

**Expert Pack: Alexander the Great: A Legend Amongst Mortal Men**

Submitted by: TNTP/ Tial Hollimon and Sarah Watkins

Grade: 6

Date: April 2015

**Topic/Subject:**

Alexander the Great: A Legend Amongst Mortal Men

**Texts/Resources**

Sets may include a number of different types of resources. Include up to 12 – 15 resources total.

**Book(s)**

1. *Alexander* by John Bonaccori  
Nonfiction text that is broken up into 3 reads.

**Article(s)**

2. “How Great was Alexander the Great?”

**Infographic(s)**

3. “8 Surprising Facts About Alexander the Great”
4. “Alexander the Great: Alexander the Great’s Empire”
5. “Alexander the Great Timeline”
6. Alexander the Great’s Empire on a current map

**Other Media**

7. “Alexander the Great Mini Biography” Video
8. “Alexander the Great – Mysterious Death” Video
9. “Who Killed Alexander the Great?” Podcast
10. “Somewhere in Time: Iron Maiden- Alexander the Great”

Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This graduated approach helps support students’ ability to read the next selection and to become ‘experts’ on the topic they are reading about.

*Refer to annotated bibliography on the following pages for the suggested sequence of readings.*

**Rationale and suggested sequence for reading:**

Alexander the Great was not only a legend in history, but also a very mythical being! Through embarking on this journey, students will gain knowledge of his life, his rise to power, his massive conquests and the mystery of his death. There are many different types of media in this pack (videos, podcasts, maps, timelines) so technology is important. Also, there is one text that is included in this pack that is chunked, by chapters, across the sequence of resources. In order for students to really understand the magnitude of his conquests, there are two maps and one timeline that can help students understand the area he controlled and the time period in which he lived. Students will need some basic map skills and will gain some understanding of the BC time period.

To start this pack the goal is to invest students in the legend of Alexander the Great. In order to do this, the pack starts with an **Iron Maiden** song that summarizes Alexander the Great’s life. Students will watch or listen to the video, follow along with the lyrics, and script initial questions about Alexander. Following the Iron Maiden activator, the exploration moves into a mini biography video called, “**Alexander the Great Mini Biography.**” This video introduces Alexander the Great and helps students build context around his legacy. This biography will also build student interest in Alexander’s mythical legacy. Students move from the mini biography to the nonfiction book, “**Alexander.**” This is a long text that is used throughout the pack. Students should read

chapters 1-4 of the text, which introduce students to his family and his rise to power and his legendary abilities (taming a wild horse)!

After reading chapters 1- 4 of “**Alexander**,” students will broaden their understanding of this time in history. Students will explore the **timeline** that ranges from his parents’ marriage to his death. The timeline consists of many battles that they have not read about yet so they may need support with the names of the different places listed. Students will then return to the nonfiction text, “**Alexander**” chapters 5-7. These chapters walk students through the many battles that Alexander endured and the confidence that his soldiers had in his leadership. It will be important for students to visualize the massive area he conquered with a current map of those countries but also a map from that era. This will help students really understand his massive empire.

By this point, students should have started to form their own conclusions about Alexander as both a legend and a myth. Students will read “**8 Surprising Fun Facts about Alexander the Great**”. This resource is a fun read for students (note that there is a picture of a painting (#4) that includes a topless woman on this page). The next resource comes from the DBQ called, “**How Great was Alexander the Great?**” Use only document D for this pack. Document D includes two stories that ancient historians told of Alexander the Great. These two documents give two different war stories of Alexander and his leadership to his soldiers (note that the language is challenging, so this reading may be better in small groups or led by a teacher).

Students will return to, “**Alexander**,” to finish the remaining chapters about his last battles, his persistence in expansion of his empire, and finally his death. After students have read the text narrating his death, they will watch another short bio video called, “**Alexander the Great – Mysterious Death**”. This video interviews a modern physician that investigates his death and has a modern theory based on science. The next resource is a podcast, **The History Today**, with a reporter and a historian that discuss the two most recognized causes of his death, but propose a third option! Only the first seven minutes of this podcast are recommended; the rest is unnecessary. Students should follow along with a copy of the podcast so they can understand what they are hearing and get practice with fluency.

Lastly, students will end out the pack by returning to the **Iron Maiden** song about Alexander the Great. This is an opportunity to connect with where they began their study and to consider how “knowing something” about a topic can make even rock lyrics that much better! This song is a great opportunity for students to think about how music, tone and voice convey the power of his legacy.

#### **The Common Core Shifts for ELA/Literacy:**

1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. *Building knowledge through content-rich nonfiction*

Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below.

#### **College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts** *(the darkened sections of the standards are the focus of the Expert Pack learning for students):*

1. **Read closely to determine what the text says explicitly and to make logical inferences from it;** cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. **Determine central ideas or themes of a text and analyze their development;** summarize the key supporting details and ideas.
10. **Read and comprehend complex literary and informational texts independently and proficiently**

**Annotated Bibliography**  
**and suggested sequence for reading**

**N/A “Somewhere in Time” Iron Maiden – Alexander the Great**

Author: Iron Maiden Videos

Genre: Musical Poetry

Length: 8 minutes 30 seconds

Synopsis:

Citation: Iron Maiden. (July 7, 2013). *Alexander the Great*. <https://www.youtube.com/watch?v=1oTEQf1d9lw>

Cost/Access: \$0.00

Recommended Student Activities: A Picture of Knowledge

**N/A Alexander the Great Mini Biography**

Author: N/A

Genre: Informational Video

Length: 2 minutes 51 seconds

Synopsis: This is a brief video biography of Alexander the Great. It focuses on his legacy and the mystery around his death. The video explores the idea that Alexander the Great was both human and divine.

Citation: "Alexander the Great." *Bio*. A&E Television Networks, 2015. Web. 11 Mar. 2015.

Cost/Access: \$0.00

Recommended Student Activities: A Picture of Knowledge

**680-950 Alexander** (chapters 1-4)

Author: John Bonaccorsi

Genre: bibliographic information

Length: Only read Chapters 1-4 at this point in the set. Total of 25 pages.

Synopsis: Chapters 1-3 of the text *Alexander* by John Bonaccorsi will introduce students to Alexander’s rise to power and the death of his father.

Citation: Bonaccorsi, J. (2007). *Alexander*. Artisan Press

Cost/Access: \$4.99 ebook

Recommended Student Activities: Wonderings

**N/A “Alexander the Great Timeline”**

Author: Ancient History Encyclopedia

Genre: Timeline

Length: N/A

Synopsis: This is a timeline of Alexander the Great’s life.

Citation: *Alexander the Great Timeline*. (2009-2015). Ancient History Encyclopedia Limited.  
[http://www.ancient.eu/timeline/Alexander\\_the\\_Great/](http://www.ancient.eu/timeline/Alexander_the_Great/)

Cost/Access: \$0.00

Recommended Student Activities: Quiz Maker

**680-950 Alexander** (chapters 5-7)

Author: John Bonaccorsi

Genre: bibliographic information

Length: Only read Chapters 5-7. Total of 15 pages.

Synopsis: Chapters 5-7 explore Alexander’s mighty victory over the mightiest empire in the world.

Citation: Bonaccorsi, J. (2007). *Alexander*. Artisan Press

Cost/Access: \$4.99 ebook

Recommended Student Activities: Quote Collector

**N/A “Alexander the Great’s Empire” on a current map**

Author: unknown

Genre: map

Length: Only play until the 7<sup>th</sup> minute

Synopsis: Alexander’s empire was the largest of its time, covering approximately 5.2 million square km. This map shows his empire compared to a current map.

Citation: Modern Map. [www.pastorsb.com/Images/modernmap.jpg](http://www.pastorsb.com/Images/modernmap.jpg)

Cost/Access: \$0.00

Recommended Student Activities: Pop Quiz

**N/A “Alexander the Great: Alexander the Great’s Empire”**

Author: N/A

Genre: Map

Length: N/A

Synopsis: This is a colorful map that show’s Alexander the Great’s large empire.

Citation: *Alexander the Great: Alexander the Great’s empire*. Map/Still. *Britannica Online for Kids*. Web. 9 Mar. 2015. <http://kids.britannica.com/elementary/art-87049>

Cost/Access: \$0.00

Recommended Student Activities: Pop Quiz

**1230-1480 “8 Surprising Fun Facts about Alexander the Great”**

Author: Nate Barksdale

Genre: Informational

Length: N/A

Synopsis: Perhaps the greatest military genius of the ancient world, the warrior-king Alexander III of Macedon (356–323 B.C.) conquered territories stretching from Greece to Egypt and through present-day Turkey, Iran and Pakistan. Combining battlefield successes with kingdom-building strategy, Alexander spent his 13-year reign working to unite East and West through military force and cultural exchange. Alexander’s reputation grew so quickly that by the time of his death at age 32 he was viewed as having godlike aspects. It isn’t always possible to separate fact and fiction from the stories told about Alexander over the centuries, but here are eight great nuggets from Alexander’s life.

Citation: “8 Surprising Fun Facts About Alexander the Great” *History.com*. A&E Television Networks, 2014. Web. 13 May 2014.

Cost/Access: \$0.00

Recommended Student Activities: A Picture of Knowledge

**1010 - 1060 “How Great was Alexander the Great?”**

Author: N/A

Genre: Informational

Length: Only using Document D from this packet

Synopsis: Document D in this DBQ set is the only document that will be used in this set. Ancient biographers of Alexander told these stories. They are retold here by Arrian and a modern-day historian. True or not in their detail, the stories reveal two sides of Alexander that were probably accurate.

Citation: Lucius Flavius Arrianus, *The Campaigns of Alexander*, circa 130 CEo

Citation: Ian Worthington, *Alexander the Great: Man and God*, Longman, 2004.

Cost/Access: \$0.00

Recommended Student Activities: Pop Quiz

**680-950** *Alexander* (chapters 8-10)

Author: John Bonaccorsi

Genre: bibliographic information

Length: Only read Chapters 8-10. Total of 16 pages

Synopsis: Chapters 8-10 explore Alexander's mighty victory over the mightiest empire in the world.

Citation: Bonaccorsi, J. (2007). *Alexander*. Artisan Press

Cost/Access: \$4.99 ebook

Recommended Student Activities: Wonderings

**N/A** **"Alexander the Great – Mysterious Death"**

Author: unknown

Genre: biography video

Length: 2 minutes 39 seconds

Synopsis: In Babylon, Alexander the Great suffers a mysterious illness causing his death just a few days shy of his thirty-third birthday. This is a quick video that will introduce students to Alexander the Great and his mysterious death.

Citation: Alexander the Great." *Bio*. A&E Television Networks, 2015. Web. 09 Mar. 2015.

Cost/Access: \$0.00

Recommended Student Activities: Wonderings

**N/A** **"The History Podcast – Who Killed Alexander the Great?"**

Author: Dean Nicholas and James Romm

Genre: Informational Podcast

Length: 13 minutes but only the first 7 minutes are recommended

Synopsis: Who killed Alexander the Great? James Romm and Dean Nicholas discuss new evidence about the mysterious death of the revered Macedonian ruler in 323 B.C. Note: Only the first 7 minutes are recommended, as it is recommended that students follow along with a printed version of the text as they listen.

Citation: Nicholas, Dean. 5 April 2012. *Who Killed Alexander the Great?* Retrieved from <http://www.historytoday.com/blog/2012/04/history-today-podcast-april-2012>

Cost/Access: \$0.00

Recommended Student Activities: Quiz Maker

**N/A “Somewhere in Time” Iron Maiden – Alexander the Great**

Author: Iron Maiden Videos

Genre: Musical Poetry

Length: 8 minutes 30 seconds

Synopsis: A Song that summarizes Alexander the Great’s campaign, beginning in his childhood and ending with his death. Historically accurate with a neat twist.

Citation: Iron Maiden. (July 7, 2013). *Alexander the Great*. <https://www.youtube.com/watch?v=1oTEQf1d9lw>

Cost/Access: \$0.00

Recommended Student Activities: Picture of Knowledge

## Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

- Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
- Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
- Provide brief **student friendly explanations** of necessary background knowledge
- Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
- Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
- Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
- **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
- Pre-reading activities that focus on the **structure and graphic elements** of the text
- Provide **volunteer helpers** from the school community during independent reading time.

## Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

- Providing brief, engaging texts that provide a high volume of reading on a topic.
- Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
- Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
- Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.



## ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

### **Step one: Build knowledge and vocabulary.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day's lesson is appropriate).

*Options for this step include:*

- Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
- Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](#).)
- Provide the student-friendly glossary included in the text set prior to reading each text.
- When possible, allow students to read texts in their home language about the topic under study.

### **Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

*Options for this step include:*

- Have a fluent reader model the first read of a text or resource.
- Have students engage in a buddy/partner read.
- Use recordings of the text to provide additional opportunities to hear expert reading.

### **Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

- Allow for discussion/conversation (in the students' home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
- Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

### **Step four: Write about what was read.**

*Options for this step include:*

- Use the "Rolling Knowledge Journal" and/or "Rolling Vocabulary Journal" as a shared writing routine/graphic organizer to help to scaffold the writing process and capture student knowledge over time.

- Provide students with several supports to help students engage in writing/drawing about what they read:
  - Use mentor texts about which students can pattern their writing.
  - Allow them to write collaboratively.
  - Show students visual resources as prompts, etc.
  - Provide language supports such as strategically chosen sentence starters.

**Repeat steps one through four with each resource in the text set as appropriate.**

## Text Complexity Guide

### *How Great was Alexander the Great?*

#### 1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.

1010 - 1060  
6-8 band

2-3 band	420 -820L
4-5 band	740 -1010L
6-8 band	925 - 1185L
9 -10 band	1050 – 1335L
11 – CCR	1185 - 1385

#### 2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

<p>The purpose of the two texts is to reveal the complex nature of Alexander the Great. The two “legends” recount two very different sides of Alexander, one the servant leader who refuses water for himself when his men have none, and the other who rewards a true follower with money but then orders him killed based on Alexander’s adherence to prophecies. Example: “He therefore put it around his own head and brought it to the king. Most of the biographers of Alexander say that the king gave him a talent* as a reward for his zeal. Then he ordered his head to be cut off [because] the prophets had explained that ... he should not allow the head that had worn the royal head band to be safe.”</p> <p style="text-align: right;"><b>Meaning/Purpose</b></p>	<p>Both short excerpts are from legends; the events are related in a story-line chronological fashion, as if told in olden times around a campfire and recanted orally over and over through the years. Example: “Alexander was himself steering the trireme [a warship with oars], when a strong gust of wind fell on his broad-brimmed Macedonian hat, and the band that encircled it.”</p> <p><b>Structure</b></p>
<p style="text-align: right;"><b>Language</b></p> <p>The language used in the retelling of these legends is poetic prose, archaic and highly descriptive. In The Legend of the Helmet “the sun was already blazing down,” The soldiers were “tormented by thirst,” and when water was found it was “just a wretched little trickle.”</p>	<p><b>Knowledge Demands</b></p> <p>The author assumes the reader knows about Alexander the Great, his time as a leader, his conquests, and the time era in which these stories take place. Without the context of Alexander students would struggle to understand these legends but because this falls in the middle of the pack students will have this knowledge. Example: “Alexander, like everyone else, was tormented by thirst, but he was nonetheless marching on foot at the head of his men. It was all he could do to keep going, but he did so, and the result (as always) was that the men were the better able to endure their misery when they saw that it was equally shared.”</p>

#### 3. Reader and Task Considerations

*What will challenge students most in this text? What supports can be provided?*

- The vocabulary and the sentence structure of these texts will be most difficult for students. Students will have a better understanding of the time frame in which these stories occurred and will have an understanding of Alexander as a leader based on the previous texts and resources in the pack.

## Expert Pack: Alexander the Great: A Legend Amongst Mortal Men

Submitted by: TNTP/ Tial Hollimon and Sarah Watkins

Grade: 6

Date: April 2015

### **Learning Worth Remembering**

**Cumulative Activities** – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are **required** to complete one of the Cumulative Activities Rolling Knowledge Journal for this Expert Pack.*

#### **1. Rolling Knowledge Journal**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

#### **Sample Student Response**

Title	Write, Draw, or List	
	New and important learning about the topic	How does this resource add to what I learned already?
1. "Somewhere in Time" Iron Maiden – Alexander the Great"	I learned from watching this video and listening to this song that Alexander the Great was a mighty conqueror.	I've heard the name Alexander the Great but I was unaware of his impact on history but after watching this video I now know that he was a conqueror of many lands.
2. "Alexander the Great Mini Biography"	King Phillip had visions that were confirmed by the Oracles, which led him to believe that Alexander was a Son of God.	This biography has given me more knowledge about Alexander including when he was born, where he was born, and how he rose to power.
3. <i>Alexander</i> Chapters 1-4	King Phillip (Alexander's father) became King and he improved on the Greeks ways of war and used them against the Greeks. I also learned that Alexander was considered God-like when he was a child because of his ability to tame a wild horse.	This resource has given me more knowledge about Alexander's rise to King because of the murder of his father. I am starting to understand why Alexander was looked to as a god and not a mortal being.
4. "Alexander the Great Timeline"	As I look at this timeline, I am realizing that when you are referring to time in BCE – the years decrease in number instead of increase.	I was confused about this when reading the text, <i>Alexander</i> , so now I have a clear timeline of when events happened in Alexander's life.
5. <i>Alexander</i> Chapters 5-7	Chapters 5-7 go into great detail of some of Alexander's battles and the respect that his soldiers had for him. I also learned a lot about his battles and rivalry with Darius (the Persian King).	Reading these chapters helped build my understanding of the rivalry between King Darius and Alexander the Great.

6. "Alexander the Great's Empire on a Current Map"	I now can place where in the world all of his battles took place!	Now that I know when this happened and where this happened I have a better understanding of his dominance as a ruler.
7. "Alexander the Great: Alexander the Great's Empire"	I can see the expansive region in which Alexander was in control.	This helps me understand why he is considered such a legend!
8. "8 Surprising Fun Facts about Alexander the Great"	I learned that Alexander the Great smelled good!	This tells me that Alexander was wealthy because he always smelled like perfume.
9. "How Great was Alexander the Great?"	I learned two different things about Alexander the Great in this text. One of the stories tells how Alexander didn't want to be treated differently from his soldiers. The other story explained that he thought he was better than his soldiers which lead him to kill one of his men.	I am starting to learn a lot of Alexander as a person. This reading helped me see two different sides to him. He wanted to be treated both like a normal man but also like a god.
10. <i>Alexander</i> Chapters 8-10	In these chapters I read more about Alexander's conquests and it was most interesting to read how the struggle with King Darius came to an end. I also learned that Alexander would defeat cities in battle and make himself king of that city. Finally, in chapter 10, I learn about Alexander's death and the resistance of his soldiers to continue in battle.	I learned from the text that Alexander died in his sleep and not in battle.
11. "Alexander the Great – Mysterious Death"	I learned that Alexander died because someone did not wash his or her hands and this led to Alexander getting a bacteria that killed him.	Alexander wanted to be remembered not for his cruel streak but for his military prowess.
12. "The History Podcast – Who Killed Alexander the Great?"	There are two possible ways that Alexander could have died: disease or poison.	After hearing this podcast I think that Alexander was poisoned because he was not always genuine with all of his people.
13. "Somewhere in Time" Iron Maiden – Alexander the Great	Now I know why his name struck fear into the hearts of men!	He was seen as a fierce and noble leader but he was also known to kill his men and many others in order to be known as, Alexander the Great.

## 2. Rolling Vocabulary: "Sensational Six"

- Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
- Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
- Continue this activity with EACH selection in the Expert Pack.
- After reading all the selections in the Expert Pack, go back and review your words.
- Now select the "Sensational Six" words from ALL the word lists.

- Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

Title	Six Vocabulary Words & Sentences
<p>“Somewhere in Time” Iron Maiden – Alexander the Great</p>	<p><b>Words:</b>  <b>kingdom, Macedonia, ancient , legend , mortal , Alexander the Great</b></p> <p><b>Sentences:</b></p> <ol style="list-style-type: none"> <li>1. Alexander the Great ruled a vast <b>kingdom</b>.</li> <li>2. Alexander the Great lived and conquered <b>Macedonia</b>.</li> <li>3. Alexander lived in <b>ancient</b> times.</li> <li>4. Alexander the Great was a <b>legend</b> because of his conquests.</li> <li>5. Alexander was amongst <b>mortal</b> men.</li> <li>6. <b>Alexander the Great</b> ruled a mighty kingdom in 323 BC.</li> </ol>
<p>“Alexander the Great Mini Biography”</p>	<p><b>Words:</b>  <b>divine, supreme, myths, culture, Aristotle, enslave</b></p> <p><b>Sentences:</b></p> <ol style="list-style-type: none"> <li>1. Alexander the Great was considered a <b>divine</b> being.</li> <li>2. Alexander the Great was a <b>supreme</b> leader that led his men to many victories.</li> <li>3. There are many <b>myths</b> about how Alexander the Great was killed.</li> <li>4. Alexander the Great brought Ancient Greek <b>culture</b> to his people.</li> <li>5. <b>Aristotle</b> was Alexander’s tutor and teacher.</li> <li>6. Alexander the Great would <b>enslave</b> the people of the lands he conquered.</li> </ol>
<p>Alexander (Chapters 1 – 10)</p>	<p><b>Words:</b>  <b>conquest, infantry, reinforcements, Alexandria, oracle, Zeus</b></p> <p><b>Sentences:</b></p> <ol style="list-style-type: none"> <li>1. Alexander the Great had many <b>conquests</b> as a leader.</li> <li>2. Alexander the Great led an <b>infantry</b>.</li> <li>3. As Alexander the Great’s men grew tired of battle he was able to bring in <b>reinforcements</b>.</li> <li>4. When Alexander the Great would <b>conquer</b> cities, he would rename the cities after himself, Alexandria.</li> <li>5. People believed that an <b>oracle</b> spoke of Alexander being a God.</li> <li>6. Ancient people compared Alexander the Great to <b>Zeus</b>.</li> </ol>
<p>“Alexander the Great Timeline”</p>	<p><b>Words:</b>  <b>summons, ambassadors, surrenders, liberated, besieges, delegations</b></p> <p><b>Sentences:</b></p> <ol style="list-style-type: none"> <li>1. As a boy, Alexander the Great’s father <b>summoned</b> Aristotle to tutor him.</li> <li>2. Alexander met with <b>ambassadors</b> from many countries.</li> <li>3. Countries and leaders <b>surrendered</b> to Alexander the Great.</li> <li>4. Alexander <b>liberated</b> countries from Persian rule.</li> <li>5. Alexander the Great besieges many countries.</li> <li>6. <b>Delegations</b> in Babylon were turned over to Alexander.</li> </ol>
<p>“8 Fun Facts of Alexander the Great”</p>	<p><b>Words:</b>  <b>tutelage, phalanx, olfactory, tunic, demise, speculate</b></p> <p><b>Sentences:</b></p> <ol style="list-style-type: none"> <li>1. Under Aristotle’s <b>tutelage</b>, Alexander was educated.</li> <li>2. Alexander’s army moved like a <b>phalanx</b> towards its enemy.</li> <li>3. Alexander the Great was known for having a divine <b>olfactory</b>!</li> <li>4. There are many myths or stories about the <b>demise</b> of Alexander the Great.</li> </ol>

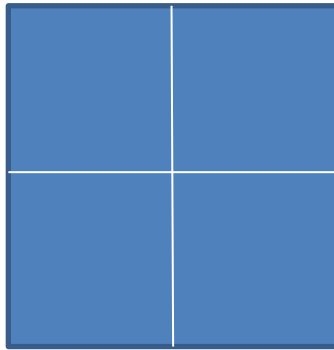
	<p>5. Alexander the Great wore <b>tunics</b>.</p> <p>6. People <b>speculate</b> about the cause of Alexander’s death.</p>
“How Great was Alexander the Great”	<p><b>Words:</b>  <b>tormented, misery, toiled, trireme, zeal, necessity</b></p> <p><b>Sentences:</b></p> <ol style="list-style-type: none"> <li>1. Alexander the Great was <b>tormented</b> by the thoughts of others trying to kill him.</li> <li>2. Alexander’s men were in <b>misery</b> due to the lack of water and food during battles.</li> <li>3. Alexander would not <b>toil</b> even when his men were weak and tired.</li> <li>4. Alexander used a <b>trireme</b> when crossing water in battles.</li> <li>5. Alexander worked with great <b>zeal</b> in order to conquer the vast area.</li> <li>6. Out of <b>necessity</b> of food and water, Alexander and his men set out for home.</li> </ol>
“Alexander the Great – Mysterious Death”	<p><b>Words:</b>  <b>triumph, sepsis, comatose, binge, epidemic</b></p> <p><b>Sentences:</b></p> <ol style="list-style-type: none"> <li>1. Alexander the Great is known for his many <b>triumphs</b> over his region.</li> <li>2. Alexander became very ill and <b>septic</b>.</li> <li>3. Alexander became <b>comatose</b> for many days before his death.</li> <li>4. Alexander was known for <b>binge</b> drinking which may have led to his death.</li> <li>5. Malaria was an <b>epidemic</b> that killed many people in ancient times and is listed as a possible cause of death.</li> </ol>
“Who Killed Alexander the Great” Podcast	<p><b>Words:</b>  <b>Contemporary, motive, problematic, debated, critical, modern</b></p> <p><b>Sentences:</b></p> <ol style="list-style-type: none"> <li>1. The <b>contemporary</b> view is that Alexander the Great was killed by poison.</li> <li>2. The <b>motive</b> of Alexander the Great’s death is unclear.</li> <li>3. It is <b>problematic</b> to some that his death is one of the biggest mysteries of all times.</li> <li>4. It is <b>debated</b> if he died of poison or illness.</li> <li>5. It is <b>critical</b> to read all the research about Alexander’s death in order to find the truth.</li> <li>6. The <b>modern</b> view of how Alexander died has changed over time.</li> </ol>
<b>Sensational Six</b>	legend, conquer (conquest), Macedonia, civilization, divine, mythical, Aristotle
<p><b>Summary:</b></p> <p>Alexander the Great was a <b>legend</b> because of the vast empire in which he <b>conquered</b> and ruled. Many believe that Alexander was a <b>mythical</b> man, both human and God like. During his time as ruler over <b>Macedonia</b>, he was known as a fearless leader who studied under <b>Aristotle</b> after taking control of his father’s reign. Although he is remembered for his fearless leadership and <b>divine</b> like ways, Alexander was a ruthless king who destroyed <b>civilizations</b> far and wide. His infantry although loyal, eventually grew tired of battle and retreated home where Alexander’s death occurred. His death will always remain a mystery but his legend will never be forgotten.</p>	

### Learning Worth Remembering

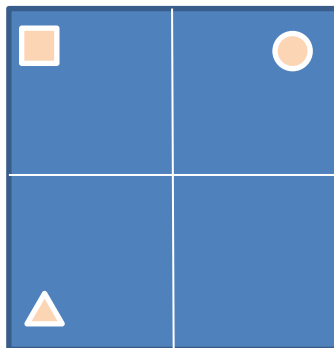
**Singular Activities** – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

**1. A Picture of Knowledge** (Recommended for *Somewhere in Time Iron Maiden*) *This should be done more as a K,W,L chart since this may be students' first experience with Alexander the Great.*

- Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.



- Draw these shapes in the corner of each quadrant.
  1. Square
  2. Triangle
  3. Circle
  4. Question Mark



3. Write!

Square:

What are some things you know about Alexander the Great?

4. *This question should be completed by students before they watch the video. Students may list things like: He was a king, he conquered many places, he is a legend.*

Triangle:

What one thing did you hear that was interesting to you?

5. *Students may list things like: he was a mortal and many men were fearful of him.*

Circle:

What did you hear/see that made you want to learn more?



6. *I want to learn more about why his men grew tired of fighting? How did he help spread Christianity?*

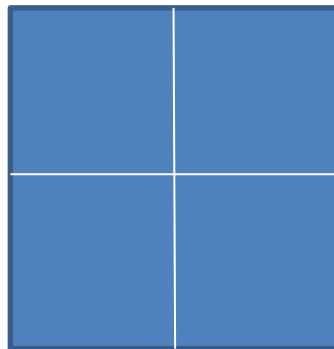
Question Mark: What questions do you still have about Alexander the Great?

7. *Student responses: What happened to his father in order for him to become king? What made him so fierce? How did he die?*

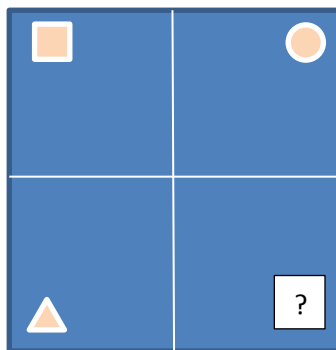
- Find at least one classmate who has watched this video and talk to each other about what you put in each quadrant.

**2. A Picture of Knowledge** (Recommended for *8 Fun Facts about Alexander the Great*) *The questions for this chart are slightly different for this resource.*

- Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.



- Draw these shapes in the corner of each quadrant.
  5. Square
  6. Triangle
  7. Circle
  8. Question Mark



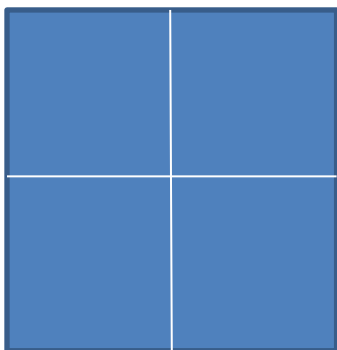
8. Write!

Square: Which fact about Alexander the Great was new to you?  
Triangle: Which fact is the most interesting to you?  
Circle: What fact are you most surprised about?  
Question Mark: Which fact do you still have questions about?

- Find at least one classmate who has read the infographic and talk to each other about what you put in each quadrant.

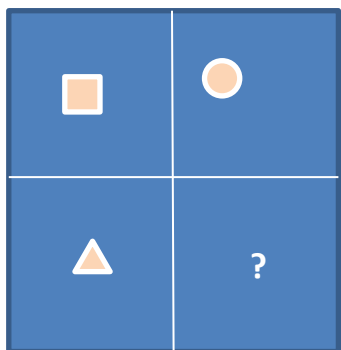
**3. A Picture of Knowledge** (Recommended for *Somewhere in Time – Iron Maiden*) Use this again at the end of the set to compare students answers from the start of the test to the end of the text. The questions for this activity are written more in the K,W,L format to help students compare their knowledge from the start of the set to the end of the set.

- Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.



- Draw these shapes in the corner of each quadrant.

9. Square
10. Triangle
11. Circle
12. Question Mark



9. Write!

Square:

What do you learn about Alexander the Great?

*10. Student responses should be more of a summary of the knowledge they gained.*

Triangle:

What is the most interesting thing about Alexander the Great?

Circle:

What more do you want to learn about Alexander the Great?

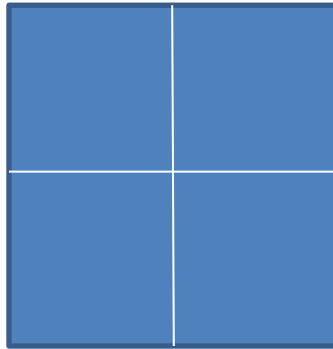
Question Mark:

What is still confusing to you? What do you still wonder about?

- Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.

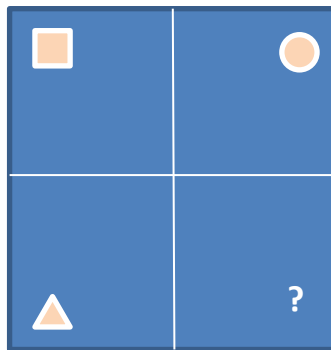
**4. A Picture of Knowledge** (Recommended for *Alexander The Great Mini Biography*)

- Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.



- Draw these shapes in the corner of each quadrant.

- 13. Square
- 14. Triangle
- 15. Circle
- 16. Question Mark



**11. Write!**

- Square:                      What one thing did you heard that was interesting to you?
- Triangle:                    What one thing did you heard that taught you something new?
- Circle:                        What did you hear that made you want to learn more?
- Question Mark:            What is still confusing to you? What do you still wonder about?

- Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.

**5. Quiz Maker** (Recommended for *Who Killed Alexander the Great podcast*) *Students will have a chance to synthesize their opinions about Alexander’s death at this point in the pack. Students will create questions they have about his death and pose those questions in a quiz for one another.*

- Make a list of # questions that would make sure another student understood the information.
- Your classmates should be able to find the answer to the question from the resource.
- Include answers for each question.
- Include the where you can find the answer in the resource.

Question	Answer
----------	--------

1.	
2.	
3.	

**6. Quiz Maker** (Recommended for *Alexander the Great Timeline*) Have students create a quiz using the timeline.

- Make a list of # questions that would make sure another student understood the information.
- Your classmates should be able to find the answer to the question from the resource.
- Include answers for each question.
- Include the where you can find the answer in the resource.

Question	Answer
1.	
2.	
3.	

**7. Wonderings** (Recommended for *Alexander – Chapters 1-4*) Chapters 1-4 focus on Alexander’s family, his life as a child, and his rise to power.

On the left, track things you don’t understand from the text as you read.

On the right side, list some things you still wonder (or wonder now) about this topic.

I’m a little confused about:	This made me wonder:
<ul style="list-style-type: none"> <li>• When is 365 BC? When in history did this occur?</li> <li>• What does BC mean?</li> <li>• Where is Macedonia?</li> </ul>	<ul style="list-style-type: none"> <li>• If Alexander was able to tame a wild horse at such a young age, is he really human?</li> <li>• Did Alexander murder his father so that he could rule?</li> </ul>

**8. Quote Collector** (Recommended for *Alexander – Chapters 5-7*). *These chapters really identify Alexander to be a confident and mighty warrior. There are multiple examples and quotes that highlight his dominance as a leader. Students can collect those examples and quotes in this tracker.*

On the left, track examples from text that display Alexander’s confidence in his leadership.

On the right side, list any words that describe Alexander as a ruler and leader.

Quotes and Examples of Alexander’s confidence and leadership:	List any qualities of Alexander the Great:
<ul style="list-style-type: none"> <li><i>The Gordian Knot – Alexander cut through the knot to show his men that he was the ruler of the world.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Smart</i></li> </ul>

**9. Wonderings** (Recommended for *Alexander the Great- Mysterious Death video*)

On the left, track things you don’t understand from the text as you read.

On the right side, list some things you still wonder (or wonder now) about this *topic*.

I’m a little confused about:	This made me wonder:
<ul style="list-style-type: none"> <li><i>Who was Alexander’s friend that died the same way?</i></li> <li><i>What is paralysis?</i></li> </ul>	<ul style="list-style-type: none"> <li><i>What happened to that region?</i></li> </ul>

**10. Wonderings** (Recommended for *Alexander – chapters 8-10*) *These chapters give a lot of information about the many regions in which he conquered. In order for students to really understand all of his battles listed in this text, it would be helpful for students to have the map of his empire open as they read the rest of this text.*

On the left, track things you don’t understand from the text as you read.

On the right side, list some things you still wonder (or wonder now) about this *topic*.

I'm a little confused about:	This made me wonder:
<ul style="list-style-type: none"> <li>Where is the Indus River?</li> </ul>	<ul style="list-style-type: none"> <li>Why were his soldiers so loyal to him?</li> <li>Why didn't he give specific instructions as to who should be leader after he died?</li> </ul>

11. **Pop Quiz** (Recommended for *How Great was Alexander the Great?* Document D)

Answer the following questions.

Question	Possible Answer
1. In the first story, why did Alexander pour the water on the ground?	<i>Alexander poured out the water because he wanted his troops to see that he was a man just like them.</i>
2. In the second story, why did Alexander give the soldier who saved the hat band a reward? Why did he then order the man's head cut off?	<i>Alexander wanted to acknowledge the soldier that retrieved the band for his loyalty but he cut off his head because he believed that no soldier should wear the hat of a king.</i>
3. How can you use these legends to argue that Alexander was great?	<i>I could use the first legend to show that he was great because he was willing to endure the same challenges as his men, which made him a good leader.</i>
4. How can you use these legends to argue that Alexander was not great?	<i>I can use these legends to explain that he was not great because he was willing to cut off the head of one of his soldiers that was devoted to him because of a prophet that may have been true or not.</i>

12. **Pop Quiz** (Recommended for *Alexander the Great's Empire on a current map*)

Answer the following questions.

Question	Possible Answer
1. How many modern counties did Alexander the Great control?	<i>About 17</i>
2. Where is Macedonia on the map? Locate and describe its location.	<i>It's on the northern tip of Greece</i>
3. Where is this area in comparison to the United States?	<i>Across the Atlantic Ocean into Europe and Asia to the East of the USA.</i>

13. **Pop Quiz** (Recommended for *Alexander the Great – Alexander the Great’s Empire map*)

Answer the following questions.

Question	Possible Answer
1. Locate on the map where Alexander the Great was born. What is it called?	<i>Macedonia</i>
2. Using the key, roughly determine how large Alexander’s empire was.	<i>Roughly 4,000 miles wide and about 1200 miles long</i>
3. If Alexander the Great was born in 356 BC how old was he when his empire was at its height?	<i>33 years old (students will need to use their timeline skills to determine this number)</i>
4. Describe the different terrain of this area.	<i>The area is mountainous to the north and surrounded by water.</i>

## Expert Pack: Alexander the Great: A Legend Amongst Mortal Men

Submitted by: TNTP/ Tial Hollimon and Sarah Watkins

Grade: 6

Date: April 2015

### Expert Pack Glossary

#### “Somewhere in Time – Iron Maiden”

<i>Word</i>	<i>Student-Friendly Definition</i>
Mortal	A human being subject to death. The mortal humans could not compete with the Gods.
Ancient	Belonging to the very distant past and no longer in existence. Ancient history is in the past.
Legend	An extremely famous or notorious person, especially in a particular field. Alexander the Great was a legend because he never lost a battle.
Utterly	Completely and without qualification; absolutely. Because I did not study, that test was utterly impossible.
Chariot	A roofless carriage with two wheels pulled by at least one horse, usually more. Soldiers would ride in the chariot, shooting arrows on their enemies.
Combat	Fighting between armed forces. The soldier was killed in combat.

#### “Alexander the Great Mini Biography” Video

<i>Word</i>	<i>Student-Friendly Definition</i>
Barbarian	A member of a community or tribe not belonging to one of the great civilizations. She thought she would feel only warmth and love in his embrace, but learned quickly he was nothing but a barbarian.
Inhabitants	A person or animal that lives in or occupies a place. A dark green forest lined the bay, hiding the inhabitants from sight.
Opposition	A group of adversaries or competitors. The soccer team had a fierce opposition to play against.
Compelling	Not able to be resisted; overwhelming. The speaker was so compelling that I wanted to learn more about her.

#### *Alexander (Chapters 1 – 10)*

<i>Word</i>	<i>Student-Friendly Definition</i>
Alexandria	Cities that Alexander founded and named after himself. The most famous one is in Egypt.
Ancient	Very old; something from hundreds or thousands of years ago. We saw the ancient ruins of the old city.
Babylon	A city on the Euphrates River in southwest Asia.



Barbarians	People who are wild, rough, and savage. He is a barbarian to others, since they cannot understand what is spoken by him.
Bucephalus	A horse used by Alexander the Great on most of his military campaigns.
Cavalry	Soldiers on horseback. An officer leads the cavalry.
Chaeronea	An ancient Greek city where King Phillip defeated a large Greek Army.
Civilization	The culture characteristic of a particular time or place. The girl stepped off of the bus in an empty parking lot and wondered to herself when she would reach civilization.
Conquering	Taking over or defeating in battle. The city was conquered by the Ancient Romans.
Conquest	A successful attempt to take something by force. The boy needed help with his conquest of climbing a large tree.
Euphrates	A river in southwest Asia.
Ganges	A river in India.
Gordium	An ancient city in what is now Turkey.
Granicus	A river that flows through what is now Turkey.
Guagamela	An area in Mesopotamia where Alexander's and Darius's armies fought each other.
Heartland	The central land of a nation. The Midwest is known as America's heartland.
Hellenistic	Referring to the ancient Greeks and their culture after the time of Alexander.
Hellespont	The ancient name for the small bit of water between European and Asian Turkey.
Hephaestion	A Macedonian general who was a close friend of Alexander.
Infantry	Soldiers who march and fight on foot. The general ordered his infantry to attack.
Indus	A river near the eastern border of the Persian empire.
Issus	An area of Turkey where Alexander fought Darius's armies.
Macedon	An ancient Greek kingdom.
Macedonians	People who lived in Macedon.
Mesopotamia	The area between the Tigris and Euphrates rivers in southwest Asia.
Olympias	Queen of Macedonia who was married to Phillip and was Alexander's mother.
Oracle	Where the gods answered questions through a person or place. The wise oracle predicted that I would win the Olympics.
Persepolis	One of the capital cities of ancient Persia.
Rebellion	A fight against an army or other people who are in charge. I found out there was a rebellion to permanently remove me from my job.
Reinforcements	In this text, meaning fresh soldiers coming in to help tired or active soldiers. The soldiers were tired so they brought in the reinforcements to continue the battle.
Revolt	A violent uprising against a former leader. The people started a revolt against the leader because they did not like his rules.
Thebes	An important city of ancient Greece.
Tigris	A river in southwest Asia.

Unique	Something that is one of a kind. The dress the girl was wearing was very unique because her mother made it.
Zeus	The king of the Greek gods.

**“Alexander the Great” Timeline**

<b>Word</b>	<b>Student-Friendly Definition</b>
Tames	To make something calmer or gentler. The man tamed the wild horse so he could ride it.
Summons	To be called to do something. Her mom summoned her to clean her room.
Ambassadors	Someone who is sent to represent something or someone else. He was an ambassador for the United States to Mexico.
Surrenders	To turn over power to someone else. The little boy surrenders the remote control to his older brother.
Liberated	To free or let out. The dog was liberated from the back yard.
Besieges	To surround with soldiers in order to attack or capture. The army besieges the city.
Looted	To take valuables by force. The enemy soldiers looted the city.
Delegations	A group of people chosen to speak or act for others. A delegation of students complained to the principal about the bus schedules.

**“8 Fun Facts about Alexander the Great”**

<b>Word</b>	<b>Student-Friendly Definition</b>
Tutelage	Protection of or authority over someone or something; guardianship. Under the Master’s tutelage, the student was able to succeed.
Presumably	Used to convey that what is asserted is very likely though not known for certain. There were three bedrooms but the largest one, presumably belonging to Howie, was located in the rear of the house.
Ascetic	Relating to or having a strict way or simple way of living, typically for religious reasons. Due to his religious beliefs, the priest lives an ascetic life due to his vow to the Church.
Nicety	A fine detail or distinction, especially one regarded as intricate and fussy. Speeds can be measured to a nicety for each separate machine.
Eschew	Deliberately avoid using; to steer clear of. To protect myself and others, I will eschew texting while driving.
Phalanx	A body of troops or police officers, standing or moving in close formation. The phalanx defense used by the Spartans helped them to defeat vast numbers of enemies.
Commemorated	Recall and show respect for (someone or something) in a ceremony. The graduates were commemorated at graduation.
Mortally	In such a manner as to cause death. The mortal humans could not compete with the Gods.

Impregnable	Unable to be captured or broken into. Although they tried to attack the castle, the enemies found our castle walls to be impregnable, so they stopped their attack before nightfall.
Olfactory	Of or relating to the sense of smell. He found the smell of the rotting garbage offensive to his olfactory organ.
Incursion	An invasion or attack, especially a sudden or brief one. The invaders sudden incursion into the peaceful town caused chaos and fear among the local citizens.
Tunic	A loose garment, typically sleeveless and reaching to the wearer's knees, as worn in ancient Greece and Rome. He is wearing a red tunic.
Girdle	A belt or cord worn around the waist. The tunic was gathered up around the waist by a girdle.
Diadem	A jeweled crown or headband worn as a symbol of sovereignty. The queen wore a diadem of gold and jewels.
Speculate	To form a theory or conjecture about a subject without firm evidence. Even though I don't have any proof, I speculate that she is trying to kill me.
Preserve	Maintain (something) in its original or existing state. The girl asked her friend to preserve her place in line while she ran to the bathroom.
Embalmers	Art and science of preserving human remains. The funeral home had to embalm the body before visitation.
Demise	A person's downfall or death. Her cancer led to her demise.

**“How Great was Alexander the Great?”**

<b>Word</b>	<b>Student-Friendly Definition</b>
Necessity	Unavoidably. To avoid labor shortages employers will, of necessity, offer better deals for part-timers.
Tormented	To annoy or provoke in a deliberately unkind way. My sister tormented me by taking my toys.
Misery	A state or feeling of great distress or discomfort of mind or body. I was in misery after I got my wisdom teeth removed.
Toiled	Work extremely hard. You should hire Justin because he is a hard worker who will toil until the job is done.
Infantry	Soldiers who march and fight on foot. All of our infantry died today during the battle.
Wretched	In a very unhappy or unfortunate state. The wretched lady was very mean.
Gully	A water ravine. I went down to the gully to get some water.
Trireme	A warship with oars. The trireme transported soldiers across the water.
Zeal	Great energy or enthusiasm in pursuit of a cause or an objective. I was filled with zeal to see my favorite rock band.

**“Alexander the Great – Mysterious Death”**

<b>Word</b>	<b>Student-Friendly Definition</b>
Epidemic	A widespread occurrence of an infectious disease in a community at a particular time. An epidemic spread across the community and most were ill.
Triumph	A great victory or achievement. The great triumph happened when the team won the game.
Binge	A short period devoted to indulging in an activity to excess, especially drinking alcohol or eating. The child was binge eating because the candy was so delicious.
Sepsis	The presence in tissues of harmful bacteria and their toxins, typically through infection of a wound. My cut was infected so I developed sepsis.
Comatose	Of or in a state of deep unconsciousness for a prolonged or indefinite period, especially as a result of severe injury or illness. The man was in a car accident and was comatose due to his head injuries.

**“Who Killed Alexander the Great?” History Podcast**

<b>Word</b>	<b>Student-Friendly Definition</b>
Contemporary	Happening or beginning now or in recent times.
Problematic	Difficult to understand or fix. The problematic situation is that I have two parties at the same time.
Modern	Of or relating to present and recent time. The dress is very modern compared to other styles.
Debated	To engage in an argument or discussion. The two friends debated where they wanted to eat dinner.
Critical	To find fault. If you look with a critical eye you can see the mistake.
Motive	A reason for doing something. The motive for his death is still unclear.