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# Ancient Greece: Ancient Greek Democracy

<p><b>Aim:</b>          Note connections, contrasts and trends over time          Ask questions about change, cause, similarity and difference          How the ruling systems in Ancient Greece changed, before the democratic system, after and in the modern day.</p> <p>I can explain how the political system worked in Ancient Greece.</p> <p>I can compare this system with other political systems.</p>	<p><b>Success Criteria:</b>          I can explain what democracy is          I can explain if I think different systems of democracy are fair or not and give reasons          I can compare ancient and modern democracy          I understand the legacy of the Athenian democratic system</p>	<p><b>Resources:</b>  <b>Lesson Pack</b>          Glue and scissors          Internet access</p>
	<p><b>Key/New Words:</b>          democracy, democratic, ancient, modern, politics, ruling, ruler, dikasteria, boule, ekklesia, Polis, metic.</p>	<p><b>Preparation:</b>  <b>Greek name cards</b> – 1 set per table  <b>Comparing Democracy Activity Sheets</b> as required</p>

**Prior Learning:** It would be helpful if the children had an understanding of how any country, modern or in the past, has been ruled and has an awareness of democracy.

## Learning Sequence

	<p>What do we know already about Ancient Greece?</p>	
	<p><b>What is democracy?</b> Use <b>Ancient Greek Democracy Lesson Presentation</b>          Ask the children to define 'democracy'. What does it mean here in Britain today? Explain that democracy started in Athens in Ancient Greece. Explain the three main systems of democracy. Discuss who was in the selection that could join these three groups. Who was excluded?          I can explain what democracy is.</p>	
	<p><b>Who was included?</b> Give out <b>Greek Name Cards</b> to some children in the class (<i>Each card has a person on it e.g. 35 year old Athenian woman, 23 year old Athenian man etc.</i>). Sort them into two piles; included in the democracy and not included.</p>	
	<p><b>Who was included?</b> Ask the children who were allowed a vote to move to one side of the class and the children who are not allowed to be a part of the ekklesia or boule to move to the other side of the class. Is this fair? Discuss that this democracy was a better, fairer system but it still was not totally fair. Compare democracy then in Athens with democracy today in the UK.          I can explain if I think different systems of democracy are fair or not and give reasons.</p>	
	<p><b>Democracy Differences:</b> Children to complete a table showing the similarities and differences between Ancient Greek democracy and modern democracy.          I can compare ancient and modern democracy.          I understand the legacy of the Athenian democratic system.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="215 1473 774 1597">  <p>Complete <b>Similarities and Differences Table</b> by cutting and sticking statements which apply to either AG democracy or modern democracy.</p> </div> <div data-bbox="813 1473 1380 1653">  <p>Complete the table with three columns; the system prior to Athenian democracy (e.g. archons and areopagus), Athenian democracy and modern democracy. They will need to research the first system using books or the internet.</p> </div> </div>	
	<p><b>Voting in the UK:</b> In the UK's current system of democracy, who still doesn't get the vote? Is this fair? Should children get the vote? If so from what age? Children to discuss in groups.</p>	

## Taskit

**Debateit:** Have a political debate with three politicians; an archon e.g. Draco, an Athenian member of the Ekklesia and the current PM trying to convince the audience that their system is the best. They get one minute each to give their point of view, then the class will vote.

**Writeit:** Write a balanced argument or persuasive letter about whether children in the UK today should be allowed to vote.

**Playit:** Children to play snap with Greek name cards. Pairs turn cards and if both characters have the right to vote, it's snap!

**Actit:** Hold meetings for each of the democratic groups. What will they discuss? Who is there? What decisions do they make?