Alexander the Great

Task: **After watching a documentary, you are going to write a five-paragraph essay about Alexander the Great, using the outline below**. You MUST include a bibliography – you may use bibme.org to help you but be very careful to correct any mistakes it makes (it sometimes puts a sentence in the author section) and put your sources in alphabetical order. You may refer to the attached document which we reviewed at the start of the year.

Outline:

**Introduction**: Talk generally about Ancient Greece and its City States and how King Philip of Macedonia pulled them together with an agreement to work together (the Corinthian League). Then introduce the idea of Alexander the Great taking over when his father was assassinated, finishing with your thesis sentence about why he became known as Alexander the GREAT. (tells me what the essay will be about.)

**Body 1**: First sentence: There were several events in Alexander’s childhood which developed and inspired his ability to become a successful leader. (Talk about his early life.)

**Body 2**: First sentence: One of Alexander’s first tests after his father was assassinated was holding together the Greek alliance after a rebellion. (talk about his first battles in Greece and his rise to power)

**Body 3**: First sentence: Alexander never lost a battle and his superior military skills led to his conquer of vast areas of the known world and the building of the largest Empire yet known. (Talk about how he grew his empire.)

**Conclusion**: Talk about what ended Alexander’s reign and what happened after his death. Talk about the legacies of his time in power (what remained in the long-term).

*Refer to the rubrics in your duotang. You will be marked on Criteria A (Knowing and Understanding), B (Investigating), C (Thinking Critically) and D (Communicating).*



Notes:

Early Life

Rise to Power

One of Alexander’s first tests after his father was assassinated was holding together the Greek alliance after a rebellion. Not every city state had been happy under Philip’s rule and so when a rumour surfaced that Alexander had also been killed, Thebes decided to pull out of the alliance. Alexander quickly marched on Thebes and “brutally suppressed the rebellion, showing no mercy to those who took up arms against him.” (Farah 3) By showing how strong his army was, Alexander stopped any further rebellions and the Greek alliance held, allowing him to move onto the Persian Empire.

Works Cited (on separate page at end of essay)

Farah, Mounir. "Alexander III, the Great."*Lifelines in world history*. Armonk, NY: Sharpe Reference, 2009. 3. Print.

Growth of the Empire

Conclusion: Legacies

Criterion A: Knowing and understanding

Maximum: 8

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| **Achievement level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:  i. recognizes some vocabulary  ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples. |
| 3-4 | The student:  i. uses some vocabulary  ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples. |
| 5-6 | The student:  i. uses considerable relevant vocabulary, often accurately  ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples. |
| 7-8 | The student:  i. consistently uses relevant vocabulary accurately  ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples. |

Criterion B: Investigating

Maximum: 8

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| **Achievement level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:  i. identifies a research question  ii. follows an action plan in a limited way to explore a research question  iii. collects and records information, to a limited extent  iv. with guidance, reflects on the research process and results, to a limited extent. |
| 3-4 | The student:  i. describes the choice of a research question  ii. partially follows an action plan to explore a research question  iii. uses a method or methods to collect and record some relevant information  iv. with guidance, reflects on the research process and results with some depth. |
| 5-6 | The student:  i. describes the choice of a research question in detail  ii. mostly follows an action plan to explore a research question  iii. uses method(s) to collect and record often relevant information  iv. reflects on the research process and results. |
| 7-8 | The student:  i. explains the choice of a research question  ii. effectively follows an action plan to explore a research question  iii. uses methods to collect and record consistently relevant information  iv. thoroughly reflects on the research process and results.  iii. uses methods to collect and record appropriate and varied relevant information  iv. with guidance, provides a detailed evaluation of the research process and results. |

Criterion C: Thinking critically

Maximum: 8

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| **Achievement level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:  i. identifies the main points of ideas, events, visual representation or arguments to a limited extent  ii. uses information to give limited opinions  iii. identifies the origin and purpose of limited sources/data  iv. identifies some different views. |
| 3-4 | The student:  i. identifies some main points of ideas, events, visual representation or arguments  ii. uses information to give adequate opinions  iii. identifies the origin and purpose of sources/data  iv. identifies some different views and suggests some of their implications. |
| 5-6 | The student:  i. identifies the main points of ideas, events, visual representation or arguments  ii. uses information to give substantial opinions  iii. identifies the origin and purpose of a range of sources/data  iv. identifies different views and most of their implications. |
| 7-8 | The student:  i. identifies in detail the main points of ideas, events, visual representation or arguments  ii. uses information to give detailed opinions  iii. consistently identifies and analyses a range of sources/data in terms of origin and purpose  iv. consistently identifies different views and their implications. |

Criterion D: Communicating

Maximum: 8

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| **Achievement level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:  i. communicates information and ideas in a style that is not always clear  ii. organizes information and ideas in a limited way  iii. inconsistently lists sources, not following the task instructions. |
| 3-4 | The student:  i. communicates information and ideas in a way that is somewhat clear  ii. somewhat organizes information and ideas  iii. lists sources in a way that sometimes follows the task instructions. |
| 5-6 | The student:  i. communicates information and ideas in a way that is mostly clear  ii. mostly organizes information and ideas  iii. lists sources in a way that often follows the task instructions. |
| 7-8 | The student:  i. communicates information and ideas in a way that is completely clear  ii. completely organizes information and ideas effectively  iii. lists sources in a way that always follows the task instructions. |