Teacher: Coach Sifford Subject: World History Week of: January 26- January 30

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| Essential Components of each lesson: | Monday | Tuesday | Wednesday | Thursday | Friday |
| ***SOL # and Letter:******The student will:* WHI.7**WHI.7 The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 a.d. (c.e.) by: | WHI.7 a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire; b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy; | WHI.7 a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire; b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy; | WHI.7 c) characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions. d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church; | WHI.7 d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church;e) mapping and assessing the impact of Byzantine influence and trade on Russia and Eastern Europe. | WHI.7 d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church;e) mapping and assessing the impact of Byzantine influence and trade on Russia and Eastern Europe. |
| ***Resources used*:** | 1) Textbook2) PowerPoint | 1) Textbook2) PowerPoint | 1) Textbook2) Test | 1) Textbook2) PowerPoint | 1) Textbook2) PowerPoint |
| ***Lesson Progression*:**  *What the lesson looks like?**Is there a warm up?**What does the main lesson look like? Is it differentiated?**If so how?* *Specific examples of effective instructional strategies.* | Lesson: The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 a.d. (c.e.).1) Vocabulary (10 min) 2) What were some major historical turning points that marked the spread and influence of Byzantium Empire?3) How did Justinian add stability to the Byzantium Empire? What was one of greatest passions and what did he have built?4) Notes/PPT/Video  | The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 a.d. (c.e.).1. Describe life in the “New Rome,” include trade, church, rebellion, and education.2. Vocabulary Quiz 3. Notes/PowerPoint4. World History SOL review.  | The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 a.d. (c.e.).1. Mosaic Art in The Hagia Sopia: Students will create a mosaic and understand how the preservation was important to Christians. 2. What were the consequences of the split of the Roman Catholic Church and the Greek Orthodox Church?3. Notes/PowerPoint 4. World History SOL review.  | The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 a.d. (c.e.).1. Describe the formation of Russia and the impact the Byzantines had on the rise of power and unification.2. How did Russia form and accept more of the Eastern Orthodox traditions?3. Notes/PowerPoint4. World History SOL review.  | The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 a.d. (c.e.).1. What role did the Mongol invasions have and how did they maintain control of the Russians? 2. Video clips: Byzantium 3. Notes/PowerPoint4. World History SOL review.  |
| ***Teacher Assessments/Checking for Understanding***How will you know what students came away knowing: | A. Observation.B. Hand SignalsC. Index Cards A-B-C-DD. Choral Responses | A. ObservationB. Hand SignalsC. Index Cards A-B-C-DD. Choral Responses  | A. Observation.B. Hand SignalsC. Index Cards A-B-C-DD. Choral Responses  | A. Observation.B. Hand SignalsC. Index Cards A-B-C-DD. Choral Responses | A. Observation.B. Hand SignalsC. Index Cards A-B-C-DD. Choral Responses |
| ***Next Steps:***Homework? How will this affect tomorrow’s lesson? | Students will work in groups or independently Lessons are continuous. | Students will work in groups or independently Lessons are continuous. | Students will work in groups or independently Lessons are continuous. | Students will work independently or in groups Lessons are continuous. | Students will work in groups or independently Lessons are continuous. |