**CHW3M Athens Vs. Sparta Assignment**

Now that you have engaged in debate with “the other side”, it is time to be creative in demonstrating what you have learned about how each city-state believed itself to be *flourishing*. You’ll also have to show your awareness of historical perspectives, meaning how each city-state was critical of the other. The time frame is during the time of Pericles (during the Peloponnesian War).

You may **choose** one of the following formats:

1. Create the front page of both an Athenian and Spartan newspaper (maybe called “The Tablet”?) Write it in-role as Athenians and Spartans.

Include:

1. headline news articles (1 of the following from both

perspectives):

* Pericles’ Funeral Oration
* Remembering the Persian Wars

* Women in Athens and Sparta
* Whose Form of Government is Better?
* Why We Flourish?
1. It is time for the Olympics – the city-states have put down their weapons to join in athletic competition. However, Athenian and Spartan competitors are still “enemies”. Write a dialogue between an Athenian and a Spartan as they read line-by-line through Pericles’ Funeral Oration and discuss its merits. **Also** include one other dialogue between a Spartan and an Athenian on one of the topics listed in 1a) above.
2. Athenians didn’t have social media. They had the *agora*, the market where people met and socialized. You are the gossip columnist or the “influencer” who has overheard a discussion between a visiting (or lost?) Spartan and an Athenian on the topic of city-state greatness. Write a column in-role as the columnist or influencer describing the over-heard conversation. In a **second** column, write the Spartan response to reading the first column.

1. You are a “Greek” woman who has been taught to read and write. Write in your journal your thoughts about Pericles’ Funeral Oration and the role of women in Athens and Sparta. Write in-role but be careful not to be presentist. Also, write a second in-role journal from the opposite perspective (if you wrote the first entry as an Athenian woman, write the second entry as a Spartan woman, or vice versa).

**Length** of each submission: 2 paragraphs of approximately ¾ to 1 page each, typed, double-spaced.

**Style**: write in-role but use proper spelling and grammar. Remember that writing in-role means that you need to have the correct **bias**, which you would have learned in class and practiced during the debate. In other words, you need an awareness of the **historical perspectives** of both Athenians and Spartans.

**Bias**: preconceived opinions. Bias can be negative or positive. For instance, Athenians were biased toward social freedoms for free men, while Spartans were biased against social freedom for helots.

In-role writing should be **persuasive**, meaning your word choice should be very precise. You convey meaning and understanding by your choice of adjectives and adverbs, the words that describe nouns and verbs respectively. To illustrate, there’s a big difference between an Athenian saying a Spartan is an “idiot” and an Athenian describing a Spartan as a “brute who values blunt force more than nuanced thought.”

**Evaluation**: K, T, C (see rubric on next page)

**Rubric for Athens vs. Sparta Assignment**

Topic # chosen: \_\_\_\_ Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Criteria** | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **Score** |
| **Knowledge**Shows knowledge of Athenian and Spartan city-states, their cultures, beliefs and values\* | Demonstrates consistent and thorough background knowledge of Athenian and Spartan city-states | Demonstrates considerable background knowledge of themes of Athenian and Spartan city-states | Demonstrates some background knowledge of themes of Athenian and Spartan city-states | Demonstrates limited background knowledge of Athenian and Spartan city-states |  |
| **Thinking**Use of processing skills ^- Selection of appropriate detailed evidence to support your positions and bias (primary and secondary) | Consistently uses highly detailed, specific examples, including at least one strong piece of primary evidence | Generally uses detailed, specific examples, including at least one piece of primary evidence | Uses some detailed examples, though there is more general information and there may only be a reference to primary source evidence | Uses a limited amount and quality of detailed information – too general and vague, little if any primary source evidence |  |
| **Communication**Expression and organization of ideas and information in written form- Writes in-role to express the correct bias | Uses in-role writing in a highly effective manner to convey realistic and accurate bias:- highly persuasive and relevant, not presentist | Uses in-role writing with considerable effectiveness to convey correct bias:- generally persuasive, not presentist | Uses in-role writing with some effectiveness to convey aspects of correct bias:- somewhat persuasive | Uses in-role writing with limited effectiveness – limited use of bias (may or may not be correct bias):- vague, general, flat, possibly not consistently in role; possibly elements of presentism |  |
| Scores | 4++=100, 4+=95, 4=88, 4-=82, 3+=78, 3=75, 3-=72, 2+=68, 2=65, 2-=62, 1+=58, 1=55, 1-=52; below level 1 does not meet the expectations for this assignment.  |

^ Use of processing skills (e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; detecting point of view and bias; formulating conclusions)

Curriculum Expectations:

**\*Overall Curriculum Expectations:**

A1. Historical Inquiry:use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history to 1500

 **Specific**: A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

C1. Social, Economic, and Political Context: analyse key social, economic, and political structures and developments in three or more flourishing societies/ civilizations, each from a different region and a different period prior to 1500

C2. Stability and Expansion: analyse how various factors contributed to the stability, consolidation, and/or expansion of flourishing societies/civilizations from different regions and different periods prior to 1500

**Specific**: C2.1 explain how various factors contributed to the stability of societies (e.g., an established religion, effective bureaucracy, family structures, education, interdependent classes, military presence, effective approaches for settling disputes, defences, legal codes), and assess the importance of stability to a flourishing civilization

C2.4 describe educational practices in various flourishing societies/civilizations (e.g., with reference to the roles of the home, schools, early universities; books; the influence of philosophers), and explain how they contrib­uted to stability in these societies

C2.5 analyse the influence of religion/spirituality in various flourishing societies/civilizations, and explain how it contributed to stability in these societies

C3. Identity, Citizenship, and Culture: assess the contributions of various individuals and groups to the development of identity, citizenship, and culture in three or more flourishing societies/civilizations, each from a different region and a different period prior to 1500

C3.2 assess the political, social, and/or philosoph­ical contributions of various individuals to the society/civilization in which they lived