Unit 3 Name:

Date:

3-3 Decision Making in Ancient Athens

**Inquiry**

**Write your responses below during your inquiry.**

Answer these questions during your inquiry:

1. In Raphael’s painting School of Athens, who are the key figure and what do they show about Ancient Greek decision making? (/4 marks)

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1. Who was Socrates and why was he critical of the Athenian democracy? How are his ideas contrasted with Pericles’ ideas of democracy? Who was Pericles? (/4 marks)

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1. What was *Logos* and why did the Ancient Greeks value this? (/2 marks)

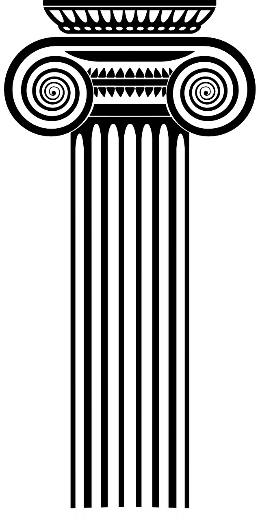
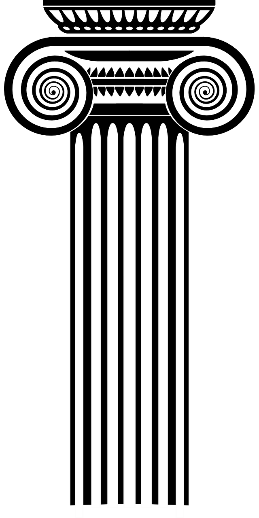
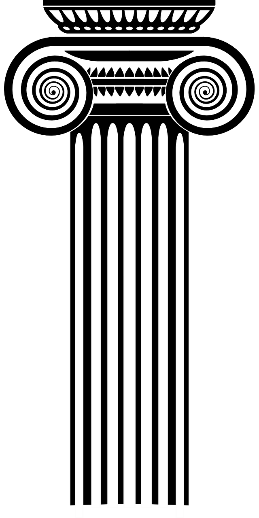
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1. Why was democracy founded in the agora (market place)? (/1 mark)

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1. Complete the following chart, Decision-Making in Ancient Athens. In the top row of boxes, write about how the political body worked. In the bottom row of boxes, write about how the political body supported the democracy of Athens. Be sure to use resources in addition to your textbook.

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| **Decision-Making in Ancient Athens** | | |
| **Ecclesia - The Assembly of Called out Ones: How did it work?** | **Boule – The Council of 500: How did it work?** | **The Court: How did it work?** |
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| **How did the Ecclesia support the democracy of Athens?** | **How did the Boule support the democracy of Athens?** | **How did the Court support the democracy of Athens?** |
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Ecclesia

Boule

Court

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| Decision Making in Ancient Athens Rubric |

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| --- | --- | --- | --- | --- | --- |
| Criteria | Excellent  5 | | Proficient  4 | Satisfactory  3 | Limited  2 |
| **Explanation and Support for Ideas /5** | * I developed *insightful* ideas about how decisions were made in the Court, Boule, and Ecclesia. * I demonstrated *perceptive* understanding of how this system worked. * I used *precise* supporting details. | | * I developed *logical* ideas about how decisions were made in the Court, Boule, and Ecclesia. * I demonstrated *thoughtful* understanding of how this system worked. * I used *reasonable* supporting details. | * I developed *adequate* ideas about how decisions were made in the Court, Boule, and Ecclesia. * I demonstrated *general* understanding of how this system worked * I used *appropriate* supporting details. | * I developed *vague* ideas about how decisions were made in the Court, Boule, and Ecclesia. * I demonstrated *underdeveloped* understanding of how this system worked. * I used *imprecise* supporting details. |
| **How did this system support Athenian democracy?**  **/5** | * I developed *insightful* ideas about how the Court, Boule, and Ecclesia supported Athenian democracy. * I used *precise* supporting details. | | * I developed *logical* ideas about how the Court, Boule, and Ecclesia supported Athenian democracy. * I used *reasonable* supporting details. | * I developed *adequate* ideas about how the Court, Boule, and Ecclesia supported Athenian democracy. * I used *general* supporting details. | * I developed *vague* ideas about how the Court, Boule, and Ecclesia supported Athenian democracy. * I used *imprecise* supporting details. |
| **Insufficient** | Your attempt to respond is *insufficient*. **Contact your teacher** to discuss suggestions for improvement. | | | | |
| **Total: /10** | | | | | |
| **Assessment** | | **Areas of Strength:** | | | |
| **Target for Improvement:** | | | |

1. Were lotteries an effective Athenian decision making tool? Explain. In what ways do we use lotteries in our democracy today? (/3 marks)

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Overall Total: /24 marks

**Submit your worksheet to your teacher.**

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**Save Your File**

Name your file in this format: jsmithss6\_3-3-decisions and save your file to your Documents folder.