



**Literacy Design
Collaborative**

6A. The Influence of Greek and Roman Democratic Principles on the American Political Process

by Martha Ford, Lauren Pantoja, Marilyn D. Kline, Patty Linder, and Judith L. Irvin

This module is part of the *National Literacy Project (NLP) Civics Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6. Although the collection was aimed at Florida Standards/Benchmarks, the modules can be easily modified to fit civics and literacy benchmarks in another state.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block; others teach the modules during the time allocated for social studies.

The modules in the *NLP Civics Collection* cover all of the benchmarks in civics (for a matrix of all of the modules, see the Teacher Resources) that are addressed in either the teaching task *or* a mini-task; some benchmarks are covered *only* in a mini-task. Essential literacy standards (Language Arts Florida Standards) are also addressed in each module (for a matrix that lists all of the LAFS standards, see Teacher Resources). In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

6A. The Influence of Greek and Roman Democratic Principles on the American Political Process

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided direction, guidance, and oversight for each module and the collection as a whole. Each module was field-tested by at least two teachers during January – May 2017. Systematic feedback was collected from 100+ teachers through a survey and virtual conversations. If you have suggestions to improve a module or feedback you would like to give, please contact Dr. Judith Irvin at jirvin@NLProject.org.

In this module, students explore the influence of Greek and Roman concepts of government on the American political tradition. The public political tradition of the United States is based overwhelmingly on the political philosophy of Classical Greco-Roman culture. The framers of the United States Constitution made a concerted effort to refer back to the precepts and structure of Greek democracy and Roman republicanism. Beyond the United States, the Classical tradition has informed political, social, and economic theory and practice throughout the Western world since the Romans first spread such ideas throughout the Mediterranean region. Students will read primary and secondary sources that introduce the various aspects of Greek and Roman philosophy and their effects on the ancient laws. They will then apply that information to the founding of our own government.

Several sources are listed on Greek and Roman governments. In some cases, they are redundant. You may choose those that suit the needs of your students best. You can use these resources, or texts available to you to engage in the learning for the mini-tasks.

GRADES

6

DISCIPLINE

 **Social
Studies**

COURSE

 **Ancient
World
history**

PACING

 **8hr**

Section 1: What Task?

Teaching Task

Task Template IE2 - Informational or Explanatory

After reading informational texts on ancient Greek and Roman governments, write an essay in which you describe the democratic principles of these two governments that are reflected in the United States political process today. Support your discussion with evidence from the text/s.

Standards

Social Studies Next Generation Sunshine State Standards

SS.6.C.1.1

Focus

Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.

SS.6.C.1.2

Focus

Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

SS.6.C.2.1

Focus

Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

SS.6.W.3.2

Focus

Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

SS.6.W.3.10

Focus

Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

Language Arts Florida Standards (LAFS)

LAFS.6.RI.1.2

Focus

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LAFS.6.SL.1.1

Focus

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under

discussion.

- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

LAFS.6.W.1.2

Focus

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

Texts

 **Democracy in Athens Transcript.docx**

 **U.S. Democracy Chart.docx**

 **What Did Democracy Really Mean in Athens?**

 **What was Democracy Like over 2400 Years Ago in Athens?**

 **Democracy: A New Idea in Ancient Greece**

 **Ancient Greece Government**

 **Roman Society and Political Structure Transcript.docx**

 **Roman Society and Political Structure**

 **Ancient Rome Part One: Early Kingdom and Republic**

 **Ancient Rome The Roman Republic**

 **The Roman Republic**

 **How Is Power Divided Transcript.docx**

 **How Is Power Divided in the United States Government?**

 **Branches of Power Game**

 **Summary of Constitution.docx**

Student Work Rubric - Informational or Explanatory Task - Grades 6-8

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Presents an unclear or unfocused controlling idea.	Presents a general controlling idea that addresses the prompt , with an uneven focus .	Presents and maintains a clear controlling idea that addresses all aspects of the prompt.	Presents and maintains a clear and specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the controlling idea. Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that are relevant to the controlling and supporting ideas. Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that support the controlling and supporting ideas. Consistently cites sources using appropriate format.
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explanation of ideas and source material is minimal or contains minor errors .	Accurately explains ideas and source material and how they support the controlling idea .	Thoroughly and accurately explains ideas and source material, using reasoning to support and develop the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	Groups ideas and uses some transitions to connect ideas, with some lapses in coherence or organization .	Groups and sequences ideas to develop the controlling idea . Uses transitions to clarify the relationships among ideas, concepts, and information .	Groups and sequences ideas logically to develop the controlling idea and create cohesion . Uses varied transitions to clarify the relationships among ideas, concepts, and information.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate to the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Additional Task Demands (When applicable)	Does not address additional task demands.	Addresses additional task demands superficially .	Addresses additional task demands adequately to support the explanation .	Addresses additional task demands effectively to strengthen the clarity and development of the explanation .
C3 Core Idea <i>Standard: SS.6.C.1.1</i>	Includes disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content with minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

The U.S. government has three branches of government: legislative, executive, and judicial. U.S. citizens have a say in government through voting, public debate, making laws, serving on juries, and holding office. Citizens elect leaders to make government decisions. Many of the basic principles of our democracy are founded in the ancient democracies of Greece and Rome. In this module, you will describe the influences of ancient Greek and Roman governments on our own system of government.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

STRATEGIC READING: Ability to select relevant information in response to the task.

Transition to Writing

PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

Writing Process

PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to informational/explanatory task.

INTRODUCTORY PARAGRAPH: Ability to write an engaging introduction that has a clear focus and provides an overview of what will follow in the essay

ESSAY DEVELOPMENT: Ability to develop a thesis with evidence from their reading

PEER EDITING: Ability to provide purposeful feedback to help another student strengthen an essay

FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
25 mins	<p>TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>1. ANALYSIS AND DISCUSSION Summarize the structure of the U. S. government, and make connections between quotes on democracy from ancient Greeks and Romans and our U.S. government.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> summarize the structure of the U. S. government identify connections between a Greek Roman quotes on democracy and the U.S. government 	<p>Background for Students Today we will describe how the U.S. government is structured. We will then think about quotations from ancient Greece and Rome and consider their relationships to our government.</p> <p>The U.S. Political Structure</p> <ol style="list-style-type: none"> Pass out the U.S. Government Structure handout. Divide the class into three groups or jigsaw the images. Ask students to summarize the image they have. Have students discuss their understanding of the way the U.S. Government is structured. Correct any misconceptions, using the handout to provide evidence. <p>Quotations from Ancient Greece and Rome</p> <ol style="list-style-type: none"> Post the quotes from slides 2 - 5 of the PowerPoint "gallery style" about the classroom. Instruct students to move about the room reading the quotes, and making a list of words and phrases from the quotes that connect to our U.S. system of government. In small groups, have students compare word lists and discuss their relevance. Facilitate a whole group discussion around the meaning of the individual quotes and connections students made. Have students complete an exit slip identifying one of the quotes and how it relates to U.S. government.
<p>Standards:</p> <p>LAFS.6.L.3.6. : Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>LAFS.6.RI.3.7 : Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>SS.6.C.1.1 : Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.</p>				
<p>Additional Attachments:</p> <p> Quotes powerpoint.pptx</p> <p> U.S. Government structure chart.docx</p>				
15 mins	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt</p>	<p>2. UNPACKED TASK Explain what you will need to know and do to</p>	Not scored	<ol style="list-style-type: none"> Pre-teach the following terms: <ul style="list-style-type: none"> democratic concept organization

6A. The Influence of Greek and Roman Democratic Principles on the American Political Process

	and rubric.	complete this task.		<ul style="list-style-type: none"> o basic principle <ol style="list-style-type: none"> 2. Give students the Unpacking the Task graphic organizer and use the PPT version to model the unpacking process. 3. Have students complete the T-Chart independently. 4. Share students' answers as a whole class about what they need to "Know" and "Do" to complete the task. Where are we as a class? What questions do you have? <p>Note: If the PowerPoint fails to open, try another browser such as Firefox.</p>
Standards:				
<p>LAFS.6.RI.1.1 : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>				
Additional Attachments:				
<p> Unpacking the Task.docx</p> <p> Unpacking the Task.pptx</p>				
Reading Process				
20 mins	<p>ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>3. REVIEW OF DEMOCRATIC PRINCIPLES</p> <p>Discuss the principles of democracy that serve as the basis for this module.</p>	Students meet the expectations if they participate in a discussion to review the principles of democracy.	<ol style="list-style-type: none"> 1. Provide students with a copy of the Principles of Democracy handout. 2. Review each principle and its meaning. Tap into students' prior knowledge and ask them to further elaborate on each principle. 3. Explain that understanding these principles will help them to successfully complete this module.
Standards:				
<p>Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>LAFS.6.L.3.6 : Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>				
Additional Attachments:				
<p> Democratic Principles.docx</p>				
Not provided	<p>ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>4. VOCABULARY LOG</p> <p>Use this Vocabulary Log to record and study words that are essential to this module.</p>	<ul style="list-style-type: none"> ● The Vocabulary Log will include essential vocabulary with definitions, examples, non-examples, and visual representations, where possible. 	<p>The Vocabulary Log will be an on-going activity for the duration of the Active Reading and Transition to Writing sections of the Module. The following terms are suggested as essential based on the texts but should not be considered a complete list:</p> <ul style="list-style-type: none"> ● lottery ● direct democracy ● assembly ● boule ● ecclesia or ekklesia ● dikasteria ● jurors ● magistrates ● sortition

6A. The Influence of Greek and Roman Democratic Principles on the American Political Process

				<ul style="list-style-type: none"> ● aristocratic ● constituent ● republic ● patrician ● plebeian ● Law of 12 Tables ● consul ● dictator ● tribune ● veto ● legislative ● executive ● judicial ● petition <p>Dependent upon your students, you may elect to preview the essential vocabulary term(s) as they appear in the texts throughout the Module. A daily review of essential vocabulary from the previous mini-task at the beginning of each mini-task would be beneficial to ensure that all students are capturing the essential terms in their Learning/ Vocabulary Logs.</p> <p>Note: A chart paper, sticky-note, add-a-word poster, or any word collection strategy/technique that allows easy viewing and addition would allow you and the students to quickly note and reference vocabulary throughout the Module. For ideas, see <i>5 Easy Steps to Rockin' Word Walls</i> in Teacher Resources.</p>
<p>Standards:</p> <p>LAFS.5.L.3.4.C. : Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>LAFS.5.L.3.4. : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>				
<p>Additional Attachments:</p> <p>📄 Essential Vocabulary Teacher.docx</p> <p>📄 {5 Steps Series} 5 Easy Steps to Rockin' Word Walls Dr. Kimberly's Literacy Blog.pdf</p> <p>📄 Greek and Roman Influence Essential Vocabulary.docx</p>				
50 mins	<p>STRATEGIC READING: Ability to select relevant information in response to the task.</p>	<p>5. NOTES ON THE STRUCTURE OF ATHENIAN DEMOCRACY</p> <p>While viewing and reading texts on the topic, use the note-taking chart to collect information on the structure and function of government in Athenian democracy.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> ● accurately complete the chart ● discuss aspects of Athenian democracy that can be seen in our current system of government 	<p>Background for Students</p> <p>Ancient Greece, specifically Athens, is considered the birthplace of democracy. You will collect information about Athenian Democracy by watching a video and reading some text.</p> <p>Athenian Democracy</p> <ol style="list-style-type: none"> 1. Provide students with a copy of the Athenian Democracy Chart and the transcript from the video "What Did Democracy Really Mean in Athens." 2. Using the video, model for students how to record accurate information on their chart. 3. Have students work in pairs or small groups to record additional information on the chart. Direct them to use the transcript to capture any details

6A. The Influence of Greek and Roman Democratic Principles on the American Political Process

				<p>they may have missed.</p> <ol style="list-style-type: none"> 4. Provide students with a copy of "Democracy: A New Idea in Ancient Greece," and have them continue to work in their pairs or groups to complete the chart. 5. Share out whole class and ask them to discuss any similarities or differences between the Athenian version of democracy and our version. 6. Have students complete an exit slip explaining how this activity will help them to respond to the task. <p>Note to the teacher about resources: You may have other text that covers this content that you would prefer to use. This alternative text should contain enough description of Athenian government so that students can identify the elements of the government that are reflected in today's U. S. political process.</p>
<p>Standards:</p> <p>LAFS.6.RI.3.7 : Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>LAFS.6.RI.1.2 : Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>LAFS.6.W.3.7 : Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>SS.6.W.3.5 : Summarize the important achievements and contributions of ancient Greek civilization.</p> <p>SS.6.C.2.1 : Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.</p> <p>SS.6.C.1.1 : Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.</p>				
<p>Additional Attachments:</p> <p>🔗 What was Democracy like over 2400 years ago in ancient Athens? (Can be printed for classroom use)</p> <p>📄 Athenian Democracy Chart.docx</p> <p>📄 What Democracy Really Means in Athens Transcript.docx</p> <p>🔗 Ancient Greece Government</p> <p>🔗 Democracy: A New Idea in Ancient Greece (Can be printed for classroom use.)</p> <p>🔗 What Did Democracy Really Mean in Athens?</p>				
<p>50 mins</p>	<p>STRATEGIC READING: Ability to select relevant information in response to the task.</p>	<p>6. NOTES ON THE STRUCTURE OF THE ROMAN REPUBLIC</p> <p>While viewing and reading texts on the topic, use the note-taking chart to collect information on the structure and function of government in the Ancient Roman Republic.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> • accurately complete the chart • discuss aspects of the Roman Republic that can be seen in our current system of government 	<p>Roman Republic</p> <ol style="list-style-type: none"> 1. Provide students with a copy of the Roman Republic Chart and the transcript from the video "Roman Society and Political Structure." 2. Using the video, model for students how to record accurate information on their chart. 3. Have students work in pairs or small groups to record additional information on the chart. Direct them to use the transcript to capture any details they may have missed. 4. Provide students with a copy of "Ancient Rome," and have them continue to work in their pairs or groups to complete the chart. 5. Share out whole class and ask them to discuss any similarities or differences between the Roman version of democracy and our version..

6A. The Influence of Greek and Roman Democratic Principles on the American Political Process

				<p>6. Have students complete an exit slip explaining how this activity will help them to respond to the task.</p> <p>Note to the teacher about resources: You may have other text that covers this content that you would prefer to use. This alternative text should contain enough information so that students can identify the elements of Athenian and Roman government that are reflected in today's U. S. political process.</p>
<p>Standards:</p> <p>LAFS.6.W.3.7. : Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>LAFS.6.RI.3.7 : Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>LAFS.6.RI.1.2 : Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>SS.6.W.3.10. : Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</p> <p>SS.6.C.2.1. : Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.</p> <p>SS.6.C.1.2. : Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</p>				
<p>Additional Attachments:</p> <p> Roman Republic Chart.docx</p> <p> Roman Society and Political Structure Transcript.docx</p> <p> The Roman Republic</p> <p> The Roman Republic (free online textbook)</p> <p> Ancient Rome (You and your students must have created free accounts on Newsela in order for them to read articles.)</p> <p> Roman Society and Political Structure</p>				
<p>50 mins</p>	<p>STRATEGIC READING: Ability to select relevant information in response to the task.</p>	<p>7. NOTES ON THE STRUCTURE OF U.S. DEMOCRACY</p> <p>While viewing and reading texts on the topic, use the note taking chart to collect information on the structure and function of the democratic government in the United States.</p>	<p>Student meet expectations if they</p> <ul style="list-style-type: none"> accurately complete the chart discuss aspects of our current system of government that reflect the practices of Ancient Greece and Rome 	<p>Democracy in the United States of America</p> <ol style="list-style-type: none"> Provide students with a copy of the U.S. Democracy Chart and the transcript from the video "How Is Power Divided in the United States Government?" Using the video, model for students how to record accurate information on their chart. Have students work in pairs or small groups to record additional information on the chart. Direct them to use the transcript to capture any details they may have missed. Since this should be a review for students (Grade 5 curriculum), have students play the Branches of Power game to refresh their understanding of the structure of our government. (If additional text support is needed, a summary of the Constitution is attached.) Discuss aspects of our government that can be traced back to those of ancient Athens and Rome. Have students complete an exit slip explaining how this activity will help them to respond to the task. <p>Note to teacher about resources: You may have textbooks or other text that cover this same content</p>

6A. The Influence of Greek and Roman Democratic Principles on the American Political Process

			<p>that you would prefer to use. The text should contain enough description of Roman government so that students can identify the elements of the government that are reflected in today's U. S. political process.</p>
<p>Standards:</p> <p>LAFS.6.W.3.7. : Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>LAFS.6.RI.3.7. : Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>LAFS.6.RI.1.2. : Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>SS.6.C.2.1. : Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.</p>			
<p>Additional Attachments:</p> <ul style="list-style-type: none">  Summary of Constitution.docx  Branches of Power (a game to review the structure and function of the US government)  U.S. Democracy Chart.docx  How Is Power Divided Transcript.docx  How Is Power Divided in the United States Government? 			

Transition to Writing

40 mins	<p>PREPARING FOR WRITING: Ability to begin linking reading results to writing task.</p>	<p>8. SYNTHESIS OF INFORMATION ABOUT GREEK, ROMAN, AND U.S. GOVERNMENTS</p> <p>Synthesize the information you collected on Athenian, Roman, and U. S. government in a Venn diagram that shows the similarities and differences among the government systems. Write an exit slip reflecting on the influence of Athens and Rome on our form of democracy.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> • work cooperatively to synthesize information from their notes in a Venn diagram. • write an exit slip reflecting on the influence of Athens and Rome on our form of democracy. 	<ol style="list-style-type: none"> 1. Have student create a triple Venn diagram or provide each student the attached Venn diagram handout. 2. Ask students to take out their charts for the governments of Athens, Rome, and the United States. 3. Students should work in pairs or small groups to complete a Venn diagram that illustrates the similarities and differences among the three governments. (If additional support is needed, share the online graphics for the different governments with students.) 4. Have students complete an exit slip reflecting on the influence of Athens and Rome on our system of democracy.
---------	--	---	---	--

Standards:

LAFS.6.SL.1.1.A. : Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LAFS.6.RI.3.7. : Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

SS.6.W.3.10. : Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

SS.6.W.3.2. : Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

SS.6.C.2.1. : Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

SS.6.C.1.2. : Identify how the government of the Roman Republic contributed to the development of democratic principles (separation

6A. The Influence of Greek and Roman Democratic Principles on the American Political Process

of powers, rule of law, representative government, civic duty).

SS.6.C.1.1. : Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.

Additional Attachments:

 [Venn Diagram.docx](#)

 [Comparing Ancient Athenian Democracy to American Democracy.docx](#)

 [The Roman Republic Graphic 2](#)

 [Roman Republic Graphic](#)

 [U.S. Government structure chart.docx](#)

 [Athens Democracy Graphic .pdf](#)

Writing Process

20 mins	<p>PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to informational/explanatory task.</p>	<p>9. PLANNING WEB Map democratic concepts, organization of government, and basic principles of Athenian and Roman governments and how they are reflected in our government today.</p>	<p>Students meet the expectations if their webs are completed with accurate information.</p>	<ol style="list-style-type: none"> 1. Direct students to return to the teaching task and the task analysis "know" and "do" chart they completed to clarify what is expected. <ul style="list-style-type: none"> • After reading informational texts on ancient Greek and Roman governments, write an essay in which you describe the democratic concepts, structure and function, and basic principles of these two governments that are reflected in the United States political process today. Support your response with evidence from the text/s. • Model for students how to use their Venn diagrams to complete a planning web for Athens and Rome by identifying a concept or principle and recording it in a bubble adjacent to the center bubble. Then use the next connected bubble to record what that concept or principal looks like in our system of government. • Students work independently first, then allow them to work with a shoulder partner to see if they can add any more information to their web.
<p>Standards:</p> <p>LAFS.6.L.3.6 : Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>LAFS.K12.W.1.2 : Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>SS.6.C.2.1 : Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.</p> <p>SS.6.C.1.2 : Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</p> <p>SS.6.C.1.1 : Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.</p>				
<p>Additional Attachments:</p> <p> Roman Brainstorm Web.docx</p> <p> Athenian Brainstorm Web.docx</p>				
40 mins	<p>INTRODUCTORY PARAGRAPH: Ability to write an engaging</p>	<p>10. OPENING PARAGRAPH Write an opening</p>	<p>Student meets the expectations if they:</p>	<ul style="list-style-type: none"> • Offer several examples of opening paragraphs. • Ask the class to discuss what makes the paragraph examples strong or weak.

6A. The Influence of Greek and Roman Democratic Principles on the American Political Process

introduction that has a clear focus and provides an overview of what will follow in the essay

paragraph that includes an attention grabber/hook to get the reader's attention, provides some background information, and establishes your controlling idea.

- write a hook to get the reader's attention.
- provide background information.
- establish a controlling idea that provides a clear response to the task

- Review the TEA Paragraph Builder.

Standards:

LAFS.6.L.3.6 : Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LAFS.6.L.1.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

b. Spell correctly.

LAFS.6.L.1.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

b. Use intensive pronouns (e.g., myself, ourselves).

c. Recognize and correct inappropriate shifts in pronoun number and person.

d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

LAFS.6.W.2.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Additional Attachments:

 [TEA Topic Evidence Analysis.docx](#)

 [Supporting ELLs.pdf](#)

 [Samples of opening paragraphs](#)

45 mins

ESSAY

DEVELOPMENT: Ability to develop a thesis with evidence from their reading

11. FIRST DRAFT

Create a draft of your essay using specific evidence from the texts as outlined in your planning webs.

Students meet expectations if they

- review the Writing Checklist
- develop the first draft of the essay

1. Pass out copies of the Writing Checklist and TEA resource.
2. Have students use their webs, the TEA resource, and their notes to develop the first draft of the essay.

Standards:

LAFS.6.W.1.2.F : Provide a concluding statement or section that follows from the information or explanation presented.

LAFS.6.W.1.2.D : Use precise language and domain-specific vocabulary to inform about or explain the topic.

LAFS.6.W.1.2.B : Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Additional Attachments:

 [Writing Checklist](#)

6A. The Influence of Greek and Roman Democratic Principles on the American Political Process

 **Writing Tip #6 Developing and Organizing Ideas with TEA**

 **TEA (Topic Evidence Analysis)**

45 mins	<p>PEER EDITING: Ability to provide purposeful feedback to help another student strengthen an essay</p>	<p>12. PEER GROUP WORKSHOP In groups of three, use what, when, why, where, who, or how questions to provide oral and written feedback on other students' essays.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> • provide comments that are useful and constructive • ask questions that prompt the writer to provide more details and to get the author to reflect on his/her own writing. • address aspects of the essay such as organization, textual support, content, and focus 	<ol style="list-style-type: none"> 1. Discuss the Peer Group Workshop Handout with students. 2. Arrange students into groups of three. 3. Have them comment on a paper for about 10 minutes, then pass the paper to the next group member for further commentary. 4. When all of the members of the group have read an essay, have them discuss their feedback. 5. The author will take notes silently on the discussion. 6. Then, when the discussion is over, the author asks clarifying questions and questions about any other aspect of the writing that did not come up in discussion.
<p>Step One:</p> <ol style="list-style-type: none"> 1. Read your group member's essay and add comments, suggestions, and questions in the margins. 2. Try to add <i>at least three comments</i> per page. 3. Use What? When? Why? Where? Who? or How? questions when you want the essay's writer to provide more details. 4. Also, attempt to point out awkward phrases, confusing ideas, or otherwise unclear passages as you mark the writer's rough draft. <p>Step Two:</p> <ol style="list-style-type: none"> 1. Once you have read the entire essay and noted suggestions on post-its, provide oral feedback to the essay's writer; your goal should be to provide the writer with specific possibilities for revision. Note that the letter mentioned in Step 2 in the student handout is optional. 2. Make your feedback as specific as possible so that the writer knows exactly which section of the essay you're addressing. 3. In your feedback, deal with areas such as <i>purpose, clarity, content, textual support, organization, and how well the essay addresses the task's prompt.</i> 				
<p>Standards:</p> <p>LAFS.6.W.2.5 : With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>				
<p>Additional Attachments:</p> <p> Peer Group Workshop - Student Handout</p>				
50 mins	<p>FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>13. REVISING FOR FINAL DRAFT Create a final draft of your essay using the feedback you received from partners and the writer's</p>	<p>Student meets expectations as outlined in the LDC rubric.</p>	<ol style="list-style-type: none"> 1. Help students use the feedback provided by a partner to create the final draft of their essay. 2. Help students use the writer's checklist to make sure that the paper contains all the necessary information.

	checklist.		
<p>Standards:</p> <p>LAFS.6.W.2.5. : With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>LAFS.6.W.1.2. : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>			
<p>Additional Attachments:</p> <p> Writing Checklist</p>			

Instructional Resources

Teacher Resource

-  **Writing Evaluation Rubric.doc**
-  **Essential Vocabulary Teacher.docx**
-  **Athens Democracy Graphic.pdf**
-  **Roman Government Graphic.pdf**
-  **Summary of Constitution.docx**
-  **U.S. Government structure.docx**
-  **Understanding Democracy.pdf**
-  **Supporting ELLs.pdf**
-  **Descriptive Matrix of All Modules.pdf**
-  **Standards Matrix for All Modules.pdf**

Student Handout

-  **Democratic Principles.docx**
-  **Greek and Roman Influence Essential Vocabulary.docx**
-  **Democracy in Athens Transcript.docx**
-  **Athenian Democracy Chart.docx**
-  **Athenian Brainstorm Web.docx**
-  **How Is Power Divided Transcript.docx**
-  **Roman Brainstorm Web.docx**
-  **Roman Society and Political Structure Transcript.docx**
-  **Roman Republic Chart.docx**
-  **TEA Topic Evidence Analysis.docx**
-  **U.S. Democracy Chart.docx**

6A. The Influence of Greek and Roman Democratic Principles on the American Political Process

 **Unpacking the Task.docx**

 **Venn Diagram.docx**

Section 4: What Results?

Student Work Samples

Meets Expectations

 **Sample 1**

Emerging

 **Sample 3**

Approaches Expectations

 **Sample 2**

Teacher Reflection

Texts have been updated since these students responses were written.

All Attachments

-  Democracy in Athens Transcript.docx : <https://s ldc.org/u/wlj4pgorwrcj1sp4i5moaukv>
-  U.S. Democracy Chart.docx : <https://s ldc.org/u/dmvt7b5ymp4xbxq1iesauj5tk>
-  What Did Democracy Really Mean in Athens? : <https://s ldc.org/u/ok2tp68x50toahhde01jd4x>
-  What was Democracy Like over 2400 Years Ago in Athens? : <https://s ldc.org/u/u9mxej5sfmhwatx0wcitaod8>
-  Democracy: A New Idea in Ancient Greece : <https://s ldc.org/u/8h290t48f8zqlnwbby69o8ukis>
-  Ancient Greece Government : <https://s ldc.org/u/6xy1qazi8r9t4eu0t98r13jw1>
-  Roman Society and Political Structure Transcript.docx : <https://s ldc.org/u/79k6us9ihu4fpu95dypbzihh8>
-  Roman Society and Political Structure : <https://s ldc.org/u/3re9tmda1c2730ymI2ibjIng5>
-  Ancient Rome Part One: Early Kingdom and Republic : <https://s ldc.org/u/eivwm3ok7ayb66qzapj45hc1q>
-  Ancient Rome The Roman Republic : <https://s ldc.org/u/7pw9r0xd8ylks2cpi7wmf8hoz>
-  The Roman Republic : <https://s ldc.org/u/56eqgj83k5rjmrqly1h7qv0pe>
-  How Is Power Divided Transcript.docx : <https://s ldc.org/u/d11phy73nl6sq6noyz9grd609>
-  How Is Power Divided in the United States Government? : <https://s ldc.org/u/83fo3xeq0u1l31ey4zm2ovc8u>
-  Branches of Power Game : <https://s ldc.org/u/231lf95td8wenxc0jyjqnwn0m>
-  Summary of Constitution.docx : <https://s ldc.org/u/742xj7ugk2qlxd30p0rf0b79>
-  Sample 1 : <https://s ldc.org/u/1nfkw0ae37ysiumrh6b75b2vk>
-  Sample 3 : <https://s ldc.org/u/d7ysbahh74dzkoy6natdpcuws>
-  Sample 2 : <https://s ldc.org/u/aarpf5dnjugfjvelxcwtmsc7>
-  Writing Evaluation Rubric.doc : <https://s ldc.org/u/6aea56o33jh0z92eec7j4fsoa>
-  Essential Vocabulary Teacher.docx : <https://s ldc.org/u/c5ot93am1tspc62q4syaxv4r2>
-  Athens Democracy Graphic.pdf : <https://s ldc.org/u/9l7tkixgdgic4yxcl0wu4plbl>
-  Roman Government Graphic.pdf : <https://s ldc.org/u/po3f536mvzcnkg4rlux621zk>
-  Summary of Constitution.docx : <https://s ldc.org/u/6ya1erk5t04l583y2nzzryp5>
-  U.S. Government structure.docx : <https://s ldc.org/u/dnnai3ly0vznc9pp0906qqquq>
-  Understanding Democracy.pdf : <https://s ldc.org/u/7mff1w9rzkokwu8mt0sd9ply>
-  Supporting ELLs.pdf : <https://s ldc.org/u/6nu54e7rhefz0iwhkr7gmpss2>
-  Democratic Principles.docx : <https://s ldc.org/u/bxzerbcjqhqrbitbghlxpq3zs>
-  Greek and Roman Influence Essential Vocabulary.docx : <https://s ldc.org/u/eyptx0ig3yicsy3tr162pk9n6>
-  Democracy in Athens Transcript.docx : <https://s ldc.org/u/derar6178wetungax3so1crs7>
-  Athenian Democracy Chart.docx : <https://s ldc.org/u/1s4d6ddx8at8gznhejk5gsux>
-  Athenian Brainstorm Web.docx : <https://s ldc.org/u/c16rb2tkpro7nu96yn4mxqjye>

6A. The Influence of Greek and Roman Democratic Principles on the American Political Process

- 📄 **How Is Power Divided Transcript.docx** : <https://s.ldc.org/u/238g842hvfdz6dmzepmo2gxif>
- 📄 **Roman Brainstorm Web.docx** : <https://s.ldc.org/u/94103i3j6y8cop44q52q7r0k0>
- 📄 **Roman Society and Political Structure Transcript.docx** :
<https://s.ldc.org/u/chgyocyamaezqcsuhuamxma6h>
- 📄 **Roman Republic Chart.docx** : <https://s.ldc.org/u/5a5buaw2tuq6fb1rgsc2cuhp5>
- 📄 **TEA Topic Evidence Analysis.docx** : <https://s.ldc.org/u/15br396z81ii5lrch9eonytkz>
- 📄 **U.S. Democracy Chart.docx** : <https://s.ldc.org/u/6n6it4mrh9o8hvo8z0ty7z7op>
- 📄 **Unpacking the Task.docx** : <https://s.ldc.org/u/2o6aro7whwec2s1pqgltbcdpo>
- 📄 **Venn Diagram.docx** : <https://s.ldc.org/u/32qces51rf57ebd1zibhlgyr1>
- 📄 **Descriptive Matrix of All Modules.pdf** : <https://s.ldc.org/u/6852h1ul6v1c0ki9dllt2nvsy>
- 📄 **Standards Matrix for All Modules.pdf** : <https://s.ldc.org/u/16qdca3vcz9xl2ee357guoqoz>