

21st Century Lesson - Alexander the Great's Empire Grade 10 - Pre IB History

	Description																																								
Lesson Goals:	At the end of this lesson, each student should be able to say, "I can identify factors that gave rise to Alexander's empire."																																								
Outcomes:	E1. Demonstrate an understanding of the factors that gave rise to empires. E5. Evaluate the impact and influences of ancient empires and imperialism on contemporary societies through politics, culture, technological advancements or economies.																																								
Driving Question or Target:	What were Alexander's methods in achieving empire?																																								
Key Vocabulary and Skills:	Macedonia, city-states, empire, territorial expansion, invasion, Aristotle, King Philip, Darius III, Battle of Gaugamela, Battle of the Hydaspes, mutiny, Classical Age, Hellenistic Age																																								
Screencast Link(s)	Alexander the Great: Overview																																								
Materials:	Teacher computer, LCD Projector, Chromebook/iPad or personal device, worksheet paper copy or Google Classroom																																								
21 Century Competencies	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">I</th> <th style="text-align: center;">II</th> <th style="text-align: center;">III</th> <th style="text-align: center;">IV</th> </tr> </thead> <tbody> <tr> <td>Remember and Understand</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>Find and Validate</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Communicate and Collaborate</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Analyse and Synthesize</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Apply and Connect</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Evaluate and Leverage</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Create and Publish</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>		I	II	III	IV	Remember and Understand	✓	✓			Find and Validate		✓	✓		Communicate and Collaborate		✓	✓	✓	Analyse and Synthesize			✓	✓	Apply and Connect			✓	✓	Evaluate and Leverage			✓	✓	Create and Publish			✓	✓
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Lesson:

<p><u>I. Introduction (Teacher organized)</u> Begin with an introduction to Alexander using “Crash Course World History Episode #8”. An overview of the PPT “ Alexander the Great: Expansion of Classical Greece ” will be conducted to establish context for the first formative assessment on the life and legacy of Alexander of Macedonia.</p>	<p>Resources: Alexander and the Situation...Crash Course Alexander PPT</p>
<p><u>II. Guided Learning (Teacher/student collaboration)</u> Part I - Instructions on the Student Activity Worksheet located in Google Classroom (paper copy will also be provided). Discuss the expectations for note-taking. There will be frequent pauses throughout the documentary to explain, check for understanding and highlight relevant information. Students are collecting evidence to determine the significance of Alexander’s territorial expansion into Persia and beyond through the methods he used to achieve empire. Students may take notes on the electronic copy or paper copy. Part II - Students are to break into small groups to discuss ALEXANDER’S METHODS AND ANALYZE his intent for empire.</p>	<p>Resources: Ultimate Battles - Alexander the Great (Discovery History Military War) Worksheet</p>
<p><u>III. Collaborative Learning (Student focused activity)</u> Students will break into small groups to analyze Alexander’s methods to determine if he was self-serving or motivated by a greater cause. At the end of the discussion groups will present their ideas to the class and one document will be generated on Google Classroom by group contributions (one group member can post group notes into one shared document).</p>	<p>Resources: Worksheet</p>
<p><u>IV. Grande Finale</u> Discussion will generate around the positive image of Alexander. Students will be asked to question Alexander’s methods and who may have been disadvantaged by his territorial expansion. This will help set up the second part of the case study on Alexander, which is to identify dissidents of the empire.</p>	<p>Resources: N/A</p>
<p><u>Assessment</u> The completed worksheet will be used towards the summative assessment. A check mark will be placed in Gradebook for completion.</p>	<p>Resources: Completion Rubric</p>
<p><u>Differentiation</u> The teacher can use selective grouping to accommodate individual student needs when sharing evidence collected. Students can choose which classmates they would like to share their ideas.</p>	<p>Resources:</p>

This lesson is available online at <http://mskeramaris.weebly.com/>

