Civics Dec Ch. 30 Alexander the Great and His Empire

Content Area: **Social Studies**
Course(s):
Time Period: **December**
Length: **1-2 weeks**
Status: **Published**

Unit Overview

This unit is a study of *Alexander the Great and His Empire.*

Enduring Understandings

Alexander built his empire by gaining control over vast areas of civilization.

Essential Questions

How did Alexander build his empire?

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital

	artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

Instructional Strategies and Learning Activities

Date:	Day 1	Day 2 & 3	Day 4	Day 4
	Aim: Introduce vocabulary Procedure: 1. Distribute C30 interactive notebooks. Discuss essential question. 3. Complete Preview Activity. Assessment:preview; C30 vocab.	**Aim:** Summarize the roles of Athens and Sparta in the Peloponnesian War. Describe the rise of Macedonia under the reigns of Philip and Alexander. **Procedure:** 3. View "Peloponnesian War" video clip on history.com **Assessment:**	**Aim:** Describe the rise of Macedonia under the reigns of Philip and Alexander. Evaluate the achievements of Alexander the Great. **Procedure:** discuss Alex's plan to spread Greek ideas. . **Assessment:** Entrance Slip; 30.5 packet; class discussion and ratings	**Aim**: Describe Alex use of religion to in loyalty. **Assessment**: Entrance Slip; 30.6 class discussion and **Standards**:

		C30 vocab.; Entrance Slip		

Date:	Day 6
	Aim: Describe how Alexander adopted the ways of conquered cultures to sh **Procedure**: Examine the steps to discuss Alex's plan to show respect and adopt the ways **Assessment**: posters; class discussion and ratings **Assessment:** Processing Activity

Technology and Design Integration

Students will create reports using Google Drive.

Interdisciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Differentiation/Modifications

Reading and Writing Below Grade Level

- **Supply Cloze Notes** For Sections 2-4, provide cloze notes for the Reading Notes. Copy these sections in Guide to Reading Notes 30. White-out selected details so that the remaining information is a cue for students as they read.
- **Allow an Oral Option** For the Processing activity, allow students a choice to describe and explain their medallions orally. After drawing and titling their medallions, students can share their captions and explanations with a teacher, a partner, or the class.

Learners with Special Education Needs

- **Have Presenters Use Note Cards** Give groups a note card for each critical thinking question. Aft er groups have agreed on a rating on the spectrum, have group members write down their reasons on the note card. Encourage Presenters to use the note cards during the student-centered class discussion.
- **Simplify the Processing Activity** Have students complete two of the three medallions for the Processing activity. Support students by giving them a blank outline of the medallions to use.

Advanced Learners

- **Use Historical Sources** Give groups excerpts from historical sources written by ancient and/or modern

historians, for students to use as resources for their discussions. Encourage groups to use the excerpts as supporting evidence when explaining their ratings. For ancient writers, consider the following:

- Arrian, *Anabasis Alexandri (Campaigns of Alexander)*
- Diodorus of *Sicily, Library of World History*
- Plutarch, *Life of Alexander*
- Quintus Curtius Rufus, *History of Alexander the Great*
- **Assign an Essay** As an alternative to the Processing activity, have students write a short essay. Ask them to argue whether they think Alexander was successful in uniting his empire. Their essay should include these elements:
- a beginning statement that defines their opinion
- a summary of Alexander's plan to build and unite his empire
- at least three pieces of evidence (facts, quotations, or examples) to support their opinion

Learners Reading and Writing Below Grade Level

- **Read One Section at a Time** Break up the reading during the Visual Discovery activity so that students read only one section at a time.
- To break up the reading for *Physical Geography of Greece*:
- Ask all but the last bulleted question in Step 2. Have students read Section 2 and complete the corresponding Reading Notes.
- Ask the last bulleted question in Step 2. Have students read Section 3 and complete the corresponding Reading Notes.
- To break up the reading for *Ancient Greek Colonies and Trade Routes*: Ask all but the last two bulleted questions in Step 5. Have students read Section 4 and complete the corresponding Reading Notes.
- Ask the last two bulleted questions in Step 5. Have students read Section 5 and complete the corresponding Reading Notes.
- **Scaffold the Reading Notes** Use the Guide to Reading Notes to scaffold the Reading Notes so that students take steps toward working more independently.
- For Section 2, omit key words that students can fill in.
- For Sections 3 and 4, provide prompts that students can complete.
- For Section 5, have students complete as written.

Learners with Special Education Needs

- **Divide the Preview Question** Divide the Preview question in the Interactive Student Notebook into two separate questions: *How do you think the physical geography of Greece influenced where people settled? and How do you think the physical geography of Greece influenced how people lived?* Students should write a brief response to each question.
- **Offer a Choice for the Processing Activity** Have students complete two of the four storyboard pages for the Processing activity. Allow students the choice of doing Pages 1 and 2 or Pages 3 and 4. Alternatively, consider pairing students to work together to complete all four pages of the storyboard.

Advanced Learners

- **Add Questions to the Debrief** Add the following questions to Step 8 in the Visual Discovery activity:

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

IEP and 504 Accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

sentence construction

paragraph writing

DBQ

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

See assessments listed above.

Summative Assessments

See assessments listed above.

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

6.2	World History/Global Studies
6.2.3	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)
	Governments have different structures which impact development (expansion) and civic participation.
6.2.8.CivicsPI.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.GeoPP.3.a	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.