



Name _____

Date _____ Period _____

Self-check for Argumentative Writing: *Was Alexander a Hero or Villain?*

Use this sheet to help you in the writing process of your argumentative writing.

Revision

1. Do you have a precise thesis statement stating your claim in the introduction?

yes or no

Write it out here completely:

2. What are two pieces of supporting evidence you use to back-up your claim?

3. What is the alternate/opposing claim (what is the evidence *against* your position?)

4. Does your paper have at least three paragraphs (introduction, body, conclusion)?
yes or no

5. Do you have at least five history-related words? (names of battle sites, historical figures, or relevant ancient history vocabulary words) List your history-related words here:

6. Is there an appropriate distance between reader and writer? This means a formal, third person voice – no “*I think*” statements. yes or no

7. Do you have a concise final statement based on your thesis and the evidence you presented? yes or no Write it out here:

Final editing:

8. Read your paper OUT LOUD. Make sure your spelling, capitalization, and punctuation are correct. If typed, use Times New Roman or Arial, 12 point font, double-spaced. *Follow the instructions on the formatting paper from Mrs. Strong!*

Name _____

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Argumentative Essay Outline

Essay Topic: Was Alexander a Hero or Villain?

Each supporting detail below should be written as a complete sentence.

Intro

- I. a)(Interesting opening line)
b)
c)
d)(Thesis statement – your *claim*)

Body

- II. Subtopic: _____
a)
b)
c)
d)

- III. Subtopic: _____
a)
b)
c)
d)

- IV. Subtopic (this could be where you address the alternate/opposing claim):

a)
b)
c)
d)

If you have more than three body paragraphs (subtopics), additional paragraphs can be given a Roman numeral, written on lined paper, and stapled to this sheet of paper.

Conclusion

- V. (Closing thoughts, summary of key points, and a restatement of your claim)
a)
b)
c)
d)

Key Events in Alexander's Military Career

Background Information About Alexander the Great

Alexander the Great was born in 356 B.C.E. in the kingdom of Macedonia, north of mainland Greece. Although he lived only to the age of 32, he ruled the largest empire the world had ever seen, stretching from the Mediterranean Sea to the Indus River. Alexander was a strong military leader, and he conquered many foreign lands with the powerful army his father had left to him. He failed to designate a legitimate heir to succeed him after his death. He died in Babylon (present-day Iraq) in 323 B.C.E. The divided empire he left behind quickly crumbled as various groups fought to control its vast lands.

Event A: Alexander in Thebes

In 335 B.C.E., the Greek city-state of Thebes revolted and declared its independence from Macedonian rule. Alexander the Great, ruler of Macedonia and all of Greece, traveled to Thebes with 30,000 troops to crush the revolt. Alexander's forces were more experienced than the Thebans, and also greatly outnumbered them. While the Thebans fought with determination, Alexander's army eventually defeated them. After the battle, Alexander's troops destroyed the city.

Event B: Alexander in Egypt

In 332 B.C.E., Alexander the Great and his forces arrived in Egypt. The Macedonian forces met no resistance when they entered the country, and the Egyptians enthroned Alexander as king, or *pharaoh*. In early 331 B.C.E., Alexander made a journey to a desert oasis, where he claimed the Oracle of Ammon identified him as the true son of the Greek God Zeus. Before he left Egypt, Alexander founded a new city northwest of Memphis, and named it after himself: Alexandria. The city later grew to become a center for culture and learning for several hundred years.

Event C: Alexander in Persia

In 334 B.C.E., Alexander the Great set out to conquer the Persian Empire, the most powerful empire in the ancient world. Thousands of Macedonians and Persians were killed in the numerous battles in Persia. At the Battle of Issus, Alexander's forces defeated the Persian army led by King Darius III. After capturing and destroying the Persian capital of Persepolis, Alexander became the unquestioned ruler of the Persian empire. While he ruled, he appointed many Persians as governors in his conquered territories and allowed the Persians to continue practicing their customs and beliefs.

Event D: Alexander in India

In 327 B.C.E., Alexander the Great led his forces across the Hindu Kush mountains and entered India. Over the next three years, his troops fought many battles to conquer various Indian rulers. Both the Macedonians and the Indians suffered heavy casualties. During his time in India, Alexander closely questioned the *Brahmins*, or holy men, to learn about Hinduism. After a victory at the Battle of the River Hydaspes, Alexander's troops began the long journey home to Macedonia.

Alexander the Great: Hero

Background Information

Event A

Event B



Event C

Event D

Alexander the Great: Villain

Background Information

Event A

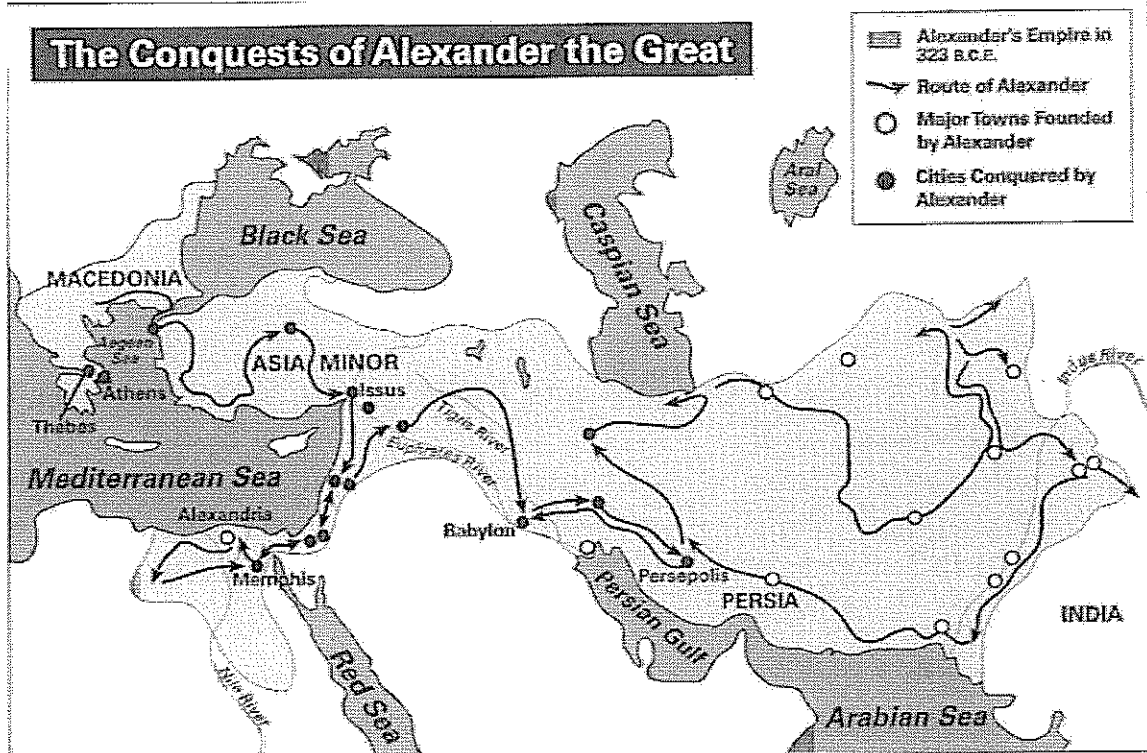
Event B



Event C

Event D

Information About Event A: Alexander in Thebes from the Perspective of Conqueror

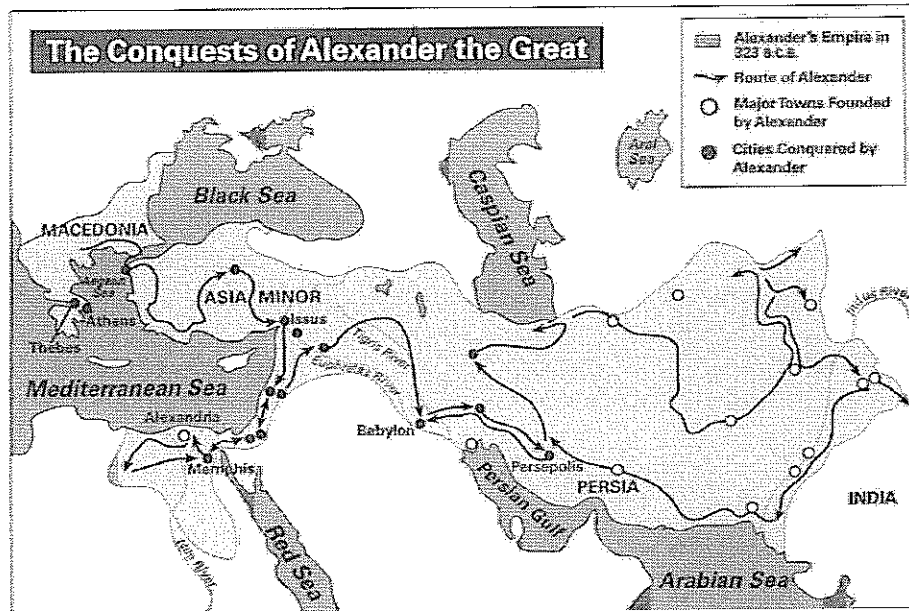


When Phillip II of Macedonia was assassinated, the Macedonian army immediately accepted Alexander as his father's successor. Most of the Greek city-states accepted him, as well, except for the city-state of Thebes. The Thebans declared independence from Macedonian rule. This angered Alexander and in response, he marched to Thebes with 30,000 troops to crush the rebellion.

Alexander hoped the large army would lead Thebans to ask for peace. The Macedonians sent a message to the Thebans offering peace to anyone who wanted to join Alexander's troops. The Thebans sent a message back saying that anyone who wanted to join them could overthrow the "tyrant of Greece" (referring to Alexander). Alexander couldn't believe the Thebans weren't giving up.

A battle began and Alexander had more experienced fighters and many more men than the Thebans. Although his soldiers killed many Thebans, Alexander showed care for some of them including a woman and some priests. When Alexander finally controlled the city, he gave control of it to some of his troops. The troops decided to destroy what was left of Thebes.

Information About Event B: Alexander in Egypt from the Perspective of Conqueror



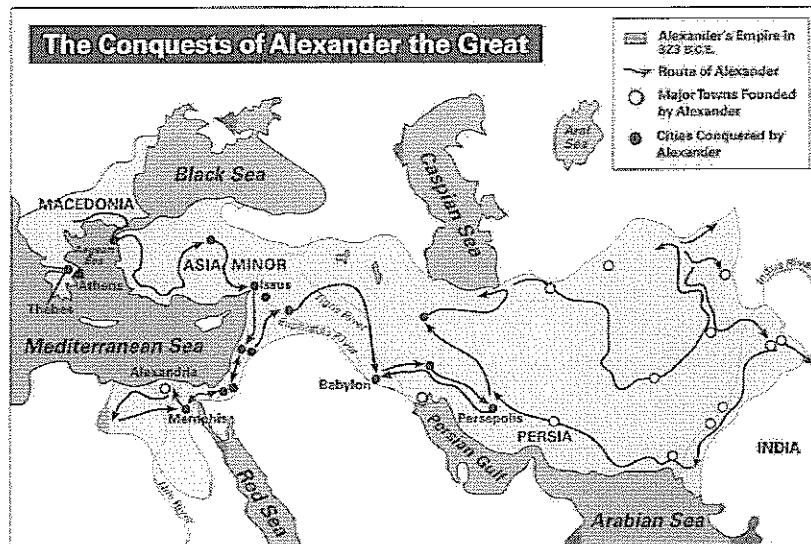
Alexander arrived in Egypt in 332 B.C.E. Before this, Egypt had been ruled for 20 years by Persia. They didn't look at Alexander as someone who was trying to invade. Instead they thought he came to save them. They thought Alexander would show more respect for their religion and for the way they lived. The Egyptians treated him like a king or pharaoh when he arrived in the Egyptian city of Memphis.

In 331 B.C.E., Alexander went on a religious journey to visit the Oracle of Ammon. (It was believed that the oracle could predict the future.) This visit excited the Egyptian people because no pharaoh had ever visited the place. Alexander was greeted by the priests as "Son of Ammon and King." Alexander asked the oracle if he would conquer the whole world and the answer was yes!

Before he left Egypt, Alexander established the city of Alexandria. He chose the location on a coast because he believed it could be an important port and trade center. He chose the location for the marketplace and temples and allowed some to be built to honor Egyptian gods.

Eventually, Alexandria became a magnificent city and center for learning that would last for hundreds of years. The library contained hundred of thousands of volumes and helped to preserve Greek and Near Eastern cultural achievements. The city was a success because of Alexander's respect for knowledge and for various cultural traditions.

Information About Event C: Alexander in Persia from the Perspective of Conqueror

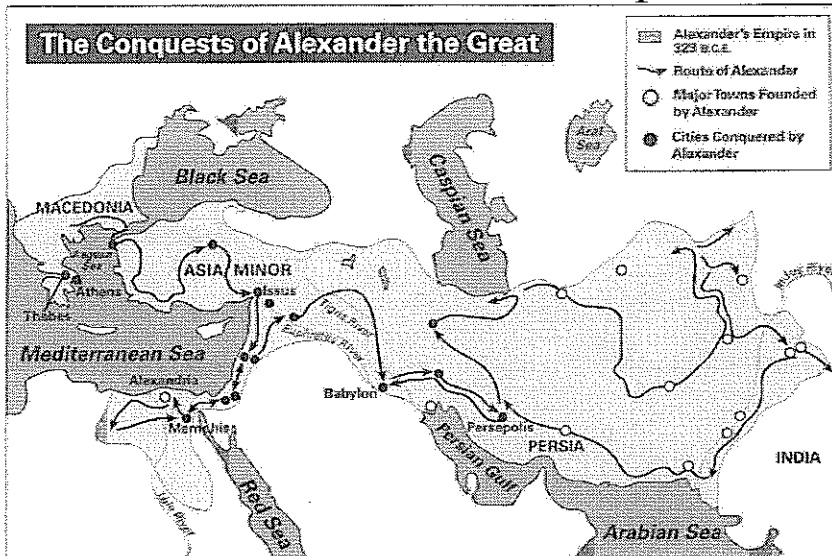


In 334 B.C.E. Alexander and 35,000 troops set out to conquer the Persian empire which was the largest in the world. Alexander's father had wanted to conquer Persia because of how they had treated the Greeks during the Persian Wars and because of they control important trade routes.

Alexander was a military genius who won many battles. His battle tactics and strategies helped him defeat Persian forces even when he was outnumbered 2 to 1. For example, in the Battle of Issus, the Persian general had 70,000 men and Alexander only had 40,000 men. Using a strategy that trapped the Persian army, Alexander captured thousands of men and much of the Persian king's riches.

Within 3 years after the Battle of Issus, Alexander captured and destroyed Persepolis and claimed the right to rule all of Persia. Yet, he showed much respect for the conquered Persians. He chose many Persian governors who would be loyal to him. He allowed Persians to continue to practice their religion. He even adopted some Persian customs including wearing Persian clothing.

Information About Event D: Alexander in India from the Perspective of Conqueror

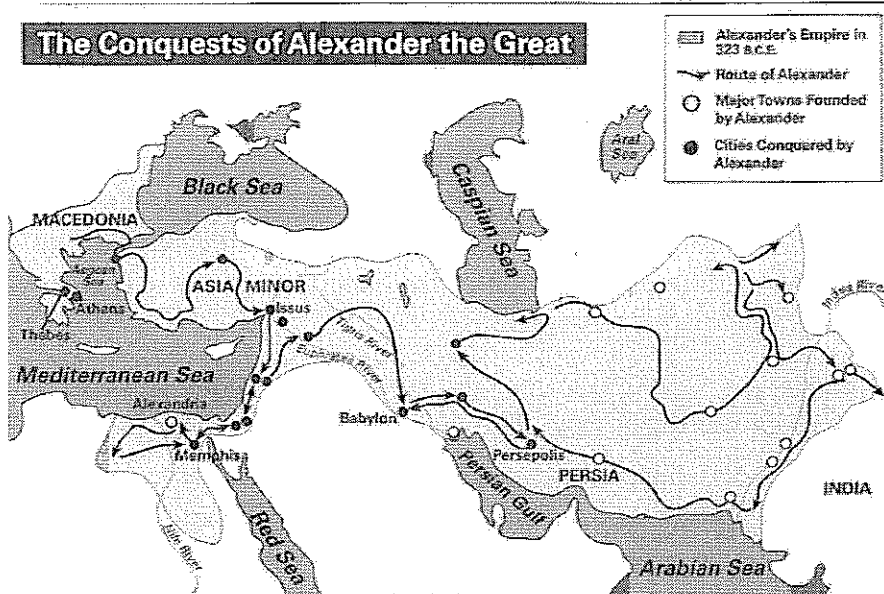


In 327 B.C.E., Alexander led his forces over the Hindu Kush mountains into the plains of the Indus River. The Greeks called this region India but many of the battles took place in modern-day Pakistan. As Alexander moved farther east, he met some local rulers who were willing to give up control to him. Then, in the summer of 326 B.C.E., he encountered a brilliant Indian king named Porus. These two men and their armies eventually fought each other at the Battle of the River Hydaspes.

One thing that Porus had in his favor were elephants. Alexander's troops had never battled an army with elephants. This battle would eventually be Alexander's greatest one. He divided his troops into three parts and surrounded the Indian forces or attacked from behind. Alexander also had some of his men on horseback attack the elephant riders. The elephants that lost their riders panicked and caused more damage to their own troops. Eventually Porus surrendered to Alexander personally. Alexander awarded him for his bravery by allowing him to rule Indian territory in Alexander's name.

As Alexander pushed farther east, he often came across Indian holy men called Brahmins. Alexander wanted to learn as much as he could about the religion of Hinduism from them. In the fall of 326 B.C.E., Alexander decided to begin the journey home. Still, during his time in India, he showed an interest in learning a lot about the land he wanted to add to his empire.

Information About Event A: Alexander in Thebes from the Perspective of Conquered

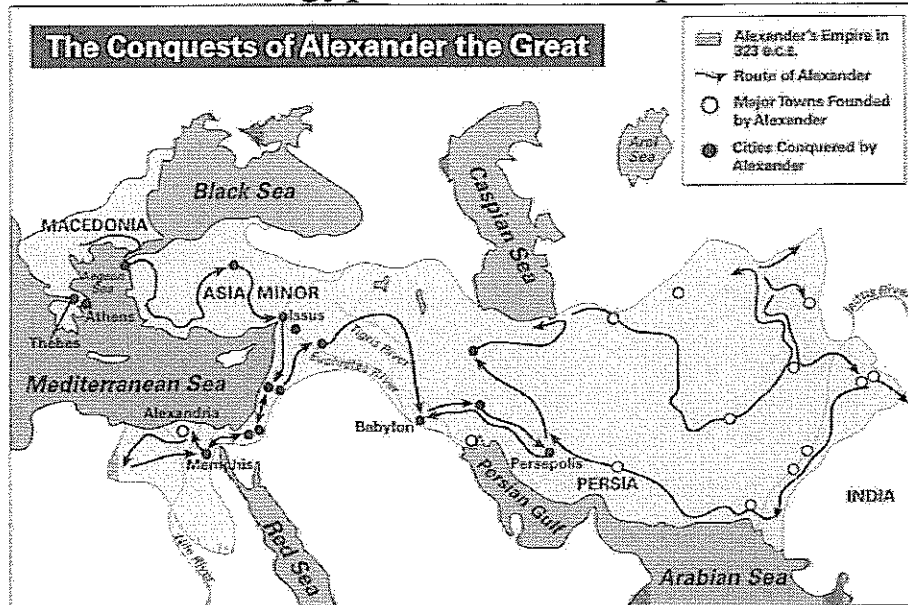


When Phillip II of Macedonia was assassinated, the Macedonian army immediately accepted Alexander as his father's successor. While most Greek city-states supported Alexander, the city-state of Thebes didn't. Thebes had reasons to be unhappy with Macedonian rule. Many Thebans were unhappy about the way that Alexander's father had treated them. When Phillip conquered all of Greece, he treated some city states more harshly than others. He held Thebans prisoners or sold them into slavery, and killed some of their leaders. They thought Alexander would treat them the same way.

In 335 B.C.E., Thebes declare its independence and prepared to defend themselves against Alexander's 30,000 troops. Although the Thebans were outnumbered and less experienced, they fought bravely. Unfortunately, they left a gate unguarded and some Macedonian soldiers used it to enter the city. By the time the battle was over, 6,000 Thebans had been killed. In addition, Alexander sold more than 20,000 citizens –mostly women and children into slavery. Then he ordered his troops to destroy every building in the city except for a few temples.

Information About Event B:

Alexander in Egypt from the Perspective of Conquered

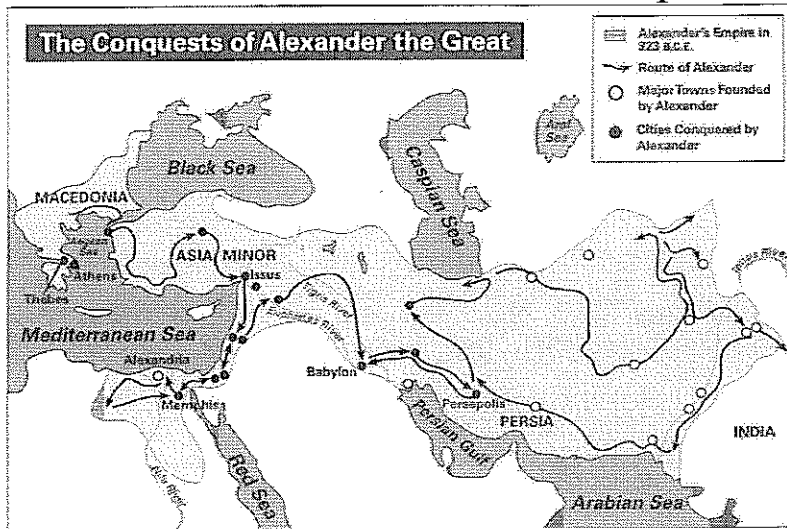


Alexander arrived in Egypt in 332 B.C.E. Some people welcomed him as their leader because they were hoping he would treat them better than the Persians who had ruled for 20 years. The Persians hadn't shown respect for the Egyptian gods. However, they knew Alexander's reputation as a cruel conqueror who killed people and destroyed cities.

In 331 B.C.E., Alexander decided to take a journey to visit the Oracle of Ammon—the Egyptian king of the gods (It was believed that an oracle could predict the future.) Although no one knows what really happened during Alexander's visit, or exactly what the oracle said to him, Alexander convinced himself, and many others that he was the true son of Zeus. From that point on, Alexander wanted others to honor him as a god. This upset many of his followers who didn't believe in emperor worship.

Before Alexander left Egypt, he established a city and named it after himself. Alexander chose a Greek architect to design the city but the Macedonian general Ptolemy I, who would rule Egypt next was actually responsible for much of the city's development. Although Alexandria became one of the ancient world's leading cities, the Egyptians were largely excluded from it which they disliked. Alexander never returned there during his lifetime but was buried there after his death.

Information About Event C: Alexander in Persia from the Perspective of Conquered

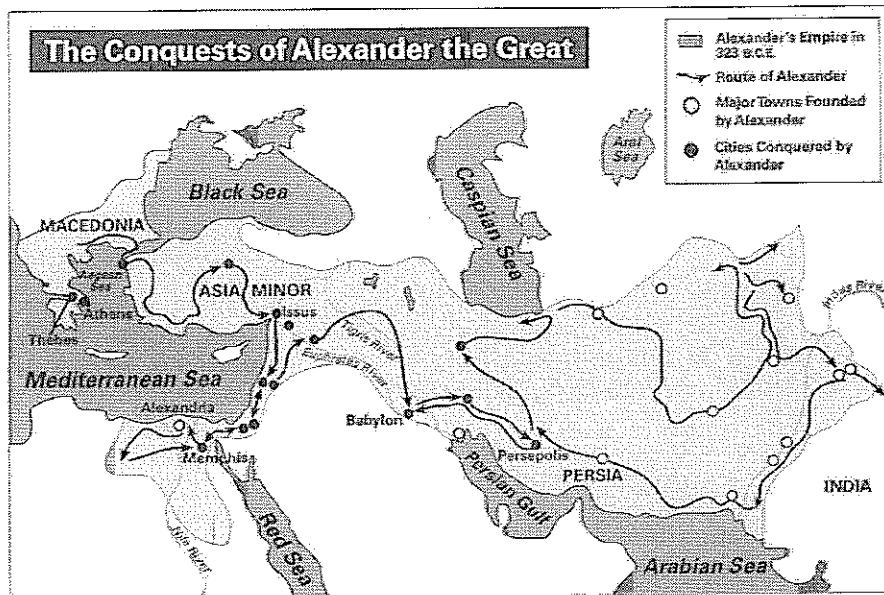


In 334 B.C.E. Alexander and 35,000 troops set out to conquer the Persian empire which was the largest in the world. The empire stretched from Egypt to India. Although the Persians had destroyed many Greek cities during the Persian Wars, they no longer posed a threat to the Greeks except that they both wanted control over trade routes in the eastern Mediterranean.

Alexander's desire to rule a large area of land and for revenge led him to battle the Persian empire. Most often, he relied on simple brute force more often than strategy. In one of the most famous battles called the Battle of Issus, Persian forces killed a large number of Alexander's troops. Many historians believe that the Persians would have won if their leader had not panicked and fled the battlefield.

In some cases, Alexander showed respect for conquered Persians, choosing Persian governors to rule some territories and allowing the Persians to continue to practice their religion. However, he treated others in a cruel way. For example, when the island city of Tyre fought back for eight months, this angered Alexander and when he finally captured the city, he sold most of the city's 30,000 people into slavery. During another battle, Alexander and his troops killed 40,000 Persians who were retreating. Finally, Alexander captured the Persian capital of Persepolis. He stole the city's greatest riches and allowed his men to burn down the Great Palace. This had been a center of Persian culture, tradition, and art.

Information About Event D: Alexander in India from the Perspective of Conquered



In 327 B.C.E., Alexander had conquered all of Greece, Egypt, and the Persian Empire. Still he wanted more. He led his forces over the Hindu Kush mountains into the plains of the Indus River. The Greeks called this region India but many of the battles took place in modern-day Pakistan.

Alexander and his forces fought many battles, conquered many territories and lost many men. Many Indian kings fought to hold on to their land. Some used elephants to fight the heavily armed Macedonians. One brave king named Porus almost beat Alexander's troops even though he was outnumbered and surrounded.

By the fall of 326 B.C.E., Alexander's armies had defeated many Indian rulers. In town after town, when the people fought back against Alexander, his forces used on strategy—kill all males and make the women and children slaves. In one nine month period, Alexander's forces killed as many as 80,000 people as they traveled down the Indus River.

Alexander was especially harsh to the Brahmins (Indian holy men) because they were advising the Indian kings to fight against him. When his forces were able to capture Brahmins, Alexander would question them closely, trying to learn as much as he could about Hinduism. Then, he had them killed for telling the Indian kings to fight him.

By the end of 326 B.C.E., Alexander and his men had been fight for more than eight years. Even though Alexander wanted to keep on moving farther east, his men turned on him. They refused to follow him any farther. Angry that he couldn't conquer all of India, he began his journey home.

ARGUMENTATIVE WRITING LPA RUBRIC (7th grade Social Studies)

	MASTERY	PROFICIENT	APPROACHING	DEVELOPING	BEGINNING
<p>Ideas (Claim) WHST.6-8.1a,b,c</p>	<p>-Clearly states higher level, precise claim that takes a position with a specific thesis statement tied to a current event or a historical issue -Chooses a side of the argument and identifies clear reasons that support it.</p>	<p>-Introduces claim about a topic or issue with a thesis statement -Supports claim with logical reasoning and relevant, accurate data and evidence that demonstrates an understanding of the chosen topic</p>	<p>-Claim may be jumbled, meandering or may not take a clear position -Mostly maintains the focus; support is weakened by inconsistent reasons and evidence.</p>	<p>-Approximates the statement of the claim where the claim may be incoherent or incorrect -Attempts to focus the claim, but drifts away multiple times or poorly supported by facts/details</p>	<p>-No real attempt to state a claim</p>
<p>Ideas (Opposing Claim) WHST.6-8.1a,b,c</p>	<p>-Clearly distinguishes the claim from alternate or opposing claims</p>	<p>-Acknowledges opposing claim</p>	<p>-Attempts to acknowledge alternative claim, but evidence may be weak</p>	<p>-Weak attempt at acknowledging the alternative evidence to the claim</p>	<p>-Doesn't acknowledge possible counterclaims</p>
<p>Voice WHST.6-8.1.d</p>	<p>-Establishes / maintains appropriate tone / style to the genre of essay using third person point of view</p>	<p>-Establishes appropriate tone / style for the genre of formal writing</p>	<p>-Attempts to establish appropriate tone / style, but may have inconsistencies</p>	<p>-Attempts to establish formal style but writing is too informal (i.e.; "I think")</p>	<p>-No demonstration of formal writing elements</p>

<p>Organization</p> <p>WHST.6-8.1a,b,c</p>	<p>-Orients reader with an inviting introduction to topic and claim</p> <p>-Thesis strongly based on claim</p> <p>Appropriate sequence of ideas</p> <p>Uses words, phrases, and clauses to strongly link the relationships between ideas</p> <p>-Provides a concluding statement that extends/reflects on original claim and may relate it to a larger audience</p>	<p>-Orients reader with an introduction to topic and claim</p> <p>Uses words, phrases, and clauses to create cohesion between ideas</p> <p>- Provides a concluding statement that follows from and supports the argument presented</p>	<p>-Orients reader with a somewhat vague introduction to topic and claim</p> <p>-Inconsistent use of words and phrases to create cohesion between ideas</p> <p>-Provides concluding statement that reflects on original claim</p>	<p>-Attempts to orient reader to topic and claim</p> <p>-Weak use of words and phrases to connect ideas</p> <p>-Provides concluding statement that attempts to reflect on original claim</p>	<p>-No clear introduction-- writing goes straight to claim</p> <p>-Organization is not logical or cohesive; reader struggles to follow ideas</p> <p>-No conclusion present</p>
<p>Word Choice</p> <p>L7.6, L7.2b</p>	<p>-Uses academic and domain-specific words and phrases important to comprehension or expression</p>	<p>-Uses domain-specific words and phrases</p>	<p>-Attempts to use domain specific words and phrases</p>	<p>- Weak use of domain specific words and phrases</p>	<p>-No academic or domain-specific words attempted</p>
<p>Conventions and Presentation</p> <p>W.7.8</p>	<p>-MLA formatting (title, 12 point, standard, double-spaced Arial or Times New Roman font, double spacing, margins, text font, text size) is perfect</p> <p>-Spelling and punctuation are professional quality</p>	<p>-Mostly succeeds in accomplishing proper MLA formatting; may have one or two mistakes with heading, font size, or margins</p> <p>-Command of the conventions of spelling and punctuation are strong (1-2 mistakes)</p>	<p>-Noticable errors in MLA formatting that detract from the reading of the paper</p> <p>-Command of the conventions of spelling and punctuation detract from the final product</p>	<p>-Significant errors in MLA formatting.</p> <p>-Reader struggles because of errors in handwritten or typed format</p> <p>-Command of the conventions of spelling and punctuation are weak and make paper hard to follow</p>	<p>-Paper lacks too many elements of proper formatting and is unacceptable in its presentation</p> <p>-Paper has many punctuation and/or spelling mistakes</p>