

P.Cert. Ch. 30 Alexander the Great and His Empire

Content Area: **Social Studies**
Course(s):
Time Period: **November**
Length: **6-8 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?

Instructional Strategies & Learning Activities

Integration of 21st Century Themes and Career Exploration

Date:	Day 1	Day 2 & 3	Day 4	Day 4
	<p>Aim: Introduce vocabulary</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Distribute C30 interactive notebooks.Discuss essential question.3. Complete Preview	<p>Aim: Summarize the roles of Athens and Sparta in the Peloponnesian War. Describe the rise of Macedonia under the reigns of Philip and Alexander.</p> <p>Procedure:</p>	<p>Aim: Describe the rise of Macedonia under the reigns of Philip and Alexander. Evaluate the achievements of Alexander the Great.</p> <p>Procedure:</p> <p>discuss Alex’s plan to</p>	<p>Aim: Describe Alex use of religion to in loyalty.</p> <p>Assessment:</p> <p>Entrance Slip; 30.6 class discussion and</p>

	<p>Activity.</p> <p>Assessment:preview; C30 vocab.</p>	<p>3. View “Peloponnesian War” video clip on history.com</p> <p>Assessment:</p> <p>C30 vocab.; Entrance Slip</p>	<p>spread Greek ideas.</p> <p>Assessment:</p> <p>Entrance Slip; 30.5 packet; class discussion and ratings</p>	<p>Standards:</p>
<p>Date:</p>	<p>Day 6</p>			
	<p>Aim: Describe how Alexander adopted the ways of conquered cultures to sh</p> <p>Procedure:</p> <p>Examine the steps to discuss Alex’s plan to show respect and adopt the way</p> <p>Assessment:</p> <p>posters; class discussion and ratings</p> <p>Assessment: Processing Activity</p>			

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP11

Use technology to enhance productivity.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

Technology Integration

Students will create reports using Google Drive.

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.

Interdisciplinary Connections

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.
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.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.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.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.6-8.4	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.

Differentiation

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. After 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

IEP and 504 Accommodations will be utilized.

Benchmark Assessments

sentence construction

paragraph writing

DBQ

Formative Assessments

See assessments listed above.

Summative Assessments

See assessments listed above.

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

SOC.6.2.8.B.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.
SOC.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.
SOC.6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
SOC.6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
SOC.6.2.8.CS3	The Classical Civilizations of the Mediterranean World, India, and China: Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.