

The Byzantine Empire

Social Studies Standards Covered: 7.1, 7.1.2, 7.1.3, 68CST1, 68CST3, 68HI1, 68HI2, 68HI3, 68HI4, 68HI5, 68HI6, 68REPOV2, 68REPOV3, 68REPOV4

Vocabulary

freedom - when people are able to make their own choices (noun)
rights - certain actions, abilities or ideas that all people are entitled to (noun)
authority - the power to determine and settle disputes (noun)
invaders - people who enter a foreign country in order to take control by military force (noun)
republic - a form of government where power is held by the people and their representatives (noun)
Byzantine - relating to the Byzantine Empire or Eastern Orthodox Church (adjective)
rift - an opening made by splitting, cleaving, etc. a fissure; cleft; chink. (noun)
Latin - official language of the Roman empire (noun)
theological - pertaining to the study of religious faith, practice, and experience (adjective)
schism - a division among the members of a group that occurs because they disagree on something (noun)
iconoclasm - the social belief in the importance of the destruction of icons and other images or monuments, most frequently for religious or political reasons (noun)
empire - a collection of states or countries that is ruled by one entity (noun)

Literature Links

Constantine: World Leaders Past & Present by Nancy Zinsser Walworth

Constantine: Ruler of Christian Rome by Julian Morgan

What Life Was Like Amid Splendor and Intrigue: Byzantine Empire, AD 330-1453 by Time-Life Books

The Byzantine Empire by Elsa Marston

Day 1 (40 minutes)

A Rift in the Fabric

Today's Roman Catholic and Eastern Orthodox Churches

Social Studies Standards Covered: 7.1, 7.1.2, 7.1.3, 68CST1, 68CST3, 68HI1, 68HI3, 68HI4, 68HI5, 68HI6, 68REPOV2, 68REPOV4

Vocabulary: Byzantine, rift, Latin, theological

Lesson Tasks

A Rift in the Fabric

Inquiry Model - Student-centered strategy centered on asking questions, probing situations, analyzing sources, describing, communicating findings and reflecting on obtained knowledge.

Before beginning this week's reading and lessons, open a discussion with students about change, along with the risks and benefits that accompany change. Pose the first discussion prompts and facilitate a conversation that touches on difficulties faced by leaders who work to maintain a national identity. Have students read the articles on their own or with a partner, highlighting changes made by Constantine as they read. Pull the class back together to review their work. Locate and highlight the vocabulary words. Then, ask the second teacher question.

English Language Learner: Support students by unpacking the language in the two articles. In addition to the vocabulary words used, review the term polytheistic, and add corruption, invade and concentrated.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

A Rift in the Fabric

Q: What does the title of the cover story, Rift in the Fabric, mean? Is it a good title? Why or why not?

A: Answers will vary. Having reviewed the vocabulary words, students should have a grasp of the term “rift.” Higher-level comprehension will be expressed in a comparison of intricate or complex, woven fabrics and the vast networks of the Roman Empire at its height

moderate high/3

A Rift in the Fabric

Q: Is there a difference between the concept of “falling” and “dismantling”?

A: Answers will vary. Look for students to begin to understand that a governing body might fall apart, but that when we dismantle something, we take it apart on purpose.

moderate/3

Lesson Tasks

Today’s Roman Catholic and Eastern Orthodox Churches

Inquiry Model - Student-centered strategy centered on asking questions, probing situations, analyzing sources, describing, communicating findings and reflecting on obtained knowledge.

Have students read the article, “Today’s Roman Catholic and Eastern Orthodox Churches” on their own or with a partner, highlighting the information they found most relevant. Pull the class back together to review their reading and discuss their findings. Then, ask the teacher question.

Below Level/Developing: Pre-teach the lesson’s vocabulary and review terms highlighted for ELL learners. For both ELL and Developing Learners, provide students with a map of the world and assist them in locating majority populations of the two churches. If possible, use consumable maps and ask students to color or otherwise mark the regions for each.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Today’s Roman Catholic and Eastern Orthodox Churches

Q: How might the number of current members of the Roman Catholic Church and the Eastern Orthodox Churches be different if explorers from the Eastern Roman Empire conquered the New World?

A: The membership of the Eastern Orthodox Church might be greater in the Western Hemisphere today.

moderate high/3

Day 2 (45 minutes)

Constantinople

The Empire Falls

Social Studies Standards Covered: 7.1, 7.1.2, 7.1.3, 68CST1, 68CST3, 68HI1, 68HI2, 68HI4, 68HI6, 68REPOV3

Vocabulary: schism, iconoclasm, empire, invaders

Lesson Tasks

The Empire Falls

Inquiry Model - Student-centered strategy centered on asking questions, probing situations, analyzing sources, describing, communicating findings and reflecting on obtained knowledge.

Open the day's tasks by posing the first question before reading the articles. Discuss if time allows. Review the concept of culture. Discuss factors that influence cultures. Make a list of new vocabulary words from the two articles that we can use to describe locations and/or types of government. Add any vocabulary of your own to the list. Where do these new words fit on your list? Are they synonyms, descriptors, etc.?

Ask the second teacher question.

Gifted and Talented Learner: Working with the map of Constantinople, encourage gifted talented learners to learn more about the history of the fortifications shown on the maps.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

The Empire Falls

Q: Are disagreements and diversity of thoughts and beliefs a healthy part of a society or nation? Explain

A: Opinions will vary. Facilitate a conversation that allows for differing viewpoints and look for student understanding that uniting people under the rule of one person or party is challenging.

high/4

The Empire Falls

Q: Consider what you have learned about societies, human nature and about the history of our country. What kinds of issues or circumstances have proven to unite citizens of a nation? What issues are likely to tear them apart?

A: Answers will vary. Look for students to recognize that war or attacks by foreign governments often have the effect of uniting people against a common enemy. In response to the second half of the question, look for students to recognize that religion often separates people, along with race and other cultural considerations.

high/4

Lesson Tasks

Constantinople

Reciprocal Teaching Method - Students take on the role of teacher. Teachers model, then students guide discussions. Students use summarizing, question generating, clarifying and predicting.

Begin the day's tasks by reading the lesson together. Pause to highlight the reasons listed for the collapse as you go.

Pair off or group students to re-read the first article again, this time with the purpose of identifying reasons for the fall or collapse, but also to have them switch perspectives and recognize the similarities between the Roman Catholic and Eastern Orthodox churches. Determine which aspects of the discussion matches which perspective. Open discussion to the group. Create mini-groups to field discussion topics on specific aspects of the two churches, as well as the development of Constantinople as a key settlement in the region. They can then share their findings with the class. The teacher will provide worksheets to take notes on each topic, create a class-wide jigsaw activity.

English Language Learner: Unpack the articles today for English Language Learners. Read together with them, using as many visual aids as is helpful—especially the maps that are included. Are they, by any chance, from one of the regions defined by the Eastern or Western hemispheres?

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Constantinople

Q: Why did Constantine consider the location of the new capital to be a good one?

A: Constantinople—or Byzantium was located close to the water for trading access, and it was also easier to defend.

moderate low/2

Day 3 (40 minutes)

From Empire to Republic

Division of East and West

Social Studies Standards Covered: 7.1, 7.1.2, 7.1.3, 68CST1, 68CST3, 68HI1, 68HI2

Vocabulary: authority, invaders, republic

Lesson Tasks

Division of East and West

Have the students read the article, “Division of East and West.” As the students read the article, ask them to think about the reasons that have caused the division between the Eastern and Western portion of the Roman Empire. Have them write down the reasons. Possible answers: The size of the Empire. The culture grew to be very different, and part of the reason was the physical geography. The other reasons had to do with religion, wealth and military defense, etc.

Next, divide the class in two groups. One group will be representing the Eastern portion of the Roman Empire and the other group will represent the Western portion. Each group will read and discuss its corresponding part from the article highlighting what they consider to be the most important points. Then, each group will select one or two individuals that will provide a concise summary of their assignments to the class. The activity will end with this final question: Could the Roman empire have survived? Have the students discuss some possibilities in their groups and then present their conclusions to the class.

Gifted and Talented Learner: Challenge students to stretch themselves by researching and reporting on the role(s) now played in government by the Eastern Orthodox and Roman Catholic Churches. Do they play any official roles? Unofficial roles?

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Division of East and West

Q: What was the impact of the division of the Roman Empire into two separate empires—the East and the West?

A: Answers and discussion points will vary. Look for students to understand and articulate that the cultures of each empire grew to be more and more distinct.

moderate/3

Lesson Tasks

From Empire to Republic

Have the students review the terms “empire” and “republic” from the article, “From Empire to Republic.” Have them create a Venn diagram and list the main differences between the two and provide examples. Next, review what a nation is with students. Ask them to think of different nations around the world. Then, have the students get into groups of two and pick a nation of their choice to learn more about. Students can use the internet to conduct their research activity. Make sure the students’ research is focused on the history, culture and language of their chosen nation. Once the students have completed their research activity they can present their findings to the class.

English Language Learner: For ELL learners, provide a paragraph frame that starts each sentence with appropriate academic historical language.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

From Empire to Republic

Q: What factors influence the development of cultures?

A: The development of cultures may be influenced by many different factors. People typically adapt to their environment.

moderate/2

Day 4 (35 minutes)

Roman Empire Population

Social Studies Standards Covered: 7.1

Vocabulary: freedom, rights

Lesson Tasks

Roman Empire Population

Graphic Organizers - Visual displays of facts, concepts or ideas. Used to guide students’ thinking as they fill it in and build upon it. Can be a chart, graph, diagram or web.

Create a graph as described in the directions of the article.

Below Level/Developing: Provide developing learners with a partially completed bar graph. Depending on their skill proficiencies, fill out a portion of the bar graph as instructed, leaving some blanks for students to complete as they learn.

Let’s Write Block

* indicates that prompt is featured in this week’s Student Edition

Opinion: If you had to choose between living in the Eastern Roman Empire or the Western Roman Empire which would you choose? Use details from the article to support your choice.

Informative Explanatory: Explain the differences that exist between the Roman Catholic Church and the Eastern Orthodox Church. Use details and information from this week’s article to assist you in explaining these differences.

Narrative: *How might an emperor of the Roman Empire have gone about advancing and growing his empire by invading a nearby country? Decide what he would have needed to do, including trying to convince his soldiers that it was a good idea. Follow the writing conventions set by your teacher.

Think & Review Questions

1. Do you think the Emperor Constantine made the right decision in choosing Christianity as the official religion of the Roman Empire? Why or Why not?
 2. What are some of the major differences between the Roman Catholic Church and the Eastern Orthodox Church?
 3. Why was Constantinople a good choice for the new capital of the Roman Empire?
 4. Why did the Eastern Roman Empire survive longer than the Western Roman Empire?
 5. What major historical event contributed to the majority of the Roman Catholic Church's members being found in Latin America?
 6. Write a list of territories that are held by the United States.
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Day 5 (40 minutes)

Weekly Technology Suggestion

The teacher may use this as a student product assessment and/or a replacement for the Weekly Assessment. Students will use the internet to conduct research and create a multimedia slide show. Divide the room in half; half the students will research the Eastern Roman Empire. The other half will research the Western Roman Empire. Those who live in the Eastern Roman Empire will depict life in Eastern Europe. Those who live in the Western Roman Empire will depict Western Europe. Students can present their presentations to the class.

Assessment

To check for understanding, distribute the weekly assessment for students to complete independently. If time allows, you may choose to assign an extension activity to conclude the lesson.

Answer Keys

Activities

Roman Empire Population

Graphs must contain the following: Students label the graph on X and Y axes. Numbers range from at least 600 to 52.5 million. Graph contains 5 bars. Bars coincide with numbers given. Each bar is correctly labeled. Graph has a title.

Worksheets

Week 6 Worksheet 1

Did the Roman Empire Fall

Answers will vary. Look for answers that are supported by reasons and evidence.

Week 6 Worksheet 2

Roman Synonyms

1. very rich 2. enormous 3. decreasing 4. dying 5. busy 6. hostile or assertive

Assessment

1. During the Byzantine Iconoclasm the Eastern Romans banned the use of any icons or images.
2. A, B, C
3. empire
4. B
5. C
6. B
7. B
8. A, C
9. D
10. Claudius was determined to add Britain to the Roman Empire and sent 40,000 troops to capture the territory.

Think and Review

1. This is an opinion question so take acceptable answers.
2. The Roman Catholic Church follows the Pope as their leader on Earth, and the Eastern Orthodox Church does not. They have some theological differences, like the belief in the Immaculate Conception.
3. Constantinople had a shore on one side and a narrow valley on the other side. It also had a big wall. It was easy to defend and a good source for trade.
4. The Eastern Empire had Constantinople, and it was a centralized location that was very wealthy and easy to defend. The Western Empire was starting to fall apart and experiencing more invasions.
5. The exploration of the New World contributed to the large number of Roman Catholics living in Latin America because as the lands were conquered, explorers like Christopher Columbus tried to convert the native people to Catholicism.
6. Puerto Rico, American Samoa, Guam, U.S. Virgin Islands, Northern Mariana Islands

Name: _____

Date: _____

California Studies Weekly

The Byzantine Empire

Week 6 Assessment

For open response questions, you must cite the article you used for all or part of your answer. For example: I found part of the answer on page 1 in the article "Getting Information".

1. What happened during the Byzantine Iconoclasm? Give evidence from the text to help support your answer. 7.1.3, 68CST1, 68HI2

Citation

2. Why did the culture of the Eastern and Western parts of the Roman Empire become so different? Mark all that apply. 7.1, 7.1.2, 7.1.3,

68CST1, 68CST3, 68HI2

- A. the physical geography
- B. the wealth had by each area
- C. the military force
- D. the technology of the region



3. A/An _____ is a group of states or countries that are ruled by one person. 68HI2
blank 1

- A. republic
- B. empire
- C. nation

4. What happened to the walls of the Constantinople fortress? 7.1.2, 68CST1, 68CST3, 68HI2

- A. nothing
- B. It was destroyed by an earthquake.
- C. It burned.
- D. The fortress was dismantled, brick by brick.

5. Most of the world's Roman Catholics don't live in Rome. They live _____. 7.1.3, 68CST3

- A. in South Asia
- B. in other parts of Europe
- C. in Latin America
- D. in England

6. Mark the answer that is NOT true. 7.1, 7.1.3, 68CST1, 68CST3, 68HI3, 68HI4

- A. Another name for Constantinople was New Rome.
- B. Another name for Constantinople was Old Rome.
- C. Constantinople was sometimes called Byzantium.
- D. Constantinople was sometimes called Byzantine.

7. Why is the United States considered a republic?

- A. Because it was once ruled by an emperor, just like Rome.
- B. Power is held by the people and their elected representatives.
- C. It is one nation and it is indivisible.
- D. It is ruled by one person, called the President of the United States.

8. The Roman Catholic Church _____. Mark all correct answers. 7.1.3

- A. is led by a pope
- B. is not part of culture
- C. is larger than the Eastern Orthodox Church
- D. is smaller than the Eastern Orthodox Church

9. After Constantine died, which place survived to become a thriving, successful empire? 7.1, 7.1.3, 68CST1

- A. Roman Empire
- B. Constantinople
- C. Western Empire
- D. Byzantine Empire

10. How did the emperor Claudius try to make his mark on the empire? 7.1, 68CST1, 68CST3



Citation

Name: _____

Date: _____

Did the Roman Empire Fall?

Work in pairs or small groups. It is time to answer the question once and for all—or is it?

Directions: Using the information you've gathered so far about the Roman Empire, use the left column of the T-chart to provide three reasons and evidence that the Empire 'fell.' Use the right column to provide three reasons and evidence that it did not fall. Be prepared to share your conclusions with the whole class. If time permits, use your charts and stage a debate.

Yes-Reasons and Evidence

No-Reasons and Evidence

Name: _____

Date: _____

California Studies Weekly

Worksheet 2 Week 6

Roman Synonyms

The following words were used in the text to describe either the Eastern Roman Empire, or the Western Roman Empire. Study the word on the left and write a synonym or phrase for that word on the space on the right.

wealthy _____

massive _____

declining _____

thriving _____

bustling _____

aggressive _____