Name: _____   Date: _____

Answer Key: Ruling Minds: Ancient Polities and Modern Choices for 6th Grade

Students design a hypothetical island government while debating the delicate balance between absolute authority and the collective voice of the people.

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1. In the ancient Maurya Empire, the 'Arthashastra' suggested that a leader's primary duty is the welfare of the people, yet they must maintain a vast spy network to ensure stability. This highlights the tension between which two concepts?

Answer: B) Public well-being and state security

> Kautilya's Arthashastra is a foundational political text that explores how a ruler must balance being a 'servant' of the people's interests with the pragmatic, often harsh needs of maintaining order.

2. The Haudenosaunee (Iroquois) Confederacy's Great Law of Peace influenced democratic thinkers by demonstrating that different nations could unite under a single constitution while keeping local control.

Answer: A) True

> The Great Law of Peace is an early example of federalism, where multiple tribes maintained sovereign identities while adhering to a shared central council for collective decisions.

3. Imagine a classroom where the teacher allows students to vote on every rule, but if a rule harms a minority of students, it is discarded. This framework most closely resembles _____.

Answer: B) Constitutional protection of rights

> In advanced political philosophy, justice involves protecting the rights of the few against the 'tyranny of the majority,' which is a hallmark of constitutional governance.

4. Mozi, an ancient Chinese philosopher, argued for 'Universal Love,' suggesting that leaders should care for all people equally rather than favoring their own family. Which political challenge was he trying to solve?

Answer: C) Partiality and nepotism

> Mozi's Mohism advocated for meritocracy and impartial care to prevent the corruption and conflict caused by leaders favoring their own kin over the common good.

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5. In a meritocratic system, political power and resources are distributed based on a person's birthright and family wealth rather than their skills or contributions.

Answer: B) False

Meritocracy is the opposite of aristocracy; it is a system where advancement is based on individual ability and achievement.

6. Baron de Montesquieu argued that to prevent tyranny, the power of government should be divided into different branches. This concept is fundamentally known as _____.

Answer: B) Separation of Powers

Montesquieu's theory of separating the legislative, executive, and judicial powers is a core principle in modern democratic synthesis to ensure no single entity gains absolute control.

7. If a society decides that every citizen must serve in the military or perform community service for two years to benefit the whole group, they are prioritizing:

Answer: B) The common good over individual liberty

This scenario explores the tension between collective responsibility (civic duty) and the personal freedom to choose one's own path.

8. The concept of 'Cosmopolitanism' suggests that all human beings, regardless of their political affiliation or nation, belong to a single community based on shared ethics.

Answer: A) True

Cosmopolitanism challenges the idea that our only moral obligations are to our own country, suggesting a broader 'citizen of the world' identity.

9. Hannah Arendt, a 20th-century thinker, emphasized the 'vita activa' or the importance of citizens engaging in public discussion. She argued that political freedom is found in _____.

Answer: C) Action and speech with others

Arendt believed that politics is not just about governing, but about the unique human capacity to start something new through collective action and public debate.

10. In the 'Allegory of the Chariot' (often attributed to discussions on the soul and state), the driver must control two different horses. In political terms, this represents a leader's need to balance:

Answer: C) Emotion and reason

> Philosophers often argued that a stable political community mirrors a balanced mind, where reason (the driver) guides the spirited and appetitive parts of society.