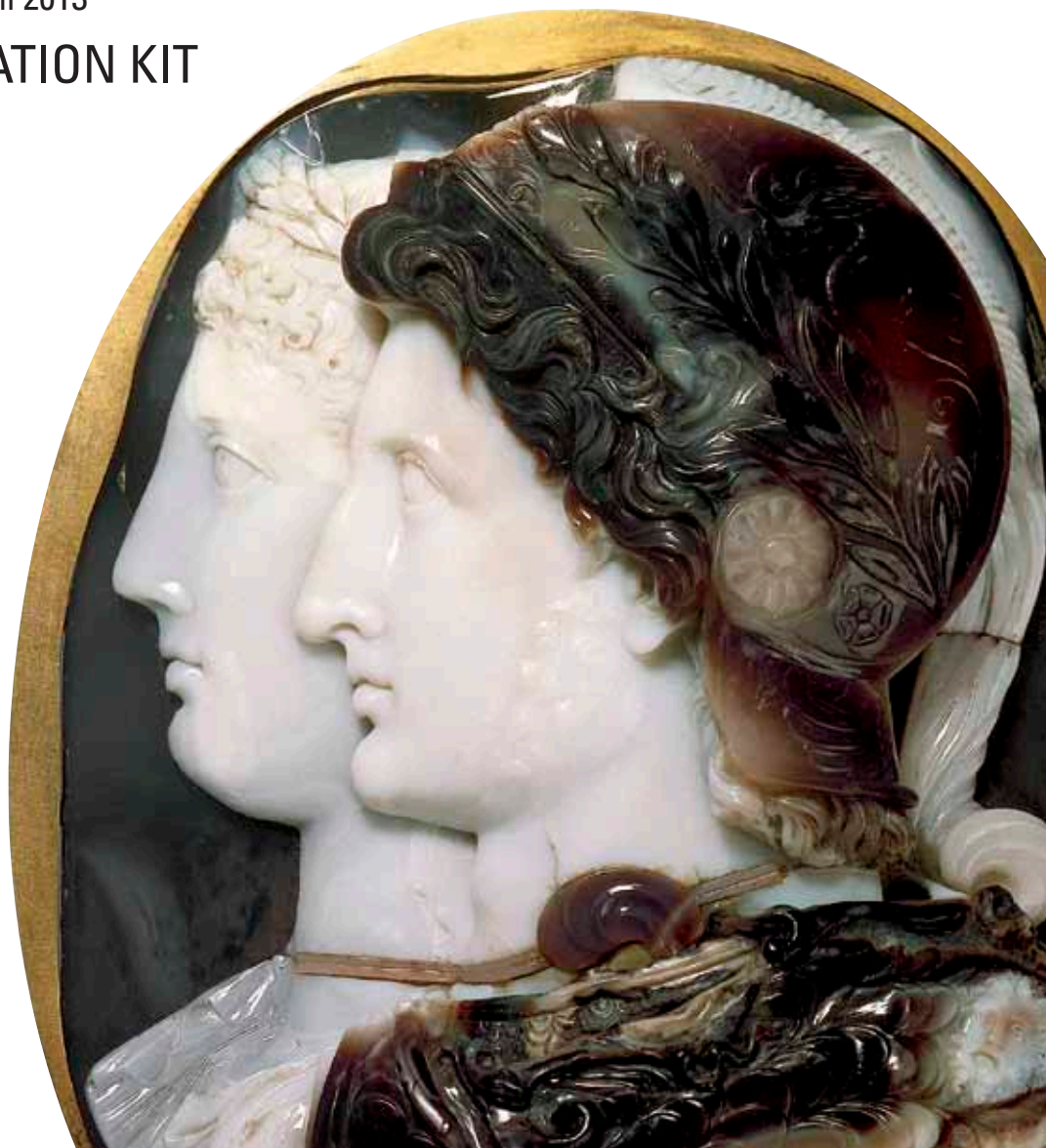


ALEXANDER THE GREAT

2000 YEARS OF TREASURES

24 November 2012 – 28 April 2013

STAGES 4-5 EDUCATION KIT



JCDecaux

2GB
873AM



The Daily Telegraph

IT'S
ON!
IN SYDNEY

ГОСУДАРСТВЕННЫЙ
ЭРМИТАЖ
The State Hermitage Museum

nature culture discover

Table of Contents

> Excursion Essentials	3
> Teachers' Notes for Stages 4–5	4
> Syllabus Links	4
> Pre-visit Activities	5
> At the Museum	6
> Post-visit Activities	7
> Using Evidence	8
> Alexander the Great – Background Information	9
> Pre-visit Activity:	
Personal Profile	14
> Student Activities	
Activity 1 Daily Life in ancient Greece: Clothing or transport	15
Activity 2 Daily Life in ancient Greece: Weaponry and armour or food	16
Activity 3 Daily Life in ancient Greece: Beliefs and customs or the roles of men and women	17
Activity 4 Alexander the Great's Character: Understanding and analysing	18
> Exhibition Floorplan	19
> Australian Museum Floorplan	20

Excursion Essentials

Familiarising students

Our research indicates that students gain maximum benefit from their excursion if they have an overview of their program for the day and are familiar with the Museum's floor plan (attached).

Accompanying adults

We highly recommend additional adults accompany each group of 25–30 students. This allows classes to be divided into smaller groups and enhances access to the exhibits. All accompanying adults should be familiar with the day's program, floorplans and any written materials the students will be using.

Photocopying

Please photocopy the appropriate materials for students and all accompanying adults before your visit.

Further questions

If you have any questions, please phone our Education Bookings Officer on (02) 9320 6163.

Briefing

On arrival at the Museum, students will be met and briefed about the Museum. It is important that accompanying adults are present for this briefing.

Bag Storage

Museum staff will securely store students' bags.

Exhibitions

Outside of any programmed session times, students may explore the Museum's exhibitions. Please manage large groups to avoid crowding in any one exhibition or around individual exhibits.

Lunch

We recommend that students bring their lunch and eat it in Hyde Park (just across the road). Re-entry to the Museum is free. Alternative locations will be provided in wet weather.

Photography

Photography is **not allowed** in the *Alexander the Great: 2000 years of treasures* exhibition. Students are welcome to bring cameras to record their excursion elsewhere in the Museum.

Teacher Notes for Stages 4-5

Syllabus Links

The exhibition and the student activities are relevant to the following New South Wales Board of Studies Syllabuses:

Mandatory History Years 7-10

Historical Skills

- Comprehension
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research

Civics and Citizenship

Gender

Literacy

Content for Stage 4

Topic 1 – Investigating History

- Students learn about – the terminology and concepts of historical time, including year, decade, generation, century, age, BCE/CE
- Students learn to – interpret and construct time lines, define terms that describe historical periods of time, sequence societies and events within specific periods of time, identify significant people of the past

Topic 2 – Societies and Civilisations of the Past

- Ancient Societies: Greece – the origins of the society, daily life of men and women in the society, civics and citizenship in the society.

History Elective Years 7-10

Topic 1 – Constructing History

- The nature of history, heritage and archaeology
- The methods of historians and archaeologists
- The collection, display and reconstruction of the past

Topic 2 – Ancient, Medieval and Early Modern Societies

- Archaeology of the Ancient World – past societies and historical periods, events and people in the context of their own time

Topic 3 – Thematic Studies

Children in History, Heroes and Villains, Religious Beliefs and Rituals through the Ages, War and Peace, World Myths and Legends

- Students learn about – historical change and continuity, historical themes and concepts. events and people in the context of their time

Photocopying

Please photocopy the following materials for each student:

- Student Activity Sheets – one activity sheet per student
- *Alexander the Great: 2000 years of treasures* exhibition floorplan
- Australian Museum Floorplan

Pre-visit Activities

To make the most of their excursion we recommend that students complete the suggested pre-visit activities.

1. Historical terminology and themes

Before their visit to the exhibition it would be useful to familiarise students with the following terminology and themes.

Terminology and concepts:

- Primary sources, secondary sources, BCE/CE, perspective, bias

Alexander the Great as a person:

- Who was he?
- When did he live?
- Where did he live?
- What were his achievements?

Daily Life of ancient Greeks:

- Clothing
- Food and cooking
- Transport
- Roles of men and women
- Beliefs and customs
- Weaponry and armour

2. Personal profile

Students create a personal profile. This could either be about themselves or they could imagine they are someone else. We suggest you use the profile outline provided as a template for students. They could also create a 'facebook' profile for their person.

The profile could be for:

- Alexander the Great,
- an ancient Greek resident.

At the Museum

About the exhibition

The *Alexander the Great: 2000 years of treasures* exhibition displays stunning objects from the State Hermitage, St Petersburg, Russia.

The exhibition explores the reality of Alexander the Great's life, his family, career, the different sides of his personality and his death. Four hundred objects from antiquity to the modern day tell the fascinating story of a man and his awe-inspiring legacy as well as the great cultural changes that resulted from his conquests.

An exhibition floorplan is included on page 19.

Organisational tips for your visit to the Museum

We suggest that you divide the students into 4–8 groups to move through the exhibition to prevent overcrowding of the displays.

On-site student activities

There are **four** self-guided student activities (see page 15):

- Activity 1: Daily life in ancient Greece – clothing **or** transport
- Activity 2: Daily life in ancient Greece – weaponry and armour **or** food
- Activity 3: Daily life in ancient Greece – beliefs and customs **or** roles of men and women
- Activity 4: Alexander's character – understanding and analysing

It is recommended that students complete **one of the four** activities while in the exhibition.

The Museum **does not recommend** that a student completes **all four** activities.

Students could work in groups or pairs to complete their activity and become the expert about that facet of the exhibition.

Ability levels

The four activities are designed for students of different ability levels. Activities 1 and 2, about daily life, are more tangible and suitable for lower ability students. Activity 3 is more conceptual as it is about beliefs and customs and the roles of men and women. Activity 4, about Alexander's character and artists' perceptions of him, is more abstract so is more suitable for higher ability students.

Activities 1, 2 and 3: Daily life in ancient Greece

Students choose **one object** that tells them about **one** aspect of daily life in ancient Greece. They draw it and write about its form and function.

Activity 4: Alexander's character

Students look at the way Alexander the Great has been portrayed in art. They choose one object that presents an image of Alexander which shows his character or personality. The activity requires students to have an empathetic understanding of an artist's perspective of Alexander.

Post-visit activities

After your visit, students will be full of enthusiasm and ideas. The **three** post-visit activities are designed for students of different ability levels and are progressively more challenging. Activity 1 is about daily life of ancient Greece compared with today. Activity 2 requires students to research important events in Alexander's life. Activity 3 requires students to view events from Alexander's perspective.

Activity 1 – Daily life of ancient Greeks

This activity leads on from the on-site activities 1, 2 and 3: Daily life in ancient Greece.

1. Refer back to an exhibition object you picked out for Activity 1, 2 or 3: Daily life in ancient Greece. What is the modern day equivalent of this object?
2. Draw a picture of the modern day equivalent.
3. List the similarities and differences between the two.

Activity 2 – The Storyboard

1. Divide the class into small groups.
2. Assign each group one of the following scenarios regarding Alexander the Great:
 - ☐ Accession of Alexander to the throne
 - ☐ Battle of Issus
 - ☐ Battle of Gaugamela
 - ☐ Revolt of the army
 - ☐ Conquering Asia Minor
 - ☐ Conquering Egypt
 - ☐ Death of Darius
 - ☐ Death of Alexander
3. Each group is to create a poster consisting of an image and supporting text depicting their allocated scenario.
4. The class could gather their posters together to form a storyboard of Alexander the Great, arranging them in chronological order.
5. The storyboard will act as a timeline of Alexander the Great's life.

Activity 3 – The Diary

1. Divide the class into small groups.
2. Assign each group one of the following events from Alexander the Great's campaign:
 - ☐ The Battle of Granicus
 - ☐ The Siege of Tyre
 - ☐ The death of Darius
 - ☐ The Battle of Issus
 - ☐ The Battle of Gaugamela
3. Each group is to imagine they are Alexander and write a diary entry describing the event from his point of view in reference to his values, attitudes, motives and personality traits. They will need to draw on information they have gained from the exhibition and to research their allocated topic further as a group.
4. The students could gather their entries together to form a diary of Alexander's campaign in the correct chronological order.
5. As a class, they could draw a timeline of Alexander's campaign marking the important events and could attach the diary entries accordingly.

Using Evidence

Sources of Evidence

There are many types of historical sources that can all be classed as either **primary sources** or **secondary sources**.

- **Primary sources** have survived from the period they belong to. They may be written sources, objects made by people or natural features which people have changed. An historian using primary sources to reconstruct a past event has to analyse what happened in the past. This may include looking at factors that contributed to the event and seeing how these factors fit together.

We may think that a primary source should be reliable because it was made or written at the time the events occurred. However we need to be aware of bias, where a source is prejudiced or comes from only one point of view. One way to determine this is to compare them to other sources covering the same event.

- **Secondary sources** are reconstructions of the past by people living in a later time.

Evidence from ancient Greece

Written material

The Greeks began to keep written records of their lives from around 800 BCE. The development of writing and the survival of written material has made the task of piecing together the puzzles of the past a much easier process. Much can be learned from the official government documents, records kept by the business proprietors of the day, literature, speeches and personal accounts and letters.

Material remains

The material remains of ancient Greece range from huge public buildings, tombs and temples to the trappings of everyday life. They tell us about the way people lived, what they ate, how they worshipped and how they conducted their lives. The study of tablets or decorations containing pictorial representations enables us to better understand ancient Greek culture, forming a kind of visual textbook, guiding us through the lives of those long dead.

Manufactured goods tell us about the activities of the people who made and used them. We can deduce what crafts people needed to produce certain goods; we can work out what tools would be needed and how raw materials could be fashioned. We can look at the production of food to support the population, and the housing and shrines – who would have built them, with what and how they were decorated. The painting on a vase can shed light on the way people dressed, the social activities or military equipment they used or the gods they worshipped.

New methodologies, discoveries and technology

New methodologies and discoveries cause historians to constantly revisit interpretations of events. A new method may cast new light on the way we thought people lived and died. Today, archaeologists and historians use many scientific tests to help them work out what happened in the past. Science can date objects or show their composition. Through the examination of mummified or preserved human material, we can now often find the cause of death and identify clues to the state of health, diet, living condition and diseases of the ancient world. We can now test DNA to determine the relationships between bodies.

The role of museums in expanding our knowledge of the past

As new techniques are discovered, historians and archaeologists continually re-examine the primary sources preserved in museums throughout the world, shedding new light on the priceless treasures contained in their collections and adding to the store of knowledge for the benefit of all.

Alexander the Great - Background Information

The Man

Alexander III of Macedon (356–323 BCE) owes his epithet 'the Great' to the enormous territory that he dominated: from Greece in the west to the river Indus in the east, resulting in, at the time, the largest empire in antiquity. This is all the more remarkable when we recall that he subjugated this vast region within just eleven years, and that he was only 20 years of age when he came to power.

Many believed that someone who ruled the 'whole world' by the age of 30 must possess superhuman powers. In his historiography, it is not always easy to distinguish reality from myth. From the outset, biographies of Alexander allude to his divine origin. It is not inconceivable that he contributed to these rumours himself. He instructed his court poet and historian Callisthenes to record events as they occurred during his great expedition. These accounts are known to us only indirectly, from later sources. The literature depicts Alexander the Great as a hero, a brilliant general whose audacity, strategic insight and military strength were unequalled. But he also emerges as a man with an unbridled temper; even some of those closest to him paid for it with their lives. In the Greek, Roman, and later Western literature, he has remained Alexander the Great. In parts of the Far East, however, he has been known as Alexander the Terrible.

The Macedonians

Alexander was the son of King Philip II of Macedon. The Macedonians claimed descent from the hero Heracles, son of Zeus. They considered themselves Hellenes.

Philip, who came to the throne in 360 BCE, did much to promote Macedon's stature. He patronised the arts, stimulated the economy, and organised an unprecedented strong professional army. In his reign, Macedon became the greatest power in the region. He united the whole of Greece and he placed the previously autonomous Greek city-states under his rule in the Pan-Hellenic League. He married a series of princesses from the defeated territories for political motives, seeking to assure himself of their allegiance. Alexander's mother, Princess Olympias of Epirus, was the fourth of Philip's seven wives. She was the only one of his original six wives who was a Hellene.

Alexander's Childhood

Alexander was born around 21 July 356 BCE. He saw little of his father who, as both king and general, was constantly away on some military campaign. Alexander stayed behind with his mother Olympias, who was surely happy with this arrangement, since she is said to have grown to hate her husband more and more with the passage of time.

Philip had arranged for his son to receive a Greek education: the boy's early training was in the hands of Leonidas of Epirus, while his teenage years were entrusted to the celebrated philosopher Aristotle. As he grew up, his great examples were the Greek heroes Achilles and Heracles, whom he would frequently honour on his campaigns with sacrifices and games. Homer's *Iliad* became a guiding motif in Alexander's life. He also aspired to the Homeric ideal: to fight for personal success, honour and glory. In those days, the only real hero was a Homeric hero.

Even as a young boy, Alexander showed himself to be fearless. A great horse was offered for sale at the horse market. Known as Bucephalus ('Ox-head'), this creature refused to allow anyone to mount him. It would rear up and kick out. Alexander had noticed that the horse was afraid of its own shadow. He turned it towards the sun and calmed it. After a while he successfully mounted Bucephalus and rode him. Philip was moved by the sight, and bought the horse for Alexander. Bucephalus served Alexander faithfully in the years that followed, until he died from battle wounds in 326 BCE.

At eighteen years of age, Alexander was allowed to prove his worth in combat. He was placed in command of the army at the decisive battle against Athens, at which he showed himself to be a highly capable leader despite his youth. Macedon carried the day, and Philip became leader of all Greece. The autonomy of the Greek city-states was no more.

If Alexander had expected his father to reward him for his courage, he was soon disillusioned. He was not given any part to play in the rest of Philip's plans. Instead, he was to serve as regent in Macedon while his father was away fighting.

King Alexander

Not long afterwards, Philip was assassinated. It was rumoured that Olympias and Alexander were behind this assassination, but we cannot know whether there was any truth in such stories. In any case, Alexander was ready to ascend to the throne. There was an elder half-brother, from one of Philip's previous wives, but he was seen as weak. Alexander ensured that all the others who had any claim to the throne were killed, leaving no opposition to his rule. This exemplifies Alexander's ruthlessness, which spared nothing and no one, as he would demonstrate many more times after that. In 336 BCE, at 20 years of age, Alexander was King of Macedon and *hegemon* (leader) of the Pan-Hellenic League of Greek city-states. He surrounded himself with his father's most loyal generals and with his boyhood friends, all of whom he would appoint to high-ranking positions in his army. One of them was Hephaestion, Alexander's best friend.

When Philip died, the Greek city-states and the other territories he had subjugated saw an opportunity to regain their autonomy and rebelled. Alexander, who had inherited his father's strategic insight as well as the strongest army in the region, restored his power with considerable violence, and sometimes with diplomacy.

With every rebellion – and there were plenty – Alexander's battle-readiness and strategic understanding proved so superior that all resistance was quickly crushed. He had gone through his trial by fire as king and as general, and had emerged triumphant. In 335 BCE the rebellion in Thebes briefly appeared to be succeeding, but that too was put down. By way of punishment and to set a deterrent example to other cities, Thebes was destroyed. The strategy worked: Greece remained calm until Alexander's death in 323 BCE.

The Journey

The Asian Campaign

According to ancient historians, Alexander was keen to emulate the exploits of gods and heroes. Besides his great role models Hercules and Achilles, he also drew inspiration from Dionysus, the god of wine. Dionysus, who played an important role in the everyday life of ordinary Greeks, was the son of Zeus and a Theban princess. He travelled as far as India, introducing people to the cultivation of vines. Everywhere he went, Dionysus – who was only a demigod – forged strong bonds with the peoples he encountered and had established his cult. When he returned, he was given permission to live on Mount Olympus, which implied that the gods accepted him as one of their own. Alexander appears to have been hoping for similar recognition.

Once peace had been restored to the Macedonian empire, Alexander could devote his attention to his grandiose plans. He wanted to subjugate the great Persian Empire and his father had already paved the way for him. Philip had persuaded the Greek city-states to support a campaign in Persian territory (and to supply troops) with the argument that he would liberate the original Greek coastal cities that the Persians had seized in the fifth century BCE. Alexander took up the plan where his father had left off.

For this campaign, Alexander raised an army numbering 48,000 soldiers, 16,000 supporting personnel, and a fleet of over 100 warships and transport ships. He appointed Antipater as his regent and *hegemon* of the Pan-Hellenic League, and crossed the Hellespont (the Dardanelles) to Troy, where his great hero Achilles had died. Just outside Troy, he visited the graves of Achilles and of Achilles' dear friend Patroclus. In the temple of Athena, near the grave, hung weapons which were said to have belonged to Achilles. Alexander took the shield and spear and hung his own in their place. Then he considered himself ready for battle against the Persians.

The first encounter was near the river Granicus. Although Alexander had taken only part of his army with him, his ingenious strategic decisions enabled him to devastate the gigantic Persian army, with its 20,000 horsemen and 20,000 (Greek) mercenaries. After this victory he continued further south, along the western and southern coast of present-day Turkey. His reputation preceded him and struck terror

into local leaders. Several cities surrendered even before Alexander arrived in the vicinity, not least because some cities who were formerly Greek weren't loyal to their Persian overlord. Other cities rebelled, but soon gave up their resistance when faced by the vastly superior strength of the Macedonian army.

The constant victories not only gained Alexander wealth and other goods, but also gave him a continuous supply of new troops as local boys were trained in Macedonian military techniques. In every city he subjugated, Alexander appointed a Greek administrator or *satrap* and left part of his defence force behind to retain his hold on power.

Ruler of Asia, son of Zeus?

Alexander's ambitions became clear when he arrived in Gordium, in the central mountains, in 333 BCE. An ox-cart dedicated to Zeus stood there. It was said that anyone who could loosen the knot with which the cart's staves were fastened – the Gordian knot – would rule over the whole of Asia. Like all others before him, Alexander found himself unable to untie this knot. He solved the problem, however, by slicing it in half with a mighty blow of his sword. He then declared that the knot was loosened. Legend has it that anyone doubting the legitimacy of his claim was silenced by thunder and lightning – that is, by Zeus himself.

Alexander continued on his journey towards Egypt. On the way, in Syria, the first battles took place with Darius III, the great king of Persia. Darius, who had naturally heard about Alexander's victories, had raised an impressive army to engage the Macedonian force at Issus. Darius initially seemed to be gaining the upper hand but, when the Macedonians defeated his bodyguards and threatened the king himself, he retreated. He did so not in cowardice, but probably because he feared that without him the Persian Empire would crumble. Alexander killed many of Darius' troops but he spared the king's family. He treated them with considerable courtesy, promising to find suitable matches for Darius' daughters. Later on, he would marry one of them himself and give another to Hephaestion.

Alexander let Darius go, since he was eager to press on to Egypt. This country appealed to him for various reasons: it was wealthy, it enjoyed good trade relations, and it belonged to the Persian Empire. Egypt surrendered to Alexander without a struggle. He managed to gain the people's support by respecting their religion and traditions. He was soon crowned Pharaoh of Egypt, with all the accompanying titles, such as Son of Ra.

In this period, Alexander developed divine aspirations. This became clear after his visit to the oracle of Zeus-Ammon in the Egyptian desert. He returned with the message that he had been accepted as a true son of Zeus, who had appeared to his mother Olympias in the form of a serpent and fathered him.

Alexander's stature continued to grow and he frequently expressed his desire to be worshipped as a god. This did not strike the Egyptians or Persians as improper, but the Greeks saw it as blasphemy.

Lord of Asia

Determined, Alexander continued on his journey towards the east. He sometimes encountered resistance, but the Macedonian army dealt swiftly with each new opponent. In every region he dominated, he appointed new Persian rulers who were favourably inclined to him. To cement his power, Alexander founded new cities, calling almost all of them Alexandria and populating them with Greeks and Macedonian army units. He encouraged his troops to marry local women to consolidate Hellenic power.

In the meantime, Darius had rebuilt his army. The decisive battle took place at Gaugamela on 1 October 331 BCE. In spite of its huge size, the Persian army was defeated, again because of Alexander's shrewd strategy. Darius fled but, some time later (in the summer of 330 BCE), he was assassinated by one of his former *satraps*.

Alexander was hailed by his army as Lord of Asia. The victory was celebrated exuberantly in the vicinity of Persepolis, the 'capital' of the Persian Empire. Alexander's soldiers plundered the city, and Alexander set fire to the palace of Xerxes, the former king of Persia. Some say this was a drunken impulse but, according to others, it was a calculated act of vengeance: Xerxes had burned the Acropolis in Athens to the ground in the Graeco-Persian wars in the 5th century BCE.

Protest

Alexander had no intention of resting on his laurels and returning home. He wanted to continue his journey to India but a mood of unrest was spreading among his troops, who were battle-weary. What is more, the generals were irritated by what they saw as Alexander's divine pretensions. For instance, Alexander had declared that everyone must prostrate himself in the dust before approaching him. This was a traditional Persian ritual known as *proskynesis*, which Alexander had introduced to appease the Persians. But the Macedonians saw it as blasphemy: a mortal allowing himself to be worshipped as a god. Alexander had growing difficulties retaining the support of his own countrymen as well as the Persians, all the more so because he rejected all criticism. During one of the regular drinking bouts enjoyed by Alexander and his staff, a heated exchange flared up between Alexander and Cleitus, one of his loyal commanders and friends. Cleitus had saved Alexander's life in the Battle of Granicus. In response, Alexander seized a spear in his drunken rage and stabbed Cleitus to death.

In the spring of 327 BCE, Alexander provoked surprise by marrying. His bride was Roxana, a Bactrian princess, described by some as the most beautiful girl in the whole of Asia. This too aroused disapproval among his Macedonian inner-circle; if a child was born, it would not be a pure Macedonian birth.

Mutiny

In India, Alexander encountered resistance among his own men. The troops refused to carry on toward the east, whatever rewards they were promised. Alexander relented and led his army back, straight across the forbidding Gedrosian desert. According to the accounts, it was a hellish journey and Alexander shared the harsh conditions of his men. Water was extremely scarce and the blistering heat made matters far worse. Whenever a little water was found, it was taken to Alexander. But since his men had nothing to drink, he would not drink either. This attitude fuelled the legend. The troops eventually emerged from the desert at the end of 325 BCE. It seemed the worst of the hardships were over now. But Alexander had not yet told his men about the plans he had forged for the next campaign.

The demise of Alexander and his empire

The new plan was to attack Arabia from Babylon on the river Euphrates. By 323 BCE he had made all his preparations. An enormous harbour, big enough to accommodate 1000 warships, had been built in Babylon, and an invasion force was ready to strike. But it was not to be: Alexander died on 13 June 323 BCE, just short of his 33rd birthday.

The circumstances surrounding his death are shrouded in mystery. It seems that Alexander lost consciousness during one of his drinking orgies, and could not be revived. According to some sources, he was struck by a raging fever so violent that it caused his death. Another story relates that he was poisoned.

Alexander hadn't named his heir. After his death, the decision fell to his army who eventually agreed on a successor and a tenuous division of power. Alexander's half-brother and his son, born after his death, became joint kings Philip III Arrhidaeus and Alexander IV. Given the age of one and mental weakness of the other, Perdiccas was made regent. The other generals became governors of various parts of the empire. However, fights soon broke out among the generals, resulting in almost 50 years of war. By the end, both kings were murdered and Alexander's empire fractured into smaller kingdoms.

The Legend

Influence and inspiration

Alexander's influence on the world was without parallel. He brought prosperity to all parts of his empire. He founded cities, built harbours, and opened trade routes. He patronised the arts, philosophy, and science; among others, his retinue included biologists, historians, and geologists who were all encouraged to record what they saw along the way. Since he founded cities in diverse regions and left Greek and Macedonian troops there, the indigenous population came into contact with Hellenistic customs. Conversely, the soldiers he left behind adopted some of the local traditions. It was the beginning of the Hellenistic period: the spreading of Hellenistic culture and its intermingling with

numerous other cultures. The Gandhara Buddhas are fine examples of Graeco-Buddhist sculpture. The reciprocal influences endured for centuries after Alexander's death.

Through the centuries, and around the world, Alexander has remained a source of inspiration for writers and artists. The Romans greatly admired him. His courage, his triumphs, and the staggering numbers of those he defeated appealed to their imagination. Much was published about Alexander in the Roman era, including several entire series of books, such as the ten-volume series by Quintus Curtius Rufus, dating from the first century CE. In addition, the so-called *Alexander Romance* (probably written in the 3rd century CE) is a stirring, partly fictionalised account of Alexander's reign. In later centuries, this text was rewritten and expanded in several languages and regions, often adapted to suit local tastes and the age. In the Middle Ages, for instance, the stories were not only filled with Christian piety, but peppered with all kinds of fabrications. In illuminated manuscripts produced in the early Middle Ages, Alexander is depicted in a kind of diving-bell, heading for the bottom of the sea. In the late Middle Ages, the emphasis shifts to his courtly graces and chivalry. He was one of the most popular figures in the Italian Renaissance. Scenes from his life inspired decorations in the palace interiors of princes and aristocrats.

Several European rulers saw Alexander as their role model. One of his greatest admirers was Louis XIV of France (1638–1715). The 'Sun King' had divine aspirations similar to those of Alexander. Indeed, he proclaimed himself 'the new Alexander', and instructed Charles Le Brun to make a series of Alexander paintings for the Louvre. Since the French court determined fashions throughout Europe, Alexander enjoyed a surge of popularity. In Italy, Spain, Austria and Germany, palaces were furnished with paintings depicting scenes from Alexander's life. In Persian literature, Alexander often plays a prominent role as the good king Iskander. He was much loved by Islamic princes from Persia and India. The appreciation for Alexander penetrated Russian culture with the advent of the Byzantine tradition; the Byzantine monarchs saw themselves as the direct descendants of the Macedonian king. The rulers of the first Russian state (from the 10th to the 13th century) not only adopted the Orthodox religion, but also adopted Alexander as 'their' hero.

In the 18th century, Catherine the Great (who ruled from 1762 to 1796) drew inspiration from Alexander. She named her grandson after him and raised him with stories of Alexander's exploits. Her political goals were similar to Alexander's. She too had the ambition of building a vast empire. It was during her reign that an absolute monarchy was firmly established in Russia.

Pre-visit Activity: Personal Profile

Profile of _____

Hometown:

Birthday:

Education:

Occupation:

Family:

Relationship status:

Favourite quote:

Interests:

Great things about me:

Not so great things about me:

Profile Picture

(Draw picture)

Stages 4–5 Activity 1: Daily life in ancient Greece

Ancient Greek clothing or transport

We can find out information about daily life thousands of years ago by looking at real objects from that time period.

- Select **one** object that you like which tells us about either clothing **or** transport in ancient Greece.
- Tick which one of these two categories your object fits into:
☐ Clothing ☐ Transport

1. What is the object?

2. Draw a picture of it in this frame.

3. Where is it from?

4. What year was the object made?

5. What is it made from?

6. What was the method of manufacture? (if known)

7. Who would have used it?

8. What was it used for?

9. Explain what your object tells us about clothing **or** transport in ancient Greece:



Stages 4-5 Activity 2: Daily life in ancient Greece

Ancient Greek weaponry and armour or food

We can find out information about daily life thousands of years ago by looking at real objects from that time period.

- Select **one** object that you like that tells us about either weaponry and armour **or** food – cooking and eating in ancient Greece.
- Tick which one of these 2 categories your object fits into:
☐ Weaponry and armour ☐ Food – cooking and eating

1. What is the object?

2. Draw a picture of it in this frame.

3. Where is it from?

4. What year was the object made?

5. What is it made from?

6. What was the method of manufacture? (if known)

7. Who would have used it?

8. What was it used for?

9. Explain what your object tells us about weaponry and armour **or** food – cooking and eating in ancient Greece:



Stages 4–5 Activity 3: Daily life in ancient Greece

Ancient Greek beliefs, customs or roles of men and women

We can find out information about daily life thousands of years ago by looking at real objects from that time period.

- Select **one** object that you like that tells us about either beliefs and customs **or** the roles of men and women in ancient Greece.
- Tick which one of these two categories your object fits into:
☐ Beliefs and customs ☐ Roles of men and women

1. What is the object?

2. Draw a picture of it in this frame.

3. Where is it from?

4. What year was the object made?

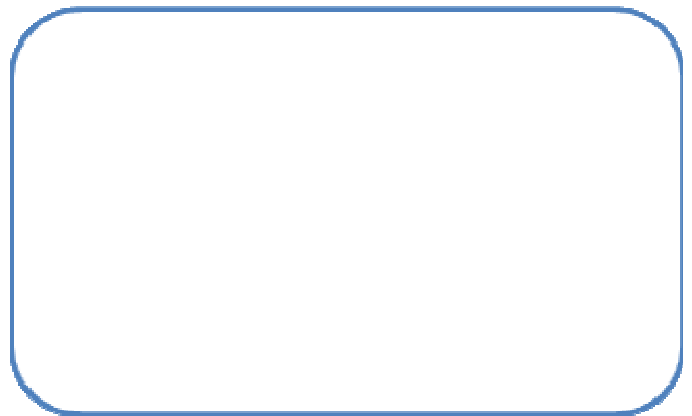
5. What is it made from?

6. What was the method of manufacture? (if known)

7. Who would have used it?

8. What was it used for?

9. Explain what your object tells us about beliefs and customs **or** the roles of men and women in ancient Greece:



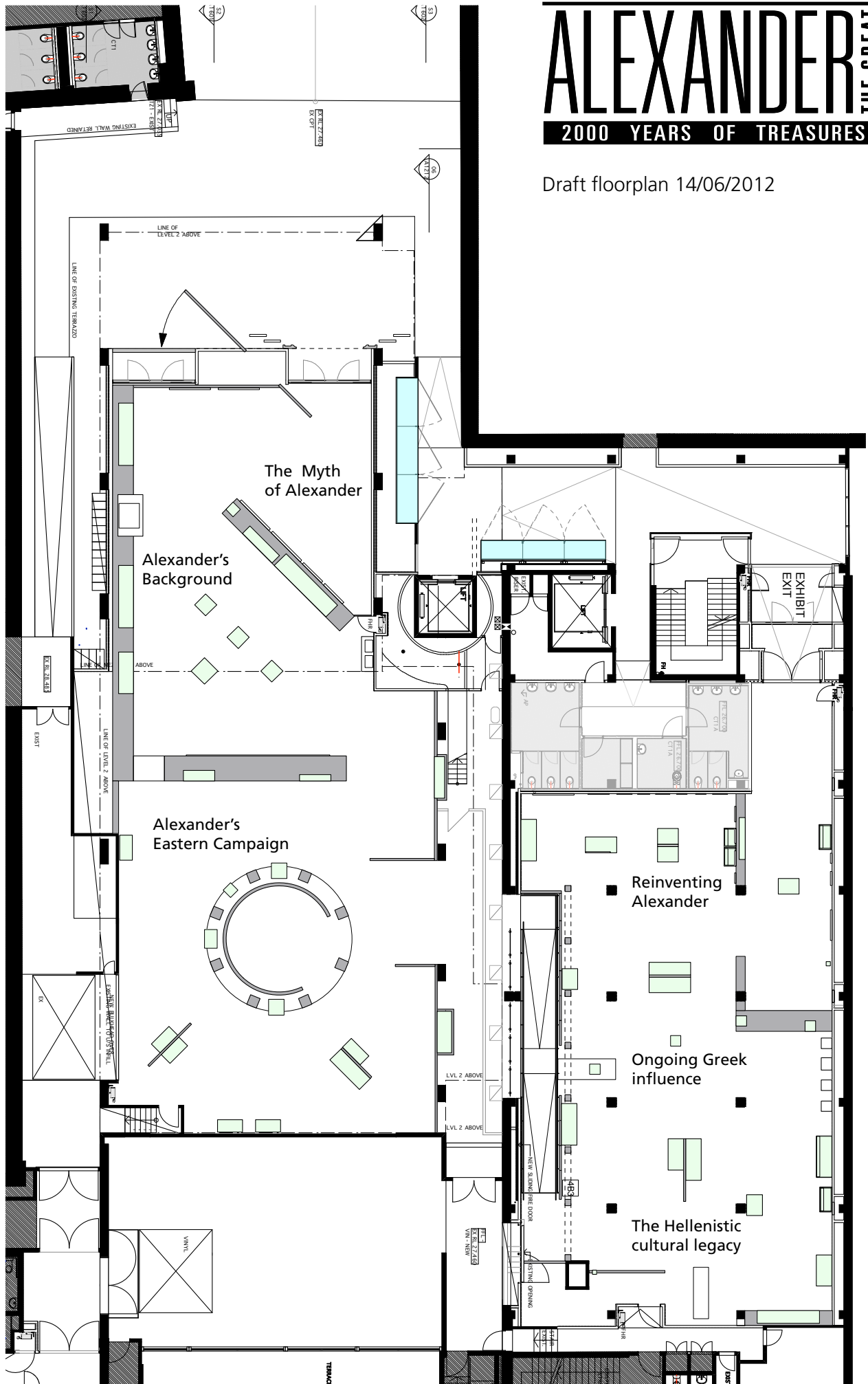
Stages 4–5 Activity 4: Alexander's Character

Alexander the Great: understanding and analysing

- Choose **one** object from the exhibition with an image of Alexander the Great that shows his character or personality. It could be a painting, sketch, tapestry, coin, vase, textile or jewellery
- For your chosen object, complete the following table:

Criteria	Your answer	
Object name:		
Artist's name:		
Where is it from?		
When was it made?		
What is it made from?		
Which word(s) best describe Alexander the Great in your chosen object.	<input type="radio"/> Proud <input type="radio"/> Happy <input type="radio"/> Brave <input type="radio"/> Sad <input type="radio"/> Angry	<input type="radio"/> Controlling <input type="radio"/> Determined <input type="radio"/> Ruthless <input type="radio"/> Kind <input type="radio"/> Other _____ (my word)
Explain your reasons for choosing these words.		
What feelings and opinions of Alexander the Great do you think the artist was trying to tell us about through this image?		

Draft floorplan 14/06/2012

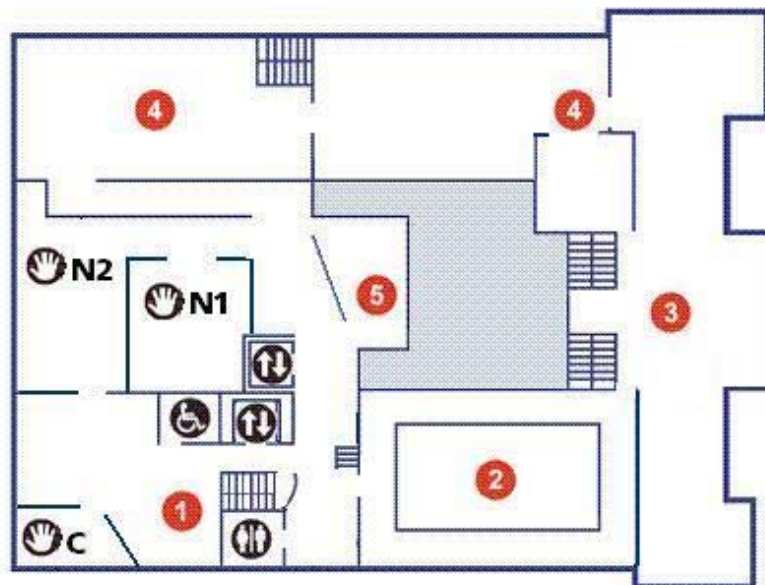


Australian Museum floorplan





updated May 2012

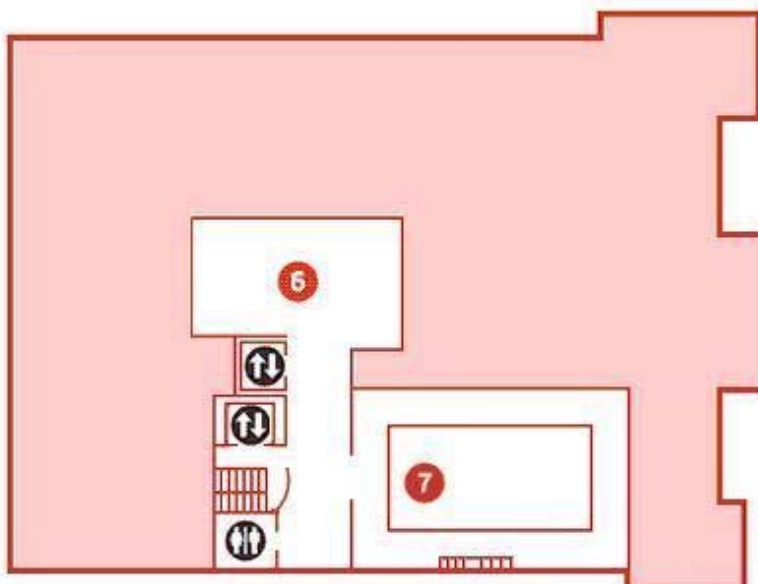
Level 2

-  **N1 & N2 Nature Spaces**
– for booked education groups
-  **C Culture Space**
– for booked education groups
-  **1 Search & Discover**
-  **2 Birds & Insects exhibition**
-  **3 Dinosaurs exhibition**
-  **4 Surviving Australia exhibition**
-  **5 Kidspace (for under 5s)**
-  **Lift (education groups please use the stairs)**
-  **Accessible toilet / Toilets**



Level 1

-  **6 Albert Chapman Mineral Collection exhibition**
-  **7 Planet of Minerals exhibition**
-  **Lift (education groups please use the stairs)**
-  **Toilets**



Level G (Ground floor)

-  **8 Indigenous Australians exhibition**
-  **9 Skeletons exhibition**
-  **Alexander the Great exhibition**
-  **Main Entrance (College Street)**
-  **Atrium – information and cloakings**
-  **Toilets**
-  **Café**
-  **Museum Shop**
-  **Theatrette**
-  **Lift (education groups please use the stairs)**

