

02_Unit 2: The Byzantine Empire

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **2 weeks/ 10 - 12 lessons**
Status: **Published**

General Overview, Course Description or Course Philosophy

Social Studies 7

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the seventh grade students will focus on "Expanding Exchanges and Encounters" and "Revolution and the New Nation".

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that

- cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- the physical and human characteristics of places and regions are connected to human identities and cultures.
- political and civil (religion) institutions impact all aspects of people's lives.
- the development of the Byzantine Empire was shaped by social, political, cultural, technological, and economic factors.

CONTENT AREA STANDARDS

SOC.6.2.8.CivicsPI.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.GeoHE.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.GeoHE.4.c	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.HistoryCC.4.b	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).

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.W.7.2.A	Introduce a topic clearly, previewing what is to follow; 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).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- the Byzantine Empire originally was the eastern part of the Roman Empire.
- later the capital of the Byzantine Empire became Constantinople; a city that grew in great power because of its geography.
- Constantinople was surrounded by water and located directly between Europe and Asia allowing it to create relationships in both continents.
- the Byzantine Empire was considered an economic powerhouse because of their control over trade and agriculture.
- trade and agriculture in the Byzantine Empire flourished because of the location of the Byzantine Empire and the climate of the area.
- the Byzantine Empire was a Christian State, but their Eastern Orthodox Church disagreed with the Roman Catholic Church.
- the Eastern Orthodox Church split away from the Roman Catholic Church after years of conflict and disagreements.
- the Eastern Orthodox Church united the people of the Byzantine Empire and the church was the center of daily life for them.
- the Church also inspired unique and remarkable art and architecture.

Procedural Knowledge

Students will be able to:

explain how the geography and climate of the Byzantine Empire influenced their lives

- describe the geography and climate of the Byzantine Empire.
- explain how geography impacted the growth of Constantinople and the economy of the Byzantine Empire
- explain how the geography of Constantinople impacted its relationship with Europe and Asia.
- explain how the geography of the Byzantine Empire impacted their relationship with the World.

analyze the role of the Eastern Orthodox Church in the people's daily lives.

- identify and describe the Eastern Orthodox Church
- analyze the role of the Eastern Orthodox Church in creating social hierarchies

explain how the improvements made in the Byzantine Empire allowed them to become a successful and powerful kingdom

- explain how the growth in trade, agriculture, population, and society allowed for the Byzantine Empire to become a powerful nation

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

Questions that may be addressed but not limited to are:

How did the Byzantine Empire develop?

How did the Byzantine Empire form its own distinctive church?

- observation
- one-on-one
- questioning
- graphic organizers
- anecdotal notes

Alternative:

- self-assessments
- exit tickets

Summative Assessments

Questions that may be addressed but not limited to are:

How did the Byzantine Empire develop?

How did the Byzantine Empire form its own distinctive church?

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

www.teachinci.com - - History Alive! The Medieval World and Beyond

Supplemental:

Brain Pop

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - analyzing maps

Visual and Performing Arts - debate, presentations

Science - analysis of how geography and climate impact our way of life

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.