

Teacher: Emily Freeth
Unit: “The Christian World”
Grade: Ninth
Class: Global Studies

Date: 2-27-08
Cell: 1, 4, 7

Lesson One: *Byzantine Empire Introduction (based on 11-1, pages 300-306 reading)*

Content: I want my students to be able to identify the characteristics of the Roman Empire that continued into the creation of the Byzantine Empire. Students will be able to answer the question: *What are some of the components of a great civilization?*

Framing: Students must have background knowledge of the Roman Empire in order to understand the founding principles of the Byzantine Empire. **The Big Idea:** Religious and ethical systems have the ability to flourish for many years as developed empires that have great influence over religious and cultural dimensions. The Byzantine culture greatly influenced the split of Christianity and the development of Orthodox Christianity, which is a major religion in present day.

Objectives:

- Analyze location of Constantinople and discuss how geography affected defense, trade, and why capital city changed location
- Identify and explore expansion of Byzantine Empire under Justinian I
- Analyze contributions of Theodora to Justinian’s rule
- Compare and contrast Justinian Code with laws of today’s society
- Understand the importance of primary document analysis for multiple perspective outlook
- Compare and contrast empires of Romans and Byzantines

Key Vocabulary Terms:

Justinian I, Constantinople, Bosphorus Strait, Justinian Code

Instructional Procedure:

1. Put up 1st slide of power point and introduce Unit 8
2. Play song from iTunes and pass out lyrics to song
 - a. What do these lyrics mean? Hopefully song will help you remember Constantinople forever (tell Mrs. Lura story of “Over There” world War I)

Time Frame: 1-2 minutes

3. Map discussion: Start class by showing map and focusing on Constantinople/Bosphorus Strait
 - a. Why does this location does make sense for city building? (focus on advantages) Engage discussion
4. Mini-lecture with use of PowerPoint
 - a. Founding of Constantinople
 - b. Focus on Justinian Rule
 - c. Answer any questions during and after-engage interaction

d. Label map on symposium for student's notes

Time Frame: 15-20 minutes

5. **Learning Activity:** Students will compare the laws of the Justinian Code and current countries: United State and South Africa. Students will work in groups (divided by counting off in numbers) and read samples of the Justinian Code and then carefully examine a copy of the U.S. Constitution and South African Bill of Rights. This work will be completed in class with a corresponding worksheet. Teacher will provide assistance and guidance as necessary, yet walk around the room to assess student's grasping of concepts. Copies of the Justinian Code, United States Constitution and South African Bill of Rights will be provided to complete work. To wrap-up the activity, students will share their concepts and findings with the rest of the class as teacher summarizes answers on board. *If not completed before end of class, each person is responsible to finish the work independently for homework and turn it in next class period meeting.*

Time Frame: 10-15 minutes work

5 minutes sharing

Materials:

Computer, iTunes, PowerPoint, Symposium, Maps, Lecture Notes, Printed Notes (for students), In Class Worksheet, Copy of Constitution, Copy of Justinian Code, Homework reading and assignment

Assessment:

Partnered groups will be assessed on content and the interpretation of past codes/present codes as shared with rest of class. This sheet will be turned in at the end of class.

Assessment will also continue on the homework assignment due next class as well as the unit test.

Homework: *Review section 11-1, pages 300-306 paying careful attention Church Divide and complete homework sheet all due next class (if in class assignment completed.) Our next meeting will focus on schism, church divide and art/architecture of Byzantine Empire.*

Time Frame: 2 minutes to assign work and explain

Self-Assessment:

