**Part II: Daily Lesson Plans**

Day One, Nine, Ten and Eleven

**Day One: Bridge and Intro-- Rising from the Ashes**

* + Specific Learning Objectives
		- Cog:
			* 6. 1Compare and Contrast major aspects of the Roman Empire with the Byzantine Empire.
		- Aff:
			* 11.1Effectively express prior knowledge
			* 11.2 Effectively express desire to learn about new topics
		- Perf:
			* 11.3Creates a personal Activity sheet
			* 11.4 Contribute to the classroom Activity
		- CCSS SS: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (CCSS)
	+ Materials/Technologies:
		- K-W-L Chart
		- Table of contents
		- Vocabulary Sheet
	+ Time: 53 min
	+ Procedures:
		- Journal (10 min):
			* + Write a short list of things you know about the Byzantine Empire to share with the class.
		- Bridge (5 min):
			* + Activate prior knowledge about the Roman Empire and make relative connection to the Byzantine Empire.
		- Lesson (40 min):
			* K-W-L(30 min)

We will be discussing what people know, want to know, this will take the form of a KWL chart. Through this activity I will suggest things that we will be learning during this unit.

* + - Hand Out preparatory work sheet: (10 min)
			* Give out any preparatory materials (I.E. Vocabulary sheets and table of contents) all of which would be kept in a three ring binder that will be used for evaluation purposes during and at the end of the unit.
	+ Closure/Exit Slip:
		- What are three things you personally want to learn about this topic?
	+ Relation to theme: Because it had become so large and difficult to control the Empire had to be cut into two: East and West. Here, we can see the East rising up and coming out of the ashes that are the remnants of the Roman Empire.
	+ Accommodations: will be made on a case-by-case basis
	+ Methods of Evaluations: Students will need to contribute to group discussion and be able to show work on personal K-W-L chart.
	+ Notes for Next Time:
	+ Materials Appendix:
		- KWL Chart
		- Vocabulary Sheet
		- Table of Contents

KWL Chart

Byzantine Empire:

|  |  |  |
| --- | --- | --- |
| Already Know | Want to Learn | Learned |
|  |  |  |

Vocabulary Sheet:

|  |  |  |
| --- | --- | --- |
| Vocabulary Word | Definition | Helpful Hint: |
| Byzantium |  |  |
| Constantinople |  |  |
| Cyrillic |  |  |
| Eastern Orthodox Church |  |  |
| Hagia Sophia |  |  |
| Heraclians |  |  |
| Hippodrome |  |  |
| Justinian |  |  |
| Justinian’s Code |  |  |
| Kiev |  |  |
| Macedonian Dynasty |  |  |
| Mongols |  |  |
| Mosaics |  |  |
| Orthodox Christianity |  |  |
| Ottoman Turks |  |  |
| Russia |  |  |
| Slavs |  |  |
| Theodora |  |  |
| Vikings |  |  |
| Vladimir the Great |  |  |

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**Day Nine: The Eastern Orthodox Church**

* + Specific Learning Objectives
		- Cog:
			* 6. 1Compare and Contrast major aspects of the Roman Empire with the Byzantine Empire.
		- Aff:
			* 7.1 Discuss what the Iconoclasts were and how they effected society
			* 8.1 Describe in what ways the Byzantine life style influenced the development of the Easter Orthodox church
		- Perf:
			* 11.3Creates a personal Activity sheet
			* 11.4 Contribute to the classroom Activity
		- CCSS:
			* Integrate visual information from the map with other information in print and digital texts (CCSS SS).
			* Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments (CCSS ELA).
	+ Materials/Technologies:
		- Vann Diagram WS
	+ Time: 53 min
	+ Procedures:
		- Journal (10 min):
			* Why do you think there are so many different types of Christian churches?
		- Bridge (5 min):
			* Now we know about the Council of Nicaea let’s talk about just what the differences are.
		- Lesson (35 min):
			* Compare and Contrast the Eastern Orthodox Church and the Roman Catholic Church with Vann Diagram. (10 min)
			* Discuss the Iconoclasts, who they were and what their message was. (10 min)
			* Talk about the clash of the east and the West and how the Church officially split into two separate and different churches. (10 min)
			* Add the relevant information to the Empire profile. (5 min) (Eastern Orthodox and Iconoclasts) *Homework if no time in class*
		- Exit Slip:
			* Empire Profile Check –Finish sections that need to be done for homework; completed Profile due on day fifteen.
			* REMINDER: Bring a picture of something important to you that you would want to make last forever.
		- Relation to theme:
			* This doesn’t really fall in the realm of the Phoenix but it is a part of the history the students need to know
	+ Accommodations: will be made on a case-by-case basis
	+ Methods of Evaluations:
		- Formative: Profile check and class discussion
		- Summative: Final Empire profile should reflect cumulative knowledge
	+ Notes for Next Time:
	+ Materials Appendix:
	Vann Diagram

Vann Diagram

Roman Catholic vs. Eastern Orthodox

Roman Catholic

Eastern Orthodox

**Day Ten: Art and Culture**

* Specific Learning Objectives
	+ Cog:
		- Decides on an item that would be similar in meaning to them as the art was to the Byzantines
	+ Aff:
		- Discusses how the art reflects upon the people of the Empire
	+ Perf:
		- Create a piece of art reflecting the art of the BE
	+ CCSS SS:
		- Integrate visual information with other information in print and digital texts (CCSS SS)
* Materials/Technologies:
	+ Pictures from the web site use
	+ My model
	+ Byzantine music
* Time: 53 min
* Procedures:
	+ Journal (10 min):
		- What would you want to immortalize in music or art?
	+ Bridge (5 min):
		- The Byzantine Empire was proud of their culture and they often depicted important people or events in mosaics or statues many can still be seen today in what use to be Constantinople.
	+ Lesson(45 min):
		- Discuss the art (mosaics, medallions and religious relics) and music of the Byzantine people. Write the information in the Empire profile. (15 min)
		- We will discuss the types of art that were popular during that time. We will make mosaics and also decretive medallions. (30 min)
		- At the same time the students do this I will play Byzantine music in the background. (30 min)
	+ Exit Slip (5 min):
		- Turn in the Medallion and or mosaic
	+ Relation to theme:
		- The Phoenix is a beautiful creature proud of it. Everyone wanted some his beautiful feathers.
* Accommodations: will be made on a case-by-case basis
* Methods of Evaluations:
	+ Summative: Turned in the art work, Final Profile
* Notes for Next Time:
* Materials Appendix:
	+ Clay or Cardstock
	+ Tiles or Crate Paper
	+ Byzantine Choir - Byzantine Music of the Greek Orthodox Church, Vol.16: The Love Vespers [Audio CD]

**Day Eleven: Reconnecting the East and the West**

* Specific Learning Objectives
	+ Cog:
		- Hypothesizes what will happen to the Empire
	+ Aff:
		- Reflects on how the conquests of Justinian affected the people of the empire.
	+ Perf:
		- Participates in class and group activities to reflect understanding
	+ CCSS SS:
		- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (CCSS ELA)
* Materials/Technologies:
	+ Game Cards
	+ Game Instructions
* Time: 53 min
* Procedures:
	+ Journal (10 min):
		- Please explain briefly, that when thinking of an Empire, bigger is or isn’t always better.
	+ Bridge (5 min):
		- Now that the Empire is rich and thriving Justinian wants to expand and regain the lost land of the Western empire.
	+ Lesson(42 min):
		- Revisit our maps and color in the progression of the territory of the Byzantine Empire over the centuries. (12 min)
		- Discuss what challenges would be faced in terms of people and resources. While discussing this prepare for the activity.(5 min)
		- Activity: (15 min)
			* Everyone stands in a group around the room and places their hands out to their sides.
			* The Emperor (1) – makes decisions
			* Soldiers (2)- brings hands together and deliver fix it cards
			* Countries (all other students)-
			* Emperor tells soldiers who to “concur” by connecting hands of countries. The soldiers must walk to the countries and press their hands together.
			* As time goes on and the chain gets bigger and bigger, the other countries will start to get “life cards” that cause realistic challenges that the Emperor must then deal with using “fix it cards” and we will see the Emperor and Empire start to falter.
			* Life cards:
				+ Invaded by enemy army (x 3)
				+ Natural Disaster (x 4)
				+ Revolt ( x 3)
			* Fix it Cards:
				+ Drive back enemy army (x 2)
				+ Natural Disaster relief (x 2)
				+ End revolt (x 2)
		- As the game finishes standing in the circle. Observe what ultimately happens to the wealth and power of the Byzantine Empire. (10 min)
	+ Exit Slip (5 min):
		- What would you have done if you had been in Justinian’s position? What do you think made his plan unsuccessful?
	+ Relation to theme:
		- This is the beginning of the end and a new life is on the horizon and quickly approaching.
* Accommodations: will be made accordingly
* Methods of Evaluations:
	+ Formative: Exit slip
* Notes for Next Time:
* Materials Appendix:
	+ Game instructions for teacher
	+ Life cards
	+ Fix it cards
	+ Labels – Emperor, Soldier (x2)