Lesson 19 Teacher’s Guide

Alexander the Great
by Geraldine Callaway

Fountas-Pinnell Level V

Informational Text

Selection Summary
Son of King Philip II of ancient Macedonia, Alexander learned from the best: his father, uncles, and Aristotle. At age 20, he became king when his father was murdered. Ambitious, confident, Alexander led his army to victory against the Persians. Both respected and feared, it is no wonder this eventual King of Asia was known as “the Great.”

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Informational text</th>
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</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>First-person narrative divided into eight short sections with brief headings</td>
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<tr>
<td></td>
<td>Chronologically sequenced details describe title character’s life</td>
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<tr>
<td></td>
<td>Cause and effect explains events</td>
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<tr>
<td>Content</td>
<td>Traits of an effective leader</td>
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<tr>
<td></td>
<td>Human frailty and mistakes</td>
</tr>
<tr>
<td></td>
<td>Historic events in an ancient culture</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Hard work, boldness, and courage help people reach their goals.</td>
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<tr>
<td></td>
<td>One culture or race is not superior to others.</td>
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<tr>
<td></td>
<td>All people make mistakes.</td>
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<tr>
<td>Language and Literary Features</td>
<td>Storylike language (e.g., Long ago, a prince was born…; It turns out….)</td>
</tr>
<tr>
<td></td>
<td>Tone generally one of respect and admiration</td>
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<tr>
<td></td>
<td>Setting: 2,300 years ago in ancient Greece</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Short, simple sentences mingled with complex sentences</td>
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<tr>
<td></td>
<td>Frequent subordinate phrases and clauses at the beginning of sentences</td>
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<tr>
<td></td>
<td>Some parallel structure: Some cities he destroyed. Others he spared.</td>
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<tr>
<td>Vocabulary</td>
<td>Some terms related to government and war may be unfamiliar.</td>
</tr>
<tr>
<td>Words</td>
<td>Hyphenated nouns: city-states, self-control, non-Greek</td>
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<tr>
<td></td>
<td>Regular adverbs: quickly, luckily, proudly, richly, simply</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Illustrations of artifacts contribute to time and place elements of setting</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Thirteen pages of text</td>
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<td></td>
<td>Parenthetical pronunciation guides</td>
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</table>

Alexander the Great by Geraldine Callaway

Build Background
Help students use their leadership knowledge to visualize the selection. Build interest by asking a question such as the following: What makes a good leader? Read the title and author and talk about the cover illustration. Note the ancient illustrations. Tell students that this selection is informational text so it contains facts and examples about a topic.

Introduce the Text
Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 2: Explain that this selection is about Alexander the Great, who became king of Greece and, later, Asia. Point out the picture on this page. Suggested language: The introduction says that Alexander the Great was a prince who became a legend. What is a legend? How might someone become a legend? Read sentences 2–6: In his short life, he led armies over thousands of miles. Some cities he destroyed. Others he spared. In others he erected great buildings. He freed many people, but he made others slaves. Ask: Does Alexander the Great fit your picture of a leader? Why or why not?

Pages 4–6: Tell students that Aristotle, a great thinker, taught Alexander many things, including that Greeks were better than others. Alexander’s mother was not Greek. Ask: Do you think Alexander was supportive of Aristotle’s position? Why or why not?

Page 6: Explain that Alexander became king at age 20 and soon decided to conquer Persia, a big part of Asia. Ask: Why do you think he chose this mission? What does this tell you about Alexander?

Page 10: Tell students that Alexander lived simply, as his army did, while traveling to battles. Ask: How do you think his choice of lifestyle affected his men? Now go back to the beginning and read to learn how Alexander became “the Great.”

Target Vocabulary
- ceremonial – of, appropriate to, or characterized by ceremony; formal or ritual
- depicted – represented in a picture or sculpture, p. 12
- divine – superhuman; godlike, p. 12
- emerge – to come into existence, p. 6
- erected – to set up; establish, p. 2
- fragments – incomplete or isolated portion
- mission – a special assignment given to a person or group
- pondered – reflected or considered with thoroughness and care
- prosperity – the condition of being successful or thriving
- supportive – furnishing assistance, p. 6
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Monitor/Clarify Strategy and notice and find ways to figure out the parts that are confusing.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the selection.

Suggested language: How was Alexander asked to be a leader? Why do you think he was asked to lead? What did he do?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
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</thead>
<tbody>
<tr>
<td>• Alexander the Great became king of Macedonia when his father was murdered.</td>
<td>• People can be trained to be good leaders.</td>
<td>• The pictures of actual artifacts make it easier for readers to visualize the setting and characters.</td>
</tr>
<tr>
<td>• Alexander conquered Persia and greatly expanded the Greek empire.</td>
<td>• Courage, boldness, and hard work help people achieve their goals.</td>
<td>• The narrator admires Alexander but also points out his faults.</td>
</tr>
<tr>
<td>• When he died at age 33, Alexander the Great was a well-respected leader.</td>
<td>• Leaders can and do make mistakes.</td>
<td>• The author includes many details about Greek politics and culture to explain Alexander’s actions.</td>
</tr>
</tbody>
</table>

Choices for Further Support
• **Fluency** Invite students to choose a passage from the text to use for a readers’ theater. Remind them to rehearse ahead of time difficult names such as Macedonia, Olymips, and Aristotle to increase their fluency.

• **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind students that many English words have Latin or Greek roots. For example, the adjective *divine* (page 12) comes from the Latin word *divinus*, which means “of a god.” The word *divine* is also a verb and stems from the same Latin word. Today, the verb *divine* means “to guess or conjure.” However, originally the verb meant “to determine by supernatural insight.”
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 19.7.

Responding
Have students complete the activities at the back of the book, using their Reader’s Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Cause and Effect Remind students that finding cause and effect helps readers understand how plot details are connected. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud
The narrator explains that Alexander the Great did not agree with Aristotle’s opinion that Greeks were better than outsiders and should marry only other Greeks. As a result, he and his soldiers married non-Greeks, and he founded cities in which Greeks and native peoples interacted and sometimes married. List these details as cause and effect.

Practice the Skill
Have students share an example of another selection in which one event causes another to happen.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts
- On page 4, why is the first paragraph important to the book?
- What are two sentences in the first part of the book that support the idea that Alexander the Great was an independent thinker?
- The author probably wrote this selection to
**English Language Development**

**Reading Support** Check regularly on students' oral reading to determine accuracy, fluency, and comprehension.

**Idioms** The text includes many idioms that might be unfamiliar. Explain the meaning of expressions such as *snob* (page 4) and *rose to the task* (page 6).

**Oral Language Development**

Check student comprehension, using a dialogue that best matches your students' English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
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</thead>
<tbody>
<tr>
<td><strong>Speaker 1</strong>: When and where was Alexander the Great born?</td>
<td><strong>Speaker 1</strong>: Why did Alexander become king of Macedonia?</td>
<td><strong>Speaker 1</strong>: Why did Alexander's soldiers follow him?</td>
</tr>
<tr>
<td><strong>Speaker 2</strong>: in 356 B.C.E. in Macedonia</td>
<td><strong>Speaker 2</strong>: He became king because his father was murdered.</td>
<td><strong>Speaker 2</strong>: Alexander's soldiers followed him because he gave them food and entertainment. They liked him because he lived like them on the road. They respected him for fighting beside them. In addition, they obeyed him out of fear because he punished those who didn't obey.</td>
</tr>
<tr>
<td><strong>Speaker 1</strong>: What was his title at birth?</td>
<td><strong>Speaker 1</strong>: Why did most of the Greek world support Alexander's war against Persians?</td>
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<tr>
<td><strong>Speaker 2</strong>: prince</td>
<td><strong>Speaker 2</strong>: Greeks supported Alexander because they disliked Persians.</td>
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<tr>
<td><strong>Speaker 1</strong>: Who was his tutor?</td>
<td><strong>Speaker 2</strong>: Who was his tutor?</td>
<td></td>
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<tr>
<td><strong>Speaker 2</strong>: Aristotle</td>
<td>Aristotle was Alexander's tutor.</td>
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</tbody>
</table>

**Critical Thinking**

Read and answer the questions. Possible responses shown.

1. **Think within the text** What did Alexander hope to conquer? (Arica was Alexander's tutor.)

2. **Think within the text** What did Alexander do? He wanted to conquer Asia.

3. **Think beyond the text** What important traits should a leader have? (A leader should be able to bring people together. Alexander united cultures and did just that.)

4. **Think about the text** Why do you think the empire broke down after Alexander's death? The empire lacked strong leadership to keep it together.

**Making Connections** Imagine you were one of the soldiers traveling with Alexander the Great. Write a letter home to your family describing your leader and your feelings about him. One details from the selection. Write your answer in your Reader's Notebook.
Alexander the Great

Thinking Beyond the Text
Think about the questions below. Then write your answer in one or two paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

On page 14, the narrator says, “We can all learn something from Alexander.” What do you think can be learned from Alexander? Do you think other leaders should follow his example? Why or why not?

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Critical Thinking

Read and answer the questions.

1. **Think within the text**  
   Who was Alexander’s tutor?

2. **Think within the text**  
   What was Alexander’s goal?

3. **Think beyond the text**  
   What important traits should a leader have?  
   Did Alexander the Great possess those traits? Give examples.

4. **Think about the text**  
   Why do you think the empire broke down after Alexander’s death?

**Making Connections**  
Imagine you were one of the soldiers traveling with Alexander the Great. Write a letter home to your family describing your leader and your feelings about him. Use details from the selection.

Write your answer in your Reader’s Notebook.
Alexander the Great • LEVEL V

Lesson 19
BLACKLINE MASTER 19.11

Running Record Form

Behavior Code Error
Read word correctly ✓ cat 0
Repeated word, sentence, or phrase ⭑ cat 0
Omission cat 1

Behavior Code Error
Substitution cut cat 1
Self-corrects cut cat 0
Insertion the cat 1
Word told ⭑ cat 1

Accuracy Rate
(# words read correctly/87 × 100)%

Total Self-Corrections

Page 4
Philip found ways to unite the city-states of Macedonia into a kingdom. Other big city-states lay to the south. Philip gained control over most of them during his reign. He now ruled over most of the Greek world. Through it all, his son watched and learned.

Alexander had other teachers, too. One of his uncles was very strict. From him, Alexander learned about self-control. Another teacher showed him the beauty of music and the arts.

Alexander’s parents wished to find him the very best teacher.

Comments: