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| **UNIT 3 – Byzantine Empire**  **Quarter 1**  **(15 class periods)** | | | |
| ***Unit Question***  ***What were the cultural, political, social, and religious developments of the Byzantine Empire?*** | | | |
| **Benchmark/Learning Target** | **Guiding Questions** | **Resources** | **Vocabulary** |
| **SS.912.W.2.1**  Locate the extent of Byzantine territory at the height of the empire.  **SS.912.W.2.2**  Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.  **SS.912.W.2.3**  Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.  **SS.912.W.2.4**  Identify key figures associated with the Byzantine Empire.  **SS.912.W.2.5**  Explain the contributions of the Byzantine Empire.  **SS.912.W.2.7:**  Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine  Empire.  **Literacy Standards:**  LAFS.910.RH.1.1  LAFS.910.RH.1.2  LAFS.910.RH.1.3  LAFS.910.RH.2.4  LAFS.910.RH.2.5  LAFS.910.RH.2.6  LAFS.910.RH.3.7  LAFS.910.RH.3.8  LAFS.910.RH.3.9  **Writing Standards:**  LAFS.910.WHST.1.1  LAFS.910.WHST.1.2  LAFS.910.WHST.3.4  LAFS.910.WHST.3.5  LAFS.910.WHST.4.7  LAFS.910.WHST.4.8  LAFS.910.WHST.4.9 | 1. Where is the Byzantine Empire and why is it important to Europe? 2. Who is Constantine and why is he important to the development of the Byzantine Empire? 3. Who is Justinian and what were his accomplishments? 4. What were the artistic and architectural achievements of the Byzantine Empire? 5. How has the Byzantine Empire affected the legal codes in Western civilization? | \*DBQ – What is the Primary Reason to study the Byzantines? \*Possible DBQ (Satisfies 9 Weeks Writing Component) **See Moodle under Social Studies Resources.**  \*CCC Streaming (Need to log into from County CCC site) Title is Byzantine Empire-Time Compass. Student Activities and Teacher Script are included on website.  \*Crash Course World History- Christianity and Judaism to Byzantines <https://www.youtube.com/watch?v=TG55ErfdaeY&list=PLBDA2E52FB1EF80C9&index=11>  Background information on Justinian and Theodora: <http://www.historyworld.net/wrldhis/PlainTextHistories.asp?groupid=2751&HistoryID=ac59&gtrack=pthc>  \* Is an example of an activity that must be viewed/completed to meet literacy standards | 1. Justinian 2. Theodora 3. Constantine 4. Constantinople 5. Justinian Code 6. Hagia Sophia 7. Cyrillic Alphabet 8. Belisarius 9. John of Damascus 10. Anna Comnena 11. Cyril and Methodius. 12. Justinian's Code 13. Justinian’s Plague |
| **SS.912.W.2.6**  Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.  **SS.912.W.3.7**  Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.  **SS.912.W.2.8**  Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleiman the Magnificent.  **Literacy Standards:**  LAFS.910.RH.1.1  LAFS.910.RH.1.2  LAFS.910.RH.1.3  LAFS.910.RH.2.4  LAFS.910.RH.2.5  **Writing Standards:**  LAFS.910.WHST.1.1  LAFS.910.WHST.1.2  LAFS.910.WHST.3.4  LAFS.910.WHST.3.5  LAFS.910.WHST.4.7  LAFS.910.WHST.4.8  LAFS.910.WHST.4.9 | 1. Give the cause and effects of the Iconoclast controversy of the 8th and 9th centuries and of the 11th century Christian schism between Rome and Constantinople. 2. What is the impact of the collapse on Western Europe &  the Mediterranean World? 3. Who were the Ottomans and how did they affect the fall of the Byzantine Empire? | Possible Activity  Resource on Byzantine Art and Architecture <http://arthistoryteachingresources.org/lessons/byzantine-art-and-architecture/>  \*Possible CISM Text : <http://www.metmuseum.org/toah/hd/just/hd_just.htm>  Background Text on Icons:  <http://www.metmuseum.org/toah/hd/icon/hd_icon.htm>  \* Is an example of an activity that must be viewed/completed to meet literacy standards  **ESE/ESOL Strategies**:  Pairs Check  Cornell Notes  Thinking Maps  Ticket out the Door  3-2-1  Mix-Pair-Share  Literacy Circles  **Advanced/Honors Classes:**  For all advanced/honors classes the expectation is to increase the rigor, research and writing expectations, along with the speed at which the curriculum is taught. | 1. Patriarch 2. Icon 3. Iconoclast Controversy 4. Excommunication 5. Great Schism 6. Edict of Milan 7. Ottoman Empire 8. Suleiman the Magnificent 9. Mehmet the Conqueror |

**Additional Benchmarks To Be Included:** [SS.912.G.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/3593)Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. [SS.912.G.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/3596)Identify the physical characteristics and the human characteristics that define and differentiate regions. [SS.912.G.4.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/3607) Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. [SS.912.H.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/3628) Relate works in the arts to various cultures.