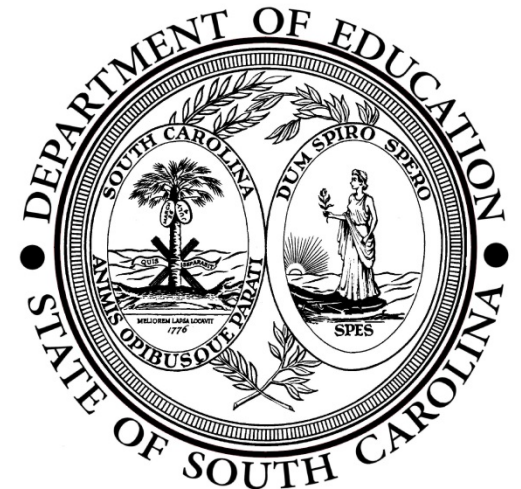


# Grade 6

## “Democracy” From Ancient Greece to Charleston

Instructional Resource for the  
*South Carolina Social Studies Academic Standards*

South Carolina Department of Education  
Office of Standards and Learning  
January 2017



**Grade/Course Level: Title of Unit**

This unit focuses on explaining change and continuity over time and across cultures. The purpose of this lesson(s) is to engage 6th grade students in examining what democracy, citizenship, and public debate and action mean across, space, and cultures. These lessons will address multiple components from the profile of a South Carolina graduate. The components that the lesson will address from World Class Skills are: Critical Thinking and Problem Solving, Collaboration and Teamwork, Knowing How to Learn, and Communication, information, Media and Technology. The components that the lesson will address from Life and Career Characteristics are integrity and perseverance. The estimated time frame of this instructional plan is 3 - 4 60 minute classes.

**Standard(s) and/or Indicator(s)**

**Targeted:**

**Standard 6-2: The student will demonstrate an understanding of life in ancient civilizations and their contributions to the modern world.**

6-2.1 Describe the development of ancient Greek culture (the Hellenic period), including the concept of citizenship and the early forms of democracy in Athens

**Embedded:**

**Standard 6-2: The student will demonstrate an understanding of life in ancient civilizations and their contributions to the modern world.**

Standard 6-2-2: Analyze the role of Alexander the Great (Hellenistic period), Socrates, Plato, Archimedes, Aristotle, and others in creation and spread of Greek governance, literature, philosophy, the arts, math and science.

Standard 6-2-5: Explain the decline and collapse of the Roman Empire and the impact of the Byzantine Empire, including the Justinian Code and the preservation of ancient Greek and Roman learning, architecture, and government.

**Standard 6-5: The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states in Europe.**

Standard 6-5-2: Explain the effects of the Magna Carta on European society, its effect on the feudal system, and its contribution to

the development of representative government.

### **“I Can” Statements**

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).

- *Day 1: I can use compare and contrast what democracy and citizenship means in Ancient Greece and present times.*
- *Day 2: I can identify problems in my school or community and find local experts about the problem.*
- *Day 3: I can identify possible solutions to local community or school problems,*
- *Day 4: I can present my knowledge and ideas to local community stakeholders*

### **Essential Question(s)**

This is a **suggested** essential question that will help guide student inquiry.

- How do citizens participate in a democracy?

### **Academic Vocabulary**

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- Democracy
- Citizenship
- Local, state, national government

### **Prior Knowledge**

This is the first time students have been taught about classical Greek civilization. Basic tenets of democracy, citizenship, and government have been taught in elementary grades.

### **Subsequent Knowledge**

Other than the basic tenets of democracy, the development and lasting contributions of classical Greek civilizations will not be taught in subsequent courses. In United States Government, students will analyze the developmental influence that Greek democracy had on the core political principles of American government (USG-2.2). (South Carolina Department of Education, 2012, p. 12).

### **Potential Instructional Strategies**

**Day 1 Learning Target: I can use compare and contrast what democracy and citizenship means in Ancient Greece and present times.** (6.2-1)

#### **Introduction:**

As a bell ringer, journal entry, or opening discussion students can answer, “What is democracy in the United States?”

#### **Venn Diagram:**

As a class or individual students can complete a two circle Venn Diagram comparing/contrasting the United States democracy and Ancient Greece democracy. The same can be done for citizenship. (This information should be previously taught). [http://www.educationworld.com/tools\\_templates/venn\\_diagram2.doc](http://www.educationworld.com/tools_templates/venn_diagram2.doc)

#### **Graphic Organizer (Handout 1):**

Ask students to think about how democracy and citizenship is more than voting. Ask students how they might participate in democracy even if they cannot vote. Using the South Carolina African American History Calendar ask students how the Emanuel 9 and the survivors were active in their democracies. For example Rev. Daniel L. Simmons, Sr. (August) launched a Hot Meal Program open to all citizens and served in the U.S. Army in Vietnam. Complete the handout/graphic organizer #1. As students uncover the democratic impacts of the Emanuel 9, they will grow in their understanding of what true citizenship looks like and how different people approach their civic duty.

#### **Share Aloud:**

After completing the graphic organizer ask students to share what they wrote.

**Teacher Note:** Additional information for the teacher on Ancient Greece and modern democracy can be found at [http://www.bbc.co.uk/history/ancient/greeks/greekdemocracy\\_01.shtml](http://www.bbc.co.uk/history/ancient/greeks/greekdemocracy_01.shtml)

**Day 2 Learning Target: I can identify problems in my school or community and find local experts about the problem.**  
(6.2-1)

**Intro:**

Review the graphic organizer from the previous day.

**Activity (Handout 2):**

Using Handout/Graphic Organizer #2, ask students to list problems in their school and community. Divide the class into groups of four to complete a consensus placemat activity. [http://www.doe.virginia.gov/instruction/science/professional\\_development/2012/institute\\_6-8/08\\_Consensus\\_Placemat\\_Directions.pdf](http://www.doe.virginia.gov/instruction/science/professional_development/2012/institute_6-8/08_Consensus_Placemat_Directions.pdf).

**Research:** Have students pick one problem and research it. Ask students to identify a local “expert” (parent, teacher, staff member, etc.) to interview about their problem. Handout/graphic organizer #2 will provide a guide.

**Day 3 Learning Target: I can identify possible solutions to local community or school problems and present them to my classmates.** (6.2-1)

**Activity/Assessment:**

Using their interview and research students create a short 3-5 slide presentation about their problem and possible solutions. This could also be an essay, poster, or another type of media. Student then present to their classmates.

**Day 4 Learning Target: I can reflect on the power of my voice as well as the voices of my peers. (6.2-1)**

**Intro:**

Students discuss the various ways their classmates want to make their communities better. Discuss how these actions are crucial to a healthy democracy.

Additional Activity: Students will vote on which community project they would like to see actually completed.

**Activity/Assessment:**

Students write a short two-three paragraph reflection tying what they learned to democracy and citizenship.

**Potential Assessment Task**

Day 1: Completed Graphic Organizer

Day 2: Interview Questions

Day 3: Presentation of Problem and Solution

Day 4: Reflection

**Resources**

Cartledge, P. (2011, February 17). Ancient history in depth: The democratic experiment. Retrieved from [http://www.bbc.co.uk/history/ancient/greeks/greekdemocracy\\_01.shtml](http://www.bbc.co.uk/history/ancient/greeks/greekdemocracy_01.shtml)

Education World. (2016). Two circle Venn diagram. Retrieved from [http://www.educationworld.com/tools\\_templates/venn\\_diagram2.doc](http://www.educationworld.com/tools_templates/venn_diagram2.doc).

Schultz, B. D. (2008). *Spectacular Things Happen Along the Way: Lessons from an Urban Classroom*. New York: Teachers College Press.

South Carolina Department of Education. (2011). *South Carolina social studies academic standards* [PDF document]. Retrieved from <http://ed.sc.gov/scdoe/assets/file/agency/ccr/StandardsLearning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

South Carolina Department of Education (2012). *Support documents for sixth grade level social studies*. Retrieved from <http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/Grade6SupportDocuments.pdf>

South Carolina Department of Education. (2015). Profile of the South Carolina graduate. [PDF document]. Retrieved from <http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>

StoryCorps. (n.d.). *Interview Tips with Steve Inskeep, Host of NPR's Morning Edition*. Retrieved from <https://www.youtube.com/watch?v=HYS88NOVW10>.

Virginia Science Standards of Learning Institute. (2012). *Consensus placemat activity*. Retrieved from [http://www.doe.virginia.gov/instruction/science/professional\\_development/2012/institute\\_6-8/08\\_Consensus\\_Placemat\\_Directions.pdf](http://www.doe.virginia.gov/instruction/science/professional_development/2012/institute_6-8/08_Consensus_Placemat_Directions.pdf)

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## Grade 6: Democracy and Citizenship

### a) Questions to Get You Thinking

What are problems at this school?

1. \_\_\_\_\_ 4. \_\_\_\_\_
2. \_\_\_\_\_ 5. \_\_\_\_\_
3. \_\_\_\_\_ 6. \_\_\_\_\_

What are problems in your community?

1. \_\_\_\_\_ 4. \_\_\_\_\_
2. \_\_\_\_\_ 5. \_\_\_\_\_
3. \_\_\_\_\_ 6. \_\_\_\_\_

### b) Pick one problem and research it. Write some thoughts down here

Source:	Thoughts/Ideas:
Source:	Thoughts/Ideas:
Source:	Thoughts/Ideas:

c) I am going to interview \_\_\_\_\_ about

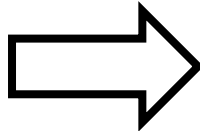
\_\_\_\_\_ (Write questions and answers on back)



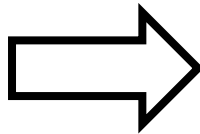
**Grade 6: Graphic Organizer**  
**"Democracy" from Ancient Greece to Charleston**

How might people participate in a democracy in addition to voting?

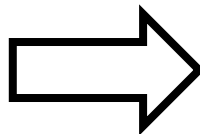
**Look to SC African American History Calendar for next section**

How were they active citizens in their democracy?

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