


## Athenian Social Structure and Decision Making CARC Social Studies

Please note, all support materials are after the lesson plan template and begin on page 4. Each support page is linked in the lesson plan. Click on the red push pin (  ) in each support page to return to the lesson plan template.

<b>Grade Level</b>	6	<b>General Outcome</b>	6.2 Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.
<b>Time Frame</b>	1 – 2 class periods	<b>Enduring Understanding (purpose of the lesson)</b>	In this instructional activity, students explore social roles in ancient Athens to develop a meaningful understanding of the effect that social roles had on decision making.
<b>Developed By</b>	Sherri Jansen, Laurie Shapka, Gwen Dawes		
<b>Critical Challenge/Big Idea</b>	<b>To what extent was the fairness and equity present in ancient Athens?</b>		
<b>Other Questions of Inquiry</b>	What were the social roles in Ancient Athens?		
<b>Value and Attitude Outcomes</b>	<b>Knowledge and Understanding Outcomes</b>	<b>Skills and Process Outcomes</b>	
6.2.1 appreciate the relationship between the values of a society and the model of government adopted within a society (PADM) 6.2.2 value the role of participation by citizens in diverse democratic societies (C, PADM)	<b>6.2.3 analyze the structure and functions of the democratic system in Ancient Athens</b> 6.2.3.3 How did identity, status and class structure impact citizenship in ancient Athens? (C, I) 6.2.3.4 How did the social structure of Ancient Athens impact its political structure? (CC, PADM) 6.2.3.5 To what extent were democratic ideals of equality and fairness part of the structure of	<b>develop skills of critical thinking and creative thinking</b> 6.S.1.2 critically evaluate ideas, information and positions 6.S.1.3 re-evaluate personal opinions to broaden understanding of a topic or an issue 6.S.1.4 generate original ideas and strategies in individual and group activities	

	government and society in ancient Athens? (I, PADM)	<b>demonstrate skills of decision making and problem solving</b> 6.S.4.3 collaborate with others to devise strategies for dealing with problems and issues
<b>Summative Assessment Strategies</b>	<b>This activity is intended as an instructional activity and is therefore not summatively assessed.</b>	
<b>Introductory Activity/ The Hook</b>	<b>Activity 1: Brainstorming Ideas</b>  1. Tell the class they are going to plan a party period, afternoon...opportunity. Briefly brainstorm some ideas with the whole class as to what they might choose to do, building excitement for all.	
<b>Teaching/ Learning Strategies and Activities</b>	<b>Activity 2: Assigning Roles</b>  2. Break students into planning groups. <ul style="list-style-type: none"> <li>● Group One: students whose parents were both born locally and they were born locally.</li> <li>● Group Two: students whose parents moved to the local area from somewhere else.</li> <li>● Group Three: students wearing green (or whatever colour you choose)</li> <li>● Group Four: remaining students</li> </ul> 3. Tell students they will have 5 minutes to plan within groups their idea of a great party. To move into their groups they have to do the following: <ul style="list-style-type: none"> <li>● Group One students stand by their desks in the middle of the room – These students become citizens</li> <li>● Group Two students stand in one corner – These students become metics</li> <li>● Group Three students use desks to the side of the room – These students become women</li> <li>● Group Four sit on the floor in another corner – These students become the slaves</li> </ul> 4. Hand out the Role Cards to the appropriate groups. Have students read their <a href="#">Role Cards</a> within their group and then one person from the group shares his/her role with the class. Ask students to figure out what their role will be in planning the party, i.e., <ul style="list-style-type: none"> <li>□ Citizens – approve or disapprove plan</li> <li>□ Women – do the actual planning, but cannot be part of the party</li> </ul>	

	<ul style="list-style-type: none"> <li>□ Metics – will do nothing but attend the party – if they are in the favour of the citizen, though they will be of lower class</li> <li>□ Slaves – will actually do all the work and will do what they are told.</li> </ul> <p><b>Activity 3: Debrief</b></p> <p>5. Have students share their ideas about their role in planning the party, and how they feel about their role. Discuss as a class their ideas about fairness and equality of the roles they had. Ask students what they believe their role would be if they were either boys or girls. Ask students to complete the <a href="#">Exit Card</a> support document.</p> <p><b>Activity 4: Who’s Who in Ancient Athens Social Structure? (optional)</b></p> <p>6. Students complete the handout <a href="#">Who’s Who in Ancient Athens?</a> using the information from the simulation as well as from their texts.</p>
<p><b>Resources</b></p>	<p><b>Authorized Texts:</b></p> <p>Harding, J. C., and Sears, A. (2008). <i>Voices in democracy: action and participation</i>. Don Mills, Ontario: Pearson Education Canada.</p> <p>Tyerman, M., Gerrits, D. A., Lychak, P., Nogue, A., Parsons, J. (2008). <i>Taking part in our democracy</i>. Nelson Education Ltd. Toronto, Ont.</p>

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development

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## Role Cards

<p style="text-align: center;"><b>Citizens</b></p> <p>Since you have already served in the army you are available to serve if asked again. Like most men you know you rely on farming your land for your basic income, though you generally oversee the slaves who do the actual work. When you are not tending your fields, you spend most of your time in the agora shopping, visiting, and discussing things like politics. You also enjoy sports. You ultimately make all the decisions for your family and for your society as you have the right to vote and to serve on juries.</p>	<p style="text-align: center;"><b>Metics</b></p> <p>You were born in another city, but you are allowed to live in Athens under the sponsorship of a citizen, otherwise you risk becoming a slave. You may not own land or participate in any of the decision-making, but you are allowed to become very wealthy if you are successful in business, though you will always be of a lower social class than citizens. You are permitted to move back to the area in which you were born and take your wealth with you or continue to live in Athens, though you will never be a citizen.</p>
<p style="text-align: center;"><b>Citizen's Wife</b></p> <p>You have a male guardian (usually your husband) who is in charge of your life and may punish you as he sees fit. You manage the home and the slaves and teach your daughters how to become good wives, since they do not go to school. You do all of the planning for everything that happens in your house. You are not allowed out of your home by yourself and do not interact with your husband's guests. If you do not have many slaves, your time is spent cooking, cleaning, weaving and caring for children, though your husband is unhappy with you because you have not yet given him a son. Luckily you live in the city otherwise you would have to do the fruit and vegetable harvesting as well. Tonight you will eat by yourself since your husband has guests.</p>	<p style="text-align: center;"><b>Slaves</b></p> <p>You have been born into the role of slave. Your quality of life depends entirely on your owner. Luckily for you your owner wants you to work in his household cooking, cleaning, serving, entertaining, and sometimes tending the fields. This is much better than being worked to death in the silver mines like some of the other slaves. Once in a while you are also permitted to work for money since you are male. You must have his permission to marry other slaves and to have children who will also be slaves. Your responsibility in society is to follow the orders of your owner no matter what those orders are. You are not respected and are referred to by the name given to you by your owner.</p>



## Who's Who in Ancient Athens?

Use the information in your textbook to answer the following questions. Make sure you answer using complete sentences.

1. List three roles/responsibilities of the following groups of people that made up the social structure of ancient Athens.

Women: \_\_\_\_\_

\_\_\_\_\_

Citizen men: \_\_\_\_\_

\_\_\_\_\_

Greek Girls: \_\_\_\_\_

\_\_\_\_\_

Greek Boys: \_\_\_\_\_

\_\_\_\_\_

Slaves: \_\_\_\_\_

\_\_\_\_\_

Metics: \_\_\_\_\_

\_\_\_\_\_

2. Only men were considered citizens in ancient Athens. How did a man get to become a citizen?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The roles of girls and boys were very different in ancient Athens. What do YOU think one of the greatest differences was between the two roles? Do YOU think these roles were fair?

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Complete the following charts using the information from your text book on the social structure of Ancient Athens.

**Men**  
In the government of  
Ancient Athens

**Men**

Citizens

Metics

Slaves

# Women

In the government of Ancient Athens

