

Resident Teacher: Patti Stief  
 Date of Instruction: 2/21/19- 2/27/19

Lesson Title: Lesson 1 Geography of the Byzantine Empire

Course Subject: World History  
 Grade Levels: 9-12<sup>th</sup> grade

Amount of Time (e.g. 45 minutes): 80 minutes

**1. SOCIAL STUDIES STANDARDS**

A. 1-3 Wyoming State Social Studies Standards (required)	SS 12.5.2- Describe regionalization and analyze how physical characteristics distinguish a place, influence human trends, political and economic development, and solve immediate and long-range problems.
B. 1-3 National Council for the Social Studies Thematic Standards (required)	Strand 2- Time, Continuity and Change
C. 1-3 District/Department/School Standards (if applicable)	

**2. Essential/Compelling Questions (Unit Plan)**

A. Question One (Unit question)	How did the fragmentation of the Western Roman Empire change Europe?
B. Question Two (if applicable)	
C. Question Three (if applicable)	

**3. LEARNING TARGETS/OBJECTIVES (Must be measurable. **Bold** the learning verbs.)**

A. Students will be able to...	Students can <b>Apply</b> their knowledge of Greek and Italian physical geography to be able to explain why the Eastern and Western parts of Europe developed differently.
B. Students will be able to...	
C. Students will be able to...	

**4. CONTENT CONSIDERATIONS**

A. Central Focus of the Lesson	The physical geography of the Byzantine Empire
B. Essential Questions (Lesson Plan)	How did the fall of the Roman Empire differ in impact between Western Europe and Eastern Europe?
C. Academic Language: [List vocabulary words and any	Byzantine

prefixes/suffixes, academic terms]	
D. Disciplinary Connections	This connects to geography, political science, and economics.
E. Real World/Democratic Connections	This connects to regional understanding of politics and origins of people.

A. **OPENER** (How will you catch or “hook” students to engage them in the beginning of your lesson?)

Hook:	Today we are going to hook students by showing them map and asking for what their guesses are about it. They do not have to be correct, we just want them to see a map and get accustomed to that.
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B. **INSTRUCTION** (List the time needed, the stages or steps, and details of instruction in each section)

A. Beginning of lesson	10 Minutes- Students are going to be asked to write a 3 sentence summary individually of last class and what they learned. After this, they will be asked to work together as a table to write 3 more sentences as a group that add on to their summary.
B. Middle of lesson	60 Minutes Total: 10 Minutes- Short introductory lecture into trade following the fall of the Western Roman Empire and as a refresher on the physical land traits of Greece. 50 Minutes- Students will work with the maps (provided on a PowerPoint) and with their partners to complete the constructed response. Partners will change as we rotate through each map. This allows for new ideas to be exchanged between partners and it keeps the students moving and interacting with new ideas. We will rotate roughly every 7 minutes.
C. End of lesson	10 Minutes- Today to wrap up class we will be sharing out our responses with the people around us. This allows students to get peer feedback before they submit an assignment.

C. **STUDENT ENGAGEMENT WITH CONTENT** (Multiple pieces of evidence of student learning)

A. Low Level Questions – ( <i>Knowledge/Remembering and/or Comprehension/Understanding</i> )	What do you see on the maps? What can we learn from looking at maps? What is an economy?
B. Middle Level Questions – ( <i>Application/Applying and/or Analysis/Analyzing</i> )	Why would an empire establish itself here? Why would it matter that there are mountains around the empire? Why do we study economies?

C. High Level Questions – ( <i>Synthesis/Evaluating and/or Evaluation/Creating</i> )	What is the impact of the physical geography on the Byzantine Empire? What would be an alternative to trading that the Byzantine Empire could pursue and why? What is the effect of an economy on an empire?
D. Explain how the data informs future instruction:	These questions allow me to see a wide range of thought and of information that the students need to be processing and are capable of processing.

**D. ENRICHMENT/ELABORATION** (Include one enrichment activity for students who might finish early)

What enrichment activities are offered for students in this lesson?(required)	Students who finish early will be asked to continue working on their Byzantine Empire map. This map is taken from right after the fall of the West, so right around 480 A.D, ranging up until about 526 A.D. This map additionally was assigned as an enrichment activity following the test itself.
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**E. LEARNING SUPPORTS** (Think about accommodations inside/outside of your classroom)

What supports are used to support struggling learners? (required, list supports AND the students they address)	I have multiple learning supports for this class. This class contains <i>multiple</i> students who are English Language Learners. As such, vocabulary can be a challenge. However, one easy way to deal with this is with very specific placement in the seating chart to make sure that these students receive the support they need to be successful. My ELL students will be seated towards the front of the classroom. This will allow for them to receive the direct attention that they need and also it will be easier to monitor their needs than if they are in the back of the classroom. Student <b>A</b> is seated next to one of his good friends who is doing well in this class as an additional support. An additional ESL student is seated by the teacher desk to provide some additional support. Student <b>AS</b> struggles with attendance due to extenuating circumstances, so she has been seated next to a pretty good friend as that will allow her to receive notes and help from this student.
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**F. BEHAVIORAL SUPPORTS** (Think about accommodations inside/outside of your classroom)

What supports are used to support behavioral issues? (required management specifics for the lesson plan and its activities)	I have multiple behavioral supports for this class. The ELL students will be placed specifically. However, these students are not alone in that. Our 504 student has been specifically placed so that he is accessible for both myself and my co-teacher. Additionally, a student who is a focused student, Student <b>K</b> has been seated next to a new student so that he can assist this new student as he adjusts to the class. Additionally, a few
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	<p>of our students tend to want to disengage from class. These students have been placed next to high achieving students which will provide them with a positive example to follow. Behaviorally for this class, this activity is allowing students to interact with some of their friends while also interacting with students that they do not know as well. Additionally, the class is set up in pairs of people, which allows for easy access to the individual pairs and also allows for students to easily partner up. Also, because of the frequency of movement, pairs that are not performing well will be broken up every 7 minutes roughly.</p>
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**G. MATERIALS & RESOURCES NEEDED** (Describe any handouts, readings, materials, and resources)

<p>What materials are needed to have ready to use for this lesson? (For yourself AND the students. Please delineate. i.e. physical tools, papers/handouts, readings, databases, materials, digital tools, etc.)</p>	<p>We will need students to have their maps of the Roman Empire, a new Cornell notes sheet, a pencil, and their binders. Additionally, maps will be provided to students.</p>
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Lesson Title: Lesson 2 Nika Riots and Justinian's laws

Course Subject: World History

Grade Levels: 9-12<sup>th</sup> grade

Amount of Time (e.g. 45 minutes): 80 minutes

**5. SOCIAL STUDIES STANDARDS**

A. 1-3 Wyoming State Social Studies Standards (required)	SS 12.4.4- Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events.
B. 1-3 National Council for the Social Studies Thematic Standards (required)	Strand 4- Individual Development and Identity
C. 1-3 District/Department/School Standards (if applicable)	

**6. Essential/Compelling Questions (Unit Plan)**

A. Question One (Unit question)	How did the fragmentation of the Western Roman Empire change Europe?
B. Question Two (if applicable)	
C. Question Three (if applicable)	

**7. LEARNING TARGETS/OBJECTIVES** (Must be measurable. **Bold** the learning verbs.)

A. Students will be able to...	Students can <b>Analyze</b> Justinian's Code of Laws and the effect they had on the Nika Riots.
B. Students will be able to...	
C. Students will be able to...	

**8. CONTENT CONSIDERATIONS**

A. Central Focus of the Lesson	The impact of Justinian on the populace of the Byzantine Empire.
B. Essential Questions (Lesson Plan)	Why is Justinian's Code of Laws significant?
C. Academic Language: [List vocabulary words and any prefixes/suffixes, academic terms]	Byzantine Nika Justinian's Code of Laws
D. Disciplinary Connections	This connects to geography, political science, and economics.
E. Real World/Democratic Connections	This connects to regional understanding of politics and origins of people.

H. **OPENER** (How will you catch or “hook” students to engage them in the beginning of your lesson?)

Hook:	Today we will be introducing ourselves to the student next to us. We will be answering the question, “Would you rather skydive or scuba dive?” Although this may not seem related to the content, this is going to cause conversation between the student and their partner, which will come in handy during today’s lesson, so we are hooking them into wanting to work together.
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I. **INSTRUCTION** (List the time needed, the stages or steps, and details of instruction in each section)

D. Beginning of lesson	5 minutes- Students learning will be activated with a think pair share.
E. Middle of lesson	30 Minutes- Justinian’s code of laws- Read as a pair, discuss as a pair, share as a group. 5 minutes- Background information on the Nika Riots delivered through PowerPoint. 5 Minutes- Think Pair Share on the Nika Riots 5 Minutes- Discuss as a class 10 Minutes- Video on Modern day soccer riots- Eternal Derby 5 Minutes- Discuss similarities and differences between the Nika Riots and the Eternal Derby in Serbia 10 minutes- Work on Instagram pages
F. End of lesson	5 minutes- Share with the person next to you.

J. **STUDENT ENGAGEMENT WITH CONTENT** (Multiple pieces of evidence of student learning)

A. Low Level Questions – <i>(Knowledge/Remembering and/or Comprehension/Understanding)</i>	What is a riot? What does Nika mean? What is a code of laws?
B. Middle Level Questions – <i>(Application/Applying and/or Analysis/Analyzing)</i>	Why would Justinian pass a new code of laws? Why would the population of Constantinople start a riot at a sporting event?
C. High Level Questions – <i>(Synthesis/Evaluating and/or Evaluation/Creating)</i>	What is the effect of a massive uprising like this? How would the deaths of 30,000 people impact an economy?
D. Explain how the data informs future instruction:	These questions will challenge the students as they go to write about the Nika riots. The students have to come up with causes, the event itself and the results which heavily cover what the students have taken away from the activity.

**K. ENRICHMENT/ELABORATION** (Include one enrichment activity for students who might finish early)

What enrichment activities are offered for students in this lesson?(required)	Students will be asked to complete the map.
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**L. LEARNING SUPPORTS** (Think about accommodations inside/outside of your classroom)

What supports are used to support struggling learners? (required, list supports AND the students they address)	Today one of our main supports will be the discussion. This will allow our struggling students to have an opportunity to verbalize what they are thinking and to receive immediate feedback before they write an entire assignment.
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**M. BEHAVIORAL SUPPORTS** (Think about accommodations inside/outside of your classroom)

What supports are used to support behavioral issues? (required management specifics for the lesson plan and its activities)	Today our main behavior support will be the fact that today's classroom is pretty calm and stationary. Although I do not enjoy doing things this way, some days it is necessary.
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**N. MATERIALS & RESOURCES NEEDED** (Describe any handouts, readings, materials, and resources)

What materials are needed to have ready to use for this lesson? (For yourself AND the students. Please delineate. i.e. physical tools, papers/handouts, readings, databases, materials, digital tools, etc.)	Binders, pencils, and Cornell notes are required for our students. I need to have the video loaded: <a href="https://www.youtube.com/watch?v=g8MonleEFsI">https://www.youtube.com/watch?v=g8MonleEFsI</a> as well as having the Powerpoint and the Instagram sheets ready.
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Lesson Title: Lesson 3 Justinian and Theodora

Course Subject: World History

Grade Levels: 9-12<sup>th</sup> grade

Amount of Time (e.g. 45 minutes): 80 minutes

**9. SOCIAL STUDIES STANDARDS**

A. 1-3 Wyoming State Social Studies Standards (required)	SS 12.4.4- Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events.
B. 1-3 National Council for the Social Studies Thematic Standards (required)	Strand 1- Culture
C. 1-3 District/Department/School Standards (if applicable)	

**10. Essential/Compelling Questions (Unit Plan)**

A. Question One (Unit question)	How did the fragmentation of the Western Roman Empire change Europe?
B. Question Two (if applicable)	
C. Question Three (if applicable)	

**11. LEARNING TARGETS/OBJECTIVES** (Must be measurable. **Bold** the learning verbs.)

A. Students will be able to...	Students can <b>Analyze</b> the Byzantine Empire during Justinian's reign.
B. Students will be able to...	
C. Students will be able to...	

**12. CONTENT CONSIDERATIONS**

A. Central Focus of the Lesson	The impact of the fall of the Western Roman Empire on the Byzantine Empire
B. Essential Questions (Lesson Plan)	How did Justinian and Theodora impact the Byzantine Empire?
C. Academic Language: [List vocabulary words and any prefixes/suffixes, academic terms]	Justinian Theodora Belisarius
D. Disciplinary Connections	This connects to geography, political science, and economics.
E. Real World/Democratic Connections	This connects to regional understanding of politics and origins of people.



O. **OPENER** (How will you catch or “hook” students to engage them in the beginning of your lesson?)

Hook:	Today’s hook is going to be our review. We had a lot of fun and so it will be fun to go through and review. Additionally, this is hooking because the students are able to continue to get to now the students around them. Our hook was changed for our B day students due to some unplanned schedule changes around the building, so rather than being a pairs review we will do this as a class.
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P. **INSTRUCTION** (List the time needed, the stages or steps, and details of instruction in each section)

G. Beginning of lesson	5 minutes- Today we will begin by reviewing what we have learned so far about the Nika Riots and about Justinian’s laws.
H. Middle of lesson	20 minutes- Work on previous assignments. 45 minutes- Work on one pagers. This will be introduced and then the students will be grouped. The first 7-9 minutes will be spent reading the paper and then the rest of the time will be used for students to finish this assignment. This will provide students with about 35-40 minutes to work and receive feedback to ensure that they are on the right track.
I. End of lesson	15 Minutes- For the last 15 minutes students will regroup together and then they will share out what they wrote and what they learned about their person.

Q. **STUDENT ENGAGEMENT WITH CONTENT** (Multiple pieces of evidence of student learning)

A. Low Level Questions – <i>(Knowledge/Remembering and/or Comprehension/Understanding)</i>	Who is my person? What did they do?
B. Middle Level Questions – <i>(Application/Applying and/or Analysis/Analyzing)</i>	Why are we learning about this person? Why is this person important?
C. High Level Questions – <i>(Synthesis/Evaluating and/or Evaluation/Creating)</i>	What is their long-term historical value? In what ways does this person impact the world today?
D. Explain how the data informs future instruction:	These questions are designed to prompt both my preparation and also the students learning. This will happen by providing an outline of higher level thoughts and then being able to utilize them to create additional student led questions and inquiry.

**R. ENRICHMENT/ELABORATION** (Include one enrichment activity for students who might finish early)

What enrichment activities are offered for students in this lesson?(required)	For students who finish early they are to work on the map that they are drawing for this unit. Students also are encouraged to make sure they have their first two assignments completed and turned in.
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**S. LEARNING SUPPORTS** (Think about accommodations inside/outside of your classroom)

What supports are used to support struggling learners? (required, list supports AND the students they address)	Today we are using specific groups. Although I will be numbering off, I chose this method after seeing that each group will have higher level students to assist the struggling learners. This is important and is one of my favorite ways to help support struggling students.
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**T. BEHAVIORAL SUPPORTS** (Think about accommodations inside/outside of your classroom)

What supports are used to support behavioral issues? (required management specifics for the lesson plan and its activities)	Just as above, this may seem random but it is not. Rather, we have our groups made and then if the students will not do the assigned work then we will split the group up and the individuals will not only do the work by themselves, they will read by themselves and sit by themselves which is unfortunate as it cuts out collaboration, but it would be necessary.
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**U. MATERIALS & RESOURCES NEEDED** (Describe any handouts, readings, materials, and resources)

What materials are needed to have ready to use for this lesson? (For yourself AND the students. Please delineate. i.e. physical tools, papers/handouts, readings, databases, materials, digital tools, etc.)	Students need their binders, Cornell notes, pencils and a good attitude. I will be using four different readings and I will also be providing lots of energy so that our classroom can be a loud but productive place.
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