

Chelsea Singlehurst Alexander the Great Lesson Plan

2 days, 80 minutes

Objectives:

- I can analyze significant achievements from Alexander the Great, and Pericles
- I can formulate an opinion, and determine if Alexander the Great was an effective leader through primary documents

Activity	Time	Teacher Will	Student Will
Do Now	3 min	Monitor classroom	Complete Do Now in Social Studies notebook
Slides 3 and 4 Unpacking Learning Targets and Key Points	2 min	Go over learning targets	Pay attention
Slide 4 Pericles	5 min	Go over Pericles. Give students time to take cornell notes, and to discuss content.	Take cornell notes.
Slide 5 Alexander the Great	5 min	Go over Alexander the Great. Give students time to take cornell notes, and to discuss content.	Take cornell notes
Philosophical Chairs introductin	5 min	Teach students what Philosophical Chairs is and looks like. Show example video from 3:05-5:30.	Pay attention
Practice Philosophical Chairs	10 min	Quickly set up students for philosophical chairs. Have guiding question be: In Ancient Greek civilization, did it make sense for girls to learn domestic skills rather than go to school?	Students participate and agree or disagree
Alexander the Great Reading	10 min	Go over “Alexander the Great Resume” with students discussing which traits are positive, and which are negative	Highlight along with teacher about positive and negative facts about Alexander the Great

Comment [1]: This is a quick diagnostic assessment for students’ abilities to participate in a philosophical chairs discussion, a strategy that we are building up to. Both classes were actually really good at having these discussions.

Comment [2]: I use highlighters a lot in my class a quick visual formative assessment, it is easy to track if students are following along and also to see their opinions, we also use this strategy with annotating (different colors = different things you’re looking for).

Day 2:			
Primary Source reading	7	Revisit how to dissect a primary source with the observe, reflect, and question table. Go over the first primary source with students eliciting student responses and filling out the table	Students follow along with primary sources and facts, and fill out their notes in their primary source tables
Primary Source reading	5	Instruct students to do the same thing but with their desk partners	Students work with their desk partner to fill in the table for the second primary source (the map)
Primary Source reading	2	Go over answers as a class and fill out teacher key	Share out answers that they and their partners came up with
Primary Source reading	5	Instruct students to do the same thing they did with the resume with the reading: looking for positive and negative traits	Students. Independently highlight the reading by Plutarch about ATG highlighting positive and negative traits separately
Primary Source reading	2	Go over answers as a class and fill out teacher key	Share out answers that they and their partners came up with
Perfagraph creation/assessment	rest	Students are deciding whether or not Alexander the Great really was great referencing the primary sources that we looked at as well as the resume we looked at during the first class	

Comment [3]: My assessments for social studies are generally writing-oriented, encouraging students to prove their knowledge through analysis of information rather than identification.

Directions:

Looking at the following primary sources, fill in the observe, reflect, and question table to analyze them.

Cyrus the Great
King of PersiaCanute the Great
King of England,
Denmark, NorwayGregory the Great
Pope of the
Catholic ChurchAlexander the Great
King of Macedonia**OBSERVE****REFLECT****QUESTION**

what do you notice?

Why does this matter? Where did it come from? What can you learn from this?

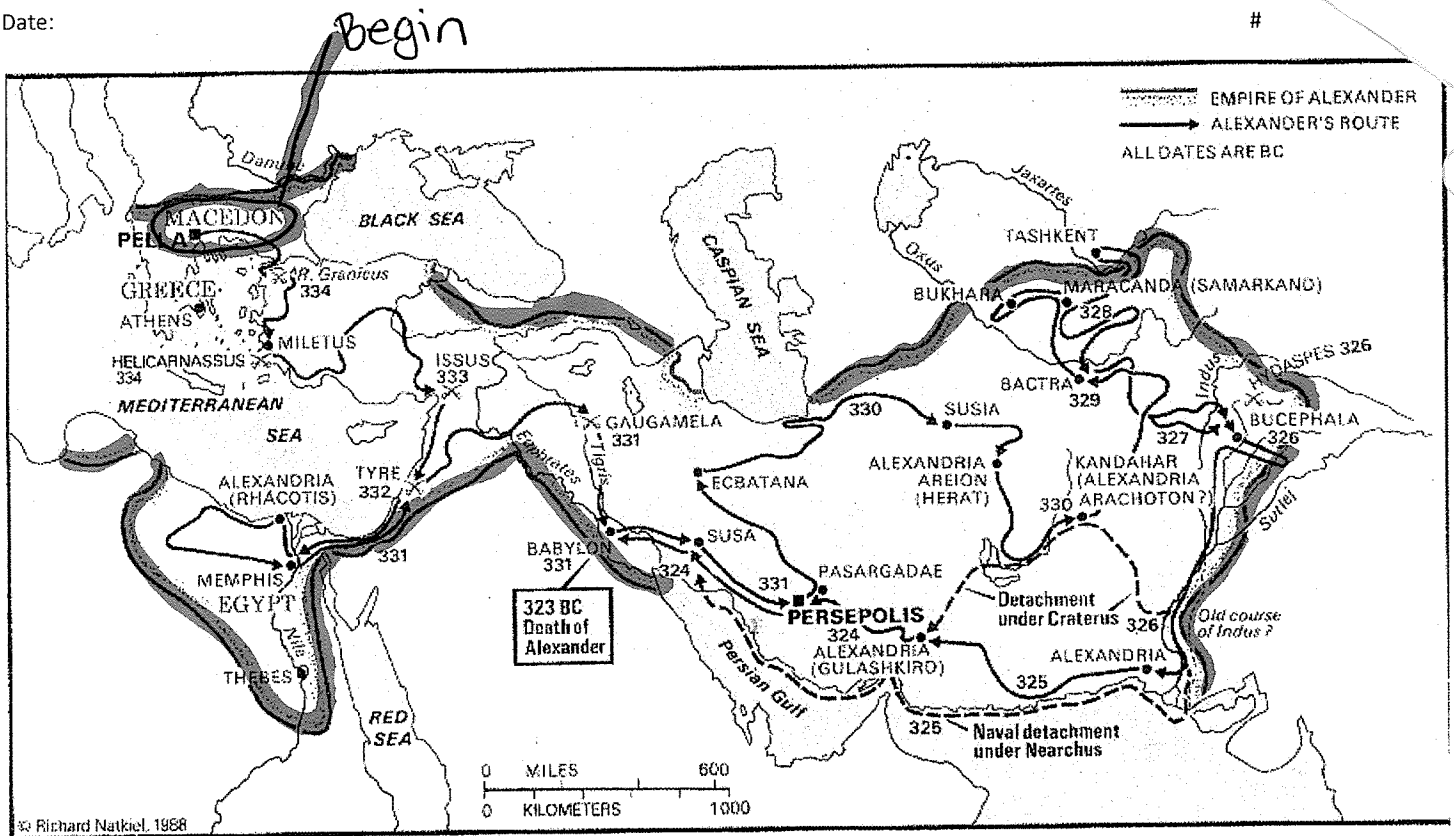
What do you wonder about.. who? what? when? where? why? how?

1 stone
stuff on head
except for
Alexander
all boys
"The Great"
3 out 4 were
Kings
intricate except
ATG

That They
all did something
to have the
title "Great"

Why were they
called "Great"?

4



Alexander's empire and military campaigns

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?
He went to A LOT of Places	So we know where he took over	Why did he take over cities?
Where he died	learn about what he did	How he died?
Where he began	at the places he took over	What places did he enjoy?
		Who ruled the places?
		When did he take over the last city he took over?

source from PLUTARCH

Historian, Ancient Greece Excerpt from writings, A.D. 90, Translated by John Dryden

... For when any of his friends were sick, he would often prescribe them their course of diet, and medicines proper to their disease... He was naturally a great lover of all kinds of learning and reading. ... While Philip [Alexander's father] went on his expedition against the Byzantines, he left Alexander, then sixteen years old, [in charge] in Macedonia. ... not to sit idle, [he] reduced the rebellious ..., drove out the barbarous inhabitants, and plant[ed] a colony of several nations ... [He] called the place after his own name, Alexandropolis. ... When he came to Thebes, ... the city ... was sacked and razed. Alexander's hope being that so severe an example might terrify the rest of Greece into obedience, ... thirty thousand, were publicly sold for slaves; and it is computed that upwards of six thousand were put to the sword. Alexander, (killed), by founding more than seventy cities among the barbarian tribes, ... suppressed their savage and uncivilized traditions ... Those whom Alexander conquered were more fortunate than those who escaped ... [He desired to give] all the races in the world ... one rule and one form of government, making all mankind a single people. And that the Grecians might participate in the honour of his victory he sent a portion of the spoils home to them particularly to the Athenians ... , and [with] all the rest he ordered this [message] to be sent: "Alexander the son of Philip, and the Grecians, ... won these from the barbarians who inhabit Asia. All the plate and purple garments, and other things of the same kind that he took from the Persians, except a very small quantity, which he reserved for himself, he sent as a present to his mother. Alexander, who was now called King of Asia, returned ... and rewarded his friends and followers with great sums of money, and places, and governments of provinces. Eager to gain honour with the Grecians, he wrote to them that he would have all [cruel governments] abolished, that they might live free according to their own laws... He sent also part of the spoils into Italy. Meantime, on the smallest occasions that called for a show of kindness to his friends, there was every indication on his part of tenderness and respect

Immediate Reaction:

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?

Name:

Date:

#

Directions: Using the primary sources above, as well as the resume that we covered on Alexander the Great, and the philosophical chairs discussion, write a **5 sentence peragraph** responding to the prompt:

Was Alexander the Great really "great"? Why or why not?

Support your P2 sentences by referencing the primary sources or specific aspects of who Alexander was from the sources you've been given.

Alexander the Great was not great. He would kill his advisors if suspected of plotting against him. He would also take prisoners from the cities he conquered. Alexander would also be extremely cruel to his POW (prisoners of war). In conclusion, this is why I think he isn't great.

need transition!

	2	1	0
	My P1 sentence introduces the paragraph by restating the prompt. My P1 contains a transition word/phrase.	My P1 sentence addresses the prompt and contains a transition word/phrase, but may include grammatical or spelling errors.	My P1 sentence does not address the prompt.
	My P2 includes sentence start offs and supports my P1 sentence.	I may not have used a start off but my P2 supports my P1. My P2 may include grammatical or spelling errors.	My P2 does not support my P1.
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Looking at the following primary sources, fill in the observe, reflect, and question table to analyze them.

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King of Persia



Canute the Great
King of England,
Denmark, Norway



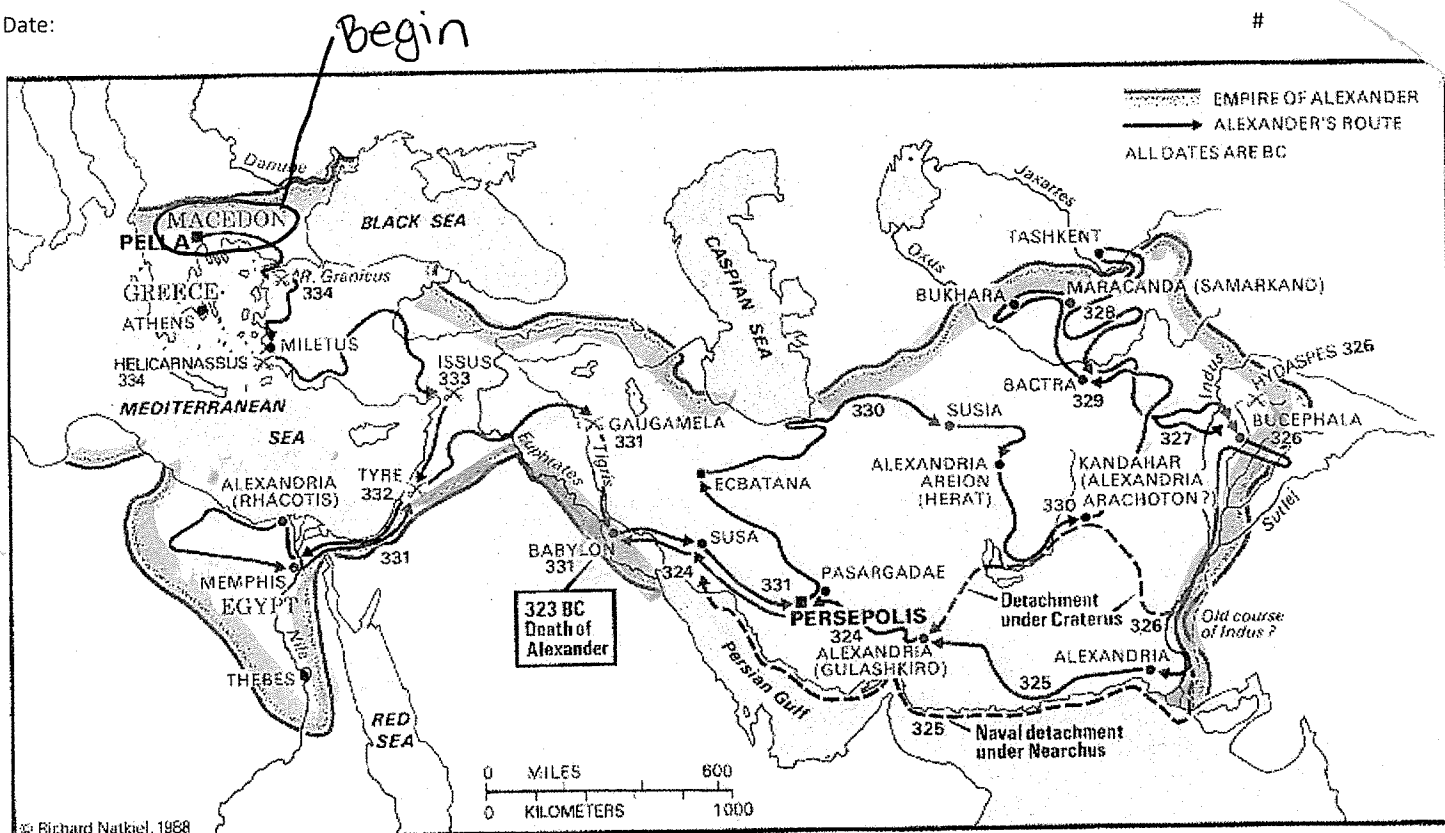
Gregory the Great
Pope of the
Catholic Church



Alexander the Great
King of Macedonia



OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?
<p>first three have things on head all male "the great" 3 out of 4 are kings</p>	<p>It shows that not just one person was "the great"</p> <p>These people were liked, Alexander wasn't as extravagant Came from Macedonia for Alexander</p>	<p>what did they do? what when were they alive? why is Alexander's picture so dull.</p>



Alexander's empire and military campaigns

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?
<p>Alexander died in 323 BC He went everywhere He maybe liked to travel. He fought a lot</p>	<p>It shows he was a person who conquered a lot</p> <p>u</p>	<p>How did he die?</p> <p>Why did he travel?</p> <p>How did he travel?</p>

= positive
= negative

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Source from PLUTARCH

Historian, Ancient Greece Excerpt from writings, A.D. 90, Translated by John Dryden

... For when any of his friends were sick, he would often prescribe them their course of diet, and medicines proper to their disease... He was naturally a great lover of all kinds of learning and reading: ... While Philip [Alexander's father] went on his expedition against the Byzantines, he left Alexander, then sixteen years old, [in charge] in Macedonia, ... not to sit idle, [he] reduced the rebellious ..., drove out the barbarous inhabitants, and plant[ed] a colony of several nations ... [He] called the place after his own name, Alexandropolis. ... When he came to Thebes, ... the city ... was sacked and razed. Alexander's hope being that so severe an example might terrify the rest of Greece into obedience, ... thirty thousand, were publicly sold for slaves; and it is computed that upwards of six thousand were put to the sword. Alexander, (killed), by founding more than seventy cities among the barbarian tribes, ... suppressed their savage and uncivilized traditions ... Those whom Alexander conquered were more fortunate than those who escaped ... [He desired to give] all the races in the world ... one rule and one form of government, making all mankind a single people. And that the Grecians might participate in the honour of his victory he sent a portion of the spoils home to them particularly to the Athenians ... , and [with] all the rest he ordered this [message] to be sent: "Alexander the son of Philip, and the Grecians, ... won these from the barbarians who inhabit Asia. All the plate and purple garments, and other things of the same kind that he took from the Persians, except a very small quantity, which he reserved for himself, he sent as a present to his mother. Alexander, who was now called King of Asia, returned ... and rewarded his friends and followers with great sums of money, and places, and governments of provinces. Eager to gain honour with the Grecians, he wrote to them that he would have all [cruel governments] abolished, that they might live free according to their own laws... He sent also part of the spoils into Italy, Meantime, on the smallest occasions that called for a show of kindness to his friends, there was every indication on his part of tenderness and respect

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Immediate Reaction:

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?

Name:

Date:

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Directions: Using the primary sources above, as well as the resume that we covered on Alexander the Great, and the philosophical chairs discussion, write a **5 sentence peragraph** responding to the prompt:

Was Alexander the Great really "great"? Why or why not?

Support your P2 sentences by referencing the primary sources or specific aspects of who Alexander was from the sources you've been given.

Alexander the Great was great. He was great because he saved his people from barbarians. He also gave some spoils of war to his people. Another thing that made him great was the fact that Alexander was kind toward his men and took care of them. That is why Alexander the great was great.

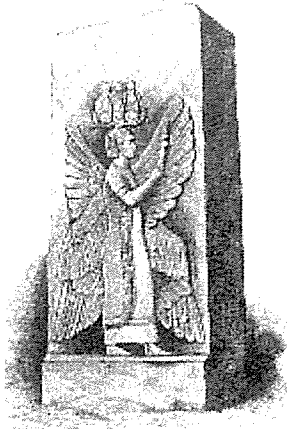
a little robotic
but good heart

	2	1	0
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Persia

Canute the Great
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Europe

Gregory the Great
Pope of the
Catholic Church



Vatican

Alexander the Great
King of Macedonia



Macedonia

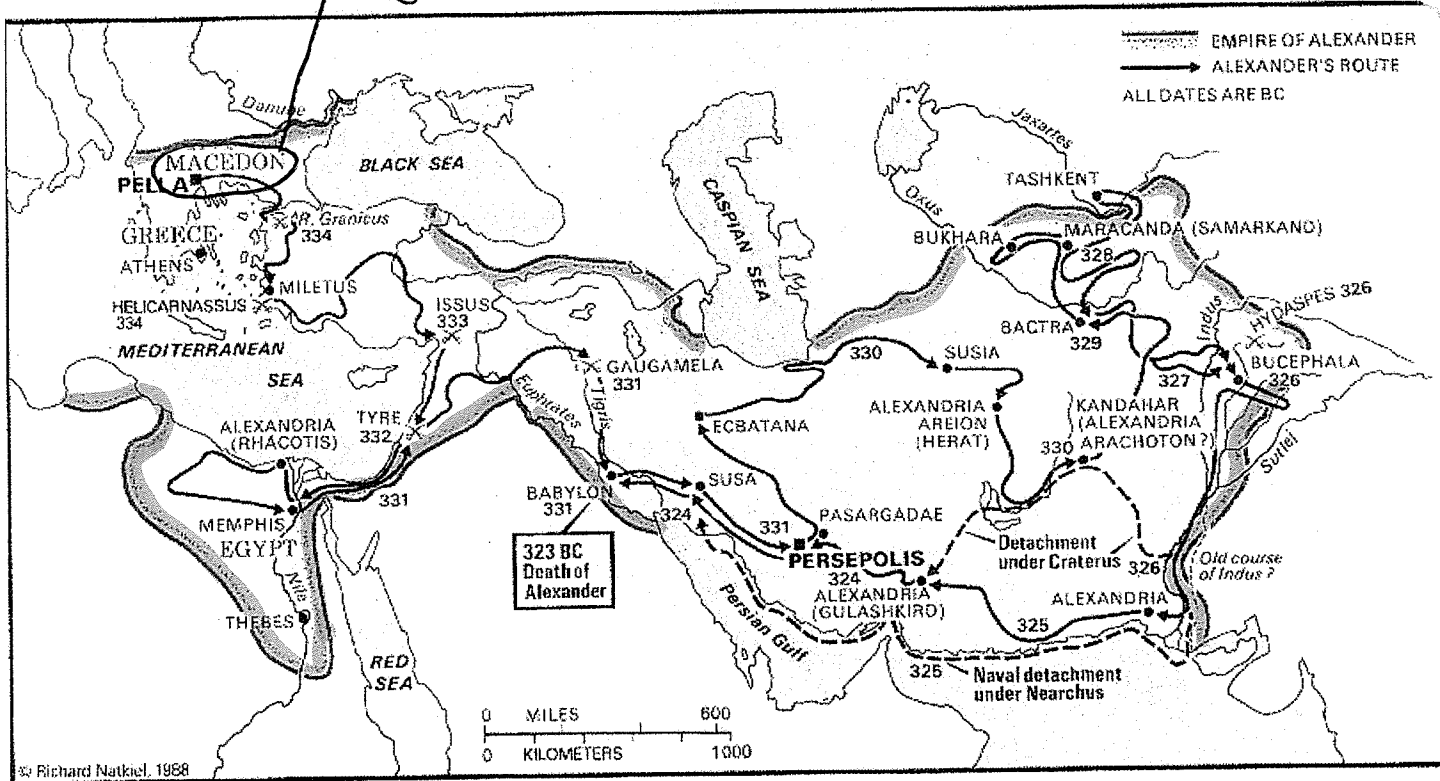
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OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?
<ul style="list-style-type: none"> - They all have stuff on their heads except Alexander the Great. - They're all men - "The Great" - Kings - Intricate except Alexander the Great. 	<ul style="list-style-type: none"> - This matters because their kings from different civilizations who ruled. - Important details - I can learn that these were important people. - They're great for some reason - These pics honored these people. - Alexander wasn't has extravagant. - Come from Greece for [ATG] 	<ul style="list-style-type: none"> - Were they all great leaders to their people or is it just their name title? - What made them great? - When did they live? - Why is [ATG] picture so dull?

Name: _____
Date: _____

begin

#



Alexander's empire and military campaigns

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?
<ul style="list-style-type: none"> - [ATG] had a long journey - [ATG] started off at Macedonia. - [ATG] went to Egypt & in part of his journey he seperated. - He died in 323BC by Babylon in Mesopotamia - He had alot of territories & had a big empire. 	<ul style="list-style-type: none"> - It's important beca- use it tells us where Alexander and his militay went on his journey. - Important Details. - Shows he was adventurous 	<ul style="list-style-type: none"> - How did Alexander in Babylon on his journey? - How long was this journey? - How did he travel?

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Immediate Reaction:

OBSERVE	REFLECT	QUESTION
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Was Alexander the Great really "great"? Why or why not?

Support your P2 sentences by referencing the primary sources or specific aspects of who Alexander was from the sources you've been given.

Alexander the Great was average. This reason is because he did some things that were good and some that were negative. One thing he did good was he would take care of his men before himself which shows that he wasn't selfish. One thing he did negative was that he was cruel to capture slaves ... to put down any thought of rebellion or he would kill his closest advisors for plotting against him. This is why Alexander the Great is average.

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King of England,
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Gregory the Great
Pope of the
Catholic Church



Alexander the Great
King of Macedonia



OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?
<p>-I notice that all of them have hats on except Alexander The Great.</p> <p>- There all men</p> <p>- * The Great *</p> <p>- Kings</p> <p>- intrasit except Alexander The Great</p>	<p>These statues honor these people</p> <p>I See that most of them are Kings 3 out of 4</p> <p>6</p>	<p>Why were they important</p> <p>what did they do to make them important?</p> <p>did they do any achievements</p> <p>what made them so important</p>



Source from PLUTARCH

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3

Immediate Reaction:

OBSERVE	REFLECT	QUESTION
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Name:

Date:

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Was Alexander the Great really "great"? Why or why not?

Support your P2 sentences by referencing the primary sources or specific aspects of who Alexander was from the sources you've been given.

I think Alexander The Great was Average because he did many good things and many achievements but he did many bad things as well. Alexander killed people who got in his way, he never spared a life and was known to be extremely cruel. He had many good things too. He was a military commander at age 16. Also he traveled a lot of places around the world but when he traveled he killed a lot of people. He cared for his soldiers so in conclusion I think he was Average.

	2	1	0
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Bullshart =

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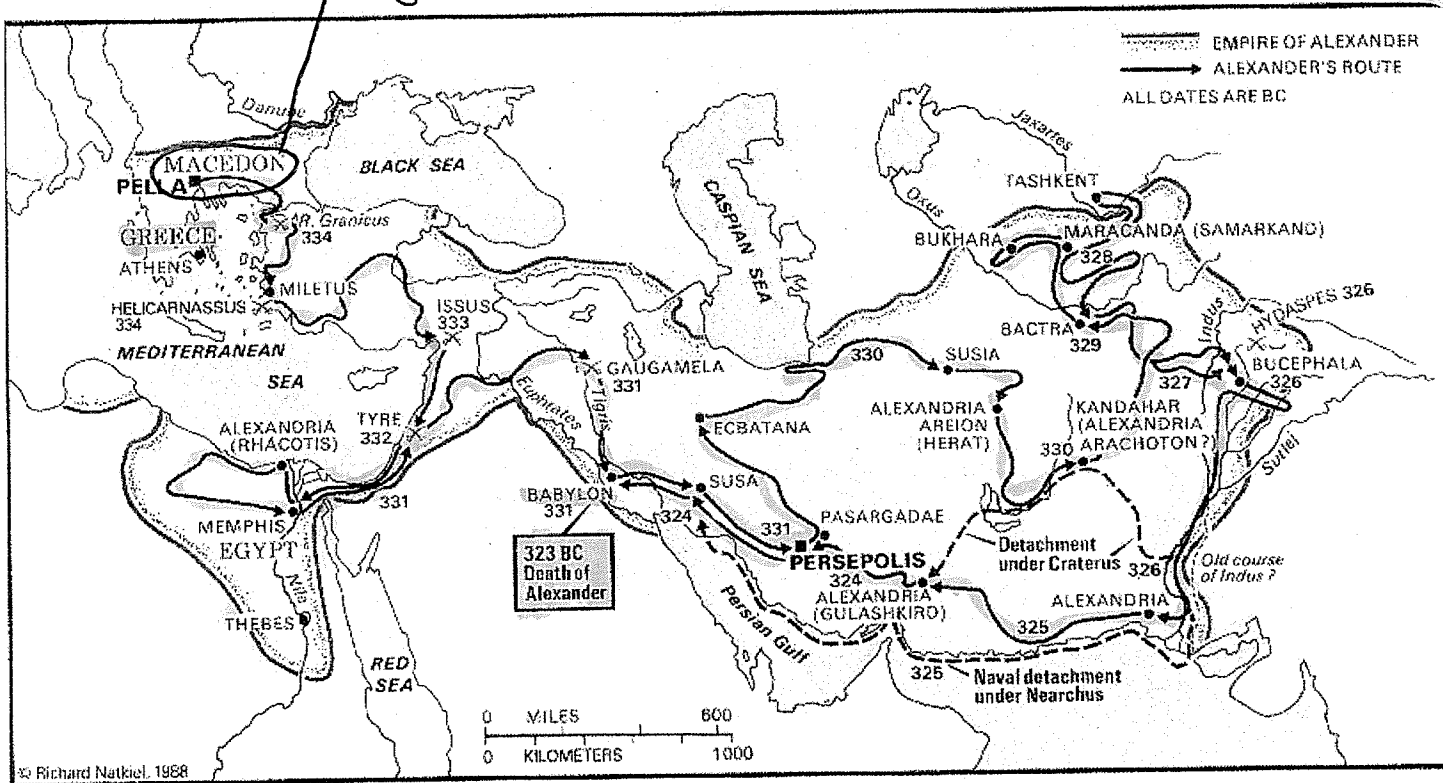
Macedonia

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. <u>who?</u> <u>what?</u> <u>when?</u> <u>where?</u> <u>why?</u> <u>how?</u>
<ul style="list-style-type: none"> • They're all boys • All their titles have "Great" in it. • All have something on their heads ex. ATG and the Great. • Kings • intricate ex. <u>ATG</u> 	<ul style="list-style-type: none"> • They're great for some reason • These pics. honor these people • Alexander wasn't as extravagant • Greece (ATG) 	<ul style="list-style-type: none"> I wonder <u>why</u> Greg, Canute, & Cyrus were so great? <u>When</u> was the time period of each person. <u>how</u> did Canute become "Great" <u>how</u> did Greg become so "Great" Were they really so great? Why is ATG so dull?

6

Name: Evan Boston
 Date: October 30, 2015 begin

4



Alexander's empire and military campaigns

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?
<ul style="list-style-type: none"> • He traveled to tons of places • He went somewhere, left, - went somewhere, - left, ... he conquered a lot then later died in Babylon. 	<p style="text-align: center;">X</p>	<ul style="list-style-type: none"> • <u>Why</u> did he keep going in circles and why skipped some places and took over others? • <u>How</u> did he die? • <u>When</u> did he take these places over? • <u>What</u> is his purpose? • <u>How</u> did he travel? Horse?, Donkey?, mule?, cart?...

(13)

Source from PLUTARCH

Historian, Ancient Greece Excerpt from writings, A.D. 90, Translated by John Dryden

... For when any of his friends were sick, he would often prescribe them their course of diet, and medicines proper to their disease... He was naturally a great lover of all kinds of learning and reading; ... While Philip [Alexander's father] went on his expedition against the Byzantines, he left Alexander, then sixteen years old, [in charge] in Macedonia, ... not to sit idle, [he] reduced the rebellious ..., drove out the barbarous inhabitants, and plant[ed] a colony of several nations ... [He] called the place after his own name, Alexandropolis. ... When he came to Thebes, ... the city ... was sacked and razed. Alexander's hope being that so severe an example might terrify the rest of Greece into obedience, ... thirty thousand, were publicly sold for slaves; and it is computed that upwards of six thousand were put to the sword. Alexander, (killed), by founding more than seventy cities among the barbarian tribes, ... suppressed their savage and uncivilized traditions ... Those whom Alexander conquered were more fortunate than those who escaped ... [He desired to give] all the races in the world ... one rule and one form of government, making all mankind a single people. And that the Grecians might participate in the honour of his victory he sent a portion of the spoils home to them particularly to the Athenians ..., and [with] all the rest he ordered this [message] to be sent: "Alexander the son of Philip, and the Grecians, ... won these from the barbarians who inhabit Asia. All the plate and purple garments, and other things of the same kind that he took from the Persians, except a very small quantity, which he reserved for himself, he sent as a present to his mother. Alexander, who was now called King of Asia, returned ... and rewarded his friends and followers with great sums of money, and places, and governments of provinces. Eager to gain honour with the Grecians, he wrote to them that he would have all [cruel governments] abolished, that they might live free according to their own laws... He sent also part of the spoils into Italy, Meantime, on the smallest occasions that called for a show of kindness to his friends, there was every indication on his part of tenderness and respect

13

Immediate Reaction:

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?
<ul style="list-style-type: none"> • He was caring & not caring at the same time. • he made many colonies and drove out barbarians. 		<p>What made him so eager to conquer.</p>

Name:

Date:

#

Directions: Using the primary sources above, as well as the resume that we covered on Alexander the Great, and the philosophical chairs discussion, write a **5 sentence perparagraph** responding to the prompt:

Was Alexander the Great really "great"? Why or why not?

Support your P2 sentences by referencing the primary sources or specific aspects of who Alexander was from the sources you've been given.

P1: 'Alexander the Great' was so "Great" P2: He was so great because he has taken over many cities and shared his wealth with neighboring countries and his loved ones. P3: Plus, he cared for his soldiers. If it was a life or death situation, he made sure his soldiers made it out alive. P4: Then there's the fact that he joined the military and became commander at age 16. That is super young! There were some bad things about him but so many good things too. He also rode in front of his men because he cared and when they're sick, he would give them prescriptions and help them get better. That means he was a doctor too. P5: This is why Alexander the Great was so "Great."

	2	1	0
	My P1 sentence introduces the paragraph by restating the prompt. My P1 contains a transition word/phrase.	My P1 sentence addresses the prompt and contains a transition word/phrase, but may include grammatical or spelling errors.	My P1 sentence does not address the prompt.
	My P2 includes sentence start offs and supports my P1 sentence.	I may not have used a start off but my P2 supports my P1. My P2 may include grammatical or spelling errors.	My P2 does not support my P1.
	My P2 includes sentence start offs and supports my P1 sentence.	I may not have used a start off but my P2 supports my P1. My P2 may include grammatical or spelling errors.	My P2 does not support my P1.
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	My P4 summarizes my power paragraph and restates my P1. If this paragraph is a part of a longer piece of writing, my P4 contains a transition word/phrase.	My P4 sums up my power paragraph, relates to P1 and restates the prompt, but may include grammatical or spelling errors.	My P4 does not sum up my power paragraph or relate to P1.

1 Bullsharks

#1 Antar

Directions:

Looking at the following primary sources, fill in the observe, reflect, and question table to analyze them.

Cyrus the Great
King of Persia



Persia

Canute the Great
King of England,
Denmark, Norway



Europe
(w)

Gregory the Great
Pope of the
Catholic Church



Vatican

Alexander the Great
King of Macedonia



Macedonia

OBSERVE

REFLECT

QUESTION

what do you notice?

Why does this matter? Where did it come from? What can you learn from this?

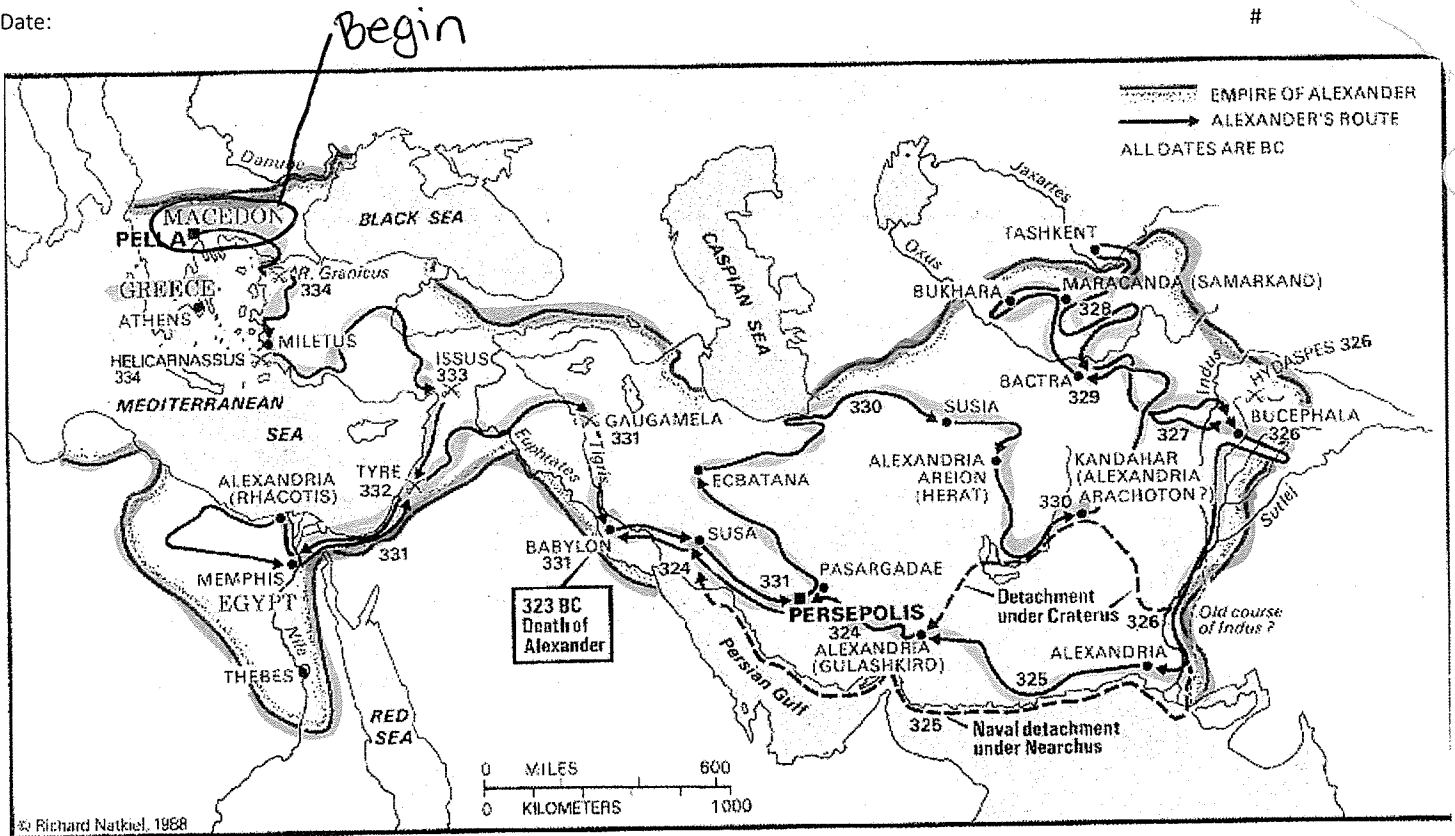
What do you wonder about.. who? what? when? where? why? how?

They all have things on their head except Alexander the great.
• There boys.
• They all have "the great" in their name.
• All kings
• Introcit except Alexander the great.

It matters because they or these pictures show or honor these people for something.

who were all these people?
why were they great?
Is it because they are kings?

Name: _____
Date: _____



Alexander's empire and military campaigns

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?
<ul style="list-style-type: none"> • He ruled a lot of places • He traveled a lot • Died by Mesopotamia • Went on 	<p>It matters because Alexander has traveled a lot and ruled a lot.</p>	<p>Why did Alexander have all this territory? why did he travel? How did he die?</p>

Journeys.

+ - Positive
- Negative

#

Source from PLUTARCH

Historian, Ancient Greece Excerpt from writings, A.D. 90, Translated by John Dryden

... For when any of his friends were sick, he would often prescribe them their course of diet, and medicines proper to their disease... He was naturally a great lover of all kinds of learning and reading, ... While Philip [Alexander's father] went on his expedition against the Byzantines, he left Alexander, then sixteen years old, [in charge] in Macedonia, ... not to sit idle, [he] reduced the rebellious ..., drove out the barbarous inhabitants, and plant[ed] a colony of several nations ... [He] called the place after his own name, Alexandropolis. ... When he came to Thebes, ... the city ... was sacked and razed. Alexander's hope being that so severe an example might terrify the rest of Greece into obedience, ... thirty thousand, were publicly sold for slaves, and it is computed that upwards of six thousand were put to the sword. Alexander, (killed), by founding more than seventy cities among the barbarian tribes, ... suppressed their savage and uncivilized traditions ... Those whom Alexander conquered were more fortunate than those who escaped ... [He desired to give] all the races in the world ... one rule and one form of government, making all mankind a single people. And that the Grecians might participate in the honour of his victory he sent a portion of the spoils home to them particularly to the Athenians ... , and [with] all the rest he ordered this [message] to be sent: "Alexander the son of Philip, and the Grecians, ... won these from the barbarians who inhabit Asia. All the plate and purple garments, and other things of the same kind that he took from the Persians, except a very small quantity, which he reserved for himself, he sent as a present to his mother. Alexander, who was now called King of Asia, returned ... and rewarded his friends and followers with great sums of money, and places, and governments of provinces. Eager to gain honour with the Grecians, he wrote to them that he would have all [cruel governments] abolished, that they might live free according to their own laws... He sent also part of the spoils into Italy, Meantime, on the smallest occasions that called for a show of kindness to his friends, there was every indication on his part of tenderness and respect

11

Immediate Reaction:

19

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?

Directions: Using the primary sources above, as well as the resume that we covered on Alexander the Great, and the philosophical chairs discussion, write a **5 sentence peragraph** responding to the prompt:

Was Alexander the Great really "great"? Why or why not?

Support your P2 sentences by referencing the primary sources or specific aspects of who Alexander was from the sources you've been given.

~~Alexander the Great was not great. First,~~
Alexander was not a great person
because he was a person who killed.
"Six thousand were put to the sword
Alex [killed]" Second, He wanted to give
everyone the same religion and no one
could be themselves. Lastly, Alexander
had sold slaves. In conclusion, these
~~3 reasons show why Alexander the~~
~~Great was not really great.~~

	2	1	0
	My P1 sentence introduces the paragraph by restating the prompt. My P1 contains a transition word/phrase.	My P1 sentence addresses the prompt and contains a transition word/phrase, but may include grammatical or spelling errors.	My P1 sentence does not address the prompt.
	My P2 includes sentence start offs and supports my P1 sentence.	I may not have used a start off but my P2 supports my P1. My P2 may include grammatical or spelling errors.	My P2 does not support my P1.
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Directions:

Looking at the following primary sources, fill in the observe, reflect, and question table to analyze them.

Cyrus the Great
King of Persia



Canute the Great
King of England,
Denmark, Norway



Gregory the Great
Pope of the
Catholic Church



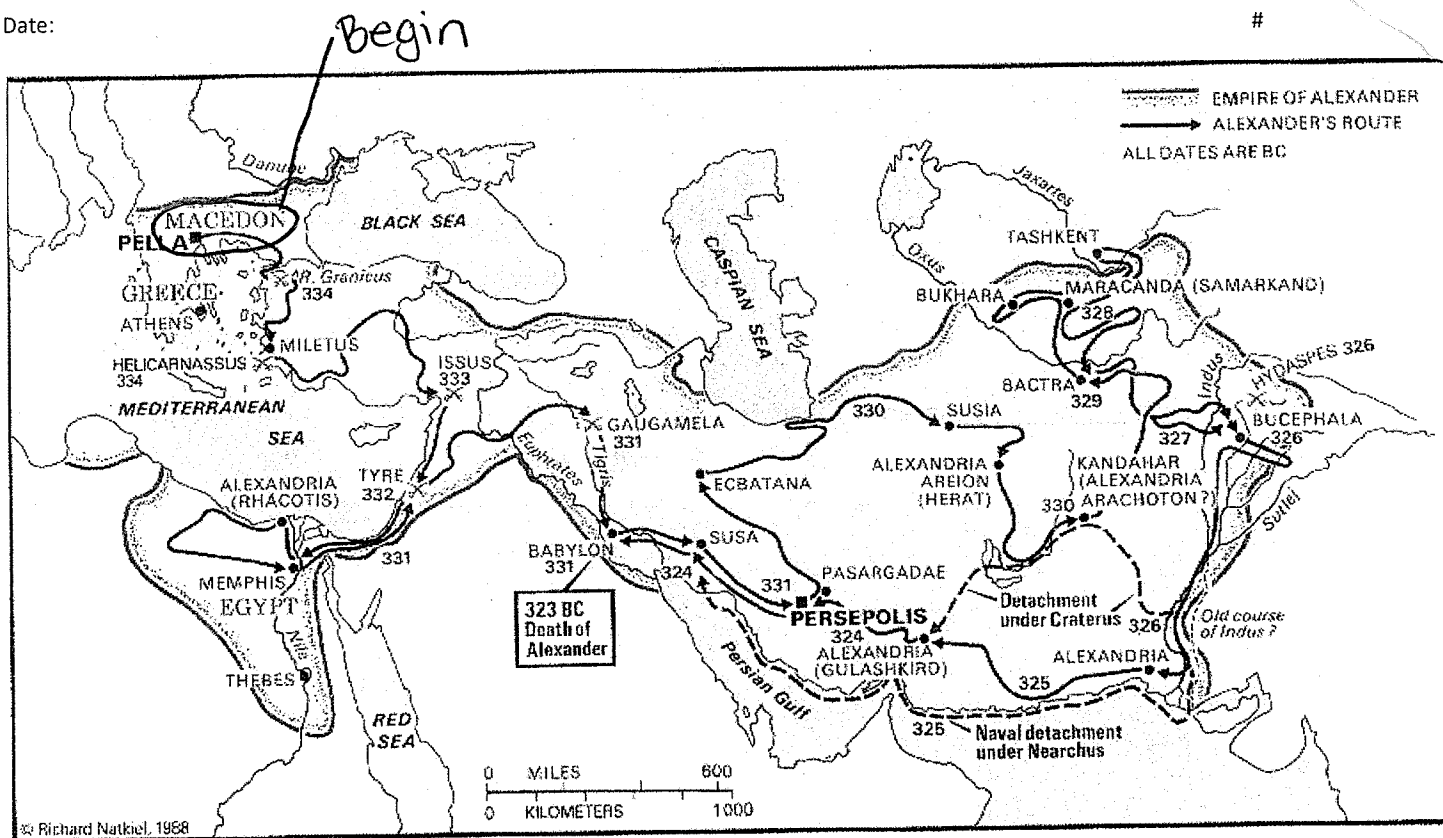
Alexander the Great
King of Macedonia




OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?
<p>Many different people</p> <p>All have the great</p> <p>Three Kings, 1 pope</p>	<p>I think they were historic people</p> <p>Maybe you can learn about their religions</p> <p>These people were thought of them as great</p>	<p>Why is there people on stones?</p> <p>Why was it made?</p> <p>what is the catholic church?</p> <p>What sort of house did they live in?</p> <p>Why are the great?</p>

Date:

3



Alexander's empire and military campaigns

OBSERVE	REFLECT	QUESTION
<p>what do you notice?</p> <p>He went to a lot of places</p> <p>Traveled a lot</p> <p>Died in Babylon</p>	<p>Why does this matter? Where did it come from? What can you learn from this?</p> <p>Self centered?</p> <p>He was traveling for an empire?</p> 	<p>What do you wonder about.. who? what? when? where? why? how?</p> <p>Why did he die early?</p> <p>Why was he self centered?</p> <p>Why did he take the trip?</p> <p>How did he die?</p>

Source from PLUTARCH

Historian, Ancient Greece Excerpt from writings, A.D. 90, Translated by John Dryden

... For when any of his friends were sick, he would often prescribe them their course of diet, and medicines proper to their disease... He was naturally a great lover of all kinds of learning and reading; ... While Philip [Alexander's father] went on his expedition against the Byzantines, he left Alexander, then sixteen years old, [in charge] in Macedonia, ... not to sit idle, [he] reduced the rebellious ..., drove out the barbarous inhabitants, and plant[ed] a colony of several nations ..., [He] called the place after his own name, Alexandropolis. ... When he came to Thebes, ... the city ... was sacked and razed. Alexander's hope being that so severe an example might terrify the rest of Greece into obedience, ... thirty thousand, were publicly sold for slaves; and it is computed that upwards of six thousand were put to the sword. Alexander, (killed), by founding more than seventy cities among the barbarian tribes, ... suppressed their savage and uncivilized traditions ... Those whom Alexander conquered were more fortunate than those who escaped ... [He desired to give] all the races in the world ... one rule and one form of government, making all mankind a single people. And that the Grecians might participate in the honour of his victory he sent a portion of the spoils home to them particularly to the Athenians ..., and [with] all the rest he ordered this [message] to be sent: "Alexander the son of Philip, and the Grecians, ... won these from the barbarians who inhabit Asia. All the plate and purple garments, and other things of the same kind that he took from the Persians, except a very small quantity, which he reserved for himself, he sent as a present to his mother. Alexander, who was now called King of Asia, returned ... and rewarded his friends and followers with great sums of money, and places, and governments of provinces. Eager to gain honour with the Grecians, he wrote to them that he would have all [cruel governments] abolished, that they might live free according to their own laws... He sent also part of the spoils into Italy, Meantime, on the smallest occasions that called for a show of kindness to his friends, there was every indication on his part of tenderness and respect

Immediate Reaction:

19

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?

Directions: Using the primary sources above, as well as the resume that we covered on Alexander the Great, and the philosophical chairs discussion, write a **5 sentence paragraph** responding to the prompt:

Was Alexander the Great really "great"? Why or why not?

Support your P2 sentences by referencing the primary sources or specific aspects of who Alexander was from the sources you've been given.

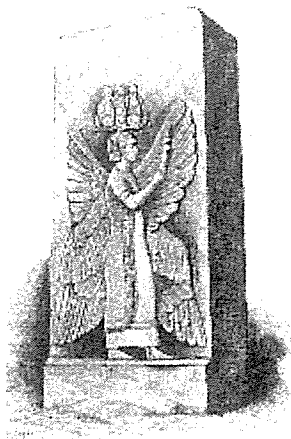
According to the text, Alexander the Great was really great. From the reading, I know that he was military commander at age 16 and never lost a major battle. For instance, after his father was assassinated he took the throne at age 20. Another example is that he always made sure his soldiers were cared for first. In conclusion, this is why Alexander the Great was really great.

	2	1	0
	My P1 sentence introduces the paragraph by restating the prompt. My P1 contains a transition word/phrase.	My P1 sentence addresses the prompt and contains a transition word/phrase, but may include grammatical or spelling errors.	My P1 sentence does not address the prompt.
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Directions:

Looking at the following primary sources, fill in the observe, reflect, and question table to analyze them.

Cyrus the Great
King of Persia



Canute the Great
King of England,
Denmark, Norway



Gregory the Great
Pope of the
Catholic Church



Alexander the Great
King of Macedonia



Vatican

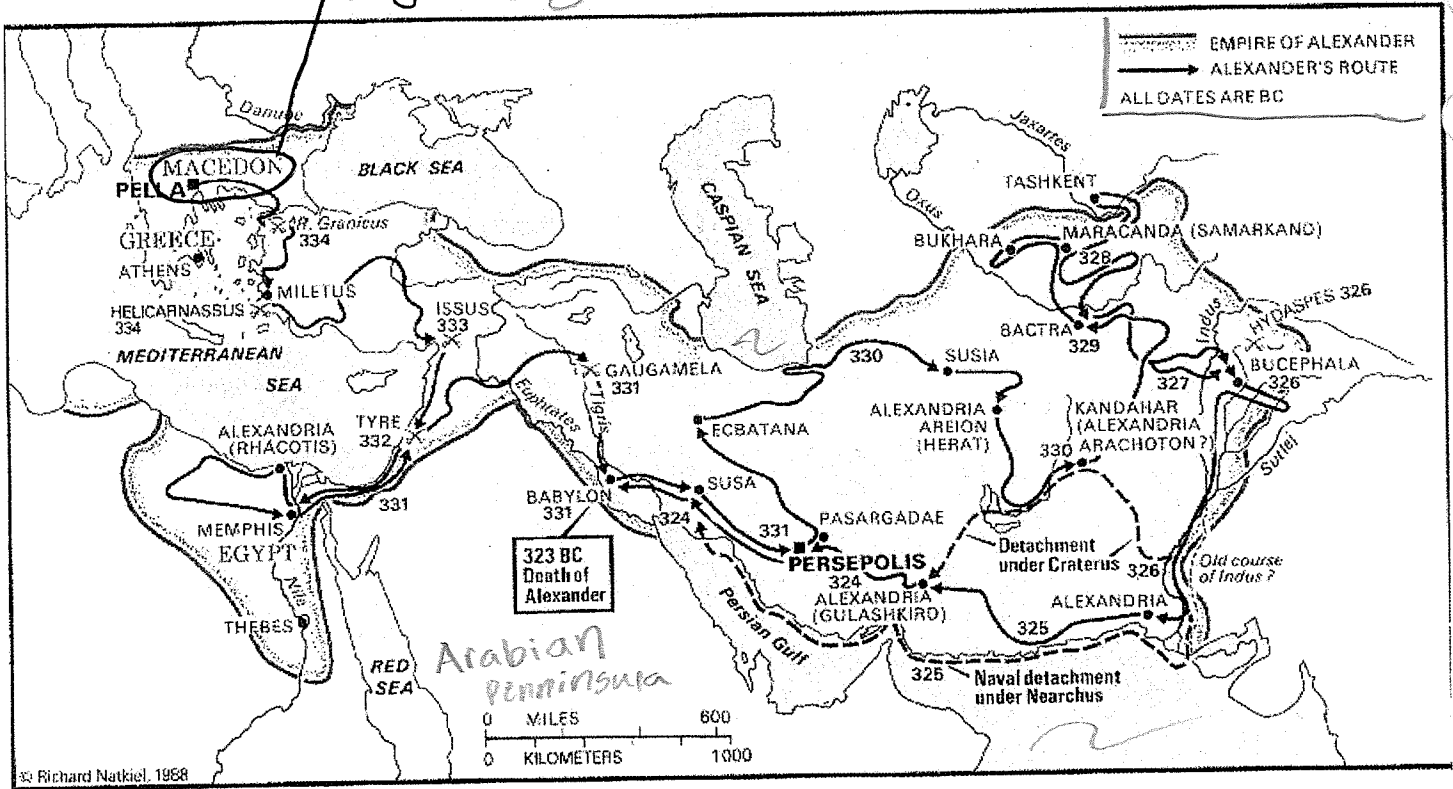
6

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?
<p>They all have great in the name.</p> <p>they are 3 kings.</p> <p>Some have funky hats and facial hair; 1 Pope</p> <p>No crown for ATG</p>	<p>Maybe you can learn about their religions</p> <p>these people were thought of as great by someone.</p>	<p>Why do they have Great?</p> <p>How did they become kings.</p> <p>what sort of house did they live in.</p> <p>where did the Vatican come from</p> <p>what is the catholic church.</p>

Name: _____
 Date: _____

Begin → Begin

#



Alexander's empire and military campaigns

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?
<p>if took him 11 years to do.</p> <p>he died near Babylon He named a place after him.</p> <p>lots of arrows</p>	<p>Alexander's route</p> <p>He's self-centered</p> <p>He was traveling for a empire.</p> <p>①</p>	<p>How did he die? why such a small map key? was his Death honored? did he die on purpose?</p>

Source from PLUTARCH

Historian, Ancient Greece Excerpt from writings, A.D. 90, Translated by John Dryden

... For when any of his friends were sick, he would often prescribe them their course of diet, and medicines proper to their disease... He was naturally a great lover of all kinds of learning and reading; ... While Philip [Alexander's father] went on his expedition against the Byzantines, he left Alexander, then sixteen years old, [in charge] in Macedonia, ... not to sit idle, [he] reduced the rebellious ..., drove out the barbarous inhabitants, and plant[ed] a colony of several nations ..., [He] called the place after his own name, Alexandropolis. ... When he came to Thebes, ... the city ... was sacked and razed. Alexander's hope being that so severe an example might terrify the rest of Greece into obedience, ... thirty thousand, were publicly sold for slaves, and it is computed that upwards of six thousand were put to the sword. Alexander, (killed), by founding more than seventy cities among the barbarian tribes, ... suppressed their savage and uncivilized traditions ... Those whom Alexander conquered were more fortunate than those who escaped ... [He desired to give] all the races in the world ... one rule and one form of government, making all mankind a single people. And that the Grecians might participate in the honour of his victory he sent a portion of the spoils home to them particularly to the Athenians ..., and [with] all the rest he ordered this [message] to be sent: "Alexander the son of Philip, and the Grecians, ... won these from the barbarians who inhabit Asia. All the plate and purple garments, and other things of the same kind that he took from the Persians, except a very small quantity, which he reserved for himself, he sent as a present to his mother. Alexander, who was now called King of Asia, returned ... and rewarded his friends and followers with great sums of money, and places, and governments of provinces. Eager to gain honour with the Grecians, he wrote to them that he would have all [cruel governments] abolished, that they might live free according to their own laws... He sent also part of the spoils into Italy, Meantime, on the smallest occasions that called for a show of kindness to his friends, there was every indication on his part of tenderness and respect

3

Immediate Reaction:

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?

3

Name:

Date:

#

Directions: Using the primary sources above, as well as the resume that we covered on Alexander the Great, and the philosophical chairs discussion, write a **5 sentence peragraph** responding to the prompt:

Was Alexander the Great really "great"? Why or why not?

Support your P2 sentences by referencing the primary sources or specific aspects of who Alexander was from the sources you've been given.

Alexander the Great wasn't really Great. First of all, Alexander killed 6,000 people. Second, Alexander was selfish he called the place Alexandropolis. Lastly, Alexander tells people how to live their life, for example he would tell you what religion to practice. These reasons say why I think Alexander the Great wasn't really Great.

10/10

	2	1	0
	My P1 sentence introduces the paragraph by restating the prompt. My P1 contains a transition word/phrase.	My P1 sentence addresses the prompt and contains a transition word/phrase, but may include grammatical or spelling errors.	My P1 sentence does not address the prompt.
	My P2 includes sentence start offs and supports my P1 sentence.	I may not have used a start off but my P2 supports my P1. My P2 may include grammatical or spelling errors.	My P2 does not support my P1.
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#13
TS

Directions:

Looking at the following primary sources, fill in the observe, reflect, and question table to analyze them.

Cyrus the Great
King of Persia



Canute the Great
King of England,
Denmark, Norway




Gregory the Great
Pope of the
Catholic Church

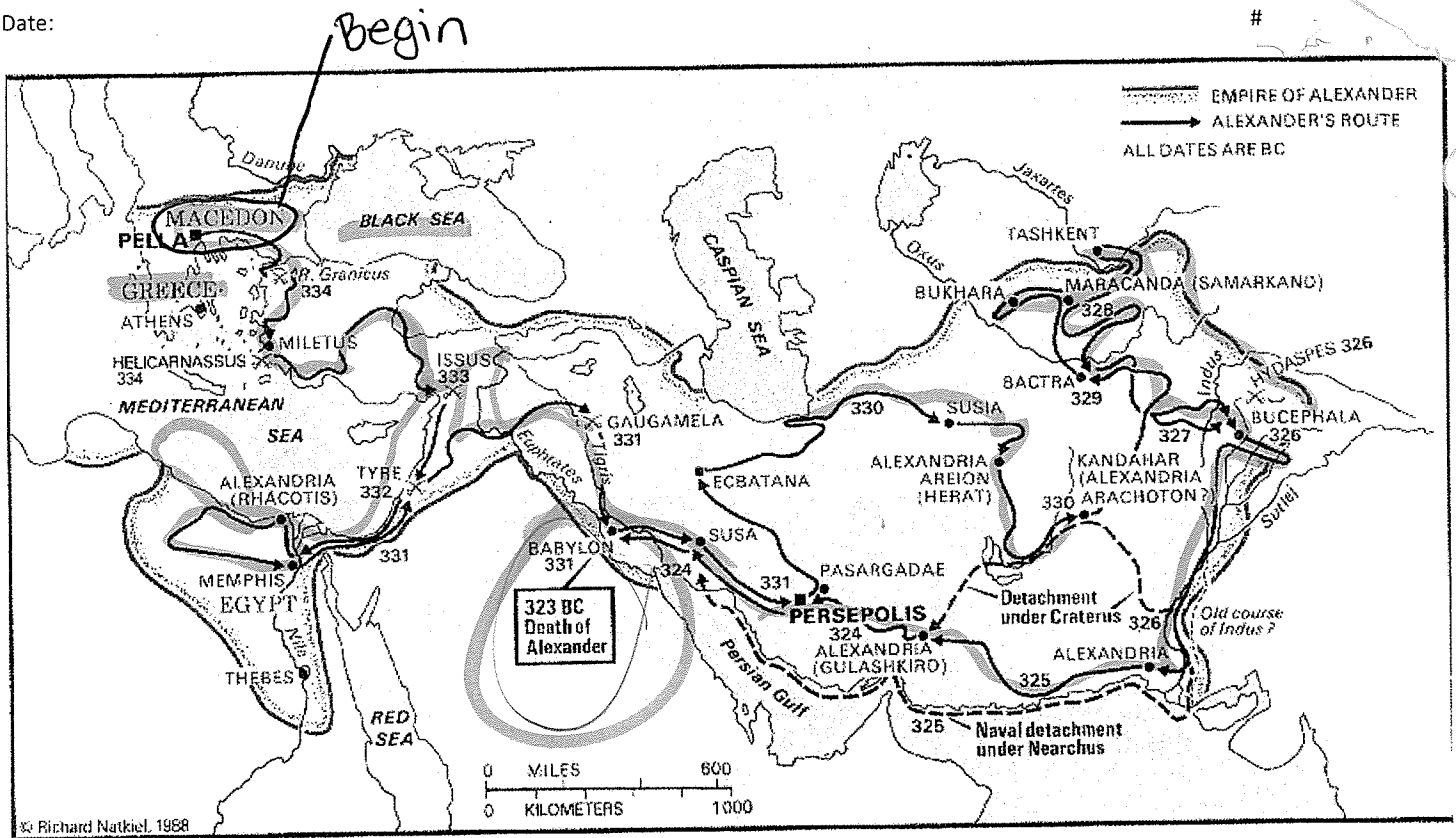


Alexander the Great
King of Macedonia



OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?
3/4 people are wearing hats.	Because the wings could have been related to religion	Why is he so young?
Alexander looks very young.		Why is "the Great" at the end? why are they great?
One thing has wings	These people were thought of a Great by someone	What sort of shelter did they have
All have "the great"		Where did the Vatican come from?
3 kings and 1 pope	Alexander = humble?	
everyone is sculpted better, but		
Alexander is plain		

Name: _____
Date: _____



Alexander's empire and military campaigns

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?
Everyone says he was humble but he named a city after himself	Self centered? 11 years	was he even humble?
323 BC Death of Alexander		What made him want to go so far in risk of his life?
went to a lot of places mesopotamia		why would you travel for 11 years? how did he die?



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Historian, Ancient Greece Excerpt from writings, A.D. 90, Translated by John Dryden

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3

Immediate Reaction:

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?

Directions: Using the primary sources above, as well as the resume that we covered on Alexander the Great, and the philosophical chairs discussion, write a **5 sentence peragraph** responding to the prompt:

Was Alexander the Great really "great"? Why or why not?

Support your P2 sentences by referencing the primary sources or specific aspects of who Alexander was from the sources you've been given.

Alexander The Great was great. I say this because he was a very humble man, he wouldn't put himself before others. Another reason is that he wanted every race to be equal, he believed in equality. Lastly, he would keep his mom in his mind - he would send her gifts. All in all, I do think Alexander was really great.

	2	1	0
	My P1 sentence introduces the paragraph by restating the prompt. My P1 contains a transition word/phrase.	My P1 sentence addresses the prompt and contains a transition word/phrase, but may include grammatical or spelling errors.	My P1 sentence does not address the prompt.
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95% → 100%

Directions:

Looking at the following primary sources, fill in the observe, reflect, and question table to analyze them.

Cyrus the Great
King of Persia



Canute the Great
King of England,
Denmark, Norway



Gregory the Great
Pope of the
Catholic Church

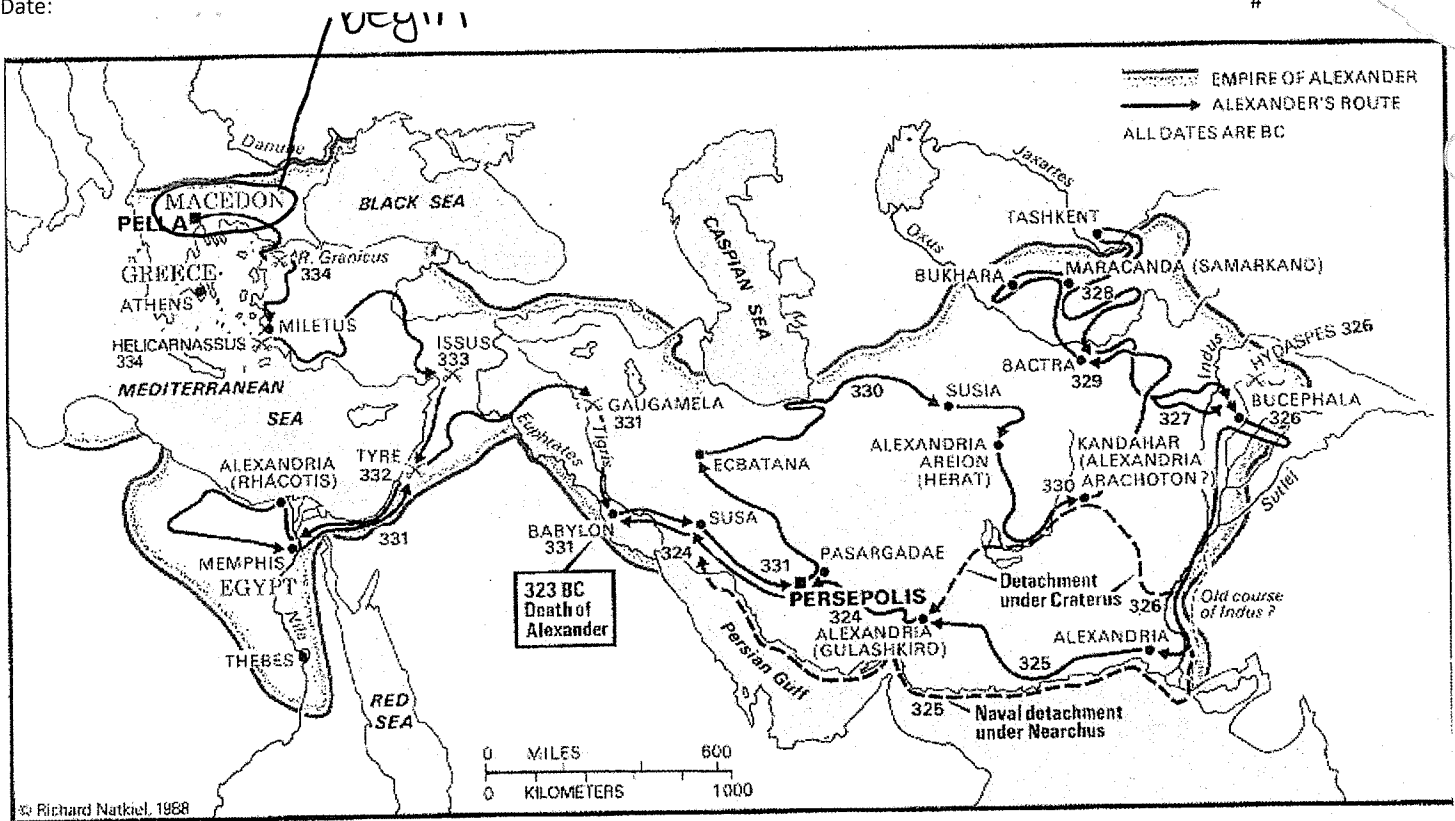


Alexander the Great
King of Macedonia




OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?
<p>They all have the word Great at the end of their names their are three kings</p>	<p>It means these people were oh so great</p> <p>(60)</p>	<p>Why are they great where did they live</p>

Name: _____
 Date: _____



Alexander's empire and military campaigns

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?
lots of arrows a timeline	Alexanders route 	Why is there such a small map key why a timeline

Source from PLUTARCH

Historian, Ancient Greece Excerpt from writings, A.D. 90, Translated by John Dryden

... For when any of his friends were sick, he would often prescribe them their course of diet, and medicines proper to their disease... He was naturally a great lover of all kinds of learning and reading; ... While Philip [Alexander's father] went on his expedition against the Byzantines, he left Alexander, then sixteen years old, [in charge] in Macedonia, ... not to sit idle, [he] reduced the rebellious ..., drove out the barbarous inhabitants, and plant[ed] a colony of several nations ... [He] called the place after his own name, Alexandropolis. ... When he came to Thebes, ... the city ... was sacked and razed. Alexander's hope being that so severe an example might terrify the rest of Greece into obedience, ... thirty thousand, were publicly sold for slaves; and it is computed that upwards of six thousand were put to the sword. Alexander, (killed), by founding more than seventy cities among the barbarian tribes, ... suppressed their savage and uncivilized traditions ... Those whom Alexander conquered were more fortunate than those who escaped ... [He desired to give] all the races in the world ... one rule and one form of government, making all mankind a single people. And that the Grecians might participate in the honour of his victory he sent a portion of the spoils home to them particularly to the Athenians ..., and [with] all the rest he ordered this [message] to be sent: "Alexander the son of Philip, and the Grecians, ... won these from the barbarians who inhabit Asia. All the plate and purple garments, and other things of the same kind that he took from the Persians, except a very small quantity, which he reserved for himself, he sent as a present to his mother. Alexander, who was now called King of Asia, returned ... and rewarded his friends and followers with great sums of money, and places, and governments of provinces. Eager to gain honour with the Grecians, he wrote to them that he would have all [cruel governments] abolished, that they might live free according to their own laws... He sent also part of the spoils into Italy, Meantime, on the smallest occasions that called for a show of kindness to his friends, there was every indication on his part of tenderness and respect

3

Immediate Reaction:

15/15

OBSERVE	REFLECT	QUESTION
what do you notice?	Why does this matter? Where did it come from? What can you learn from this?	What do you wonder about.. who? what? when? where? why? how?

Name:

Date:

#

Directions: Using the primary sources above, as well as the resume that we covered on Alexander the Great, and the philosophical chairs discussion, write a **5 sentence peragraph** responding to the prompt:

Was Alexander the Great really "great"? Why or why not?

Support your P2 sentences by referencing the primary sources or specific aspects of who Alexander was from the sources you've been given.

Alexander the great was great because when his men were sick or wounded he would take care of them like they were his own. Alexander loved reading & learning of all kinds. He was a military commander at age 16. He made all mankind a single people. He was king of Asia. He even stopped all small governments. All and all this why Alexander was really great.

IVE TRANS

WORDS

	2	1	0
	My P1 sentence introduces the paragraph by restating the prompt. My P1 contains a transition word/phrase.	My P1 sentence addresses the prompt and contains a transition word/phrase, but may include grammatical or spelling errors.	My P1 sentence does not address the prompt.
	My P2 includes sentence start offs and supports my P1 sentence.	I may not have used a start off but my P2 supports my P1. My P2 may include grammatical or spelling errors.	My P2 does not support my P1.
	My P2 includes sentence start offs and supports my P1 sentence.	I may not have used a start off but my P2 supports my P1. My P2 may include grammatical or spelling errors.	My P2 does not support my P1.
	My P2 includes sentence start offs and supports my P1 sentence.	I may not have used a start off but my P2 supports my P1. My P2 may include grammatical or spelling errors.	My P2 does not support my P1.
	My P4 summarizes my power paragraph and restates my P1. If this paragraph is a part of a longer piece of writing, my P4 contains a transition word/phrase.	My P4 sums up my power paragraph, relates to P1 and restates the prompt, but may include grammatical or spelling errors.	My P4 does not sum up my power paragraph or relate to P1.