

Grade 6 Social Studies
PAT Review - June 2019

Part 4: Iroquois Confederacy

Textbook Chapter 4

ESSENTIAL IDEAS:

- **Social Structure & Values**
- **Democracy in the Iroquois Confederacy**
- **Compare/Contrast Ancient Athens & Iroquois Confederacy**

I CAN:

- ...explain how was the Iroquois Confederacy structured
- ...define the roles and status of women within the Iroquois Confederacy
- ...compare and contrast advantages and disadvantages of consensus as a decision-making model for government
- ... explain how did the Six Nations use the consensus-building process
- ... appreciate how the Wampum Belt addressed collective identity
- ...explain how the social structure of the Iroquois Confederacy impacted its political structure
- ...value the decision-making process within the Iroquois Confederacy and reflect on the democratic ideals of equity and fairness

Social Structure & Values

1. What is the Great Law of Peace? _____

2. What was a wampum belt? _____

Why were they significant to Iroquois society? _____

3. Explain the roles of the following people in the Iroquois Confederacy:

	Roles
Chiefs	
Clan Mothers	

4. Define collective identity: _____

5. What are the symbols of the Tree of Peace?

- a. Eagle - _____
- b. Evergreen Tree - _____

- c. Weapon - _____
- d. Roots - _____
- e. Branches - _____

Democracy in the Iroquois Confederacy

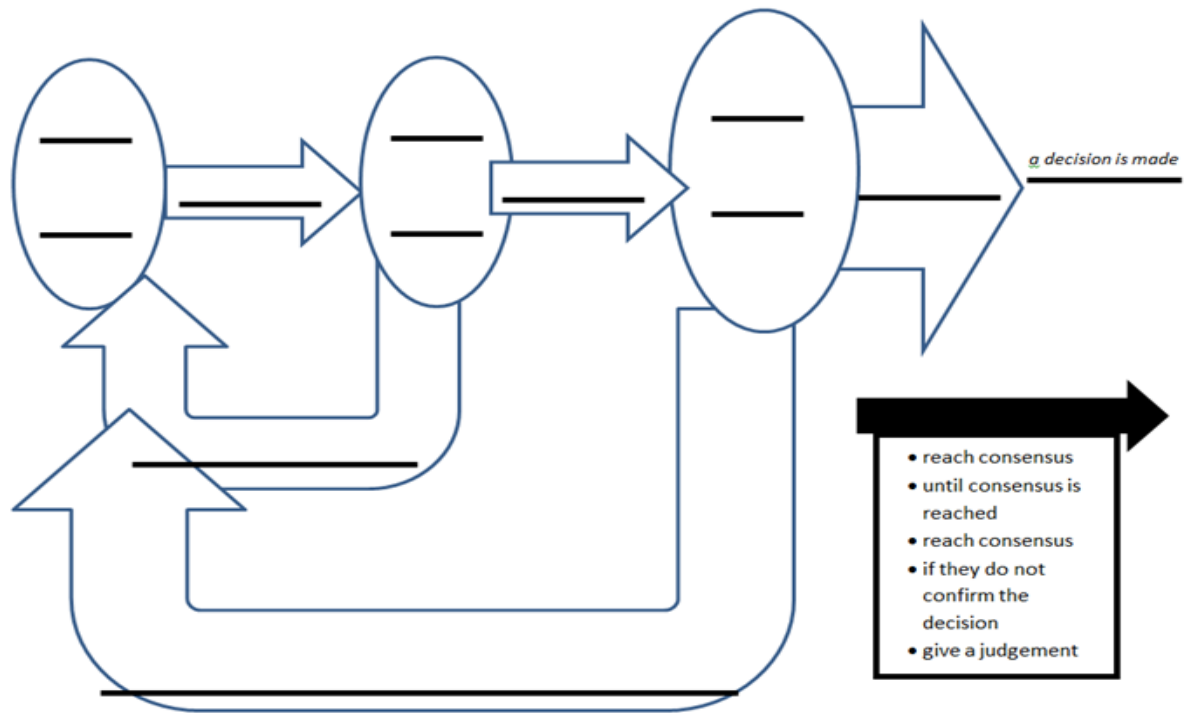
6. Who were the league of Six Nations?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

7. What is consensus? _____

8. What was the Grand Council? _____

9. Label how decisions were made in the Iroquois Confederacy?



Compare/Contrast Ancient Athens & Iroquois Confederacy

10. Read the following information to help you answer the next questions.

David's Jot Notes

Iroquois Confederacy		Ancient Athens	
Men	Women	Men (male citizens)	Women
<ul style="list-style-type: none"> – organized groups to hunt and fish – built longhouses and canoes – organized team sports for men – fought wars 	<ul style="list-style-type: none"> – owned the property and homes – raised corn, beans, and squash – made wampum belts 	<ul style="list-style-type: none"> – owned property – received an education in math and literature at an early age – required to train for participation in the military 	<ul style="list-style-type: none"> – did not own property – spent most of their time at home and raised children – married as early as 13 years of age – women in rich families were educated to run a household of servants and slaves; in poorer families, they worked with men

Decision Making in Different Societies	
Iroquois Confederacy	Athenian Democracy
<ul style="list-style-type: none"> – consensus among the original five nations – if groups fail to reach consensus, chiefs get advice from communities and the process starts again – clan mothers give chiefs advice, ensure decisions match with great law of peace – men were chiefs of the clans and members of grand council 	<ul style="list-style-type: none"> – majority rule – male citizens make and vote on laws in the assembly – male citizens participated in juries – women were not allowed to participate in decisions

Think about David’s jot notes and think about what you learned in the chapter; then show your level of agreement with the statement below by marking an **X** on the line provided.

The way society was organized in the Iroquois Confederacy and Ancient Athens affected the way that government was organized in both of these societies.



Fully disagree

Fully agree

Complete the following sentence to explain your reasons for your rating

The reason I put my X where I did is because
