**Evolution of government radio lesson (Adapted from History Alive!)**

1. Seat students on two sides of the room facing each other. 2 desks at front of room, 1 with radio on it.
2. Tell students we are going to listen to the radio for a bit. This is an activity that will use the principles of four forms of government from ancient Greece to select a station and volume.

The earliest form of gov’t in Greece was a monarchy—one person—king, queen, or emperor has the power to make all political decisions.

**STAGE 1--MONARCHY**

1. Introduce concept of monarchy—earliest form of gov’t in Greece
2. Select King and Prince—King sits on desk, Prince sits in chair behind desk

\*\*give King and Prince descriptions

1. King programs radio—Explain to class—king has the power to select a station and set volume on radio. King can make these decision to please himself and prince. King can also punish those who voice objections to his decision.

\*\*Encourage king to quickly select a station that he and the prince like—this is designed to show students that monarchs often enact policies that primarily benefit their self-interests.

\*\*When directed to do so by the king, punish students who raise objections to his choices by having them sit on the floor at the back of the classroom—this is designed to show that monarchs can utilize military power—represented by the teacher—to control those who challenge their authority.

\*\*allow king and prince to play the radio for 1 to 2 minutes

1. Replace King w/ Prince—have the king “die” and go lay down on the floor in the back of the classroom—this is designed to show the monarchy is hereditary.

\*\*prince then sits on the “throne” where king had been.

\*\*Encourage the prince to select his favorite station and to play the radio loud enough so that only he can hear it.—This is designed to show students that a monarch’s successor may be self-indulgent and choose to ignore the needs of his subjects.

\*\*Prince may punish students who raise objections to his commands by having them sit on the floor at the back of the classroom.

\*\*Allow prince to play the radio for 1-2 minutes

\*\*While the prince is listening to the radio, signal several students (“brave citizens”) who are frustrated by the prince’s actions to get on one knee and respectfully express their discontent.—This is designed to show students that in a monarchy, students must exercise caution when questioning the actions of the monarch.)

1. DEBRIEF—Have everyone return to their seats and debrief.

\*\*Subjects—how did you feel in this part of the activity?

\*\*King & prince—how did you feel?

\*\*Who makes the decisions in a monarchy?

\*\*What are the advantages of a monarchy?

\*\*What are the disadvantages of a monarchy?

\*\*Why do you think monarchy was one of the first forms of gov’t to develop in ancient Greece?

**STAGE 2—ARISTOCRACY**

1. Rearrange front of the room—3 desks for aristocrats, 4 desks for middle class
2. Tell students that since they were dissatisfied with monarchy, you will allow them to use the principles of aristocracy to program the radio. Aristocracy –rule by hereditary elite
3. Have three students with musicians in their families be the aristocrats
4. Have four students who actually play instruments be the middle class
5. Tell the aristocrats that they now have the power to program the radio. This action is designed to represent the fact that aristocrats are often the first to assume power after a monarchy. Tell aristocrats that they can make decisions w/ or without input from the rest of the class, who represent ordinary citizens. Aristocrats can also punish those who voice objections.
6. Encourage the members of the middle class to offer suggestions to the aristocrats on how to program the radio. Have members of the middle class shout their suggestions aloud.
7. Aristocrats should discuss how to program the radio, making sure they ignore the requests made by the middle class.
8. Aristocrats then pick radio station…if dissent among aristocrats, then the one that doesn’t agree w/ the other 2 can be pushed out & made to sit w/ the rest of the class, and the remaining aristocrats can pick a middle class person to join their group.
9. Allow aristocracy to play radio for 1-2 minutes.
10. After 1-2 minutes, teacher gives signal for middle class oligarchs to go take the radio from the aristocrats. This action is designed to represent the fact that middle class wealthy elite take power from landowning nobles.
11. DEBRIEF—

\*\*Ordinary Citizens—how did you feel in this part of the activity?

\*\*Aristocrats and middle class—how did you feel?

\*\*How did you feel when a member of the middle class was allowed to help the aristocrats program the radio?

\*\*Who makes decisions in an aristocracy?

\*\*Who makes decisions in an oligarchy?

STAGE 3—TYRANNY

1. Explain—the discontent with leaders of aristocracies and oligarchies in ancient Greece led to the rise of new leaders called tyrants. Tell students that in a tyranny, one individual seizes power by force and rules single-handedly.
2. Select the most outspoken person in the room to be the tyrant—This action is designed to show that in ancient Greece, tyrants were often former military leaders who responded to the demands of the middle class. Have the aristocrats and members of the middle class return to their seats, and have the tyrant stand near the radio.
3. Tell the class the tyrant now has the power to select a station and set the volume. Explain that the tyrant must make his or her decisions with input form others in the class.
4. Encourage the tyrant to seek input from all students with blue jeans (or some other criteria) before programming the radio. This is designed to show how tyrants rose to power in ancient Greece by making political promises to certain segments of the society.
5. In exchange for listening to their input on how to program the radio, suggest that students with blue jeans bring the tyrant simple gifts like pens, pencils, pieces of candy. These items are designed to show how tyrants became wealthier as a result of gaining additional political power.
6. Allow tyrant to play radio for 1-2 minutes. During this time, enourage the class to complain loudly about the gifts that the tyrant has received.
7. Once student outcry reaches crescendo, have the tyrant turn off the radio and run back to his or her seat. This is designed to represent how people of a Greek city-state sometimes threw out a tyrant with whom they were dissatisfied
8. DEBRIEF:

\*\*Ordinary citizens how did you feel?

\*\*middle class-how did you feel?

\*\*aristocrats—how did you feel?

\*\*Who makes the decisions in a tyranny?

\*\*What are the advantages of a tyranny?

\*\*What are the disadvantages of a tyranny?

\*\*Why do you think tyrannies developed after oligarchies?

STAGE 4—DEMOCRACY

1. Tell students—since they were dissatisfied with the actions of the tyrant, they will use the principles of the democracy to program the radio. Democracy—government by the people. The decision will be made based on the will of the majority. The station and volume must be acceptable to more the ½ of the students.
2. Allow students to take 2 minutes to make decision.

\*\*allow students to leave seats and stand around radio

\*\*suggest a few students volunteer to maintain order so everyone’s voice can be counted quickly

\*\*once the majority of students has agreed on the station and the volume, have them program the radio. Have all students return to their seats and listen to the radio for 1-2 minutes.

1. DEBRIEF-

\*\*How did you feel in this part of the activity?

\*\*Who makes the decisions in a democracy?

\*\*What are the advantages of a democracy?

\*\*What are the disadvantages of a democracy?

\*\*Why do you think democracy developed in Greece?

**Student roles in Evolution of Democracy radio lesson- Adapted from History Alive!**

**\*\*I pre-select students and provide the following printed information to each actor.**

**King:**

Quickly select a station that you and the prince like. You want to show students that monarchs often enact policies that primarily benefit their self-interests.

You can use the military (the teacher) punish students. If they object to your actions, tell the military to take care of the offenders. They will have to sit on the floor in the back of the room.

**Prince:**

At first you will sit in the chair at the desk and offer your advice to the king about which station he should listen to, but you know he has the final decision.

Eventually the king dies, and you take over. You get to take over the throne and sit on top of the desk.

Pick a radio station that you want to listen to. Play it softly so that only you can hear it. You want to show the students that a monarch’s successor may be self-indulgent and choose to ignore the needs of his subjects.

You may also have the military (the teacher) punish students. If they object to your actions, tell the military to take care of the offenders.

**Brave citizens:**

While the prince is listening to the radio, I will give you a signal.

When you see the signal get up and walk in front of the prince. Get down on one knee and respectfully express your discontent with the radio station choice. You want to show students that in a monarchy subjects must exercise caution when questioning the actions of the monarch.

**Aristocrats:**

You have land and wealth because of your noble family. Your family has given money and defenders to the king to defend the city-state and you feel you and other nobles should really be ruling the city-state. Wealthy nobles helped buy bronze weapons and chariots for soldiers to use.

Discuss with other members of the aristocracy which radio station should be played. When discussing which radio station to play, make sure you include your feelings about what your family has provided for the military defense of the city-state.

You may ask the opinion of the class (ordinary citizens) if you wish about what radio station to play, but make sure you ignore the middle class!

You may punish students who voice objections to their decision by signaling to the military (the teacher.)

**Middle Class/ Oligarchs:**

While the aristocrats are discussing which radio station they would like to listen to, voice your opinions out loud, but don’t be surprised if your suggestions are ignored.

You can complain that you are being ignored.

At the teacher’s signal, you can go to the radio and take it away from the aristocrats.