

Deciding on the Decision Model CARC Social Studies

Grade Level	6	General Outcome	6.2 Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.
Time Frame	3 classes	Enduring Understanding (purpose of the lesson)	Students understand and represent the differences and similarities between democracies in history. Students will use this knowledge to understand the different ways of making decisions in contemporary Canada.
Developed By	Darcie McDonald		
Critical Challenge/ Big Idea	What is the best way of making decisions for your class, consensus (Iroquois Confederacy) or majority rule (Ancient Athens)?		
Other Questions of Inquiry	How do citizens participate in democracy in Ancient Athens? The Iroquois Confederacy? How are each of the four pillars (equality, justice, freedom, fairness) represented in each of the cultures we are studying.		
Value and Attitude Outcomes		Knowledge and Understanding Outcomes	Skills and Process Outcomes
6.2.1 appreciate the relationship between the values of a society and the model of government adopted within a society (PADM)		6.2.3 analyze the structure and functions of the democratic system in ancient Athens 6.2.4 analyze the structure and functions of the Iroquois Confederacy 6.2.4.3 What are the advantages and disadvantages of consensus as a decision-making model for government? (PADM)	develop skills of critical thinking and creative thinking 6.S.1.3 critically evaluate ideas, information and positions 6.S.1.4 re-evaluate personal opinions to broaden understanding of a topic or an issue demonstrate skills of oral, written, visual literacy 6.S.8.4 use skills of informal debate to persuasively express differing viewpoints regarding an issue
Summative Assessment Strategy	This activity is intended to be instructional to help students gain understanding and therefore is not summatively assessed.		

<p>Introductory Activity/ The Hook</p>	<p>Activity 1: Introduction</p> <ol style="list-style-type: none"> 1. The Greeks –Introduction of the PBS Series (see Resources section below).
<p>Teaching/ Learning Strategies and Activities</p>	<p>Before completing this lesson, students had the opportunity to make a decision as a class on what type of food they should have for their next class party <u>using majority rules</u> and what day and time their class party should be using <u>consensus</u>. As a class we discussed the advantages and disadvantages of these two decision making models. <i>Students will do a jigsaw activity and use expert groups to complete this lesson.</i></p> <p>Activity 2: Jigsaw Research</p> <ol style="list-style-type: none"> 2. Students will choose to research either Ancient Athens or the Iroquois Confederacy, and then use prior knowledge, textbooks, library resource materials, laptops and classroom resources to help them research their chosen culture. 3. Students will gather their resources and work with another member of their 'expert group' to make jot notes on democracy and decision making for either the Iroquois Confederacy or Ancient Athens. 4. Students will join with the rest of their expert group to share what they have found out. Students will use consensus to decide who will be the leader of the 'expert group.' All students will add to their jot notes as the members of their group share what they have learned with each other. 5. Students should use majority rule to decide who will be the speaker for their group. 6. Each Ancient Athens expert group will share what they have learned with an Iroquois group and vice versa. Groups make jot notes on each other's presentations. <p>Activity 3: Develop Criteria</p> <ol style="list-style-type: none"> 7. Teacher directed - As a large group <u>develop criteria</u> for what makes a good decision making model Example – it is fair, it is efficient, etc... 8. Using the criteria students make an individual decision on which model they feel is the best way to make decisions for them. Students must come up with reasons for their decisions and write them in a persuasive paragraph. For example – The Iroquois had a better way of making decisions because it involved everyone ... or the Ancient Athenians had a better way of making decisions because it was less time consuming...

	<p>Activity 4: Debate the Issue</p> <p>9. What is the best way for students to make decisions? Hold a U-shaped debate. Students will use what they have learned to present their arguments and try to convince their peers to move to their side of the 'U'. Please see http://www.learnalberta.ca/content/sssm/html/u-shapeddiscussion_sm.html for information on U-shaped debates.</p> <p>Note: It is important for students to understand that the decision making models of other especially historical cultures are what worked for them, but not necessarily for others, thus when students are debating the best decision making model they must do so on the basis of what would meet their own needs rather than placing judgment on the decisions of another culture, especially on a historical one.</p> <p>10. Use the information from this lesson to create a Venn diagram comparing majority rules and consensus decision making.</p> <p>Optional: Poetry writing (Language Arts link)</p> <ul style="list-style-type: none"> - Students use knowledge and organizer (Venn diagram) to create a powerful poem to represent their judgments on the best way to make a decision for them. - Students have the option of writing a poem to demonstrate both decision making models. <p>Closing – Students will complete reflection piece on this critical challenge. (See below)</p>
<p>Resources</p>	<p>Learn Alberta. (2008). <i>Support material: u-shaped discussion</i>. Retrieved May 23, 2011 from http://www.learnalberta.ca/content/sssm/html/u-shapeddiscussion_sm.html</p> <p>PBS. (2007). <i>Athens: The dawn of democracy part 1 of 10 [Video file]</i>. Lion Television Ltd. Retrieved May 23, 2010 from http://www.youtube.com/watch?v=Xtn-BZH_xU0&feature=fvwrel</p>

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

Name: _____

The best way for a democracy to make decisions is by _____.

I feel this way because

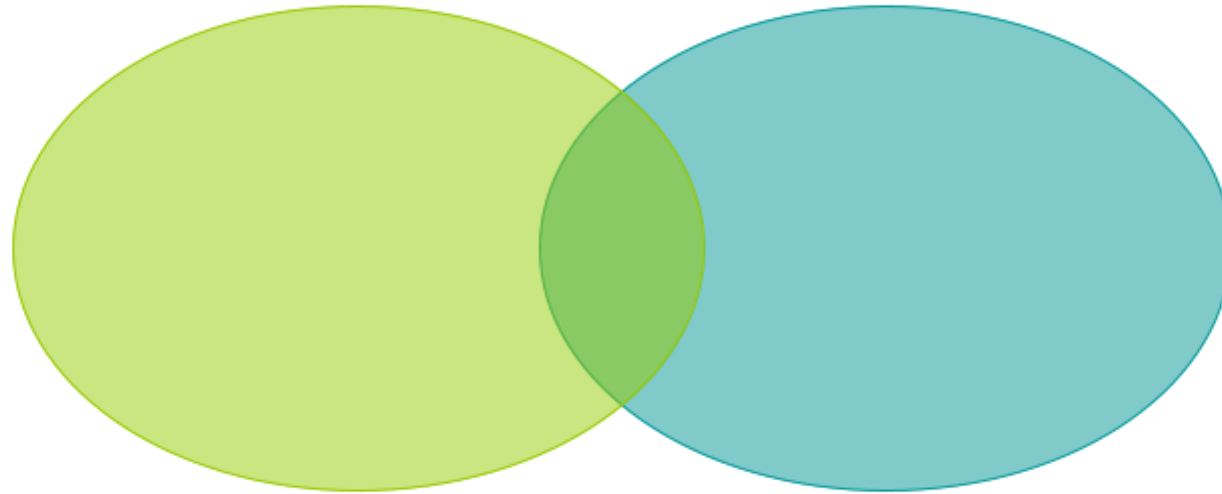
I was surprised by:

My favorite part of this lesson was:

My favorite poem was:

Venn Diagram

Athens
Direct
Democracy



Iroquois
Consensus