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| Title: The Cultural Influence of Alexander the Great |
| Length: 60 min | Grade 10 |
| Required Materials:* Alexander the Great Powerpoint
* “Hellenistic Documents” Handout
* Student journals
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| Curricular Outcome: Number 15: Demonstrate an awareness of Alexander’s exploits and an understanding of the role played by Alexander the Great as an agent of cross-cultural fertilization |
| Schedule: First there will be a 15 minute presentation covering the following historical topics* The end of the political predominance of the city state model
* The rise of the kingdom of Macedon
* The conquest of Alexander the Great
* The collapse of the Greek empire into smaller states
* The transmission of Greek culture throughout the Hellenistic world

Next, we will begin a document analysis which will take about 20 minutes* First begin by examining an extract from *The Antiquities* by Flavius Josephus (book 1, ch. 1). Accessible online. Teacher will model how to analyze a historical source by asking specific questions. (Analysis questions posted at end of this section)
* Then, distribute “Hellenistic documents” handouts to students. Write Analysis Questions on the board and instruct students to choose one document to read while keeping the questions in mind.
* Once students have read the document, they should find another student that read the same document and discuss their analysis of the documents.
* After a few moments to discuss the text in pairs, there will be a class discussion where one student will summarize each text and then the whole class will compare the differences in the text.
* Analysis Questions:
1. What methods are being used in this text to spread cultural influence from one society to another?
2. What is the perspective of the text regarding the influence of Greek culture? Do they view it as positive or negative?
3. *Once both texts have been analyzed*: How do the differences of time and location of the authors influence their differences of opinion? How have the political policies of the Greeks changed over time?

Finally, the students will take the remaining time of class to write in their journals. They will be instructed to write a fictional historical journal entry from the perspective of a Jew living under the Greek cultural influence where they reflect on their experiences living under this influence. |
| Big Historical Question:* How does culture spread from one society to another? What are the methods that one society can use to spread their culture to another?
* Does cultural sharing happen equally in both directions, or does one society dominate in a cultural exchange?
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| Assessment: (formative)* Observation of students during group discussion to monitor comprehension of ideas
* Teacher will read the journal entries
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| Differentiation:Allowing the students to express their learning through multiple avenues (i.e. small group discussion, large group discussion, and journal entries) |