# The Byzantine Empire and Islamic Civilization

Content Area: **Social Studies**
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**
Time Period: **Week**
Length: **3 weeks**
Status: **Published**

## Unit Overview

Students will learn about the Byzantine empire and civilization.   Students will study Islamic civilization and achievements.   The students will learn about Theodora, the powerful empress of the Byzantine empire, and the travels of Ibn Battuta throughout Africa and Asia.   The students will also learn about cultural differences between Byzantine and Islamic civilizations and how religion and culture are connected.

## Transfer

Students will be able to independently use their learning to...

Develop a tolerance and understanding of other religions and cultures.

Develop an appreciation for an effective leader and identify the pivotal role that an individual leader can have in shaping a community.

Develop a skill to settle disagreements within a group of people.

Develop an appreciation for unique characteristics of an unfamiliar culture.

Develop an appreciation of how big ideas change a culture.

Develop an appreciation of the importance of rituals to people's cultures.

Develop an understanding of what makes a leader popular with his/her people that he/she leads.

Develop an appreciation of what causes people to achieve great things.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

## Meaning

## Understandings

Students will understand that...

Sometimes empires do not fall but evolve into new empires that are very different from their predecessors.

Religious groups that start out united often split into different sects.

The legacies of ancient empires were preserved by the empires that came after them.

New ideas that transform the world can start in unexpected places.

Several religions are monotheistic emphasizing belief in one God.

Religions can help define a civilization, and can be shared by many different cultures.

A respect for trade and learning can help create propserity and advance culture.

## Essential Questions

Students will keep considering...

What distinguishes one culture from one another?

How are religion and culture connected?

## Application of Knowledge and Skill

## Students will know...

- The importance of geography and leadership to the Byzantine empire.
- Advantages of Constantinople for defense and trade.
- Features of the Roman Catholic and Eastern Orthodox churches.
- Causes of the Great Schism.
- Main features of Byzantine culture, law, and religion.
- Ways in which Byzantine culture spread.
- Arabian geography and culture before Islam.
- The role of Muhammad in establishing and spreading Islam.
- Core beliefs of Islam.
- Ways that Muslim daily life reflects beliefs of Islam.
- Ways that Muslim rule expanded and faith spread
- Important Muslim empires and dynasties.
- Key features of Muslim culture.
- Intellectual achievements of Muslim scholars.

## Students will be skilled at...

- Analyze effects of geography and leadership on the Byzantine empire.
- Categorize geographic features as advantages for trade and defense.
- Compare and contrast the structure and function of the Roman Catholic and Eastern Orthodox churches.
- Compare views reflected in the Great Schism and explain why it occurred.
- Summarize important issues about Byzantine civilization.
- Identify causes and effects of Byzantine cultural diffusion.
- Identify main ideas and details about the origins and spread of Islam.
- Make decisions to choose necessary items for living in parts of Muslim Arabia.
- Summarize main ideas of Islam.
- Desribe how the Five Pillars of Islam affect Muslims every day.
- Sequence expansion of Muslim political rule and Islamic religious influence.
- Make an illustrated timeline of Muslim empires.
- Analyze effects of spreading Muslim culture.
- Synthesize information in a class schedule for Muslim learning.

## Academic Vocabulary

- Arabic numerals
- Bedouin
- Byzantine
- Caligraphy
- Caliph
- Creed
- Cyrillic Alphabet
- Great Schism
- Greek fire
- Hijira
- Icon
- Iconoclast
- Justinian's Code
- Kaaba
- Missionary
- Moat
- Oasis
- Pope
- Shia
- Strait
- Sufism
- Sultan
- Sunni
- Textile

## Learning Goal 1

- The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

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| LA.RL.5.1 | Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. |
| LA.RI.5.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| LA.RI.5.8 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| LA.RI.5.9 | Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| LA.RF.5.3.A | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in |

| | context and out of context. |
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| LA.RF.5.4 | Read with sufficient accuracy and fluency to support comprehension. |
| LA.W.5.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| LA.W.5.1.A | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. |
| LA.W.5.1.B | Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. |
| LA.W.5.1.D | Provide a conclusion related to the opinion presented. |
| LA.SL.5.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. |
| LA.SL.5.1.B | Follow agreed-upon rules for discussions and carry out assigned roles. |
| LA.SL.5.1.C | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| LA.SL.5.1.D | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| LA.L.5.2.A | Use punctuation to separate items in a series. |
| LA.L.5.2.B | Use a comma to separate an introductory element from the rest of the sentence. |
| LA.L.5.2.C | Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). |
| LA.L.5.2.D | Use underlining, quotation marks, or italics to indicate titles of works. |
| LA.L.5.2.E | Spell grade-appropriate words correctly, consulting references as needed. |
| LA.L.5.4.A | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| LA.L.5.4.B | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). |
| LA.L.5.4.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| LA.5.CCSS.ELA-Literacy.CCRA.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| LA.5.CCSS.ELA-Literacy.CCRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| LA.5.CCSS.ELA-Literacy.CCRA.R.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| LA.5.CCSS.ELA-Literacy.CCRA.R.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| LA.5.CCSS.ELA-Literacy.CCRA.R.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| LA.5.CCSS.ELA-Literacy.CCRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| LA.5.CCSS.ELA-Literacy.CCRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| SOC.5-8.6.2.8 | All students will acquire the knowledge and skills to think analytically and systematically |

about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

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| SOC.5-8.6.2.8.4 | The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |
| SOC.5-8.6.2.8.D.4.h | Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. |
| CCSS.ELA-Literacy.RI.5.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |

## Target 1 (Chapter 14 Section 1)

• Students will be able to explain how the Eastern Empire survived.

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| SOC.5-8.6.2.8 | All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. |
| SOC.5-8.6.2.8.4 | The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |
| SOC.5-8.6.2.8.B.4.g | Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations. |
| SOC.5-8.6.2.8.D.4.h | Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. |

## Target 2 (Chapter 14 Section 2)

• Students will be able to explain what caused the division within the Christian Church.

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| SOC.5-8.6.1.8 | All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| SOC.5-8.6.2.8.4 | The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |
| SOC.5-8.6.2.8.B.4.g | Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations. |

## Target 3 (Chapter 14 Section 3)

- Student will be able to explain how the Byzantine civilization developed.

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| SOC.5-8.6.2.8 | All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. |
| SOC.5-8.6.2.8.4 | The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |
| SOC.5-8.6.2.8.D.4.h | Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. |

## Learning Goal 2

- Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

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| LA.RL.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RL.6.2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| LA.RL.6.3 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| LA.RL.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| LA.RL.6.5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| LA.RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. |
| LA.RL.6.7 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. |
| LA.RL.6.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| LA.RL.6.10 | By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. |
| LA.RI.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RI.6.2 | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |

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| LA.RI.6.3 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| LA.RI.6.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.W.6.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| LA.W.6.1.A | Introduce claim(s) and organize the reasons and evidence clearly. |
| LA.W.6.1.B | Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |
| LA.W.6.1.C | Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. |
| LA.W.6.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LA.W.6.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| LA.W.5.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| LA.W.6.3.A | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| LA.W.6.3.B | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| LA.W.6.3.C | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
| LA.W.6.3.D | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| LA.W.6.3.E | Provide a conclusion that follows from the narrated experiences or events. |
| LA.SL.6.1.A | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| LA.SL.6.1.B | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| LA.SL.6.1.C | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| LA.SL.6.1.D | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| LA.L.6.1.A | Ensure that pronouns are in the proper case (subjective, objective, possessive). |
| LA.L.6.1.B | Use intensive pronouns (e.g., myself, ourselves). |
| LA.L.6.1.C | Recognize and correct inappropriate shifts in pronoun number and person. |
| LA.L.6.1.D | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| LA.L.6.1.E | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| LA.L.6.2.A | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
| LA.L.6.2.B | Spell correctly. |
| LA.L.6.3.A | Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. |
| LA.L.6.3.B | Maintain consistency in style and tone. |
| LA.L.6.4.A | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or |

| | function in a sentence) as a clue to the meaning of a word or phrase. |
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| LA.L.6.4.B | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). |
| LA.L.6.4.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| LA.L.6.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| LA.L.6.5.A | Interpret figures of speech (e.g., personification) in context. |
| LA.L.6.5.B | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| LA.L.6.5.C | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). |
| LA.5.CCSS.ELA-Literacy.CCRA.W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.5.CCSS.ELA-Literacy.CCRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LA.6.CCSS.ELA-Literacy.CCRA.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| LA.6.CCSS.ELA-Literacy.CCRA.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| LA.6.CCSS.ELA-Literacy.CCRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| LA.6.CCSS.ELA-Literacy.CCRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| LA.6.CCSS.ELA-Literacy.CCRA.R.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| LA.6.CCSS.ELA-Literacy.CCRA.R.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| LA.6.CCSS.ELA-Literacy.CCRA.R.4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| LA.6.CCSS.ELA-Literacy.CCRA.R.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| LA.6.CCSS.ELA-Literacy.CCRA.R.6 | Assess how point of view or purpose shapes the content and style of a text. |
| LA.6.CCSS.ELA-Literacy.CCRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| LA.6.CCSS.ELA-Literacy.CCRA.R.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| LA.6.CCSS.ELA-Literacy.CCRA.R.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| LA.6.CCSS.ELA-Literacy.CCRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
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| | proficiently. |
| LA.6.CCSS.ELA-Literacy.CCRA.W.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.6.CCSS.ELA-Literacy.CCRA.W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.6.CCSS.ELA-Literacy.CCRA.W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| SOC.5-8.6.2.8 | All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. |
| SOC.5-8.6.2.8.4 | The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |
| SOC.5-8.6.2.8.B.4.d | Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. |
| SOC.5-8.6.2.8.C.4.e | Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts. |
| SOC.5-8.6.2.8.D.3.e | Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. |
| SOC.5-8.6.2.8.D.4.h | Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. |
| SOC.5-8.6.2.8.D.4.i | Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society. |
| CCSS.ELA-Literacy.W.6.9.a | Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). |
| CCSS.ELA-Literacy.W.6.9.b | Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |
| CCSS.ELA-Literacy.RL.6.8 | (Not applicable to literature) |

## Target 1 (Chapter 15 Section 1)

• Student will be able to investigate the origins of Islam.

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| SOC.5-8.6.2.8 | All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. |
| SOC.5-8.6.2.8.4 | The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and |

centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

| SOC.5-8.6.2.8.B.4.d | Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. |
| SOC.5-8.6.2.8.D.3.e | Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. |

## Target 2 (Chapter 15 Section 2)

• Students will be able to compare the beliefs of Islam with their own religion.

| SOC.5-8.6.2.8 | All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. |
| SOC.5-8.6.2.8.4 | The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |
| SOC.5-8.6.2.8.D.3.e | Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. |

## Target 3 (Chapter 15 Section 3)

• Student will be able to identify important Muslim Empires and Dynasties.

| SOC.5-8.6.2.8 | All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. |
| SOC.5-8.6.2.8.4 | The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |
| SOC.5-8.6.2.8.B.4.d | Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. |
| SOC.5-8.6.2.8.C.4.e | Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts. |
| SOC.5-8.6.2.8.D.4.i | Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African |

society.

## Target 4 (Chapter 15 Section 4)

- Student will be able to summarize the key features of Muslim culture and achievements.

| SOC.5-8.6.2.8.4 | The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |
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| SOC.5-8.6.2.8.C.4.e | Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts. |
| SOC.5-8.6.2.8.D.3.e | Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. |

## Advanced Learning Goals and Targets

## Advanced Learning Goal #1

- The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

| LA.RI.6 | Reading Informational Text |
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| | Key Ideas and Details |
| LA.RI.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RI.6.2 | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| LA.RI.6.3 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| LA.RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| LA.RI.6.5 | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
| LA.RI.6.6 | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. |
| LA.RI.6.7 | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |

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| LA.RI.6.8 | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| LA.RI.6.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| MA.6.NS.C.7b | Write, interpret, and explain statements of order for rational numbers in real-world contexts. |
| MA.6.NS.C.7c | Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. |
| LA.W.6.1.A | Introduce claim(s) and organize the reasons and evidence clearly. |
| LA.W.6.1.B | Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |
| LA.W.6.1.C | Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. |
| LA.W.6.1.D | Establish and maintain a formal/academic style, approach, and form. |
| LA.W.6.1.E | Provide a concluding statement or section that follows from the argument presented. |
| LA.W.6.2.A | Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. |
| LA.W.6.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| LA.W.6.2.C | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| LA.W.6.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| LA.W.6.2.E | Establish and maintain a formal/academic style, approach, and form. |
| LA.W.6.2.F | Provide a concluding statement or section that follows from the information or explanation presented. |
| LA.W.6.3.A | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| LA.W.6.3.B | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| LA.W.6.3.C | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
| LA.W.6.3.D | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| LA.W.6.3.E | Provide a conclusion that follows from the narrated experiences or events. |
| LA.W.6.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| LA.W.6.6 | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| LA.W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| LA.W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

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| MA.6.EE.C.9 | Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. |
| LA.W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.6.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.SL.6.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| LA.SL.6.2 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| LA.SL.6.3 | Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| LA.SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). |
| LA.SL.6.5 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| LA.SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| LA.L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.6.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.6.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
| LA.L.6.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| LA.L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| SOC.6.2.8.A.4.a | Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. |
| SOC.6.2.8.B.4.a | Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. |
| SOC.6.2.8.B.4.b | Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers. |
| SOC.6.2.8.B.4.c | Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion. |
| SOC.6.2.8.B.4.d | Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. |

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| SOC.6.2.8.B.4.e | Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. |
| SOC.6.2.8.B.4.f | Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. |
| SOC.6.2.8.C.4.a | Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). |
| SOC.6.2.8.C.4.b | Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts. |
| SOC.6.2.8.D.4.a | Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people. |
| SOC.6.2.8.D.4.b | Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders. |
| SOC.6.2.8.D.4.f | Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. |
| SOC.6.2.8.D.4.g | Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. |
| SOC.6.2.8.CS4 | Expanding Exchanges and Encounters: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |

## Advanced Target 1 (Chapter 14 Section 1)

Activities:

- Read and anlayze Enrichment:  Trading Cards.
- Put It Here Activity:  Have students develop brief oral arguments to the emperor, using the map to argue for the fictional new location.

- Analyze effects of geography and leadership on the Byzantine Empire

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| SOC.6.2.8.B.4.a | Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. |
| SOC.6.2.8.D.4.f | Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. |
| SOC.6.2.8.CS4 | Expanding Exchanges and Encounters: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |

## Advanced Target #2 (Chapter 14 Section 2 & Chapter 14 End of Chapter Activity)

Activities:

- Read and analyze Enrichment: Nicene Creed to learn more about this important Christian document.
- Can We Talk: Have students research other differences between the two churches, such as church rituals, and reflect these differences in their dialogues.
- Put the Pieces Together: Ask students to use their mosaic images to form a larger image related to their topic, such as an Eastern Orthodox cross for "religion."

- Compare and contrast the structure and function of the Roman Catholic and Eastern Orthodox churches.

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| SOC.6.2.8.A.4.a | Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. |
| SOC.6.2.8.D.4.a | Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people. |
| SOC.6.2.8.CS4 | Expanding Exchanges and Encounters: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |

## Advanced Target #3 (Chapter 14 Section 3)

Activities:

- Read and analyze Enrichment: Byzantine Mosaics to learn about an important Byzantine art form.
- Spread the Word: Ask missionaries and visitors to name ideas they are exchanging.

- Identify causes and effects of Byzantine cultural diffusion.

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| SOC.6.2.8.A.4.a | Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. |
| SOC.6.2.8.B.4.a | Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. |
| SOC.6.2.8.C.4.b | Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts. |
| SOC.6.2.8.D.4.a | Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people. |
| SOC.6.2.8.D.4.f | Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. |
| SOC.6.2.8.CS4 | Expanding Exchanges and Encounters: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and |

opportunities for the empires, most people's daily lives remained unchanged.

## Advanced Learning Goal #2

• Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

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| MA.6.RP.A.3 | Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. |
| LA.RI.6 | Reading Informational Text |
| LA.RI.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RI.6.2 | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| LA.RI.6.3 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| LA.RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| LA.RI.6.5 | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
| MA.6.NS.C.5 | Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. |
| LA.RI.6.6 | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. |
| LA.RI.6.7 | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| LA.RI.6.8 | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| LA.RI.6.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |
| LA.RI.6.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| MA.6.NS.C.7b | Write, interpret, and explain statements of order for rational numbers in real-world contexts. |
| LA.W.6.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| LA.W.6.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LA.W.6.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| LA.W.6.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

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| LA.W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| LA.W.6.6 | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| MA.6.EE.B.6 | Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. |
| MA.6.EE.B.7 | Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$, $q$ and $x$ are all nonnegative rational numbers. |
| LA.W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| LA.W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| MA.6.EE.C.9 | Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. |
| LA.W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.6.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.SL.6.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| LA.SL.6.2 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| LA.SL.6.3 | Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| LA.SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). |
| LA.SL.6.5 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| LA.SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| LA.L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.6.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.6.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
| LA.L.6.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

| LA.L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| SOC.6.2.8.A.4.a | Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. |
| SOC.6.2.8.B.4.a | Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. |
| SOC.6.2.8.B.4.b | Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers. |
| SOC.6.2.8.B.4.c | Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion. |
| SOC.6.2.8.B.4.d | Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. |
| SOC.6.2.8.B.4.f | Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. |
| SOC.6.2.8.C.4.a | Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). |
| SOC.6.2.8.C.4.b | Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts. |
| SOC.6.2.8.D.4.a | Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people. |
| SOC.6.2.8.D.4.b | Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders. |
| SOC.6.2.8.D.4.f | Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. |
| SOC.6.2.8.D.4.g | Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. |
| SOC.6.2.8.CS4 | Expanding Exchanges and Encounters: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |

## Advanced Target 1 (Chapter 15 Section 1)

Activities:

- Read and analyze Enrichment: Arabian Culture Before Islam to learn about Bedouin poetry.
- Living in Arabia: Have partners select items or skills that are useful in the climate where they live.


- Identify main ideas and details about the origins and spread of Islam

## Advanced Target 2 (Chapter 15 Section 2 and Chapter 15 End of Chapter Activity)

Activities:

- Read and analyze Enrichment:  Eid al-Fitr to learn more about this important religious holiday for Muslims.
- Pillars of Islam:  Have students create the cover for their group's book or develop an ad to sell the book through a print or electronic medium.
- Ask students to write a second letter about an aspect of Muslim life in one country that they hope will spread to other countries.


- Describe how the Five Pillars of Islam affect Muslims every day.


## Advanced Target 3 (Chapter 15 Section 3)

Activities:

- Read and analyze Enrichment:  Sunni and Shia to learn about these two main groups within Islam.
- Who Was When?:  Have students add colored highlighting to their timeline to quickly show overlaps among empires or dynasties.


- Sequence expansion of Muslim political rule and Islamic religious influence

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| SOC.6.2.8.A.4.a | Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. |
| SOC.6.2.8.B.4.b | Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers. |
| SOC.6.2.8.B.4.c | Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion. |
| SOC.6.2.8.B.4.d | Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. |
| SOC.6.2.8.C.4.b | Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts. |
| SOC.6.2.8.D.4.a | Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people. |
| SOC.6.2.8.D.4.b | Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders. |
| SOC.6.2.8.D.4.f | Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. |
| SOC.6.2.8.CS4 | Expanding Exchanges and Encounters: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |

## Advanced Target #4 (Chapter 15 Section 4)

Activities:

- Read and analyze Enrichment:  Al-Khwarizmi and Algebra to learn about the important contribution of Muslim learning.
- Time for Class:  Ask students to suggest one higher level course for in-depth study.

- Analyze effects of spreading Muslim culture.

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| SOC.6.2.8.D.4.g | Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. |
| SOC.6.2.8.CS4 | Expanding Exchanges and Encounters: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |

## Summative Assessment

Unit 6: The Byzantine Empire and Islamic Civilization Assessment Form A, Form B (Pearson Realize)

All assessments are differentiated and aligned to the social studies standards and curriculum.   Alternate assessments may include problem based learning, projects or presentations, or a common paper/pencil assessment or combination of any of these.

Common summative assessments will be devised by the 6th grade social studies teachers during common planning time.

## 21st Century Life & Careers

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| PFL.9.1.8.A.4 | Relate earning power to quality of life across cultures. |
| TECH.8.1.8 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to |

create and communicate knowledge.

| TECH.8.1.8.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
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| TECH.8.1.8.D.1 | Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. |
| TECH.8.1.8.D.2 | Demonstrate the application of appropriate citations to digital content. |
| TECH.8.1.8.D.3 | Demonstrate an understanding of fair use and Creative Commons to intellectual property. |
| TECH.8.1.8.D.4 | Assess the credibility and accuracy of digital content. |
| TECH.8.1.8.D.5 | Understand appropriate uses for social media and the negative consequences of misuse. |
| TECH.8.1.8.D.CS1 | Advocate and practice safe, legal, and responsible use of information and technology. |
| TECH.8.1.8.D.CS2 | Demonstrate personal responsibility for lifelong learning. |
| TECH.8.1.8.D.CS3 | Exhibit leadership for digital citizenship. |
| TECH.8.2.8 | Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |

## Formative Assessment and Performance Opportunities

- Atlas Activities
- Class Discussion
- Classroom Centers
- Cooperative Learning
- Social Studies Notebook
- Student Displays and Presentations
- Student Worksheet
- Writing Activities

## Accommodations/Modifications

- Content Vocabulary: Academic Word Finder - http://achievethecore.org/academic-word-finder/
- Differentiation: 504 accommodations and IEP modifications; text to speech option in online text and

for other informational text - online tools are available: (https://www.naturalreaders.com/)

- guided notes

- independent reading vs. group reading (Reg/Spec)

- modified assessments

- modified assignments

- modified notes (Spec)

- modified writing assignments (Spec)

- Pearson Realize: Spanish edition text

- project choice (Reg/Spec)

- small group instruction (Spec/ICS)

- Social Studies Enrichment/Modifications Resources for ELL Students-
https://www.colorincolorado.org/resource-topic/content-resources-social-studies - "Connect Students'
Background Knowledge to Content in the ELL Classroom"

- Social Studies Enrichment/Modifications Resources for ELL Students-
https://www.colorincolorado.org/resource-topic/content-resources-social-studies - "Social studies
Instruction to ELLs"

- task-based assessments

- test corrections

- The Byzantine Empire and Islamic Civilization: Online Student Journal

- The Byzantine Empire and Islamic Civilization: Spanish Online Student Journal

- tiered questions based on reading (Reg/Spec)


## Advanced Class Modifications

- Accomodations/Modifications: tiered questions based on reading

- essays

- independent research

- modified notes (Spec/Adv)

- more complex text

- oral presentation

- project choice

- student research opportunities


## Unit Resources

- Activity Cards


- black line masters


- Climate Change Resource: https://www.discovermagazine.com/planet-earth/did-climate-change-help-take-down-the-

byzantine-empire

- Climate Change Resource:  https://www.livescience.com/65069-byzantine-trash-heaps.html

- Essential Question posters

- Google Expedition

- guest speakers

- Hip Hop History:  Islamic Civilization

- Hip Hop History:  The Byzantine Empire

- https://flexbooks.ck12.org/user:zxbpc2rzcziwmthaz21hawwuy29t/cbook/world-history-studies_episd/section/3.5/primary/user:cmnyb2ryatfazxbpc2qub3jn/lesson/the-birth-and-fundamentals-of-islam/

- https://flexbooks.ck12.org/user:zxbpc2rzcziwmthaz21hawwuy29t/cbook/world-history-studies_episd/section/3.6/primary/user:zxbpc2r3aeblcglzzc5vcmc./lesson/islamic-empires-and-expansion/

- https://www.abc-clio.com/students/

- https://www.acclimatise.uk.com/2017/08/23/air-pollution-turns-the-taj-mahal-yellow/#:~:text=A%20unique%20UNESCO%20World%20Heritage,millions%20of%20tourists%20to%20India.&text=Its%20fa%C3%A7ade%20is%20turning%20into,might%20speed%20up%20this%20process.
- https://www.brainpop.com/socialstudies/culture/ramadan/

- https://www.brainpop.com/socialstudies/worldhistory/ottomanempire/

- https://www.brainpop.com/socialstudies/worldhistory/silkroad/

- https://youtu.be/_NpDvBX2XEI

- https://youtu.be/0W8wIAV1Pu4

- https://youtu.be/1zXo1Bk1VZk

- https://youtu.be/6OF4HEGNBRQ

- https://youtu.be/7DVyaAfgLb4

- https://youtu.be/7mNXbUAxdVI

- https://youtu.be/8V7RoZG75hM

- https://youtu.be/aN1imOXR4b4

- https://youtu.be/aOExHX45jLQ

- https://youtu.be/bNttn4oy3YU

- https://youtu.be/dqZYZOjRlmA

- https://youtu.be/eGL_M1SQV5E

- https://youtu.be/fvX1vorZgF4

- https://youtu.be/GAvFP19Lcz4

- https://youtu.be/H_2E0RxVHH4

- https://youtu.be/hkuimX1bh6g

- https://youtu.be/Hnxmh_NxPcs

- https://youtu.be/I6i8cLXPGQE

- https://youtu.be/Ia3WdlvfnBU

- https://youtu.be/j9WV2T7Y_E4

- https://youtu.be/kE8wPv-JdOA

- https://youtu.be/klq84Z9O4GU

- https://youtu.be/KRPp3jzv1Tw

- https://youtu.be/mBy9-Fr2rYU

- https://youtu.be/oakBpmsJJ9Q

- https://youtu.be/OcwHm2Ph5cw

- https://youtu.be/Okph9wt8I0A

- https://youtu.be/oRkNaF0QvnI

- https://youtu.be/oUtEJtBeCaQ

- https://youtu.be/p0Prs99ANvY

- https://youtu.be/PDxKxnVZtgo

- https://youtu.be/pQMpcSQIvOk

- https://youtu.be/Q_s9Rcsg5UI

- https://youtu.be/rpQDLwlZnkA

- https://youtu.be/RwXAGiIVsgQ

- https://youtu.be/rYD7rVk4muU

- https://youtu.be/T_QoPEaULgM

- https://youtu.be/TEI0sVYKtg8

- https://youtu.be/TpcbfxtdoI8

- https://youtu.be/UrigtxUMs-w

- https://youtu.be/UYpklQoFHIw

- https://youtu.be/WEEORXFj-lo

- https://youtu.be/wgP_OSOS3IA

- https://youtu.be/WMlwlHHnMsI

- https://youtu.be/WtGohe_4JZ0

- https://youtu.be/yD4vvlPMQrw

- Interactive whiteboard activities

- Internet

- LGBTQ Teacher Resource:  https://www.gaystarnews.com/article/secret-gay-history-islam/

- myWorld History wall maps

- myWorldHistory.com

- Newscurrents (For current issues including important matters such as LGTBQ, African-American, Jewish, Climate Change, etc)

- Primary Source Documents: The Mini-DBQ Project Binders

- ProGuide

- Social Studies Notebook

- Student Journal

- supplemental textbooks/teacher resources

- The Big History Project -https://school.bighistoryproject.com/bhplive

- videos