

21st Century Lesson - Alexander the Great Perspectives Project Grade 10 - Pre IB History

	Description																																								
Lesson Goals:	At the end of this lesson, each student should be able to say, "I can provide historical evidence to support the differing perspectives of Alexander's quest for empire"																																								
Outcomes:	E4. Analyze a range of "voices" of constituencies from within the empires through the use of primary source material. 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 type of leader was Alexander in his quest for 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 Perspective Assignment																																								
Materials:	Teacher computer, LCD Projector, Chromebook/iPad or personal device, paper, colour pencils (markers etc), (students are required to bring in extra supplies like Bristol Board if needed) project outline paper copy or in 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> Provide an overview of the PPT “ Alexander the Great: Perspective on the Empire Project” to establish criteria for the project. Show students samples of previous projects. Review the rubric.</p>	<p>Resources: Alexander Assignment Alexander Project Rubric</p>
<p><u>II. Guided Learning (Teacher/student collaboration)</u></p> <ol style="list-style-type: none">1. Field any questions students may have about the project. (Day 1)2. In groups students can collaborate on identifying and outlining 16 historical facts during Alexander’s rule - these facts must have two distinct perspectives where 8 historical facts support the first perspective and the other 8 historical facts support a second perspective. (Day 1)3. Once students have established the 16 historical facts they have documented and have checked it over with the teacher, the student can begin to work on the creative piece of the project. (Day 2)4. Remind students that the format they select to present their two perspectives must be authentic to the style (letters, PPT, diary etc.)	<p>Resources: Notes from previous lesson Worksheet. Perspective Outline Worksheet</p>
<p><u>III. Collaborative Learning (Student focused activity)</u> Students will collaborate on outlining 16 important facts about Alexander’s quest for empire and rule. Each students must complete their own note sheet.</p>	<p>Resources: Perspective Outline Worksheet</p>
<p><u>IV. Grande Finale</u> Students complete the creative piece in day two of the activity. Some students may need a third class to work on the creative piece if they were behind in collecting their 8 historical facts. After three classes, students must complete for homework and submit the completed project during the next class or on Google Classroom.</p>	<p>Resources: Alexander Project Rubric</p>
<p><u>Assessment</u> Teacher will provide verbal feedback to the 16 Historical fact sheet. Once the final project is marked, teacher will also provide written feedback so that students may resubmit if they wish to improve upon their mark.</p>	<p>Resources: Alexander Project Rubric</p>
<p><u>Differentiation</u> Students can choose to work independently or in a group when collecting the 16 historical facts. The teacher can also provide suggestions for project formats that may be easier to convey the two perspectives. This can also be completed as a propaganda piece.</p>	<p>Resources: N/A</p>

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

