

Aesthetic Lesson Plan: TOPIC Greek Democracy	
Teacher Thinking...	Students and Teacher doing...
Lesson Plan Element: Creating the Expressive Objective	
What am I going to teach that is in the curriculum? How can students have a wow experience with the content?	The students will explore the elements and the development of early democracy in Greece and compare it to what they know about modern democracy in the US through a simulation of democracy in Athens.
Designing the Experience from the Inside Out: Connections	
Looking at the four types of connections, in what ways can we help the students make meaningful connections to the content? <i>Intellectual:</i> Some students will connect to the ideas right away. My task is to keep them engaged. <i>Social:</i> Some students will connect to the content through social interactions. <i>Sensorial:</i> Some students will connect to the content any or all of their five senses. <i>Personal:</i> Some students will connect to the content through personal connections to time, culture, place, or people.	<p>Social: Students will work together in pairs to research what democracy looks like in America.</p> <p>Sensorial: Students will watch a video outlining the history of democracy in Greece.</p> <p>Personal: Students will think, pair, and share a time when they were given the chance to vote for something.</p> <p>Intellectual: Students interested in government or history will be engaged.</p>
Building out the Experience by looking at the RISPA Menu	
What else can I do to help students realize the expressive objective? Consider risk-taking, imagination, sensory experience, perceptivity, and active engagement	<p><u>Risk Taking:</u> Survey the class' prior knowledge by asking the question "was early Greek democracy an example of direct or indirect democracy?" Ask students to make their choice by going to one side of the room if they think it's direct, and have students go to the opposite side of the room if they believe it's indirect. Ask for a student volunteer from both sides to explain their choice.</p> <p><u>Imagination:</u> In groups, students will use their imaginations and background knowledge about Greek democracy to come up with a topic in which the citizens (the class) should vote on.</p> <p><u>Sensory activity/Imagination:</u> Students are assigned a role as a Greek</p>

	<p>citizen, either a metic (foreigner), ecclesia (member of the democracy), servant, or a woman. The teacher is the head of the democracy, mediating the debate and vote over the topic. Only members of the Ecclesia are able to discuss and vote. Students who cannot vote will be asked respectfully to sit aside and observe their peers.</p> <p><u>Active Engagement:</u> Students do a 10 minute quick-write analyzing and describing what they've learned in the lesson, specifically comparing and contrasting American democracy and early Greek democracy.</p>
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Sequencing the Events

<p>How will I open the lesson? (Beginning) What is the order of experiences? (Middle) How will we critique the students' experience? (End)</p>	<p><u>Beginning:</u> The lesson will begin with the students watching a short video that outlines the formation of democracy in early Greece, making brief notes if they wish. Then in pairs, the students will research (granted permission to use personal electronics- students without a cellphone or laptop are strategically paired with a student who does) the specifics of American democracy, again making notes if they wish. The teacher will prompt students to think of a time when they were allowed to vote for something, and then students will discuss with a different partner. The teacher will then end the think-pair-share by prompting several students to share out their responses (<i>all connections</i>).</p> <p><u>Middle:</u> Students are asked whether they believe early Greek democracy was an example of indirect or direct democracy. To answer this question, students go to either side of the room with one side representing indirect and the other side representing direct. The teacher then reveals the correct answer to the class and explains (<i>risk taking</i>). The teacher introduces the next activity that the class will do: a simulation of Athenian democracy. Students are briefly put into groups to come up with an issue that the people of Athens may have needed to vote on. Each group shares their idea with the class, and the teacher is in charge of making the final decision on which issue the class (acting as Athenians) will get to vote on (<i>imagination</i>). A simulation of Greek democracy then begins with each student being assigned a role of a person in Athens (ecclesia, metic, servant, or woman). The teacher will then discuss each role, using input from students as well to decide who in the class actually gets the opportunity to discuss the issue and vote. Next, only members of the ecclesia will be grouped together to discuss the issue. The teacher will then lead them in voting on the issue, announcing the decision to all of the Athenians (<i>sensory experience, imagination</i>).</p> <p><u>End:</u> After the simulation, students will be given the opportunity to write a response in ten minutes that describes all they learned about early Greek democracy along with its similarities and differences to American democracy. This is allowing the students to express</p>
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	individually the meaning they were able to make from the experience (<i>active engagement</i>).
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Notes:

Standards: *List corresponding standards here.* Ohio Social Studies Grade 7 Standard #17 Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.

Materials: *What materials will you need for the lesson?* Role cards, paper, projector, computer

Time and Space: *How long will the lesson take and where will it take place?* Regular class/55 mins