ANTONIOS S. KAPONIS

Democracy, democracies, and democratic values

1st teaching period: Basic Terminology Related to Ancient Athenian Democracy

(Before the beginning of the first teaching period, students are asked to answer to the first two questions on the **Ancient Athenian Democracy KWL worksheet** with what they know about Ancient Athenian Democracy, and what they would like to learn.)

1st activity

Time: 10′

Type of activity: Brainstorming and small discussion.

Class organisation: whole class

Actions/ Tasks: T projects the **Ancient Athenian Democracy Presentation** (PPT slide n. 1), asks students to write terms, personal names and place names related to the phrase "Ancient Athenian Democracy" in English. Students are urged to take part in a short discussion about the terms/ phrases.

2nd activity

Time: 35′

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<u>Type of activity:</u> Reading texts, searching the web, locating information.

<u>Class organisation:</u> in pairs in front of a computer (the students' number of two groups should be three).

<u>Actions/Tasks:</u> Each group is given a worksheet with a different text (**Ancient Athenian Democracy Sources** 1-8, **Parallel Sources** and **Law Against Tyranny worksheets)**. T assigns one text to each group, asks all groups to find the definition of the terms/ phrases or basic information about agents, places and institutions using online dictionaries or encyclopedias (Greek students are requested to search terms on the online English-Greek dictionary https://www.wordreference.com/engr/ and on the Encyclopedia https://www.ancient.eu/), create a quizlet (on https://quizlet.com/latest) in English and in students' own language after selecting the appropriate definition among the given ones by Quizlet. Every group sends its quizlet to the other groups in order to play the respective games (match, gravity, live).

(asynchronous)

Students are requested to find the etymology of the terms, phrases and names collected during the 1st activity, create a collective quizlet with all terms, names and phrases from their inquiry for later use, and create their own wordcloud on https://wordart.com.

2nd teaching period: Ancient Democracy vs Tyranny

1st activity

<u>Time:</u> 10'

<u>Type of activity:</u> PPT projection and small discussion.

<u>Class organization:</u> whole classroom

<u>Actions/ Tasks:</u> T projects the **Ancient Athenian Democracy Presentation** (PPT slide n. 2-3), and encourages students to think of modern types of tyranny and its relation to modern democracy, and especially in their own country, and then add the new terms to the existing vocabulary quizlet.

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2nd activity

Time: 25′

Type of activity: reading and comprehension of a historical inscription, worksheet, searching the web, locating information.

Class organisation: in pairs in front of a computer.

Actions/Tasks: T gives the groups the **Law Against Tyranny worksheet**, and asks them to answer the questions on it. Pairs are also requested to characterize the historical source in terms of time and category.

3rd activity

Time: 10'

Type of activity: answering to questions, small discussion.

Class organisation: whole class.

Actions/ Tasks: T encourages students to answer to questions given on a Digital Wall on experiential basis:

http://linoit.com/users/akamatos/canvases/Ancient%20Athenian%20Democracy.

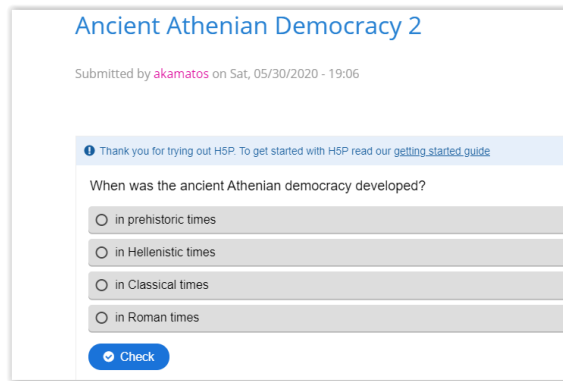T discusses basic historical aspects of the Ancient Athenian Democracy (place, time, agents).
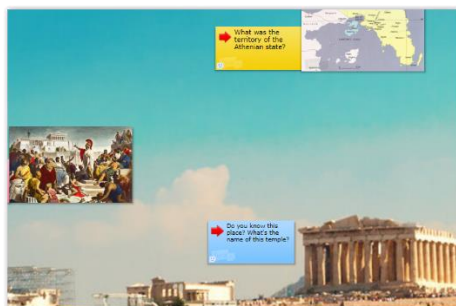
(asynchronous)

Students revise some basic knowledge answering to multiple choice exercises (Athenian Democracy 1-4):

https://h5p.org/node/894788, https://h5p.org/node/894780,

https://h5p.org/node/894777 and https://h5p.org/node/894747.

Answers are given online.

3rd teaching period: The Birth of Ancient Democracy

(The students are asked to keep the historical sources of the 1st teaching period with them.)

1st activity

Time: 10'

Type of activity: video and worksheet with custom-made questions in between (watching and answering)

Class organisation: whole class.

Actions/Tasks: T shows a video which has been turned into a video lesson about Ancient Athenian Democracy from 4:48 to 14:04.

https://api.playposit.com/go/share/700855/1401524/0/0/Athenian-Democracy.

T has created comprehension questions during and at the end of the video, which the students answer on **Athenian Democracy Playposit Worksheet**.

2nd activity

Time: 35'

Type of activity: reading and comprehension of a historical source, locating information, jigsaw method.

Class organisation: 4 groups of 6 students in front of a computer.

Actions/Tasks: T divides the students into 4 groups of 6 students (less able work with more able students). Each group is given the worksheet with 4 different texts and comprehension-viewpoint questions given in the 1st Teaching Period (**Ancient Athenian Democracy Sources 1- 4**). T encourages the students to find information about the authors of the sources, in order to label them as primary/ secondary and contemporaneous/ later.

After reading their source and taking notes individually (using also the **Ancient Athenian Democracy Vocabulary**), expert groups are created on the same topic, in order to exchange views. The students then return to their original groups where the expert in each subject informs the other members. Finally, students hand in their worksheets.

4th Teaching Period: Ancient Democracy and Classical Architecture

(Students are advised to keep the **Law Against Tyranny worksheet** with them.)

1st activity:

Time: 20'

Type of activity: answering to questions.

Class organisation: in pairs in front of a computer.

Actions/Tasks: T encourages students to read the **Law Against Tyranny worksheet** and locate technical terms about personal or collective offices of Athenian Democracy. Each pair is asked to search the web and locate information about the buildings and archaeological sites where the personal or collective offices referred to (e.g. Demos, Areopagos, Council, tribe in prytany, secretary) executed their service (e.g. Pnyx, Areopagos, Bouleuterion, Tholos) and label the monuments (given in pictures or sketches) on an existing Digital Wall:

http://linoit.com/users/akamatos/canvases/Ancient%20Athenian%20Monuments.

The teacher comments on the students' posts at the same time.

2nd activity:

Time: 25'

Type of activity: Projection of a Digital Wall, answering questions, and locating information.

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Class organization: in pairs in front of a computer.

Actions/ Tasks: T projects a Digital Wall depicting Ancient Athenian Agora:

http://linoit.com/users/akamatos/canvases/Ancient%20Athenian%20Bouleuterion.

T encourages students to answer the questions on the Digital Wall by locating information online and comments on the posts.
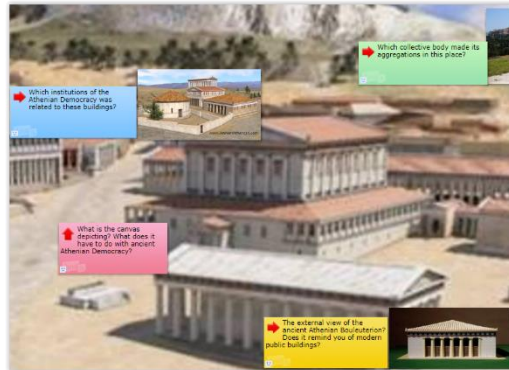
(asynchronous)

The students play the **Buildings and Places related to Ancient Athenian Democracy** quiz on https://wordwall.net/resource/2773491/buildings-related-ancient-athenian-democracy.

Answers are provided online.

Students add any additional technical terms about the buildings in the **Ancient Athenian Vocabulary Quizlet**.

5th Teaching Period: Direct vs Representative

1st Activity:

Time: 10'

Type of activity: projection of PPT slides and short discussion.

Class organization: whole class, individual observation and class discussion.

Actions/Tasks: T shows pictures of modern elections, schoolboard and municipal, and modern parliaments (**Ancient Athenian Democracy Presentation**, n. 4-7). T asks students for the

meaning of elections nowadays, the constitution of modern states and encourages the students to compare it with the **Digital Wall Ancient Athenian Bouleuterion**. The students answer orally.

2nd activity:

(Students are guided to keep the historical sources of the 1st teaching period with them.)

Time: 35'

Type of activity: reading and comprehension of a historical source, searching the web, locating information

Class organisation: in pairs per computer

Actions/Tasks: T projects **Ancient Athenian Democracy Presentation** (PPT slides n. 8-9) and hands in a worksheet with **Parallel Sources**. Students take on the role of 'code breaker' and develop the ability to 'read' information about Direct and Representative Democracy through a later historical source, locate subsidiary information about the authors of the sources, understand (using also the **Ancient Athenian Democracy Vocabulary Quizlet**) and pose questions in pairs which they write down on the worksheet table. T encourages them to compare with ancient sources given during the 1st teaching period and to evaluate the answers given to the respective questions. The pairs present their work.
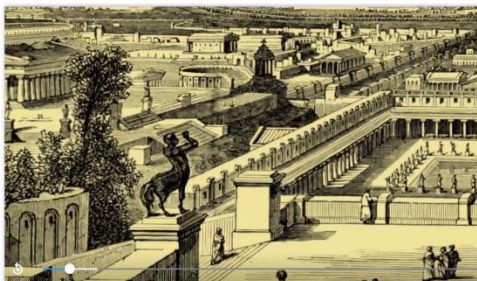
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(asynchronous)

1. T encourages students to watch a video which has been turned into a video lesson analyzing the Ancient Direct Democracy:

https://api.playposit.com/go/share/700890/1401524/0/0/Greek-Direct-Democracy.

T has created comprehension questions during the video. The students answer online and T gets the results.

2. The students answer to the tricider questions, to add their own ideas, to provide arguments for and against, and vote for the ideas they like best:

https://www.tricider.com/admin/2sjecGZf3nx/AZSFvKlswq9,

https://www.tricider.com/admin/2R8de7m9lXx/F6dqgrSYm0d,

https://www.tricider.com/admin/2jcwO7YWud3/1lxkZkdZYtL, and

https://www.tricider.com/admin/2Spnab1BLLh/BHsYiWJMADj. T sends feedback.

6th Teaching Period: Democratic Values

1st activity

Time: 5'

Type of activity: PPT projection/warm-up activity

Class organisation: whole class

Actions/ Tasks: T projects **Ancient Athenian Democracy Presentation** (PPT slides n. 10-13) and asks questions about the civic rights and obligations in modern democracy.

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2nd activity

Time: 30'

Type of activity: searching the web, locating information and creating a presentation

Class organisation: in 4 groups of 6 students in front of computer

Teacher actions: T asks the students to work in 4 groups of 6 students (less able students work with more able students) and gives each group one historical source (Athenian Democracy Sources, 5-8). T asks them to read, comprehend, answer to the questions posed and pose questions about the text and its writer. The students create a common presentation on google slides with details about the writer, the subject of the text and the democratic values/ features referred (3 slides per group). T explains that the presentation should follow specific information (time, place and identity of the writer/ main subject of the text/ democratic values) in bullet points. Students present their work orally.

3rd activity

Time: 10'

Type of activity: Language exercise, simulation

Class organisation: in 6 groups of 4 students

Actions/Tasks: T asks the students to work in 6 groups of 4 students (less able students work with more able students). T gives the Simulation Source Worksheet (based on Athenian Democracy Source 5) and assigns a part of the text to each group according to the exercise tables. T guides them to complete it pretending: a. they transfer the Persian officers' advice and b. they are Persian officers and give their own advice.

 (asynchronous)

Students answer to the third question of the **Ancient Athenian Democracy KWL worksheet** with the knowledge they have gained by the end of the lessons. T asks them to create a wordcloud with terms and keywords from the teaching periods: https://wordart.com.

Vocabulary available after students create quizlets and supplement it during lessons. An example of this is available in this module.

Suggestions for expansion

Tyranny and Democracy, Antiquity and modern times

https://fs.blog/2017/02/aristotles-politics/

http://www.agathe.gr/democracy/overthrow_and_revolution.html

https://theconversation.com/to-defeat-tyranny-today-look-to-the-past-81014

Democracy and citizenship

https://unesdoc.unesco.org/ark:/48223/pf0000129497

http://www.stoa.org/demos/article_women_and_family@page=4&greekEncoding=UnicodeC.html

Democracy (Greek) and Republic (Roman, Venetian)

https://www.thoughtco.com/republic-vs-democracy-4169936

https://blog.prepscholar.com/republic-vs-democracy-difference

https://www.britannica.com/topic/democracy/Democracy-or-republic

Social policy in ancient Athenian democracy

https://online.maryville.edu/social-science-degrees/social-culture-ancient-greece/

https://books.google.gr/books?id=IIQmBgAAQBAJ&pg=PT86&lpg=PT86&dq=social+policy+ancient+athens&source=bl&ots=niBFmZIDOY&sig=ACfU3U1jNOMPqajSIxkFXvImQda7dNraVQ&hl=el&sa=X&ved=2ahUKEwiGiOTbvc7pAhUGVRUIHUIOCOc4ChDoATAAegQIChAB#v=onepage&q=social%20policy%20ancient%20athens&f=false

Election vs Sortition

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https://en.wikipedia.org/wiki/Sortition

https://equalitydemocracy.commons.yale-nus.edu.sg/2017/12/06/why-not-replace-election-with-sortition/

Direct Democracy and French Revolution

https://revolution.hypotheses.org/comparative-revolutions/democracy-liberation-violence

https://www.smithsonianmag.com/history/why-france-its-fifth-republic-180962983/

https://rbzpr.tumblr.com/post/163593540997/direct-democracy-in-the-french-revolution-maurice

Democracy and Modern Institutions

https://www.coe.int/en/web/compass/democracy

https://en.unesco.org/courier/novembre-1992/what-democracy

Democracy and Works of Art

http://www.stoa.org/demos/article_personifications@page=1&greekEncoding=UnicodeC.html

https://www.metmuseum.org/toah/hd/tacg/hd_tacg.htm