## Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes</th>
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| 2009 NJCCC Standard(s), Strand(s)/CPI #  
( www.21stcenturyskills.org ) |
| 6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. | _x_ Global Awareness  
___Financial, Economic, Business and  
Entrepreneurial Literacy  
___Civic Literacy  
_x_ Health Literacy  
_x_ Environmental Literacy |
| 6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world. | |
| 6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers. | |
| 6.2.8.B.4.d Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. | |
| 6.2.8.B.4.g Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations. | |
| 6.2.8.C.4.b Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas. | |

21st Century Skills:

- _x_ Learning and Innovation Skills:  
  - _x_ Creativity and Innovation  
  - _x_ Critical Thinking and Problem Solving  
  - _x_ Communication and Collaboration

- _x_ Information, Media and Technology Skills:  
  - _x_ Information Literacy  
  - _x_ Media Literacy  
  - _x_ ICT (Information, Communications and Technology) Literacy

- _x_ Life and Career Skills:  
  - _x_ Flexibility and Adaptability  
  - _x_ Initiative and Self-Direction  
  - _x_ Social and Cross-Cultural Skills  
  - _x_ Productivity and Accountability  
  - _x_ Leadership and Responsibility
Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.

6.2.8.C.4.e

Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.

6.2.8.D.4.b

Analyze how religion both unified and divided people.

6.2.8.D.4.c

Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.h

Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.D.4.j

Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

Common Core Standards for Literacy in Social Studies
(http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-9-10/)

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. 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.

RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. 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.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or
• RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

• RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

• RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

• RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

• RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**Enduring Understandings:**

*Students will understand that . . .*

**EU 1**
Religious development reflects a culture’s perceived needs and norms.

**EU 2**
Social classes are established by the economic, political, and cultural distinctions among people.

**EU 3**
Contact between societies results in cultural exchanges both positive and negative.

**EU 4**
Access to resources impacts political, economic, and social development.

**Essential Questions:**

**EU 1**
- Why do cultures clash over religion?

**EU 2**
- Why do different cultures establish different social hierarchies?

**EU 3**
- Why do some culture changes withstand the test of time while others do not?

**EU 4**
- How does a need for resources drive the direction of a society?
<table>
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<tr>
<th>Knowledge:</th>
<th>Students will know . . .</th>
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| EU 1 | The reasons Christianity splintered during the Byzantine era  
  The key elements of Islam  
  The reasons Islam spread so quickly |
| EU 2 | The different social classes within the Byzantine and Islamic Empires  
  Ways in which the class system affected each society |
| EU 3 | The key contributions of Islamic culture that spread beyond their original boundaries  
  The reasons early Russia felt Byzantine influence |
| EU 4 | The reasons Constantinople became a hub of commerce and culture  
  The goals of Islamic expansion |

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<th>Skills:</th>
<th>Students will be able to . . .</th>
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| EU 1, EU 2, EU 3, EU 4, EU 5 | Compare and contrast Catholic and Orthodox Christianity. (EU 1)  
  List the key tenets of Islam. (EU 1)  
  Identify social classes within the Byzantine and Islamic Empires. (EU2)  
  Find evidence of Christian – Islamic cultural sharing. (EU 3)  
  Map the expansion of Islam. (EU 1, EU 4)  
  Map the region that includes the Byzantine Empire. (EU 4)  
  Read and analyze primary source documents to determine different points of view  
  Draw inferences from factual material  
  Recognize and interpret different points of view  
  Compare and contrast the credibility of differing ideas, elements, or accounts  
  Test the validity of the information, using criteria as source, objectivity, technical correctness, and currency |
# Stage 2 – Assessment Evidence

## Recommended Performance Tasks: Each unit must have at least 1 Performance Task. Consider the GRASPS form.

**EU 1, EU 2, EU 3, EU 4**

### “10th Century Sharktank”

Students will in a group play the role of a business owner. The task will be to open a silk factory and retail store in two locations. Those two locations will be Baghdad in the 10th century and Constantinople in the 10th century. The group will have to construct a business plan for the two locations highlighting hiring practices and staffing, employee benefits, purchasing and acquisition of their product, hours and days of operation, and marketing of their product to the population. Students will prepare a PowerPoint presentation to try to sell their business plan to a group of investors. The key investor (teacher) will determine the value of the investment. The rubric for scoring will include their knowledge and application of the two cultures, their PowerPoint presentation, as well as their rhetoric skills.

## Other Recommended Evidence: Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- Essays
- Quizzes
- Tests
- Presentations
- Research Projects
Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the WHERE TO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Map the Byzantine Empire and the Expansion of Islam. (A)
- Create a timeline of key events of the Byzantine Empire and rise of the Islamic Empire. (A)
- Create a graphic organizer containing the religions discussed so far in curriculum. These would include Early Polytheism, Judaism, Hinduism, Taoism, Buddhism, Confucianism, and Islam. (A, M)
- Read primary source documents pertaining to Justinian’s Code. Students will work in small groups to evaluate effective and ineffective codes. Students will also brainstorm justifications for the writing of specific codes. (A, M)
- Create a Venn diagram comparing and contrasting the Roman Empire and the Byzantine Empire. (A, M)
- Rank the causes for the collapse of the Byzantine Empire in order of significance after viewing PowerPoint Presentation of this material. Compare in a Think-Pair-Share activity. (A, M)
- Debate the merits and faults of both types of Christianity in a persuasive “Letter to the Editor” of the Constantinople Courier. (A, M)
- Create a chart and map showing the different goods and ideas that were exchanged between the Byzantine Empire and the Islamic Caliphate. Also on this map, show the goods and ideas that were carried outside of the region to Europe, Asia and Africa. (A, T)
- Diagram the social class systems of the Byzantine Empire and the Islamic caliphate. Use this information to write letters between lower class people in Bagdad and Constantinople describing their lives, as well as a set of letters between upper class people in the same cities. Each letter should include an explanation of jobs, living conditions and what is good/bad about where these individuals live. (M)
- Develop a timeline for the Rise of the Russian Empire. (A)
- Write a “pen pal” letter to a friend in the Byzantine Empire about being a Muslim in the contemporary Islamic Empire. Students will have to describe the positives and negatives of Islamic life as compared to Byzantine life. (M, T)
- Read excerpts from A Thousand and One Arabian Nights and create a list of the cultural innovations in math and science mentioned throughout the text as a Think-Pair-Share activity. (A, M)