you think Democracy in Ancient Greece was called Direct Democracy?

### Representative Democracy

- How does Democracy work within the United States?
- Why do you think it is called Representative Democracy?

### Direct vs. Representative Democracy

- Big Ideas:
  - What are the differences and similarities between direct and representative democracies?
  - What are the benefits of each?