

Name: _____

Date: _____

Grade 6 Social Studies: Voices in Democracy: Action and Participation

Chapter 3: Democracy in Ancient Athens

Ancient: refers to something from a time more than 2500 years ago.

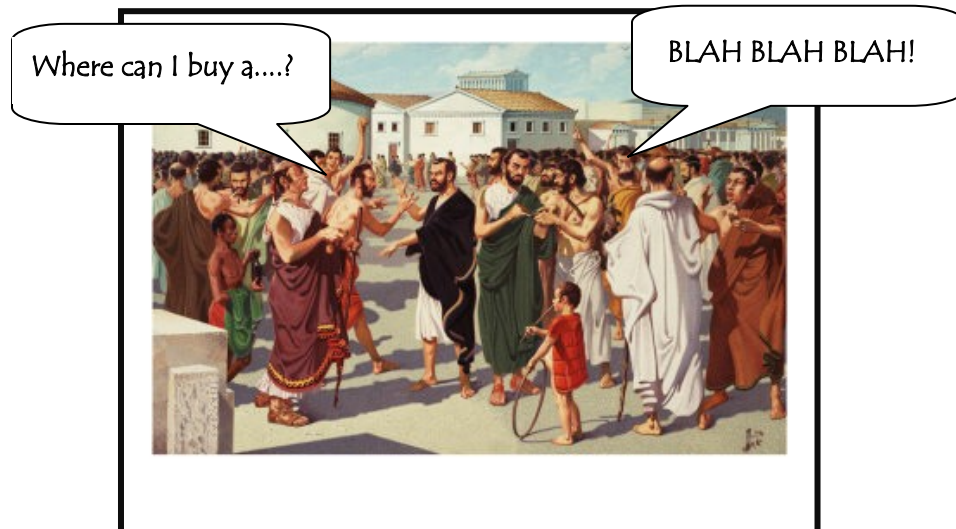


Assembly:

- Important part of democratic government
- **Ecclesia (or Ekklesia)** was main assembly of the democracy of Athens.
- **ALL Athenian men** (over the age of 20) who are citizens can take part in the Assembly
- Debate issues of concern and vote on laws, magistrates (judge/court)

Agora:

- a large, open area in the middle of the city
- filled with markets stalls and men shopping and talking
- a slave will carry/swing a rope covered with red paint and mark men's clothing with paint to get people to come to the Assembly (more people were needed)
- the men laugh and move away to avoid the slave (prefer gossiping in the market)
- If the men who are marked with red paint don't go, they will be FINED \$\$\$
- All people were given the right to attend, therefore, they were expected to exercise that right.



City-State:

- is made up of a city and the surrounding countryside. It is independent of other cities.
- Each ancient Greek city developed its own style of government, its own laws, and built its own army.
- See map on page 56 in your social textbook (*Athens, Mycenae, Olympia, Sparta, Troy*).

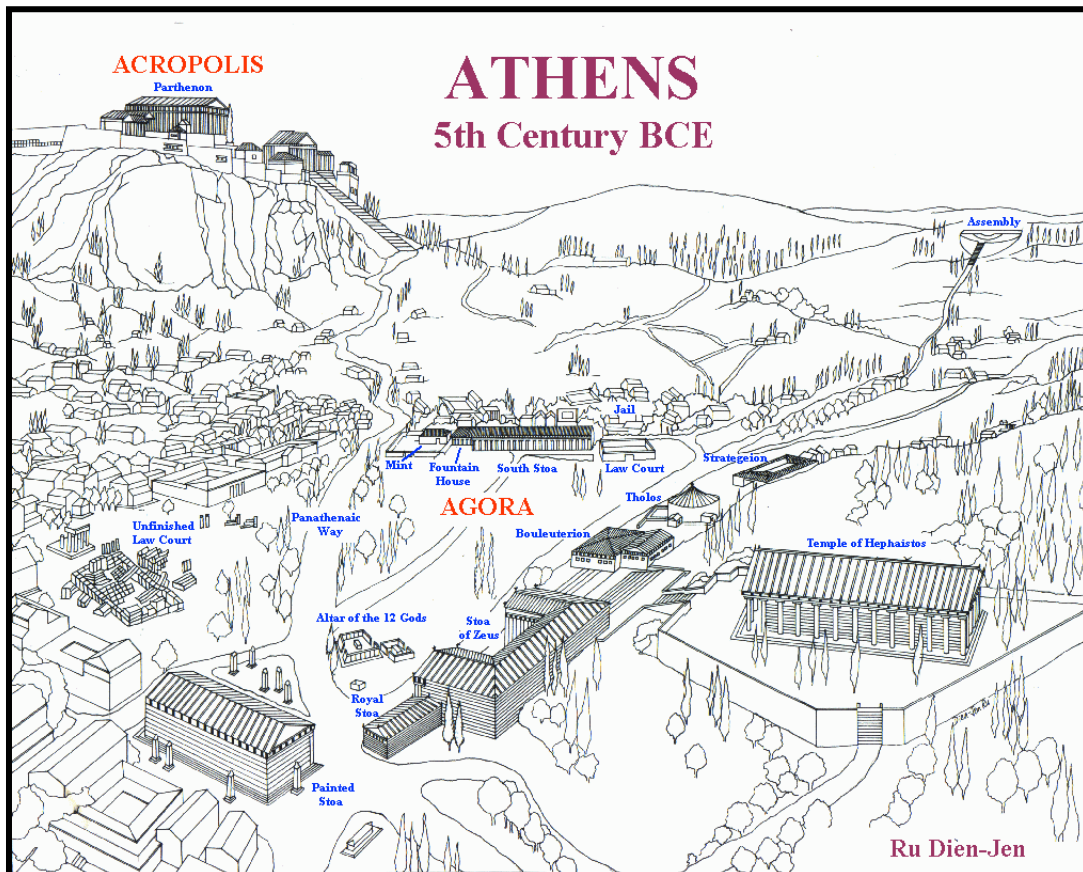
Tyrants: are rulers who seize power and govern in a harsh, cruel way. They demanded obedience.



Over time, Athenians developed a system of government that allowed citizens to participate in making important decisions. Eventually many other Greek city-states also became democracies.



See timeline on page 56-57 in your social textbook (546 BCE-500 BCE).



BC meaning "Before Christ," was used for any years before the birth of Jesus Christ.

AD or Anno Domini, was used for any years after His birth. It means "the year of our Lord."

Nowadays, BCE often replaces BC and means "Before the Common Era." CE often replaces AD and means "Common Era."

These terms are used as an effort to be inclusive of people's different religions and belief systems.

ATHENIAN SOCIETY

Task: Create an identification card for a citizen and a slave. Refer to page 58 in your social textbook.

Sample:

Identification Card

Name: *Kamy Koknopolous*

Gender: *Female*

Age: *16*

Birthdate (d/m/year): *17/7/540 BCE*

Birthplace: *The city-state of Sparta, Athens*

Social Status: *Metic*

Rights: *I cannot own land or become a citizen*



Identification Card

Name:

Gender:

Age:

Birthdate (d/m/year):

Birthplace:

Social Status: *Citizen*

Rights:

Identification Card

Name:

Gender:

Age:

Birthdate (d/m/year):

Birthplace:

Social Status: *Slave*

Rights:

People were not able to move from one class to another. Only on very rare occasions could a metic or a slave be granted citizenship.

Task: Answer the following questions.

1. How did people's place of birth, age, position in society, and gender affect their citizenship and participation in government in ancient Athens?

2. Many societies in ancient times limited the right of citizenship to people who were born there. Why do you think this is not true in Canada today?

ROLES OF MEN AND WOMEN (P. 59-60)

Task: Complete the table.

Boys Daily Life:	Girls Daily Life:
Boys Education:	Girls Education:
Girl Rights:	

Task: Make at least **three connections** between today's gender roles and those in Ancient Athens.



Task: Write a journal entry in the voice of an Ancient Athenian (e.g. woman, slave). Write about your thoughts and feelings about gender roles. *This task will be worth marks.*

When you're all done, edit and revise your work. Create your good copy (typed and include a border). Refer to *Effective Historical Diaries/Journals handout and Rubric.*

Sample:

Gerald Keegan's Journal

Gerald Keegan was an Irish school master who visited British North America in 1847 just before he died. In a daily journal, he recorded his impressions of the trip from Ireland.

May 2

The gale blew itself out during the night and today it is calm, the ship pitching and rolling on a glassy swell, and the sails flapping as if they would split. There is a mist, and it is very cold, which the boatswain tells me, indicates ice is near. Lead cast and soundings found, showing we are on the Banks. Some of our people, who are fishermen, bargained with the cook for a piece of salt pork and using it as bait cast our lines. Their patience was tried for a while, until we struck a school of fish, when for half an hour they caught cod and dogfish as fast as they could haul them in. The school then left and fewer caught afterwards. They gave a few of the best fish to the cook and in consideration, he cooked what they had, so for one day all between decks had enough to eat. The drinking water has been growing daily worse, and now the smell of it is shocking. The barrels must have been filled from the Liffey near a sewer. Repugnant as it is to sight, smell and taste it continues to be doled out in such meagre measure that the sick are continually crying for water with not a drop to give them. The number now sick is appalling—the young of dysentery, the old of fever, the cause of both diseases starvation. Uncle's second boy died this afternoon of dysentery. Poor uncle, his lot is a sore one, yet he never complains.

Excerpts from Gerald Keegan's *Journal of the Voyage from Ireland, 1847*, cited in *A Few Acres of Snow: Documents in Canadian History, 1577-1867*, Thomas Thorner, ed. (Toronto: Broadview Press, 1997).

Effective Historical Diaries/Journals

Accurate <ul style="list-style-type: none">◊ includes documented historical facts◊ is plausible for the time, person and place	
Specific <ul style="list-style-type: none">◊ contains clear and precise details of the event	
Revealing <ul style="list-style-type: none">◊ provides information that is useful in understanding the historical event	
Empathic <ul style="list-style-type: none">◊ is sensitive and realistic in presenting the writer's feelings and opinions	
Comments <ul style="list-style-type: none">• Strengths• Areas that need work	

Historical Diary/journal Entry Assessment

Name: _____

Date: _____

	1	3	5
Accurate facts	Many facts are inaccurate or historically implausible.	A few minor details are inaccurate or historically implausible.	All facts are historically accurate and highly plausible.
Specific information	Almost no historical detail is provided; account is incomplete and vague.	Historical detail is thinly provided; account needs elaboration and more specifics.	Considerable historical detail is provided; account is fully described and very specific.
Revealing insights	The entry does not add to the reader's understanding of the event described.	The entry provides some useful insight that helps in understanding aspects of the event.	The entry offers a revealing account that helps in understanding the event.
Empathic perspective	The entry does not offer an historical character's point of view. The perspective is unrealistic and impersonal.	The entry captures some of an historical character's point of view. The perspective is quite realistic and personal.	The entry richly imagines an historical character's point of view. The perspective is very realistic and personal.

Comments:

Total: /20

EPIC POEMS

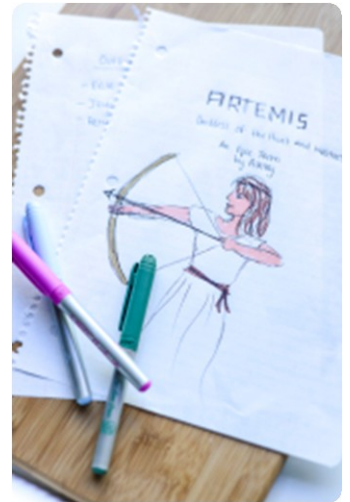
Epic: is a long poem that tells a story usually about a legendary hero. The Iliad and Odyssey are epic poems believed to be written by the Greek poet Homer. They tell the story of the Trojan War.

Task: Create an epic poem with a partner in your group. *This task will be worth marks.*

Epic poems were a popular form of literature in the ancient world. This type of story, in which the main character goes on a long journey and endures many tests and trials, is still used today. The *Lord of the Rings* trilogy, *Star Wars*, and *Harry Potter* are all epic journeys—and kids and adults of all ages are familiar with them. <http://www.education.com/activity/article/write-epic-poem/>

What You Do:

1. Choose an epic hero. You can choose yourself, a family member, a role model or a god or goddess from ancient history. *E.g. Terry Fox*
2. Your epic hero must be charged with a task. He/she can guard something, learn something, or search for something as he/she endures his/her epic journey, but there should be some purpose to his/her adventure. *E.g. Terry Fox's goal is to fundraise money for cancer research.*
3. Decide who your hero's helpers will be. They can be mythical creatures, with special powers, but the decision is up to you. Use your imagination to come up with a unique plot and characters. *E.g. schools, students, parents, cancer survivors, etc.*
4. Outline your epic poem according to the three phases: exile, journey, and return home. Brainstorm ideas about why your epic hero needs to leave home, what he is going to encounter along the journey, and how he will successfully complete the quest.
5. Now it's time for you to begin writing your epic! The structure, length, and style are entirely up to you. Use the planning sheet provided, as well as your Poetry Journal.
6. When you're all done, edit and revise your work. Create your good copy (typed, include a border and a drawn picture of the characters or setting). *Refer to your Poetry Rubric.*



Samples:

Terry Ran by Robert Priest

Terry ran Terry ran
He strode from hip to heel
One leg was muscle bone and skin
One fibre glass and steel

Across the land from Newfoundland
Where the highways stream and slope
23 miles a day he ran
On his marathon of hope

One will to drive that young man on
One heart to make it real
One leg of muscle bone and skin
One fibre glass and steel

Terry ran, he ran through pain
He laughed and he endured
Raising money every step
So cancer could be cured

One hope to help to find a cure
One quest to make it pay
He inspired the whole wide world
Raised millions on the way

One leg of muscle bone and skin
One fibre glass and steel
One dream to drive that young man on
One heart to make it real

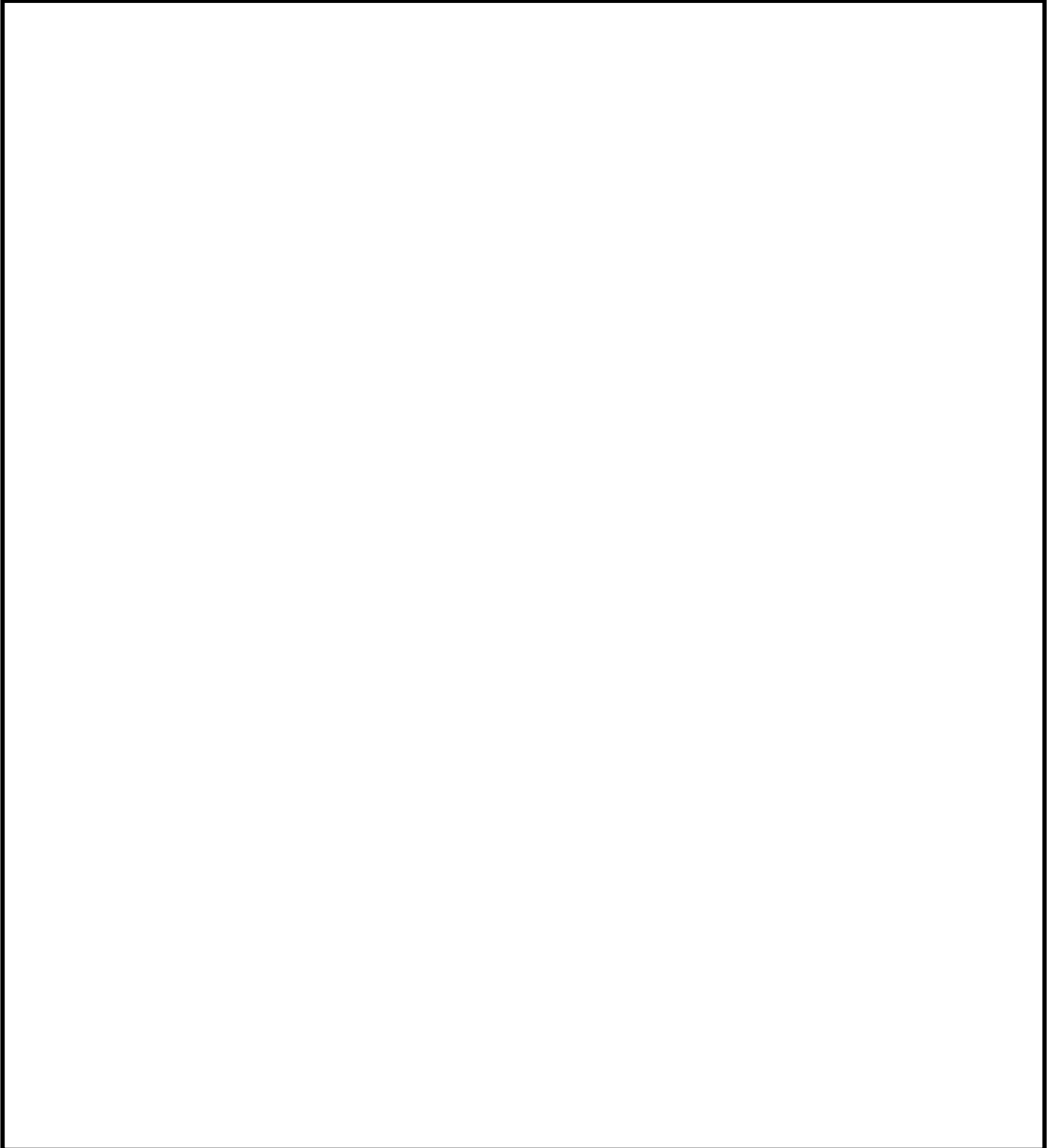
Hiawatha's Departure from The Song of Hiawatha by Henry Wadsworth Longfellow

By the shore of Gitchee Gumee,
By the shining Big-Sea-Water,
At the doorway of his wigwam,
In the pleasant Summer morning,
Hiawatha stood and waited.
All the air was full of freshness,
All the earth was bright and joyous,
And before him through the sunshine,
Westward toward the neighboring forest
Passed in golden swarms the Ahmo,
Passed the bees, the honey-makers,
Burning, singing in the sunshine.
Bright above him shown the heavens,
Level spread the lake before him;
From its bosom leaped the sturgeon,
Sparkling, flashing in the sunshine;
On its margin the great forest
Stood reflected in the water,
Every tree-top had its shadow,
Motionless beneath the water.
From the brow of Hiawatha
Gone was every trace of sorrow,
As the fog from off the water,
And the mist from off the meadow.
With a smile of joy and triumph,
With a look of exultation,
As of one who in a vision
Sees what is to be, but is not,
Stood and waited Hiawatha.

Epic Poem Planning Sheet

Hero: _____

Use your Poetry Journal as well for planning/research.

A large, empty rectangular box with a black border, occupying the majority of the page below the text. It is intended for students to use for planning and research for their epic poem.

Scoring Rubric: Epic Poem

Name: _____

Date: _____

	5	3	1
Elements of Poetry	Sensory details with phrases and/or figurative language create vivid images that contribute significantly to the meaning of the poem. Word choice is vivid, powerful, and exact throughout.	Sensory details and/or figurative language contribute to the meaning of the poem. Most word choices are precise or powerful.	There is little or no use, confusing or inappropriate use of sensory details and or figurative language. Words may be misused or unclear
Organization	The form of the poem is appropriate to the subject.	The form of the poem is mostly appropriate to the subject.	The form of the poem is not appropriate or not clear.
Overall Impact	The poem enables the reader to see, hear, feel or think about the subject in a new way or in a more potent way than ever before.	The poem enables the reader to see, hear, feel, or think about the subject.	The poem does not enable the reader to see, hear, feel or think about the subject.
Grammar, Usage, Mechanics and Spelling	There are few or no errors in mechanics, usage, grammar, or spelling. The poem is published in a unique and creative manner.	There are some errors in mechanics, usage, grammar or spelling. The poem is published in hardcopy.	The poem is difficult to understand because of errors in mechanic, usage, grammar or spelling. The poem is not published.
Journal Entries (Research)	More than two journal entries dated each week from both school and home. Comprehensive written entries, lists, diagrams, etc., are evident.	One or two journal entries dated each week mostly from school. A variety of entries, including diagrams or a list is evident.	Weekly journal entry not present or journal lost. Minimal content included.
Collaboration	Shared drafts are clearly evident.	Drafts are somewhat apparent.	Shared drafts are not apparent

Comments:

Total: /30

