

Unit 2: The Byzantine Empire

Content Area: **Template**
Course(s):
Time Period:
Length:
Status: **Published**

State Mandated Topics Addressed in this Unit

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| N/A | N/A |

The Byzantine Empire

Learning Objectives

- Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
- Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
- Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

Essential Skills

- Analyze how the American legal system was influenced by the systems in place by the Byzantine Empire.
- Compare and contrast the rights of different classes within Byzantine society.
- Compare and contrast the rule of Rome to that of the Byzantine Empire.
- Engage in the writing process to write a research paper about a topic central to contemporary issues.
- Evaluate the principles that the Byzantine Empire was founded on and explain how these principles led to the fall of the empire.
- Examine primary source documents from each of the eras studied.
- Identify and evaluate appropriate sources to use to support a thesis.

- Identify how the Byzantine Empire influenced other parts of medieval Europe.
- Publish and defend a thesis in an academic research paper.
- Research how the Byzantine Empire influenced later medieval society as well as society today.
- Utilize technology to acquire, organize and present information.

Standards

Need to fix the history related standards. History standards are at the wrong grade level. (8th grade)

All ELA standards listed are correct grade.

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| LA.RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.11-12.2 | Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. |
| LA.RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| LA.W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.W.11-12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| LA.W.11-12.2.C | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| LA.W.11-12.2.D | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| LA.W.11-12.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.F | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |
| LA.W.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |

Instructional Tasks/Activities

- Complete a final culmination project that assesses understanding of the unit and the application of concepts to pop culture references in art, literature and/or film/television.
- Complete a graphic organizer comparing the American justice system to that of Ancient Rome and the Byzantine Empire.

- Complete a graphic organizer of the different classes within Byzantine society.
- Complete small research tasks on major leaders of the Byzantine Empire
- Define key terms related to the unit of study.
- Guided Reading/Outlining/Notes
- Read and analyze primary source documents that correspond to the time period (DBQs will be used).
- Research the elements of the Byzantine justice system.

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Final Cumulative Project
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Teacher observation
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom

- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions

- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- ABC-CLIO online textbook
- Google Docs
- Google Slides
- Khan Academy videos: <https://www.khanacademy.org/humanities/world-history/medieval-times/byzantine-empire/v/justinian-and-the-byzantine-empire>
- Primary source documents from the online textbook and additional teacher resources (MEDIEVAL HISTORY THROUGH LITERATURE)
- The Byzantine Empire (Documentary): <https://www.ancient.eu/video/1354/history-channel-documentary---the-byzantium-empire/>
- The Internet

