Read the passage on the right, describing Spartan infancy, then answer the following in complete sentences:

1. Why might a society like Sparta not have a desire for “defective” babies or weakness?
2. Is the age of seven too young to begin training?
3. Are there any similarities to American culture within this snapshot of Spartan culture?

When a Spartan boy was born, he was rinsed in wine - as this was believed to make him strong.

Spartan boys would be inspected by the Gerousia - a council of elders who examined the babies for defects or weaknesses.

If something was “wrong” with the child, he would be left at the base of Mount Taygetus for days as a test - survive, or die.

At the age of 7, a paidonómos would come and round up the boys to begin their three-step agoge training.
Title: Comparative Study; Eastern Bloc and Worldly Civilizations

Know: I will be able to identify, describe, and analyze the similarities and differences of political involvement in livelihood across millennia.

Relevance: Today we are learning about this because it is imperative to build knowledge in a pragmatic way – understanding that the real world and real life are connected to history is very important. Coming to this understanding is powerful!

Do: I will write and discuss comparative issues between Ancient Greek city-states
Do: I will write and discuss comparative issues between Medieval nations
Do: I will write and discuss comparative issues between modern countries

Write down the Essential Question:

EQ: which child-rearing system had the greatest impact on population regulation?
Today’s Agenda

- Warm Up
- Cornell Notes
  - Know
  - Do
  - Relevance
- Content Vocabulary
- Comparative Studies
  - Athens / Sparta
  - Europe / Japan
  - US / USSR
- Thrash Out!
- Argumentative Writing

EQ: which child-rearing system had the greatest impact on population regulation?
Content Vocabulary

- 1-4 on your hands
  - What does the term “Athens” mean?

EQ: which child-rearing system had the greatest impact on population regulation?
Athens

- An Ancient Greek city-state based on knowledge and learning. Still the capital city of Greece today.

- Long, rich history of civil war, growth, power, financial stability, and more!

Think About It ---
What things do you already know about Athens?

How might a society based on education impact its region/country?

EQ: which child-rearing system had the greatest impact on population regulation?
1-4 on your hands

What does the term “Sparta” mean?

EQ: which child-rearing system had the greatest impact on population regulation?
Sparta

- An Ancient Greek city-state created with a militaristic mindset. From an early age, Spartan boys were put into military camp to earn their citizenship and glory for Sparta.

- Incredible warrior class of Greeks; known for their phalanx formations and undeniable military might.

Think About It ---
What things do you already know about Sparta?

How might a society based on military impact its region/country?

EQ: which child-rearing system had the greatest impact on population regulation?
Content Vocabulary

- 1-4 on your hands
  - What does the term “medieval” mean?

EQ: which child-rearing system had the greatest impact on population regulation?
Nearly a one-thousand year old time period related to the Middle Ages in Europe. Anything related to this time [c. 475 CE – 1475 CE] is considered “medieval.”

During this period, feudalism, manorialism, the Holy Roman Empire, the Dark Ages, Bubonic Plague, and much more would exist.

Write About It ---
What things do you already know about this time period?

Land was incredibly valuable during this time, how might one defend their territories?

EQ: which child-rearing system had the greatest impact on population regulation?
Content Vocabulary

- 1-4 on your hands
  - What does the term “Feudalism” mean?

EQ: which child-rearing system had the greatest impact on population regulation?
Feudalism

- The system of giving and receiving land in return for protection and supplies.
- Feudalism occurred across Europe during the Middle Ages and also as far east as Japan.

Write About It ---
Does this system sound legitimate?
What might be some strengths and weaknesses of such a process?

EQ: which child-rearing system had the greatest impact on population regulation?
**Pre-Comparative Background**

**Ancient Sparta**
An Ancient Greek city-state located on the Peloponnesian Peninsula known for its brutal military tactics and general freedom of women. Spartan men were all warriors and manual labor would be conducted by the Spartan slave class, “helots.”

**Ancient Athens**
An Ancient Greek city-state known for its illustrious architecture and spending. Athenians were educated as children and young men were allowed to continue this process until the age of 18. Athenians found pride in educated the whole person and wanted well-rounded individuals.

**Medieval Europe**
A time period spanning nearly 1,000 years, medieval Europe saw the foundation of a system known as feudalism. Through this process, land was granted and received in return for debt or work. As such, debt was accrued and land needed to be protected.

**Feudal Japan**
A Japanese time period similar to that of medieval Europe where Japanese land owners were fighting over territory. As such, it was necessary to hold an army loyal to local land owners. These soldiers were known as samurai and were commanded by the best samurai known as Shoguns.

**EQ:** which child-rearing system had the greatest impact on population regulation?
Comparative Study

The Process:
- Using the Athens v. Sparta handout, read the points listed
- Learn about the culture of children during this time
- Answer the questions on the handout
- Review as a class

EQ: which child-rearing system had the greatest impact on population regulation?
Comparative Study

The Process:

- Using the Medieval Europe v. Feudal Japan handout, read the points listed
- Learn about the culture of children during this time
- Answer the questions on the handout
- Review as a class

EQ: which child-rearing system had the greatest impact on population regulation?
Comparative Study

The Process:

- Using the USA v. USSR handout, read the points listed
- Learn about the culture of children during this time
- Answer the questions on the handout
- Review as a class

EQ: which child-rearing system had the greatest impact on population regulation?
Take a stand!

- After viewing and learning about child life in each of the these time periods, set your mind on one.

- Which era of time or individual place had the greatest impact on the lives of the children?

**Directions:**

Move to the designated corner of the room and gather evidence in a team of like-minded people.

Prepare to debate and defend your stance!

EQ: which child-rearing system had the greatest impact on population regulation?
In your Thrash Out groups, share your points on why you think that era/location had the greatest impact.

- Two groups debate at a time
- The groups not participating will vote on a winner afterward
- The winner moves on
- The losing group joins the winning group and must assist in their arguments
- Continue until only one group remains
  - This is the now the winner of Idea Survivor!

Check for Understanding:

Thumbs Up if you understand the directions!

EQ: which child-rearing system had the greatest impact on population regulation?
The Eastern Block Sport System: A Historical Comparative Lesson

**Content Statement/Lesson Goal:** Compare and contrast the Eastern Bloc Sport System with the systems in place for youth in Ancient Greece, Medieval Europe, Feudal Japan, and Modern United States. The comparative issues cover - systemic regulation of life for one dedicated purpose; systematic approaches to building a populace with one goal; rigorous training and organization that promotes nationalism.

**History Standards Covered (Ohio, Grade 7 Social Studies):**
1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today’s norms and values.
2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history.
16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.

**Know and Do/Lesson Objectives:** I will be able to identify, describe, analyze, and compare the Eastern Bloc youth sport systems with those of ancient, medieval, and modern civilizations. I will be able to compare and contrast ancient and medieval civilizations with twentieth century systems. I will be able to synthesize an argumentative response to the prompt: “which child-rearing system had the greatest impact on population regulation?”

**Background Knowledge assessed and demonstrated:** Strong understanding of Greek life as a child, Spartan Agoge training, Athenian education, European code of chivalry, Japanese Feudalism, and Eastern Bloc sport approach.

**Required Materials:** PowerPoint [attached] – Comparative Study: Eastern Bloc and Worldly Civilizations and packet [attached] – Ancient v Medieval v Modern Youth Experience

**Estimated Time of Lesson Delivery:** 1-3 class periods with an end of lesson competition that could take an entire day, if so chosen.

**Lesson Layout:** Begin the lesson with an engaging warm up activity designed to get the students thinking and analyzing. From there, students set up their Cornell Notes and review the day’s objectives. Front-Loaded vocabulary serves to set students up for success. Lesson then dives into the comparative practices of youth experiences in Spartan Agoge, Athenian Education, Medieval European chivalry, Feudal Japanese Bushido code, modern United States sports culture, and finally the Eastern Bloc. Throughout the lesson, cooperative learning is built in and students are encouraged to work together to answer hypothetical and pragmatic questions designed to formatively assess their retention of the material. A brief and engaging **Thrash Out** activity will get the students thinking, arguing, and taking a stance on their opinions, thus also building a case for their final product. The lesson concludes with time for the students to work cooperatively on an argumentative **Idea Survivor Game** – the six “styles or approaches” of raising children are all put to a debate test; students vote after each debate on who “won” (based on the question: “which child-rearing system had the greatest impact on population regulation?”). At the end of the process, students will have voted on each approach and, as a class, they will have compared ancient, medieval, and modern systems to determine which one had the greatest impact. Keeping in mind, the term “greatest impact” can be both positive and negative.

**Lesson Creator:** Andy Bonath [2018]
Comparative Study
Ancient v Medieval v Modern
Youth Experience

Compare and contrast the raising of children across thousands of years! Study includes Ancient Greece, Medieval Europe, Feudal Japan, Modern America, and Eastern Bloc Policies.
Spartan Agoge versus Athenian Education

**Spartan Agoge:**
1. At birth, boys were inspected for physical defects – this was completed by members of the Gerousia
   1. Mothers would wash their babies in wine to give them strength in the hopes of passing the inspection
2. If defects were found, infanticide would be practiced
   1. Babies would be left at the base of Mount Taygetus to survive on their own
3. At the age of seven, boys would be taken from their families to begin Agoge training
   1. Three stages
4. Stage One:
   1. “Paides”
      1. Ages 7-17
      2. Underfed to get used to life during war
      3. Lived outside and forced to create their own shelters
      4. Taught fitness and fighting tactics
      5. Given one cloak per year as clothing
      6. Taught to steal and be stealthy
5. Stage Two:
   1. “Paidiskoi”
      1. Ages 17-20
      2. Became reserve units in the Spartan army
      3. Joined Crypteia
         1. Watched over Spartan slaves
6. Stage Three:
   1. “Hebontes”
      1. Ages 20-30
      2. Could marry
      3. Active soldier
      4. Had until 30 years old to get accepted into a “mess” or you lost citizenship

**Athenian Education:**
1. Both boys and girls were educated
   1. Both educated at home until the age of 6
      1. Boys – primary school [ages 6-16]
      2. Girls – at home to learn to become a wife and mother
2. Boys study under men until age 16
3. Boys at age 18 joined the military
4. Boys from 16-18 had two choices:
   1. Choice A:
      1. If you were a wealthy family and could afford it, from 16-18 you went to secondary school and learned math, philosophy, and science
      2. Then, joined the military
   2. Choice B:
      1. If your family had a business or farm, you could work there until 18
      2. Then, joined the military
5. The general belief was that a well-rounded education allowed for citizens to enjoy and appreciate all things
2. Primary School Course Work:
   1. “Grammata”
      1. Spelling, letters, reading, writing
   2. Music and Instrument
      1. Singing, plays, playing the lyre, reading poetry, learning ethics and history
   3. Physical Education
      1. Wrestling, running, jumping, discuss, javelin
3. The goal was to create fit, well-rounded men of appreciation, not head strong soldiers
Guided Questions and Analysis:

1. What was infanticide and why do you think the Spartans practiced this?
   
2. At what age would Agoge training begin? Does this equate to anything similar in American culture?
   
3. Describe the stages of Agoge, what are your personal thoughts on this?

4. How were boys and girls educated in Athens?

5. What was the difference between primary and secondary education in Athens? Is this similar to American culture today?

6. Based on your knowledge of these two systems, in which Greek city-state would you prefer to have a son or daughter?

7. Which of these two do you think had a greater impact [positive or negative] on the population?
Medieval European Chivalry
VERSUS JAPANESE BUSHIDO

European Chivalry:

European chivalry can trace its roots back to the Noble Habitus – a series of ethics and morals to which feudal knights were proscribed. Below, are the six codes of the Noble Habitus that would taught to knights’ sons during their raising.

1. Loyalty – Boys were taught loyalty to your feudal lord and Christian God was imperative. Above all else, this code was to be followed

2. Forbearance – meaning “patience, self-control, and tolerance; this ethical code pushed to have control of ones’ self in all actions of life, starting as a young man

3. Hardihood – meaning “boldness and daring,” this trait was learned through experience and is seen as a the next step of the first two codes – boys learned through their father’s actions

4. Largesse – the act of generosity and giving which was highly sought after in medieval life – in this respect, boys were taught that they should have no room in life for bribes, gifts, or greed

5. Davidic Ethic – Boys were taught at a young age to respect all people, especially widowed women, the weak, the orphaned, and others that were disenfranchised

6. Honor – This was the final teaching of the Chivalry Code; it came as one owned and mastered all of the previous conditions; this was taught to boys as being the ultimate display of chivalry and that all things should be put toward this goal

Japanese Bushido:

The Bushido Code carried eight unwritten codes of conduct that the true warrior would need to demonstrate or risk dishonor placed on his entire family. From an early age, both boys and girls were taught these elements. Boys would be trained on them further with age as their fathers would teach them as they got older.

1. Rectitude and Justice: It was taught to the youth that rectitude is one’s ability to decide, using reason, that a certain course of conduct is correct – to die when to die is right, to strike when to strike is right.

2. Courage: This idea was established through children that having courage is only attained when you perceive what is right and act accordingly. Simply knowing what is right and not doing it is the definition of lacking courage.

3. Benevolence and Mercy: The code taught boys that as a samurai, you have the power to take a life [during a certain period of time, they had the power without any hesitation or punitive response], and that with that power, one must demonstrate an equal reserve for love, sympathy, and pity for others.

4. Politeness: Similar to benevolence, boys were taught that politeness approaches love; that one cannot be polite solely to avoid hurting feelings, one should be polite at all times

5. Honesty and Sincerity: Children of samurai were taught that talking about money and power showed poor taste; it was common that those children were taught that ignorance of coin values showed good sincerity. Luxury was believed to be a great menace to man

6. Honor: Young men would be taught that personal dignity and worth were, above all, the best characteristics of a samurai. From birth, lessons were given to value your duty and privileges of the samurai profession

7. Loyalty: Loyalty was a was the most distinguished ethic of code taught – one’s personal fidelity only exists if he remains loyal to those he is indebted

8. Self-Control: The final element taught was that one’s absolute moral standard is required at all times. What is right, is right, and what is wrong, is wrong. It was a samurai’s final obligation to teach and model this behavior to their children.
Guided Questions and Analysis:

1. Which aspects of the European Chivalry Code are still present within American society today?
   1. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Which elements of Chivalry had a stronger impact on the young men of Europe than the rest?
   1. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. If one element of Chivalry was to be removed, which would you choose? Consider the effects.
   1. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. Which aspects of the Bushido Code are still present in American culture today?
   1. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. Which system, Chivalry or Bushido, do you think was easier to understand as a child?
   1. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

6. Based on your knowledge of these two systems, which code would you prefer to have taught a son or daughter?
   1. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

7. Which of these two do you think had a greater impact [positive or negative] on the population?
   1. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
United States Youth Sports:

Motivators within the United States to participate in youth sports take many forms – but are rooted in choice. Parents/Guardians can sign their children up for new athletic competitions just to try. From an early age, children are placed in lessons and on teams for various sports:
1. Baseball/softball
2. Basketball
3. Gymnastics
4. Soccer
5. Flag football
6. Lacrosse and more

American youth sports emphasize participation over most other motivators. While youth sport has become a billion dollar industry, participation in multiple sports continues to fuel that fire.

There is an influence on American youth sports stemming from Olympic events – the cross-over is slight, though, in comparison to that of the Eastern Bloc. Most children of the time participated in sports based on their preference or even favorite professional athletes.

Training regimens include year-round practice, private lessons, and can include illegal substances, but not on a prescribed level.

USSR and Eastern Bloc Youth Sports:

Motivators within the Eastern Bloc to participate in sports came largely from the desire/goal to compete at the highest level and make a name for their country – on the international Olympic stage. From birth, Eastern Bloc children were evaluated by doctors to determine which athletic events would best fit their projected size and ability.

At this point, “athletes” would undergo intensive training and vitamin regimens. The training would provide glory and honor to one’s family. The vitamin regimens would include steroids to ensure that athletes could recover and grow at exponential rates. This doping of young athletes would go largely unquestioned and unnoticed even up through the modern Sochi Olympic games in 2014. Parents trusted the work because notable doctors would prescribe the drugs.

The athletics in which Eastern Bloc children were placed had direct correlation to that of Olympic activities (preparing for their goal, above):
1. Swimming
2. Gymnastics
3. Weight lifting
4. Track and Field and more

The impact of steroids has had a tremendous legacy; Eastern Bloc men and women have had continual problems with reproductive health, cancer, and cardiac health as well as other health risks, however, the athletes continually won more Olympic medals than any other countries.
Eastern Bloc Sport Policies versus American Sport Policies

Guided Questions and Analysis:

1. What motivators exist within the United States for youth to participate in sports?
   1. 

2. What motivators exist within the Eastern Bloc for youth to participate in sports?
   1. 

3. What differences and similarities exist between the sports available for youth in the two regions?
   1. 

4. How were training programs different and similar between the two regions?
   1. 

5. What lasting impacts has the use of steroids had on Eastern Bloc athletes into their adulthood?
   1. 

6. Based on your knowledge of these two systems, which code would you prefer to have taught a son or daughter?
   1. 

7. Which of these two do you think had a greater impact [positive or negative] on the population?
   1. 
Comparative Study
Ancient v Medieval v Modern
Youth Experience

Use this space to plan, prepare, and rebuttal your points for the debate coming up!