

Supporting Evidence-Based Discourse

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<https://www.youtube.com/watch?v=0EgW4hKwo3E>

Sherri Rice: My goal with today's lesson is to get them more comfortable with having conversations about history, about the content, the artifacts, being able to like, have that discourse back and forth where somebody shares their thinking and somebody else can respond, add on, disagree. Because I feel like with the essential question and supporting question we have today there's elements of it that are debatable, and I think that gets kids like excited to have that conversation.

Sherri Rice: Today we're going to talk about two different things, the Hellenistic legacy and how war and conquest shaped society. We're going to look at some sources, we're going to look at some artwork, and then you're going to get some time to like, talk with your group about how Alexander shaped society and how war and conquest shaped society. So you are going to, first column is the "see". What do you see that's similar between two of them? And then you're going to look at the coins and then the statues. So what's something that you see similar between them. And I'd look at like their style, materials that they're made out of or design. And then the second question, you're going to think about, how did the Hellenistic art combine Greek and non-Greek influences? I basically want you to do two things here. Tell me, what do you see in that artifact that Greek, and what do you see that shows another culture? So name two things. And for that "think" column, you're looking at just three specific artifacts. The last column you're going to write one question you have about legacy, about what's lasted with Hellenistic art.

Sherri Rice: I think it's one thing to, like, read it in a book or to have your teacher say, like, "These cultures blended." It's another thing to, like, literally see something that they created 3000 years ago and go, "Ohh, like, this is built with this style element and this style from these two different cultures coming together." And I think it enhances their learning when they can feel a little more like a detective. They're more engaged when they can find the clues themselves versus just being told.

Sherri Rice: So I think you could write for coins, then...What's on the both of them? The, the gods. Right. We had Hercules and Athena. So you got Greek gods on both of those. That would be a good similarity.

Sherri Rice: Jumping in, it's always hard. I feel like as a teacher, to restrain myself and not jump in right away when they ask the question to see if another kid can answer the question. So it is something I'm still practicing after many years of teaching, but I will say as the year goes on, the kids get more comfortable with helping one another get through the process and get through the task, and they're better at just calling me over if they need it. I mainly just listen for, "Does this group have a handle on what we're doing? Are they making progress?" And even if they're

not working at the same pace as another group, that's fine, as long as they are making quality connections as they go.

Sherri Rice: What does this Bactrian king have on his head?

Student 1: A Pharaoh, or like a hat.

Sherri Rice: Okay, so, like a hat. Read, what is on that hat?

Student 2: An elephant.

Sherri Rice: Elephant.

Student 2: Symbol of conquest.

Sherri Rice: Yeah. So it's an elephant. Do you typically get elephants in Europe, in the Greece area? Remember, we were talking about that yesterday?

Student 2: No, we don't really see them.

Sherri Rice: Yeah, they don't see them, right? So that would definitely be not a Greek influence, but...Asian slash Persian. Yeah, like a Persian influence.

Student 3: Wearing...Something about...wearing an elephant scalp.

Sherri Rice: Artifacts, they're getting better at looking at an artifact and seeing what's actually there. They're becoming more critical thinkers when they're looking at their sources with practice as the years gone on.

Sherri Rice: Greek writing, Greek Hercules, cool. What do we see that's not Greek from this coin? What other culture is represented here?

Student 4: The elephant on the, Demetrius' head.

Sherri Rice: Yeah, the elephant on the King's head, on Demetrius' head. Why do you say, "Elephant, that's not Greek." Why?

Student 4: That, those are used from Persians and their...things.

Sherri Rice: Okay, so elephants are from Persia. We don't...elephants are not native to Greece, right? So that's clearly going to be an influence of this culture that we're looking at here from Bactria or what was right before Alexander, the Persian Empire. Cool. What do we see on the statues that's not Greek?

Student 5: Um picture of Buddha on almost every statue which is from Hinduism. No, Buddhism.

Sherri Rice: From Buddhism. Yeah, so we've got images of the Buddha as well. Today we're talking about how does Hellenistic legacy endure today? So how do we still see this blend of Greek, Persian, Indian, Egyptian, thank you. How do we see that still in our world today? So I want you to consider, when answering this question, what we've studied, what you guys even read last night, about literature, history, government, medicine, etc. What do we know about those elements that can help us answer just one of these questions? You're going to look at, the next part of the chart, is going back to our essential question. How do war and conquest shape society? So, we've been talking about Alexander, so we're just going to focus on his war and conquest. How does that shape society? So think about how this might affect stability of an empire, safety of the people, economy, religion, culture. How are those things affected by war and conquest? And you're going to answer just one of those two prompts. So you again get to choose, do you want to talk about something more positive or something negative in this one? I don't care which question you start with. For some of you might be easier to pick one of these to start with first, and then go up to the Hellenism one. That's fine. But you're picking one for essential question and one for supporting question to write about.

Sherri Rice: So we're thinking, how do war and conquest shape society? Like how does war and taking over places affect people? Okay? And that might affect how stable they are, their safety, their economy, religion, culture. Just to name a few. Now, you're basically gonna choose. Do you want to talk about something positive about war and conquest or something negative? Okay, you want to go negative? Alright, so think of one way Alexander's actions harmed or restricted the people. So just think of something that he did that was harmful and then say why that matters. And then you make that connection to why it matters back to this, one of those. Does that make more sense? Okay.

Sherri Rice: Do you think, like, it'd be easier for us to do business together if we speak the same language?

Student 6: Yeah.

Sherri Rice: Absolutely. Alright, can you add that in up here?

Sherri Rice: And do you think that's the kind of leader...no...is that like, an effective leadership style?

Student 7: It's effective for getting people to follow you, but it's not very...good.

Sherri Rice: Do you think it would last for a long time? Like do you think there might be some, some ways that it could all fall apart?

Student 7: Yes. If people don't want this to happen to them, they can rebel and be like, absolutely not, we're gonna fight.

Sherri Rice: Alright, let's jot a couple of those ideas down because we're going to go into the next part in a second.

Sherri Rice: We're going to go real simple protocol. One person is going to share. Somebody else has to, at the table, has to respond. If you're like, "Oh no, how do I respond to them?" There's a chart at the bottom of your page where you could have some prompts to help you add on, or maybe disagree with them. Or maybe you've to ask them a question because you're not sure what they mean, but you need to respond. So at least one person has to respond, and then you can repeat. So if somebody else wants to add on to that first comment, that's fine, or you guys can go to a new person sharing. As long as everybody gets a chance to either state something or respond.

Student 1: It allowed, uh, culture to spread and he did not try to destroy it.

Student 8: I said, one of the Hellenistic influences on people in the Ancient world was Greek armies, started a new, like, revolution for like other armies as well.

Student 9: I chose the first one about how they influenced the ancient world. Architecture influenced because they like, made the Greek city, styled cities and then like it's important because it's still, like, used today.

Sherri Rice: We're encouraging them to respond to each other, to build off of one another, to ask clarifying questions. And don't be afraid to, like, disagree with one another, too, and find a polite way to do that. So that way no one feels, like, discredited, but you can also feel free to like express difference of opinion. Having a protocol I think helps because it gives it that structure. It helps define what their responsibilities are.