

<b>CLASS:</b> 7 <sup>th</sup> Grade World History	<b>DATE:</b> Wednesday, December 5, 2012	<b>UNIT:</b> Classical Civilizations – Ancient Greece – Alexander the Great
<b>ENDURING UNDERSTANDING:</b> What will my students be able to do or understand by the end of class?		
<ol style="list-style-type: none"> <li>1) SSU how the Macedonians gained control of Greece and how Alexander took power.</li> <li>2) SSU how Alexander’s empire expanded and how Greek culture spread as a result.</li> <li>3) SSU the rise of Hellenistic Kingdoms after the death of Alexander.</li> </ol>		
<b>ESSENTIAL QUESTION:</b> What 1-2 major themes/ideas do I want to explore with students in this unit?		
<ol style="list-style-type: none"> <li>1) How did Alexander expand his empire and spread the Greek culture?</li> <li>2) What was the effect of Alexander’s death on his large empire?</li> </ol>		
<b>MICHIGAN GLCE:</b> Which state standards does my plan address?		
<ol style="list-style-type: none"> <li>1) 7 – W3.1.8: Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).</li> <li>2) 7 – W3.1.10: Create a time line that illustrates the rise and fall of classical empires during the classical period.</li> </ol>		

<b>HOOK/INITIATION:</b> What will you do to get the students invested in the lesson?	
<ul style="list-style-type: none"> <li>• 5 mins – Students will spend 3 minutes creating a list of the qualities they believe make a good leader. This will transition us into the topic of the day, Alexander the Great, and how he became the leader he did.</li> </ul>	
<b>TEACHER ACTIVITIES:</b> How will I convey the knowledge/skills of the lesson to help my students understand?	
<ol style="list-style-type: none"> <li>1. 15 mins – As a class, we will read section 9.3 on Alexander the Great. I will pose questions for discussion and students will ask questions along the way.</li> <li>2. 30 mins – I will instruct students to create a timeline from the end of Phillip’s rule, throughout Alexander’s rule, to the creation of the Hellenistic Kingdoms. Students will be required to include all of the important dates found in the text as well as descriptions about his ride to power, fall from power, and great achievements. Students should also illustrate their timeline. Writing and illustrating helps different types of learners grasp the material and understand the chain of events.</li> </ol>	
<b>STUDENT ACTIVITIES</b> What will the students do to demonstrate their understanding?	
<ol style="list-style-type: none"> <li>1. Students will take turns reading, discussing the questions I ask, and asking questions that they may have.</li> <li>2. Students will work on their timelines, including descriptions and illustrations of Alexander’s rise and fall from power and his achievements. If students do not complete their work, it’ll be homework due on Friday.</li> </ol>	
<b>CLOSURE/SHARE BACK:</b> How will the students share/interpret knowledge for others in the class?	
<ul style="list-style-type: none"> <li>• I will utilize the timelines that I receive on Friday to get a grasp of the understanding my students gained. This will allow me to go back to areas I feel need more work.</li> </ul>	

<b>MATERIALS:</b> Textbook, Legal Paper, Markers/Crayons, Projector, Projector Screen, Document Camera	<b>ANNOUNCEMENTS:</b> Field Trip to Meadowbrook is tomorrow. Vocabulary Quiz on Friday.
	<b>HOMEWORK:</b> <ul style="list-style-type: none"> <li>• Finish timeline if not complete.</li> <li>• Study for Vocabulary Quiz.</li> </ul>