# Civics April C6 The Byzantine Empire

Content Area: **Social Studies**
Course(s):
Time Period: **April**
Length: **2-3 days**
Status: **Published**

## Unit Overview

In a Visual Discovery activity, students act out images that represent Constantinople, Justinian's rule, the development of the Eastern Orthodox Church, and the schism between Roman Catholic and Eastern Orthodox Christians in 1054.

## Enduring Understandings

- Demonstrate the importance of Constantinople as a trading hub and explain how it emerged as the capital of the Byzantine Empire
- Describe the reign of Justinian I, including his contributions to public works and his creation of a code of law
- Discuss the relationship between religion and government in the Byzantine Empire
- Trace the development of the Eastern Orthodox Church and its relations with the west

## Essential Questions

How did the Byzantine Empire develop and form its own distinctive church?

## Instructional Strategies & Learning Activities

preview activity

vocabulary

trading activity

visual activity analysis

act-it-out

reading notes in ISN (interactive student notebook)

text reading

## Integration of Career Readiness, Life Literacies and Key Skills

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| 9.4.5.CI | Creativity and Innovation |
| | Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. |
| 9.4.5.CI.1 | Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). |
| 9.4.5.DC | Digital Citizenship |
| | Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source. |
| 9.4.5.DC.1 | Explain the need for and use of copyrights. |
| 9.4.5.DC.2 | Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. |
| 9.4.5.DC.3 | Distinguish between digital images that can be reused freely and those that have copyright restrictions. |
| 9.4.5.DC.4 | Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). |
| | Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate. |
| 9.4.5.IML.1 | Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). |
| | Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas. |

## Technology and Design Integration

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| | Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem. |

## Interdisciplinary Connections

### Literature Recommendations

The following books offer opportunities to extend the content in this chapter.

*Anna of Byzantium* by Tracy Barrett (New York: Bantam Doubleday Dell, 2000)

*Daily Life in the Byzantine Empire* by Marcus Rautman (Westport: Greenwood Press, 2006)

*A Travel Guide to Medieval Constantinople* by James Barter (Farmington Hills, MI: Lucent Books, 2003)

## The Glory of Byzantium (The Metropolitan Museum of Art)

http://www.metmuseum.org/research/metpublications/The_Glory_of_Byzantium_Art_and_Culture_of_the_Middle_Byzantine_Era_AD_843_1261

*The Glory of Byzantium: Art and Culture of the Middle Byzantine Era, A.D. 843-1261* explores the culture of the later period of the Byzantine Empire, including the society and art from that era. This free online resource includes many images of mosaics, manuscripts, and other artistic objects. The site also includes photographs and descriptions of artifacts from the Byzantine Era that are on display at the Metropolitan Museum of Art.

## WebChron: The Web Chronology Project

http://www.thenagain.info/WebChron/index.html

WebChron: The Web Chronology Project contains a series of hyperlinked chronologies and articles created by the university's history department for its students. There are many types of chronologies, and some are specific to a geographic region, a religion, or a specialized topic such as literature. The content is mostly text, and the vast amount of information is cleverly organized into a series of outlines. You can see events and people in a matrix of time and place, as well as how other regions' histories are connected to one another. The Mediterranean Basin Chronology is valuable for studying the legacy of the Roman Empire.

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| LA.RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources. |
| LA.RH.6-8.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| LA.RH.6-8.8 | Distinguish among fact, opinion, and reasoned judgment in a text. |
| LA.RH.6-8.9 | Analyze the relationship between a primary and secondary source on the same topic. |
| LA.RH.6-8.10 | By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. |
| LA.WHST.6-8.1 | Write arguments focused on discipline-specific content. |
| LA.WHST.6-8.1.A | Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |
| LA.WHST.6-8.1.B | Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. |
| LA.WHST.6-8.1.C | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. |
| LA.WHST.6-8.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| LA.WHST.6-8.2.E | Establish and maintain a formal/academic style, approach, and form. |

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

## English Learners

Provide Support for the Act-It-Out Give students copies of Student Handout 6 and Visual 6C the day before this activity is scheduled to take place. Assign each student to a particular character, and encourage students to read Section 3, The Reign of Justinian I, of the Student Text as they consider the questions on Student Handout 6. It may also help some students to write down ahead of time the answers to the act-it-out.

## Learners Reading and Writing Below Grade Level

Modify the Processing Activity Use the following as a model for creating writing prompts to help students add some of the required information:
• *Constantinople is a great place for the capital of the Byzantine Empire because . . .*
• *One special thing about Constantinople's geography is . . .*
• *During the day, people in Constantinople . . .*
• *Others spend time . . .*

## Learners with Special Education Needs

Adapt the Preview Activity Allow students who may find the physical aspects of the Preview activity challenging to station themselves at the trading hub in the center of the room as natives of Constantinople. Assign these students the responsibility for tallying their groups' collection of tokens.

Offer Additional Help for the Preview Activity Using the chart in Step 6 of the Preview activity, provide students with a list of the classroom experiences, in random order, for the Preview activity. Students can then match the historical connections from the list in the Interactive Student Notebook with the various classroom experiences.

## Advanced Learners

Assign a Culminating Project Have students research achievements and contributions of the Byzantine Empire and design a mobile or collage as a culminating project. Encourage them to use the Enrichment Resources provided at in this program as a starting point in their research on achievements and contributions of the Byzantine Empire. Include the following basic criteria for them to follow when completing the project:
• Detail four achievements or contributions of the Byzantine Empire, including those in the fields of architecture, art, education, religion, politics, medicine, science, or economics.
• Include an image of each achievement or contribution from the past, or a related image from the present.
• Write a paragraph describing each achievement or contribution, how it affected the lives of people during the Byzantine Empire, and two ways it has affected people's lives in modern times. (For example, how it might have affected further innovations or inventions.)

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
**Modifications and Accommodations used in this unit:**

See above and the accommodations spreadsheet.

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
**Schoolwide Benchmark assessments:**
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
**Additional Benchmarks used in this unit:**

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
**Formative Assessments used in this unit:**

in class activities

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

multiple choice test

online game

OR

processing activity

## Instructional Materials

TCI *History Alive: The Medieval World & Beyond* text

Interactive Student Notebooks (ISN)

Visual 6A

Information Master 6

masking tape

construction paper (in 7 colors)

Vocabulary WS & Preview

Student Handout 6 (1 per group of 4)

Visuals 6B-E

## Standards

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| 6.2.8.CivicsDP.3.a | 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 (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law). |
| 6.2.8.HistoryCC.4.e | Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. |
| 6.2.8.HistoryCC.4.f | 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. |
| 6.3.8.CivicsPI.2 | Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship). |
| 6.3.8.CivicsPR.1 | Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies. |