

**Social Studies**  
**Ancient and Medieval History**  
**Unit 7: Hellenistic Era/Alexander the Great**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Alexander of Macedon succeeded in conquering the Persian Empire and temporarily unifying Greece, Macedonia, and the former Persian Empire.</li> <li>▪ Cultural and economic exchange was stimulated following the conquest.</li> <li>▪ The Hellenistic Era featured a wave of artistic, literary, and early scientific achievements.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ Why is Alexander the Great a fascinating and controversial historical personality? Why is his achievement noteworthy?</li> <li>▪ How are cultural ideas spread?</li> <li>▪ What steps can governments take to promote economic activity?</li> <li>▪ What were the origins of federalism?</li> <li>▪ What is the relationship between economy and cultural exchange and achievement?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Alexander the Great succeeded in conquering the Persian Empire, and bringing a very large amount of territory briefly under his control.</li> <li>▪ The unification of these territories had a profound impact on cultural achievement and exchange, and economic activity.</li> <li>▪ Greek culture was spread to parts of North Africa and Western Asia.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms</u>: <ul style="list-style-type: none"> <li>○ Philip of Macedonia, Alexander of Macedonia, Hellenism, Hellenistic, Darius III of Persia, Gaugamela, Alexandria, Achaean League, Aetolian League, federal, federation, federalism, koine, Pergamum, Rhodes, patronage of the arts</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Critical thinking (analyze, categorize, compare and contrast.</li> <li>▪ Demonstrate understanding of cause and effect.</li> <li>▪ Apply and develop chronology skills.</li> </ul>

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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p><u>Social Studies</u></p> <p><b>B. Civics and Government</b></p> <p><b>B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government</b></p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ol style="list-style-type: none"><li>a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.</li><li>b. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.</li><li>c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.</li><li>d. Describe the purpose, structures, and processes of the American political system.</li><li>e. Compare the American political system with examples of political systems from other parts of the world.</li></ol> <p><b>B3. Individual, Cultural, International, and Global Connections in Civics and Government</b></p> <p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ol style="list-style-type: none"><li>a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.</li><li>b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.</li></ol>
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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p>C. Economics  C2. Individual, Cultural, International, and Global Connections in Economics  Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <ol style="list-style-type: none"> <li>a. Analyze the role of regional, international, and global organizations that are engaged in economic development.</li> <li>b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.</li> <li>c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and various world cultures.</li> </ol> <p>D. Geography  D1. Geographic Knowledge, Concepts, Themes, and Patterns  Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none"> <li>a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences.</li> <li>b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.</li> <li>c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.</li> <li>d. Evaluate the impact of change, including technological change, on the physical and cultural environment.</li> </ol> <p>D2. Individual, Cultural, International, and Global Connections in Geography  Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ol style="list-style-type: none"> <li>a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</li> <li>b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and</li> </ol>
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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and Patterns</p> <p>Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> <li>a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</li> <li>b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</li> <li>c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.</li> <li>d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.</li> </ol> <p>E2. Individual, Cultural, International, and Global Connections in History</p> <p>Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> <li>a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.</li> <li>b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.</li> </ol>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Examining the forces that fuel cultural creativity, especially the arts and intellectual thought</li> <li>▪ Sharing various source materials on Alexander, and critically analyzing them for evidence to support a particular viewpoint</li> <li>▪ Reading and discussing schools of philosophy during Hellenistic period (i.e., Skepticism, Cynicism, Epicurianism, and Stoicism), and exploring connections with modern times</li> <li>▪ Discussion of concept of federalism, and how it has been incorporated into U.S. government model</li> </ul>

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<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Argumentative/persuasive essay</li><li>▪ Short response or structured assessment test or quiz</li><li>▪ Discussion questions to check for understanding</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>Ancient &amp; Medieval Worlds</u>, - Howe and Howe</li><li>○ <u>The Story of Civilization</u> series – Will and Ariel Durant</li></ul></li><li>▪ <u>Videos:</u><ul style="list-style-type: none"><li>○ <u>Alexander the Great</u> – History Channel</li></ul></li></ul>