Unit 3: Athenian Democracy, Polity

Content Area: **Social Studies**
Course(s): **Humanities**
Time Period: **Week 10**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In this unit, students will explore the way in which the governments of Greek city-states evolved throughout the sixth and fifth centuries, leading up to the reforms of Solon and Pericles and the democratic institutions of Athens. In addition, students will study the relationship between civic life and public ritual in Greek city-states.

Standards

CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCSS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
CCSS.ELA-Literacy.RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different

	interpretations of facts.
SOC.6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
SOC.6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
SOC.6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
SOC.6.2.8.A.3.e	Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
SOC.6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Essential Questions

- Can the masses be trusted to know what's best for themselves?
- What are the requirements and responsibilities for participating in civic life?
- What forms can democracy take?
- What constitutes a nation?
- How can unity be fostered in a community, and what measures can be taken to address disunity?

Application of Knowledge: Students will know that...

- After the tyranny of Peisistratos in the late 6th century, Cleisthenes reorganized Attica into geographical tribes instead of divisions along class and family lines, making political involvement more equitable for most male citizens
- Athenians valued civil disobedience as an expression of democratic rights
- Athens was governed in the seventh century by ruling archons serving short terms, and a body of ex-archons called the "Areopagus"
- Democratic rule was interrupted several times in Athens by the rule of "tyrants," opportunistic rulers who seized absolute power for a short time
- Ephialtes instituted reforms in the mid-fifth century that severely reduced the powers of the Areopagus council to just cases of homicide
- One of the most important duties of Greek elected officials was organizing the public theater festivals, at which tragedians put on productions of works that reinforced Greek ideals like freedom of thought, freedom from tyranny, and divinely-enforced justice
- Overly ambitious and generally reviled politicians were capable of being exiled from all Attica by the democratic process of "ostracism"
- Solon, a reformer of the early sixth century, repealed the laws of Draco, created a new official division of Athenian classes, and abolished debt enslavement for Athenians
- The "law-giver" Draco established Athens' first civil code, which was a body of laws known for their

harsh penalties for even minor crimes and for the enforcement of debt-bondage

- The Boule, or public assembly, eventually replaced the duties of the Areopagus and the Areopagus retained only oversight of the laws

Application of Skills: Students will be able to…

- Assess political systems for fairness and equity
- Compare civic responsibilities and systems of government in the US and 5th-century Athens
- Discuss the advantages and disadvantages of a fully democratic government
- Explain the process by which Athenian democracy functioned in the fifth century
- Stage a scene from a Greek play

Assessments

- Quiz identifying terms and important figures
- Flowchart or timeline explaining development of Athenian democracy from its beginnings to the middle of the 5th century
- Group performance of a scene from *Antigone* or *Eumenides*
- Presentations on theme of selected Greek play
- Information from this unit will be included on a locally developed, end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment

Suggested Activities

- Choral reading of excerpts from Greek plays
- Powerpoint presentation on Athenian democracy
- Research project and class discussion on Athenian vs. US democracy
- Role-playing Athenian social classes, democratic process
- Jigsaw for exposure to a variety of Greek theater
- Fill-in-the-blank notes for development of Athenian democracy

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP

    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Outline of selected Greek plays
    - Selection of easier translation
    - Teacher-completed notes on Athenian democracy

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: demos, democracy, ostracism, ekklesia, boule, archon, oligarchy

Differentiation to extend learning for gifted students may include:

- Selection of more difficult Greek plays
- Leadership in directing play or class discussion
-

Integrated/Cross-Disciplinary Instruction

Social Studies: government types, democratic values

ELA: poetry, analysis of theme

Performing Arts: staging a play, directing, acting, history of theater

Resources

Aeschylus, *Agamemnon, Libation Bearers, Eumenides*

Sophocles, *Oedipus Rex, Oedipus at Colonus, Antigone*

Marshall-Cavendish, *Ancient Greece: An Illustrated History*

Aristophanes, *Clouds*

http://www.the-tls.co.uk/articles/public/power-to-the-people-2/?CMP=Spklr-_-Editorial-_-FBPAGE-_-TimesLiterarySupplement-_-20160701-_-ArtsandCulture-_-506797762

21st Century Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.