

Democracy Report Card

Task Description

This activity is for the end of the Ancient Athens and Iroquois Confederacy unit as the students will be simulating the two different means of democracy within each society. As they move through the guided debates, seeing the advantages and disadvantages for the democratic systems, they will determine which is more beneficial in their opinion by evaluating the two systems with a Report Card. The Report Card will cover the four pillars of democracy: equality, freedom, justice, representations. They will grade the societies on a 4-point scale, 4 being the highest, with justifications to why they awarded that grade to the democratic system. They will then write a comments section about the advantages and disadvantages about each system, which will compare the two systems and declare which one they feel is the better form of democracy. The students will create a rubric that the class will use to grade the two forms of democracy on their Report Cards; exemplars can be used to aid student understanding of what the different qualities of work on the 4-point scale look like. The Report Cards will be an individual task, because we want to see evidence of all student learning; we felt that writing the Report Cards in pairs or small groups would limit our view of the effectiveness of the simulation and that some students thoughts and ideas may not be heard.

Program of Studies links:

6.2: Historical Models of Democracy: Ancient Athens & the Iroquois Confederacy

General Outcome

Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.

Specific Outcomes: Values and Attitudes

Students will:

6.2.1 - appreciate the relationship between the values of a society and the model of government adopted within a society

Power, Authority and Decision Making

6.2.2 - value the role of participation by citizens in diverse democratic societies

Citizenship | Power, Authority and Decision Making

Specific Outcomes: Knowledge and Understanding

Students will:

6.2.3 - analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon the following questions and issues:

- How was the government of ancient Athens structured?
- How did the structure of the government in ancient Athens provide opportunities for citizens to participate in decision making?
- How did identity, status and class structure impact citizenship in ancient Athens?
- How did the social structure of ancient Athens impact its political structure?
- To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens?

6.2.4 - analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon the following questions and issues:

- How was the Iroquois Confederacy structured?
- What was the role and status of women within the Iroquois Confederacy?
- What are the advantages and disadvantages of consensus as a decision-making model for government?
- How did the Six Nations use the consensus-building process?
- How did the Wampum Belt address collective identity?
- How did the social structure of the Iroquois Confederacy impact its political structure?
- To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness?

Skills & Processes for Grade 6

Alberta Education's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

Dimensions of Thinking

Students will:

6.S.1 - develop skills of critical thinking and creative thinking:

- assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
- critically evaluate ideas, information and positions
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate original ideas and strategies in individual and group activities
- ➤ seek responses to inquiries from various authorities through electronic media

6.S.2 - develop skills of historical thinking:

- use primary sources to interpret historical events and issues
- use historical and community resources to understand and organize the sequence of historical events
- explain the historical contexts of key events of a given time period
- use examples of events to describe cause and effect and change over time
- ➤ organize information, using such tools as a database, spreadsheet or electronic webbing

6.S.3 - develop skills of geographic thinking:

- construct and interpret various types of maps (i.e., historical, physical, political maps) to broaden understanding of topics being studied
- use geographic tools, including software, that assist in preparing graphs and maps
- use cardinal and intermediate directions to locate places on maps and globes
- use scales to determine the distance between places on maps and globes
- identify geographic problems and issues and pose geographic questions

6.S.4 - demonstrate skills of decision making and problem solving:

- propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving
- consider multiple perspectives when dealing with issues, decision making and problem solving
- collaborate with others to devise strategies for dealing with problems and issues

Activities:

1. **Review pillars of democracy (justice, equality, freedom, representation)** - Four Corners activity. Students answer questions about the four pillars by moving to the corner of the room that represents their answer.
2. **Iroquois Confederacy and Ancient Athens decision-making process simulations** - Students will participate in the different roles of the both societies to gain an understanding of the decision making process - to include a real-world aspect, they will consider the merits of government-mandated uniforms in school.

Differentiation - more concrete critique of the two societies (abstract thinking) - questionnaire for the pillars, still write pros/cons, T-charts/Venn diagram. Individual and/or partner tasks.

Formative assessment - use a T-chart comparison to take notes throughout simulation (women, men, classes, freedom, justice, equality, and representation). Group discussion and teacher feedback throughout process.

“Ancient Athens and Iroquois Confederacy Report Card” - students produce two of these: one for AA and one for IC...

	4	3	2	1
Justice				
Equality				
Freedom				
Representation				
Pros/Cons Comments				

Assessment Rubric:

	4	3	2	1
Pillars of democracy	Shows evidence and depth of understanding of the 4 pillars.	Able to identify evidence of the 4 pillars of democracy in both cultures.	Identifies evidence of some pillars of democracy in either or both cultures.	Evidence is missing or unclear.

Cultural Values	Identifies some advantages and disadvantages of the cultural values to the system of government.	Relates the cultural values to the system of government.	Identifies evidence of the cultural values important to each society.	Incomplete/ unclear evidence of some of the cultural values in one of the cultures.
Iroquois Confederacy	Identifies the advantages and disadvantages of the individual roles of people. Identifies the advantages and disadvantages of the decision making process.	Understands the relationship of the role of men and women in the Iroquois decision making process.	Understands the role of women within the Iroquois Confederacy.	Incomplete/ unclear evidence of the different roles of men and women in the Iroquois Confederacy.
Ancient Athens Class Structure	Identifies the advantages and disadvantages of the class structure. Identifies the advantages and disadvantages of the decision making process.	Understand the role of different classes in the Ancient Athenian decision making process.	Understand the class structure within Ancient Athens society.	Incomplete/ unclear evidence of the class structure in Ancient Athens.
Writing and Presentation	Complete sentences. Rationale is persuasive and compelling. Presentation is clear, neat, and typed.	Most sentences are complete. Rationale for "report card" choices is supported by evidence. Presentation is neat and typed.	Complete thoughts (point form). Information is on topic. Some evidence supporting "grading" choices.	Writing and presentation errors interfere with clear communication of understanding.