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 vocabularyii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples. |
| 3-4 | The student:i. uses some vocabularyii. 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 accuratelyii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples. |
| 7-8 | The student:i. consistently uses relevant vocabulary accuratelyii. 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 questionii. follows an action plan in a limited way to explore a research questioniii. collects and records information, to a limited extentiv. with guidance, reflects on the research process and results, to a limited extent. |
| 3-4 | The student:i. describes the choice of a research questionii. partially follows an action plan to explore a research questioniii. uses a method or methods to collect and record some relevant informationiv. 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 detailii. mostly follows an action plan to explore a research questioniii. uses method(s) to collect and record often relevant informationiv. reflects on the research process and results. |
| 7-8 | The student:i. explains the choice of a research questionii. effectively follows an action plan to explore a research questioniii. uses methods to collect and record consistently relevant informationiv. thoroughly reflects on the research process and results.iii. uses methods to collect and record appropriate and varied relevant informationiv. 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 extentii. uses information to give limited opinionsiii. identifies the origin and purpose of limited sources/dataiv. identifies some different views. |
| 3-4 | The student:i. identifies some main points of ideas, events, visual representation or argumentsii. uses information to give adequate opinionsiii. identifies the origin and purpose of sources/dataiv. 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 argumentsii. uses information to give substantial opinionsiii. identifies the origin and purpose of a range of sources/dataiv. 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 argumentsii. uses information to give detailed opinionsiii. consistently identifies and analyses a range of sources/data in terms of origin and purposeiv. 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 clearii. organizes information and ideas in a limited wayiii. inconsistently lists sources, not following the task instructions. |
| 3-4 | The student:i. communicates information and ideas in a way that is somewhat clearii. somewhat organizes information and ideasiii. 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 clearii. mostly organizes information and ideasiii. 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 clearii. completely organizes information and ideas effectivelyiii. lists sources in a way that always follows the task instructions. |