

Democracy or Not...You Be the Judge

CARC Social Studies

Enduring Understanding:

Students will take on the role of a Spartan spy and gather information to answer the question, "To what extent was the form of democracy practiced in ancient Athens fair and equitable?"

"Historical thinking allows student to develop sense of time and place to help define their identities. Exploring the roots of the present...develops citizens willing to engage in a pluralistic democracy and to promote and support democratic institutions." (Social Studies Program of Studies, 2005, p.9)

This performance task addresses the following learner outcomes from the Alberta Social Studies Program of Studies.

General Outcome 6.2		
Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy		
Specific Outcomes		
Number	Heading and Outcome (and bullet where applicable)	Criteria
6.2.3 6.2.3.2 6.2.3.1 6.2.3.3 6.S.2 6.S.2.3	analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> • 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? demonstrate skills of historical thinking: <ul style="list-style-type: none"> • explain the historical contexts of key events of a given time period 	describe Athenian democracy
6.2.3 6.2.3.5 6.S.7 6.S.7.4 6.S.8 6.S.8.2	analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> • To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens apply the research process <ul style="list-style-type: none"> • draw and support conclusions based on information gathered to answer a research question demonstrate skills of oral, written and visual literacy: express reasons for their ideas or opinions, in oral or written form	develop and support position
6.S.8 6.S.8.1	demonstrate skills of oral, written and visual literacy: <ul style="list-style-type: none"> • express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates 	communicate information

This task was developed through a partnership between the Central Alberta Regional Consortium (CARC) and the Alberta Assessment Consortium (AAC) as a result of a grant from Alberta Education to support implementation.

Teachers have the ability to modify these materials in response to the specific learning needs of their students. Please visit www.aac.ab.ca for the most recent AAC version of these materials.

Grade 6 Social Studies
Performance Assessment: Student Task
Democracy or Not...You Be the Judge

Throughout the ages ancient Athens has been called the "birthplace of democracy" and has been envied by those living in different circumstances. You are a citizen of Sparta who belongs to an organization that is attempting to change the type of government that rules Sparta. You have been charged with the task of going to Athens to gather information about Athenian democracy and report back with a recommendation about whether or not Sparta's government should be replaced with a democracy.

You will gather information to answer this question: **To what extent was the form of democracy practiced in ancient Athens fair and equitable?** Your recommendation will include the following information.

Describe Athenian democracy

- How was the government structured?
- How did the structure of the government give opportunities for people to participate in decision-making?
- How did identity, status and class impact Athenian citizenship?

Develop a position

- To what extent was the form of democracy practiced in ancient Athens fair and equitable?

Support your position

- Provide specific examples from the ways of life in ancient Athens that support your position.

Remember, the information you gather and the recommendation will be carefully considered. You need to be thorough and provide a well-supported recommendation about Athenian democracy.

This task was developed through a partnership between the Central Alberta Regional Consortium (CARC) and the Alberta Assessment Consortium (AAC) as a result of a grant from Alberta Education to support implementation.

Teachers have the ability to modify these materials in response to the specific learning needs of their students. Please visit www.aac.ab.ca for the most recent AAC version of these materials.

Democracy or Not...You Be the Judge Rubric

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	Insufficient/ Blank*
Describes Athenian democracy (6.2.3.1, 6.2.3.2, 6.2.3.3, 6.S.2.3)	Provides a comprehensive description of ancient Athenian democracy.	Provides a thorough description of ancient Athenian democracy.	Provides a cursory description of ancient Athenian democracy.	Provides a superficial description of ancient Athenian democracy.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Develops and supports position (6.2.3.5, 6.S.7.4, 6.S.8.2)	Develops a position and uses evidence in a compelling manner to support position.	Develops a position and uses evidence in a credible manner to support position.	Develops a position and uses evidence in a simplistic manner to support position.	Develops a position and uses evidence in an inconclusive manner to support position.	
Communicates information (6.S.8.1)	Communicates information in a persuasive manner to inform and engage the audience.	Communicates information in a convincing manner to inform and engage the audience.	Communicates information in a believable manner to inform and engage the audience.	Communicates information in an unconvincing manner that does little to inform or engage the audience.	

* When work is judged limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

This task was developed through a partnership between the Central Alberta Regional Consortium (CARC) and the Alberta Assessment Consortium (AAC) as a result of a grant from Alberta Education to support implementation.

Teachers have the ability to modify these materials in response to the specific learning needs of their students. Please visit www.aac.ab.ca for the most recent AAC version of these materials.

Grade 6 Social Studies
Performance Assessment: For Best Results
Democracy or Not...You Be the Judge

FOR BEST RESULTS

This section provides suggestions for **additional instruction** and **assessment for learning support**. A variety of student self-reflection and peer coaching tools have been provided in this package. These tools are **not** intended to be used for grading purposes, but rather to scaffold students along the way to successful completion of the performance task. As not all students will require the same type and/or amount of scaffolding, teachers make instructional and coaching decisions based on student needs.

After initial suggestions on preparing for the task, the information in this section is organized around the criteria for evaluation as found on the rubric. Thus, teachers can target the areas where they feel students require additional support and guidance.

To help **prepare students for the task...**

Assessment for Learning Support

- ✓ Share the assessment task and criteria with students at the beginning of the unit to help focus their learning during the unit of study.
- ✓ Introduce the rubric to the students and discuss the various levels of quality described. Help the students understand the language of the rubric or adapt the language as necessary for your students. Refer to the AAC Rubric Wordwall or use the assessment for learning tools provided in this document.
- ✓ Exemplars are a powerful way to help students understand the expected standard of performance by viewing work at a variety of levels of proficiency. However, exemplars are currently not available for this task. [Contact AAC](#) for information on how to submit exemplars for publication.

To help students **describe Athenian democracy (criterion #1)...**

- Model how to select relevant information to address the questions from the student task.
- Encourage students to develop their own graphic organizer to record the information they will be gathering.

Assessment for Learning Support

Peer Coaching Tool #1 (p. 5 of this document)

- ✓ Ask students to consider the 'student friendly' descriptions provided in the coaching tool.
- ✓ Use a student exemplar from a previous year to model how to use the tool to provide feedback before having students work with a peer.
- ✓ Encourage students to be specific and descriptive with the feedback they provide.

To help students **develop and support a position (criterion #2)...**

- Discuss the importance of having a definite position when answering the question.
- Brainstorm with students a list of qualities for strong supporting evidence. Some examples might include the following.

This task was developed through a partnership between the Central Alberta Regional Consortium (CARC) and the Alberta Assessment Consortium (AAC) as a result of a grant from Alberta Education to support implementation.

Teachers have the ability to modify these materials in response to the specific learning needs of their students. Please visit www.aac.ab.ca for the most recent AAC version of these materials.

Grade 6 Social Studies
Performance Assessment: For Best Results
Democracy or Not...You Be the Judge

- o focused on the topic
 - o support the stated position
 - o provide sufficient information
 - o is accurate
 - Provide students with a template to ensure they are actually providing evidence for their position and not simply providing information.
 Athenian democracy <position: is/is not> fair and equitable because <evidence>. <explanation of supporting evidence>.
e.g.
 Athenian democracy was not fair and equitable because you must be a citizen to participate in the democracy. In ancient Athens, there were strict rules about who could be a citizen, so not many people were able to participate in the democratic process.
- Assessment for Learning Support
Peer Coaching Tool #2 (p. 6 of this document)
- ✓ Before approaching a peer to provide feedback, students should reflect on their own work to identify areas they feel are well done or to identify questions for which they would like feedback.
 - ✓ After the coach has provided feedback, students should consider the question prompts at the bottom of the page as they consider adjustments they want to make to their work in progress.

To help students **communicate information (criterion #3)**...

- Discuss with students the difference between the expectations for every written assignment (logically organized and ensuring that grammar and conventions do not detract from the message) and the specific qualities that will be assessed for this writing assignment, i.e. techniques of persuasive writing to engage the audience.
 - Brainstorm a list of qualities for an effective submission. Some suggestions may include:
 - o persuasive
 - o tone and language appropriate for audience
- Assessment for Learning Support
Student Self-reflection Tool (p. 7 of this document)
- ✓ Model how students could use the tool to reflect on their work to identify areas of strength and areas in need of further attention.
 - ✓ Provide time for students to make the changes to their written response before submitting the final product for marking.

This task was developed through a partnership between the Central Alberta Regional Consortium (CARC) and the Alberta Assessment Consortium (AAC) as a result of a grant from Alberta Education to support implementation.


Teachers have the ability to modify these materials in response to the specific learning needs of their students. Please visit www.aac.ab.ca for the most recent AAC version of these materials.

Grade 6 Social Studies
Peer Coaching Tool #1: Describe Athenian Democracy
Democracy or Not...You Be the Judge

Student _____

Coach _____

How well did I describe Athenian democracy?

The rubric states	Provides a comprehensive description of ancient Athenian democracy.	Provides a thorough description of ancient Athenian democracy.	Provides a cursory description of ancient Athenian democracy.	Provides a superficial description of ancient Athenian democracy.
Which means 	The audience has a complete understanding of ancient Athenian democracy. Any questions asked are likely to be based on a desire to learn more about the topic rather than trying to understand what has been presented.	The information provides the audience with the information they need to understand ancient Athenian democracy and any questions are likely to be only to clarify minor details.	The audience has only part of the information they need to understand ancient Athenian democracy and will likely have questions about important parts of the topic.	Key pieces of information about ancient Athenian democracy have been left out and the audience will likely have difficulty understanding the topic.
When I read your description, it was clear to me that...				
Something you might want to consider is...				

Grade 6 Social Studies
Peer Coaching Tool #2: Develop and Support Position
Democracy or Not...You Be the Judge

Student _____

Coach _____

Use this tool examine the quality of the evidence provided to support the position.

Student

Coach

	Please notice... OR I have some questions about my work.	I noticed... OR I have some suggestions for you.
Does my evidence stay focused on the topic?		
Does my evidence support the stated position?		
Does my evidence provide sufficient information?		
Is my evidence accurate?		

After you have received feedback on your work, use these three questions to guide your revisions.

- What evidence do I need to add, remove or correct?
- What additional resources do I need to consult?
- What questions could I ask, so my coach can help me clarify the issue?

Grade 6 Social Studies
Peer Coaching Tool #2: Develop and Support Position

Democracy or Not...You Be the Judge

--

Grade 5 Social Studies
Peer Coaching Tool #2: Communicate Information
The Great Depression: Changing Ways of Life

Student _____

Basic Expectations for Any Written Assignment

- logically organized
- grammar and conventions do not detract from the message

Qualities to be Assessed in this Assignment

How well did I **communicate information**?

Student	Yes, I showed this when I...	Not yet, but here's how I can make it stronger...
In my written response, did I inform and persuade my audience by... <ul style="list-style-type: none"> • presenting compelling information? • using convincing language? 		
In my written response, did I engage my audience by... <ul style="list-style-type: none"> • presenting evidence succinctly? • using language skillfully? 		