

**Social Studies**  
**Ancient and Medieval History**  
**Unit 11: Byzantine Empire**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Part of the Roman empire survived the collapse of the western half, and continued to prosper through the Middle Ages.</li> <li>▪ The Byzantine Empire preserved ancient Roman and Greek culture, but also developed a unique cultural blend that impacted eastern Europe.</li> <li>▪ The eastern Church, although Christian, grew more divided from the Roman Catholic Church of western Europe.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How did the Byzantine Empire become a separate entity from the western Roman Empire?</li> <li>▪ What was the significance of the Byzantine Empire? What cultural contributions did it make?</li> <li>▪ What factors caused the eventual division between the Roman Catholic and Eastern Orthodox Churches?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Understanding certain key terms, people and concepts helps with determining the roles played by each within the Empire, but also their contribution to civilization.</li> <li>▪ Certain advantages allowed the Byzantine Empire to last for almost 1000 years after the fall of the western half of the Roman empire.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Constantinople, Constantine, Bosphorus Strait, Justinian, Theodora, Justinia's Code (<i>Corpus Juris Civilis</i>), Hagia Sophia, icons, Iconoclastic Controversy, Caesaropapism, Cyril and Methodius (Cyrillic alphabet), schism, mosaic, Seljuk Turks, The Crusades, Venice, Ottoman Turks</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Apply and develop chronology skills.</li> <li>▪ Associate key people and their achievement.</li> <li>▪ Demonstrate and understanding of cause and effect with respect to events.</li> <li>▪ Make connections between the development of cultural features and the spreading of ideas.</li> </ul>

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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p><u>Social Studies</u></p> <p><b>B. Civics and Government</b></p> <p><b>B2.Rights, Duties, Responsibilities, and Citizen Participation in Government</b></p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ol style="list-style-type: none"> <li>Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.</li> <li>Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.</li> <li>Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.</li> <li>Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.</li> <li>Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</li> </ol> <p><b>D. Geography</b></p> <p><b>D1.Geographic Knowledge, Concepts, Themes, and Patterns</b></p> <p>Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none"> <li>Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences.</li> <li>Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.</li> <li>Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.</li> <li>Evaluate the impact of change, including technological change, on the physical and cultural environment.</li> </ol>
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<b>Related Maine Learning Results</b>	<p>D2.Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ul style="list-style-type: none"><li>a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</li><li>b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.</li></ul> <p>E. History</p> <p>E1.Historical Knowledge, Concepts, Themes, and Patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ul style="list-style-type: none"><li>c. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</li><li>d. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</li><li>e. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.</li><li>f. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.</li></ul>
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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p>E2.Individual, Cultural, International, and Global Connections in History  Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> <li>a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.</li> <li>b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.</li> </ol>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Open-note, open book quiz</li> <li>▪ Discussion of chapter review and summary questions</li> <li>▪ Research and analysis of the fundamental differences between the Eastern Orthodox Church and Roman Catholic</li> </ul>
<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Evaluation of student responses to items on chapter quiz</li> <li>▪ Evaluation of student responses during class discussions</li> </ul>
<p style="text-align: center;"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>Ancient &amp; Medieval Worlds</u>, - Howe and Howe</li> <li>○ <u>World History: The Human Experience (The Early Ages)</u> – Glencoe</li> </ul> </li> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ <u>Ancient Rome, Part 4</u> – History Channel</li> </ul> </li> </ul>