
> > > LESSONS AND ACTIVITIES

LESSON SUMMARY:

During this lesson students will study and compare contemporary and ancient democratic systems to understand the following:

- Without participation, there can be no democracy;
- Without democracy, there can be no participation;
- Social participation as a citizen is imperative and a life-long responsibility

STANDARDS:

- Students trace the transitions from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (*California Content Standards, Grade 6, History/ Social Science, Standard 6.4.2*).
- Students state the key differences between Athenian, or direct democracy and representative democracy. (*California Content Standards, Grade 6, History/ Social Science, Standard 6.4.3*).
- Students describe the government of the Roman republic and its significance (e.g. written constitution and tripartite government, checks and balances, civic duty) (*California Content Standards, Grade 6, History/ Social Science, Standard 6.7.2*).
- Students analyze text that uses the compare and contrast organizational patterns. (*California Content Standards, English/Language Arts, Grade 6, Structural features of information materials, Standard 2.2*)
- Students write expository compositions (e.g. description, explanation, comparison and contrast, problem and solution) (*California Content Standards, English/Language Arts, Grade 6, Reading/Writing Applications, Standard 2.2*)

RUBRIC:

Compositions are graded with appropriate rubric for this grade level and writing domain.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Students study and analyze the government systems of the ancient Romans and Greeks as presented in the Grade 6 curriculum.
2. Students analyze how specific groups in each of the ancient societies participated in their governments.
 - Students identify various groups in the society. (Groups might include men, women, foreigners, slaves, class groups, religious groups etc.)
 - Students grid and compare information about each groups such as: the group name, their voting rights, other rights, and any other useful information.
3. With teacher provided information and resources, students study and analyze how specific groups in U.S. society have participated in their government in recent history.
 - Students identify various groups in U.S. society throughout history. (Groups might include men, women, foreigners, slaves, immigrants, class groups, religious groups, landowners American Indians etc.)
4. Students discuss and compare the patterns of the participatory rights of specific groups in ancient history and in recent U.S. history. Teacher facilitates the discussion by asking questions such as the following:
 - What patterns do you see between the participation of social groups in ancient Greece and Rome and in the United States today?
 - What are the outcomes if only some groups participate in their government and others do not? What are some examples that you can give from our history lesson or from history itself?
5. After the above study, analysis and discussion students answer the following questions using information from their lessons and from personal experience and observation to support their assertions:
 - What should a true democracy be? How should it work?
 - What should be the rights of all citizens in a democracy?
 - Do all groups participate equally in a democracy? Which groups do participate fully, and which groups do not participate fully or do not participate at all?
 - What limits the participation of some groups in our society?
 - What is the most important role of a citizen of a democracy?
 - How can citizens exercise their roles and rights in a democracy?
6. Students write *persuasive compositions* discussing the meaning of participatory democracy, the rights of citizens within that democracy, and the consequences for a society when certain groups are excluded or have limited access to participate. Compositions provide detailed support and evidence from the discussions and differentiate between facts and opinions.

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