



Unit Planner: Eastern European Civilizations Global 1

Tuesday, November 6, 2018, 11:35AM

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Last Updated: [Tuesday, January 3, 2017](#) by
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Eastern European Civilizations

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Big Ideas / Enduring Understandings

The Byzantine Empire would perpetuate the culture and ideas of the Greco-Roman world, also acting as a barrier to the spread of early Islamic religion and culture into Europe.

Essential Questions

What role did the Byzantine Empire play in the preserving the Greco-Roman traditions?

How did geography influence the diverse cultural traditions of Eastern Europe and Russia?

Provide evidence of cultural assimilation in this region and how it impacted the development of these cultures?

Common Core Standards and Indicators

NYS: CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 9-10

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
 1. Write arguments focused on discipline-specific content.
 - 1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - 1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 2a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - 2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
 - 2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - 2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
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New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

- Byzantine Empire
- Human and physical geography
 - Cultural assimilation with Rome
 - Political structure and Justinian Code
 - The Orthodox Christian Church
 - Achievements in law (Justinian Code), engineering, art, and commerce
 - Legacy of Greco-Roman culture
- Early Russia
- Human and physical geography
 - Early history of Russia
 - Mongols

Skills / Strategies

CRITICAL THINKING SKILLS

- Classify and categorize information (i.e. chronological, political, social and economic, similarities and differences) Identify cause and effect
- Differentiate fact from opinion
- Draw inferences and make conclusions using a variety of primary and secondary sources including graphs, charts, time lines, documents, political cartoons, and photographs
- Recognize different points of view
- Identify basic assumptions
- Make judgments based on evidence
- Form generalizations based on evidence
- Employ different features of a map to interpret and analyze events

INFORMATION GATHERING SKILLS

- Identify and use a variety of sources of information including reference works, periodicals, tables, graphs, and maps
- Evaluate sources for reliability and bias
- Determine relevant sources
- Organize collected information including categorizing and determining relevant details

Key Terms / Vocabulary

Janissaries
Orthodoxy

Learning Plan & Activities

Please include Theatre Modalities when appropriate

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

Glencoe Textbook
Focus

- Whole class
- Small group
- Guided reading
- Research

Text Features

- Informational
- Layout
- Text Structure
- Content Knowledge Demands

