

**DEMOCRACY IN ANCIENT GREECE**  
**Report on the Results of the Post-Implementation**  
**Teacher and Student Surveys**

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This report will discuss the results of post-implementation surveys given to the students and teachers who participated in the Democracy in Ancient Greece project.<sup>1</sup> Paper and online versions of the survey were available, with the teachers choosing which medium to use with their students. A total of 19 teachers returned the teacher survey; they are highlighted in bold in the chart below (one teacher didn't reveal his/her name, so only 18 teachers' names are in bold). A total of 360 students returned the student survey.<sup>2</sup> The students were from 25 classrooms in 11 schools—more teachers had their students respond than responded themselves, while a few teachers responded but their students did not. Almost half of the student responses came from IS49 and IS62, so the student results are heavily weighted by those students' reactions:

**Post-implementation survey responses**

<b>School</b>	<b>Teacher</b>	<b>Number returned</b>	<b>Percentage of total</b>
PS21Q	<b>Szpicek</b>	20	5.7%
	<b>Grimonda</b>	12	3.4%
	<b>Sunchan</b>	4	1.1%
PS188	Gomez	16	4.6%
	Peterson	6	1.7%
PS169	Feldman	6	1.7%
PS210	Amper	18	5.1%
	Kislik	16	4.6%
	Hissick	9	2.6%
MS45	Doran	8	2.3%
IS49	<b>French</b>	27	7.7%
	<b>Conliffe</b>	22	6.3%

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<sup>1</sup> Although teacher and student pre-surveys were prepared, they were not administered. In addition, there were several versions of the teacher post-survey, so not all the surveys had responses to all the questions.

<sup>2</sup> Some students skipped questions, or parts of questions, so the total for each question varied.

IS62	<b>Gravis</b>	27	7.7%
	Keenan	26	7.4%
	Alezate	23	6.6%
	Welch	22	6.3%
	<b>Driskell</b>	20	5.7%
	<b>Welett</b>		
IS200K	<b>Algate</b>		
IS220	<b>Dominguez</b>	20	5.7%
IS228	Falcone	2	0.6%
	<b>Shim</b>		
	<b>Olmann</b>		
IS259	<b>Loff</b>	22	6.3%
	<b>Mishier</b>	2	0.6%
	<b>Buedett</b>		
	<b>Ferrare</b>		
IS303	<b>Rubino</b>	16	4.6%
	Solano	3	0.9%
	Kirimca	1	0.3%
	<b>Morelli</b>	1	0.3%
(Empty)		11	3.2%
Total		360	100%

### RESULTS OF THE TEACHER SURVEY

Seventy-nine percent of the teachers who responded to the post-implementation survey rated the lessons and curriculum materials as “Excellent” or “Good.” The in-class support had even higher “Excellent” ratings. However, only 58 percent rated the professional development workshops as “Excellent” or “Good”; in addition, there were fewer who considered them “Excellent” and a substantial 26 percent who rated them only as “Fair”:

**OVERALL, how would you rate the following aspects of Democracy in Ancient Greece?**

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>The content and design of the lessons</b>	<b>33%</b>	<b>50%</b>	22%	0%
<b>The content and design of the curriculum materials</b>	<b>39%</b>	<b>44%</b>	17%	0%
<b>The professional development workshops</b>	<b>29%</b>	<b>35%</b>	<b>29%</b>	6%
<b>The in-class support for the program</b>	<b>50%</b>	<b>28%</b>	22%	0%

Almost 80 percent of these teachers did not consider that their students were already well prepared for any of the key activities that were included in the project:

**Before you used this curriculum, how WELL PREPARED do you feel your students were for the following activities?**

	<b>Very</b>	<b>Somewhat</b>	<b>Not very</b>	<b>Not at all</b>
<b>Doing research</b>	16%	<b>58%</b>	<b>21%</b>	0%
<b>Persuasive writing</b>	16%	<b>47%</b>	<b>32%</b>	0%
<b>Public speaking</b>	5%	<b>47%</b>	<b>37%</b>	5%

All the teachers who responded to the survey reported that the curriculum had helped their students with persuasive writing, while almost all (89 percent) felt that it had helped “Very much” or “Somewhat” with research. They were less sure about public speaking, probably because they did not all emphasize it to the same extent:

**How MUCH do you think this curriculum helped them with these same activities?**

	<b>Very</b>	<b>Somewhat</b>	<b>Not very</b>	<b>Not at all</b>
<b>Doing research</b>	<b>63%</b>	<b>26%</b>	11%	0%
<b>Persuasive writing</b>	<b>63%</b>	<b>37%</b>	0%	0%
<b>Public speaking</b>	<b>47%</b>	<b>53%</b>	0%	0%

About 50 percent reported that they used computers more frequently for writing in this project compared to other projects, while almost two-thirds reported that they used it more frequently for Internet research and over two-thirds said they used it more frequently for presentations. In other words, while many of these teachers were already using computers for writing, the project increased their computer use for the more complex tasks of research and presentations:

**How did your students' use of COMPUTERS during Democracy in Ancient Greece compare with their use of computers during similar projects in you classroom?**

	<b>More frequent</b>	<b>About the same</b>	<b>Less frequent</b>	<b>N/R</b>
<b>For Internet research</b>	<b>67%</b>	33%	0%	5%
<b>For writing</b>	<b>50%</b>	44%	6%	5%
<b>For presentations</b>	<b>72%</b>	22%	6%	5%

Almost all the teachers who responded had had their students use computers in their own classrooms for this project; only about half took their students to a computer lab, indicating that computer access for whole classes is still an issue. Quite a few teachers reported that their students used computers at home during the project:

**Where did your students use computers during the project?  
[You can check more than one.]**

<b>In my classroom</b>	89%
<b>In the computer lab</b>	53%
<b>At home</b>	37%

As would be expected given the nature of the project, most (84 percent) of the teachers reported that their students used the Ancient Greece website "Frequently" or "Often" during the project, but a surprising number (16 percent) said they hardly ever used it, presumably because of access difficulties. About one-third had their students use websites they found themselves. Only a few had their students use the discussion board or the web log:

**How OFTEN did your students use the following resources during this project?**

	<b>Frequently</b>	<b>Often</b>	<b>Seldom</b>	<b>Never</b>
<b>The Democracy in Ancient Greece website</b>	21%	63%	11%	5%
<b>Their textbooks</b>	11%	5%	42%	42%
<b>Other websites they found themselves</b>	11%	32%	53%	5%
<b>School library books</b>	0%	11%	53%	37%
<b>The discussion board</b>	0%	11%	37%	53%
<b>The class web log</b>	0%	21%	47%	32%

Almost all the teachers found the project at least somewhat useful for teaching all the research and writing skills that were built into the curriculum, but they were particularly sure that it helped their students with taking notes, supporting their ideas with facts, organizing their writing, finding information on the Internet, and comparing sources that disagree. The following tasks are organized from those with the most to those with the least “Definitely” choice:

**Which of the following skills did the Democracy in Ancient Greece project help you TEACH your students?**

	<b>Definitely</b>	<b>Somewhat</b>	<b>Not really</b>
<b>Taking notes</b>	<b>94%</b>	0%	6%
<b>Supporting ideas with facts</b>	<b>94%</b>	0%	6%
<b>Organizing their writing</b>	<b>72%</b>	22%	6%
<b>Finding information on the Internet</b>	<b>67%</b>	33%	0%
<b>Comparing two sources that disagree</b>	<b>67%</b>	28%	6%
<b>Working in groups</b>	<b>61%</b>	33%	6%
<b>Making presentations in public</b>	44%	56%	0%
<b>Synthesizing material from more than one source</b>	44%	50%	6%
<b>Proofreading their writing</b>	44%	50%	6%
<b>Distinguishing between fact and opinion</b>	44%	44%	11%
<b>Revising their writing</b>	41%	53%	6%
<b>Finding places on a map</b>	29%	65%	6%
<b>Finding information in books</b>	18%	47%	35%

The teachers reported that they needed more support with technology than with curriculum-related issues. Technology tasks included using the LCD projector and getting access to computers:

**What aspects of implementing this curriculum did you need the most SUPPORT with?**

	<b>Needed a lot of support</b>	<b>Needed some support</b>	<b>Did not need support</b>
<b>Using an LCD projector</b>	<b>50%</b>	<b>33%</b>	17%
<b>Getting access to technology</b>	<b>32%</b>	<b>37%</b>	32%

<b>Teaching information literacy skills</b>	21%	21%	<b>58%</b>
<b>Mastering the curriculum content</b>	0%	47%	<b>53%</b>
<b>Using the workshop model</b>	0%	37%	<b>63%</b>

They agreed that the curriculum helped them meet the relevant New York State Social Studies standards, particularly the Civics standard: 83 percent of those who answered the question felt that the curriculum was at least somewhat helpful with the Civics standard and 90 percent felt it was at least somewhat helpful with the World History standard:<sup>3</sup>

**Did this curriculum help you meet the following  
New York State Social Studies STANDARDS?  
(Number of responses)**

	<b>Yes, definitely</b>	<b>Yes, somewhat</b>	<b>No, not really</b>	<b>No, not at all</b>	<b>N/R</b>
<b>Civics, Citizenship, Government</b>	8	2	0	2	7
<b>World History</b>	6	5	1	0	7
<b>Geography</b>	4	4	3	1	7
<b>Economics</b>	4	3	2	2	8

Of those who responded to a question about how much the curriculum helped improve student understanding of various concepts that were part of the curriculum, almost all felt it was at least somewhat helpful. They were particularly definite that it helped students understand the concept of democracy and the importance of multiple perspectives—and, as we will see below, this was reflected in the student responses. They were less sure that it helped with relating Ancient Greece to today, the role of economics, or the role of geography—possibly they themselves did not emphasize them; they were also much less well understood by the students:

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<sup>3</sup> However, there were only twelve responses to this question—6 of the remaining 7 received surveys that omitted the question.

**As a result of this curriculum, do you think your students have a better UNDERSTANDING of any of the following?  
(Number of responses)**

	<b>Yes, definitely</b>	<b>Yes, somewhat</b>	<b>No, not really</b>	<b>No, not at all</b>	<b>N/R</b>
<b>The concept of "democracy"</b>	10	3	0	0	6
<b>The importance of looking at multiple perspectives</b>	10	2	1	0	6
<b>The relevance of issues debated in Ancient Greece to us today</b>	5	6	2	0	6
<b>The role of economics in decision making</b>	4	5	3	1	6
<b>The role of geography in history</b>	4	7	1	1	6

The teachers listed some of the changes they had made to adapt the project to their students. They can be summarized as follows:

- Pacing: some slowed down the pace to fit their student populations; others added material to go into more depth.
- Length of curriculum: some shortened lessons to fit the class time, chose to teach only some of the lessons, or selected lessons to suit their student population (i.e., special education students).
- Scheduling: some made scheduling adjustments to get more time for the technology (i.e., double periods).

They had the following suggestions for improving the content and the design of the lessons:

- Have the class meet more than twice a week.
- Extend the unit over a longer period.
- Provide other types of reference material in addition to the handouts.
- Provide more geography activities.
- Provide more background information on the history of Greece.
- Develop a version of the curriculum for special education students.
- Change the timing: Some teachers would have liked to have the unit later in the year, when they were actually scheduled to study Greece; on the other hand, others saw the unit as good preparation for the kind of research they would be doing later, so wanted it to come even earlier.

As for the professional development sessions, some teachers said that they would like to have them more often and to have more information in each session. However, they were divided on this: for instance, one felt that the big training workshop went much too fast, and several noted that they would have liked to go through the individual lessons, but another noted that there was no need to go through the lessons. Some would have liked more sessions at their own schools, but acknowledged that these were hard to arrange. One wrote that she/he would like more websites to help the students with research, and that it would be helpful to have sample PowerPoint presentations up on the site for reference.

### **RESULTS OF THE STUDENT SURVEY**

The first question on the student survey asked the students how much they liked different aspects of the project. When the responses are ranked from the aspect they liked the most to the aspect they liked the least, we can see that technology-related items are most liked, with reading and writing toward the bottom of the list:

**How much did you LIKE the following parts  
of the Democracy in Ancient Greece project?  
(n = 350)**

	<b>Very much</b>	<b>Somewhat</b>	<b>Not very much</b>	<b>Not at all</b>
<b>Creating a PowerPoint presentation</b>	64%	19%	10%	7%
<b>Doing research on the Internet</b>	59%	26%	11%	4%
<b>Working with a group</b>	55%	26%	12%	7%
<b>Watching the animations (with Zeus, Ares, and Athena)</b>	44%	38%	15%	3%
<b>Writing the speech</b>	34%	37%	15%	13%
<b>Reading about the Athenians</b>	31%	43%	19%	7%
<b>Presenting to the class</b>	28%	32%	19%	22%

This is corroborated by the students' responses to an open-ended question that asked them to list what they liked best about the project. PowerPoint was at the top of the list here too, but in this case they also included some of the activities in the unit, as well as what they learned:

**What did you like best about the Democracy in Ancient Greece project?  
[389 total responses]**

<b>Creating a PowerPoint</b>	21%
<b>Doing research on internet</b>	13%
<b>Working in groups</b>	13%
<b>Learn about topics related to Ancient Greece (gods, war, people, history)</b>	12%
<b>Writing a speech; express own opinions</b>	8%
<b>Watching animations</b>	7%
<b>Using a computer or laptop</b>	7%
<b>Debating and deciding on which side to take</b>	6%
<b>Learning about democracy, voting</b>	5%
<b>Presenting to the class</b>	4%
<b>Learning a lot about new things</b>	3%
<b>Using weblog</b>	1%

Two-thirds of the students reported that they felt they had learned more in this project compared to other social studies projects, while 50 percent felt that this project was more interesting than other social studies projects:

**How did the Democracy in Ancient Greece project  
COMPARE to other projects you have done in your Social Studies classes?  
(n = 340)**

	<b>More</b>	<b>About the same</b>	<b>Less</b>
<b>The amount you learned</b>	64%	31%	5%
<b>How interesting it was</b>	50%	42%	8%

However, the number of students who wrote that what they liked best was the chance to use computers or laptops indicates that the curriculum may have been an unusual opportunity for them. This seems to have been the case for classes in IS220 and IS259, two of five schools whose teachers noted that they needed help in getting access to technology.

In answer to a question about their general computer use, 83 percent of the students reported that they used computers for Internet research “Most of the time” or “Often,” while 73 percent said they used computers for writing papers “Most of the time” or “Often”:

**How OFTEN do you usually use computers for the following tasks?**

	<b>Most of the time</b>	<b>Often</b>	<b>Not very often</b>	<b>Never</b>
<b>For Internet research</b>	55%	28%	14%	3%
<b>For writing papers</b>	36%	37%	21%	7%

On the other hand, when they were asked how often they used the Democracy in Ancient Greece website, 79 percent reported that they used it as least “Sometimes,” but a surprising number (20 percent) reported that they used it “Not very often” or “Never.” These were primarily students from PS21Q, PS210, IS62, and IS220, two of which were schools where teachers reported that they needed a lot of help in getting access to technology. Thirty-nine percent reported that they had accessed the website at home at least sometimes, but an equal number said they never did:

**How OFTEN did you use the Democracy in Ancient Greece website?  
(n = 326)**

	<b>A lot</b>	<b>Sometimes</b>	<b>Not very often</b>	<b>Never</b>
<b>At school</b>	42%	37%	14%	6%
<b>At home</b>	15%	24%	23%	38%

In terms of the specific research resources that they used for the Ancient Greece project, Internet resources more were likely to be used “Most of the time” than books, which were more likely to be used “Often.” Again, however, a surprising number seldom used the Ancient Greece website. Only a few students reported that they used the discussion board and the weblog:

**How OFTEN did you use these resources when you were doing the Democracy in Ancient Greece project?  
(n = 338)**

	<b>Most of the time</b>	<b>Often</b>	<b>Not very often</b>	<b>Never</b>
<b>Ancient Greece website</b>	44%	30%	15%	11%
<b>Other websites you found yourself</b>	31%	29%	22%	18%
<b>Ancient Greece discussion board</b>	16%	25%	23%	37%
<b>Ancient Greece weblog (blog)</b>	15%	21%	23%	41%

<b>Public library books</b>	13%	46%	23%	18%
<b>Your textbook</b>	11%	35%	31%	23%
<b>School library books</b>	5%	53%	22%	19%

The students were asked whether the project helped them with various research, writing, and presentation tasks. Over 75 percent thought it helped at least somewhat with all research and writing tasks, but they were less certain about whether it helped with making presentations. It is interesting that “work in groups,” which is one of the project activities that many of them liked, heads the list of tasks it helped them with, along with Internet searching. It is not, on the other hand, high on the list of the tasks that teachers felt the project helped with:

**Did the Democracy in Ancient Greece project help you  
to learn how to do any of the following TASKS?  
(n = 339)**

	<b>Very much</b>	<b>Somewhat</b>	<b>Not very much</b>	<b>Not at all</b>
<b>Work in groups</b>	<b>59%</b>	24%	10%	7%
<b>Find information on the Internet</b>	<b>59%</b>	27%	9%	6%
<b>Organize your writing</b>	<b>53%</b>	28%	11%	7%
<b>Take notes</b>	<b>50%</b>	31%	13%	6%
<b>Support you ideas with facts</b>	49%	37%	10%	4%
<b>Proofread you writing</b>	42%	33%	17%	7%
<b>Compare two sources that disagree</b>	42%	38%	15%	6%
<b>Revise your writing</b>	41%	36%	17%	6%
<b>Make presentations in public</b>	28%	29%	22%	21%
<b>Find information in books</b>	19%	35%	22%	24%
<b>Find places on a map</b>	17%	30%	29%	24%

The survey had three open-ended questions that were designed to assess what the students had learned from the project. The first asked the students what they had learned about “democracy.” About 45 percent of the responses referred to democracy in some way; the rest either restated the question or did not refer to democracy as such. In the following chart, those responses that refer to democracy are organized from most frequent type of response to least frequent, with examples of each category:

**What did you learn about "democracy"  
from the Democracy in Ancient Greece project?  
(n=352)**

<b>Voting</b>	<p>"Democracy is about voting."          "I learned a lot about how to vote."          "Democracy is when people vote and I think it is fair."          "I learned that you could vote for different leaders. Also that if you're not a citizen of Athens you can't vote and you can never become a citizen of Athens."          "I learned about democracy, that democracy is having the right to vote."          "I learned that democracy is when the citizens get to decide."          "What I learned about democracy is that they make important decisions for situations."</p>	14%
<b>Multiple perspectives</b>	<p>"I learned that you have to make up your own mind. You can't go on 1 side because your friend is on your side. It is all up to you."          "I learned that democracy is a wonderful deal because everyone have their rights to stick with their own thoughts."          "Everyone has a say in a democracy."          "I learned that people can disagree a lot."          "The things I learned about democracy from ancient Greece projects were that a lot of people have different choices in things. Also that there are so many rules that you would have to follow."</p>	10%
<b>Fairness</b>	<p>"I learn that it isn't always fair."          "I learned that democracy in Ancient Greece was fair. The men voted and discussed important issues of their community. I also learned that it wasn't fair that women couldn't vote. They couldn't participate in anything involving the government."          "I learned that we aren't always treated fairly."          "Democracy is fair to many people."          "I learned that democracy is fair because it is what people think."</p>	7%
<b>Different kinds of democracy</b>	<p>"I learned the different kinds of democracy and what kind of democracy we live in and also ancient Greece and Spartas democracy as well."          "I learned that people had different ideas of democracy."</p>	4%
<b>Freedom</b>	<p>"I learned that Democracy is a way for there to be a free country."          "Democracy is freedom for all people, and it's birth place is in ancient Greece"</p>	3%
<b>Governance</b>	<p>"It is a system of the government."          "It is when it is ruled by the people."          "I learned that democracy is for and about the people and people make the laws."</p>	3%
<b>Other</b>	<p>"We learned that democracy made a lot of disasters."          "I learned that there has to be a dictatorship in a democracy, you also have to vote on what to choose."</p>	2%
<b>Valid percentage</b>		43%

Almost 25 percent of the responses simply reiterated that Greece was a democracy; the rest did not refer to democracy at all, but noted various facts they believed they had learned. It may be that these students did not read the question carefully, but interpreted it as “What did you learn from this project?”

<p><b>Statements about Ancient Greece</b></p>	<p>“Athen has democracy.”          “Democracy started in Greece.”          “I learned many things in democracy in Ancient Greece.”          “Greeks need to fight for the democracy.”          “I learned that Athens was the first polis to try democracy.”          “I learned that it came from Greece and that there are two types of it. I also learned how democracy was like in Ancient Greece.”          “learned about democracy”          “I learned a lot of it.”          “Yes. I learn about democracy from the ancient Greece project.”          “Democracy is important.”          “I learned that democracy is a very important issue in life.”</p>	<p>24%</p>
<p><b>Statements about war</b></p>	<p>“I learned that Ancient Greece used to have many wars back then and destroyed the Acropolis.”          “I learned about the war with Athens and Sparta and democracy.”          “I learned about the war with Sparta and the Parthenon”          “What i learned about Democracy from the Ancient Greece project was the war between the Athens and Sparta.”          “About Athens”          “I learned that the Parthenon was built, there were many wars, and that Athens is a democracy where everybody has a say.”          “The best part was when I knew that Athens was built about 2,500 years.”          “I learn Pericles use the Delian leagues money.”</p>	<p>22%</p>
<p><b>Irrelevant</b></p>	<p>“i learned that if your father isn't a citizen, then their son cannot be a citizen either. ”          “I looked it up in Mr. French's class he taught me that.”          “Nothing much. It was the same stuff as I learned about democracy last year.”          “I learn that it will take long time to finish a discuss.”          “I learn that you can have a lot of fun if you do a lot of work.”</p>	<p>11%</p>
<p><b>Valid percentage</b></p>		<p>57%</p>

Many students also had difficulty with the second open-ended question, which asked them to apply what they had learned about Ancient Greece to contemporary issues,

and only about 40 percent were able to make any kind of comparison. This may be because they did not know the term "current events," or because they have trouble with comparisons and analogies, or because they had not discussed this kind of comparison in class. The first chart categorizes the relevant responses:

**What did you learn about Ancient Greece that would help you understand current events?  
(n=300)**

<b>Know more about democracy and how it works</b>	"I learned that democracy and politics and letting other people know and vote about things will give a fair vote and decision about anything" "About the government and democracy (voting)" "That every vote counts." "I learned how democracy works." "Ancient Greece helped me know more about democracy."	11%
<b>People have different opinions</b>	"I learn that everyone has different opinions and ideas." "I learned that Ancient Greece was that it is tough to have everyone have the same opinion." "I learn about different kind of people." "Everyone has their own opinion in important events, such as the transit strike. kids think the transit strike is good, since it lets them skip 2 hours of school and adult think the transit strike is a big inconvenience, since they need to get to work on time." "I learned how to understand conflicts, debates, and politics."	10%
<b>History repeats</b>	"I learned that the difference from back long ago and today is not to different because here in America we are in war with Iraq to spread democracy and Athens is now trying to spread democracy to Sparta." "WE LEARNED THAT WHAT HAPPEN BACK THEN HAPPEN TODAY IN OUR WOULD." "That History repeats itself."	6%
<b>Important to hear everyone and share ideas</b>	"Everybody must share their side of the other side." "one thing that would help me understand current events is to look around you don't only look at one point of view and support whatever you are doing" "I learned how to stand up a talk to the people of the assembly to try and vote for what I want to make some they don't go to war and settle it." "The current events I will is that you have to have ideas." "We could learn how to settle arguments that go on in the world."	6%
<b>Different now and then</b>	"That the world isn't the same as the world is now." "I learned that there is some different things going on now than it was before."	2%
<b>Media may twist information</b>	"i learned that t.v. lied about Greeks."	1%
<b>Valid Percentage</b>		40%

Sixty percent of the students did not make comparisons, but either wrote generally about Ancient Greece, about other aspects of the project (i.e., note taking), or had other non-relevant answers:

<b>Learn about Greece</b>	<p>"i learned that Greece has a valuable timeline"</p> <p>"i learned about the physical features and how they lived lots of years ago."</p> <p>"Parthenon, war and more"</p> <p>"Ancient Greece relates to wars"</p> <p>"I learned that in ancient Greece people have to vote for war or no war."</p> <p>"I learned that ladies can't vote."</p> <p>"how they dress and how they make the rules"</p> <p>"I learned that Ancient Greece was important back then."</p> <p>"I learned about the god's wars, the people"</p> <p>"I learned that Ancient Greece is a very popular country. Many people traveled to ancient Greece. Also they still do travel there."</p>	36%
<b>Irrelevant</b>	<p>"It helps us understand by writing the speech &amp; choosing an issue."</p> <p>"yes, I learned about going to war."</p> <p>"Building the Parthenon help me understand current events."</p> <p>"Image you have a test that will follow you for the rest of your life you would very like to know about ancient Greece so that test won't follow you."</p> <p>"My partner and I learned that the war was the wrong thing."</p>	8%
<b>Nothing</b>	<p>"Nothing."</p> <p>"I didn't learn that much about current events. So I would say I leaned a little from current events from Ancient Greece."</p> <p>"NOT AT ALL!"</p>	6%
<b>Skills (taking notes; learning about the map; writing; researching)</b>	<p>"i learned how to take notes and support my details."</p> <p>"It helped me understand how to understand maps."</p> <p>"I helped me to know what to write after reading and write good facts then answer by using them."</p> <p>"Ancient Greece helped me to get information."</p>	4%
<b>Olympics</b>	<p>"I learned that the Olympics that we hold today is actually born from the Greek festivals that was held to honor the Gods."</p> <p>"Olympics, buildings, etc."</p>	3%
<b>News and computers usage</b>	<p>"That the news and computer is more than what I thought it was. The news and the computer always has current events. You should always know what is going on in your world."</p>	3%
<b>Valid Percentage</b>		60%

The responses to the third open-ended question, which asked why it is important to consider different perspectives when studying history, were more on track than, but was also answered by fewer students. Many wrote about how it was helpful to see a subject from multiple perspectives because it would help with their decision-making:

**Why is it important to consider different perspectives when studying history?  
(n= 281)**

<p><b>To see different arguments</b></p>	<p>"you can find different arguments and reasons for the problem."          "It's because people have different opinions of what to do or not."          "It is important because people have their own opinions and they think different."          "It is important to consider different perspectives when studying history because everybody has there own opinion &amp; it leads to debating."          "It is important to consider different perspectives when studying history because people back then had different perspectives then we do now and because each person no matter what time period or ethnicity, most people will have a different perspective on each issue or conflict."          "It's very important to study different perspectives because you can hear both sides and understand that there are differ reasons why or why not do something"          "It is important because we can see with the both of the sides are and than it can be easier."          "Because you take a side and you don't know the other side's view."          "It is better because you know two different sides and they both could really be interesting."</p>	<p>29%</p>
<p><b>In order to learn more</b></p>	<p>"Because you learn more information."          "so you learn about things you never knew"          "It is important because that's how you learn things."          "It is important to consider different perspectives when studying history because you get a lot of information."          "to get all the facts"          "Because you may begin to learn something and something you've missed will come back to you."          "Most students have different point of view or maybe they have more ideas or facts or maybe the same but more information and research on the certain topic."</p>	<p>20%</p>
<p><b>To compare ideas and make better choices</b></p>	<p>"Because you have to have everyone's opinion not just one because then it would not be a Vote it would be a one person Thing!"          "It is important because you can disagree and agree on important events."          "It is important to consider different perspectives when studying history, because you might just misunderstand other people."          "Because if you only consider one person's perspective, it would not be fair."          "You never know when you might change your mind and choose the other side."          "It could probably relate to your life and change your perspective of life as well."</p>	<p>14%</p>

<b>Learn from the mistakes in history</b>	"it is great to study history because you can learn from history mistakes." "It is important to look at history for memory and survival."	2%
<b>Valid Percentage</b>		65%

However, there were still quite a few students who gave irrelevant answers or simply said they did not understand the question:

<b>Irrelevant</b>	"because we are looking for the Parthenon, the war." "So then you won't fall behind while everybody is ahead." "The internet is been helping." "Maybe kids need to write down fancies about something." "They need a powerful democracy." "So people know your not lying."	14%
<b>Learn about the past</b>	"so you can know what in the past." "So we will know what had happen in the past and in the history." "Because you can see what it was like living there."	9%
<b>Don't know</b>	"I didn't understand the question!" "I don't know" "Not much"	5%
<b>It is important</b>	"Its important." "It is important because history is important."	4%
<b>Help with your study</b>	"If you do that if well be easy for you to understand what you are talking about. "	2%
<b>Make better presentation</b>	"It makes a good presentation"	1%
<b>Valid Percentage</b>		35%

### Summary and recommendations

1. In general, the Democracy in Ancient Greece project was received very positively by both the teachers and the students. However, the response rate from the teachers was low and from the students was highly skewed toward two schools, so we do not know if these responses represent the entire universe of teachers and students.

*Recommendation:* In the future, we need to either devise ways to increase the response rate dramatically, particularly among teachers (for instance, by using TMI staff to hand out and collect surveys) or shift the focus from the entire universe of

schools and students to a small number of carefully selected schools and put a great deal of effort into collecting a full set of data from each of them.

2. The teachers seem to see TMI as technology support more than curriculum support, and it is clear that some of them still do need considerable help with using technology. However, it is not clear from the student responses that the major ideas embedded in the curriculum are coming across to the students, and it seems likely that this is partly because the teachers are not focusing on them.

*Recommendation:* If TMI wants to bolster its support for the critical thinking aspects of the curriculum, it needs to devise ways to help the teachers teach them—for instance, by developing prompts or worksheets that the teachers can use, or even by developing a guided writing environment.

3. The survey built in questions to assess whether the students were taking away the most important ideas or concepts embedded in the curriculum. In general, their responses were less than stellar, but it is not clear if this is because the questions were poorly worded or the teachers had not addressed the issues raised by the questions (see #2).

*Recommendation:* If the survey is to be used for assessment (as opposed, for instance, to using assessments that are built directly into the curriculum), then we need to be sure that the questions on the survey address what the teachers actually teach. (Note that TMI and ILT have already begun to work on this for the Election Connection in order to make sure that the survey questions ask about areas that the students focus on during the project and does so using the language of the curriculum.)

4. The teachers' suggestions for improving the Democracy in Ancient Greece curriculum were varied and often contradictory, but together they indicated a desire for more flexibility in the curriculum itself, as well as in its timing and delivery.

*Recommendation:* This might be achieved by having both core and optional lessons, or core and enrichment lessons. (CIESE has done this successfully with its air quality curriculum, which ran into some of the same issues with teachers; see the

curriculum map at: <http://www.ciese.org/curriculum/airproj/activitymap.html>.) In addition, some of the core lessons might be further adapted for Special Education students.

5. The TMI whole-group workshops, which are usually very highly rated by participants, were in this case less successful than the in-school support.

*Recommendation:* There seems to be a division between those who like to use these sessions to familiarize themselves with the curriculum and those who prefer to do that on their own. This suggests two workshop formats, with the participants choosing which suits them.