**Part VI: Works Cited and Reflective Addendum**

1 Works Cited

2. Dear Reader (reflection)

**Part V: Process Materials**

# Works Cited

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Dear Reader,

My unit is on the Byzantine Empire and I came up with the idea for my unit topic by looking at the curriculum provided by Wake County. Because the Byzantine Empire gains its strength following the fall of Rome, I decided to use a “Phoenix rising from the ashes” theme because the Byzantine Empire rose from the ashes of Rome. When deciding how to construct my unit I broke down the basic components of society; Culture, government and economics. I decided the best order in which to do these was to consider the most effective transition; The Byzantine Empire was in power for nearly one thousand years, so I began with emergence, then geography, followed by economy and government, and concluded with major events and cultural components of the Empire. After I decided what order I would go in, I applied pedagogical knowledge to create the most effective learning atmosphere.

I feel that a major strength of my unit plan is that I have efficiently covered nearly a millennium of information in a three week period. I believe that I have covered many of the milestone events that affected both the rise and fall of the Byzantine Empire including the council of Nicaea, the reign of Justinian, and the Mongol invasion. I really feel that the activities that I’ve created for my students are both interactive and comprehensive. I believe the students will truly gain better knowledge through these activities as opposed to taking notes on a subject they might not encounter again.

If I had more time I would expand my knowledge and the application of that knowledge on the Mongolian invasion of the Byzantine Empire. I feel if I had a deeper knowledge of this subject I could create better ways to convey that knowledge to my students.

The limitation with this unit is the sheer fact that there is so much information to cover in such a short period of time. In my own classroom I will have even less time to implement the teaching of this topic, which really does undermine the grandeur of the Byzantine Empire. Also the sensitivity to religious criticism in the public school system limits my ability to truly have intellectual discussions about some of the events that occurred during this time. If these limitations didn’t exist I would be able to go into greater detail about major events.

Because Christianity and its growth was such a big issue during this point in history, I will have to be sensitive to the fact that the beliefs at this time contradict some of the more prevalent practices of Christianity. I will have to tread lightly in the areas where I have to treat the development of Christianity as an academic topic rather than one of faith, exactly how it should be in a public system.

For this lesson plan, I rate myself 3.682, almost perfect, but nothing ever is. As previously stated, I would really like to expand my knowledge on some of the more finite details of this topic so that I might better present the information to my students. Also, because I will be required to condense this unit in order to teach it in the field, I would like to take more care in deciphering what is necessary and what isn’t in a sixth grade classroom environment.

I would describe this project to future students as an excellent opportunity to demonstrate your ability to create an engaging and informative unit plan that will be to the best benefit to your students. The best advice I can offer is to start early, overestimate the time you think you’ll need to complete this project and collaborate as often as possible with your peers. Giving and receiving feedback is one of the best ways to improve the things that you create, after all. If I were to revise the parameters of this project, I would allow it to be more practical to the classroom which it will be taught in. Making a unit that utilizes cutting edge teaching methods is useless if it cannot be directly applied to field work. As teachers, we will be required to deal with the constraints and meet the challenges set forth by the curriculum. Creating a more realistic unit, in my opinion, would be a greater demonstration of our ability to adapt to constrictive situations and still produce quality work.

**Part V: Process Materials**

* Please see my wiki page for my process materials:
  + <http://msl-methods-12-13.wikispaces.com/Thematic+Unit+Work+BHJ>