Amplify. TEXAS
ELEMENTARY LITERACY PROGRAM

ENGLISH

Grade 3

# Unit 4 | Teacher Guide

## The Ancient Roman Civilization

Grade 3 | Unit 4

# The Ancient Roman Civilization

## Teacher Guide

**Notice and Disclaimer:** The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov.**

ISBN 978-1-68391-783-0

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

**https://creativecommons.org/licenses/by-nc-sa/4.0/**

© 2020 Amplify Education, Inc.
**amplify.com**

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in Mexico
01 XXX 2021

Grade 3 | Unit 4

# Contents

## THE ANCIENT ROMAN CIVILIZATION


Introduction to the Unit 1

### Lesson 1 "Rome, Then and Now" 8

**Core Connections (10 min.)**
- Introduction and Essential Terms

**Speaking and Listening (60 min.)**
- Virtual Museum
- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud
- Word Work: *Ruins*
- Sayings and Phrases

**Reading (35 min.)**
- Introducing the Reading
- "Rome, Then and Now"
- Reading Response and Vocabulary

**Language (15 min.)**
- Spelling

### Lesson 2 "The Legend of Romulus and Remus" 34

**Reading (40 min.)**
- Introducing the Reading
- "The Legend of Romulus and Remus"
- Lesson Wrap-Up

**Speaking and Listening (60 min.)**
- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud
- Partner Share
- Word Work: *Defied*

**Language (20 min.)**
- Verb Tenses

### Lesson 3 The Roman Gods and Goddesses 56

**Reading (50 min.)**
- Introducing the Reading
- Vocabulary
- Partner Reading: "The Roman Gods"
- Discussing the Reading

**Speaking and Listening (60 min.)**
- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud
- Word Work: *Elaborate*
- Vocabulary

**Language (10 min.)**
- Grammar

### Lesson 4 "The Roman Gods" and "The Roman Republic" 82

**Reading (40 min.)**
- Reviewing the Reading
- Close Reading: "The Roman Gods"
- Discussing the Chapter

**Speaking and Listening (60 min.)**
- Introducing the Read-Aloud
- Read-Aloud: "The Roman Republic"
- Discussing the Read-Aloud
- Word Work: *Attributes*
- Who Am I?

**Writing (10 min.)**
- Opinion: Quick Write

**Language (10 min.)**
- Past/Present Tense of *to be*

## Lesson 5 The Punic Wars 108

**Reading (25 min.)**
- Key Ideas Chart

**Speaking and Listening (45 min.)**
- Introducing the Read-Aloud
- Presenting the Read-Aloud: "The Punic Wars"
- Discussing the Read-Aloud
- Word Work: *Conflict*

**Reading (20 min.)**
- Introducing the Reading
- Independent Reading

**Language (30 min.)**
- Dictionary Skills
- Spelling Assessment

## Lesson 6 "Daily Roman Life, Part 1" and "Cupid and Psyche" 132

**Speaking and Listening (45 min.)**
- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Wrapping Up the Reading
- Word Work: *Ingenious*

**Writing (30 min.)**
- Introducing Opinion Writing
- Opinion Writing

**Language (15 min.)**
- Spelling

## Lesson 7 "Daily Roman Life, Part 2" and "The Sword of Damocles" 162

**Speaking and Listening (45 min.)**
- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud
- Word Work: *Chaos*

**Reading (30 min.)**
- Introducing the Reading
- Small Group Reading
- Discussing the Reading

**Writing (30 min.)**
- Reviewing Opinion Essay
- Opinion Essay Outline

**Language (15 min.)**
- Introduce Verb *to have*

## Pausing Point 1 184

## Lesson 8 "Julius Caesar: Great Fighter, Great Writer" 192

**Reading (45 min.)**
- Vocabulary
- Introducing the Reading
- Partner Read

**Speaking and Listening (40 min.)**
- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud

**Writing (20 min.)**
- Opinion Essay Rough Draft
- Partner Opinion Essay

**Language (15 min.)**
- Morphology Suffixes *–ist* and *–ian*

## Lesson 9 "Julius Caesar: The Later Years" and "Crossing the Rubicon" 210

**Speaking and Listening (45 min.)**
- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud
- Word Work: *Uncivilized*

**Reading (30 min.)**
- Presenting the Reading
- Independent Reading

**Writing (45 min.)**
- Debate Warm-Up
- Hero or Traitor?
- Writing a Debate
- Presenting the Debate

## Lesson 10 Julius Caesar, Augustus Caesar, and the Roman Empire 230

**Reading (35 min.)**
- Introducing the Close Reading
- Presenting the Close Reading
- Discussing the Close Reading

**Speaking and Listening (45 min.)**
- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud
- Word Work: *Influence*

**Reading (20 min.)**
- Timeline

**Language (20 min.)**
- Spelling Assessment

## Lesson 11 Augustus Caesar and the Decline of the Roman Empire 252

**Reading (30 min.)**
- Introducing the Reading
- Independent Reading
- Discussing the Reading

**Speaking and Listening (45 min.)**
- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud
- Word Work: *Witnessed*

**Reading (30 min.)**
- Identifying the Point of View

**Language (15 min.)**
- Spelling

## Lesson 12 The Western and Eastern Empires and the Second Rome 272

**Speaking and Listening (45 min.)**
- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud

**Reading (60 min.)**
- Introducing the Reading
- Partner Reading: "The Second Rome"
- Discussing the Reading
- Wrapping Up the Reading
- Identifying the Point of View

**Language (15 min.)**
- Introduce Irregular Verbs

## Lesson 13 "Androcles and the Lion" 292

**Speaking and Listening (40 min.)**
- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud

**Reading (60 min.)**
- Introducing the Reading
- Small Group Reading
- Small Group Presentations
- Discussing the Read-Aloud

**Writing (20 min.)**
- Opinion Writing

## Pausing Point 2 309

## Lesson 14 Roman Detectives: Cases 1 and 2 314

**Reading—Case 1 (55 min.)**
- Case 1—Option A; Case 1—Option B

**Reading—Case 2 (50 min.)**
- Case 2—Option A; Case 2—Option B

**Language (15 min.)**
- Grammar: Suffixes *–y* and *–al*

## Lesson 15 Roman Detectives: Cases 3 and 4 324

**Reading (45 min.)**
- Case 3—Option A; Case 3—Option B

**Writing (40 min.)**
- Case 4: Writing

**Language (35 min.)**
- Form and Use Irregular Verbs
- Spelling Assessment

## Teacher Resources 335

Grade 3 | Unit 4

# Introduction

## THE ANCIENT ROMAN CIVILIZATION

This introduction includes the necessary background information to teach the Ancient Roman Civilization. This unit contains 15 daily lessons, plus two Pausing Point days that may be used for differentiated instruction. Each lesson will require a total of 120 minutes. Lessons 14 and 15 contain the Unit Assessment.

As noted, two days are intended to be used as Pausing Point days. These Pausing Points are embedded into the instruction at appropriate points, with the first one after Lesson 7 and the second after Lesson 13. You may choose to continue to the next lesson and schedule the first Pausing Point day for another day in the unit sequence. Pausing Points can be used to focus on content understanding, writing, spelling, grammar, morphology skills, or fluency.

## SKILLS

### Reading

The nonfiction Reader for Unit 4, *Stories of Ancient Rome*, consists of selections describing the historical events and culture of the ancient Roman civilization. Students will read the legend of Romulus and Remus about the founding of Rome, as well as several myths about Roman gods and goddesses. They will study the historical rise and fall of the Roman republic and empire, as well as key historical figures such as Hannibal, Julius Caesar, and Augustus.

## Spelling

During this unit's spelling exercises, students will review the spelling patterns of r-controlled vowels as well as spellings of the sound /ee/. In Lessons 1–5, students will review r-controlled vowels spelled 'ar', 'or', 'er', 'ir', and 'ur'. The spelling 'or' will be pronounced /or/ and /er/. In Lessons 6–10, students will review the sound of /ee/ spelled 'ee' and 'e'. In Lessons 11–15, students will review the sound of /ee/ spelled 'ea', 'ie', and 'i'.

## Grammar

Grammar continues with a review and expansion of skills introduced in second grade. Students will review verb tenses and the verbs *to be* and *to have* as well as subject-verb agreement, learning to change the spelling of verbs to match various subjects. Students will have large blocks of grammar instruction each week and instructional time for review in Lesson 9.

## Morphology

Throughout Grade 3, students will study word parts, such as prefixes, suffixes, and root words, during the morphology portion of the lessons. In this unit, students will study the common suffixes *–er*, *–or*, *–ist*, *–ian*, *–y*, and *–al*. They will review how suffixes change the meaning of root words and how they may change the part of speech of that word. Students will also define and use words with these suffixes in different contexts.

## KNOWLEDGE: WHY THE ANCIENT ROMAN CIVILIZATION IS IMPORTANT

This unit will introduce your students to an ancient civilization whose contributions can be seen in many areas of our lives today. Students will be introduced to the culture of ancient Rome, including religion, food, education, legends, social class structure, and entertainment. They will learn about Roman geography and history, government, major leaders, monumental battles, and the rise and decline of the Roman Empire. Students will also learn about ancient Rome's influence and contributions to our society today.

The content students learn in this grade will serve as the basis for more in-depth study in the later grades of the Roman Republic, the Punic Wars, Julius Caesar, Augustus Caesar, and the decline and fall of the Roman Empire.

This unit on Ancient Roman Civilization will provide students opportunities to build content knowledge and draw connections to the Social Studies subject area, but does not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of Geography, History, and Social Studies Skills from the Social Studies discipline.

## Prior Knowledge

Students who have received instruction in the program in Grades 1 and 2 will already have pertinent background knowledge for this unit. For students who have not received prior instruction, introductory knowledge is addressed at the beginning of each unit.

### Early American Civilizations (Grade 1)

- Describe key components of a civilization.

### Stories from Mount Olympus (Grade 2)

- Identify Mount Olympus as the place the ancient Greeks believed was the home of the gods.

### The Ancient Greek Civilization (Grade 2)

- Describe the key components of a civilization.
- Identify the area of ancient Greece on a map.
- Describe the terrain of ancient Greece and how it affected its development.
- Locate Crete, the Black Sea, the Aegean Sea, and the Mediterranean Sea on a map.
- Define the term *civilization.*
- Explain that the ancient Greeks worshipped many gods and goddesses.
- Identify Mount Olympus as the place the ancient Greeks believed was the home of the gods.
- Describe how the contributions of the ancient Greek civilization have influenced the present.
- Define the term *democracy.*
- Identify Athens as the birthplace of democracy.
- Describe the accomplishments of Alexander the Great.

### Journeys to America (Grade 2)

- Identify the meaning of *e pluribus unum.*
- Explain what it means to be a citizen of a country.

## WRITING

Students have many opportunities to write in a variety of ways and for different purposes. The formal writing piece for The Ancient Roman Civilization unit is a multiday performance task focusing on writing an opinion piece with supporting reasons. Students will write an extended response to a prompt that asks them to write an opinion piece about whether architecture or Latin were Rome's greatest lasting contribution, and will support the opinion with reasons.

Everyday writing opportunities come in many forms, including note-taking, short opinion reflections, and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. A writing portfolio will also be introduced in this unit. Activity pages with the Writing Portfolio Icon should be placed in the portfolio for future student reference in the unit. Prior to the start of the unit, you may wish to have students create their own writing portfolio using a manila folder or construction paper. Many writing lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.

## PERFORMANCE TASKS AND ASSESSMENTS

The Primary Focus objectives in each lesson are carefully structured and sequenced throughout the unit to help build student understanding. Additionally, formative assessments are provided to help keep track of their progress towards objectives and standards. These can be found in the Student Activity Book and are referenced in every lesson.

The Ancient Roman Civilization unit will end with a two-day Performance Task assessment covering the content of the unit, reading objectives taught throughout the unit, as well as a grammar and morphology assessment.

## FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available for download on the program's digital components site. This component was created to accompany materials for Grade 3. It consists of selections from a variety of genres, including poetry, folklore, and fables. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). For more information on implementation, please consult the supplement.

## INSTRUCTIONAL COMPONENTS

### Teacher Resources

There are 11 Image Cards in your kit that include pictures to augment instruction of The Ancient Roman Civilization unit.

At the back of this Teacher Guide, you will find a section titled "Teacher Resources." In this section you will find the following:

- Glossary for unit
- Activity Book Answer Key

### Digital Resources

In the Advance Preparation section of each lesson, you will be directed to prepare to project images associated with the Read-Aloud portion of the lesson. These can be found on the program's digital components site.

## ACADEMIC AND CORE VOCABULARY

### Lesson 1

- architectural
- artifacts
- culture
- ruins
- BCE/CE
- civilization
- conquer
- Mediterranean

### Lesson 2

- empire
- historian
- legendary
- taunt
- threat
- alternative
- defy
- fortress
- tender

### Lesson 3

- immortal
- messenger
- mission
- rough
- wisdom
- boisterous
- bountiful
- elaborate
- inhabitant
- ritual
- worship

### Lesson 4

- attribute
- consuls
- elite
- lowly
- rivalry
- surplus

### Lesson 5

- conflict
- disciplined
- exotic
- harass
- peak
- confront
- counter-attack
- invade
- rival
- victorious

### Lesson 6

- aqueduct
- favor
- import
- ingenious
- saunter
- aid
- ambrosia
- eager
- jealousy

### Lesson 7

- brutal
- chaos
- gladiator
- riot
- shortage
- advisor
- banquet
- conduct
- downfall
- envy

### Lesson 8

- barbarian
- Latin
- ransom
- revolt
- talent
- alliance
- compromise
- crude
- feud
- negotiate

### Lesson 9

- conqueror
- dictator
- resolve
- siege
- uncivilized
- civil war
- conspirator
- defeat
- traitor
- unusual

### Lesson 10

- illustrious
- influence
- parched
- predecessor
- vast

### Lesson 11

- chariot
- magnificent
- reform
- reign
- tradition
- decline
- horde
- invasion
- mercenary
- witness

### Lesson 12

- complex
- dominant
- persecute
- vision
- collapse
- illegal
- Justinian's Code
- mosaic
- pillar

### Lesson 13

- arena
- befriend
- crouch
- emperor
- vicious

LESSON

1

# "Rome, Then and Now"

## PRIMARY FOCUS OF LESSON

### Core Connections

Students will define *civilization* and the terms *BC/BCE* and *AD/CE*. TEKS 3.7.F

### Speaking and Listening

Students will identify key information about the ancient Roman civilization and organize their ideas in a graphic organizer. TEKS 3.6.G; TEKS 3.7.E

Students will take notes on a graphic organizer. (**Note:** These notes will be used in later lessons in this unit as students write an opinion paragraph.) TEKS 3.11.A

### Reading

Students will explain why Rome was a civilization, label a map of Rome, and explain how ancient Rome grew in size. TEKS 3.7.C; TEKS 3.2.B.iii

### Language

Students will sort words with the r-controlled spelling pattern. TEKS 3.2.B.i

## FORMATIVE ASSESSMENT

| | |
|---|---|
| Activity Page 1.1 | **Virtual Museum** Take notes on images before and after the Read-Aloud. TEKS 3.7.E; TEKS 3.11.A |
| Activity Page 1.2 | **Rome, Then and Now** Answer questions about the reading and label a map of ancient Roman civilization. TEKS 3.7.C; TEKS 3.2.B.iii |
| Activity Page 1.3 | **Spelling Patterns** Sort spelling words based on the spelling pattern. TEKS 3.2.B.i |

**TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 3.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by: spelling compound words, contractions, and abbreviations; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, *r*-controlled syllables, and final stable syllables.

## LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|---|---|---|
| **Core Connections (10 min.)** | | | |
| Introduction and Essential Terms | Whole Group | 10 min. | ❑ Image Card C.U4.L1.1<br>❑ large world map |
| **Speaking and Listening (60 min.)** | | | |
| Virtual Museum | Small Group | 15 min. | ❑ Image Cards: C.U4.L1.2, C.U4.L1.3, C.U4.L1.4, C.U4.L1.5, C.U4.L1.6, C.U4.L1.7<br>❑ Activity Page 1.1 |
| Introducing the Read-Aloud | Whole Group | 5 min. | |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group | 10 min. | |
| Word Work: *Ruins* | Whole Group | 5 min. | |
| Sayings and Phrases | Whole Group | 5 min. | |
| **Reading (35 min.)** | | | |
| Introducing the Reading | Whole Group | 5 min. | ❑ *Stories of Ancient Rome*<br>❑ Activity Page 1.2<br>❑ pictures of current day Rome |
| "Rome, Then and Now" | Whole Group | 15 min. | |
| Reading Response and Vocabulary | Independent | 15 min. | |
| **Language (15 min.)** | | | |
| Spelling | Whole Group | 15 min. | ❑ Activity Page 1.3<br>❑ Spelling Words (Digital Projections)<br>❑ Spelling Chart (Digital Projections) |
| **Take-Home Material** | | | |
| Family Letter<br>"Rome, Then and Now" | | | ❑ Activity Pages 1.4, 1.5 |

## ADVANCE PREPARATION

### Core Connections

- Identify Image Card C.U4.L1.1.

### Speaking and Listening

- Identify and display Image Cards C.U4.L1.2, C.U4.L1.3, C.U4.L1.4, C.U4.L1.5, C.U4.L1.6, and C.U4.L1.7 around the classroom in places that will allow students to move around the room to view the images.

### Language

- Write the spelling words on sticky notes or prepare to display Digital Projection DP.U4.L1.1.

| | |
|---|---|
| 1. tarnish | 11. immortal |
| 2. portion | 12. messenger |
| 3. circulate | 13. giraffe |
| 4. turkey | 14. sir |
| 5. worship | 15. sword |
| 6. marbles | 16. barbecue |
| 7. motor | 17. slurp |
| 8. servant | 18. mirth |
| 9. doctor | Challenge Word: above |
| 10. surgery | Challenge Word: beginning |
| Content Word: Mediterranean | |

- On chart paper, create a spelling chart or prepare to display Digital Projection DP.U4.L1.2.

| **'ar' >/ar/** | **'or' >/or/** | **'or' >/er/** | **'er' >/er/** | **'ur' >/er/** | **'ir' >/er/** |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

### Universal Access

In this introductory lesson, students will learn about ancient Rome. Prepare students to engage with the content by doing/setting up the following:

- Have a large world map with the area of ancient Rome circled or highlighted. Point to and name the Mediterranean Sea, Tiber River, Italy, Greece, Spain, France, Turkey, and Egypt.
- Place a large sticker on the present-day city of Rome. Reinforce that, long ago, Rome included a much larger area.
- Practice pronouncing these terms: Mediterranean, Etruscans.
- Bring in pictures of present-day Rome.

Start Lesson

**Lesson 1: "Rome, Then and Now"**

# Core Connections

**Primary Focus:** Students will define *civilization* and the terms *BC/BCE* and *AD/CE*. **TEKS 3.7.F**

## INTRODUCTION AND ESSENTIAL TERMS (10 MIN.)

- Tell students they will begin a unit called The Ancient Roman Civilization, and the Reader for this unit is called *Stories of Ancient Rome*. Explain that, before reading the first chapter of the Reader, you are going to talk about some things they may have learned before that will help them understand what they will learn in this unit.
- Think-Pair-Share: What is a civilization?
    - Have students think about the word individually. What does this word mean? Where have they heard this word before?
    - After a short period of time, students should discuss their thoughts with a partner. Have partner groups share out their responses.
        - » Possible student responses: A civilization is a group of people living together in a well-organized way. People in civilizations build cities, have writing systems, have leaders and laws, practice religions, grow their own food by farming, and have different people doing different jobs.

**TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate.

Image Card
C.U4.L1.1

**Mediterranean Region**

**Note:** Students who have participated in the program in Grades 1 and 2 should be familiar with the concept of a civilization. They may have heard about the following ancient civilizations: Mayan, Incan, and Greek.

- Show students Image Card C.U4.L1.1 (Mediterranean Region). Tell students that, long ago, a large group of people lived together in this area in a well-organized way as a civilization. Tell students the ancient Roman civilization developed in an area of the world across the Atlantic Ocean on the continent of Europe. Explain to students that they will be hearing some terms and references to the time when the ancient Roman civilization began.
    - *BC* stands for *before Christ*, and *BCE* stands for *before the Common* or *Christian Era*. Explain that *BC* and *BCE* are two terms used to reference events that came before the birth of Jesus Christ, a teacher who lived a little more than two thousand years ago and who had many followers, later called Christians.
    - Explain that today we live in the period known as *AD* or *CE*. *AD* stands for *Anno Domini* and means "in the Year of the Lord." Tell students this describes the time after Jesus Christ was born. *CE* stands for *Common* or *Christian Era*.
    - Tell students that modern historians and archaeologists now more frequently use the terms *BCE* (before the Common Era) and *CE* (of the Common Era) to provide reference points that are not linked solely to Christianity.

Lesson 1: "Rome, Then and Now"

# Speaking and Listening

60M

**Primary Focus:** Students will identify key information about the ancient Roman civilization and organize their ideas in a graphic organizer. **TEKS 3.6.G; TEKS 3.7.E**

Students will take notes on a graphic organizer. (**Note:** These notes will be used in later lessons in this unit as students write an opinion paragraph.) **TEKS 3.11.A**

## VOCABULARY: WHAT IS ROME?

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a "unit dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**architecture,** the design or style of buildings

**artifact,** an old, man-made object, such as a tool or ornamental decoration, that shows how a group of people lived

**culture,** a way of life; the characteristics that make up a group of people

**ruins,** the remains of something that has fallen or been destroyed

**vibrant,** full of life and energy

**Vocabulary Chart for "What Is Rome?"**

| Type | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
|---|---|---|
| Vocabulary | architecture<br>artifact<br>ruins | culture<br>vibrant |
| Multiple-Meaning Core Vocabulary Words | architecture | culture |
| | | |
| Sayings and Phrases | All roads lead to Rome.<br>present-day<br>Rome wasn't built in a day. | |

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.E** Interact with sources in meaningful ways such as note-taking, annotating, freewriting, or illustrating; **TEKS 3.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Image Cards
C.U4.L1.2–C.U4.L1.7

Activity Page 1.1

Support

Rotate to each small group and model note-taking strategies when needed.

**ENGLISH LANGUAGE LEARNERS**

Speaking and Listening

Exchanging information and ideas

**Beginning**
Ask specific yes/no and *wh*– questions (what, where, etc.) about the image: Is this an ancient building? Encourage students to practice using newly acquired vocabulary.

**Intermediate**
Prompt students to keep their conversations flowing: Who thinks this building is colossal? What else do you see? Encourage students to practice using newly acquired vocabulary.

**Advanced/Advanced High**
Observe how students in the group are able to hold an academic conversation independently. Encourage and listen for students to practice newly acquired vocabulary.

**ELPS 1.E; ELPS 2.H; ELPS 3.A; ELPS 3.B**

## VIRTUAL MUSEUM (15 MIN.)

- Place Image Cards C.U4.L1.2, C.U4.L1.3, C.U4.L1.4, C.U4.L1.5, C.U4.L1.6, and C.U4.L1.7 at different locations around the classroom.
- Assign students to stand by one of the six images of Rome.
- Have students take out Activity Page 1.1 and point to the column "My Thoughts" on the page.
- Timed Rotation: For two minutes, have the groups discuss the picture, and tell students to record their findings on Activity Page 1.1 in the "My Thoughts" column.
- Direct the groups to rotate to the next picture, discuss, and record their feedback on Activity Page 1.1. Have groups continue until they have viewed all six images.

## INTRODUCING THE READ-ALOUD (5 MIN.) TEKS 3.6.G

- After students have viewed the cards and recorded information about each image on Activity Page 1.1, tell them to listen carefully as each Image Card is explained during the Read-Aloud.
- Explain to students that they will be listening to determine the key idea and supporting details in the Read-Aloud text. Students should record new findings in the "Read-Aloud Notes" section of Activity Page 1.1.
- Tell students to listen carefully to hear more about this ancient civilization that developed long ago and to find out how we have gained so much information about their way of life.

**TEKS 3.6.G** Evaluate details read to determine key ideas.

## PRESENTING THE READ-ALOUD (20 MIN.)

- Point to Image Card C.U4.L1.2: Modern Rome with aerial view of Colosseum

  What is Rome? Rome is the capital city of Italy, which is a country in Europe. This aerial scene shows what you might see if you visit Rome today. It is a beautiful, vibrant city, full of fascinating things to see and do.

- Teacher Pause and Model: As good readers and listeners, we are always asking ourselves what the key idea is or what the paragraph is about. When I read the first paragraph, I noticed lots of details that explain that Rome is beautiful and vibrant. I also read that there are a lot of things to see. This whole paragraph is about Rome.
- Say: "Let's read the next paragraph to see if we can figure out the key idea and supporting details."

  Here is something that thousands of people travel to Rome to see every year. Does anyone know what this is? It's called the Colosseum. When you look at this picture, you might ask yourself another question: What was the city of Rome like a long time ago? After all, this building does not appear to be new or in a very good condition. That is because it is almost two thousand years old!

  What is the key idea of this paragraph?

  » The Colosseum is in Rome.

  What are some supporting details?

  » Thousands of people travel to Rome to see the Colosseum, and it is two thousand years old.

- Point to Image Card C.U4.L1.3: Roman Architecture

  This famous building is just one of countless remains from the ancient Roman civilization. The Colosseum was basically a big sports stadium for Romans. However, instead of watching football or baseball, ancient Roman sports fans came to the Colosseum to

### Image Card C.U4.L1.2

**Modern Rome with aerial view of Colosseum**

### Support

If students are having difficulty identifying the key idea and supporting details, write the key idea and supporting details on the board. Discuss the connections to the text.

### Challenge

Think of someone or something that is vibrant. Write down details to show that the person or thing is vibrant.

### Image Card C.U4.L1.3

**Roman Architecture**

watch combat sports, often involving people fighting each other or animals—sometimes to their death. The fact that their sports were so bloody and deadly might lead you to think that Romans were violent people, and they were in many ways. The Romans had some of the most powerful armies in history.

### Support

Reread text from Image Card C.U4.L1.3: Roman Architecture and model identifying key information.

But as you can see from the beauty of Roman architecture in this photograph, the ancient Romans were also incredibly creative people. The Romans were the first to widely use arches in many of their buildings and bridges. The arch, first used by the Egyptians and Mesopotamians and improved upon by the Romans, allows an opening of a structure—such as a window or doorway—to be much wider because the curved wedges of stone offer more support than a flat piece of stone would. You will learn more about this and other contributions of the ancient Romans as you hear about their history, government, art, religion, and more.

### Image Card C.U4.L1.4

**Map of Roman Empire**

- Point to Image Card C.U4.L1.4: Map of Roman Empire

  Beginning with the city of Rome, the Romans built a civilization that controlled most of present-day western Europe, as well as large parts of present-day Asia and Africa. In yellow, this map shows the large area the Romans controlled at the height of their empire. See the boot-shaped country near the middle? That is the country we now call Italy. Italy is called a peninsula because it is surrounded on three sides by water. This is where the ancient Roman civilization began, and from there it spread to the north, to the south, to the east, and to the west! It took many years to build this vast empire. That is why the saying "Rome wasn't built in a day" has come to refer to the creating of something that is large or complicated and that takes much time and dedication.

  As their empire spread, the Romans also spread their culture, or way of life, including their laws, art, architectural influences, language, and knowledge. Although most ancient Roman buildings are now ruins or are completely gone, Roman culture has changed the world in ways we continue to experience today.

## Check for Understanding

**Turn and Talk:** Tell students to share with another classmate their notes from the Read-Aloud Notes section on Activity Page 1.1. Students will share out their notes to the whole class.

- Point to Image Card C.U4.L1.5: Etruscan Ruins

  The Romans were not the first people to think the area known as present-day Italy was a good place to live. In fact, the ancient Greeks had settled in parts of southern Italy. Starting around 700 BCE, a civilization called the Etruscans moved into central Italy. Nobody is sure where the Etruscans came from exactly, but we know that they started building towns a couple hundred years before the city of Rome existed.

  This picture shows the ruins of a walled Etruscan city. Why do you think they built the city in that particular spot? It looks like it would be hard to get there, doesn't it? That was the point! Despite its beauty and all that the land and nearby sea had to offer, Italy—and basically everywhere else in the Mediterranean region at the time—could be a dangerous place. The Etruscans weren't the only people living in this region. There was always a chance that another group of people would come along and decide they wanted to call the area of present-day Italy their home, or steal all the resources they could from the people who already lived there. In those times, it was smart to build a city on a steep hill surrounded by high walls for protection from invaders.

Image Card C.U4.L1.5

**Etruscan Ruins**

- Point to Image Card C.U4.L1.6: Etruscan Marble

  The Etruscans and Greeks were only two of several groups to settle on the peninsula of Italy. Many of these cultures would essentially be mixed together to create Roman culture. Like other people during that time period, the Etruscans were fond of stone sculptures. In some areas, the hills and mountains have large sections of hard,

Image Card C.U4.L1.6

**Etruscan Marble**

white stone called marble. Ancient Etruscans carved gorgeous sculptures from this marble more than two thousand years ago. Etruscan art and architecture - such as paintings, sculpture, and building designs - helped shape Roman art and architecture.

Image Card C.U4.L1.7

**Roman Artifacts**

- Point to Image Card C.U4.L1.7: Roman Artifacts

These are items in a museum today, like countless other Roman artifacts in museum collections all over the world. An artifact is an object that was created by a person who lived long, long ago. An artifact is like a "door to the past." Tools, weapons, jewelry, artwork, pottery, and household items such as dishes or pots are all examples of artifacts that provide clues about people and allow us to "see" into the past.

Artifacts, along with ruins like the Colosseum, roads, and bridges, teach us the way ancient Romans lived, worked, played, and fought. Some of these remains are easy to see, like the ruins that dot the Italian landscape. Others have been buried for many years and continue to be discovered during archaeological digs. Archaeologists are puzzle-solvers. They find little clues hidden in the ground—broken shards of pottery, an arrowhead, a few beads—and bit by bit they piece together a story about the people who created these things.

Challenge

Have students identify ways they could research Roman artifacts.

## Check for Understanding

**Stand up if you:** Ask one student to read his or her notes from Image Card C.U4.L1.5: Etruscan Ruins. Ask students to stand up if they included the same key details as their classmates. If students do not identify key information from Image Card C.U4.L1.5, then reread the text from Image Card C.U4.L1.5 and model identifying key information.

One thing that allowed Rome to spread so far and wide was its system of roads. In many conquered areas, the Romans built paved roads for their armies and to make traveling and trading easier. These roads were able to last many years because they were made with concrete—a hard, strong material made by mixing water with

cement, sand, and pebbles and allowing the mixture to harden. The Romans were the first to invent this particular concrete mixture, which is still used in modern times. Rome became known for its many well-built roads, which created a network along which some of Europe's finest cities and richest lands developed. Some of these concrete roads still exist today, as does the saying born of this time: "All roads lead to Rome."

## DISCUSSING THE READ-ALOUD (10 MIN.)

1. **Literal.** On which continent is Rome, Italy, located?
   - » Europe (Point to continent of Europe on the Image Card.)
2. **Literal.** Which ocean separates the continent of Europe from the United States?
   - » the Atlantic Ocean (Point to the Atlantic Ocean on the Image Card.)
3. **Inferential.** In what present-day country is the vibrant city of Rome located?
   - » Italy (Point to Rome, Italy, on the Image Card.)
4. **Inferential.** Italy is called a peninsula. What does that mean?
   - » It is an area of land surrounded on three sides by water.
5. **Inferential.** What body of water surrounds Italy?
   - » the Mediterranean Sea (Point to the Mediterranean Sea on the Image Card.)
6. **Evaluative.** Show Image Card C.U4.L1.2: Modern Rome with aerial view of Colosseum. Describe what you see here.
   - » a network of roads in ancient Rome
7. **Evaluative.** What invention helped to create this lasting network of Roman roads, some of which still exist today?
   - » concrete: a mixture of water, cement, sand, and pebbles, which hardens into a lasting hard substance
8. **Evaluative.** Why were these inventions an important Roman contribution?
   - » The invention of concrete made it possible to build many roads for people to travel in and out of Rome and for Rome to expand; Rome became known for its many roads; concrete is still used today to build roads, buildings, etc.

- Direct students to place Activity Page 1.1 in their Writing Portfolio.

**ENGLISH LANGUAGE LEARNERS**

### Speaking and Listening
Offering and Supporting Opinions

**Beginning**
*Why do you think concrete is an important invention?* Students should answer using some textual evidence and mainly relevant background knowledge. Instruct students to use formal language when answering. Provide examples as needed.

**Intermediate**
*What are some details from the Read-Aloud that would make you think concrete is a useful invention?* Students should use increasingly detailed textual evidence. Instruct students to use formal language when answering. Provide examples as needed.

**Advanced/Advanced High**
*Which evidence from the Read-Aloud would you use to show someone that concrete is an important Roman contribution?* Students should use detailed textual evidence, and be instructed to use formal language when answering.

**ELPS 1.G; ELPS 3.G; ELPS 4.I; ELPS 4.J; ELPS 4.K**

## WORD WORK: RUINS (5 MIN.)

- In the Read-Aloud, you heard, "Although most ancient Roman buildings are now ruins or are completely gone, Roman culture has changed the world in ways we continue to experience today."
- Ruins are the remains of a structure or of an old civilization, such as a broken-down building, bridge, or road. Many people visit the Machu Picchu ruins in Peru, South America, which are remnants from the ancient Inca civilization.
- Have you ever seen, learned about, or heard about ruins? What and where were they? Be sure to use the word *ruins* when you tell about it. Ask two or three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "The ruins were _____" or "Ruins are _____."
- What part of speech is the word *ruins*?
- Use a Making Choices activity for follow-up. Directions: Say, "I am going to say several things. If what I say is an example of ruins, say, 'Those are ruins.' If what I say is not an example of ruins, say, 'Those are not ruins.'"
    - destroyed cities or building (Those are ruins.)
    - the remains of a very old town (Those are ruins.)
    - new school building students attend (Those are not ruins.)
    - houses destroyed by a tornado (Those are ruins.)
    - newly built skyscrapers (Those are not ruins.)

## SAYINGS AND PHRASES (5 MIN.)

- Proverbs are short, traditional sayings that have been passed along orally from generation to generation.
- Raise your hand if you have heard any of the following proverbs:
    - Don't cry over spilled milk.
    - Never judge a book by its cover.
    - When the cat's away, the mice will play.
    - We are all in the same boat.

- Proverbs usually express some truth and observations of everyday life. Some proverbs have a literal meaning, like "we are all in the same boat." This may be true if a group of people are sailing around an ocean and something happens. You are literally in the same boat, and you are in the same situation as everyone else. However, typically this proverb is used figuratively to describe when a group of people are in the same situation together.
- Tell students that, in the next few weeks, they will continue to learn about Rome and how it came to be one of the largest and most powerful civilizations. Explain that this took hundreds of years to develop, not just one day. Tell students that the phrase "Rome wasn't built in a day" could be used to describe the time and patience it takes to finish a project. If someone asks you how your work is going, you could reply, "Rome wasn't built in a day."
- Show students Image Card C.U4.L1.2: Modern Rome with an aerial view of Colosseum, and remind them that Romans built an amazing network of interconnected roads across most of Europe that lead into and out of Rome. This network of roads made communication and travel much easier throughout the Roman Empire and allowed the empire to continue to expand. Tell students that the phrase "All roads lead to Rome" is a proverb used to describe Rome's roads. This proverb can be used today to describe students working on a math problem. All the students might have the same answer, but they solved the problem differently.

**Lesson 1: "Rome, Then and Now"**

# Reading

35M

**Primary Focus:** Students will explain why Rome was a civilization, label a map of Rome, and explain how ancient Rome grew in size. **TEKS 3.2.B.iii; TEKS 3.7.C**

## VOCABULARY: ROME, THEN AND NOW

**TEKS 3.2.B.iii**

The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the student reader.

**BCE/CE,** abbreviation "before the Common Era" (BCE) and "of the Common Era" (CE)—terms that are used to distinguish between ancient and modern time

**TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.7.C** Use text evidence to support an appropriate response.

**ENGLISH LANGUAGE LEARNERS**

Language Activity

**Beginning**
Provide students with an anticipation guide listing the aforementioned proverbs. Along with teacher modeling, have students work as a group to illustrate the proverbs, both figurative and literal meanings.

**Intermediate**
Provide students with an anticipation guide listing the aforementioned proverbs. Have students work in pairs to illustrate the proverbs, both the figurative and literal meanings. Circulate for support.

**Advanced/Advanced High**
Provide students with an anticipation guide listing the aforementioned proverbs. Have students work individually to illustrate the proverb, both the figurative and literal meanings. Circulate for support.

**ELPS 1.H**

**civilization,** a group of people living together, often in cities, with the same laws, leaders and form of government, language, and writing system

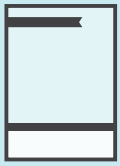
**conquer,** to take control of something by force

**Mediterranean Sea,** the sea around which the Romans created their empire; an important body of water for trade, war, and transportation

| Vocabulary Chart for "Rome, Then and Now" | | |
|---|---|---|
| **Type** | **Tier 3<br>Domain-Specific Words** | **Tier 2<br>General Academic Words** |
| Vocabulary | civilization<br>BCE/CE<br>Mediterranean | conquer |
| Multiple-Meaning Core Vocabulary Words | | |
| | | |
| Sayings and Phrases | | |

## INTRODUCING THE READING (5 MIN.)

Student Reader:
*Stories of Ancient Rome*



- Ensure that each student has a copy of *Stories of Ancient Rome*.
- Tell students that, as they read *Stories of Ancient Rome*, they will be introduced to a teacher named Mrs. Teachwell and her students, who are also learning about ancient Rome.
- Write "Mrs. Teachwell" and the names of her students on the board, asking students to read the names. Point out the humor in their names and ask if they have any guesses why the students may have these particular names. (Charlie Chatter, Rachel Readmuch, Tim Timetable, Dave King.)
- Tell students that the title of today's reading is "Rome, Then and Now."
- Ask students to share their thoughts about how a city might change over time.
- Ask students if they have seen photographs of their grandparents. Ask students if buildings, clothing, furniture, or other things looked different in those photographs than they do today.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

Chapter 1

# Rome, Then and Now

"This is Rome," said Mrs. Teachwell, pointing to a black dot on the classroom map.

"But this is Rome too," she added, as she traced a circle that was so large it seemed to touch all four sides of the map.

The students looked confused.

"How can it be both?" Charlie Chatter shouted out.

"I'll explain," Mrs. Teachwell said, "but please raise your hand if you would like to speak."

Charlie Chatter nodded. It was not the first time he had heard this. In fact, Mrs. Teachwell had asked him to raise his hand many times, but it was hard for Charlie. His mouth seemed to be faster than his hand.

"Rome started out as a little town along the Tiber River," Mrs. Teachwell explained.

*Mrs. Teachwell and her students, looking at a map showing Rome*



## "ROME, THEN AND NOW" (15 MIN.)

### Pages 2–3

- Read the title of the chapter together as a class: "Rome, Then and Now."
- Call students' attention to the map on **page 3** and point out the black dot labeled "Rome."
- Now ask students to read **page 2** to themselves to find the answer to the question: "Why are Mrs. Teachwell's students confused when she talks to them about the location of Rome on the map?"
- When students have finished reading, restate the question and ask students to answer.
    - » Mrs. Teachwell said that the small dot on the map represented the location of a place called Rome, but then she also outlined a much larger area and indicated that all of this land was also known as Rome.

- You may need to reread the first two sentences on **page 2** aloud, as you gesture in a manner similar to Mrs. Teachwell, pointing to the map.

  What is the name of the river along which the town of Rome first started?

  » Tiber

- Direct students' attention to the caption on **page 3**.

## Check for Understanding

**Point and Say It:** Explain to students that you are going to point to different locations on the map. After the teacher points to an area, the students may say the location.

"Like Egypt on the Nile?" Charlie asked.

"Yes," said Mrs. Teachwell, "but let's see that hand!"

The students giggled.

"As Charlie has just reminded us," Mrs. Teachwell said, "many **civilizations** spring up along the banks of a river. Rome was no exception. It sprang up here, on the banks of the Tiber River, among seven hills. At first, Rome was just a few houses on a hill. Then, it grew and grew and grew. After a while, people started building houses on other hills nearby. Then, the little towns on the hills grew together to make a big city. In fact, to this day, Rome is known as the 'City of Seven Hills'.

"Then, the Romans fought wars with their neighbors. The Romans won most of these wars. They **defeated** the Etruscans, who lived north of them. They **conquered** the Greeks, who had settled to the south, as well. It wasn't long before they controlled most of this piece of land that we call Italy."

Mrs. Teachwell traced the outline of Italy with her finger.

*Present-day Rome and the Tiber River*



## Pages 4–5

- Write the word *civilization* on the board. Remind students that earlier in the lesson they discussed the definition.
- Ask, "Who can tell us what civilization means in their own words?"
  - » a group of people living together, often in cities, with the same laws, leaders and form of government, language, and writing system
- Note for students that the plural form of civilization (civilizations) is used in this chapter.
- Write the word *conquer* on board. Then read the definition together as a class from the glossary. Note for students that *conquered* is used in this chapter.
- Tell students to read **pages 4–5** to themselves to find the answer to the question: "Why does Charlie think the Roman civilization is like Egypt?"

## Support

Students may have difficulty defining *civilization* in their own words. Provide students with the definition from earlier in the lesson.

## Challenge

Research the Egyptian civilization. Have students make a T-chart to compare how the Egyptian and Roman civilizations are alike or different.

## Check for Understanding

If students cannot explain why Rome was a civilization, write the definition of *civilization* on the board along with key details from the text to support the definition.

Why do you think civilizations sprang up along the banks of a river?

» Answers may vary but could include accessibility to water for drinking and growing food, transportation, trading, etc.

What groups of people did the Romans fight and conquer to the north and south of Rome?

» Etruscans to the north and Greeks to the south

How do you know your answer is correct?

» Students should be able to read the sentences that reference the answer.

- Explain that this is how the Roman civilization grew larger and larger; that is, the Romans conquered other people and other countries.

"Check it out!" Charlie Chatter shouted. "Italy looks like a boot!"

"Yes," said Mrs. Teachwell. "Italy does look like a boot, but please, Charlie, raise your hand! This is your last warning. Now, does anyone know what this body of water that the boot of Italy sticks out into is called?"

Rachel Readmuch, who always had her nose in a book, raised her hand. Mrs. Teachwell called on her.

"It's called the **Mediterranean**," said Rachel.

"That's right!" said Mrs. Teachwell. "This is the **Mediterranean** Sea. Rome grew so much that, at its **peak**, the Romans controlled all the land around the **Mediterranean** Sea. They took over most of Spain and France. They took over this area that we call the Balkans. They took over Greece and much of Turkey. They took over the Middle East, Egypt, and the coast of North Africa."

Tim Timetable, who loved to learn about when things happened, put up his hand.

"When was all this happening?"

*A map of the ancient Roman* ***civilization***

6 7

## Pages 6–7

- Write the word *Mediterranean* on the board. Then have students find and read the definition from the glossary.
- Look at the map on **page 7** and have students locate the Mediterranean Sea, Rome, the Tiber River, the Nile River, and Egypt.
  - » Egypt is not labeled, but students should point to the vicinity of the Nile River.
- Ask students to read **page 6** to themselves to find the answer to the question: "What other countries or areas did Rome take over?"
- When students have finished reading, restate the question and ask students to answer.
  - » Spain, France, the Balkans, Turkey, the Middle East, Egypt, the coast of North Africa

- Now ask students to point to the country of Italy on the map and describe its shape.
    - » It looks like a boot.
- Also, ask students to name the body of water that the boot of Italy sticks out into.
    - » Mediterranean Sea

## Check for Understanding

**Point and Say It:** Explain to students that you are going to point to different locations on the map. After the teacher points to an area, the students may say the location. If students do not identify key locations on the map, review the locations on the map.

"Rome started growing about two thousand five hundred years ago," Mrs. Teachwell explained. "It started growing about five hundred years before the birth of Jesus, in the years we call **BCE**. It was still growing when Jesus was born. In fact, Jesus was born here, in a part of the Middle East that was controlled by the Romans,"

Tim Timetable made a note of the date.

Mrs. Teachwell went on: "We will be studying Rome for three weeks or so. Each day, we will have a report on a topic connected to ancient Rome. I'll give the first few reports. Then, each of you can do some research and give the next few. How does that sound?"

The kids cheered. They were **eager** to learn more about Rome. Rachel Readmuch already knew quite a lot. Tim Timetable had lots of questions about what happened when. As for Charlie Chatter, he was looking forward to the day when he would get to give his report. Then, he would get to talk without having to raise his hand first!

*Parts of Roman buildings still remain today, even though they were built over two thousand years ago.*



## Pages 8–9

- Call students' attention to the caption and image on **page 9**. Be sure students understand that parts of ancient buildings, like the ones in the image, still stand today amid modern buildings in the city of Rome. Ask students to imagine what it would be like to have ancient buildings like the ones in the image in the town or city where they live today.
- Have students read **pages 8–9**.

## READING RESPONSE AND VOCABULARY (15 MIN.)

- Have students take out Activity Page 1.2 and complete independently.

Activity Page 1.2

**Lesson 1: "Rome, Then and Now"**

# Language

15M

**Primary Focus:** Students will sort words with the r-controlled spelling pattern.

TEKS 3.2.B.i

## SPELLING (15 MIN.)

- Tell students that this week they will be reviewing the spelling of r-controlled words.
- Call on individual students to read aloud each spelling word from the sticky notes or digital resource DP.U4.L1.1.
- Point to the two Challenge Words. Explain to students that the Challenge Words, *above* and *beginning*, are also part of their spelling list and are words used very often. They do not follow this week's spelling patterns and need to be memorized.
- Tell students that, this week, you are introducing a new element: the Content Word. Explain that the Content Word is a little harder than the other words. (The Content Words are optional for students. They do not get penalized for not attempting to spell the word or for an incorrect spelling. ) *Mediterranean* is a content-related word.
- Remind students that when a vowel is followed by an 'r,' the 'r' changes the sound that the vowel makes. The vowel is called an r-controlled vowel. The words *car* and *cat* have the same vowel but do not sound the same. When a vowel is followed by 'r' it no longer has its short sound.
- Go back through the words and circle the r-controlled vowel sounds.

**ENGLISH LANGUAGE LEARNERS**

Reading

Reading/Viewing Closely

**Beginning**
Divide students into small groups for teacher-directed instruction.

**Intermediate**
Answer student questions as needed.

**Advanced/Advanced High**
Observe how students are able to answer the questions on the Activity Page independently.

ELPS 4.G

Support

This is a good time to work with a small group of students who need extra support.

**TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, *r*-controlled syllables, and final stable syllables.

| | |
|---|---|
| tarnish | immortal |
| portion | messenger |
| circulate | giraffe |
| turkey | sir |
| worship | sword |
| marbles | barbecue |
| motor | slurp |
| servant | mirth |
| doctor | Challenge Word: above |
| surgery | Challenge Word: beginning |
| Content Word: Mediterranean | |

## Spelling Table

- Display or project the spelling chart (DP.U4.L1.2) and have students take out Activity Page 1.3.

**Spelling Words (Projection DP.U4.L1.2)**

| 'ar' >/ar/ | 'or' >/or/ | 'or' >/er/ | 'er' >/er/ | 'ur' >/er/ | 'ir' >/er/ |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

- Find the /ar/ column and ask students to tell you one spelling word that has the /ar/ sound spelled 'ar'.
  - » *tarnish*, *marbles*, *barbecue*
- Find the /or/ column and ask students to tell you one spelling word that has the /or/ sound spelled 'or'.
  - » *portion*, *immortal*, *sword*

**ENGLISH LANGUAGE LEARNERS**

### Reading
Reading/Viewing Closely

**Beginning**
Pull students into small groups for teacher-directed instruction.

**Intermediate**
Answer students' questions as needed.

**Advanced/Advanced High**
Observe how students are able to answer the questions on the activity page independently.

**ELPS 4.G**

### Activity Page 1.3

- Tell the students that in this week's spelling words, there are four different spellings for the /er/ sound.
    - It can be spelled 'or', 'er', 'ur', or 'ir'.
    - The /er/ sound spelled 'er' is the most used spelling.
- List one spelling word in each of the columns on the chart for 'or >/er/, 'er' >/er/, 'ur' >/er/, and 'ir' >/er/.
- Have students complete the chart on Activity Page 1.3 independently.
    - Teacher Note: Make sure DP.U4.L1.1 is projected for students during their work on Activity Page 1.3.

End Lesson

**Lesson 1: "Rome, Then and Now"**

# Take-Home Material

- Have students take home Activity Page 1.4 to share with a family member and Activity Page 1.5 to read to a family member.

Activity Pages 1.4 and 1.5

LESSON

2

# "The Legend of Romulus and Remus"

## PRIMARY FOCUS OF LESSON

### Reading

Students will explain why the story of Romulus and Remus is considered a legend. TEKS 3.2.A.vii; TEKS 3.9.A

### Speaking and Listening

Students will compare and contrast two stories about Romulus and Remus written by the same author. TEKS 3.1.A; TEKS 3.6.B; TEKS 3.6.H; TEKS 3.13.C

### Language

Students will identify past, present, and future tense and change verbs to represent past, present, and future tense. TEKS 3.11.D.ii

## FORMATIVE ASSESSMENT

Activity Page 2.2 **What We Know and Learned** List key points after listening to the Read-Aloud. TEKS 3.6.B; TEKS 3.6.H; TEKS 3.13.C

Activity Page 2.3 **Past, Present, and Future Tenses** Underline the verb and identify the verb tense. TEKS 3.11.D.ii

**TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by; identifying and reading high-frequency words from a research-based list; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.13.C** Identify and gather relevant information from a variety of sources; **TEKS 3.11.D.ii** Edit drafts using standard English conventions, including: past, present, and future verb tense.

## LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|---|---|---|
| **Reading (40 min.)** | | | |
| Introducing the Reading | Whole Group | 5 min. | ❑ Image Card C.U4.L1.1<br>❑ Chapter Vocabulary Chart (Digital Projections)<br>❑ *Stories of Ancient Rome*<br>❑ Activity Page 2.1 |
| "The Legend of Romulus and Remus" | Partner | 25 min. | |
| Lesson Wrap-Up | Whole Group | 10 min. | |
| **Speaking and Listening (60 min.)** | | | |
| Introducing the Read-Aloud | Whole Group | 5 min. | ❑ Digital Flip Book: U4.L2.1–9<br>❑ Activity Page 2.2 |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group | 10 min. | |
| Partner Share | Partner | 20 min. | |
| Word Work: *Defied* | Whole Group | 5 min. | |
| **Language (20 min.)** | | | |
| Verb Tenses | Whole Group | 20 min. | ❑ chart paper<br>❑ Activity Page 2.3<br>❑ Verb Tense Chart (Digital Projections)<br>❑ Past Tense Chart (Digital Projections) |
| **Take-Home Material** | | | |
| "The Legend of Romulus and Remus"<br>Past, Present, and Future Tenses | | | ❑ Activity Pages 2.4, 2.5 |

## ADVANCE PREPARATION

### Reading

- On chart paper, create the Chapter Vocabulary Chart or prepare to display Digital Projection DP.U4.L2.1.

| Vocabulary | Definition |
|---|---|
| empire | |
| historian | |
| threat | |
| taunt | |
| legendary | |

- Plan partners for reading time in advance.

### Speaking and Listening

- Identify the following digital images on the program's digital components site to project during the Read-Aloud: U4.L2.1–U4.L2.9

### Language

- On chart paper, create Verb Tense Chart or prepare to display Digital Projection DP.U4 L2.2.

| | Past Tense | Present Tense | Future Tense |
|---|---|---|---|
| **I** | walked | walk | will walk |
| **You** | walked | walk | will walk |
| **He, She, It** | walked | walks | will walk |
| **We** | walked | walk | will walk |
| **They** | walked | walk | will walk |

- On chart paper, create past tense chart or prepare to display Digital Projection DP.U4.L2.3.

| | | |
|---|---|---|
| **plan** | **sob** | **jog** |
| | | |
| **hope** | **bake** | **like** |
| | | |
| **fry** | **cry** | **dry** |
| | | |

## Universal Access

In this lesson, students will read and listen to "The Legend of Romulus and Remus." Prepare students to engage with the content by doing/setting up the following:

- Meet the characters: Use images from the Reader to introduce students to the main characters in this legend. (Romulus, Remus, the king of Latium/King Amulius, the mother/Rhea Silvia, Mars, the servant, and the she-wolf.)
- Point to the Tiber River on a map.
- Talk about what it means to be twins.
- Talk about what it means to be jealous.
- Refer to legends that students have heard before.
- Show images of famous walls in the world and briefly discuss the idea of using walls for protection.

Start Lesson

### Lesson 2: "The Legend of Romulus and Remus"

# Reading

40M

**Primary Focus:** Students will explain why the story of Romulus and Remus is considered a legend. **TEKS 3.2.A.vii; TEKS 3.9.A**

## VOCABULARY

The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the Student Reader.

**empire,** a large area of land controlled by one person (an emperor or an empress)

**historian,** a person who writes about or is an expert on history

**legendary,** well-known from an old story passed down from long ago that is usually not true

**taunt,** to tease or make someone upset by making fun of or being mean to them

**threat,** someone or something that is or may be dangerous

**TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by; identifying and reading high-frequency words from a research-based list; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

| Vocabulary Chart for "The Legend of Romulus and Remus" | | |
|---|---|---|
| **Type** | **Tier 3 Domain-Specific Words** | **Tier 2 General Academic Words** |
| Vocabulary | empire<br>historian<br>legendary | taunt<br>threat |
| Multiple-Meaning Core Vocabulary | | threat |
| | | |
| Sayings and Phrases | on the banks of the Tiber<br>she-wolf<br>take his crown from him | |

**ENGLISH LANGUAGE LEARNERS**

Reading
Understanding Text Structure

**Beginning**
Prompt students to share their basic definition of a legend. (e.g., A legend is a type of story.)

**Intermediate**
Encourage students to give an increasingly detailed definition with some examples that show their understanding of the organization of a legend.

**Advanced/Advanced High**
Extend students' knowledge of what a legend is to different legends they have heard before.

**ELPS 1.E; ELPS 4.F**

Image Card C.U4.L1.1

**The Mediterranean Region**

## INTRODUCING THE READING (5 MIN.) TEKS 3.9.A

- Review key information that students learned from yesterday's lesson using Image Card C.U4.L1.1 (Mediterranean Region): The modern city of Rome is located in the country of Italy. Italy is mostly surrounded by the Mediterranean Sea. Rome is an ancient city that started out as just a few houses on the hills surrounding the Tiber River about 2,500 years ago.
- Ask, "Who can tell me what a legend is?"
  - Explain that a legend is a story about a person or an event from the past that is believed by many people to be true, but that cannot be proven to be absolutely true. Explain that some events and people in legends may also be greatly exaggerated, or described as larger and/or greater than they really were. Tell students that legends are stories that have been passed down orally or in writing and sometimes offer an explanation of how something came to be.
- On the board write:
  - Characters: heroes and exaggerated
  - Settings: real places and times
  - Plot (sequence of events): gives an explanation of how something came to be
  - Theme: or lesson (an important message)
- Have students turn to table of contents, locate "The Legend of Romulus and Remus," and turn to the first page of the chapter.

**TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

Chapter 2

# The Legend of Romulus and Remus

Mrs. Teachwell's Report

We learned last time that Rome started as a small town and grew to become a big city. Then, it grew some more until it became a great **empire**. That's what **historians** tell us.

The Romans themselves have a story about how their city got started that they like to tell. They say that Rome was founded by twins who had been saved by a wolf.

The twins were named Romulus and Remus. They were the children of a woman named Rhea Silvia and the god Mars. Their mother loved them, but her brother, the king of Latium, did not. He saw the boys as a **threat**. He thought they might grow up and take his crown from him. The king told one of his servants to find the twins and drown them in the Tiber River.

*The king of Latium told one of his servants to drown Romulus and Remus.*



## "THE LEGEND OF ROMULUS AND REMUS" (25 MIN.)

### Pages 10–11

- Next to the title, point out to students they are reading Mrs. Teachwell's report about ancient Rome. Remind them in the last chapter, Mrs. Teachwell and her class decided they would take turns giving reports.
- Remind students that today's vocabulary words are in bold print throughout today's reading.
- Display the Chapter Vocabulary Chart or project digital Projection DP.U4.L2.1.

### Support

Discuss legends the students may know like Robin Hood or Paul Bunyan. Identify the key features that make them legends.

### Challenge

Have students research additional legends and identify the key features that make them legends.

Activity Page 2.1

Support

This is a good time to work with a small group of students that needs extra support.

### Chapter Vocabulary Chart (Projection DP.U4.L2.1)

- Have students take out Activity Page 2.1.
- Tell students that today they will read with a partner and complete Activity Page 2.1. Students should complete as much of the vocabulary chart as they can.
- Remind students that when reading with a partner, they should continue to focus on making the story come alive.
- Circulate to provide support when needed.

The servant found the twins, but he could not bring himself to drown them. Instead, he put the boys in a basket. Then, he set the basket in the river. The basket floated downstream. It drifted and drifted until, at last, it washed up on the banks of the river.

A she-wolf found the twins. She saw that they were hungry. She took them to her cave. There she gave them the same milk she fed to her wolf pups.

*The servant set the twins in a basket, which he put in the Tiber River.*



Later, the twins were adopted by a shepherd. The shepherd raised them well. They grew up to be smart and strong.

When they were 18, Romulus and Remus decided to create a city of their own. They wanted to build a city on the banks of the Tiber, somewhere among the seven hills, not far from where they had washed ashore as babies.

*Romulus and Remus were saved by a kind she-wolf and later raised by a shepherd.*

Soon, however, the brothers began to fight.

"Let's build our city here!" said Romulus, pointing to a hill.

"No!" said Remus. "This hill over here is a much better spot."

*Romulus and Remus argued about where to build their city.*



So each brother started building his own city on a different hill. Each knew that it would be important to have a strong wall to protect the city he was building. After a few days, Remus decided to visit Romulus to see how his city was coming along. It takes a long time to build a city, so Remus did not expect Romulus's city to be finished. He decided, however, to **taunt** his brother and made fun of his unfinished wall. "You call that a wall?" he said. "That wall would not keep anyone out!" Then, to make his point, he stepped over the wall.

That made Romulus angry. He and Remus started to fight. No longer remembering that they were fighting one another, Romulus and Remus battled with all their might. Suddenly, Remus **collapsed**, fell to the ground, and died. When Romulus saw what he had done, he began to cry. He had not wished to kill his brother. He dug a grave for Remus.

Romulus went on building his city. He named it Rome after himself.

The rest, as they say, is history. Rome grew and grew. It became a great city, the center of a mighty **empire**.

*Remus **taunts** Romulus and steps over his wall.*



The government of Rome made coins. The coins showed two young boys reaching up to touch a she-wolf. The people of Rome handed these coins back and forth. They used them to buy food and drinks. They used them to pay bills and buy clothing. And all of them knew who the two boys on the coin were: they were Romulus and Remus, the **legendary** founders of Rome.

*An ancient Roman coin showing Romulus and Remus with the she-wolf*

## LESSON WRAP-UP (10 MIN.)

- Review vocabulary and have student complete vocabulary chart correcting or adding definitions as needed on Activity Page 2.1. Fill in the chart or digital vocabulary chart as students provide definitions.
- Review remainder of Activity Page 2.1.

### Lesson 2: "The Legend of Romulus and Remus"

# Speaking and Listening

**Primary Focus:** Students will compare and contrast two stories about Romulus and Remus written by the same author. **TEKS 3.1.A; TEKS 3.6.B; TEKS 3.6.H; TEKS 3.13.C**

## VOCABULARY

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a "unit dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**alternative,** another possible choice or action that can be made

**defy,** to refuse to obey

**fortress,** a castle or fort; a structure that is very well protected

**tender,** gentle and caring

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.13.C** Identify and gather relevant information from a variety of sources.

| Vocabulary Chart for "The Legend of Romulus and Remus" | | |
|---|---|---|
| **Type** | **Tier 3<br>Domain-Specific Words** | **Tier 2<br>General Academic Words** |
| Vocabulary | fortress | alternative<br>defy |
| Multiple-Meaning Core Vocabulary Words | | tender |
| | | |
| Sayings and Phrases | full to the brim<br>rocking and reeling<br>waited for a sign<br>wasn't going to take any chances | |

## INTRODUCING THE READ-ALOUD (5 MIN.)

- What does the legend of Romulus and Remus explain?
  - » how Rome was founded
- In today's reading, you learned that the Tiber River was an important part of this legend.
- Have student go to Reader **page 7** and identify the Tiber River.
- Have students take out Activity Page 2.2. Review the "What We Know" section with students. This section lists information they learned from the version of the legend they just read with partners today.
- Explain to student that today's Read-Aloud is another, more detailed, version of "The Legend of Romulus and Remus". The same author wrote the story in the Reader and the Read-Aloud. Listen carefully for new information and/or details you learn from this version and make notes in the "What We've Learned" section on Activity Page 2.2.

  **Note:** Students are practicing listening comprehension skills that will be assessed in Lesson 4.

**ENGLISH LANGUAGE LEARNERS**

Speaking and Listening
Writing

**Beginning**
Pause during the Read-Aloud and prompt students to write in their graphic organizer.

**Intermediate**
Occasionally pause during the Read-Aloud and prompt students to write in their graphic organizer.

**Advanced/Advanced High**
Observe whether students are able to add relevant information to their graphic organizer independently.

**ELPS 2.I**

Activity Page 2.2

## PRESENTING THE READ-ALOUD (20 MIN.)

### Show Image U4.L2.1
### Romulus and Remus bundled in basket

Early on a chilly spring morning, a man picked his way through the tall grass along a bank of the River Tiber. In his arms he carried a large basket, in which two infant brothers were bundled up in blankets. From the basket, the two infants could see the blue sky dotted with puffy clouds. They could hear the birds singing from perches in the trees. And they could hear the rushing River Tiber, which at the time was full to the brim with the melted snow of the northern mountains.

**Support**

Reread **page 10** in the Reader ("The Legend of Romulus and Remus") to compare the first event in the Read-Aloud paragraph.

**Challenge**

Why do you think the author goes into great detail about the setting? (because legends include real places and times)

- Pausing Point: Stop and discuss the first event of the story. How is this alike or different from the Reader?
  - » It is different because the Reader starts out with King Latium telling the servant to drown the twins.
- Have students add the first event from the Reading in the "Plot" section on the back of Activity Page 2.2.

### Show Image U4.L2.2
### King Amulius banishing the sons of Mars

The twins were too young to understand that the man carrying them was a servant of their wicked uncle, King Amulius [uh-myoo-lee-uhs]. Out of jealousy—or perhaps out of fear that one day the handsome twins would become too powerful and try to take his crown—the king had sent his servant to kill the baby boys!

- Pausing Point: Add the second event to the "What We've Learned" section on Activity Page 2.2.

**Show Image U4.L2.3**
**Servant carrying boys to the Tiber River**

But the servant was a good man. He had a wife and two children of his own. With one look into those boys' eyes, the servant knew that he could never bring himself to kill them. The servant sat there in the grass on the riverbank all morning, thinking about what he should do and knowing that the king would kill him if he ever discovered that he had failed to do what he asked of him.

Suddenly, above the sound of the rushing river, the servant heard a number of men on horses nearby. Peering through the weeds, he saw some of the king's soldiers. Perhaps they were just out on a routine patrol, or perhaps the king had sent them to make sure the dark deed had been done. Either way, the soldiers would think it strange to find a man there with two babies in a basket, so the servant wasn't going to take any chances.

Seeing no **alternative,** he placed the basket—babies and all—into the rushing waters of the River Tiber. He watched as they floated and bobbed slowly along the bank of the river. But a moment later, the basket was caught in the river current and away it went, rocking and reeling out of sight downriver.

The soldiers thought nothing of the man they saw standing there on the bank. They nodded and said, "Good morning." The servant waved back and acted as though he was just undressing to take a morning bath. Little did they know how his heart raced because he had **defied** the king's orders. But he had also saved two young lives, and for that he felt happy.

- Pausing Point: Add the third event to the "What We've Learned" section on Activity Page 2.2. Discuss how the author structured the Read-Aloud and how it is different from the Reader.

### Challenge

Have students research and explain foreshadowing as it relates to this text.

### Check for Understanding

How are the events in the Read-Aloud the same as the Reader? How are the events in the Read-Aloud text different from the Reader events? If students cannot identify how the texts are alike and different, then read aloud **pages 10–12** from the Reader and complete the first three events on Activity Page 2.2 as a whole group.

**Show Image U4.L2.4**
**Boys floating down the Tiber River**

The twins remained calm and rather content as they floated downriver. Water splashed on them and soaked them, but, thankfully, the basket did not sink. Eventually, the basket wound its way into some tall, strong reeds, and there it sat. Some say it was the river god, Tiberinus, who must have protected and saved them, cradling their basket-boat in his watery hands and gently guiding them to shore, where they fell asleep in the shade. It so happened that a she-wolf was having a drink of water there at the river. She saw the basket and its precious cargo. The she-wolf had a **tender** heart and took pity on them.

**Show Image U4.L2.5**
**Romulus and Remus with the mother wolf and her pups**

The she-wolf dragged the basket to her den, and when the boys awoke, she fed them the same milk she fed her puppies. The twins remained in the den for a few days, until finally the wolf saw a shepherd leading his flock of sheep down to the river.

When the shepherd saw the she-wolf, he instinctively held up his staff to warn the wolf that he was ready to fight to save his sheep. But the wolf was not interested in his sheep on this day. Instead, she dragged the basket closer to the shepherd and then darted away. Puzzled, the shepherd went up to the basket, saw the handsome baby boys, and decided to take them home.

What does this **legend** have to do with Rome, you ask? Well, these twin brothers were named Romulus and Remus, and they became quite famous. They were raised by the shepherd and they grew up to be shepherds themselves. When the boys grew older, they decided to find their home. When they found out that King Amulius had tried to have them killed, they got their revenge by fighting and overthrowing him.

- Pausing Point: With a neighbor, determine and add the fourth event to the What We've Learned section on Activity Page 2.2.

**Show Image U4.L2.6**
**Wolf statue**

The **legend** of Romulus and Remus was very important to the ancient Romans, and later, to the history of the country of Italy. The fact that the she-wolf did not try to harm the boys, but instead saved them and took care of them like her own pups, is a favorite part of the story. Ancient Romans decorated some of their buildings with statues and other types of artwork depicting this famous she-wolf and the twin brothers.

At the time of Romulus and Remus, around 753 BCE, the area that is now Italy was broken up into lots of little kingdoms, with lots of kings who were constantly bickering or fighting with one another. Romulus and Remus had enough of those other kings, so they set off with some friends to build their own city near the River Tiber where they had once been rescued by the she-wolf. Can you guess what that city was named? Perhaps it could have been named *Reme*, after Remus,

but that's not how the story goes. Instead, it was named *Rome*, after Romulus!

- Pausing Point: Stand up and find a new neighbor. Add the fifth event to the "What We've Learned" section on Activity Page 2.2.

### Check for Understanding

How are the events in the Listening and Learning text the same as the Reader? How are the events in the Listening and Learning text different from the Reader events? If students cannot identify how the texts are alike and different, then complete the fifth event on Activity Page 2.2 as a whole group.

**Show Image U4.L2.7**
**Vultures circling Romulus and Remus and their hills**

What happened to Remus? Well, Remus and Romulus could not agree on where exactly to build their new city. They agreed that they needed to build it on a hill. There are seven large hills in the area that is now Rome. Remus wanted to build the city on one hill, but Romulus wanted to build it on another hill. They bickered for a while and then decided to ask the gods for help.

Each brother went to his preferred hilltop and waited for a sign from the gods. Late in the afternoon, Remus finally got his sign: six big vultures flew in a circle above his head. Surely, thought Remus, the gods have sent these birds as a sign that we should build our city here!

A few minutes later, Romulus saw not six but twelve vultures flying overhead as he waited on his chosen hilltop. Unfortunately, this in no way settled the argument. Remus believed the gods had chosen his hill because they had sent the birds to him first. Romulus had seen more birds, and therefore believed the signs were in his favor.

### Support

Remind students they read the word *taunt* in the Reader. Have students point to who is doing the taunting and who is being taunted.

**Show Image U4.L2.8**
**Remus stepping over Romulus's wall**

The brothers could not agree, so they went their separate ways to see who could build the best city. A few weeks later, Remus came to visit his brother. Romulus had been working hard all day and night with his friends to build his city into a strong **fortress** with tall walls. However, it takes a long time to build strong walls. Remus laughed as he stepped easily over the wall Romulus had started to build. "Well, it seems I've found a way into your grand city after all. That wasn't so difficult," Remus jeered, kicking a stone off the wall.

This made Romulus very angry, and they started to fight. Forgetting they were brothers in those moments, they fought with all their might. After some time, Remus fell to the ground and died. When Romulus realized what he had done, he cried because he did not intend to kill his brother.

This is the **legend** of how the great city of Rome was founded. This **legend**, as sad as it may seem, is what many ancient Roman children may have been told as they were being tucked into bed at night. And this **legend** is still being told today in its various forms.

- Pausing Point: Add the sixth event to the "What We've Learned" section on Activity Page 2.2.

**ENGLISH LANGUAGE LEARNERS**

Language
Analyzing Language Choices

**Beginning**
Ask yes/no questions about whether something can be considered *great* or not.

**Intermediate**
Write the word *great* on the board and ask students different ways they could use this word.

**Advanced/Advanced High**
Have students come up with their own examples that show something is *great* (very large or long lasting) or *great* (very good).

**ELPS 1.E; ELPS 1.F**

**Show Image U4.L2.9**
**Hadrian's Wall**

The story's end had an important message for the Roman people: Romans will protect their beloved city of Rome. For protection, the Romans surrounded themselves with strong walls, not just in Rome, but everywhere they settled. This picture was taken in present-day England, hundreds of miles from the city of Rome. Here you can see the ruins of Hadrian's Wall, a large wall built by Romans to guard against invaders from the north. Romulus's beloved city would become the capital of a very powerful **empire**. You will hear much more about this memorable city and **empire** over the new few days.

- Pausing Point: Have students briefly summarize the plot and the theme from the Reader text. How do the plot and theme in the Reader text differ from the plot and theme in the Read-Aloud text?

## DISCUSSING THE READ-ALOUD (10 MIN.)

1. **Inferential.** What parts of the story of Romulus and Remus make it a legend?
   - » Answers may vary
2. **Inferential.** What is the theme of the Read-Aloud?
   - » Romans will protect their beloved city of Rome.
3. **Inferential.** How would you summarize the legend of Romulus and Remus?
   - » Answers may vary

**ENGLISH LANGUAGE LEARNERS**

Speaking and Listening
Presenting

**Beginning**
Have students give an oral summary of the legend using key words from their graphic organizer.

**Intermediate**
Encourage students to use complete sentences and key words from their graphic organizer.

**Advanced/Advanced High**
Challenge students to use increasingly detailed complete sentences in their oral summary of the legend.

**ELPS 1.B; ELPS 3.B; ELPS 4.I**

## PARTNER SHARE (20 MIN.) TEKS 3.1.A

- Using Activity Page 2.2, have students pair with today's reading partner and compare their notes from the Read-Aloud, adding their partner's ideas to their own notes and filling in the "What We've Learned" section.
- If questions come up during partner share, students should record in the "Clarify" section.
- As a whole group, have various students share. Address questions students recorded in the "Clarify" section.
- Have students complete the "Respond" section. Differentiation option: Depending on your students, they can complete independently, with partners, or as a whole class.
- Direct students to place Activity Page 2.2 in their Writing Portfolio.

## WORD WORK: DEFIED (5 MIN.)

1. In the Read-Aloud, you heard, "Little did they know how his heart raced because he had defied the king's orders."
2. Say the word *defied* with me.
3. *Defied* means "disobeyed a command or challenged the power of someone or something."
4. If America's founding fathers had not defied the rule of British law with such acts as the Boston Tea Party, then there may not have been a Revolutionary War, and America may not have become its own free country.
5. Have you ever defied anything or anyone? Has anyone ever defied you? Was there a good reason for it? Be sure to use the word *defied* when you talk about it. Ask two or three students. If necessary, guide and/or rephrase the students' responses to make complete sentences: "I defied _____" or "_____ defied me when _____."
6. What's the word we've been talking about? What part of speech is the word *defied*?

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments.

**ENGLISH LANGUAGE LEARNERS**

## Language

Using Verbs and Verb Phrases

**Beginning**
Point out the words/phrases in the sentence that provide clues about verb tense. Frequently remind students about how to change verb tenses.

**Intermediate**
Occasionally point out the words/phrases in the sentence that provide clues about verb tense. Remind students about how to change verb tenses when necessary.

**Advanced/Advanced High**
Observe whether students are able to correctly identify verb tense and accurately change verb tense independently.

ELPS 4.C

## Support

Have students work in pairs to complete sentences 1–10 on Activity Page 2.3.

- Use a Brainstorming and Sharing activity for follow-up. Write the word *defied* in an oval on a piece of chart paper, a chalkboard, or a whiteboard.
- Have students say words that come to mind when they think of the word *defied*. Write the students' words on spokes coming out from the oval. If necessary, guide students with synonyms and phrases like *challenged, disobeyed, dishonored, disrespected, proved wrong,* and *broke the rules*.
- Ask students why they think defying someone or being defied by someone may be a negative thing, and also why they think defying something or someone may sometimes be necessary, such as the example of the servant in the legend. As students share, make sure they use the word *defied* in a complete sentence.

**Lesson 2: "The Legend of Romulus and Remus"**

# Language

20M

**Primary Focus:** Students will identify past, present, and future tense and change verbs to represent past, present, and future tense. TEKS 3.11.D.ii

## VERB TENSES (20 MIN.)

- Direct students' attention to the Verb Tense Chart or digital Projection DP.U4.L2.2.

### Verb Tense Chart (Projection DP.U4.L2.2)

| | Past Tense | Present Tense | Future Tense |
|---|---|---|---|
| **I** | walked | walk | will walk |
| **You** | walked | walk | will walk |
| **He, She, It** | walked | walks | will walk |
| **We** | walked | walk | will walk |
| **They** | walked | walk | will walk |

**TEKS 3.11.D.ii** Edit drafts using standard English conventions, including: past, present, and future verb tense.

- Ask students what they notice about all past tense examples. (all end in *–ed*)
- Ask students what they notice about all future tense examples. (*will* precedes the verb)
- Ask students what they notice about the present tense examples. (one has an 's') Remind students that when using *he, she* or *it,* the verb ending changes.
- Direct students' attention to the next chart you prepared in advance or display the digital version of the chart.

| | | |
|---|---|---|
| **plan** | **sob** | **jog** |
| | | |
| **hope** | **bake** | **like** |
| | | |
| **fry** | **cry** | **dry** |
| | | |

- Direct students' attention to the first row of words and have them assist you in adding the ending *–ed* to create past tense verbs. Students may not remember to double the final consonant.
- Point to the second row of words and ask students to assist you in adding *–ed* to create past tense verbs.
- Point to the last row of words and ask students to assist you in adding *–ed* to create past tense verbs.
- Have students complete the remainder of Activity Page 2.3, providing support as needed.

End Lesson

**Lesson 2: "The Legend of Romulus and Remus"**

# Take-Home Material

- Have students take home Activity Page 2.4 to read to a family member and Activity Page 2.5 to complete.

### Support

Remind students that when verbs end with *e*, you need to drop the *e* before adding *–ed*.

### Support

Remind students that when verbs end with a consonant and the letter *y*, the *y* is changed to an *i* before adding *–ed*.

### Support

Remind students that when verbs end with a single vowel and a consonant, the consonant should be doubled before adding *–ed*.

### Activity Page 2.3

### Activity Pages 2.4 and 2.5

LESSON

3

# The Roman Gods and Goddesses

## PRIMARY FOCUS OF LESSON

### Reading

Students will identify and describe gods and goddesses worshipped by the Romans using a 3-column graphic organizer. TEKS 3.6.G; TEKS 3.7.E

### Speaking and Listening

Students will explain Roman life and beliefs in a short essay response. TEKS 3.6.G; TEKS 3.7.B; TEKS 3.9.A; TEKS 3.13.C

Students will take notes on a graphic organizer. TEKS 3.11.A

### Language

Students will determine the meaning of words formed when *–er* or *–or* is added to a known root word. TEKS 3.2.A.vi

## FORMATIVE ASSESSMENT

Activity Page 3.2 **Roman Life and Beliefs** Write key ideas about Roman life and beliefs based on the reading. TEKS 3.6.G; TEKS 3.13.C

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.13.C** Identify and gather relevant information from a variety of sources; **TEKS 3.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

## LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|---|---|---|
| **Reading (50 min.)** | | | |
| Introducing the Reading | Small Group | 10 min. | ❑ chart/large paper<br>❑ Vocabulary Response Cards<br>❑ *Stories of Ancient Rome*<br>❑ Activity Page 3.1<br>❑ Gods and Goddesses Chart (Digital Projections)<br>❑ white paper |
| Vocabulary | Whole Group | 10 min. | |
| Partner Reading: "The Roman Gods" | Partner | 20 min. | |
| Discussing the Reading | Whole Group | 10 min. | |
| **Speaking and Listening (60 min.)** | | | |
| Introducing the Read-Aloud | Whole Group | 10 min. | ❑ white paper<br>❑ Digital Flip Book: U4.L3.1–6<br>❑ Activity Pages 3.1, 3.2<br>❑ chart paper/whiteboard<br>❑ Vocabulary Response Cards<br>❑ Legend/Myth Chart (Digital Projections) |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Independent | 20 min. | |
| Word Work: *Elaborate* | Whole Group | 5 min. | |
| Vocabulary | Whole Group | 5 min. | |
| **Language (10 min.)** | | | |
| Grammar | Whole Group | 10 min. | ❑ Suffixes *–er* and *–or* Chart<br>❑ Activity Page 3.3 |
| **Take-Home Material** | | | |
| Suffixes *–er* and *–or* Blank Busters | | | ❑ Activity Pages 3.3, 3.4 |

## ADVANCE PREPARATION

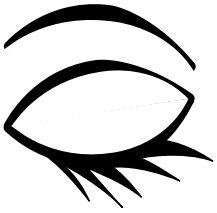
### Reading

- On chart/large paper create a 3-column Gods and Goddesses chart or prepare to display Digital Projection DP.U4.L3.1.

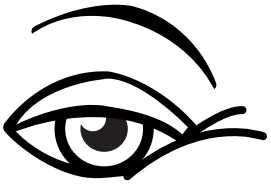
| Greek and Roman Name | God/Goddess of . . . | Details |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

- Prepare the Vocabulary Response Cards. Each student in the class needs all four cards.

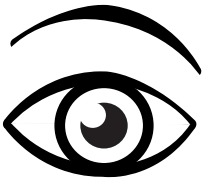
## Vocabulary Response Cards



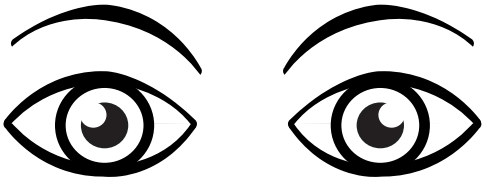
I've never seen this word before.



I've seen it, but I don't know what it means.



I know the definition.



I can use this word in a sentence.

## Speaking and Listening

- On chart paper create a Legend/Myth chart or prepare to display Digital Projection DP.U4.L3.2.

| Legend | Myth |
|---|---|
| • Real events or people in history<br>• Story exaggerated<br>• Parts cannot be proven to be true | • Stories associated with beliefs of a group<br>• Explains why people act a certain way, how things came to be, or how things happen in nature |

- Identify the following digital images on the program's digital components site to project during the Read-Aloud: U4.L3.1–U4.L3.6.

## Universal Access

In this lesson, students will read and listen to stories about Roman gods and goddesses. Prepare students to engage with the content by doing/setting up the following:

- Talk about myths students have heard before.
- Bring in pictures of paintings and statues of Roman gods and goddesses.
- Practice pronouncing the names of the Roman gods on the chart in the Reader chapter.

Start Lesson

### Lesson 3: The Roman Gods and Goddesses

# Reading

50M

**Primary Focus:** Students will identify and describe gods and goddesses worshipped by the Romans using a 3-column graphic organizer.

TEKS 3.6.G; TEKS 3.7.E

## VOCABULARY FOR "THE ROMAN GODS"

The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of *Stories of Ancient Rome*.

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

**immortal,** able to live forever

**messenger,** someone who delivers messages back and forth

**mission,** a very important job

**rough,** not calm

**wisdom,** knowledge and understanding gained over time

| Vocabulary Chart for "The Roman Gods" | | |
|---|---|---|
| **Type** | **Tier 3 Domain-Specific Words** | **Tier 2 General Academic Words** |
| Core Vocabulary | immortal | messenger<br>mission<br>rough<br>wisdom |
| Multiple-Meaning Core Vocabulary Words | | mission<br>rough |
| | | |
| Sayings and Phrases | fast as a flash<br>presto!<br>solar system<br>that was the end of you | |

## INTRODUCING THE READING (10 MIN.)

- Divide the class into small groups of four or five students.
- Around the Table response: Pass out one piece of white paper to each small group.
- Direct one student in each group to write the following words in the center of the paper: *Rome*, *civilization*, *legend*, *Romulus and Remus*.
- When the teacher directs, each student in the group takes a turn by writing a word, phrase, or picture that connects to any of the words listed.

  **Note:** Students may not skip their turn. If they do not have an answer, teammates may help each other by giving hints.

  - Possible student responses: Students may draw a picture of Italy and label Rome, write the definition of *civilization* as a group of people living together in a well-organized way, define *legend* as involving real events or people in history but the story is often exaggerated and parts cannot be proven absolutely true, and/or discuss the two Roman gods in "The Legend of Romulus and Remus."

**ENGLISH LANGUAGE LEARNERS**

Speaking and Listening
Exchanging Information and Ideas

**Beginning**
Use yes/no and *wh*– questions to ask students about the terms on the paper.

**Intermediate**
Remind students to check whether they have added relevant information.

**Advanced/Advanced High**
Encourage students to build on each other's responses.

**ELPS 3.D**

### Check for Understanding

Walk around to each group and review their responses. What topics do students have correctly identified on their papers? What topics are not represented on their papers? If one of the main topics is not represented in groups, then review as a whole class.

## VOCABULARY (10 MIN.)

- Pass out the vocabulary student response cards (four cards). Explain that after each vocabulary word is written on the board, students will determine their understanding of the word. They can show one of four cards: "I've never seen this word before"; "I've seen it, but I don't know what it means"; "I know the definition"; "I can use this word in a sentence."
- On the board, write each vocabulary word. As the teacher writes the vocabulary word, the students hold up their response card. The teacher may call on student volunteers to provide the definition and use the word in a sentence based on response card answer.
    - **Lesson Vocabulary:** *immortal, messenger, mission, rough, wisdom, boisterous, bountiful, elaborate, inhabitant, ritual,* and *worship*
- Explain to students that these vocabulary words will be very important today. If they see one of these vocabulary words in their reading or during the Read-Aloud, be sure to stop and ask for clarification.

Chapter 3

# The Roman Gods

Mrs. Teachwell's Report

Let's learn about the gods and goddesses of Rome.

The ancient Romans did not believe in one God who ruled the entire world. They believed in many gods.

In many ways, the Roman gods acted like human beings. They ate and drank. They played tricks on each other. They fell in love and got into fights. But there was one main way in which the gods were not like human beings: the gods were **immortal**. Human beings might live for many years. Some might even live to be one hundred. Eventually, though, they would die. The gods, on the other hand, lived forever. They did not—and could not—die.

The Romans' ideas about their gods were similar to the ancient Greeks. In fact, they worshipped many of the same gods as the Greeks, but they called those gods by different names. The chart shows the Roman names for some Greek gods you may already know.



## Greek and Roman Gods

| Greek Name | | Roman Name | Greek Name | | Roman Name |
|---|---|---|---|---|---|
| Zeus | | Jupiter | Ares | | Mars |
| Hera | | Juno | Hermes | | Mercury |
| Poseidon | | Neptune | Dionysus | | Bacchus |
| Aphrodite | | Venus | Athena | | Minerva |
| Eros | | Cupid | Apollo | | Apollo |



## PARTNER READING: "THE ROMAN GODS" (20 MIN.)

### Pages 18–19

- Post the chart paper with the Gods and Goddesses Chart or project DP.U4.L3.1 and have students take out Activity Page 3.1.

**Gods and Goddesses Chart (Projection DP.U4.L3.1)**

**Note:** The 3-column graphic organizer is the same as the organizer on Activity Page 3.1.

- Tell students that today's chapter is called "The Roman Gods."
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Remind students that when reading with a partner, focus today on making sure they speak clearly and at an understandable pace.

Activity Page 3.1

### Support

This is a good time to work with a small group of students that needs extra support.

### Challenge

Have students read and complete Activity Page 3.1 independently.

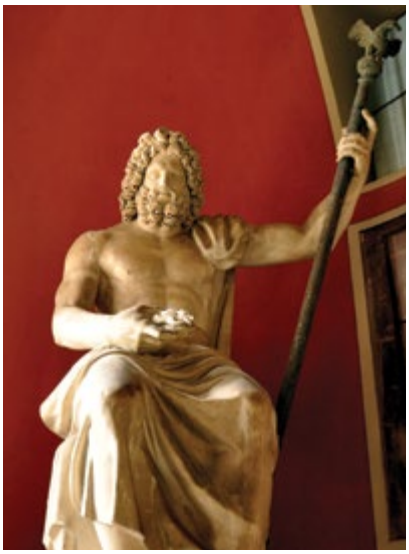
- Model: Read aloud **pages 18–19** and complete the 3-column graphic organizer with information about Zeus on the class chart paper. Direct students to fill in the first column of Activity Page 3.1 with the same information.
- Instruct students to partner with another student to read **pages 18–31** and continue to fill out the 3-column graphic organizer with their partner.
- When students are finished reading, have each group add one piece of information to the large class chart. If the chart gets completely filled before all groups have added information, have the remaining groups add additional details.

The top god, sometimes called the father of the **immortals**, was a strong, bearded figure. The Greeks called him Zeus. The Romans called him Jupiter.

Jupiter was a mighty god. He carried a thunderbolt that he could throw at anyone who angered him. If Jupiter threw his thunderbolt at you, that was the end of you.

Jupiter lived on Mount Olympus, with the other gods.

*Jupiter was the father of the immortals.*





Juno was Jupiter's wife. She was the goddess of marriage and the protector of wives.

The Roman gods were all related. They were like a big family. Jupiter's brother Neptune was the god of the seas and oceans.

*Juno, Jupiter's wife, was the goddess of marriage.*

There are many statues of Neptune. In most of them, he is holding a special, three-pronged spear called a trident. Neptune's trident had magical powers. The god could use it to stir up storms and waves. He could also wave it over the stormy seas and make the **rough** seas smooth.

Roman sailors prayed to Neptune. "Great Neptune!" they prayed. "Send us good weather and smooth sailing!"

*Neptune, the god of the seas, with his magical trident*



Mars was the god of war. Soldiers would pray to him before a big battle. The Romans fought a lot of wars, so they spent a lot of time praying to Mars.

*Mars was the god of war.*

Mercury was one of Jupiter and Juno's sons. He was the **messenger** of the gods. He was as fast as a flash. In paintings, he is often shown with wings on his hat and his shoes, to show how fast he was.

*Mercury was the messenger of the gods.*



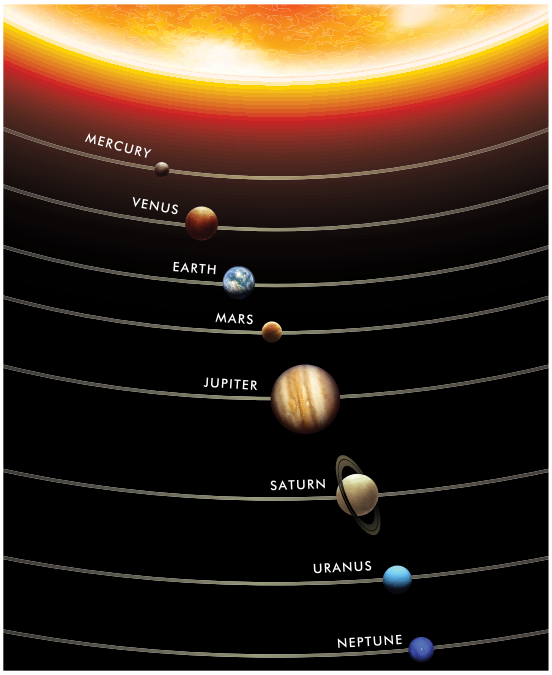
Venus was the goddess of love. She was very beautiful.

If Venus wanted someone to fall in love, she could send her son Cupid on a mission. Cupid would shoot the person with one of his magic arrows. The person would then fall in love with the first person he or she saw.

Cupid is still with us today. You will see little Cupids all over the place on Valentine's Day, when we celebrate love.

*Venus was the goddess of love. She was also Cupid's mother.*

Mercury, Venus, Mars, Jupiter, and Neptune are the names of planets in our solar system. These planets are named after the Roman gods. For example, the planet Mars is named after Mars, the Roman god of war.




*The planets Mercury, Venus, Mars, Jupiter, and Neptune are named after Roman gods and goddesses.*



Vulcan was the blacksmith of the gods. He melted iron and other metals. Then, he shaped the metal to make a sword, a helmet, or a shield.

Vulcan was the god of fire and volcanoes.

*Apollo, the god of the sun (right), talking to Vulcan, the god of fire (left)*

Apollo was the god of the sun. He was also the god of music and poetry.

Apollo is another god who was worshipped by both the Greeks and the Romans. He had a famous shrine at Delphi, in Greece. When the Greeks and Romans wanted advice, they would send **messengers** to Delphi. The priestess of Apollo would give them an answer. It was almost never a clear answer, though. Often, it was more like a riddle that they had to figure out on their own.

*Apollo*



Minerva was the goddess of **wisdom**. She was also the goddess of crafts and weaving.

According to legend, Minerva was not born in the usual way. One day, Jupiter complained of a headache. Then—presto!—Minerva sprang, fully grown, from his head.

Minerva's special animal was the owl. Sometimes she was painted with an owl perched on her shoulder.

*Minerva springing forth from Jupiter's head*

Diana was the goddess of the moon. She was also the goddess of the hunt. In statues, she is often shown as a young girl, with a bow and arrow. Sometimes, the sculptor will also show one of her dogs or a deer.

*Diana was the goddess of the moon and the hunt.*

30

Bacchus was the Roman god of grapes and wine. He was followed by women and satyrs, who were half man and half goat.

A famous story tells how pirates tried to kidnap Bacchus. That was a big mistake. The god transformed himself into a lion. He turned the boat into a lush garden. As for the pirates, he changed them into dolphins and sent them splashing away in the ocean.

*Bacchus, the Roman god of grapes and wine*

31

## DISCUSSING THE READING (10 MIN.)

- As a whole group, review the information on the 3-column graphic organizer. Discuss any new information learned from the reading.

Lesson 3: The Roman Gods and Goddesses

# Speaking and Listening

60M

**Primary Focus:** Students will explain Roman life and beliefs in a short essay response. TEKS 3.6.G; TEKS 3.7.B; TEKS 3.9.A; TEKS 3.13.C

Students will take notes on a graphic organizer. TEKS 3.11.A

## VOCABULARY FOR ROMAN GODS AND GODDESSES

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a "unit dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**boisterous,** very noisy; lively; active

**bountiful,** plentiful; having an abundance of something

**elaborate,** made of many carefully placed or arranged pieces or parts; sophisticated; highly detailed

**inhabitant,** a person or animal who lives in a specific place or habitat

**ritual,** important ceremony that is part of specific cultures and traditions

**worship,** to show respect and love to a god or a person

**Vocabulary Chart for "The Roman Gods and Goddesses"**

| Type | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
|---|---|---|
| Core Vocabulary | rituals<br>worship | boisterous<br>bountiful<br>elaborate<br>inhabitants |
| Multiple-Meaning Words for Core Vocabulary Words | | elaborate |
| | | |
| Sayings and Phrases | Saturnalia Festival<br>scientific understanding/explanation | |

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.13.C** Identify and gather relevant information from a variety of sources; **TEKS 3.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

## INTRODUCING THE READ-ALOUD (10 MIN.) TEKS 3.9.A

- Ask students, "Who can tell me what story you read in yesterday's lesson?"
- Remind students that they read "The Legend of Romulus and Remus."
- Turn and Talk: Have students tell their neighbor their own definition of a *legend*. Have several students share.
- Tell students that, in today's Read-Aloud, they will hear about another type of fiction called a *myth*.
- Ask, "Who has heard a myth?"
- Ask students, "Who can tell me the difference between a legend and a myth?"
- Post Legend/Myth chart or project Digital Projection DP.U4.L3.2.

### Legend/Myth Chart (Projection DP.U4.L3.2)

| Legend | Myth |
|---|---|
| • Real events or people in history<br>• Story exaggerated<br>• Parts cannot be proven to be true | • Stories associated with beliefs of a group<br>• Explain why people act a certain way, how things came to be, or how things happen in nature |

- Remind students that in "The Legend of Romulus and Remus," they heard about two Roman gods—Mars and Tiberinus; Mars is the god of war, and Tiberinus is the god of the Tiber River.
- Explain that we consider myths of gods and goddesses to be fictional today, but many ancient Romans believed that gods and goddesses were real and worshipped them as part of their religion. Ancient Romans believed the gods and goddesses had supernatural powers or skills and were immortal, or able to live forever. Many of the gods and goddesses the ancient Romans believed in were similar to those of the ancient Greeks.
- Write *polytheistic* on the board. Tell students that people or cultures who believe in many different gods/goddesses are called *polytheistic*. The prefix *poly–* means "many" and the suffix *–theistic* means "having to do with a god." Have students repeat the word *polytheistic* after you. Many Egyptians, Greeks, and Romans were polytheistic because they believed in and worshipped many gods/goddesses.

**ENGLISH LANGUAGE LEARNERS**

Reading
Understanding Text Structure

**Beginning**
Use yes/no and *wh–* questions to ask students about the terms on the paper.

**Intermediate**
Remind students to check whether they have added relevant information.

**Advanced/Advanced High**
Encourage students to build on each other's responses.

ELPS 2.C; ELPS 3.D

**TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

## PRESENTING THE READ-ALOUD (20 MIN.)

- Explain to students that they will learn about some additional gods and goddesses, along with Roman life and beliefs.
- During the Read-Aloud, students should add additional information to Activity Page 3.1 on gods and goddesses. Students should also think about key ideas about Roman life and beliefs.

### Show Image U4.L3.1
### Farming Scenes and Mosaics

To understand Roman beliefs and religion, let us first think about some of the early inhabitants of what we now call Italy, the people who lived there and whose children and grandchildren would later be called citizens of Rome. Back then, before Rome was a powerful city, most people in the area—such as the Etruscans and the Greeks—were farmers.

In ancient times, people had very little scientific understanding about weather and climate patterns. They did not have a scientific explanation for why the seasons change, or even why day turns to night. All people knew was that they had to survive in a challenging and dangerous world in which anything could happen: floods, droughts, diseases, and plagues of insects—just to name a few. Sometimes, things were just fine and farmers could enjoy great, **bountiful** harvests. Other times, it rained just enough for farmers to harvest the amount of food they needed.

Working the fields all day, an ancient farmer must have had time to think and ask questions about why things were the way they were. "Why does it rain some years and not others? Why are my sheep healthy, while my neighbor's flock of sheep became sick and died? Why did a flood come and wash away all my crops last year?"

### Support

On the board, create a T-chart. Label one category "Life" and the other "Beliefs." As the text is read aloud, add key ideas to each part of the T-chart.

### Challenge

Have students research the different crops ancient Romans may have grown.

### Support

Remind students of the previous paragraph in the Read-Aloud that states, "people had very little scientific understanding about weather and climate patterns." So they believed the gods and goddess controlled the weather and climate.

**Show Image U4.L3.2**
**Saturn holding a scythe**

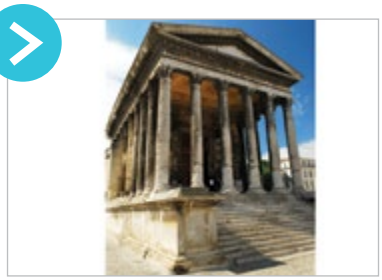
An ancient Roman farmer would have believed in a god named Saturn, who was—according to myth—the god of the harvest who existed before all the other gods. Whether the harvest was good or bad, the Roman farmer believed that Saturn had something to do with it. If the harvest was bad, then that meant Saturn was mad. If the harvest was bountiful, then that meant Saturn was happy. This painting shows a statue of Saturn holding a scythe [*sighth*] in one hand, a tool used by farmers to cut wheat.

Ancient Romans tried to keep Saturn and the other gods they believed in happy. Romans participated in the yearly Saturnalia Festival in late December to honor Saturn. This was a time of **boisterous** celebration with singing, dancing, and feasting all day and night.

- Pausing Point: Have students add information on Saturn to Activity Page 3.1.

## Check for Understanding

On the back of Activity Page 3.1, have students list one detail they learned about Roman life and one detail they learned about Roman beliefs. (Walk around the classroom to monitor student answers.) If students have trouble identifying one detail about Roman life and one detail about Roman beliefs, then review Roman life and beliefs learned thus far.



**Show Image U4.L3.3**
**Roman temple**

Somewhere nearby, there might have been an **elaborate** temple for Saturn. A temple is a type of religious building in which people worship a god. This picture shows a well-preserved temple that was built by the Romans in what is now the country of France. This temple gives you a good idea of what a temple built to **worship** a Roman god looked like. Inside the temple there would have been a statue of the Roman god and an altar, or special table, where gifts could be left for the god. Priests were often dedicated to a particular god. Priests dedicated to Saturn lived in his temple and performed **rituals** to please him. They made offerings to Saturn, sometimes sacrificing a lamb or delivering some other food to the temple, to thank him for helping with the harvest.

**Show Image U4.L3.4**
**Map showing Greece and Italy**

Agriculture was not the only thing for which the Romans had a god. In fact, some ancient Romans believed that the world was ruled by many gods, each of which played a special role in keeping order in the world. Romans were not alone in believing that there were many gods. Such beliefs were common throughout the world at the time. As you heard earlier, the Romans had similar ideas about gods and goddesses as the Greeks and other neighbors in the Mediterranean region.

East of the area that is now the country of Italy, there is another area that juts out into the Mediterranean Sea. This is now known as the country of Greece. If you compare Greek and Roman culture, you will find many similarities. In ancient days, it was easier to travel by boat than by land between the areas where Italy and Greece are today.

Both of these countries are separated by a fairly narrow body of water that is dotted with dozens of large and small islands. Ancient peoples of Greece and Rome often came into contact with each other on those islands, or on one another's coastlines, as people searched for new places to settle. This close contact brought lots of trade between people, including the blending and exchanging of ideas and beliefs.

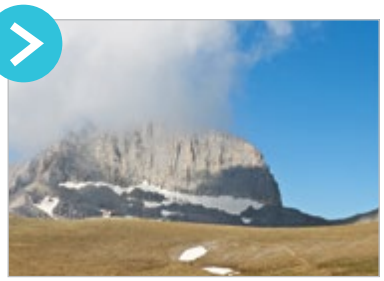
### Show Image U4.L3.5
### Diagram of some Greek and Roman gods

Many Romans had heard of Zeus, the king of the Greek gods, who was believed to rule over a collection of gods, including Aphrodite (the goddess of love), Apollo (the god of the sun, music, healing, and knowledge), Ares (the god of war), and Athena (the goddess of wisdom and understanding). Greeks went to Athena's temple and **worshipped** her when they needed help with tough problems. She was also considered to be the goddess of war, which is why she has a spear and helmet.

The Romans also believed in and **worshipped** many of the same types of gods and goddesses that the Greeks believed in, although the Romans had different names for most of them because they had a different language. Some historians would say that the Romans "borrowed" these gods and goddesses from the Greeks, although the idea of many of these deities may have already existed before the Greeks and Romans would have encountered each other.

The Greek goddess of wisdom, Athena, was similar to the Roman goddess Minerva. The Greek king of the gods was named Zeus; the Romans called their king of the gods Jupiter. Instead of the Greek name Ares, the Roman god of war was called Mars. Instead of the Greek name Aphrodite, the goddess of love was called Venus.

- Pausing Point: Have students add information on gods and goddesses to Activity Page 3.1.



**Show Image U4.L3.6**
**Mount Olympus**

Like the Greeks, the Romans believed that some of the gods and goddesses lived in a palace on the very top of Mount Olympus in Greece. These beings were known as the Olympian gods.

## DISCUSSING THE READ-ALOUD (20 MIN.)

1. **Literal.** What is a myth?
    - » a story told by ancient cultures to explain how and why something came to be or happen in nature
2. **Literal.** Are myths fact or fiction?
    - » fiction
3. **Evaluative.** How is a myth different from a legend?
    - » Myths are completely fictional, whereas legends are partly based on factual people or events in history, even though they are usually exaggerated.
4. **Inferential.** What did some inhabitants of Rome—and inhabitants of other places that had polytheistic beliefs—do to please the gods they believed in?
    - » They would worship the gods, celebrate with boisterous festivals, and perform rituals, such as sacrificing animals and delivering food to the gods' elaborate temples.
5. **Inferential.** Why were there many farmers in ancient Rome?
    - » Agriculture and farming were very important to the ancient Romans' way of life.
6. **Inferential.** Why did the ancient Roman farmers want to please Saturn, the god of the harvest?
    - » They believed that a bad harvest would result if he were mad, and they tried to keep Saturn happy so they could have a bountiful harvest.

### Support

Draw a large Venn diagram on chart paper or whiteboard and record responses.

7. **Evaluative.** Compare and contrast the culture of the ancient Greeks and Romans.
    - » Similarities: They were both polytheistic and believed in many of the same types of gods and goddesses, as well as in many of the same mythological heroes and stories; because the ancient Greeks and Romans lived near each other and came in contact with each other often, they exchanged many ideas and shared similar cultures; they had similar foods, including olives; etc.
    - » Differences: They each had their own languages and had different names for most of their gods and goddesses; the Greek civilization existed before the Roman; they each developed different cities and eventually countries; etc.

### Activity Page 3.2

- Direct students to place Activity Page 3.1 in their Writing Portfolio. **TEKS 3.7.B**
- Have students complete Activity Page 3.2 independently.

## WORD WORK: ELABORATE (5 MIN.)

1. In the Read-Aloud you heard, "Somewhere nearby, there might have been an elaborate temple for Saturn." *Elaborate* means highly detailed or made of many carefully placed or arranged pieces and parts. Asian civilizations have very elaborate forms of writing in which each mark has an important meaning.
2. Have you ever seen or made something that was elaborate? What was it? Be sure to use the word *elaborate* when you tell about it. Ask two or three students. If necessary, guide and/or rephrase the students' responses to make complete sentences: "_____ is/was elaborate."
3. What part of speech is the word *elaborate*?

- Use a Synonyms and Antonyms activity for follow-up. Ask students, "What does *elaborate* mean? What are some synonyms, or words that have a similar meaning?"
    - » Possible student responses: *complicated, ornate, complex, detailed, sophisticated*, etc.

4. Have students look around the classroom and discuss the things they would consider elaborate and to give reasons for their opinions. Then ask, "What are some words or phrases you know that are antonyms, or opposites, of *elaborate*?"
    - » Possible student responses: *straightforward, simple, normal, regular, plain, usual, uncomplicated*, etc.
5. Have students look around the classroom and discuss the things they would not consider elaborate and to give reasons for their opinions.

**ENGLISH LANGUAGE LEARNERS**

### Speaking and Listening
Listening Actively

**Beginning**
Tell students one of the points and ask where on the diagram that point belongs.

**Intermediate**
Supply students with points as necessary.

**Advanced/Advanced High**
Encourage students to think of other relevant information to add to the diagram.

**ELPS 2.E**

**TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text.

## VOCABULARY (5 MIN.)

- Have students get out their vocabulary student response cards (four cards). Explain that the same vocabulary words will be reviewed from the beginning part of the lesson. Remind students that they can show one of four cards: "I've never seen this word before"; "I've seen it, but I don't know what it means"; "I know the definition"; "I can use this word in a sentence."
- On the board, point to each vocabulary word. As the teacher points to the vocabulary word, the students hold up their response card. The teacher may call on student volunteers to provide the definition and use the word in a sentence based on response card answer.
    - Lesson Vocabulary: *immortal, messenger, mission, rough, wisdom, boisterous, bountiful, elaborate, inhabitant, ritual*, and *worship*

### Check for Understanding

If a majority of the class responded with the "I've seen it, but I don't know what it means" card, then go back into the Reader or Read-Aloud passage to define the vocabulary word.

**Lesson 3: The Roman Gods and Goddesses**

# Language

**Primary Focus:** Students will determine the meaning of words formed when *–er* or *–or* is added to a known root word. **TEKS 3.2.A.vi**

## GRAMMAR (10 MIN.)

### Introduce Suffixes *–er* and *–or*

- Write *paint* on the board. Briefly discuss the meaning of the word. Add the suffix *–er* and read the new word. Discuss the meaning of the word *painter*.
- Write *sail* on the board. Briefly discuss the meaning of the word. Add the suffix *–or* and read the new word. Discuss the meaning of the word *sailor*.

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

**ENGLISH LANGUAGE LEARNERS**

### Writing

Interacting via Written Language

**Beginning**
Have students work with a partner. Help students support a key idea by supplying them with key detail options.

**Intermediate**
Allow students to work with a partner. Help students support a key idea by giving hints about the key details in the text.

**Advanced/Advanced High**
Observe whether students are able to complete this writing response with very minimal support or independently.

**ELPS 5.G**

- Explain to students a suffix is a syllable placed after a root word. Suffixes change the meaning of the root word. Explain that both *–er* and *–or* mean "a person who."
- With a partner, brainstorm other possible words with the *–er* or *–or* ending.
- Have students take out Activity Page 3.3 and complete as a teacher-guided activity or independently.

Activity Page 3.3

End Lesson

**Lesson 3: The Roman Gods and Goddesses**

# Take-Home Material

- Have students finish Activity Page 3.3 and complete Activity Page 3.4.

Activity Pages 3.3 and 3.4

LESSON

4

# "The Roman Gods" and "The Roman Republic"

## PRIMARY FOCUS OF LESSON

### Reading

Students will analyze a Roman god and goddess family tree and add pertinent information. TEKS 3.6.A; TEKS 3.6.G

### Speaking and Listening

Students will identify the key ideas and supporting details presented orally. Students will also compare and contrast people in ancient Rome using a graphic organizer. TEKS 3.6.G; TEKS 3.6.H

### Writing

Students will form an opinion on the best type of government. TEKS 3.7.B; TEKS 3.12.C

### Language

Students will identify the present and past tense of *to be*. TEKS 3.11.D.i

## FORMATIVE ASSESSMENT

| | |
|---|---|
| Activity Page 4.1 | **Roman Gods and Goddesses Family Tree** Complete the Family Tree of Greek and Roman Gods and Goddesses. TEKS 3.6.G |
| Activity Page 4.2 | **Image Box Recording Sheet** Record information about the Read-Aloud text. TEKS 3.6.G |
| Activity Page 4.4 | **Roman Empire Extended Response** Write a short-answer opinion response. TEKS 3.7.B; TEKS 3.12.C |
| Activity Page 4.5 | **The Verb *to be*** Determine the correct present tense form of the verb *to be*. TEKS 3.11.D.i |

**TEKS 3.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.11.D.i** Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement.

## LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|---|---|---|
| **Reading (40 min.)** | | | |
| Reviewing the Reading | Whole Group | 5 min. | ❏ *Stories of Ancient Rome*<br>❏ Activity Page 4.1 |
| Close Reading: "The Roman Gods" | Whole Group | 20 min. | |
| Discussing the Chapter | Whole Group/ Independent | 15 min. | |
| **Speaking and Listening (60 min.)** | | | |
| Introducing the Read-Aloud | Whole Group | 5 min. | ❏ Activity Pages 4.2, 4.3, 4.8<br>❏ Digital Flip Book: U4.L4.1–9 |
| Read-Aloud: "The Roman Republic" | Whole Group | 30 min. | |
| Discussing the Read-Aloud | Partner | 10 min. | |
| Word Work: *Attributes* | Whole Group | 5 min. | |
| Who Am I? | Whole Group | 10 min. | |
| **Writing (10 min.)** | | | |
| Opinion: Quick Write | Independent | 10 min. | ❏ Activity Page 4.4 |
| **Language (10 min.)** | | | |
| Past/Present Tense of *to be* | Whole Group | 10 min. | ❏ Activity Page 4.5<br>❏ *To Be* Present and Past Tense Charts (Digital Projections)<br>❏ sticky notes |
| **Take-Home Material** | | | |
| Word Clues for Suffixes *–er* or *–or* Word Sort | | | ❏ Activity Pages 4.6, 4.7 |

## ADVANCE PREPARATION

### Reading

- Say: "Strong readers set a purpose before they start reading. This helps them focus. What is our purpose for reading 'The Roman Gods'?" Write the purpose for reading on the board/chart paper:
    - Read to closely examine the author's words, sentences, and literary devices for a deeper understanding of Roman gods and goddesses.

### Speaking and Listening

- Identify the following Digital Images on the program's digital components site to project during the Read-Aloud: U4.L4.1–U4.L4.9.

### Language

- On chart paper create the following Present and Past Tense of the Verb *to be* chart or prepare to display Digital Projection DP.U4.L4.1.

| **Present and Past Tense of the Verb *to be*** | |
|---|---|
| **Singular** | **Plural** |
| I ____ glad. | We ____ glad. |
| You (one person) ____ glad. | You (more than one person) ____ glad. |
| He/She/It ____ glad. | They ____ glad. |

- If your chart is on chart paper, create the following index cards or sticky notes:
    - For the words ***are*** and ***were***, make four cards each.
    - For the word ***was***, make two cards.
    - For the words ***is*** and ***am***, make one card.

### Universal Access

In this lesson, students do a close reading of "The Roman Gods." Prepare students to engage with the content by doing/setting up the following:

- Use the 3-column graphic organizer Gods and Goddesses Chart to review names and information about each god or goddess.
- Inform students about the type of close reading questions they are answering, so they will have a better understanding of the focus of a particular question.

- In this lesson, students will also listen to a Read-Aloud about the Roman Republic. Prepare students to engage with the content by doing/setting up the following:
- Brainstorm—What is government? What does a government do?
- Compare and contrast monarchy (one king or one queen) and democracy.
- Use Image U4.L4.9 in the Digital Flip Book to identify the different groups of people in Roman society and have students think about what each group's role might have been in society. Record student responses and check them against information from the Read-Aloud.

Start Lesson

**Lesson 4: "The Roman Gods" and "The Roman Republic"**

# Reading

40M

**Primary Focus:** Students will analyze a Roman god and goddess family tree and add pertinent information. **TEKS 3.6.A; TEKS 3.6.G**

## REVIEWING THE READING (5 MIN.)

- Give students a few moments to look back at the chapters, images, and captions in "The Roman Gods." Allow students to look at the Reader as you discuss the following question.

  Who can identify and describe a Roman god or goddess from the chapter? (Answers may vary.)

- Read the purpose for reading from the board/chart paper.
  - Read to closely examine the author's words, sentences, and literary devices for a deeper understanding of Roman gods and goddesses. **TEKS 3.6.A**
- Read the title of the chapter as a class, "The Roman Gods." As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

**ENGLISH LANGUAGE LEARNERS**

Reading
Reading/Viewing Closely

**Beginning**
Focus on one type of close reading question throughout and model thinking aloud to help students get to the answer.

**Intermediate**
Focus on a few types of the close reading questions and provide moderate support to help students get to the answer.

**Advanced/Advanced High**
Do all of the close reading questions and provide light support.

**ELPS 4.G**

**TEKS 3.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 3.6.G** Evaluate details read to determine key ideas.

Chapter 3

# The Roman Gods

Mrs. Teachwell's Report

Let's learn about the gods and goddesses of Rome.

The ancient Romans did not believe in one God who ruled the entire world. They believed in many gods.

In many ways, the Roman gods acted like human beings. They ate and drank. They played tricks on each other. They fell in love and got into fights. But there was one main way in which the gods were not like human beings: the gods were **immortal**. Human beings might live for many years. Some might even live to be one hundred. Eventually, though, they would die. The gods, on the other hand, lived forever. They did not—and could not—die.

The Romans' ideas about their gods were similar to the ancient Greeks. In fact, they worshipped many of the same gods as the Greeks, but they called those gods by different names. The chart shows the Roman names for some Greek gods you may already know.



## Greek and Roman Gods

| Greek Name | | Roman Name | Greek Name | | Roman Name |
|---|---|---|---|---|---|
| Zeus | | Jupiter | Ares | | Mars |
| Hera | | Juno | Hermes | | Mercury |
| Poseidon | | Neptune | Dionysus | | Bacchus |
| Aphrodite | | Venus | Athena | | Minerva |
| Eros | | Cupid | Apollo | | Apollo |



## CLOSE READING: "THE ROMAN GODS" (20 MIN.)

### Pages 18–19

- Silently read the paragraph that begins "In many ways . . ."

1. **Inferential.** How does the author's word choice explain that Roman gods lived forever?
   - » immortal
2. **Inferential.** How does the author compare and contrast Roman gods and humans?
   - » Gods live forever; humans die.

## Check for Understanding

If students have difficulty comparing and contrasting Roman gods and humans, have them reread the paragraph to clarify ideas or to find more detailed information.

## Support

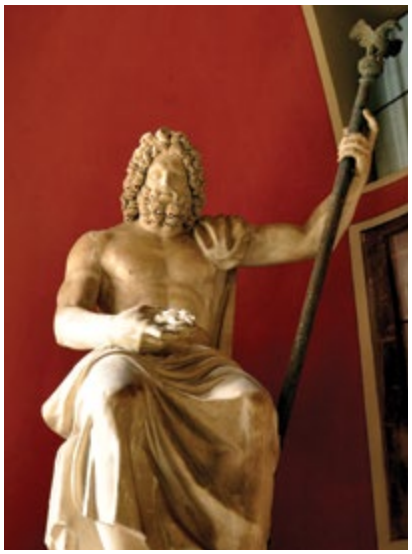
Reread the paragraph and identify clue words that might assist students in defining *immortal*.

The top god, sometimes called the father of the **immortals**, was a strong, bearded figure. The Greeks called him Zeus. The Romans called him Jupiter.

Jupiter was a mighty god. He carried a thunderbolt that he could throw at anyone who angered him. If Jupiter threw his thunderbolt at you, that was the end of you.

Jupiter lived on Mount Olympus, with the other gods.

*Jupiter was the father of the immortals.*



20

Juno was Jupiter's wife. She was the goddess of marriage and the protector of wives.

The Roman gods were all related. They were like a big family. Jupiter's brother Neptune was the god of the seas and oceans.

*Juno, Jupiter's wife, was the goddess of marriage.*

21

## Pages 20–21

- Teacher reads **pages 20–21.**

1. **Inferential.** What does the phrase "that was the end of you" mean?
    - » death or dying

There are many statues of Neptune. In most of them, he is holding a special, three-pronged spear called a trident. Neptune's trident had magical powers. The god could use it to stir up storms and waves. He could also wave it over the stormy seas and make the **rough** seas smooth.

Roman sailors prayed to Neptune. "Great Neptune!" they prayed. "Send us good weather and smooth sailing!"

*Neptune, the god of the seas, with his magical trident*



Mars was the god of war. Soldiers would pray to him before a big battle. The Romans fought a lot of wars, so they spent a lot of time praying to Mars.

*Mars was the god of war.*



## Pages 22–23

- Teacher reads **pages 22–23**.

1. **Inferential.** Why would sailors pray to Neptune?
    - » for good weather and smooth sailing because that was important to sailors

Mercury was one of Jupiter and Juno's sons. He was the **messenger** of the gods. He was as fast as a flash. In paintings, he is often shown with wings on his hat and his shoes, to show how fast he was.

*Mercury was the messenger of the gods.*



Venus was the goddess of love. She was very beautiful.

If Venus wanted someone to fall in love, she could send her son Cupid on a mission. Cupid would shoot the person with one of his magic arrows. The person would then fall in love with the first person he or she saw.

Cupid is still with us today. You will see little Cupids all over the place on Valentine's Day, when we celebrate love.

*Venus was the goddess of love. She was also Cupid's mother.*



## Pages 24–25

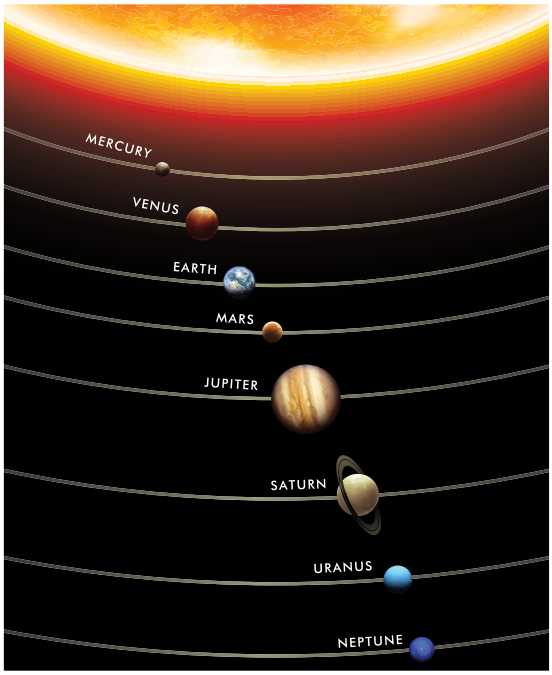
- Teacher reads **pages 24–25**.

1. **Inferential.** The author uses a simile to describe Mercury. Why do you think the author uses *fast as a flash* to describe Mercury?
   - » because messengers need to be fast and a flash is very fast

### Challenge

The author uses a simile to describe Mercury. Create different similes for other gods and goddesses.

Mercury, Venus, Mars, Jupiter, and Neptune are the names of planets in our solar system. These planets are named after the Roman gods. For example, the planet Mars is named after Mars, the Roman god of war.




*The planets Mercury, Venus, Mars, Jupiter, and Neptune are named after Roman gods and goddesses.*



Vulcan was the blacksmith of the gods. He melted iron and other metals. Then, he shaped the metal to make a sword, a helmet, or a shield.

Vulcan was the god of fire and volcanoes.

*Apollo, the god of the sun (right), talking to Vulcan, the god of fire (left)*



## Pages 26–27

- Teacher reads **pages 26–27**.

Apollo was the god of the sun. He was also the god of music and poetry.

Apollo is another god who was worshipped by both the Greeks and the Romans. He had a famous shrine at Delphi, in Greece. When the Greeks and Romans wanted advice, they would send **messengers** to Delphi. The priestess of Apollo would give them an answer. It was almost never a clear answer, though. Often, it was more like a riddle that they had to figure out on their own.

*Apollo*

28

Minerva was the goddess of **wisdom**. She was also the goddess of crafts and weaving.

According to legend, Minerva was not born in the usual way. One day, Jupiter complained of a headache. Then—presto!—Minerva sprang, fully grown, from his head.

Minerva's special animal was the owl. Sometimes she was painted with an owl perched on her shoulder.

*Minerva springing forth from Jupiter's head*

29

## Pages 28–29

- Teacher reads **pages 28–29**.

1. **Inferential.** Why do you think Apollo gave advice in riddles?

    » Apollo was the god of music and poetry; many poems are written like a riddle; both often have hidden meanings; the same is true with music.

Diana was the goddess of the moon. She was also the goddess of the hunt. In statues, she is often shown as a young girl, with a bow and arrow. Sometimes, the sculptor will also show one of her dogs or a deer.

*Diana was the goddess of the moon and the hunt.*

30

Bacchus was the Roman god of grapes and wine. He was followed by women and satyrs, who were half man and half goat.

A famous story tells how pirates tried to kidnap Bacchus. That was a big mistake. The god transformed himself into a lion. He turned the boat into a lush garden. As for the pirates, he changed them into dolphins and sent them splashing away in the ocean.

*Bacchus, the Roman god of grapes and wine*

31

## Pages 30–31

- Teacher reads **pages 30–31**.

1. **Evaluative.** What additional pictures could be added to the illustration of Bacchus on **page 31**?
    - » wine; women and satyrs; lion; pirates; dolphin

## DISCUSSING THE CHAPTER (15 MIN.)

1. **Evaluative.** Why do you think the author first chose to introduce Zeus in the text?
    - » He is the top god.
2. **Evaluative.** What additional text features could have been included in this text?
    - » diagram or chart

Activity Page 4.1

- Have students complete Activity Page 4.1 independently or in pairs.

  **Note:** Students may use *Stories of Ancient Rome* to complete Activity Page 4.1.

- If students finish Activity Page 4.1 early, they can draw a picture of a god or goddess on the back. If time permits, students can present their drawing and the class will guess the god or goddess drawn.

**Lesson 4: "The Roman Gods" and "The Roman Republic"**

# Speaking and Listening

60M

**Primary Focus:** Students will identify the key ideas and supporting details presented orally. Students will also compare and contrast people in ancient Rome using a graphic organizer. TEKS 3.6.G; TEKS 3.6.H

## VOCABULARY FOR "THE ROMAN REPUBLIC"

**attribute,** characteristic or trait

**consuls,** two powerful people in the Roman government whose job it was to make final decisions on whether or not a law should pass or whether or not to go to war

**elite,** a small group of wealthy, powerful people

**lowly,** humble or low in wealth or status

**rivalry,** conflict or competition between two groups or two people

**surplus,** an extra amount of something that is needed

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding.

| Vocabulary Chart for "The Roman Republic" | | |
|---|---|---|
| **Type** | **Tier 3<br>Domain-Specific Words** | **Tier 2<br>General Academic Words** |
| Vocabulary | consuls | taunt<br>threat |
| Multiple-Meaning Core Vocabulary Words | | |
| | | |
| Sayings and Phrases | debate and discuss<br>form of government<br>rights and privileges<br>veto/checks and balances | |

## INTRODUCING THE READ-ALOUD (5 MIN.)

- Briefly review Roman mythology discussed in previous lessons.
- Explain to students that during the reading, they will learn about the citizens in the Roman Republic.
- Think-Pair-Share. What is a citizen?
  - » Possible student responses: a member of a country who agrees to live by the country's laws
- Tell students they will also learn about three categories of people in ancient Rome: patricians, plebeians, and enslaved people. Students will also learn about the change in the government in ancient Rome from a monarchy to a republic to an empire.
- Have students take out Activity Page 4.2. Explain that after each image is shown and discussed, students will complete the area on the activity page that aligns with it. Have students read through Activity Page 4.2.
- Have students read through the scoring rubric on Activity Page 4.8. Explain to students that this rubric will be used to score Activity Page 4.2.

  **Note:** After Image 3 is presented, students will act out the evolution of the Roman government.

Activity Page 4.2

Activity Page 4.8

## READ-ALOUD: "THE ROMAN REPUBLIC" (30 MIN.)

- As a whole group, read aloud Image 1 box. Write one word that summarizes the topic of the paragraph.
- Explain to students that, after the first part of the Read-Aloud, they will write one word that summarizes the passage.

**Show Image U4.L4.1**
**Tyrant Etruscan king**

Before the establishment of the Roman Republic, areas in present-day Italy and surrounding lands were divided up into lots of little kingdoms with many different rulers. Some kings were richer and more powerful than others. The kings and their people fought each other all the time, and over the years they developed long-standing **rivalries** that often resulted in warfare. The city of Rome was controlled by a long line of Etruscan kings who had ruled for several generations. Etruscan kings worried, above all else, about losing power—especially losing control of their city. They figured the best way to hang on to power was to be as harsh as possible with their subjects, the people over whom they ruled.

- As a whole group, model completing the first section of Activity Page 4.2. Brainstorm possible words for Image 1 box.
- Say, "As I read aloud the second passage, write down key words that you hear in Image 2 box."

**Support**

Review the definition of *generations*.

**Support**

*To summarize* means to write or tell about the most important points. Model thinking aloud to present how you arrived at a few one-word options that summarize the passage.

**Show Image U4.L4.2**
**Roman politicians appealing to the people of Rome**

Around 500 BCE, the people living in Rome decided they had had enough! They overthrew their Etruscan king and created a new form of government. Rome's new form of government was now called a republic. In some very important ways, this new government was based on a form of government that the ancient Greeks practiced at the time: democracy. Instead of having a king make all the laws and tell everyone else what to do, the Romans decided that the citizens—the *people*—should be able to elect those who would work together to make decisions and form laws to guide how their society was ruled. In this new form of government, the people had more of a voice in how their society would be ruled as a republic.

- Students complete Image 2 box on Activity Page 4.2.
- "As I read aloud, draw a picture to summarize the Roman government in Image 3 box."

**Show Image U4.L4.3**
**Senate advising the consuls**

Here's how the new form of government worked: Instead of a king, there was a group of people called the Senate. Members of the Senate were called senators. There were 300 senators in the Roman Senate, all of whom were men. Senators held their position for as long as they lived. The people elected two **consuls**, two people whose job it was to make final decisions on whether a new law should be passed, or whether, for instance, to go to war. They had the power to command the army and were advised by the Senate. The **consuls** were powerful

## Support

Discuss how a republic is different from having a king.

people in the Roman Republic, but they did not have the power to write new laws on their own.

Senators debated over what kinds of laws were needed in Rome. When senators came to an agreement, they would advise the **consuls** on their decisions. If one consul made a decision that the other **consul** did not approve of, he could say, "Veto," which is Latin for "I forbid." Even though the consuls had the **attributes** of being very important and powerful, the two **consuls** had to work together to create a process of checks and balances, or a way to balance out each other's decision. These ideas of the veto and checks and balances are two practices from ancient Rome that are part of the American government and other governments around the world today.

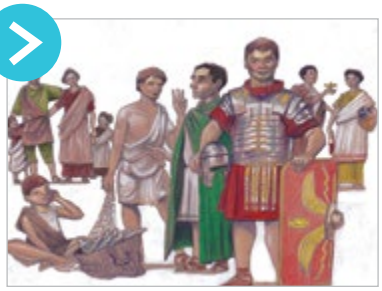
- Act out the changes in the Roman government: Choose one student to represent the king, five students to represent the citizens, five students to represent the senators, and two students to represent the consuls. Read aloud the descriptions for Images 1–3 as students act out their roles.
- Students complete Image 3 box on Activity Page 4.2.
- As I read, write down key words that describe patricians in Image 4 box.

### Show Image U4.L4.4
### Patricians

Not all citizens of Rome were treated equally. In fact, some people living in Rome were not citizens at all. People of Rome were divided into groups, each with different rights and privileges under the law. The smallest and most powerful group was called the *patricians*. Patricians were Rome's **elite**, a small group of wealthy, powerful people who owned large homes in the city, vineyards in the country, and villas on the coast. The patricians were citizens of Rome, meaning they had the right to vote, and they had certain protections and privileges under the law. Because they were the most educated and privileged group,

the patricians were also the ones most likely to become senators, so they got to make a lot of the laws in the Roman Republic. As you might guess, the people in this painting are wealthy Roman patricians. In contrast to the ancient Greek culture, women in ancient Rome were considered citizens, and wealthy women were part of the **elite** patrician group, although they could not vote or serve as a senator or **consul**.

- Students complete Image 4 box on Activity Page 4.2.
- As I read, write down key words that describe plebeians in Image 5 box.



**Show Image U4.L4.5**
**Plebeians**

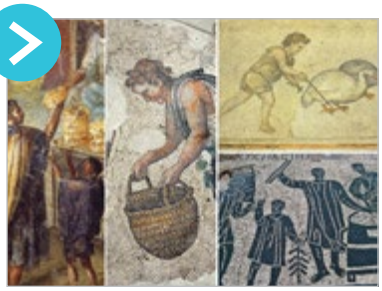
Another group of Roman citizens were called *plebeians*. Plebeians were second-class citizens, meaning that they did not have all the rights and privileges enjoyed by patricians. However, the plebeians had one big advantage: numbers. Because the plebeians made up the largest portion of Roman citizenry—by far—the wealthy patricians learned that they needed to make sure the plebeians were happy, or at least happy enough that they wouldn't rise up and try to take more power for themselves.

Like patricians, plebeians were citizens, so they could vote. However, they were subject to a different set of laws than patricians. For instance, a patrician could freely insult and even attack a plebeian, but a plebeian would be in big trouble if he did the same to a patrician. Plebeians could own property, but it was hard for them to gain enough land or money to become as rich or as powerful as the patricians.

Plebeians came in all shapes and sizes, including fairly wealthy shopkeepers and traders, hardworking farmers and fishermen, and other poor and **lowly** workers. Farmers were important because

plentiful crops were very necessary for the success of Rome's culture and civilization. That is one of the main reasons why Romans worshiped Saturn, the god of the harvest.

- Students complete Image 5 box on Activity Page 4.2.
- As I read, list one fact that you learned from the Read-Aloud in Image 6 box.



**Show Image U4.L4.6**
**Romans at the marketplace**

When farmers are successful and have a great harvest, they have more food than they really need to just feed their family. This is called a **surplus**. Roman farmers with a **surplus** of food could share their bountiful supply or sell it to other people at the marketplace. Those people, in turn, didn't have to work as hard to feed themselves. Instead, they could turn their attention to other things, like making pottery, blacksmithing, or weaving cloth. Some Romans worked on making elaborate sculptures and mosaics. When they had a **surplus** of harvested crops, ancient Romans also had a **surplus** of time to honor their gods, which they spent by building temples, going to festivals like Saturnalia, and participating in rituals.

- Students complete Image 6 box on Activity Page 4.2.
- As I read, explain the Roman Forum in Image 7 box.

**Show Image U4.L4.7**
**Ruins of Roman forums**

Many Romans who didn't farm were traders and merchants. They would sell goods that came from ships from all over the known world.

Remember, Italy is a peninsula in the Mediterranean Sea. These goods would be sold in markets located in large, open gathering places called forums. In these forums, people could shop, listen to debates, and worship in temples. The biggest forum was in the heart of Rome, and was therefore called the Roman Forum, or just the Forum. The Senate had an important building in the Forum, where the senators and **consuls** met to debate and discuss issues. The Forum was a very important place in Roman society, serving as a gathering place of culture, economy, politics, religion, and much more. The ruins of the Forum today attract many tourists each year.

- Students complete Image 7 box on Activity Page 4.2.
- As I read, write down key words that describe enslaved people in Rome in Image 8 box.

**Show Image U4.L4.8**
**Roman enslaved people**

Another group of people who lived in Rome were the enslaved people. Enslaved people were not considered citizens of Rome, so they could not vote. Enslaved people belonged to their owners, so they did not have the freedom to do as they pleased. Enslaved people could not choose where to live or work. They had no choice in what job they got to do, and they were not allowed to quit the jobs their owners gave them. Roman enslaved people did have some rights. For instance, Roman enslaved people were allowed to receive as much education as they needed to be better at whatever job they had. After some time, if enslaved people worked very hard for their owner, they could earn their freedom. Once enslaved people were given their freedom, their children were considered full Roman citizens.

You may be wondering where these enslaved people came from. As Rome expanded into new territories, the Romans fought wars with the people already living in those areas. It was common for

the people on the losing side of a war to become enslaved people for the winning side when the war was over. Enslaved people were considered the property of their owners; they had to obey their owners and do difficult work for no pay. They were also not allowed to insult or attack a Roman citizen, or there would be consequences. Enslaved people were considered the most lowly people in Roman society—at the other end of the spectrum from the **elite** class.

- Students complete Image 8 box on Activity Page 4.2.

### Challenge

Imagine if the groups (patricians, plebeians, and enslaved people) did not exist. Explain how Rome would have been different and/or the same.

### Check for Understanding

Ask students to describe the differences between patricians, plebeians, and Roman enslaved people. If students cannot describe the differences, reread passages U4.L4.4, U4.L4.5, and U4.L4.8 and record information as a whole group.

- As I read, think of the key idea of the Read-Aloud in Image 9 box.

**Show Image U4.L4.9**
**Roman Society**

Whether patrician, plebeian, or enslaved person; man, woman, or child—all of the people of ancient Rome contributed in their own ways to the many components of this ancient civilization.

- Students complete Image 9 box on Activity Page 4.2.

### Activity Page 4.3

## DISCUSSING THE READ-ALOUD (10 MIN.)

- Independently or in pairs, students will compare and contrast the three categories of people in ancient Rome using Activity Page 4.3. Students may use Activity Page 4.2 to help them compare and contrast the three categories.

## WORD WORK: ATTRIBUTES (5 MIN.)

- In the Read-Aloud, you heard that the consuls had the attributes of being very important and powerful.
- **Think-Pair-Share**. How would you define *attributes*?
  - » Possible student responses: Attributes are characteristics, features, or traits that someone or something has. Attributes are sometimes described as positive or negative.
- What are some attributes that you could use to describe yourself or someone you know?
- What part of speech is the word *attributes*?
- I am going to say several things. If the things I say are examples of positive attributes, say, "Those are positive attributes." If the things I say are examples of negative attributes, say, "Those are negative attributes."
  - trying your best and helping others to also succeed (Those are positive attributes.)
  - being rude and cruel (Those are negative attributes.)
  - using good manners and being considerate of others (Those are positive attributes.)
  - being respectful and kind (Those are positive attributes.)
  - being disrespectful and unkind (Those are negative attributes.)

## WHO AM I? (10 MIN.)

- Review with students the classes, or groups, of people they heard about today in the Read-Aloud. Write the names of the groups along with the following numbers on a piece of chart paper/the board.

1. Senator
2. Consul
3. Patrician
4. Plebeian
5. Enslaved people

- Tell students that you will read a clue that describes one of these groups. After you read each clue, ask, "Who am I?" Students raise their hand, holding up the number of fingers that corresponds to the group being described.

**ENGLISH LANGUAGE LEARNERS**

Reading

Reading/Viewing Closely

**Beginning**
Do the "Who Am I?" activity first. Show relevant images and reread portions of the Read-Aloud that describe these three groups.

**Intermediate**
Refer back to the images and portions of the Read-Aloud text when necessary.

**Advanced/Advanced High**
Observe whether students are able to compare and contrast these three groups independently using relevant information from the text.

**ELPS 1.C; ELPS 4.J**

- Clues to read to the class:

1. I would like to vote, but I cannot.
   - » enslaved people
2. I am a part of the elite Roman society.
   - » patrician
3. I work as a merchant in the Forum.
   - » plebeian
4. I have enslaved people who help make my life very comfortable.
   - » patrician/plebeian
5. I was once free, but was taken away from my home after losing a battle.
   - » enslaved people
6. I have the most power in the Senate in the Roman Republic.
   - » consul
7. Although I make up the majority of people in Rome, I still do not have all the rights of the elite.
   - » plebeian
8. I am a part of a group of 300 men called the Senate.
   - » senator
9. As a farmer helping the Roman civilization to be successful, I belong to this group.
   - » plebeian
10. I sometimes worry that the biggest group in Rome will take over my power.
    - » patrician
11. I was taught to read and count so that I could do my job, but have not received any further education than that.
    - » enslaved people

**Lesson 4: "The Roman Gods" and "The Roman Republic"**

# Writing

10M

**Primary Focus:** Students will form an opinion on the best type of government.

TEKS 3.7.B; TEKS 3.12.C

## OPINION: QUICK WRITE (10 MIN.)

- Have students take out Activity Page 4.4 and complete the extended response question independently. Students may use their notes from the lesson as a resource for writing.
- Direct students to place Activity Page 4.4 in their Writing Portfolio. TEKS 3.7.B

### Check for Understanding

Activity Page 4.4 is a low-stakes writing option. Analyze writing pieces to determine areas of strength and improvements. Use this information to guide whole and small group discussions.

**Lesson 4: "The Roman Gods" and "The Roman Republic"**

# Language

10M

**Primary Focus:** Students will identify the present and past tense of *to be*.

TEKS 3.11.D.i

## PAST/PRESENT TENSE OF *TO BE* (10 MIN.)

- Display the Present and Past Tense of the Verb to be chart or project Digital Projection DP.U4.L4.1.
- Read the following sentences and call on students to identify the verb:
  - I am happy. (am)
  - You are sick. (are)

**TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text;
**TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft;
**TEKS 3.11.D.i** Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement.

### Activity Page 4.4

**ENGLISH LANGUAGE LEARNERS**

### Writing
Supporting Opinions

**Beginning**
Create a two-column chart for King|Republic. List what students know about each type of government.

**Intermediate**
Have students fill in the chart with evidence from the text.

**Advanced/Advanced High**
Ask students to point to specific places in the text where evidence is supplied.

ELPS 4.I; ELPS 4.J; ELPS 5.D; ELPS 5.G

- We are in the gym. (are)
- They are home today. (are)
- He is my friend. (is)

- Tell students that these verbs are forms of the verb *to be*.
- *Am*, *are*, and *is* are called linking verbs because they link the subject to the words that describe them.
- Direct students' attention to the Present Tense of the Verb *to be* chart or Digital Projection DP.U4.L4.1 and have them fill in the chart with the words *are*, *is*, and *am*.

**ENGLISH LANGUAGE LEARNERS**

Language
Using Verbs and Verb Phrases

**Beginning**
Identify the subject of the sentence and point out whether it is singular or plural. If it is a pronoun, point out whether it is first-, second-, or third-person. Frequently remind students about which *to be* verb to use with specific subject types.

**Intermediate**
Point out the specific subject type when necessary.

**Advanced/Advanced High**
Observe whether students are able to correctly identify which *to be* verb to use independently.

**ELPS 5.D**

### Present and Past Tense of the Verb *to be* (Projection DP.U4.L4.1)

| Present Tense of the Verb *to be* | |
|---|---|
| **Singular** | **Plural** |
| I **am** glad. | We **are** glad. |
| You (one person) **are** glad. | You (more than one person) **are** glad. |
| He/She/It **is** glad. | They **are** glad. |

- Point out that the form of this verb changes when it follows the subject I as well as the subjects *he, she,* and *it*.
- Change the word *Present* to the word *Past* in the title of the chart. Erase or remove sticky notes showing present tense verbs.
- Have students fill in the missing past tense verbs on the chart.

| Past Tense of the Verb *to be* | |
|---|---|
| **Singular** | **Plural** |
| I **was** glad. | We **were** glad. |
| You (one person) **were** glad. | You (more than one person) **were** glad. |
| He/She/It **was** glad. | They **were** glad. |

- Point out that the verbs change according to the subject pronoun used.
- Have students complete Activity Page 4.5 independently.

Activity Page 4.5

End Lesson

**Lesson 4: “The Roman Gods” and “The Roman Republic”**

# Take-Home Material

- Have students complete Activity Page 4.6 and Activity Page 4.7.

Activity Pages 4.6 and 4.7

LESSON

5

# The Punic Wars

## PRIMARY FOCUS OF LESSON

### Reading

Students will read to identify and record important information related to the previous lessons and the Punic Wars. TEKS 3.6.G

### Speaking and Listening

Students will listen to identify and record the key ideas related to the significance of the Punic Wars and Hannibal's role. TEKS 3.7.E; TEKS 3.7.G

### Reading

Students will continue reading and identifying and recording important information related to the previous lessons and the Punic Wars.

TEKS 3.6.G; TEKS 3.7.E

### Language

Students will use guide words to identify which words would appear on a page of a dictionary. TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.2.C

## FORMATIVE ASSESSMENT

Activity Page 5.2 **The Punic Wars** Identify the key idea of the Punic Wars and Hannibal's Crossing of the Alps. TEKS 3.7.E; TEKS 3.7.G

Activity Page 5.3 **Dictionary Skills** Identify guide words that would be on the same page. TEKS 3.2.C

Activity Page 5.4 **Spelling Assessment** Write out each spelling word in the correct header. TEKS 3.2.B.vi; TEKS 3.2.B.vii

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.E** Interact with sources in meaningful ways such as note-taking, annotating, freewriting, or illustrating; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.C** Alphabetize a series of words to the third letter.

## LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|---|---|---|
| **Reading (25 min.)** | | | |
| Key Ideas Chart | Small Group | 25 min. | ❑ Key Ideas Chart (Digital Projections)<br>❑ Activity Page 5.1 |
| **Speaking and Listening (45 min.)** | | | |
| Introducing the Read-Aloud | Whole Group | 5 min. | ❑ Image Card C.U4.L1.1<br>❑ *Stories of Ancient Rome*<br>❑ Activity Page 5.2 |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group | 15 min. | |
| Word Work: *Conflict* | Whole Group | 5 min. | |
| **Reading (20 min.)** | | | |
| Introducing the Reading | Whole Group | 5 min. | ❑ *Stories of Ancient Rome*<br>❑ Activity Page 5.2 |
| Independent Reading | Independent | 15 min. | |
| **Language (30 min.)** | | | |
| Dictionary Skills | Whole Group | 10 min. | ❑ Activity Pages 5.3, 5.4<br>❑ Guide Words and Word List (Digital Projections) |
| Spelling Assessment | Independent | 20 min. | |
| **Take-Home Material** | | | |
| Punic Wars in Pictures | | | ❑ Activity Page 5.5 |

## ADVANCE PREPARATION

### Reading

- Predetermine four small groups
- On chart paper, create a large copy of the Key Ideas Chart or prepare to display Digital Projection DP.U4.L5.1.

| Key Ideas Chart | |
|---|---|
| Introduction to Ancient Rome (Lesson 1) | The Legend of Romulus and Remus (Lesson 2) |
| The Roman Gods and Goddesses (Lesson 3) | The Roman Republic (Lesson 4) |
| The Punic Wars (today's lesson) | |

### Speaking and Listening

- Identify Image Card C.U4.L1.1 from Lesson 1.

### Language

- On chart paper, write the following Guide Words and Word List or prepare to display Digital Projection DP.U4.L5.2.

| | | | | |
|---|---|---|---|---|
| Guide Words: | babble | birch | | |
| Possible Entry Words: | calendar | better | berth | bottom |

### Universal Access

In this lesson, students will read and listen to informational stories about the Punic Wars. Prepare students to engage with the content by doing/setting up the following:

- Review the name and location of Europe and Africa. Point out the location of the Alps.

**ENGLISH LANGUAGE LEARNERS**

Writing
Interacting via Written English

**Beginning**
Every student should contribute relevant information about the topic. Ask yes/no questions and prompt students to contribute one word or phrase about the topic.

**Intermediate**
Encourage students to add greater detail to their response. Help students to go back to the text to check the accuracy and relevance of their response.

**Advanced/Advanced High**
Challenge students to go back to the text to check the accuracy and relevance of their response.

ELPS 5.G

- Place a sticker/star on Carthage and Sicily.
- Practice pronouncing: Punic War, Hannibal, Carthage/Carthaginians, Scipio.

Start Lesson

**Lesson 5: The Punic Wars**

# Reading

25M

**Primary Focus:** Students will read to identify and record important information related to the previous lessons and the Punic Wars. **TEKS 3.6.G**

## KEY IDEAS CHART (25 MIN.)

- Display the Key Ideas Chart or project Digital Projection DP.U4.L5.1. Have students take out Activity Page 5.1, Key Ideas Chart.

  **Key Ideas Chart (Projection DP.U4.L5.1)**

- Arrange students into four groups. Each group will represent one of four topics from previous lessons:
  - Introduction to Ancient Rome (Lesson 1)
  - The Legend of Romulus and Remus (Lesson 2)
  - The Roman Gods (Lesson 3)
  - The Roman Republic (Lesson 4)
- To model, remind students we learned that many ancient Romans were polytheistic. Ask: What does polytheistic mean? (many gods/goddesses)
- Each group should review/skim assigned reading from previous lessons.
- Allow students to work for about 15 minutes. As a class, have each group quickly share the information they recorded. While each group shares, record on class chart and have students record on their individual charts.
- Activity Page 5.1 should be saved in student's writing portfolio.

### Support

The key idea is the main point the author is trying to make about a topic. The key idea is supported by details. Finding the key ideas helps us remember important information from the reading.

### Activity Page 5.1

### Support

Provide students with guide words in a small group to assist in recalling important information from each lesson.

### Challenge

Have students identify the most important lesson learned thus far in the unit and provide support.

**TEKS 3.6.G** Evaluate details read to determine key ideas.

Lesson 5: The Punic Wars

# Speaking and Listening

45M

**Primary Focus:** Students will listen to identify and record the key ideas related to the significance of the Punic Wars and Hannibal's role. **TEKS 3.7.E; TEKS 3.7.G**

## VOCABULARY FOR THE PUNIC WARS

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a "unit dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**conflict,** a fight or argument

**disciplined,** obeying the rules; controlled

**exotic,** unfamiliar and mysterious

**harass,** repeatedly attack or bother

**peak,** the top of a mountain

**Vocabulary Chart for "The Punic Wars"**

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
|---|---|---|
| Vocabulary | | conflict<br>disciplined<br>exotic<br>harassed<br>peaks |
| Multiple-Meaning Core Vocabulary Words | | conflict<br>disciplined |
| | | |
| Sayings and Phrases | Carthaginians<br>present-day Italy<br>Roman Legion<br>testudo (turtle formation) | |

**TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
**TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning.

## INTRODUCING THE READ-ALOUD (5 MIN.)

- Tell students today they will learn about the Punic Wars—a series of battles between Rome and Carthage. Show Image Card C.U4.L1.1 (Mediterranean Region), locate Rome and then show students the city of Carthage.
  - On which continent was Carthage located?
    - » a part of North Africa that is now the country of Tunisia
  - On Image Card C.U4.L1.1, locate the island of Sicily.
  - Why is Sicily categorized as an island rather than a peninsula, like Italy?
    - » Answers may vary.
- Tell students that the First Punic War was fought on the island of Sicily. Ask: "Why might Carthage want to control the island of Sicily?"
- Tell students to turn to the table of contents and locate today's chapter—"The Punic Wars"—and turn to the first page of the chapter.
- Have students take out Activity Page 5.2 and record the phrase, "fought on the island of Sicily" in the "Notes" section of the "First Punic War" row. Explain that historians refer to the three wars fought between Rome and Carthage as the Punic Wars.
- Tell students that they should listen carefully to learn about the events and the results of the Punic Wars and record important information on Activity Page 5.2 (front side).

### Check for Understanding

What is the difference between a key idea and supporting details?

» The key idea is the most important idea of the paragraph. Supporting details are information that supports the key idea. If students cannot recall the difference between a key idea and supporting details, then draw a graphic organizer identifying the key idea and supporting details as a reminder.

### Image Card C.U4.L1.1

### Support

Review key locations learned thus far in the unit: Rome, the Tiber River, and the Mediterranean Sea.

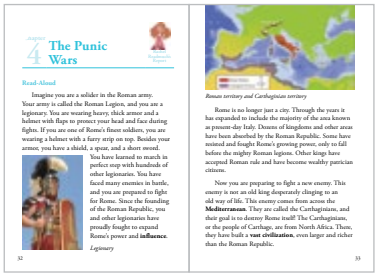
### Activity Page 5.2

### Support

It may be helpful to explain the difference between a battle and a war. A war is typically made up of a series of battles.

## PRESENTING THE READ-ALOUD (20 MIN.)

- Explain that during the Read-Aloud, they will be listening for the key idea and supporting details from the text. Students should write down the key idea and supporting details on Activity Page 5.2.


Chapter 4 The Punic Wars

Read-Aloud

Imagine you are a solider in the Roman army. Your army is called the Roman Legion, and you are a legionary. You are wearing heavy, thick armor and a helmet with flaps to protect your head and face during fights. If you are one of Rome's finest soldiers, you are wearing a helmet with a furry strip on top. Besides your armor, you have a shield, a spear, and a short sword.

You have learned to march in perfect step with hundreds of other legionaries. You have faced many enemies in battle, and you are prepared to fight for Rome. Since the founding of the Roman Republic, you and other legionaries have proudly fought to expand Rome's power and **influence**.

*Legionary*

32

*Roman territory and Carthaginian territory*

Rome is no longer just a city. Through the years it has expanded to include the majority of the area known as present-day Italy. Dozens of kingdoms and other areas have been absorbed by the Roman Republic. Some have resisted and fought Rome's growing power, only to fall before the mighty Roman legions. Other kings have accepted Roman rule and have become wealthy patrician citizens.

Now you are preparing to fight a new enemy. This enemy is not an old king desperately clinging to an old way of life. This enemy comes from across the **Mediterranean**. They are called the Carthaginians, and their goal is to destroy Rome itself! The Carthaginians, or the people of Carthage, are from North Africa. There, they have built a **vast civilization**, even larger and richer than the Roman Republic.

33

### Student Reader page 32
### Legionary

Imagine you are a solider in the Roman army. Your army is called the Roman Legion, and you are a legionary. You are wearing heavy, thick armor and a helmet with flaps to protect your head and face during fights. If you are one of Rome's finest soldiers, you are wearing a helmet with a furry strip on top. Besides your armor, you have a shield, a spear, and a short sword. You have learned to march in perfect step with hundreds of other legionaries. You have faced many enemies in battle, and you are prepared to fight for Rome. Since the founding of the Roman Republic, you and other legionaries have proudly fought to expand Rome's power and influence.

### Student Reader page 33
### Roman territory and Carthaginian territory

Rome is no longer just a city. Through the years it has expanded to include the majority of the area known as present-day Italy. Dozens of kingdoms and other areas have been absorbed by the Roman Republic. Some have resisted and fought Rome's growing power, only to fall before the mighty Roman legions. Other kings have accepted Roman rule and have become wealthy patrician citizens.

Now you are preparing to fight a new enemy. This enemy is not an old king desperately clinging to an old way of life. This enemy comes from across the Mediterranean. They are called the Carthaginians, and their goal is to destroy Rome itself! The Carthaginians, or the

**ENGLISH LANGUAGE LEARNERS**

### Reading
Listening Actively

**Beginning**
Stop at various points during the Read-Aloud and prompt students to record the key idea of that portion on their chart

**Intermediate**
Stop at various points during the Read-Aloud and tell students to record the key idea of that portion on their chart.

**Advanced/Advanced High**
Observe that students are able to record the key ideas from the Read-Aloud onto their chart.

**ELPS 2.I; ELPS 4.I**

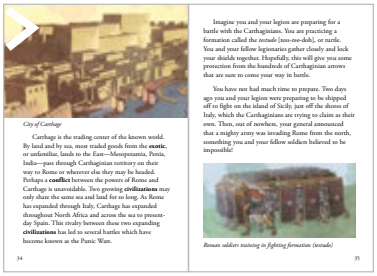
### Support

Define *legionaries*. A legionary is a Roman soldier and legionaries are a group of Roman soldiers. To be a Roman legionary, you have to be younger than 45 and a Roman citizen.

### Challenge

Research the training and equipment used by the Roman legionary.

people of Carthage, are from North Africa. There, they have built a vast civilization, even larger and richer than the Roman Republic.



*City of Carthage*

Carthage is the trading center of the known world. By land and by sea, most traded goods from the **exotic**, or unfamiliar, lands to the East—Mesopotamia, Persia, India—pass through Carthaginian territory on their way to Rome or wherever else they may be headed. Perhaps a **conflict** between the powers of Rome and Carthage is unavoidable. Two growing **civilizations** may only share the same sea and land for so long. As Rome has expanded through Italy, Carthage has expanded throughout North Africa and across the sea to present-day Spain. This rivalry between these two expanding **civilizations** has led to several battles which have become known as the Punic Wars.

34

Imagine you and your legion are preparing for a battle with the Carthaginians. You are practicing a formation called the *testudo* [tess-*too*-doh], or turtle. You and your fellow legionaries gather closely and lock your shields together. Hopefully, this will give you some protection from the hundreds of Carthaginian arrows that are sure to come your way in battle.

You have not had much time to prepare. Two days ago you and your legion were preparing to be shipped off to fight on the island of Sicily, just off the shores of Italy, which the Carthaginians are trying to claim as their own. Then, out of nowhere, your general announced that a mighty army was invading Rome from the north, something you and your fellow soldiers believed to be impossible!



*Roman soldiers training in fighting formation (testudo)*

35

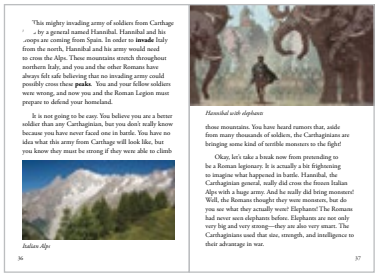
### Student Reader page 34
### City of Carthage

Carthage is the trading center of the known world. By land and by sea, most traded goods from the **exotic**, or unfamiliar, lands to the East—Mesopotamia, Persia, India—pass through Carthaginian territory on their way to Rome or wherever else they may be headed. Perhaps a **conflict** between the powers of Rome and Carthage is unavoidable. Two growing civilizations may only share the same sea and land for so long. As Rome has expanded through Italy, Carthage has expanded throughout North Africa and across the sea to present-day Spain. This rivalry between these two expanding civilizations has led to several battles, which have become known as the Punic Wars.

### Student Reader page 35
### Roman soldiers training in fighting formation (testudo)

Imagine you and your legion are preparing for a battle with the Carthaginians. You are practicing a formation called the *testudo* <tess-*too*-doh>, or turtle. You and your fellow legionaries gather closely and lock your shields together. Hopefully, this will give you some protection from the hundreds of Carthaginian arrows that are sure to come your way in battle.

You have not had much time to prepare. Two days ago you and your legion were preparing to be shipped off to fight on the island of Sicily, just off the shores of Italy, which the Carthaginians are trying to claim as their own. Then, out of nowhere, your general announced that a mighty army was invading Rome from the north, something you and your fellow soldiers believed to be impossible!



This mighty invading army of soldiers from Carthage ... by a general named Hannibal. Hannibal and his ...oops are coming from Spain. In order to **invade** Italy from the north, Hannibal and his army would need to cross the Alps. These mountains stretch throughout northern Italy, and you and the other Romans have always felt safe believing that no invading army could possibly cross these **peaks**. You and your fellow soldiers were wrong, and now you and the Roman Legion must prepare to defend your homeland.

It is not going to be easy. You believe you are a better soldier than any Carthaginian, but you don't really know because you have never faced one in battle. You have no idea what this army from Carthage will look like, but you know they must be strong if they were able to climb

*Italian Alps*

36

*Hannibal with elephant*

those mountains. You have heard rumors that, aside from many thousands of soldiers, the Carthaginians are bringing some kind of terrible monsters to the fight!

Okay, let's take a break now from pretending to be a Roman legionary. It is actually a bit frightening to imagine what happened in battle. Hannibal, the Carthaginian general, really did cross the frozen Italian Alps with a huge army. And he really did bring monsters! Well, the Romans thought they were monsters, but do you see what they actually were? Elephants! The Romans had never seen elephants before. Elephants are not only very big and very strong—they are also very smart. The Carthaginians used that size, strength, and intelligence to their advantage in war.

37

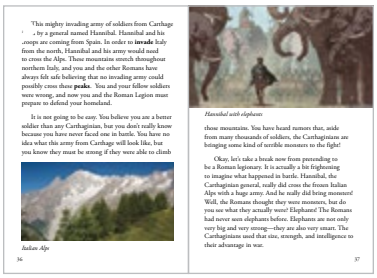
## Student Reader pages 36-37
## Italian Alps

This mighty invading army of soldiers from Carthage is led by a general named Hannibal. Hannibal and his troops are coming from Spain. In order to invade Italy from the north, Hannibal and his army would need to cross the Alps. These mountains stretch throughout northern Italy, and you and the other Romans have always felt safe believing that no invading army could possibly cross these **peaks**. You and your fellow soldiers were wrong, and now you and the Roman Legion must prepare to defend your homeland.

It is not going to be easy. You believe you are a better soldier than any Carthaginian, but you don't really know because you have never faced one in battle. You have no idea what this army from Carthage will look like, but you know they must be strong if they were able to climb those mountains. You have heard rumors that, aside from many thousands of soldiers, the Carthaginians are bringing some kind of terrible monsters to the fight!

### Check for Understanding

**Pair, Share:** Turn to a partner and explain the key ideas recorded thus far on Activity Page 5.2.



Italian Alps

Hannibal with elephants

## Student Reader page 37
## Hannibal with elephants

Okay, let's take a break now from pretending to be a Roman legionary. It is actually a bit frightening to imagine what happened in battle. Hannibal, the Carthaginian general, really did cross the frozen Italian Alps with a huge army. And he really did bring monsters! Well, the Romans thought they were monsters, but do you see what they actually were? Elephants! The Romans had never seen elephants before. Elephants are not only very big and very strong—they are also very smart. The Carthaginians used that size, strength, and intelligence to their advantage in war.

### Support

Brainstorm ways elephants may have helped and hurt the Carthaginians during the war.

- Picture Pause Charades: Provide small groups with a key word or important person from the Read-Aloud. Small groups will act out the word but cannot talk. Remaining students in the class will try to guess the key word or person that is being acted out.
- Charade words:
  - elephant
  - Hannibal
  - Roman soldier
  - testudo or turtle
  - Carthaginians

Roman army units, infantry supported by cavalry bracing for attack

Romans losing to elephants

## Student Reader page 38
## Roman army units, infantry supported by cavalry bracing for attack

One of the reasons the Romans had been able to expand so quickly through Italy and beyond was because

they were excellent fighters. Roman soldiers were highly **disciplined**, meaning that they obeyed orders and were more determined to win for Rome than to survive. The main part of the Roman army consisted of heavily armored soldiers. They were the foot soldiers, or infantry. The infantry was supported by cavalry, soldiers on horseback like the ones in this image. They marched shoulder-to-shoulder toward the enemy and won because they stayed together instead of panicking and running away.

One of the reasons the Romans had been able to ...ad so quickly through Italy and beyond was because ...ney were excellent fighters. Roman soldiers were highly **disciplined**, meaning that they obeyed orders and were more determined to win for Rome than to survive. The main part of the Roman army consisted of heavily-armored soldiers. They were the foot soldiers, or infantry. The infantry was supported by cavalry, soldiers on horseback like the ones in this image. They marched shoulder-to-shoulder toward the enemy and won because they stayed together instead of panicking and running away.

*Roman army units, infantry supported by cavalry bracing for attack*

38

*Romans losing to elephants*

At least, they didn't usually run away scared, but that's exactly what they did the first time they encountered Hannibal and his war elephants! The Roman legions were terrified by the elephants, in addition to the thousands of soldiers Hannibal had marched through the mountains. The Roman cavalry was no match for Hannibal's elephants, which stomped and trampled everything in sight. In fact, the horses were too smart to even try to attack the elephants, no matter what the soldiers did!

39

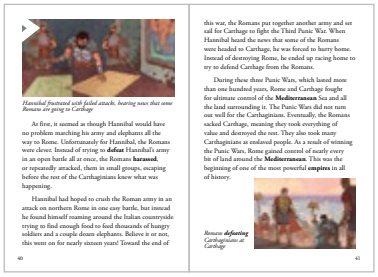
### Student Reader page 39–40
### Romans losing to elephants

At least they didn't usually run away scared, but that's exactly what they did the first time they encountered Hannibal and his war elephants! The Roman legions were terrified by the elephants, in addition to the thousands of soldiers Hannibal had marched through the mountains. The Roman cavalry was no match for Hannibal's elephants, which stomped and trampled everything in sight. In fact, the horses were too smart to even try to attack the elephants, no matter what the soldiers did!

At first, it seemed as though Hannibal would have no problem marching his army and elephants all the way to Rome. Unfortunately for Hannibal, the Romans were clever. Instead of trying to defeat Hannibal's army in an open battle all at once, the Romans **harassed**, or repeatedly attacked, them in small groups, escaping before the rest of the Carthaginians knew what was happening.

## Support

Compare and contrast the Carthaginians with the Roman soldiers.



*Hannibal frustrated with failed attacks, hearing news that some Romans are going to Carthage*

At first, it seemed as though Hannibal would have no problem marching his army and elephants all the way to Rome. Unfortunately for Hannibal, the Romans were clever. Instead of trying to **defeat** Hannibal's army in an open battle all at once, the Romans **harassed**, or repeatedly attacked, them in small groups, escaping before the rest of the Carthaginians knew what was happening.

Hannibal had hoped to crush the Roman army in an attack on northern Rome in one easy battle, but instead he found himself roaming around the Italian countryside trying to find enough food to feed thousands of hungry soldiers and a couple dozen elephants. Believe it or not, this went on for nearly sixteen years! Toward the end of

40

this war, the Romans put together another army and set sail for Carthage to fight the Third Punic War. When Hannibal heard the news that some of the Romans were headed to Carthage, he was forced to hurry home. Instead of destroying Rome, he ended up racing home to try to defend Carthage from the Romans.

During these three Punic Wars, which lasted more than one hundred years, Rome and Carthage fought for ultimate control of the **Mediterranean** Sea and all the land surrounding it. The Punic Wars did not turn out well for the Carthaginians. Eventually, the Romans sacked Carthage, meaning they took everything of value and destroyed the rest. They also took many Carthaginians as enslaved people. As a result of winning the Punic Wars, Rome gained control of nearly every bit of land around the **Mediterranean**. This was the beginning of one of the most powerful **empires** in all of history.

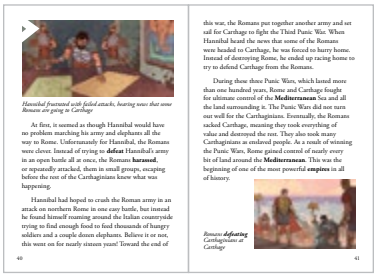
*Romans **defeating** Carthaginians at Carthage*

41

### Student Reader page 40
### Hannibal frustrated with failed attacks, hearing news that some Romans are going to Carthage

Hannibal had hoped to crush the Roman army in an attack on northern

Rome in one easy battle, but instead he found himself roaming around the Italian countryside trying to find enough food to feed thousands of hungry soldiers and a couple dozen elephants. Believe it or not, this went on for nearly sixteen years! Toward the end of this war, the Romans put together another army and set sail for Carthage to fight the Third Punic War. When Hannibal heard the news that some of the Romans were headed to Carthage, he was forced to hurry home. Instead of destroying Rome, he ended up racing home to try to defend Carthage from the Romans.



*Hannibal frustrated with failed attacks, hearing news that some Romans are going to Carthage*

At first, it seemed as though Hannibal would have no problem marching his army and elephants all the way to Rome. Unfortunately for Hannibal, the Romans were clever. Instead of trying to **defeat** Hannibal's army in an open battle all at once, the Romans **harassed**, or repeatedly attacked, them in small groups, escaping before the rest of the Carthaginians knew what was happening.

Hannibal had hoped to crush the Roman army in an attack on northern Rome in one easy battle, but instead he found himself roaming around the Italian countryside trying to find enough food to feed thousands of hungry soldiers and a couple dozen elephants. Believe it or not, this went on for nearly sixteen years! Toward the end of this war, the Romans put together another army and set sail for Carthage to fight the Third Punic War. When Hannibal heard the news that some of the Romans were headed to Carthage, he was forced to hurry home. Instead of destroying Rome, he ended up racing home to try to defend Carthage from the Romans.

During these three Punic Wars, which lasted more than one hundred years, Rome and Carthage fought for ultimate control of the **Mediterranean** Sea and all the land surrounding it. The Punic Wars did not turn out well for the Carthaginians. Eventually, the Romans sacked Carthage, meaning they took everything of value and destroyed the rest. They also took many Carthaginians as enslaved people. As a result of winning the Punic Wars, Rome gained control of nearly every bit of land around the **Mediterranean**. This was the beginning of one of the most powerful **empires** in all of history.

*Romans **defeating** Carthaginians at Carthage*

40

41

### Student Reader page 41
### Romans defeating Carthaginians at Carthage

During these three Punic Wars, which lasted more than one hundred years, Rome and Carthage fought for ultimate control of the Mediterranean Sea and all the land surrounding it. The Punic Wars did not turn out well for the Carthaginians. Eventually, the Romans sacked Carthage, meaning they took everything of value and destroyed the rest. They also took many Carthaginians as enslaved people. As a result of winning the Punic Wars, Rome gained control of nearly every bit of land around the Mediterranean. This was the beginning of one of the most powerful empires in all of history.

## DISCUSSING THE READ-ALOUD (15 MIN.)

1. **Literal.** The Punic Wars were a conflict between which two groups?
    - » the Romans and Carthaginians
2. **Evaluative.** Why do you think the Carthaginians wanted to invade Italy?
    - » Answers may vary but should include reasons involving gaining power of land and of the Mediterranean Sea.
3. **Inferential.** What areas did Rome control at the end of the Punic Wars?
    - » They took control of the Mediterranean Sea and all the land surrounding it.

4. What else happened to Rome as a result of the Punic Wars?
    - » They took many Carthaginians as enslaved people; they took everything of value in Carthage; they gained more power; they gained more access to exotic trade.

- Have students complete the backside of Activity Page 5.2. Students may use their notes from the front side and their Reader to complete the Activity Page.
- As time allows, have students share examples of information they recorded on Activity Page 5.2.

## WORD WORK: CONFLICT (5 MIN.)

- In the Read-Aloud, you heard, "Perhaps a conflict between the powers of Rome and Carthage is unavoidable."
- Say the word *conflict* with me.
- A conflict is a fight or argument, sometimes for power or property.
- The US Civil War was a time of *conflict* in which the North and South fought each other over the issues of slavery and states' rights in the United States.
- Have you ever been involved in a conflict? Have you ever seen a conflict take place? Be sure to use the word *conflict* when you tell about it (Ask two or three students. If necessary, guide and/or rephrase the students' responses to make complete sentences: "I had a conflict with . . ." or "had a conflict . . .").
- What part of speech is the word *conflict*?
- Ask: What are some synonyms of, or words that have a similar meaning to, the word *conflict*? Prompt students to provide words like *fight, argument, battle, combat, war*, etc.
- Ask: What are some words or phrases you know that are antonyms, or opposites, of *conflict*? Prompt students to provide words and phrases like *agreement, calm, peace, harmony*, etc.
- Ask: Who can tell me what the word *conflict* means?

Lesson 5: The Punic Wars

# Reading

20M

**Primary Focus:** Students will continue reading and identifying and recording important information related to the previous lessons and the Punic Wars.

TEKS 3.6.G; TEKS 3.7.E

## VOCABULARY FOR "HANNIBAL CROSSES THE ALPS"

The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the student reader.

**confront,** to meet face-to-face

**counter-attack,** to attack back

**invade,** to attack or enter a place in order to take control of it

**rival,** an enemy

**victorious,** having won a battle, war, or contest

**Vocabulary Chart for "Hannibal Crosses the Alps"**

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
|---|---|---|
| Vocabulary | counter-attack | confront<br>invade<br>rival<br>victorious |
| Multiple-Meaning Core Vocabulary Words | | rival |
| | | |
| Sayings and Phrases | a squad of elephants/a thundering herd of elephants<br>the beginning of the end<br>won most of the battles but lost the war<br>X was sinking and X was on the rise | |

## INTRODUCING THE READING (5 MIN.)

- Tell students that they will be reading more about the conflict between Roman and Carthage during the Punic Wars.
- Tell students to turn to the table of contents and locate today's chapter—"Hannibal Crosses the Alps." Have students turn to the first page of the chapter.

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.E** Interact with sources in meaningful ways such as note-taking, annotating, freewriting, or illustrating.

Chapter 5

# Hannibal Crosses the Alps

Tim Timetable's Report

The Romans faced many enemies, but the strongest and most determined enemy they ever faced was an African general named Hannibal.

Hannibal came from Carthage, a city on the coast of Africa. Carthage was home to many merchants and traders. Carthage also had an army and a navy. The Carthaginians took over much of North Africa and Spain. They even took over islands off the coast of Italy.

The Romans saw Carthage as a **rival**. They fought three wars against Carthage. These wars are known as the Punic Wars and are thought to have been fought during the years 264–146 BCE.

*Map of Roman and Carthaginian territories*



## INDEPENDENT READING (15 MIN.)

### Pages 42–43

- Ask student to read **pages 42–49** to themselves to find out how Carthage may have come to control so much territory.
- Students will independently complete Activity Page 5.2.
- Support**:** For students that need more support, form a small group where teacher provides support using the suggestions on the following page.
- Ask: Who can tell me something about the map on **page 43**?
- Explain to students that this map is very similar to Image Card C.U4.L1.1, the Mediterranean Region. Have them locate Rome and Carthage on the map on **page 43**.

- Have students to use the map key in the lower left-hand corner to compare the territories of Rome and Carthage.

  What do you notice about the territories Carthage controlled compared to Rome?

  » Carthage controlled more.

- Explain to students that they will be reading independently and completing the "Hannibal Crosses the Alps" column on Activity Page 5.2. Remind students that they will record the key idea and supporting details from the Reader.

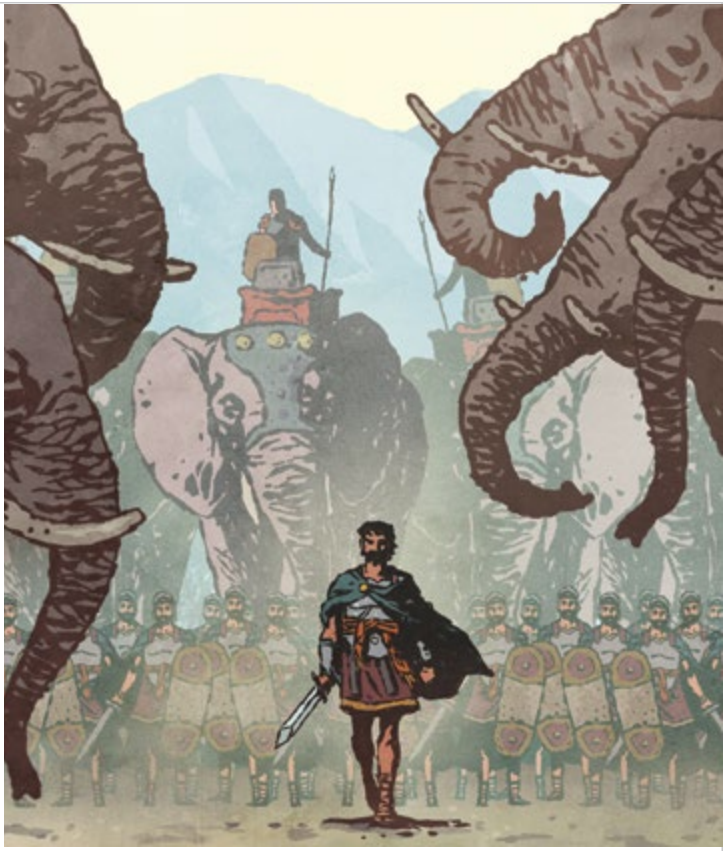
  **Note:** This is the same Activity Page used in today's Read-Aloud.

Hannibal's father fought against Rome in the First Punic War, 264–241 BCE. He made his son swear he would carry on the fight against Rome. Hannibal swore he would and kept his promise. It was Hannibal who led the fight against Rome in the Second Punic War, 218–201 BCE.

Hannibal gathered an army in Spain. He had tens of thousands of foot soldiers. He had thousands more who fought on horseback. Best of all, he had his special forces: a squad of elephants. Hannibal had learned that few men are brave enough to stand and fight when they see a thundering herd of elephants coming their way.

Hannibal wanted to attack Rome. However, to **invade** Italy, he would have to march his army over a range of mountains called the Alps. The Alps were tall. The **peaks** were covered with snow and ice. There were no big roads that led across. There were only a few slippery paths.





*Hannibal gathering his army to cross over the Alps*



## Pages 44–45

- Point students' attention to the image on **page 45**. Read the caption aloud. Ask: Why are there elephants in the image? (Students should recall from the Read-Aloud.)
- Read the first paragraph aloud.

  What new information can we add to our chart (Activity Page 5.2) about the First Punic War?

  » Hannibal's father fought against Rome, Hannibal promised to keep fighting.
- Have students add information to their chart.

Most men would not have tried to cross the mountains, but Hannibal was not like most men. He marched his army over the mountains. His men suffered terribly. Some died from rockslides or avalanches. Others froze to death. Many of the elephants did not make it across. In the end, though, Hannibal got his army across the mountains and into Italy.

In Italy, Hannibal went on the attack. He beat the Romans at Trebbia [TREB-bee-ə] in 218 BCE. Then, he wiped out an entire Roman army at the Battle of Trasimene [TRAZ-i-meen] in 217 BCE. The Romans lost 15,000 men. The Battle of Cannae [CAN-ie] was even worse. The Romans lost at least 50,000 men, including 80 of their 300 senators.

*Hannibal and his troops won several battles against the Romans.*



## Pages 46–47

- Have students read **page 46** to themselves to learn about Hannibal's army.
- When students have finished reading, as students to describe Hannibal's army using evidence from text.

People thought that might be the beginning of the end for Rome. They did not see how the Romans could go on. But the Romans did go on. They raised another army and sent it out to stop Hannibal. This time, the Romans avoided big battles. Instead, they fought a lot of little battles. They attacked Hannibal's army here and there. They blocked his troops and slowed down his marches. They also launched a **counter-attack**. A Roman general named Scipio [SKIP-ee-oe] took Roman troops to Africa. The leaders of Carthage wrote to Hannibal. They told him to come home and protect Carthage.

Hannibal did as he was told. He left Italy and returned to Carthage. At the Battle of Zama, he **confronted** Scipio. This time, the Romans were **victorious**. Hannibal won most of the battles in the Second Punic War but he lost the war.

After the Battle of Zama in 202 BCE, Carthage was never quite the same. They fought another war against Rome—the Third Punic War in the years 149–146 BCE—but it was clear that Carthage was sinking and Rome was on the rise.

*Hannibal surrendered to Scipio in Zama.*





## Pages 48–49

Challenge

Have strong readers work independently or in pairs.

- Have students read **page 48** themselves.

  Based on what you read on this page, was Hannibal successful in these battles against Rome? Why?

  » Answers may vary.

  How does Hannibal's success in these battles compare to the outcome of the Punic Wars?

  » Hannibal was successful in a few battles but ultimately lost the war.

- The Romans were not very successful fighting big battles, so they decided change their strategy. What did they do?

  » fought smaller battles, blocked troops, slowed down Carthage's marches

  What new information did we learn about the Second Punic War? Have students record information on appropriate section of Activity Page 5.2.

- Have students locate the sentence: *They also launched a counter-attack*.

- Have a student read the sentence that follows: *A Roman general named Scipio took Roman troops to Africa.*

  Who can explain what General Scipio did?

  » He took some of the Roman troops to Africa to attack Carthage

- Have students read the remainder of the page to themselves. When they have finished, they should add information to the appropriate section of Activity Page 5.2.

**Lesson 5: The Punic Wars**

# Language

30M

**Primary Focus:** Students will use guide words to identify which words would appear on a page of a dictionary. **TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.2.C**

## DICTIONARY SKILLS (10 MIN.)

- Tell students that words are organized in a dictionary alphabetically.

  How is this organization helpful when we are using a dictionary?

  » The organization helps us find words quickly.

- Tell students that today we are going to understand how to use guide words to find words in the dictionary a little more quickly. Explain that guide words are the two words at the top of a dictionary page and use a dictionary to show an example.
- Explain that the guide words are the first word and the last word listed on that page. Each page of the dictionary has guide words. These guide words save time when looking up words in the dictionary.

  Why do you think these guide words help save time?

  » Use the guide words instead of looking at all the words on each page to find the word for which they are searching.

- Direct students' attention to the set of Guide Words and Word List or project Digital Projection DP.U4.L5.2.

**Guide Words and Word List (Projection DP.U4.L5.2)**

| | | | | |
|---|---|---|---|---|
| Guide Words: | babble | birch | | |
| Possible Entry Words: | calendar | better | berth | bottom |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.C** Alphabetize a series of words to the third letter.

- Point to the guide words *babble, birch* and underline each word.
- Tell students only words that come between *babble* and *birch* alphabetically will be on this dictionary page.
- Write the word *calendar* in the center row of the chart, one letter per box.
  Would *calendar* be on this page of the dictionary? Why or why not?
  - » No, because *c* comes after *b*.
- Replace *calendar* with *better*.
  Would *better* be on this page of the dictionary? Why or why not?
  - » Yes, because all words start with a *b* so you go to the next letter, which is *e*.
- Continue with the words *berth* and *bottom*. (The words *better* and *berth* would be on this page of the dictionary.)
- Students should complete Activity Page 5.3 independently, as a teacher-guided activity or as a Take-Home.

Activity Pages 5.3 and 5.4

## SPELLING ASSESSMENT (20 MIN.) TEKS 3.2.B.vi

- Have students turn to Activity Page 5.4 for the spelling assessment.
- Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *other*, they would write that word under the header 'er' > /er/.
- Tell students that if a word fits under more than one header, they should only write the word under one. They may not have to use all the lines under each header.
- Using the chart below, call out the words using the following format: say the word, say a sentence with the word in it, and say the word once more.

| | |
|---|---|
| Tarnish | Immortal |
| Portion | Messenger |
| Circulate | Giraffe |
| Turkey | Sir |
| Worship | Sword |
| Marbles | Barbecue |
| Motor | Slurp |
| Servant | Mirth |
| Doctor | **Challenge Word:** above |
| Surgery | **Challenge Word:** beginning |
| **Content Word:** Mediterranean | |

**TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.

- Ask students to write the following sentences as you dictate them:

  1. *Roman sailors prayed to Neptune that he would calm the waters.*
  2. *Jupiter carried a thunderbolt that he threw when angry.*

- Follow your established procedures to correct the spelling words and the dictated sentences.

  **Note:** At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

| Spelling Analysis Chart | Student Name |
| --- | --- |
| | 1. sir |
| | 2. marbles |
| | 3. servant |
| | 4. tarnish |
| | 5. worship |
| | 6. slurp |
| | 7. immortal |
| | 8. surgery |
| | 9. circulate |
| | 10. barbecue |
| | 11. motor |
| | 12. messenger |
| | 13. portion |
| | 14. mirth |
| | 15. turkey |
| | 16. sword |
| | 17. doctor |
| | 18. giraffe |
| | **Challenge Word:** above |
| | **Challenge Word:** beginning |
| | **Content Word:** Mediterranean |

### Unit 4, Lesson 5

- Students are likely to make the following errors:
    - For 'or', students may write 'er', 'ir', or 'ur'
    - For 'ir', students may write 'er', 'or', or 'ur'
    - For 'ur', students may write 'er', 'ir', or 'or'
    - For 'er', students may write 'ir', 'or', or 'ur'

While any of the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example: Is the student consistently making errors on specific vowels? Which ones?

- Is the student consistently making errors at the end of the words?
- Is the student consistently making errors on particular beginning consonants?
- Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.
- For additional practice, see worksheets in Section III-B of the *Assessment and Remediation Guide*, which can be found on the program's digital components site.

End Lesson

**Lesson 5: The Punic Wars**

# Take-Home Material

- Have students take home Activity Page 5.5 to complete.

Activity Page 5.5

LESSON

6

# "Daily Roman Life, Part 1" and "Cupid and Psyche"

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will use a note-taking organizer to summarize the key aspects of Roman life. TEKS 3.3.B; TEKS 3.6.B; TEKS 3.6.G

### Reading

Students will recount the myth "Cupid and Psyche" and compare outcomes to original predictions. TEKS 3.2.A.vii; TEKS 3.6.C

### Writing

Students will identify the point of view of a passage. TEKS 3.9.E.iii; TEKS 3.12.C; TEKS 3.13.C

### Spelling

Students will sort words with two spellings of the sound /ee/. TEKS 3.2.B.i

## FORMATIVE ASSESSMENT

| | |
|---|---|
| Activity Page 6.1 | **Picture Pause: "Daily Roman Life, Part 1"** Pause during the Read-Aloud to answer questions about the text. TEKS 3.6.G |
| Activity Page 6.2 | **Anticipation Guide: "Cupid and Psyche"** Determine if statements are true or false before and after the reading. TEKS 3.6.C |

**TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.2.A.vii** Demonstrate and apply phonetic knowledge by; identifying and reading high-frequency words from a research-based list; **TEKS 3.6.C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.9.E.iii** Recognize characteristics and structures of argumentative text by identifying the intended audience or reader; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.13.C** Identify and gather relevant information from a variety of sources; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables.

## LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|---|---|---|
| **Speaking and Listening (45 min.)** | | | |
| Introducing the Read-Aloud | Whole Group | 10 min. | ❑ sticky notes<br>❑ chart paper<br>❑ Rome: What We Have Learned So Far! (Digital Projections)<br>❑ Activity Page 6.1<br>❑ *Stories of Ancient Rome*<br>❑ blank white paper |
| Presenting the Read-Aloud | Whole Group | 20 min | |
| Wrapping Up the Reading | Independent | 10 min | |
| Word Work: *Ingenious* | Whole Group | 5 min. | |
| **Reading (30 min.)** | | | |
| Introducing the Reading | Whole Group | 5 min. | ❑ *Stories of Ancient Rome*<br>❑ Activity Page 6.2 |
| Partner Reading: "Cupid and Psyche" | Partner | 15 min. | |
| Wrapping Up the Reading | Independent | 10 min. | |
| **Writing (30 min.)** | | | |
| Introducing Opinion Writing | Whole Group | 5 min. | ❑ Opinion Essay Chart (Digital Projections)<br>❑ Opinion Outline (Digital Projections)<br>❑ Activity Pages 6.3, 6.4 |
| Opinion Writing | Whole Group | 25 min. | |
| **Language (15 min.)** | | | |
| Spelling | Whole Group/ Independent | 15 min. | ❑ Activity Page 6.5<br>❑ Spelling Words (Digital Projections)<br>❑ Spelling Chart (Digital Projections) |
| **Take-Home Material** | | | |
| Family Letter | | | ❑ Activity Pages 6.6, 6.7 |
| Write a response to "Cupid and Psyche, Part I" | | | |

## ADVANCE PREPARATION

### Reading

- On the top of the chart paper, write "Rome: What We Have Learned So Far!" or prepare to display Digital Projection DP.U4.L6.1.
- Determine partners for paired reading.

### Writing

- Create the following Opinion Essay Chart on chart paper or prepare to display Digital Projection DP.U4.L6.2.
- Key features of an opinion essay:
  - The purpose of an opinion text is to give your opinion of a topic.
  - The text takes a stand or position on the topic (opinion).
  - Includes details or evidence to support the opinion.
  - Tries to influence the opinion of the reader.
  - May urge action from the reader.
- Create an Opinion Outline chart or prepare to display Digital Projection DP.U4.L6.3.

| |
|---|
| Introduction:<br>(State your position.) |
| #1 Evidence: |
| #2 Evidence: |
| #3 Evidence: |
| Conclusion:<br>(Restate your position.) |

## Language

- Write the following spelling words on chart paper or prepare to display Digital Projection DP.U4.L6.4.

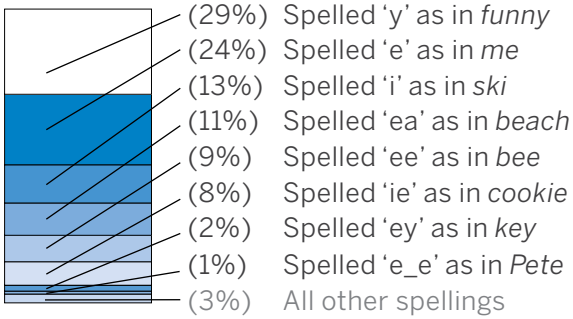
| | |
|---|---|
| 1. Greeks | 11. breed |
| 2. Venus | 12. jamboree |
| 3. secret | 13. speech |
| 4. seed | 14. degree |
| 5. meter | 15. retail |
| 6. asleep | 16. screech |
| 7. agreed | 17. scenic |
| 8. succeeded | 18. tedious |
| 9. cedar | **Challenge Word:** except |
| 10. create | **Challenge Word:** follow |
| **Content Word:** Psyche | |

- Create the following Spelling Chart or prepare to display Digital Projection DP.U4.L6.5.

| **"e" > /ee/** | **"ee" > /ee/** |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

The following chart is provided for your review:

**Spellings for the Sound /ee/**




Here are some patterns for you to be aware of:

- The letter *e* is most often used to spell the /ee/ sound when it occurs either at the end of a word as in *Psyche* or *me*, or at the end of a syllable. With the exception of *Psyche*, all other spelling words with *e* we will cover in this lesson occur at the end of the first syllable.
- The combination *ee* is often used to spell the /ee/ sound in the middle of a word. However, sometimes it is used to spell /ee/ at the end of a word, such as in *degree*, *tree*, *or bee*.

  **Note:** In this unit, students will focus on seven academic vocabulary words, two of which are *model* and *judge*. By academic vocabulary, we mean words that support reading comprehension and may appear across a variety of materials, in language arts and in content areas. These words can be found in textbooks, assignment directions, and assessments. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words often appear in directions to students. These words may appear on end-of-year assessments for students in Grade 3. Where applicable, we use the words throughout the unit, not just as they might refer to reading selections but also with regard to spelling, grammar, morphology, and comprehension. They may also appear in directions, assessments, spelling lists, and discussion questions, among other places.

- We define *model* to mean to copy.
- To *judge* means to form an opinion about something.
- We encourage you to define these words for students and to use both of these words throughout the school day so that students may experience multiple uses of them.

## Universal Access

In this lesson, students will listen to the first part of a Read-Aloud about daily Roman life. Prepare students to engage with the content by doing/setting up the following:

- Recall who plebeians and patricians were in Roman society.
- Show pictures of aqueducts.
- Have students briefly write or share about their daily life. Ask, "Where do you live? What do you do during the day? Who are you with? What do you see?"
- Later, extend the discussion by having them compare and contrast their daily life with the daily life of a child living in ancient Rome.

In this lesson, students will also read the myth "Cupid and Psyche." Prepare students to engage with the content by doing/setting up the following:

- Meet the characters: Venus, Cupid, and Psyche.

Start Lesson

**Lesson 6: "Daily Roman Life, Part 1" and "Cupid and Psyche"**

# Speaking and Listening

45M

**Primary Focus:** Students will use a note-taking organizer to summarize the key aspects of Roman life. **TEKS 3.3.B; TEKS 3.6.B; TEKS 3.6.G**

## VOCABULARY FOR READ-ALOUD

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a "unit dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**aqueduct,** a channel or pipe built to carry water over a long distance

**favor,** to prefer; to like more than others

**import,** to bring in from another country to sell

**TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 3.6.G** Evaluate details read to determine key ideas.

**ingenious,** clever and creative

**saunter,** to walk in a slow and relaxed way

| Vocabulary Chart for "Daily Roman Life, Part 1" | | |
|---|---|---|
| **Vocabulary Type** | **Tier 3 Domain-Specific Words** | **Tier 2 General Academic Words** |
| Core Vocabulary | aqueduct<br>import | favors<br>ingenious<br>sauntering |
| Multiple-Meaning Core Vocabulary Words | import | favors |
| | | |
| Sayings and Phrases | born and raised<br>fortune favors the brave<br>the heart of the Mediterranean world/major center of trade<br>when in Rome, do as the Romans do | |

## INTRODUCING THE READ-ALOUD (10 MIN.)

- Tell students, "On a sticky note, write down something you have learned about the culture and/or history of Rome."
- Post sticky notes on the chart titled "Rome: What We Have Learned So Far!" or type in student responses on Digital Projection DP.U4.L6.1.
- Have several students share. Tell students they have learned a lot about the culture and history of Rome.

  What do students think daily life was like for Romans?

  » Answers may vary.

  How might life for a patrician be different from that of a plebeian?

  » Answers may vary.

Activity Page 6.1

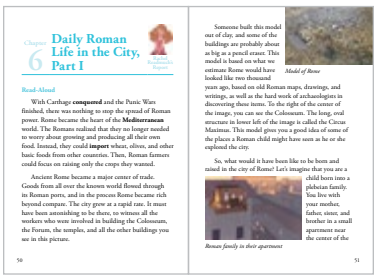
- Have students take out Activity Page 6.1. Explain that during today's lesson, they will stop for Picture Pauses. During the Picture Pause, students will fill in the appropriate box on Activity Page 6.1.

  **Note:** Students will need to save this Activity Page for use in tomorrow's lesson.

- Tell students to turn to the Table of Contents and locate today's chapter – "Daily Roman Life, Part I." Have students turn to the first page of the chapter and follow along during the Read-Aloud.

## PRESENTING THE READ-ALOUD (20 MIN.)

- Tell students to turn to the Table of Contents and locate today's chapter – "Daily Roman Life in the City, Part I." Have students turn to the first page of the chapter and follow along during the Read-Aloud.



Chapter 6 Daily Roman Life in the City, Part I

Read-Aloud

With Carthage **conquered** and the Punic Wars finished, there was nothing to stop the spread of Roman power. Rome became the heart of the **Mediterranean** world. The Romans realized that they no longer needed to worry about growing and producing all their own food. Instead, they could **import** wheat, olives, and other basic foods from other countries. Then, Roman farmers could focus on raising only the crops they wanted.

Ancient Rome became a major center of trade. Goods from all over the known world flowed through its Roman ports, and in the process Rome became rich beyond compare. The city grew at a rapid rate. It must have been astonishing to be there, to witness all the workers who were involved in building the Colosseum, the Forum, the temples, and all the other buildings you see in this picture.

50

Someone built this model out of clay, and some of the buildings are probably about as big as a pencil eraser. This model is based on what we estimate Rome would have looked like two thousand years ago, based on old Roman maps, drawings, and writings, as well as the hard work of archaeologists in discovering these items. To the right of the center of the image, you can see the Colosseum. The long, oval structure in lower left of the image is called the Circus Maximus. This model gives you a good idea of some of the places a Roman child might have seen as he or she explored the city.

*Model of Rome*

So, what would it have been like to be born and raised in the city of Rome? Let's imagine that you are a child born into a plebeian family. You live with your mother, father, sister, and brother in a small apartment near the center of the

*Roman family in their apartment*

51

### Student Reader pages 50–51
### Model of Rome

With Carthage **conquered** and the Punic Wars finished, there was nothing to stop the spread of Roman power. Rome became the heart of the **Mediterranean** world. The Romans realized that they no longer needed to worry about growing and producing all of their own food. Instead, they could **import** wheat, olives, and other basic foods from other countries. Then, Roman farmers could focus on raising only the crops they wanted.

- **Model Asking Questions:** When reading, we need to stop and ask ourselves questions. Sometimes questions might help clarify what we just read. Other times questions might not be answered in what we just read. After reading the first paragraph, do you know what *import* means? Why didn't the Romans have to worry about growing their own food?

Ancient Rome became a major center of trade. Goods from all over the known world flowed through its ports, and in the process, Rome became rich beyond compare. The city grew at a rapid rate. It must have been astonishing to be there, to witness all the workers who were involved in building the Colosseum, the Forum, the temples, and all the other buildings you see in this picture.

Someone built this model out of clay, and some of the buildings are probably about as big as a pencil eraser. This model is based on what we estimate Rome would have looked like 2,000 years ago, based on old Roman maps, drawings, and writings, as well as the hard work of archaeologists in discovering these items. To the right of the center of the image, you can see the Colosseum. The long, oval structure in

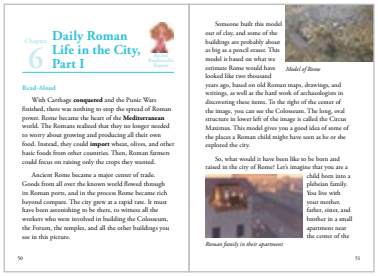
**Support**

Discuss the definition of *import*. Students will use context clues to determine meaning.

**Support**

Compare what Roman children might see in Rome versus what a child in your city might see.

lower left of the image is called the Circus Maximus. This model gives you a good idea of some of the places a Roman child might have seen as he or she explored the city.


Chapter 6 Daily Roman Life in the City, Part I

Read-Aloud

With Carthage **conquered** and the Punic Wars finished, there was nothing to stop the spread of Roman power. Rome became the heart of the **Mediterranean** world. The Romans realized that they no longer needed to worry about growing and producing all their own food. Instead, they could **import** wheat, olives, and other basic foods from other countries. Then, Roman farmers could focus on raising only the crops they wanted.

Ancient Rome became a major center of trade. Goods from all over the known world flowed through its Roman ports, and in the process Rome became rich beyond compare. The city grew at a rapid rate. It must have been astonishing to be there, to witness all the workers who were involved in building the Colosseum, the Forum, the temples, and all the other buildings you see in this picture.

50

Someone built this model out of clay, and some of the buildings are probably about as big as a pencil eraser. This model is based on what we estimate Rome would have looked like two thousand years ago, based on old Roman maps, drawings, and writings, as well as the hard work of archaeologists in discovering these items. To the right of the center of the image, you can see the Colosseum. The long, oval structure in lower left of the image is called the Circus Maximus. This model gives you a good idea of some of the places a Roman child might have seen as he or she explored the city.

*Model of Rome*

So, what would it have been like to be born and raised in the city of Rome? Let's imagine that you are a child born into a plebeian family. You live with your mother, father, sister, and brother in a small apartment near the center of the

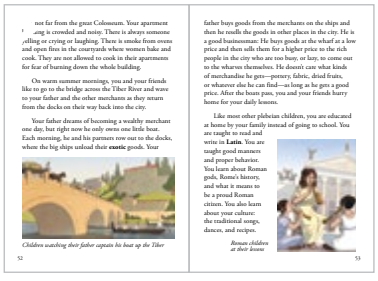
*Roman family in their apartment*

51

## Student Reader pages 51–52
## Roman family in their apartment

So, what would it have been like to be born and raised in the city of Rome? Let's imagine that you are a child born into a plebeian family. You live with your mother, father, sister, and brother in a small apartment near the center of the city, not far from the great Colosseum. Your apartment building is crowded and noisy. There is always someone yelling or crying or laughing. There is smoke from ovens and open fires in the courtyards where women bake and cook. They are not allowed to cook in their apartments for fear of burning down the whole building.

- What questions do you have about the Read-Aloud? Share your questions with a partner.
    - Possible student responses: Why couldn't Romans cook in their apartments? What and where did they eat? Could any Romans cook in their homes?
- Direct students to Activity Page 6.1. As students listen to the Read-Aloud, they should be thinking about what it would be like to be born and raised in a plebeian family for part 1 on Activity Page 6.1.


not far from the great Colosseum. Your apartment ...ong is crowded and noisy. There is always someone ...elling or crying or laughing. There is smoke from ovens and open fires in the courtyards where women bake and cook. They are not allowed to cook in their apartments for fear of burning down the whole building.

On warm summer mornings, you and your friends like to go to the bridge across the Tiber River and wave to your father and the other merchants as they return from the docks on their way back into the city.

Your father dreams of becoming a wealthy merchant one day, but right now he only owns one little boat. Each morning, he and his partners row out to the docks, where the big ships unload their **exotic** goods. Your

*Children watching their father captain his boat up the Tiber*

52

father buys goods from the merchants on the ships and then he resells the goods in other places in the city. He is a good businessman: He buys goods at the wharf at a low price and then sells them for a higher price to the rich people in the city who are too busy, or lazy, to come out to the wharves themselves. He doesn't care what kinds of merchandise he gets—pottery, fabric, dried fruits, or whatever else he can find—as long as he gets a good price. After the boats pass, you and your friends hurry home for your daily lessons.

Like most other plebeian children, you are educated at home by your family instead of going to school. You are taught to read and write in **Latin**. You are taught good manners and proper behavior. You learn about Roman gods, Rome's history, and what it means to be a proud Roman citizen. You also learn about your culture: the traditional songs, dances, and recipes.

*Roman children at their lessons*

53

## Student Reader pages 52–53
## Children watching their father captain his boat up the Tiber

On warm summer mornings, you and your friends like to go to the bridge across the Tiber River and wave to your father and the other merchants as they return from the docks on their way back into the city.

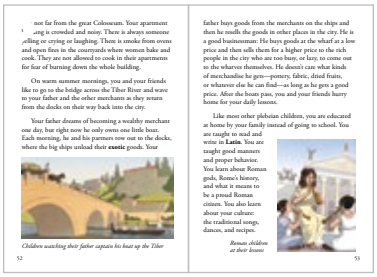
Your father dreams of becoming a wealthy merchant one day, but right now he only owns one little boat. Each morning, he and his partners row out to the docks, where the big ships unload their **exotic** goods. Your father buys goods from the merchants on the ships and then he resells the goods in other places in the city. He is a good businessman: He buys goods at the wharf at a low price and then sells them for a higher price to the rich people in the city who are too busy, or lazy, to come out to the wharves themselves. He doesn't care what kinds of merchandise he gets—pottery, fabric, dried fruits, or whatever else he can find—as long as he gets a good price. After the boats pass, you and your friends hurry home for your daily lessons.

- **Picture Pause:** Have students answer question 1 on Activity Page 6.1.

## Check for Understanding

How is the plebian family the same or different from your family? If students cannot describe a plebian family, then review the key point from the text.

- As students listen to the Read-Aloud, they should be thinking about what Roman children learned and how girls and boys were taught differently for part 2 on Activity Page 6.1.


not far from the great Colosseum. Your apartment [illegible] is crowded and noisy. There is always someone yelling or crying or laughing. There is smoke from ovens and open fires in the courtyards where women bake and cook. They are not allowed to cook in their apartments for fear of burning down the whole building.

On warm summer mornings, you and your friends like to go to the bridge across the Tiber River and wave to your father and the other merchants as they return from the docks on their way back into the city.

Your father dreams of becoming a wealthy merchant one day, but right now he only owns one little boat. Each morning, he and his partners row out to the docks, where the big ships unload their **exotic** goods. Your

*Children watching their father captain his boat up the Tiber*

52

father buys goods from the merchants on the ships and then he resells the goods in other places in the city. He is a good businessman: He buys goods at the wharf at a low price and then sells them for a higher price to the rich people in the city who are too busy, or lazy, to come out to the wharves themselves. He doesn't care what kinds of merchandise he gets—pottery, fabric, dried fruits, or whatever else he can find—as long as he gets a good price. After the boats pass, you and your friends hurry home for your daily lessons.

Like most other plebeian children, you are educated at home by your family instead of going to school. You are taught to read and write in **Latin**. You are taught good manners and proper behavior. You learn about Roman gods, Rome's history, and what it means to be a proud Roman citizen. You also learn about your culture: the traditional songs, dances, and recipes.

*Roman children at their lessons*

53

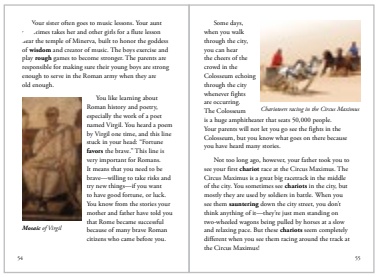
### Student Reader pages 53-54
### Roman children at their lessons

Like most other plebeian children, you are educated at home by your family instead of going to school. You are taught to read and write in **Latin**. You are taught good manners and proper behavior. You learn about Roman gods, Rome's history, and what it means to be a proud Roman citizen. You also learn about your culture: the traditional songs, dances, and recipes.

Your sister often goes to music lessons. Your aunt sometimes takes her and other girls for a flute lesson near the temple of Minerva, built

to honor the goddess of **wisdom** and creator of music. The boys exercise and play **rough** games to become stronger. The parents are responsible for making sure their young boys are strong enough to serve in the Roman army when they are old enough.

- **Picture Pause:** Have students answer question 2 on Activity Page 6.1.
- As students listen to the Read-Aloud, they should be thinking about what they would see if they were walking around Rome for part 3 on Activity Page 6.1.



Your sister often goes to music lessons. Your aunt ...times takes her and other girls for a flute lesson ...ear the temple of Minerva, built to honor the goddess of **wisdom** and creator of music. The boys exercise and play **rough** games to become stronger. The parents are responsible for making sure their young boys are strong enough to serve in the Roman army when they are old enough.

You like learning about Roman history and poetry, especially the work of a poet named Virgil. You heard a poem by Virgil one time, and this line stuck in your head: "Fortune **favors** the brave." This line is very important for Romans. It means that you need to be brave—willing to take risks and try new things—if you want to have good fortune, or luck. You know from the stories your mother and father have told you that Rome became successful because of many brave Roman citizens who came before you.

*Mosaic of Virgil*

54

Some days, when you walk through the city, you can hear the cheers of the crowd in the Colosseum echoing through the city whenever fights are occurring. The Colosseum is a huge amphitheater that seats 50,000 people. Your parents will not let you go see the fights in the Colosseum, but you know what goes on there because you have heard many stories.

*Charioteers racing in the Circus Maximus*

Not too long ago, however, your father took you to see your first **chariot** race at the Circus Maximus. The Circus Maximus is a great big racetrack in the middle of the city. You sometimes see **chariots** in the city, but mostly they are used by soldiers in battle. When you see them **sauntering** down the city street, you don't think anything of it—they're just men standing on two-wheeled wagons being pulled by horses at a slow and relaxing pace. But these **chariots** seem completely different when you see them racing around the track at the Circus Maximus!

55

### Student Reader pages 54–55
### Mosaic of Virgil

You like learning about Roman history and poetry, especially the work of a poet named Virgil. You heard a poem by Virgil one time, and this line stuck in your head: "Fortune **favors** the brave." This line is very important for Romans. It means that you need to be brave—willing to take risks and try new things—if you want to have good fortune, or luck. You know from the stories your mother and father have told you that Rome became successful because of many brave Roman citizens who came before you.

Some days, when you walk through the city, you can hear the cheers of the crowd in the Colosseum echoing whenever fights are occurring. The Colosseum is a huge **amphitheater** that seats 50,000 people. Your parents will not let you go see the fights in the Colosseum, but you know what goes on there because you have heard many stories.

#### Challenge

Research the Colosseum and the surrounding area. Create a brochure for tourists.

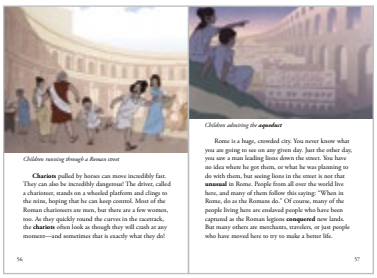
### Student Reader pages 55–56
### Charioteers racing in the Circus Maximus

Not too long ago, however, your father took you to see your first **chariot** race at the Circus Maximus. The Circus Maximus is a great big racetrack in the middle of the city. You sometimes see **chariots**

in the city, but mostly they are used by soldiers in battle. When you see them **sauntering** down the city street, you don't think anything of it—they're just men standing on two-wheeled wagons being pulled by horses at a slow and relaxing pace. But these **chariots** seem completely different when you see them racing around the track at the Circus Maximus!

- Discuss the definition of *sauntering*. Students will use context clues to determine meaning. Invite a volunteer to act out the word. **TEKS 3.3.B**

**Chariots** pulled by horses can move incredibly fast. They can also be incredibly dangerous! The driver, called a charioteer, stands on a wheeled platform and clings to the reins, hoping that he can keep control. Most of the Roman charioteers are men, but there are a few women, too. As they quickly round the curves in the racetrack, the **chariots** often look as though they will crash at any moment—and sometimes that is exactly what they do!



*Children running through a Roman street*

**Chariots** pulled by horses can move incredibly fast. They can also be incredibly dangerous! The driver, called a charioteer, stands on a wheeled platform and clings to the reins, hoping that he can keep control. Most of the Roman charioteers are men, but there are a few women, too. As they quickly round the curves in the racetrack, the **chariots** often look as though they will crash at any moment—and sometimes that is exactly what they do!

56

*Children admiring the **aqueduct***

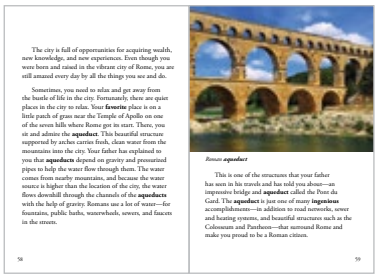
Rome is a huge, crowded city. You never know what you are going to see on any given day. Just the other day, you saw a man leading lions down the street. You have no idea where he got them, or what he was planning to do with them, but seeing lions in the street is not that **unusual** in Rome. People from all over the world live here, and many of them follow this saying: "When in Rome, do as the Romans do." Of course, many of the people living here are enslaved people who have been captured as the Roman legions **conquered** new lands. But many others are merchants, travelers, or just people who have moved here to try to make a better life.

57

### Student Reader page 57
### Children running through a Roman street

Rome is a huge, crowded city. You never know what you are going to see on any given day. Just the other day, you saw a man leading lions down the street. You have no idea where he got them, or what he was planning to do with them, but seeing lions in the street is not that **unusual** in Rome. People from all over the world live here, and many of them follow this saying: "When in Rome, do as the Romans do." Of course, many of the people living here are enslaved people who have been captured by the Roman legions as they **conquered** new lands. But many others are merchants, travelers, or just people who have moved here to try to make a better life.

**TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.



The city is full of opportunities for acquiring wealth, new knowledge, and new experiences. Even though you were born and raised in the vibrant city of Rome, you are still amazed every day by all the things you see and do.

Sometimes, you need to relax and get away from the bustle of life in the city. Fortunately, there are quiet places in the city to relax. Your **favorite** place is on a little patch of grass near the Temple of Apollo on one of the seven hills where Rome got its start. There, you sit and admire the **aqueduct**. This beautiful structure supported by arches carries fresh, clean water from the mountains into the city. Your father has explained to you that **aqueducts** depend on gravity and pressurized pipes to help the water flow through them. The water comes from nearby mountains, and because the water source is higher than the location of the city, the water flows downhill through the channels of the **aqueducts** with the help of gravity. Romans use a lot of water—for fountains, public baths, waterwheels, sewers, and faucets in the streets.

58

*Roman **aqueduct***

This is one of the structures that your father has seen in his travels and has told you about—an impressive bridge and **aqueduct** called the Pont du Gard. The **aqueduct** is just one of many **ingenious** accomplishments—in addition to road networks, sewer and heating systems, and beautiful structures such as the Colosseum and Pantheon—that surround Rome and make you proud to be a Roman citizen.

59

### Student Reader page 58
### Children admiring the aqueduct

The city is full of opportunities for acquiring wealth, new knowledge, and new experiences. Even though you were born and raised in the vibrant city of Rome, you are still amazed every day by all the things you see and do.

Sometimes, you need to relax and get away from the bustle of life in the city. Fortunately, there are quiet places in the city to relax. Your **favorite** place is on a little patch of grass near the Temple of Apollo on one of the seven hills where Rome got its start. There, you sit and admire the **aqueduct**. This beautiful structure is supported by arches and carries fresh, clean water from the mountains into the city. Your father has explained to you that **aqueducts** depend on gravity and pressurized pipes to help the water flow through them. The water comes from nearby mountains, and because the water source is higher than the location of the city, the water flows downhill through the channels of the **aqueducts** with the help of gravity. Romans use a lot of water—for fountains, public baths, waterwheels, sewers, and faucets in the streets.

### Student Reader page 59
### Roman aqueduct

This is one of the structures that your father has seen in his travels and has told you about—an impressive bridge and **aqueduct** called the Pont du Gard. The **aqueduct** is just one of many **ingenious** accomplishments—in addition to road networks, sewer and heating systems, and beautiful structures such as the Colosseum and the Pantheon—that surround Rome and make you proud to be a Roman citizen.

- Model thinking aloud to show students your process of distinguishing between relevant information that could be included in your summary and details or irrelevant ideas that should not be included.

## WRAPPING UP THE READING (10 MIN.)

- Have students answer questions 3 and 4 on Activity Page 6.1.
- Tell students to save this activity page for use in the next lesson.

### Check for Understanding

If students are unable to summarize the key idea (question 4), then pull students independently or in small groups to determine the key idea in the first paragraph: Model of Rome.

## WORD WORK: INGENIOUS (5 MIN.)

- In the Read-Aloud you heard, "The aqueduct is just one of many *ingenious* accomplishments . . . that surround Rome and make you proud to be a Roman citizen." If you are ingenious, you are clever and have imaginative ideas that often result in unique inventions. An example would be if Jeremiah won first place for his ingenious science project about how to best preserve Christmas trees.
- Think-Pair-Share: Can you think of someone who is ingenious? Why is he or she ingenious? Can you think of a time when you were ingenious?
- What part of speech is the word *ingenious*?
- Use a Drawing/Writing activity for follow-up. Pass out blank white paper to the class. Have students draw a picture of an ingenious invention that would improve upon technology in a creative and original way. Emphasize the words *creative* and *original* as synonyms of *ingenious*, as well as *inventive*, *imaginative*, and *unique*. The invention can be from the future, or based in the present or past. After drawing their inventions, have students write one or two sentences explaining why they feel that their new inventions are ingenious. Allow students to share their drawings and sentences with the class, making sure they use the word *ingenious* in a complete sentence.

**ENGLISH LANGUAGE LEARNERS**

Writing
Writing

**Beginning**
Students summarize the Read-Aloud using key words from notes taken for questions 1–3.

**Intermediate**
Students summarize the Read-Aloud using complete sentences that include information from notes taken for questions 1–3.

**Advanced/Advanced High**
Students summarize the Read-Aloud using increasingly detailed sentences that include information from notes taken for questions 1–3.

**ELPS 3.H; ELPS 4.I; ELPS 5.G**

## WRAPPING UP THE READING (10 MIN.)

- After reading the story, students should complete the "After Reading" column on Activity Page 6.2 independently.

**ENGLISH LANGUAGE LEARNERS**

Writing
Understanding Text Structure

**Beginning**
Work closely with students to help them identify the author's stand/position and three pieces of evidence. Highlight the parts of the text that contain the author's opinion (stand) and support (evidence).

**Intermediate**
Help students identify the parts of the text that contain the author's opinion (stand) and support (evidence) as needed.

ELPS 4.J; ELPS 5.G

**Lesson 6: "Daily Roman Life, Part 1" and "Cupid and Psyche"**

# Writing

30M

**Primary Focus:** Students will identify the point of view of a passage.

TEKS 3.9.E.iii; TEKS 3.12.C; TEKS 3.13.C

## INTRODUCING OPINION WRITING (5 MIN.)

- Explain to students the key features of an opinion essay using chart paper or the Digital Projection DP.U4.L6.2.

**Opinion Essay Chart (Projection DP.U4.L6.2).**

Key features of an opinion essay:

- The purpose of an opinion text is to give your opinion of a topic.
- The text takes a stand or position on the topic (opinion).
- Includes details or evidence to support the opinion
- Tries to influence the opinion of the reader
- May urge action from the reader

## OPINION WRITING (25 MIN.) TEKS 3.9.E.iii; TEKS 3.12.C

Activity Pages 6.3 and 6.4

- Have students take out Activity Page 6.3 and Activity Page 6.4.
- Read the passage aloud on Activity Page 6.3 and have students think about the purpose of this opinion essay. After they read it, ask:
  - What is the purpose of this opinion essay?
  - What is the author's stand or position? Where did you find it?
- Direct students to identify and underline three pieces of evidence the author uses.

Support

Reread the first paragraph so students can focus on a smaller piece of text.

**TEKS 3.9.E.iii** Recognize characteristics and structures of argumentative text by identifying the intended audience or reader; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.13.C** Identify and gather relevant information from a variety of sources.

- **Partner:** Have students find a partner and compare the three pieces of evidence underlined. Students may adjust their answers if necessary.
- **Whole Group:** Ask, "Which reason do you find the most convincing? Why?"
- Direct students to the large Opinion Outline Chart or Digital Projection DP.U4.L6.3 and Activity Page 6.4.

| |
|---|
| Introduction:<br>(State your position.) |
| #1 Evidence: |
| #2 Evidence: |
| #3 Evidence: |
| Conclusion:<br>(Restate your position.) |

  - Tell students to pretend the author of "Futbol for All" used this chart to plan their writing.
- Ask, "What might the author have written in the Introduction box?" Record answers in the appropriate box on the large chart. Have students record their answers on Activity Page 6.4.
- Ask, "What three pieces of evidence did the author use?" Record answers in the appropriate box on the large chart. Have students record their answers on Activity Page 6.4.
- Ask, "What might the author have written in the Conclusion box?" Record answers in the appropriate box on the large chart. Have students record their answers on Activity Page 6.4.
- Activity Pages 6.3 and 6.4 should be saved in each student's writing portfolio.

  **Note:** Save the Opinion Outline Chart or Digital Projection DP.U4.L6.3 for tomorrow's lesson.

- Explain that in the next lesson, students will use the chart on the back of Activity Page 6.4 to plan an opinion essay about which god or goddess should have a statue built in present-day Rome tomorrow. Encourage students to begin thinking about this writing prompt.

### Support

Provide students with hints for each area on the chart.

### Support

Remind students that they underlined this evidence in the text.

Lesson 6: "Daily Roman Life, Part 1" and "Cupid and Psyche"

# Language

15M

**Primary Focus:** Students will sort words with two spellings of the sound /ee/.

TEKS 3.2.B.i

## SPELLING (15 MIN.)

- Introduce this lesson's spelling words on chart paper or Digital Projection DP.U4.L6.4. Explain that they will be reviewing two spellings of the sound /ee/.
- Read though the list of spelling words.
- Go back through the list of words, having students read the word and tell you which vowel or vowel combinations to circle that represent the /ee/ sound.
- On chart paper or Digital Projection DP.U4.L6.5, show the following chart:

**Spelling Chart (Projection DP.U4.L6.5)**

| "e" > /ee/ | "ee" > /ee/ |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

- Ask students to identify words that fit it the "e" > /ee/ column and "ee" > /ee/ column.
- Have students take out Activity Page 6.5 and identify the words in each column independently.

Activity Page 6.5

**TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables.

End Lesson

**Lesson 6: “Daily Roman Life, Part 1” and “Cupid and Psyche”**

# Take-Home Material

- Have students share Activity Page 6.6 with a family member and complete Activity Page 6.7.

Activity Pages 6.6 and 6.7

LESSON

7

# "Daily Roman Life, Part 2" and "The Sword of Damocles"

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will summarize what they have learned about Roman life. TEKS 3.3.B; TEKS 3.6.G; TEKS 3.7.G

### Reading

Students will analyze Damocles and explain how his actions caused events to occur in a certain order. TEKS 3.8.B; TEKS 3.9.A

### Writing

Students will outline an opinion essay. TEKS 3.12.C

### Language

Students will utilize the proper verb tense of *to have*. TEKS 3.11.D.ii

## FORMATIVE ASSESSMENT

| | |
|---|---|
| Activity Page 7.1 | **Picture Pause: "Daily Roman Life, Part 2"** Answer questions about the text. TEKS 3.6.G; TEKS 3.7.G |
| Activity Page 6.4 | **Roman God or Goddess Statue: Opinion Map** Outline an opinion essay stating which Roman god or goddess should have a statue built. TEKS 3.12.C |
| Activity Page 7.3 | **Practicing the Verb *to have*** Utilize the proper tense of the verb *to have*. TEKS 3.11.D.ii |

**TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.11.D.ii** Edit drafts using standard English conventions, including: past, present, and future verb tense.

## LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|---|---|---|
| **Speaking and Listening (45 min.)** | | | |
| Introducing the Read-Aloud | Partner | 10 min. | ❑ Activity Page 6.1 (from yesterday's lesson)<br>❑ *Stories of Ancient Rome*<br>❑ Activity Page 7.1 |
| Presenting the Read-Aloud | Whole Group | 15 min. | |
| Discussing the Read-Aloud | Whole Group | 15 min. | |
| Word Work: *Chaos* | Whole Group | 5 min. | |
| **Reading (30 min.)** | | | |
| Introducing the Reading | Whole Group | 5 min. | ❑ Posters with reading questions<br>❑ *Stories of Ancient Rome*<br>❑ Activity Page 7.2 |
| Small Group Reading | Small Group | 15 min. | |
| Discussing the Reading | Whole Group | 10 min. | |
| **Writing (30 min.)** | | | |
| Reviewing Opinion Essay | Whole Group | 10 min. | ❑ Opinion Essay Chart (from Lesson 6)<br>❑ Activity Page 6.4 (from Lesson 6)<br>❑ Writing Portfolio |
| Opinion Essay Outline | Independent | 20 min. | |
| **Language (15 min.)** | | | |
| Grammar: Introduce Verb *to have* | Whole Group/ Independent/ Small Group | 15 min. | ❑ Present Tense of the Verb *to have* Chart (Digital Projections)<br>❑ Past Tense of the Verb *to have* Chart (Digital Projections)<br>❑ Activity Page 7.3 |
| **Take-Home Material** | | | |
| Rough Draft of Opinion Essay | | | ❑ Activity Pages 6.4, 7.4 |

## ADVANCE PREPARATION

### Speaking and Listening

- Determine partners for the Read-Aloud.
- Create and post two signs in two corners of the classroom: Patrician and Plebeian.

### Reading

- Predetermine five small groups for the reading lesson.
- On chart paper, create one poster for each question. Provide enough room for students to respond to the question. Post chart papers around the classroom.
    - Poster 1: What are the key vocabulary words in "The Sword of Damocles"? List the word and your definition.
    - Poster 2: What did Damocles do when he was king for a day?
    - Poster 3: What did Dionysius say about the threat of the sword dangling over Damocles' head?
    - Poster 4: Do you think Damocles still envies Dionysius?
    - Poster 5: What is the moral of this chapter?

### Language

- Create the following Present Tense of the Verb *to have* chart or prepare to display Digital Projection DP.U4.L7.1.

| **Present Tense of the Verb *to have*** | |
|---|---|
| **Singular** | **Plural** |
| I ____ a plan. | We ____ a plan. |
| You (one person) ____ a plan. | You (more than one person) ____ a plan. |
| He, She, It ____ a plan. | They ____ a plan. |

- This chart will be used only for Lesson 7, so index cards or sticky notes of the words are not needed.
- Write the following sentences on chart paper or prepare to display Digital Projection DP.U4.L7.2 .
    - Today, you have a plan. Yesterday, you _____ a plan. (had)
    - Today, he has a plan. Yesterday, he _____ a plan. (had)

- Today, it has a plan. Yesterday, it _____ a plan. (had)
- Today, all of you have a plan. Yesterday, we _____ a plan. (had)
- Today, they have a plan. Yesterday, they _____ a plan. (had)

## Universal Access

- In this lesson, students will listen to the second part of a Read-Aloud about daily Roman life. Prepare students to engage with the content by doing/setting up the following:
  - Recall who plebeians and patricians were in Roman society.
  - Extend previous day's discussion about the comparison between students' daily life with the daily life of a child living in ancient Rome to include information from today's Read-Aloud.
  - Roman for a day: After listening to the Read-Aloud about daily Roman life, have students consider whether they would like to live in ancient Rome for a day. Have students discuss what they would/would not like, citing examples from the text.
  - Practice pronouncing: *domus*, *pater familias*, *Circus Maximus*.
- In this lesson, students will also read the legend "The Sword of Damocles." Prepare students to engage with the content by doing/setting up the following:
  - Meet the characters and practicing pronouncing: Damocles and Dionysius.
  - Define *legend*: A story about a person or an event from the past that is believed by many people to be true, but that cannot be proven to be absolutely true.
  - Talk about envy and bring up examples of characters from this unit who showed envy: Remus/Romulus and Venus.

Start Lesson

Lesson 7: "Daily Roman Life, Part 2" and "The Sword of Damocles"

# Speaking and Listening

45M

**Primary Focus:** Students will summarize what they have learned about Roman life.

TEKS 3.3.B; TEKS 3.6.G; TEKS 3.7.G

## VOCABULARY FOR READING

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a "unit dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**brutal,** very harsh and unpleasant

**chaos,** complete confusion or disorder

**gladiator,** a man in ancient Rome who fought other men or animals to entertain an audience

**riot,** a protest by a large number of people

**shortage,** a lack of something, such as food, money, or water

**Vocabulary Chart for Read-Aloud: "Daily Roman Life in the City, Part 2"**

| Vocabulary Type | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
|---|---|---|
| Core Vocabulary | gladiator<br>riots | brutal<br>chaos<br>shortage |
| Multiple-Meaning Core Vocabulary Words | riots | |
| | | |
| Sayings and Phrases | Hagia Sophia<br>issued an order<br>present-day Turkey | |

**TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning.

## INTRODUCING THE READ-ALOUD (10 MIN.)

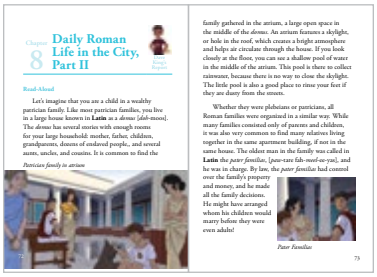
- Have students turn to Activity Page 6.1 from Lesson 6.
- Partner Share: With a partner, students will compare their responses on Activity Page 6.1. Students should feel free to add more information to their own responses or correct any misunderstandings their partner may have.
- Ask: What were the key ideas from the previous lesson's Read-Aloud?
- Have students turn to Activity Page 7.1.
- Explain that, during today's lesson, they will stop for Picture Pauses like the previous lesson. Remind students that, during this time, they should fill in the appropriate box on Activity Page 7.1.

Activity Page 6.1

Activity Page 7.1

## PRESENTING THE READ-ALOUD (15 MIN.)

- Tell students to turn to the Table of Contents and locate today's chapter—"Daily Roman Life, Part II." Have students turn to the first page of the chapter and follow along during the Read-Aloud.



Chapter 8 Daily Roman Life in the City, Part II

Read-Aloud

Let's imagine that you are a child in a wealthy patrician family. Like most patrician families, you live in a large house known in **Latin** as a *domus* [*doh*-moos]. The *domus* has several stories with enough rooms for your large household: mother, father, children, grandparents, dozens of enslaved people,, and several aunts, uncles, and cousins. It is common to find the

*Patrician family in atrium*

family gathered in the atrium, a large open space in the middle of the *domus*. An atrium features a skylight, or hole in the roof, which creates a bright atmosphere and helps air circulate through the house. If you look closely at the floor, you can see a shallow pool of water in the middle of the atrium. This pool is there to collect rainwater, because there is no way to close the skylight. The little pool is also a good place to rinse your feet if they are dusty from the streets.

Whether they were plebeians or patricians, all Roman families were organized in a similar way. While many families consisted only of parents and children, it was also very common to find many relatives living together in the same apartment building, if not in the same house. The oldest man in the family was called in **Latin** the *pater familias*, [*pate*-tare fah-*meel*-ee-yas], and he was in charge. By law, the *pater familias* had control over the family's property and money, and he made all the family decisions. He might have arranged whom his children would marry before they were even adults!

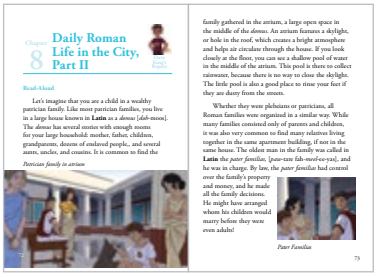
*Pater familias*

73

### Student Reader pages 72–73
### Patrician family in atrium

Let's imagine that you are a child in a wealthy patrician family. Like most patrician families, you live in a large house known in **Latin** as a *domus* [*doh*-moos]. The *domus* has several stories with enough rooms for your large household: mother, father, children, grandparents, dozens of enslaved people, and several aunts, uncles, and cousins. It is common to find the family gathered in the atrium, a large open space in the middle of the *domus*. An atrium features a skylight, or hole in the roof, which creates a bright atmosphere and helps air circulate through the house. If you look closely at the floor, you can see a shallow pool of water in the middle of the atrium. This pool is there to collect rainwater, because there is no way to close the skylight. The little pool is also a good place to rinse your feet if they are dusty from the streets.

- Purpose for listening: Direct students to Activity Page 7.1. As students listen to the Read-Aloud, they should be thinking about what it would be like to be born and raised in a patrician family for part 1 on Activity Page 7.1.



Chapter 8 Daily Roman Life in the City, Part II

Read-Aloud

Let's imagine that you are a child in a wealthy patrician family. Like most patrician families, you live in a large house known in **Latin** as a *domus* [*doh*-moos]. The *domus* has several stories with enough rooms for your large household: mother, father, children, grandparents, dozens of enslaved people,, and several aunts, uncles, and cousins. It is common to find the

*Patrician family in atrium*

family gathered in the atrium, a large open space in the middle of the *domus*. An atrium features a skylight, or hole in the roof, which creates a bright atmosphere and helps air circulate through the house. If you look closely at the floor, you can see a shallow pool of water in the middle of the atrium. This pool is there to collect rainwater, because there is no way to close the skylight. The little pool is also a good place to rinse your feet if they are dusty from the streets.

Whether they were plebeians or patricians, all Roman families were organized in a similar way. While many families consisted only of parents and children, it was also very common to find many relatives living together in the same apartment building, if not in the same house. The oldest man in the family was called in **Latin** the *pater familias*, [*paw*-tare fah-*meel*-ee-yas], and he was in charge. By law, the *pater familias* had control over the family's property and money, and he made all the family decisions. He might have arranged whom his children would marry before they were even adults!

*Pater Familias*

73

## Student Reader page 73
## Familias

Whether they were plebeians or patricians, all Roman families were organized in a similar way. While many families consisted only of parents and children, it was also very common to find many relatives living together in the same apartment building, if not in the same house. The oldest man in the family was called in **Latin** the *pater familias* [*paw*-tare fah-*meel*-ee-yas], and he was in charge. By law, the *pater familias* had control over the family's property and money, and he made all the family decisions. He might have arranged whom his children would marry before they were even adults!

- Picture Pause: Have students answer question 1 on Activity Page 7.1.

### Checking for Understanding

- Point out the two signs posted in the classroom: Patrician and Plebeian. Explain that a statement will be read and students will determine if it applies to a patrician or plebeian family. If patrician, go to the corner with the patrician sign. If plebeian, go to the corner with the plebeian sign.

**Patrician or Plebeian statements:**

- live in a small apartment (plebeian)
- educated at home (plebeian)
- live in a large home (patrician)
- not allowed to cook in your home (plebeian)
- live with many other family members (patrician and plebeian)

- As students listen to the Read-Aloud, they should be thinking about the rights Roman women did and did not have in society family for part 2 on Activity Page 7.1.

*Roman patrician woman*

Roman women were not allowed to vote or run for the Senate or other offices. Women were expected to do whatever the *pater familias* told them to do. Nevertheless, Roman women did have some rights that women in many other **civilizations** did not have at the time. Roman women were allowed to own property, so there were many women involved in business. Roman women were usually deeply involved in important decisions involving the home. Patrician women were often moneylenders or landlords, meaning they owned and managed properties in which others paid to live.

74

Most plebeian women had their hands full with domestic duties, which included raising children, cooking, and cleaning. They may have also carried on a trade, such as selling food in the market. Wealthy plebeian and patrician women had enslaved people to do the work for them. Much of their time was spent managing their enslaved people. The richest families sometimes had hundreds of enslaved people to manage.

Patrician families and friends loved to gather for long, relaxing meals. They would sometimes eat for hours, nibbling at their food, drinking wine, and sharing all the latest stories they had heard around town. Rich patricians liked to recline on dining couches during meals. Sometimes they would lie on their stomachs; at least they didn't have to worry about spilling food on their laps! People often ate with their fingers—no need for a fork or spoon (unless they were eating soup).



*Roman dining and reclining*

75

### Student Reader pages 74–75
### Roman patrician woman

Roman women were not allowed to vote or run for the Senate or other offices. Women were expected to do whatever the *pater familias* told them to do. Nevertheless, Roman women did have some rights that women in many other **civilizations** did not have at the time. Roman women were allowed to own property, so there were many women involved in business. Roman women were usually deeply involved in important decisions involving the home. Patrician women were often moneylenders or landlords, meaning they owned and managed properties in which others paid to live.

Most plebeian women had their hands full with domestic duties, which included raising children, cooking, and cleaning. They may have also carried on a trade, such as selling food in the market. Wealthy plebeian and patrician women had enslaved people to do the work for them. Much of their time was spent managing their enslaved people. The richest families sometimes had hundreds of enslaved people to manage.

- Picture Pause: Have students answer question 2 on Activity Page 7.1.

### Student Reader pages 75–76
### Roman dining and reclining

Patrician families and friends loved to gather for long, relaxing meals. They would sometimes eat for hours, nibbling at their food, drinking wine, and sharing all the latest stories they had heard around town. Rich patricians liked to **recline** on dining couches during meals.

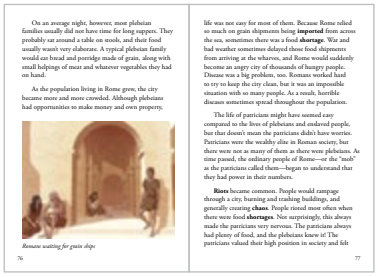
## Challenge

Research famous/ interesting women of Ancient Rome.

Sometimes they would lie on their stomachs; at least they didn't have to worry about spilling food on their laps! People often ate with their fingers—no need for a fork or spoon (unless they were eating soup).

- Discuss the definition of *recline*. Invite students to act out the word.

On an average night, however, most plebeian families usually did not have time for long suppers. They probably sat around a table on stools, and their food usually wasn't very elaborate. A typical plebeian family would eat bread and porridge made of grain, along with small helpings of meat and whatever vegetables they had on hand.


On an average night, however, most plebeian families usually did not have time for long suppers. They probably sat around a table on stools, and their food usually wasn't very elaborate. A typical plebeian family would eat bread and porridge made of grain, along with small helpings of meat and whatever vegetables they had on hand.

As the population living in Rome grew, the city became more and more crowded. Although plebeians had opportunities to make money and own property,

*Romans waiting for grain ships*

76

life was not easy for most of them. Because Rome relied so much on grain shipments being **imported** from across the sea, sometimes there was a food **shortage**. War and bad weather sometimes delayed those food shipments from arriving at the wharves, and Rome would suddenly become an angry city of thousands of hungry people. Disease was a big problem, too. Romans worked hard to try to keep the city clean, but it was an impossible situation with so many people. As a result, horrible diseases sometimes spread throughout the population.

The life of patricians might have seemed easy compared to the lives of plebeians and enslaved people, but that doesn't mean the patricians didn't have worries. Patricians were the wealthy elite in Roman society, but there were not as many of them as there were plebeians. As time passed, the ordinary people of Rome—or the "mob" as the patricians called them—began to understand that they had power in their numbers.

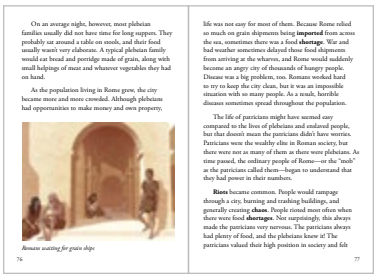
**Riots** became common. People would rampage through a city, burning and trashing buildings, and generally creating **chaos**. People rioted most often when there were food **shortages**. Not surprisingly, this always made the patricians very nervous. The patricians always had plenty of food, and the plebeians knew it! The patricians valued their high position in society and felt

77

### Student Reader pages 76–77
### Romans waiting for grain ships

As the population living in Rome grew, the city became more and more crowded. Although plebeians had opportunities to make money and own property, life was not easy for most of them. Because Rome relied so much on grain shipments being **imported** from across the sea, sometimes there was a food **shortage**. War and bad weather sometimes delayed those food shipments from arriving at the wharves, and Rome would suddenly become an angry city of thousands of hungry people. Disease was a big problem too. Romans worked hard to try to keep the city clean, but it was an impossible situation with so many people. As a result, horrible diseases sometimes spread throughout the population.

- Discuss the definition of *shortage*.



On an average night, however, most plebeian families usually did not have time for long suppers. They probably sat around a table on stools, and their food usually wasn't very elaborate. A typical plebeian family would eat bread and porridge made of grain, along with small helpings of meat and whatever vegetables they had on hand.

As the population living in Rome grew, the city became more and more crowded. Although plebeians had opportunities to make money and own property, life was not easy for most of them. Because Rome relied so much on grain shipments being **imported** from across the sea, sometimes there was a food **shortage**. War and bad weather sometimes delayed these food shipments from arriving at the wharves, and Rome would suddenly become an angry city of thousands of hungry people. Disease was a big problem, too. Romans worked hard to try to keep the city clean, but it was an impossible situation with so many people. As a result, horrible diseases sometimes spread throughout the population.

The life of patricians might have seemed easy compared to the lives of plebeians and enslaved people, but that doesn't mean the patricians didn't have worries. Patricians were the wealthy elite in Roman society, but there were not as many of them as there were plebeians. As time passed, the ordinary people of Rome—or the "mob" as the patricians called them—began to understand that they had power in their numbers.

**Riots** became common. People would rampage through a city, burning and trashing buildings, and generally creating **chaos.** People rioted most often when there were food **shortages**. Not surprisingly, this always made the patricians very nervous. The patricians always had plenty of food, and the plebeians knew it! The patricians valued their high position in society and felt

*Romans waiting for grain ships*

76 77

## Student Reader pages 76–77
## Worried patrician watching an angry mob

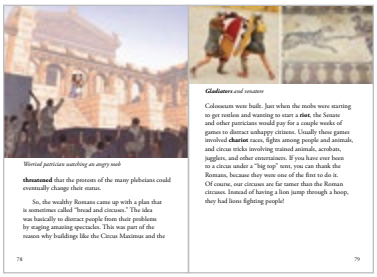
The life of patricians might have seemed easy compared to the lives of plebeians and enslaved people, but that doesn't mean the patricians didn't have worries. Patricians were the wealthy elite in Roman society, but there were not as many of them as there were plebeians. As time passed, the ordinary people of Rome—or the "mob" as the patricians called them—began to understand that they had power in their numbers.

**Riots** became common. People would rampage through a city, burning and trashing buildings, and generally creating **chaos.** People rioted most often when there were food **shortages**. Not surprisingly, this always made the patricians very nervous. The patricians always had plenty of food, and the plebeians knew it! The patricians valued their high position in society and felt **threatened** that the protests of the many plebeians could eventually change their status.

### Support

Discuss the sentence and meaning of *change their status*.

- Discuss the definition of *riots* and *chaos*. Students will use context clues to determine meaning of both words. **TEKS 3.3.B**
- Purpose for listening: As students listen to the Read-Aloud, they should be thinking about how the Roman government tried to solve problems of city life for part 3 on Activity Page 7.1.



*Worried patrician watching an angry mob*

**threatened** that the protests of the many plebeians could eventually change their status.

So, the wealthy Romans came up with a plan that is sometimes called "bread and circuses." The idea was basically to distract people from their problems by staging amazing spectacles. This was part of the reason why buildings like the Circus Maximus and the



***Gladiators** and **venators***

Colosseum were built. Just when the mobs were starting to get restless and wanting to start a **riot**, the Senate and other patricians would pay for a couple weeks of games to distract unhappy citizens. Usually these games involved **chariot** races, fights among people and animals, and circus tricks involving trained animals, acrobats, jugglers, and other entertainers. If you have ever been to a circus under a "big top" tent, you can thank the Romans, because they were one of the first to do it. Of course, our circuses are far tamer than the Roman circuses. Instead of having a lion jump through a hoop, they had lions fighting people!

78 79

## Student Reader pages 78–79
## Romans at the Circus Maximus

So, the wealthy Romans came up with a plan that is sometimes called "bread and circuses." The idea was basically to distract people from their problems by staging amazing spectacles. This was part of the reason

**TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

why buildings like the Circus Maximus and the Colosseum were built. Just when the mobs were starting to get restless and wanting to start a **riot**, the Senate and other patricians would pay for a couple weeks of games to distract unhappy citizens. Usually these games involved **chariot** races, fights among people and animals, and circus tricks involving trained animals, acrobats, jugglers, and other entertainers. If you have ever been to a circus under a "big top" tent, you can thank the Romans, because they were one of the first to do it. Of course, our circuses are far tamer than the Roman circuses. Instead of having a lion jump through a hoop, they had lions fighting people!

- Picture Pause: Have students answer question 3 on Activity Page 7.1.

*Mosaic of gladiators*

The ultimate spectacles took place in the great amphitheater you have heard about called the Colosseum. Here, **gladiators** would fight each other for the public's entertainment. **Gladiators** were often criminals or soldiers that had been captured from enemy armies. Though rare, there were also women fighters called gladiatrices. Believe it or not, some people chose the life of a **gladiator** for the fame. **Gladiators** were sometimes forced to fight each other to the death in front of thousands of people. Many **gladiators** did not live very long; one appearance in the **arena** was all they got. Roman games were not for the faint of heart!

Think about life in Rome from a Roman's perspective. They lived in an incredible city, and they

80



*Mosaic of a lion*

had all kinds of opportunities, but life was still very hard. War, disease, and hunger were always life's obstacles. Medicines and medical care such as we know today did not exist in ancient Rome. The Roman legions marched all over the world, with countless Roman soldiers never to be seen or heard from again. At any moment, a foreign army could **invade** Roman homes, carrying citizens away to a life of slavery.

Life for most people during Roman times was short and **brutal**. They loved their families, but many Romans did not really expect to live a very long life. For all their inventions and immense power, the Romans could not change the fact that their lives were uncertain and dangerous.

81

### Student Reader page 80
### Gladiators and venatore

The ultimate spectacles took place in the great amphitheater you have heard about called the Colosseum. Here, **gladiators** would fight each other for the public's entertainment. **Gladiators** were often criminals or soldiers that had been captured from enemy armies. Though rare, there were also women fighters called gladiatrices. Believe it or not, some people chose the life of a **gladiator** for the fame. **Gladiators** were sometimes forced to fight each other to the death in front of thousands of people. Many gladiators did not live very long; one appearance in the **arena** was all they got. Roman games were not for the faint of heart!

- Discuss the definition of *gladiators*.

*Mosaic of gladiators*

The ultimate spectacles took place in the great amphitheater you have heard about called the Colosseum. Here, **gladiators** would fight each other for the public's entertainment. **Gladiators** were often criminals or soldiers that had been captured from enemy armies. Though rare, there were also women fighters called gladiatrices. Believe it or not, some people chose the life of a **gladiator** for the fame. **Gladiators** were sometimes forced to fight each other to the death in front of thousands of people. Many **gladiators** did not live very long; one appearance in the **arena** was all they got. Roman games were not for the faint of heart!

Think about life in Rome from a Roman's perspective. They lived in an incredible city, and they

80



*Mosaic of a lion*

had all kinds of opportunities, but life was still very hard. War, disease, and hunger were always life's obstacles. Medicines and medical care such as we know today did not exist in ancient Rome. The Roman legions marched all over the world, with countless Roman soldiers never to be seen or heard from again. At any moment, a foreign army could **invade** Roman homes, carrying citizens away to a life of slavery.

Life for most people during Roman times was short and **brutal.** They loved their families, but many Romans did not really expect to live a very long life. For all their inventions and immense power, the Romans could not change the fact that their lives were uncertain and dangerous.

81

### Student Reader page 80-81
### Mosaic of gladiators

Think about life in Rome from a Roman's perspective. They lived in an incredible city, and they had all kinds of opportunities, but life was still very hard. War, disease, and hunger were always life's obstacles. Medicines and medical care such as we know today did not exist in ancient Rome. The Roman legions marched all over the world, with countless Roman soldiers never to be seen or heard from again. At any moment, a foreign army could **invade** Roman homes, carrying citizens away to a life of slavery.

### Student Reader page 81
### Mosaic of a lion

Life for most people during Roman times was short and **brutal.** They loved their families, but many Romans did not really expect to live a very long life. For all their inventions and immense power, the Romans could not change the fact that their lives were uncertain and dangerous.

- Discuss the definition of *brutal*.
- Picture Pause: Have students answer question 4 on Activity Page 7.1.

## DISCUSSING THE READ-ALOUD (15 MIN.)

1. **Inferential.** You heard in the previous Read-Aloud that plebeians lived in crowded and noisy apartments, which did not have kitchens because people feared that they would start fires. What was the home, or domus, of a patrician like?
    - » Possible student responses: large homes that fit many family members, including enslaved people; had atriums with skylights and were bright; may have had a shallow pool of water

2. **Evaluative.** What kinds of rights did Roman women have? What rights did Roman women not have?
    - » Possible student responses: They could own property and businesses, lend money, be landlords, manage enslaved people, etc. They could not become senators or consuls, and they could not vote.
3. **Evaluative.** Compare and contrast a patrician dinner and a plebeian dinner.
    - » Possible student responses: Patricians often reclined while eating and used their fingers to eat their food, and their leisurely meal could last a long time. Plebeians often sat on stools and ate simple foods like bread and porridge with small helpings of meat and vegetables. They did not take as much time to eat and relax.

## WORD WORK: CHAOS (5 MIN.)

- In the Read-Aloud you heard, "People would rampage through a city, burning and trashing buildings, and generally creating chaos." *Chaos* is a state of complete confusion and disorganization. When the monkeys escaped their cage at the zoo, there was complete chaos.
- Have you ever been in a place where there was chaos? Where were you?
- What part of speech is the word *chaos*?
- Use a Making Choices activity for follow-up. Directions: I am going to describe some situations. If what I describe is an example of chaos, say, "That is chaos." If what I describe is not an example of chaos, then say, "That is not chaos."
    - ◦ All of the animals at a zoo escape and are running everywhere, and no one knows what to do. (That is chaos.)
    - ◦ Students are sitting silently at their desks reading books. (That is not chaos.)
    - ◦ Six ducks are waddling in a straight line down to the pond. (That is not chaos.)
    - ◦ A man drops his large stack of papers, and the papers fly everywhere and become mixed up. (That is chaos.)
    - ◦ A mob of people are running around screaming, yelling, and rioting. (That is chaos.)

Lesson 7: "Daily Roman Life, Part 2" and "The Sword of Damocles"

# Reading

30M

**Primary Focus:** Students will analyze Damocles and explain how his actions caused events to occur in a certain order. TEKS 3.8.B; TEKS 3.9.A

## VOCABULARY FOR "THE SWORD OF DAMOCLES"

### Academic Vocabulary

The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the student reader.

**advisor,** a person who offers advice and help

**banquet,** a large, fancy, and formal feast

**conduct,** to lead or carry out

**downfall,** a sudden fall from power

**envy,** to want what someone else has

**Vocabulary Chart for "The Sword of Damocles"**

| Vocabulary Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
|---|---|---|
| Core Vocabulary | banquet | advisor<br>conduct<br>downfall<br>envy |
| Multiple-Meaning Core Vocabulary Words | | conduct |
| | | |
| Sayings and Phrases | trade places<br>with power comes danger | |

**TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

## INTRODUCING THE READING (5 MIN.) TEKS 3.9.A

- Tell students that the title of today's chapter is "The Sword of Damocles."

  What do you know about kings and swords?

  - » Students may recall that, in second grade, they read stories about King Alfred and his trusty knight, Sir Gus.

  What do you recall about legends?

  - » Legends have real events or people in history; story is exaggerated; parts cannot be proven to be true. Myths are stories associated with beliefs of a group that explain why people act a certain way, how things came to be, or how things happen in nature.

  - ◦ Explain that "The Sword of Damocles" is a legend.

### Support

Review features of a myth and legend references from past readings.

**TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

Chapter 9

# The Sword of Damocles

Dave King's Report

Have you ever wished you were a king? Does that seem like the best job a person could have? Well, before you decide for sure, listen to this legend that was made famous by the Roman writer Cicero [SIS-er-oe] more than two thousand years ago.

Damocles [DA-mə-kleez] was a friend of Dionysius [die-ə-NIS-ee-us], the king of Syracuse, a city in southern Italy. Damocles **envied** his friend. He believed that the king had a very good life. He had all the riches and power he could want. What could be better?

"You think I'm lucky?" Dionysius said to him one day. "If you think so, let's trade places. You sit here, on the throne. Try it for just one day. Then, tell me if you still think I'm lucky."

Damocles accepted his friend's invitation. He was **eager** to live the life of a king.

*Damocles accepting Dionysius's invitation to be king for one day*



## SMALL GROUP READING (15 MIN.)

### Pages 82–83

- Read aloud the questions posted around the room.
- Explain to students that they will read the selection in small groups and each group will be answering one of the posted questions. Assign each small group to one question.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter and begin reading.
- Read the title of the chapter together as a class, "The Sword of Damocles." Call students' attention to the fact that this report is being given by a student from Mrs. Teachwell's class from whom they have not yet heard, Dave King. You may want to point out the humor in this student's name and the fact that the story that they are about to read is about a king.

- Discuss the definition of *envy* and note that *envied* is used in this chapter.
- Tell students to read **pages 82–83** to themselves to find the answer to the question: "Who were Damocles and Dionysius and what did Damocles want?"
- When students have finished reading, restate the question and ask students to answer.
    - » Dionysius was the king of Syracuse, and Damocles was his friend. Damocles thought the king had a good life because he had all the riches and power he could want, and there was nothing better than that. Damocles wanted to live like a king.
- Call students' attention to the image and caption on **page 83**. Dionysius is the bearded figure. Damocles is standing next to him. Ask students what they think Damocles will do the day he is king.
    - » Answers may vary.

When the day came, Damocles ordered servants to bring him fine robes. He had them set out a great **banquet** of food. He ordered expensive wine and fine music. He sat back, sure that he was the happiest man in the world.

Then, he looked up. He caught his breath in fear. Above his head was a sword. It was **dangling** from the ceiling, held by a single strand of horse's hair. Damocles could not speak. He could not eat. He could not enjoy the music. He could not even move.

"What is the matter, my friend?" asked Dionysius.

"How can I **conduct** my life with that sword hanging above me?" Damocles asked.

"How indeed?" answered Dionysius. "Now you know how it feels to be king. That sword hangs over my head every minute of every day. There is always the chance the thread will break. An **advisor** may turn on me. An enemy spy may attack me. I might make an unwise decision that brings my **downfall**. You see, my friend, with power comes danger."

*Damocles sits on the throne of King Dionysius, with the sword dangling from the ceiling.*



## Pages 84–85

- Ask students to read **pages 84–85** to themselves to answer the question: "What did Damocles do when he was king for a day?"
- When students finish reading, restate the question, and ask students to answer.
  - » Damocles dressed in fine robes and had servants set out a great banquet. He ordered expensive wine and fine music to enjoy.
- Calling their attention to the image on **page 85**, ask students, "Was Damocles able to enjoy all of the king's luxuries?"
  - » Damocles did not enjoy the banquet because there was a sword hanging from the ceiling over his head.

What did Dionysius say about the threat of the sword dangling over Damocles's head?

» He said that now Damocles knew what it felt like to be king. Even though a king is powerful and has many riches, he must always worry that someone may take advantage of him or betray him.

Do you think that Damocles still envies Dionysius?

» Answers may vary but should include that Damocles probably did not envy Dionysius any longer.

- Explain to students that nowadays, if someone faces an unknown threat, we sometimes say that he has "the sword of Damocles" hanging over him.

**ENGLISH LANGUAGE LEARNERS**

Reading
Reading Closely

**Beginning**
Begin by filling in key details about Damocles (based on the images and text), then list the major events in the story. Finally answer how Damocles changed in the story.

**Intermediate**
Encourage students to fill in each section using relevant information from the text. Prompt students as needed.

**Advanced/Advanced High**
Challenge students to fill in each section with key details from the text.

**ELPS 3.B; ELPS 4.D**

## DISCUSSING THE READING (10 MIN.)

- When students are finished reading and answering the questions posted, review each of the posted questions and answers as a whole class activity.
- Complete Activity Page 7.2 as a teacher-directed activity.

Activity Page 7.2

**Lesson 7: "Daily Roman Life, Part 2" and "The Sword of Damocles"**

# Writing

30M

**Primary Focus:** Students will outline an opinion essay. TEKS 3.12.C

## REVIEWING OPINION ESSAY (10 MIN.)

- Using the large Opinion Essay Chart or Digital Projection DP.U4.L6.2 from yesterday's lesson, review the elements of a opinion essay and remind students how information was taken from "Futbol for All" to fill in the chart.

**Opinion Essay Chart (Projection DP.U4.L6.2)**

- Emphasize that the elements of an opinion essay can be found on the map and that the author can use the map to organize the essay.
- Using activity pages from the Writing Portfolio, brainstorm as a class: Which god or goddess should have a statue built in present-day Rome? Why?

ENGLISH LANGUAGE LEARNERS

Writing

Supporting Opinions

**Beginning**
Work collaboratively with students to come up with a stance and three evidence statements.

**Intermediate**
Encourage students, individually or with a partner, to come up with their own stance and three evidence statements.

**Advanced/Advanced High**
Challenge students to come up with their own stance and three evidence statements that relate back to the text.

ELPS 4.J; ELPS 5.G

## OPINION ESSAY OUTLINE (20 MIN.)

- Have students take out Activity Page 6.4. Using the chart on the back side, students should outline their opinion essay.

Activity Page 6.4

### Check for Understanding

Move around the room to monitor student work and conference with students. If multiple students are stuck on the same area of their writing, then pull a small group aside for teacher review.

**TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

Lesson 7: "Daily Roman Life, Part 2" and "The Sword of Damocles"

# Language

15M

**Primary Focus:** Students will utilize the proper verb tense of *to have*. TEKS 3.11.D.ii

## INTRODUCE VERB *TO HAVE* (15 MIN.)

- Direct students' attention to the Present Tense of the Verb *to have* chart or digital Projection DP.U4.L7.1 .

  **Present Tense of the Verb *to have* (Projection DP.U4.L7.1)**

- Discuss with students how they learned that the verb *to be* has different spellings to match the subjects or subject pronouns in sentences. [I am, you are, (he, she, it) is, we are, you are, they are]
- Have students help fill in the blanks on the chart using the present tense of the verb *to have*—the words *have* and *has*.
- Ask: Does the verb *to have* follow the same pattern we have seen in other verbs?
  - » Possible student response: Yes, the verb changes when it follows *he, she,* and *it* from *have* to *has*.
- Ask students to see if all of the subject pronouns use the same past tense form of the verb *to have* or if they also change.
- Explain to students that you will read each sentence from the chart that has a present tense verb. Then, you will change the sentence to require the past tense form of the verb. The students will fill in the past tense verb.
- Display sentences or project Digital Projection DP.U4.L7.2.

  **Past Tense of the Verb *to have* (Projection DP.U4.L7.2)**

  - Today, you have a plan. Yesterday, you _____ a plan. (had)
  - Today, he has a plan. Yesterday, he _____ a plan. (had)
  - Today, it has a plan. Yesterday, it _____ a plan. (had)
  - Today, all of you have a plan. Yesterday, we _____ a plan. (had)
  - Today, they have a plan. Yesterday, they _____ a plan. (had)

**ENGLISH LANGUAGE LEARNERS**

Language
Using Verbs and Verb Phrases

**Beginning**
Identify the subject of the sentence and point out whether it is singular or plural. If it is a pronoun, point out whether it is first-, second-, or third-person. Identify whether the verb should be present tense or past tense using context clues.

**Intermediate**
Point out the specific subject type and context clues for telling tense, when necessary.

**Advanced/Advanced High**
Observe whether students are able to correctly identify which *to have* verb to use independently.

ELPS 5.D

**TEKS 3.11.D.ii** Edit drafts using standard English conventions, including: past, present, and future verb tense.

- Ask: What did you hear? Were the forms of the past tense verb *to have* the same or different?"
    - » the same—*had*

### Checking for Understanding

Write on the board: one finger = have, two fingers = has, and three fingers = had. Explain to the students that you will read a few sentences and they will have to determine the missing verb. They will put up one finger if the verb needed is *have*, two fingers for *has*, and three fingers for *had*.

- Read the following sentences, humming where the blank is when you read the sentence.
    - Currently, I _____ three books checked out from the library. (one finger, have, present tense)
    - Yesterday, the sly fox _____ the best hiding place ever. (three fingers, had, past tense)
    - There is a silly sign in front of me right now that _____ words spelled incorrectly on it. (two fingers, has, present tense)
    - Last Tuesday, all of us _____ hamburgers and juice at the party. (three fingers, had, past tense)

- Have students complete Activity Page 7.3 independently or in a small group.

End Lesson

**Lesson 7: "Daily Roman Life, Part 2" and "The Sword of Damocles"**

# Take-Home Material

- Have students take home Activity Page 6.4 and complete a rough draft of their opinion essay on Activity Page 7.4.
- Activity Page 7.4 should be saved in student's Writing Portfolio when completed.

Activity Page 7.3

Activity Pages 6.4 and 7.4

Grade 3 | Unit 4

# Pausing Point 1

## Note to Teacher

This is the halfway mark of the Ancient Roman Civilization unit. Your students have now read and heard the first half of the readings about the Roman Empire, its history, some of its most influential leaders, and Rome's lasting contributions. It is highly recommended that you pause here and spend two days reviewing, reinforcing, or extending the material taught thus far.

The activities listed below are separated by Whole Group and Independent activities. You may wish to have students complete the Independent Activities on their own and use the Choice Menu: Independent Pausing Points Activity Page (Pausing Point 1) to keep track of their accomplishments. You may assign student to complete a combination of the activities listed on the Choice Menu or specify certain activities for individual students. While student are completing the Choice Menu, you may choose to work with a small group of students who would benefit from the particular activity.

## CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

Students will:

Explain why ancient Rome was considered a civilization

Identify Rome as the capital of modern-day Italy and the approximate area where the ancient Roman civilization began

Define the terms *BC/BCE* and *AD/CE*

Identify some of the contributions of the ancient Roman civilization, and describe how they have influenced the present

Explain that most ancient Romans worshipped many gods and goddesses

Retell the legend of Romulus and Remus, and explain that this legend is believed to tell the story of the foundation of Rome

Explain the importance of the Tiber River to the ancient Romans

Identify Roman myths as a type of fiction

Describe the evolution of government in ancient Rome: monarchy to republic to empire

Describe the Senate as part of the government of the Roman Republic

Explain the significance of the Punic Wars between ancient Rome and Carthage

Describe the role of Hannibal in the Punic Wars

Compare and contrast the three categories of people in ancient Rome: patricians, plebeians, and enslaved people

Describe the everyday life of the ancient Romans

Explain that women did not have as many rights as men in Roman society

## WHOLE GROUP

### 1. Key Vocabulary Brainstorming

**Materials:** Chart paper, chalkboard, or whiteboard

- Give students a key domain concept or vocabulary word such as *civilization.* Have them brainstorm everything that comes to mind when they hear the word, such as *group of people, organized, living together, have writing systems, have leaders and laws, practice religions, have different people doing different jobs,* etc. Record their responses on a piece of chart paper, a chalkboard, or whiteboard for reference.

### 2. Multiple-Meaning Word Activity: *Favors*

**Materials:** Chart paper, chalkboard, or whiteboard; images depicting the various meanings of favors (optional)

- In "Daily Roman Life in the City, Part 1," you heard this saying from the poet Virgil: "Fortune favors the brave."
- Say the word *favors* with me.
- In the sentence you just heard, *favors* is a verb that means "prefers" or "chooses." You may remember that the saying "fortune favors the brave" means good fortune—or good luck—prefers people who are brave. Here is another example of *favors* as a verb meaning prefers: "My sister favors ketchup with her scrambled eggs."

- You could also say, "I favor mustard on my hot dog" or, "She always favored chocolate sauce on her ice cream." These are other tenses of the verb *favors.*
- Can you think of any other meanings for the word *favors*? The word *favors* can be a noun to mean things someone does to help another, such as in this example: "Piedra was thankful for all the favors Theresa did for her while her arm was in a cast." Another example using the singular form is, "Can you please do me a favor and help straighten the desks?"
- The word *favors* has a third meaning. It can be a noun to mean small gifts that are given by a host or hostess of a party. Who can come up with a sentence that uses the word *favors* with this meaning? (An example could be, "Dayna passed out pencils and flower seeds as party favors when we went to her party.")
- What is the word we've been talking about? What part of speech is the word *favors*? (noun or a verb)
- With your neighbor, take turns creating sentences using the word *favors* and then identifying the meaning and part of speech that has been used. For example you might say, "Our dog favors my baby brother because he is always dropping food on the floor." Your neighbor would say, "*Favors* means "prefers" in that sentence, and it is a verb."
- (You may wish to write examples of the word *favors* on chart paper or the board and/or show images depicting the various meanings of *favors.*)

### 3. Riddles for Core Content

- Ask students riddles such as the following to review core content:
    - I am a country that is a peninsula in the Mediterranean Sea and am shaped like a boot. What country am I? (Italy)
    - I am a river in Italy that was very important to the founding of Rome. What river am I? (the Tiber River)
    - I am a city that was destroyed by the volcano Mount Vesuvius erupting. What city am I? (Pompeii)
    - I am elected each year by the people to choose whether new laws should be passed or if Rome should go to war. I am advised by the senators. Who am I? (a consul)
    - I was taken away from my homeland during a battle, and I receive no pay for my hard work. Who am I? (an enslaved person)
    - I am the god of the harvest, and I am often shown holding a sickle in one hand. Roman farmers are especially interested in keeping me happy. Who am I? (Saturn)

- I live in a *domus* and spend a good part of my day supervising enslaved people. Who am I? (a patrician)
- We are farmers, merchants, and tradesmen. Who are we? (plebeians)
- We are the twins who were sent to be killed by a king. A wolf and a shepherd helped us to live, and one of us later went on to found Rome. Who are we? (Romulus and Remus)
- I surprised everyone when I led troops over the Italian Alps to fight in the Punic Wars. Who am I? (Hannibal)
- I am a large, oval structure where Romans go to watch chariot races and other entertaining spectacles. What am I? (the Circus Maximus)
- I am a large amphitheater where Romans go to watch combat sports, such as gladiator fights. What am I? (the Colosseum)

### 4. Using a Map

**Materials:** Image Card: C.U4.L1.1 (Mediterranean Region); world map or globe

- Ask a volunteer to show you where the United States is on the map. Next, ask a volunteer to point to the state where you live. Review the various locations from the Read-Alouds. Ask questions such as the following:
- On which continent is Italy located? (Europe) Can anyone find the continent of Europe on the map? Can anyone point to the country of Italy on the map? Who can tell us what the climate of Italy allowed people to grow? (grapes and olives, similar to the ancient Greeks)
- What city is the capital of Italy? (Rome) Can anyone find Rome on the map? What river was important to the founding of Rome? (the Tiber River) Can anyone find the Tiber River on the map? Which legend did you learn that involved the Tiber River? (the legend of Romulus and Remus)
- Who can tell us the name of the sea surrounding Italy? (the Mediterranean Sea) Who can locate the Mediterranean Sea on the map? Why was the Mediterranean Sea important to Italy? (The Mediterranean Sea served as a place for fishing and allowed trade with other countries to take place.) What continents are separated by the Mediterranean Sea? (Africa and Europe)
- What are the two natural waterways in and out of the Mediterranean Sea? (the Strait of Gibraltar near Spain, and the Bosporus Strait in Turkey) What two larger bodies of water does the Strait of Gibraltar connect? (the Mediterranean Sea and the Atlantic Ocean) What two larger bodies of water does the Bosporus Strait connect? (the Black Sea and the Mediterranean Sea)

- Who can tell me which mountain range was crossed by Hannibal during the Punic Wars? (the Italian Alps) Who can find the Italian Alps on the map? Who can tell me the name of the prosperous city that rivaled Rome and fought against Rome during the Punic Wars? (Carthage) Who can point to Carthage on the map? On which continent is Carthage located? (Africa)

### 5. Retelling of the Legend of Romulus and Remus

- Show the images from the Read-Aloud "The Legend of Romulus and Remus" again, and have students retell the Read-Aloud using the images. You may also wish to have students act out the story. As students retell the Read-Aloud, encourage them to use domain-related vocabulary whenever possible.

## INDEPENDENT ACTIVITIES

| | | |
|---|---|---|
| ☐ **Class Book: The Ancient Roman Civilization:** Choose one idea from the Ancient Roman unit to draw a picture of, and write a caption for the picture. | ☐ **Writing Prompts:** Respond to one of the writing prompts on pagePP1. | ☐ **Sequence the Punic Wars**: Put in order the events from the Punic Wars using page PP2. |
| ☐ **Famous Quotes:** Using what you have learned about Ancient Rome, create your own sayings and phrases about the time period. Be sure to explain the literal meaning, in relation to ancient Rome, and the figurative meaning, in relation to life today. | ☐ **Roman Gods and Goddesses:** Pick one god or goddess and draw a picture of him or her. Write two to three sentences describing the god or goddess. | ☐ **Myth:** Write a short myth based on Roman beliefs. |
| ☐ **Practice the Verb *to have***: Complete page PP3. | ☐ **Word Clues for Suffixes *–er* and *–or*:** Complete page PP4. | ☐ **Practice the Verb *to be*:** Complete page PP5. |

## 1. Class Book: The Ancient Roman Civilization

**Materials:** Drawing paper, drawing tools

- Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about the ancient Roman civilization, including history, religion, mythology, the legend of Romulus and Remus, and daily life in the city. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

## 2. Writing Prompts Materials: Activity Page PP.1

- Students may be given an additional writing prompt such as the following:
    - The most interesting thing I've learned thus far is because _____.
    - The Roman Republic was important to ancient Roman civilization because _____.
    - A day in the city of ancient Rome was _____.
    - Some things I wonder about the ancient Roman civilization are _____. (You may wish to have students conduct research on their remaining questions.)

## 3. Sequencing the Punic Wars

**Materials:** Activity Page PP.2 drawing paper; glue

- Ask a volunteer to summarize the key points about the Punic Wars. You may wish to use the images from the Flip Book to help in the retelling.
- Tell students that they will sequence, or put in order, the events from the Punic Wars. Tell students to first fill in the blank for each sentence using the word bank at the top. Next, they will cut out each of the sentence strips and put them in order. Once students are certain their events are in order, have them number the sentences and glue them on a piece of paper.

## 4. Famous Quotes from Ancient Rome

- Review with students the sayings they have learned related to ancient Rome that are commonly used today in their figurative sense:
    - "Rome wasn't built in a day."
    - "All roads lead to Rome."
    - "When in Rome, do as the Romans do."
- You may wish to have students work independently, in groups, or with a partner to discuss, explain, research, and/or illustrate these sayings and phrases and their literal and figurative meanings. You may wish to show pertinent images from the Read-Alouds as students discuss.
- This activity is also in Pausing Point 2 and includes many more sayings and phrases from the second half of the domain.
- Using what they have learned about the ancient Roman civilization, have students create their own sayings and phrases and explain the literal meanings in relation to ancient Rome and the figurative meanings in relation to life today.

## 5. The Roman Gods and Goddesses

**Materials:** Drawing paper, drawing tools; Internet access; trade books (optional)

- Review with students the Roman gods and goddesses they have learned about. Review how the Roman gods were influenced by Greek beliefs in their gods. You may also wish to review the correlation between certain Roman and Greek gods discussed in Lesson 3.
- Tell students to pick out one of the Roman gods or goddesses they have heard about and illustrate him or her. After they draw a picture of the god or goddess, have them write two to three sentences describing that character. Make sure they include a sentence that describes the attributes of the character. For example, Minerva is the goddess of wisdom, so she may have the attribute of being very wise.

### 6. Writing Prompt: Roman Myth

**Materials:** Drawing paper, drawing tools

- Remind students that they have discussed Roman myths, gods, and goddesses, and how they were similar to the Greek religious beliefs. Ask students to explain what a myth is. (a fictional story that has supernatural beings and/or heroes as the main characters, and tries to explain events in nature and/or teach moral lessons)
- Tell students that as a class they will be writing a short myth based on Roman beliefs. Ask students to think of an event in nature they could explain in a myth. Examples may include why lightning occurs, why apples grow on trees, why it snows, etc. Have the class pick one or two Roman gods/goddesses they heard about to include as characters in the myth. Discuss the setting and the supernatural elements you would like to include in the myth. Record the story on a piece of chart paper, a chalkboard, or a whiteboard. Give students the opportunity to illustrate the myth created as a class. You may also wish to have some students individually write and illustrate a myth of their own.

### 7. Practice the Verb *to have*:

**Materials:** PP.3

Choose the correct from of the verb to have; change the sentences to past tense.

### 8. Word Clues for Suffixes *–er* and *–or*:

**Materials:** PP.4

Use clues to identify affixed words.

### 9. Practice the Verb *to be*:

**Materials:** PP.5

Write a more challenging short story using the verb to be; add a title.

LESSON

8

# "Julius Caesar: Great Fighter, Great Writer"

## PRIMARY FOCUS OF LESSON

### Reading

Students will compare key points from two texts on Julius Caesar using a graphic organizer. TEKS 3.6.H; TEKS 3.7.F

### Speaking and Listening

Students will identify key points about Julius Caesar. TEKS 3.1.A; TEKS 3.6.G

### Writing

Students will revise their opinion essays explaining why a statue of a god or goddess should be built, based on peer feedback and self-reflection. TEKS 3.11.C

### Language

Students will determine the meaning of words formed when *–ist* or *–ian* is added to a known root word. TEKS 3.2.A.vi; TEKS 3.3.C

## FORMATIVE ASSESSMENT

| | |
|---|---|
| Activity Page 8.1 | **Julius Caesar: Comparing two texts** Identify the key ideas in two texts on the same topic. TEKS 3.6.G; 3.6.H |
| Activity Page 8.2 | **Julius Caesar: Great Fighter, Great Writer Vocabulary Web** Use strategies to determine the meaning of vocabulary words in the text. TEKS 3.7.F |
| Activity Page 8.3 | **Self-Reflection** Revise writing based on self-reflection and peer feedback. TEKS 3.11.C |
| Activity Page 8.4 | **The suffix -ist means a person *who plays or makes"*** Determine the meaning of words formed when *–ist* and *–ian* is added to known words. TEKS 3.2.A.vi; TEKS 3.3.C |

**TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|---|---|---|
| **Reading (45 min.)** | | | |
| Vocabulary | Independent | 15 min. | ❏ *Stories of Ancient Rome*<br>❏ Activity Pages 8.1, 8.2 |
| Introducing the Reading | Whole Group | 5 min. | |
| Partner Read | Partner | 25 min. | |
| **Speaking and Listening (40 min.)** | | | |
| Introducing the Read-Aloud | Whole Group | 5 min. | ❏ *Stories of Ancient Rome*<br>❏ Activity Page 8.1<br>❏ Julius Caesar Question Cards |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Small Group | 15 min. | |
| **Writing (20 min.)** | | | |
| Opinion Essay Rough Draft | Independent | 5 min. | ❏ Activity Pages 7.4, 8.3<br>❏ Writing Portfolio |
| Partner Opinion Essay | Partner | 15 min. | |
| **Language (15 min.)** | | | |
| Morphology: Suffixes *–ist* and *–ian* | Whole Group | 15 min. | ❏ Activity Page 8.4 |
| **Take-Home Material** | | | |
| Opinion Essay Rough Draft<br>Peer Feedback<br>Blank Busters | | | ❏ Activity Pages 7.4, 8.3, 8.5 |

**Julius Caesar Question Cards**

| | |
|---|---|
| How do we know that Julius Caesar was a proud, ambitious man who had a high opinion of himself?<br><br>Answer: He demanded a higher ransom. | How did Julius Caesar show himself to be a brave and determined soldier?<br><br>Answer: After being released, he returned with an army to kill the pirates. |
| What does the phrase *veni*, *vidi*, *vici* mean?<br><br>Answer: I came, I saw, I conquered. | Why do teachers all around the world use Caesar's book on the Gallic Wars to teach Latin to students?<br><br>Answer: It is very clear and well-written. |
| What was so unusual about the report that Julius Caesar wrote after putting down the revolt?<br><br>Answer: It was three words, *Veni, vidi, vici:* I came, I saw, I conquered. | What did Caesar wear on his head?<br><br>Answer: Civic Crown of oak leaves |
| What kind of family did Julius Caesar come from?<br><br>Answer: He came from the elite Julii family, one of the oldest and most powerful patrician families. | Why did Julius Caesar not become a priest of Jupiter after he was nominated, or chosen, for this position?<br><br>Answer: There was feud, or conflict, with another patrician family that kept him from being able to take this position. He joined the army instead. |
| Was Julius Caesar a successful soldier? Explain.<br><br>Answer: Yes, he was awarded the Civic Crown for his bravery. | With whom did Julius Caesar form an alliance? Why?<br><br>Answer: He formed an alliance with Pompey because he wanted to gain things they wanted, such as land and power. |
| After serving as a consul, Caesar became a proconsul. What did he decide to do as a proconsul?<br><br>Answer: He decided to conquer land north of Rome, called Gaul. | What did the Romans think of the people living to the north known as Gauls?<br><br>Answer: They thought the Gauls and Germanic tribes were barbarians, and they thought they were crude and uncultured. |

## ADVANCE PREPARATION

### Speaking and Listening

- Prepare the Julius Caesar Question Cards. Make sure you have enough for each small group.

### Universal Access

- In this lesson, students will read and listen to information about Julius Caesar. Prepare students to engage with the content by doing/setting up the following:
  - Show pictures of Julius Caesar from *Stories of Ancient Rome*.
  - Have students think about why the title of the chapter is "Julius Caesar: Great Fighter, Great Writer."
  - Practice speaking the Latin, saying "veni, vidi, vici" with feeling and vigor.
  - Bring in materials that weigh about 71 pounds so that students can have an idea about how much a talent weighs. Then ask students to imagine how much 50 talents would weigh!

Start Lesson

**Lesson 8: "Julius Caesar: Great Fighter, Great Writer"**

# Reading

**Primary Focus:** Students will compare key points from two texts on Julius Caesar using a graphic organizer. **TEKS 3.6.H; TEKS 3.7.F**

## VOCABULARY (15 MIN.)

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the student reader.

**barbarian,** a person who is considered wild, violent, and uncivilized

**Latin,** the language of ancient Rome

**ransom,** money paid to free someone who has been captured or kidnapped

**revolt,** a riot or revolution against a ruler or government

**talent,** a unit of measurement used in ancient Rome to measure gold or silver, equal to about 71 pounds

**TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate.

**ENGLISH LANGUAGE LEARNERS**

### Reading
Reading Closely

**Beginning**
Work with students to fill in the chart with key ideas from the text.

**Intermediate**
Prompt partners to ask each other whether a certain point from the text is a key idea.

**Advanced/Advanced High**
Observe whether students are able to fill in the chart collaboratively.

**ELPS 4.D; ELPS 4.I**

| Vocabulary Chart for "Julius Caesar: Great Fighter, Great Writer" | | |
|---|---|---|
| **Vocabulary Type** | **Tier 3 Domain-Specific Words** | **Tier 2 General Academic Words** |
| Core Vocabulary | barbarian<br>Latin<br>ransom<br>revolt<br>talent | |
| Multiple-Meaning Core Vocabulary Words | ransom<br>revolt<br>talent | |
| | | |
| Sayings and Phrases | established himself<br>mission accomplished<br>not Caesar's style<br>veni, vidi, vici [I came, I saw, I conquered] | |

## INTRODUCING THE READING (5 MIN.)

- Explain to students that today they are going to read chapter/text and hear a Read-Aloud about Julius Caesar. The title of today's chapter is "Julius Caesar: Great Fighter, Great Writer."
- Think-Pair-Share. What does it mean to be a great fighter? What does it mean to be a great writer?

## PARTNER READ (25 MIN.)

- With a partner, students will read the story "Julius Caesar: Great Fighter, Great Writer" and identify the key idea and supporting details from the text.
- Have students take out the Reader and Activity Page 8.1. Explain that students will write down the key ideas from the reading and record their answers in Part 1.

  **Note:** The students will also write down the key idea(s) from the Read-Aloud in Part 2 on Activity Page 8.1.

### Activity Page 8.1

### Support

Review the definitions of *key idea* and *supporting detail*.

### Challenge

Students may read and complete Activity Page 8.1 independently.

Chapter

# 10 Julius Caesar: Great Fighter, Great Writer

Mrs. Teachwell's Report

After the Punic Wars, generals started to play a big part in Roman history. Roman generals went all around the **Mediterranean**, fighting battles and **conquering** new lands. Some of these generals became heroes. Some of them got to be so famous and so popular that they **threatened** to take over the republic. That's what happened with Julius Caesar.

Julius Caesar came from an old Roman family. He was proud and ambitious, with a high opinion of himself.

When he was a young man, Caesar was captured by pirates. The pirates told him they would kill him unless he could pay a **ransom** of twenty **talents**. Caesar laughed at them. He told them they clearly didn't know what sort of man they had captured. He was Julius Caesar. He was not a man to be **ransomed** for just twenty **talents**! Caesar told the pirates he would not allow himself to be **ransomed** for less than fifty **talents**!

*Caesar told the pirates he was worth a larger **ransom**.*

Caesar told his friends to raise the money. He stayed with the pirates, writing poems. He read some of his poems to the pirates. They shrugged. They didn't care much for poetry. They were pirates, not poets. They just wanted to collect the **ransom** money. Caesar got angry at the pirates. He scolded them for not liking his poems. He told them they had no taste. He told them they were **barbarians**. He told them someday he would come back and punish them for their bad taste. The pirates thought Caesar was joking. Maybe they thought he was crazy. At any rate, as soon as they got the **ransom** money, they quickly forgot about him. But Caesar did not forget about them. He went back to Rome, got some ships, and hired some good fighters. Then, he tracked down the pirates and killed them.

Caesar quickly established himself as a man who knew what to do with his sword and also with his pen. Once, he was sent to Asia. The people there were in **revolt**. Caesar led a Roman army there and put down the **revolt**. Then, he got out his pen to write his report. The normal thing would have been to write a long report, filling several pages, but that was not Caesar's style.

*Caesar quickly became known as a brave and determined soldier.*

This is the report Caesar sent back to Rome:

Veni, vidi, vici. [wae-NEE, wee-DEE, wee-KEE]

That's the whole report. Those three words—written in **Latin**, the language of ancient Rome—mean, "I came, I saw, I **conquered**." What else was there to say? Mission accomplished!

Caesar led an army into the land the Romans called Gaul. Today, we call it France. Gaul was not part of the Roman **civilization** when Caesar marched in, but it was when he marched out a few years later. Caesar **conquered** it. Then, he wrote a book about how he did it. The first sentence in his book is famous.

It is written in **Latin**. In English, the words mean, "The whole of Gaul is divided into three parts."

If you ever study **Latin**, you may have a chance to read Caesar's book on the Gallic Wars. It's so clear and so well-written that teachers all around the world still use it to teach **Latin** to students.

*Caesar writing about his conquest of Gaul*



## Pages 90–91

### Check for Understanding

If students did not identify the key idea of the reading, then pull aside a small group and/or individual students to identify the key idea of **page 90**.

Activity Page 8.2

Support

For students that need support, have them form a small group, and provide extra vocabulary support.

- If time permits, have students take out Activity Page 8.2. Review the vocabulary words in the web. Have students add a definition or a picture next to each word.
- Independently: Have students go back into the text to check whether their definitions and pictures aligned to each vocabulary word. Students may adjust definition and pictures based on information gained in the text.
- Whole Group: Review and discuss each vocabulary word. Students may add additional information to their web.

**Lesson 8: "Julius Caesar: Great Fighter, Great Writer"**

# Speaking and Listening

**Primary Focus:** Students will identify key points about Julius Caesar.

**TEKS 3.1.A; TEKS 3.6.G**

## VOCABULARY FOR READ-ALOUD: JULIUS CAESAR

- The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a "unit dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**alliance,** a group of people who share common goals and agree to work together

**compromise,** to settle a disagreement by both sides giving up something they want

**crude,** uncivilized; not knowing how to act appropriately

**feud,** a fight between people or families that lasts for a long time

**negotiate,** to bargain or to come to an agreement

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas.

| Vocabulary Chart for Read-Aloud, "Julius Caesar" | | |
|---|---|---|
| **Vocabulary Type** | **Tier 3<br>Domain-Specific Words** | **Tier 2<br>General Academic Words** |
| Core Vocabulary | alliance<br>feud | compromise<br>crude<br>negotiate |
| Multiple-Meaning Core Vocabulary Words | | compromise<br>crude |
| | | |
| Sayings and Phrases | Civic Crown<br>family feud<br>political alliance<br>Roman legions | |

## INTRODUCING THE READ-ALOUD (5 MIN.)

- What adjectives would you use to describe daily life in ancient Rome? (Possible student responses include: *busy, active, hustling, favorable, great, grueling*.)
    - Record students' adjectives on chart paper, whiteboard, or digital resource. Ask them to provide examples that support their words.
- Discuss with students the differences among the daily lives of plebeians, patricians, and enslaved people.
- What does it mean for a government to work together to make important decisions? (Answers may vary.)
- Direct students to Activity Page 8.1 and have them locate Part 2. Tell students that during the Read-Aloud, they should complete the second column. Remind students that they will be identifying the key idea and supporting details from the text.

  **Note:** Students should keep this activity page for use in tomorrow's lesson.
- Explain to students that many authors will write about the same person, especially famous people. For example, lots of authors write about presidents because they are famous and have many experiences. The same is true for Julius Caesar. During partner reading, you read about one part of Julius Caesars's life. The Read-Aloud is also going to be about Julius Caesar's life. As you listen, you will take notes on the key points of the text and think about how this Read-Aloud compares to what you just read with a partner.

**ENGLISH LANGUAGE LEARNERS**

Reading
Listening Actively

**Beginning**
Stop at various points during the Read-Aloud and prompt students to record the key idea on the second column.

**Intermediate**
Stop at various points during the Read-Aloud and tell students to record the key idea on the second column.

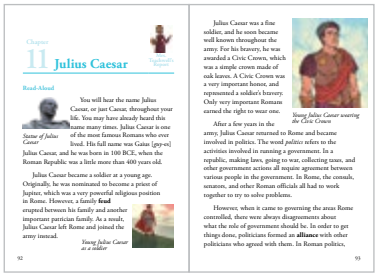
**Advanced/Advanced High**
Observe that students are able to record the key ideas from the Read-Aloud on the column to the right.

**ELPS 2.I; ELPS 4.G; ELPS 4.I**

- Explain to student that as they listen to the Read-Aloud, they should think about how the two selections about Julius Caesar are alike and different.

## PRESENTING THE READ-ALOUD (20 MIN.)

- Tell students to turn to the table of contents and locate today's chapter, "Julius Caesar." Have students turn to the first page of the chapter.



Chapter 11 Julius Caesar

Read-Aloud

You will hear the name Julius Caesar, or just Caesar, throughout your life. You may have already heard this name many times. Julius Caesar is one of the most famous Romans who ever lived. His full name was Gaius [*guy*-es] Julius Caesar, and he was born in 100 BCE, when the Roman Republic was a little more than 400 years old.

*Statue of Julius Caesar*

Julius Caesar became a soldier at a young age. Originally, he was nominated to become a priest of Jupiter, which was a very powerful religious position in Rome. However, a family **feud** erupted between his family and another important patrician family. As a result, Julius Caesar left Rome and joined the army instead.

*Young Julius Caesar as a soldier*

92

Julius Caesar was a fine soldier, and he soon became well known throughout the army. For his bravery, he was awarded a Civic Crown, which was a simple crown made of oak leaves. A Civic Crown was a very important honor, and represented a soldier's bravery. Only very important Romans earned the right to wear one.

*Young Julius Caesar wearing the Civic Crown*

After a few years in the army, Julius Caesar returned to Rome and became involved in politics. The word *politics* refers to the activities involved in running a government. In a republic, making laws, going to war, collecting taxes, and other government actions all require agreement between various people in the government. In Rome, the consuls, senators, and other Roman officials all had to work together to try to solve problems.

However, when it came to governing the areas Rome controlled, there were always disagreements about what the role of government should be. In order to get things done, politicians formed an **alliance** with other politicians who agreed with them. In Roman politics,

93

### Student Reader page 92
### Statue of Julius Caesar

You will hear the name Julius Caesar, or just Caesar, throughout your life. You may have already heard this name many times. Julius Caesar is one of the most famous Romans who ever lived. His full name was Gaius [*guy*-es] Julius Caesar, and he was born in 100 BCE, when the Roman Republic was a little more than 400 years old.

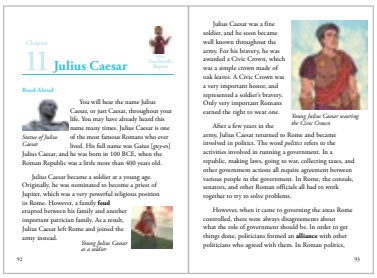
### Student Reader page 92
### Young Julius Caesar as a soldier

Julius Caesar became a soldier at a young age. Originally, he was nominated to become a priest of Jupiter, which was a very powerful religious position in Rome. However, a **feud** erupted between his family and another important patrician family. As a result, Julius Caesar left Rome and joined the army.

**Support**

Define *priest* as "a person who leads a church in the religious rites and rituals."

- **Think-Pair-Share.** What do you know about Julius Caesar's family from this passage?
  - Possible student response: He was part of a patrician family.



Chapter 11 Julius Caesar

Read-Aloud

You will hear the name Julius Caesar, or just Caesar, throughout your life. You may have already heard this name many times. Julius Caesar is one of the most famous Romans who ever lived. His full name was Gaius [guy-us] Julius Caesar, and he was born in 100 BCE, when the Roman Republic was a little more than 400 years old.

*Statue of Julius Caesar*

Julius Caesar became a soldier at a young age. Originally, he was nominated to become a priest of Jupiter, which was a very powerful religious position in Rome. However, a family **feud** erupted between his family and another important patrician family. As a result, Julius Caesar left Rome and joined the army instead.

*Young Julius Caesar as a soldier*

92

Julius Caesar was a fine soldier, and he soon became well known throughout the army. For his bravery, he was awarded a Civic Crown, which was a simple crown made of oak leaves. A Civic Crown was a very important honor, and represented a soldier's bravery. Only very important Romans earned the right to wear one.

*Young Julius Caesar wearing the Civic Crown*

After a few years in the army, Julius Caesar returned to Rome and became involved in politics. The word *politics* refers to the activities involved in running a government. In a republic, making laws, going to war, collecting taxes, and other government actions all require agreement between various people in the government. In Rome, the consuls, senators, and other Roman officials all had to work together to try to solve problems.

However, when it came to governing the areas Rome controlled, there were always disagreements about what the role of government should be. In order to get things done, politicians formed an **alliance** with other politicians who agreed with them. In Roman politics,

93

### Student Reader page 93
### Young Julius Caesar wearing the Civic Crown

Julius Caesar was a fine soldier, and he soon became well known throughout the army. For his bravery, he was awarded a Civic Crown, which was a simple crown made of oak leaves. A Civic Crown was a very important honor, and represented a soldier's bravery. Only very important Romans earned the right to wear one.

### Student Reader pages 93–94
### Young Julius Caesar in politics

After a few years in the army, Julius Caesar returned to Rome and became involved in politics. The word *politics* refers to the activities involved in running a government. In a republic, making laws, going to war, collecting taxes, and other government actions all require agreement between various people in the government. In Rome, the consuls, senators, and other Roman officials all had to work together to try to solve problems.

However, when it came to governing the areas Rome controlled, there were always disagreements about what the role of government should be. In order to get things done, politicians formed an **alliance** with other politicians who agreed with them. In Roman politics, there was power in numbers. If a group of politicians formed an **alliance**, then together they had an easier time convincing other people to go along with them.

## Challenge

Research the difference between the Civic Crown and the Grass Crown.

## Support

Explain that power in numbers means more people in a group make a stronger impact than one person.

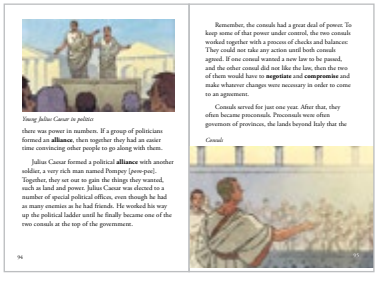
Julius Caesar formed a political **alliance** with another soldier, a very rich man named Pompey [*pom*-pee]. Together, they set out to gain the things they wanted, such as land and power. Julius Caesar was elected to a number of special political offices, even though he had as many enemies as he had friends. He worked his way up the political ladder until he finally became one of the two consuls at the top of the government.

## Check for Understanding

**True or False:** Explain to students that statements will be read about Julius Caesar. They must decide if the statement if True (1 finger) or False (2 fingers). Write on the board: 1=True 2=False

- Julius Caesar became a priest. (False)
- Julius Caesar was a member of a plebian family. (False)
- Julius Caesar was awarded a Civic Crown. (True)

- Have you heard anything during the Read-Aloud that is the same as what you read in the Reader?
  - Possible student response: Both texts explain that he was a soldier.


*Young Julius Caesar in politics*

there was power in numbers. If a group of politicians formed an **alliance**, then together they had an easier time convincing other people to go along with them.

Julius Caesar formed a political **alliance** with another soldier, a very rich man named Pompey [pom-pee]. Together, they set out to gain the things they wanted, such as land and power. Julius Caesar was elected to a number of special political offices, even though he had as many enemies as he had friends. He worked his way up the political ladder until he finally became one of the two consuls at the top of the government.

94

Remember, the consuls had a great deal of power. To keep some of that power under control, the two consuls worked together with a process of checks and balances: They could not take any action until both consuls agreed. If one consul wanted a new law to be passed, and the other consul did not like the law, then the two of them would have to **negotiate** and **compromise** and make whatever changes were necessary in order to come to an agreement.

Consuls served for just one year. After that, they often became proconsuls. Proconsuls were often governors of provinces, the lands beyond Italy that the

*Consuls*

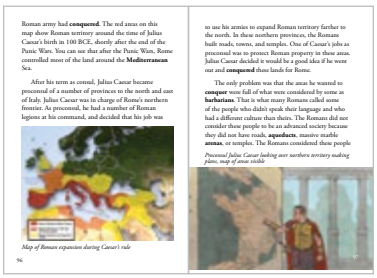
95

### Student Reader page 95
### Consuls

Remember, the consuls had a great deal of power. To keep some of that power under control, the two consuls worked together with a process of checks and balances: they could not take any action until both consuls agreed. If one consul wanted a new law to be passed, and the other consul did not like the law, then the two of them would have to **negotiate** and **compromise** and make whatever changes were necessary in order to come to an agreement.

### Student Reader pages 95–96
### Map of Roman expansion during Caesar's rule

Consuls served for just one year. After that, they often became proconsuls. Proconsuls were often governors of provinces, the lands beyond Italy that the Roman army had **conquered**. The red areas on this map show Roman territory around the time of Julius Caesar's birth in 100 BCE, shortly after the end of the Punic Wars. You can see that after the Punic Wars, Rome controlled most of the land around the **Mediterranean** Sea.


Roman army had **conquered**. The red areas on this map show Roman territory around the time of Julius Caesar's birth in 100 BCE, shortly after the end of the Punic Wars. You can see that after the Punic Wars, Rome controlled most of the land around the **Mediterranean** Sea.

After his term as consul, Julius Caesar became proconsul of a number of provinces to the north and east of Italy. Julius Caesar was in charge of Rome's northern frontier. As proconsul, he had a number of Roman legions at his command, and decided that his job was

*Map of Roman expansion during Caesar's rule*

96

to use his armies to expand Roman territory farther to the north. In these northern provinces, the Romans built roads, towns, and temples. One of Caesar's jobs as proconsul was to protect Roman property in these areas. Julius Caesar decided it would be a good idea if he went out and **conquered** these lands for Rome.

The only problem was that the areas he wanted to **conquer** were full of what were considered by some as **barbarians**. That is what many Romans called some of the people who didn't speak their language and who had a different culture than theirs. The Romans did not consider these people to be an advanced society because they did not have roads, **aqueducts**, massive marble **arenas**, or temples. The Romans considered these people

*Proconsul Julius Caesar looking over northern territory making plans, map of areas visible*

97

### Student Reader pages 96–98
### Proconsul Julius Caesar looking over northern territory making plans, map of areas visible

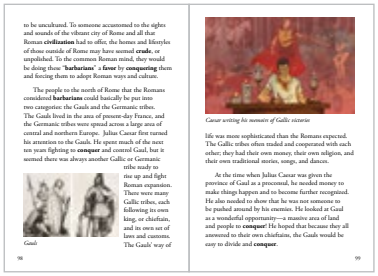
After his term as consul, Julius Caesar became proconsul of a number of provinces to the north and east of Italy. Julius Caesar was in charge of Rome's northern frontier. As proconsul, he had a number of Roman legions at his command, and decided that his job was to use his armies to expand Roman territory farther to the north. In these northern provinces, the Romans built roads, towns, and temples. One of Caesar's jobs as proconsul was to protect Roman property in these areas. Julius Caesar decided it would be a good idea if he went out and **conquered** these lands for Rome.

The only problem was that the areas he wanted to conquer were full of what were considered by some as **barbarians**. That is what many Romans called some of the people who didn't speak their language and who had a different culture than theirs. The Romans did not consider these people to be an advanced society because they did not have roads, **aqueducts**, massive marble **arenas**, or temples. The Romans considered these people to be uncultured. To someone accustomed to the sights and sounds of the vibrant city of Rome and all that Roman **civilization** had to offer, the homes and lifestyles of

## Support

Discuss a time when students had to negotiate and/or compromise with their parents or family.

those outside of Rome may have seemed **crude**, or unpolished. To the common Roman mind, they would be doing these "**barbarians**" a **favor** by **conquering** them and forcing them to adopt Roman ways and culture.



to be uncultured. To someone accustomed to the sights and sounds of the vibrant city of Rome and all that Roman **civilization** had to offer, the homes and lifestyles of those outside of Rome may have seemed **crude**, or unpolished. To the common Roman mind, they would be doing these "**barbarians**" a **favor** by **conquering** them and forcing them to adopt Roman ways and culture.

The people to the north of Rome that the Romans considered **barbarians** could basically be put into two categories: the Gauls and the Germanic tribes. The Gauls lived in the area of present-day France, and the Germanic tribes were spread across a large area of central and northern Europe. Julius Caesar first turned his attention to the Gauls. He spent much of the next ten years fighting to **conquer** and control Gaul, but it seemed there was always another Gallic or Germanic tribe ready to rise up and fight Roman expansion. There were many Gallic tribes, each following its own king, or chieftain, and its own set of laws and customs. The Gauls' way of life was more **sophisticated** than the Romans expected. The Gallic tribes often traded and cooperated with each other. They had their own money, their own religion, and their own traditional stories, songs, and dances.

*Gauls*

98

*Caesar writing his memoirs of Gallic victories*

life was more sophisticated than the Romans expected. The Gallic tribes often traded and cooperated with each other; they had their own money, their own religion, and their own traditional stories, songs, and dances.

At the time when Julius Caesar was given the province of Gaul as a proconsul, he needed money to make things happen and to become further recognized. He also needed to show that he was not someone to be pushed around by his enemies. He looked at Gaul as a wonderful opportunity—a massive area of land and people to **conquer**! He hoped that because they all answered to their own chieftains, the Gauls would be easy to divide and **conquer**.

99

### Student Reader pages 98–99
### Gauls

The people to the north of Rome that the Romans considered **barbarians** could basically be put into two categories: the Gauls and the Germanic tribes. The Gauls lived in the area of present-day France, and the Germanic tribes were spread across a large area of central and northern Europe. Julius Caesar first turned his attention to the Gauls. He spent much of the next ten years fighting to **conquer** and control Gaul, but it seemed there was always another Gallic or Germanic tribe ready to rise up and fight Roman expansion. There were many Gallic tribes, each following its own king, or chieftain, and its own set of laws and customs. The Gauls' way of life was more **sophisticated** than the Romans expected. The Gallic tribes often traded and cooperated with each other. They had their own money, their own religion, and their own traditional stories, songs, and dances.

#### Support

On the board, draw a T-chart. Compare the difference between Gauls and Germanic tribes.

### Student Reader pages 99
### Caesar writing his memoirs of Gallic victories

At the time when Julius Caesar was given the province of Gaul as a proconsul, he needed money to make things happen and to become further recognized. He also needed to show that he was not someone to be pushed around by his enemies. He looked at Gaul as a wonderful opportunity—a massive area of land and people to **conquer**! He hoped that because they all answered to their own chieftains, the Gauls would be easy to divide and **conquer**.

### Check for Understanding

If students did not identify key ideas in both texts that were alike, then pull aside a small group and/or individual students to review the key ideas in both texts.

## DISCUSSING THE READ-ALOUD (15 MIN.)

- Have several students share information they recorded on Activity Page 8.1, Part 2.
- Tell students they should notice that some of the ideas from today's reading were similar to the ideas from today's Read-Aloud.
- Tell students to draw lines from one column to the other column to show how they are similar.
- Julius Caesar Question Cards: Have students form several small groups and give each group a set of Julius Caesar question cards.
- Direct students to place all cards in a pile in the center of the group. Explain that one student should draw a card and ask the question to the person on their left.
    - If the person answers the question correctly, they keep the card.
    - If the person answers the card incorrectly, the card should be placed at the bottom of the pile.
    - If the person does not know the answer, continue around the group.
- Students should take turns drawing cards until all the cards in the center have been correctly answered.

**ENGLISH LANGUAGE LEARNERS**

### Writing
Understanding Text Structure

**Beginning**
Review the parts of an opinion essay. Encourage students to identify these parts in their own writing, and offer support when necessary.

**Intermediate**
Have students identify the parts of an opinion essay in their own writing. Work with students to evaluate the strengths and weaknesses of these parts.

**Advanced/Advanced High**
Work with students to evaluate the strengths and weaknesses of the parts of their opinion essay. Ask students how they will revise their essay to make it stronger.

**ELPS 5.G**

## Support

If students are not able to identify evidence in their writing, then pull individuals or small groups aside to assist in outlining their writing.

## Challenge

Students may extend their writing piece to include more pieces of evidence.

## Activity Page 7.4

## Activity Page 8.3

**Lesson 8: "Julius Caesar: Great Fighter, Great Writer"**

# Writing

20M

**Primary Focus:** Students will revise their opinion essays explaining why a statue of a god or goddess should be built, based on peer feedback and self-reflection. TEKS 3.11.C

### OPINION ESSAY ROUGH DRAFT (5 MIN.)

- Explain to students that yesterday they wrote about which god or goddess should have a statue. Today they will revise the draft they wrote. Explain that the goal today is to make our writing clear, interesting, and provide the reader with more information.
- Have students take out Activity Page 7.4 (rough draft from Lesson 7) and Activity Page 8.3.
- Have students reflect on their rough draft on the front side of Activity Page 8.3.

### PARTNER OPINION ESSAY (15 MIN.)

- Peer Feedback: Students switch rough drafts of the opinion essay with a partner. Each partner will read the other partner's essay and complete the Opinion Essay: Peer Feedback section on Activity Page 8.3. Partners should return the essay along with the completed activity page.
- Students review Activity Page 8.3 and make revisions as needed for homework.

  **Note:** Activity Page 8.3 should be saved in student's writing portfolio.

**Lesson 8: "Julius Caesar: Great Fighter, Great Writer"**

# Language

15M

**Primary Focus:** Students will determine the meaning of words formed when *–ist* or *–ian* is added to a known root word. TEKS 3.2.A.vi; TEKS 3.3.C

**TEKS 3.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## MORPHOLOGY: SUFFIXES *–IST* AND *–IAN* (15 MIN.) TEKS 3.2.A.vi

- Say, "This week we will continue to study suffixes. Today we will take a closer look at the suffixes *–ist* and *–ian*."
- Write the word *guitar* on the board. Discuss the meaning (a musical instrument that usually has six strings). Add the suffix *–ist* to make *guitarist.* Discuss the meaning (a person who plays a musical instrument).
- **Think-Pair-Share.** Have students brainstorm other *–ist* words and share with the class.
    - Possible student responses: cartoonist, artist, organist, and novelist.
- Write the word *music* on the board. Discuss the meaning (sounds made by voices or instruments and arranged in a way pleasing to hear). Add the suffix *–ian* to *music*. Discuss the meaning of *musician* (a person who makes sounds by voice or instruments and arranges them in a way that is pleasing to hear).
- Remind students that the spelling of words with *c* can be tricky, since sometimes it stands for the sound */k/* and sometimes it stands for the sound */s/.* Point out for students that the suffix *–ian* was added to the root word that ends with *c*. The new word, *musician*, now has *ci* making the sound */sh/.*
- **Think-Pair-Share.** Have students brainstorm other *–ian* words and share with the class.
    - Possible student responses: comedian, pediatrician, mathematician, politician.
- Students will complete Activity Page 8.4 independently.

End Lesson

Activity Page 8.4

Activity Pages 7.4 and 8.5

Activity Page 8.3

### Lesson 8: "Julius Caesar: Great Fighter, Great Writer"

# Take-Home Material

- Have student take home their opinion essay rough draft (Activity Page 7.4) to read to a family member and complete revisions as needed using Activity Page 8.3 as guidance. Students will also complete Activity Page 8.5.

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

LESSON

9

# "Julius Caesar: The Later Years" and "Crossing the Rubicon"

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will identify key points about Julius Caesar. TEKS 3.6.G

### Reading

Students will compare key points from two texts on Julius Caesar using a graphic organizer. TEKS 3.6.H

### Writing

Students will take a position on whether Julius Caesar is a hero or a traitor. TEKS 3.12.C; TEKS 3.13.C; TEKS 3.13.H

## FORMATIVE ASSESSMENT

| | |
|---|---|
| Activity Page 9.1 | **Julius Caesar: Comparing Two Texts** Identify the key ideas in two texts on the same topic. TEKS 3.6.G; TEKS 3.6.H |
| Activity Page 9.3 | **Organizing the Debate** Plan a debate about Julius Caesar. TEKS 3.12.C |

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.13.C** Identify and gather relevant information from a variety of sources; **TEKS 3.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

## LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|---|---|---|
| **Speaking and Listening (45 min.)** | | | |
| Introducing the Read-Aloud | Whole Group | 10 min. | ❑ soft ball<br>❑ *Stories of Ancient Rome*<br>❑ Activity Page 9.1 |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group | 10 min. | |
| Word Work: *Uncivilized* | Whole Group | 5 min. | |
| **Reading (30 min.)** | | | |
| Presenting the Reading | Whole Group | 5 min. | ❑ Activity Page 9.1<br>❑ *Stories of Ancient Rome* |
| Independent Reading | Independent | 25 min. | |
| **Writing (45 min.)** | | | |
| Debate Warm-Up | Whole Group | 5 min. | ❑ Activity Pages 8.1, 9.1, 9.2, 9.3<br>❑ Writing Portfolio |
| Hero or Traitor? | Whole Group | 10 min. | |
| Writing a Debate | Independent | 15 min. | |
| Presenting the Debate | Independent | 15 min. | |
| **Take-Home Material** | | | |
| Grammar Review, Suffixes, and Word Sort | | | ❑ Activity Pages 9.4, 9.5, 9.6 |

## Universal Access

- In this lesson, students will continue to read and listen to information about Julius Caesar. Prepare students to engage with the content by doing/setting up the following:
  - Review Activity Page 8.1 in small groups or home-language peers. Have students explain the connections between the Read-Aloud and the chapter in *Stories of Ancient Rome*.
  - Brainstorm: Who was Julius Caesar? Have students use images and text to support their response. Record student responses on chart paper.
  - Predict: Remind students about what Dionysius said in "The Sword of Damocles": "You see, my friend, with power comes danger." Have students predict what might happen in today's Read-Aloud and chapter.

Start Lesson

### Lesson 9: "Julius Caesar: The Later Years" and "Crossing the Rubicon"

# Speaking and Listening

45M

**Primary Focus:** Students will identify key points about Julius Caesar. **TEKS 3.6.G**

## VOCABULARY FOR READ-ALOUD

- The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a "unit dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**conqueror,** someone who defeats others and takes over their land

**dictator,** a ruler who has all the authority but is not chosen by the people

**resolve,** to settle or solve a problem

**siege,** a closure of a city, fort, or base by surrounding it and cutting off supplies into that area

**uncivilized,** wild and barbaric

**TEKS 3.6.G** Evaluate details read to determine key ideas.

| Vocabulary Chart for Read-Aloud "Julius Caesar: The Later Years" | | |
|---|---|---|
| **Vocabulary Type** | **Tier 3<br>Domain-Specific Words** | **Tier 2<br>General Academic Words** |
| Core Vocabulary | conqueror<br>dictator<br>siege | resolve<br>uncivilized |
| Multiple-Meaning Core Vocabulary Words | | resolve |
| | | |
| Sayings and Phrases | basking in cheers<br>"Et tu, Brute?"<br>gained the upper hand<br>the die is cast<br>triumph/military parade<br>*veni*, *vidi*, *vici* | |

## INTRODUCING THE READ-ALOUD (10 MIN.)

- Remind students that in the previous lesson they read a text and heard a Read-Aloud about Julius Caesar. Today they are going to read and hear more about Julius Caesar.
- Hot Potato: Ask, " What do you remember about Julius Caesar from yesterday's lesson?"
- Throw the ball to a student to answer. That student then throws the ball to another student, who contributes his or her thoughts. Continue to pass the ball until students are out of ideas.

### Check for Understanding

If students cannot recall information about Julius Caesar, have them review notes from the previous lesson (Activity Page 8.1).

### Support

Have students review or use their notes from the previous Activity Page 8.1.

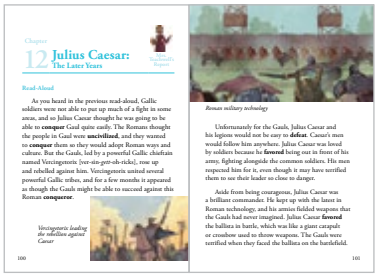
### Activity Page 8.1

Activity Page 9.1

- Have students take out Activity Page 9.1. Explain to students that today's activity page is similar to yesterday's reading activity page. Tell students that they should add important information to Part 1 of the activity page during the Read-Aloud.

## PRESENTING THE READ-ALOUD (20 MIN.)

- Tell students to turn to the table of contents and locate today's chapter, "Julius Caesar: The Later Years." Have students turn to the first page of the chapter and follow along during the Read-Aloud.


Chapter 12 Julius Caesar: The Later Years

Read-Aloud

As you heard in the previous read-aloud, Gallic soldiers were not able to put up much of a fight in some areas, and so Julius Caesar thought he was going to be able to **conquer** Gaul quite easily. The Romans thought the people in Gaul were **uncivilized**, and they wanted to **conquer** them so they would adopt Roman ways and culture. But the Gauls, led by a powerful Gallic chieftain named Vercingetorix [ver-sin-*gett*-oh-ricks], rose up and rebelled against him. Vercingetorix united several powerful Gallic tribes, and for a few months it appeared as though the Gauls might be able to succeed against this Roman **conqueror**.

*Vercingetorix leading the rebellion against Caesar*

100

*Roman military technology*

Unfortunately for the Gauls, Julius Caesar and his legions would not be easy to **defeat**. Caesar's men would follow him anywhere. Julius Caesar was loved by soldiers because he **favored** being out in front of his army, fighting alongside the common soldiers. His men respected him for it, even though it may have terrified them to see their leader so close to danger.

Aside from being courageous, Julius Caesar was a brilliant commander. He kept up with the latest in Roman technology, and his armies fielded weapons that the Gauls had never imagined. Julius Caesar **favored** the ballista in battle, which was like a giant catapult or crossbow used to throw weapons. The Gauls were terrified when they faced the ballista on the battlefield.

101

### Student Reader pages 100–101
### Vercingetorix leading the rebellion against Caesar

As you heard in the previous Read-Aloud, Gallic soldiers were not able to put up much of a fight in some areas, and so Julius Caesar thought he was going to be able to **conquer** Gaul quite easily. The Romans thought the people in Gaul were **uncivilized,** and they wanted to **conquer** them so they would adopt Roman ways and culture. But the Gauls, led by a powerful Gallic chieftain named Vercingetorix [ver-sin-*gett*-oh-ricks], rose up and rebelled against him. Vercingetorix united several powerful Gallic tribes, and for a few months it appeared as though the Gauls might be able to succeed against this Roman **conqueror.**

Unfortunately for the Gauls, Julius Caesar and his legions would not be easy to **defeat**. Caesar's men would follow him anywhere. Julius Caesar was loved by soldiers because he **favored** being out in front of his army, fighting alongside the common soldiers. His men respected him for it, even though it may have terrified them to see their leader so close to danger.

- **Think-Pair-Share**. What is one key idea from the Read-Aloud that you learned about Julius Caesar? What is one key idea from the Read-Aloud that you already knew about Julius Caesar?

**ENGLISH LANGUAGE LEARNERS**

Reading
Listening Actively

**Beginning**
Stop at various points during the Read-Aloud and prompt students to record the key idea in the first column.

**Intermediate**
Stop at various points during the Read-Aloud and tell students to record the key idea in the first column.

**Advanced/Advanced High**
Observe that students are able to record the key ideas from the Read-Aloud in the column to the left.

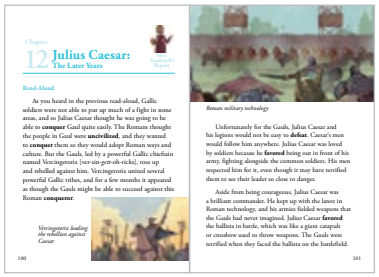
**ELPS 2.I; ELPS 4.I**

Support

Define *united* as "brought together."

Support

If students cannot recall one key idea from the Read-Aloud, then review that the key idea is what the paragraph or passage is mainly about.


Chapter 12 Julius Caesar: The Later Years

Read-Aloud

As you heard in the previous read-aloud, Gallic soldiers were not able to put up much of a fight in some areas, and so Julius Caesar thought he was going to be able to **conquer** Gaul quite easily. The Romans thought the people in Gaul were **uncivilized**, and they wanted to **conquer** them so they would adopt Roman ways and culture. But the Gauls, led by a powerful Gallic chieftain named Vercingetorix [ver-sin-get-oh-rick], rose up and rebelled against him. Vercingetorix united several powerful Gallic tribes, and for a few months it appeared as though the Gauls might be able to succeed against this Roman **conquerer**.

*Vercingetorix leading the rebellion against Caesar*

100

*Roman military technology*

Unfortunately for the Gauls, Julius Caesar and his legions would not be easy to **defeat**. Caesar's men would follow him anywhere. Julius Caesar was loved by soldiers because he **favored** being out in front of his army, fighting alongside the common soldiers. His men respected him for it, even though it may have terrified them to see their leader so close to danger.

Aside from being courageous, Julius Caesar was a brilliant commander. He kept up with the latest in Roman technology, and his armies fielded weapons that the Gauls had never imagined. Julius Caesar **favored** the ballista in battle, which was like a giant catapult or crossbow used to throw weapons. The Gauls were terrified when they faced the ballista on the battlefield.

101

## Student Reader pages 101–102
## Roman military technology

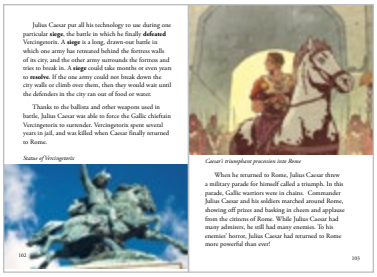
Aside from being courageous, Julius Caesar was a brilliant commander. He kept up with the latest in Roman technology, and his armies fielded weapons that the Gauls had never imagined. Julius Caesar **favored** the ballista in battle, which was like a giant catapult or crossbow used to throw weapons. The Gauls were terrified when they faced the ballista on the battlefield.

Julius Caesar put all his technology to use during one particular **siege,** the battle in which he finally **defeated** Vercingetorix. A **siege** is a long, drawn-out battle in which one army has retreated behind the fortress walls of its city, and the other army surrounds the fortress and tries to break in. A **siege** could take months or even years to **resolve.** If the one army could not break down the city walls or climb over them, then they would wait until the defenders in the city ran out of food or water.

### Support

Show students pictures of a catapult, crossbow, and ballista.

- Picture Pause: Review or add key idea notes to Activity Page 9.1.


Julius Caesar put all his technology to use during one particular **siege**, the battle in which he finally **defeated** Vercingetorix. A **siege** is a long, drawn-out battle in which one army has retreated behind the fortress walls of its city, and the other army surrounds the fortress and tries to break in. A **siege** could take months or even years to **resolve**. If the one army could not break down the city walls or climb over them, then they would wait until the defenders in the city ran out of food or water.

Thanks to the ballista and other weapons used in battle, Julius Caesar was able to force the Gallic chieftain Vercingetorix to surrender. Vercingetorix spent several years in jail, and was killed when Caesar finally returned to Rome.

*Statue of Vercingetorix*

102

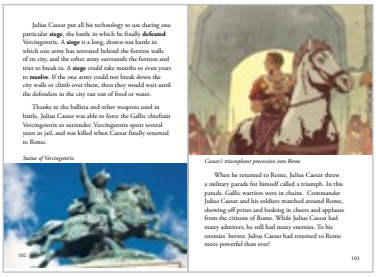
*Caesar's triumphant procession into Rome*

When he returned to Rome, Julius Caesar threw a military parade for himself called a triumph. In this parade, Gallic warriors were in chains. Commander Julius Caesar and his soldiers marched around Rome, showing off prizes and basking in cheers and applause from the citizens of Rome. While Julius Caesar had many admirers, he still had many enemies. To his enemies' horror, Julius Caesar had returned to Rome more powerful than ever!

103

## Student Reader page 102
## Statue of Vercingetorix

Thanks to the ballista and other weapons used in battle, Julius Caesar was able to force the Gallic chieftain Vercingetorix to surrender. Vercingetorix spent several years in jail and was killed when Caesar finally returned to Rome.



Julius Caesar put all his technology to use during one particular **siege**, the battle in which he finally **defeated** Vercingetorix. A **siege** is a long, drawn-out battle in which one army has retreated behind the fortress walls of its city, and the other army surrounds the fortress and tries to break in. A **siege** could take months or even years to **resolve**. If the one army could not break down the city walls or climb over them, then they would wait until the defenders in the city ran out of food or water.

Thanks to the ballista and other weapons used in battle, Julius Caesar was able to force the Gallic chieftain Vercingetorix to surrender. Vercingetorix spent several years in jail, and was killed when Caesar finally returned to Rome.

*Statue of Vercingetorix*

*Caesar's triumphant procession into Rome*

When he returned to Rome, Julius Caesar threw a military parade for himself called a triumph. In this parade, Gallic warriors were in chains. Commander Julius Caesar and his soldiers marched around Rome, showing off prizes and basking in cheers and applause from the citizens of Rome. While Julius Caesar had many admirers, he still had many enemies. To his enemies' horror, Julius Caesar had returned to Rome more powerful than ever!

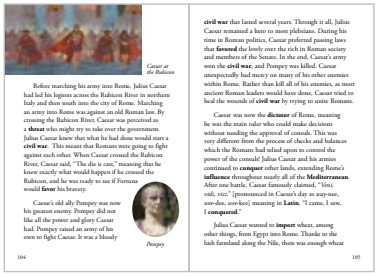
102

103

### Student Reader page 103
### Caesar's triumphant procession into Rome

When he returned to Rome, Julius Caesar threw a military parade for himself called a triumph. In this parade, Gallic warriors were in chains. Commander Julius Caesar and his soldiers marched around Rome, showing off prizes and basking in cheers and applause from the citizens of Rome. While Julius Caesar had many admirers, he still had many enemies. To his enemies' horror, Julius Caesar had returned to Rome more powerful than ever!

- Discuss: Why would Julius Caesar's enemies be in horror?



*Caesar at the Rubicon*

Before marching his army into Rome, Julius Caesar had led his legions across the Rubicon River in northern Italy and then south into the city of Rome. Marching an army into Rome was against an old Roman law. By crossing the Rubicon River, Caesar was perceived as a **threat** who might try to take over the government. Julius Caesar knew that what he had done would start a **civil war**. This meant that Romans were going to fight against each other. When Caesar crossed the Rubicon River, Caesar said, "The die is cast," meaning that he knew exactly what would happen if he crossed the Rubicon, and he was ready to see if Fortuna would **favor** his bravery.

Caesar's old ally Pompey was now his greatest enemy. Pompey did not like all the power and glory Caesar had. Pompey raised an army of his own to fight Caesar. It was a bloody

*Pompey*

**civil war** that lasted several years. Through it all, Julius Caesar remained a hero to most plebeians. During his time in Roman politics, Caesar preferred passing laws that **favored** the lowly over the rich in Roman society and members of the Senate. In the end, Caesar's army won the **civil war**, and Pompey was killed. Caesar unexpectedly had mercy on many of his other enemies within Rome. Rather than kill all of his enemies, as most ancient Roman leaders would have done, Caesar tried to heal the wounds of **civil war** by trying to unite Romans.

Caesar was now the **dictator** of Rome, meaning he was the main ruler who could make decisions without needing the approval of consuls. This was very different from the process of checks and balances which the Romans had relied upon to control the power of the consuls! Julius Caesar and his armies continued to **conquer** other lands, extending Rome's **influence** throughout nearly all of the **Mediterranean**. After one battle, Caesar famously claimed, "*Veni, vidi, vici*," [pronounced in Caesar's day as *way-nee, wee-dee, wee-kee*] meaning in **Latin**, "I came, I saw, I **conquered**."

Julius Caesar wanted to **import** wheat, among other things, from Egypt into Rome. Thanks to the lush farmland along the Nile, there was enough wheat

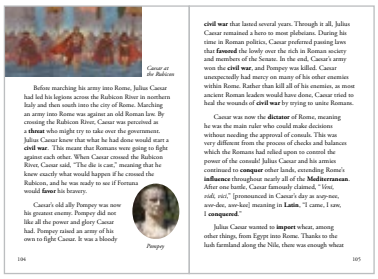
104

105

### Student Reader page 104
### Caesar at the Rubicon

Before marching his army into Rome, Julius Caesar had led his legions across the Rubicon River in northern Italy and then south into the city of Rome. Marching an army into Rome was against an old Roman law. By crossing the Rubicon River, Caesar was perceived as a **threat** who might try to take over the government. Julius Caesar knew that what he had done would start a **civil war**. This meant that Romans were going to fight against each other. When Caesar crossed the Rubicon River, he said, "The die is cast," meaning that he knew exactly what would happen if he crossed the Rubicon, and he was ready to see if Fortuna would **favor** his bravery.

- Picture Pause: Review or add key idea notes to Activity Page 9.1.



*Caesar at the Rubicon*

Before marching his army into Rome, Julius Caesar had led his legions across the Rubicon River in northern Italy and then south into the city of Rome. Marching an army into Rome was against an old Roman law. By crossing the Rubicon River, Caesar was perceived as a **threat** who might try to take over the government. Julius Caesar knew that what he had done would start a **civil war**. This meant that Romans were going to fight against each other. When Caesar crossed the Rubicon River, Caesar said, "The die is cast," meaning that he knew exactly what would happen if he crossed the Rubicon, and he was ready to see if Fortuna would **favor** his bravery.

Caesar's old ally Pompey was now his greatest enemy. Pompey did not like all the power and glory Caesar had. Pompey raised an army of his own to fight Caesar. It was a bloody

*Pompey*

104

**civil war** that lasted several years. Through it all, Julius Caesar remained a hero to most plebeians. During his time in Roman politics, Caesar preferred passing laws that **favored** the lowly over the rich in Roman society and members of the Senate. In the end, Caesar's army won the **civil war**, and Pompey was killed. Caesar unexpectedly had mercy on many of his other enemies within Rome. Rather than kill all of his enemies, as most ancient Roman leaders would have done, Caesar tried to heal the wounds of **civil war** by trying to unite Romans.

Caesar was now the **dictator** of Rome, meaning he was the main ruler who could make decisions without needing the approval of consuls. This was very different from the process of checks and balances, which the Romans had relied upon to control the power of the consuls! Julius Caesar and his armies continued to **conquer** other lands, extending Rome's **influence** throughout nearly all of the **Mediterranean**. After one battle, Caesar famously claimed, "*Veni, vidi, vici*," [pronounced in Caesar's day as *way*-nee, *wee*-dee, *wee*-kee] meaning in **Latin**, "I came, I saw, I **conquered**."

Julius Caesar wanted to **import** wheat, among other things, from Egypt into Rome. Thanks to the lush farmland along the Nile, there was enough wheat

105

## Student Reader pages 104–105
## Pompey

Caesar's old ally Pompey was now his greatest enemy. Pompey did not like all the power and glory Caesar had. Pompey raised an army of his own to fight Caesar. It was a bloody **civil war** that lasted several years. Through it all, Julius Caesar remained a hero to most plebeians. During his time in Roman politics, Caesar preferred passing laws that **favored** the lowly over the rich in Roman society and members of the Senate. In the end, Caesar's army won the **civil war**, and Pompey was killed. Caesar unexpectedly had mercy on many of his other enemies within Rome. Rather than kill all of his enemies, as most ancient Roman leaders would have done, Caesar tried to heal the wounds of **civil war** by trying to unite Romans.

Caesar was now the **dictator** of Rome, meaning he was the main ruler who could make decisions without needing the approval of consuls. This was very different from the process of checks and balances, which the Romans had relied upon to control the power of the consuls! Julius Caesar and his armies continued to **conquer** other lands, extending Rome's **influence** throughout nearly all of the **Mediterranean**. After one battle, Caesar famously claimed, *"Veni, vidi, vici"* [pronounced in Caesar's day as *way*-nee, *wee*-dee, *wee*-kee], meaning, in **Latin**, "I came, I saw, I **conquered**."

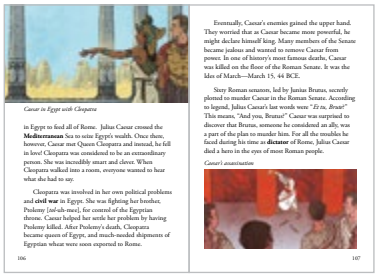
- Picture Pause: Review or add key idea notes to Activity Page 9.1.

## Student Reader pages 105–106
## Caesar in Egypt with Cleopatra

Julius Caesar wanted to **import** wheat, among other things, from Egypt into Rome. Thanks to the lush farmland along the Nile, there was enough wheat in Egypt to feed all of Rome. Julius Caesar crossed the **Mediterranean** Sea to seize Egypt's wealth. Once there, however, Caesar met Queen Cleopatra and, instead, he fell in love! Cleopatra

was considered to be an extraordinary person. She was incredibly smart and clever. When Cleopatra walked into a room, everyone wanted to hear what she had to say.

Cleopatra was involved in her own political problems and **civil war** in Egypt. She was fighting her brother, Ptolemy [*tol*-uh-mee], for control of the Egyptian throne. Caesar helped her settle her problem by having Ptolemy killed. After Ptolemy's death, Cleopatra became queen of Egypt, and much-needed shipments of Egyptian wheat were soon exported to Rome.



*Caesar in Egypt with Cleopatra*

in Egypt to feed all of Rome. Julius Caesar crossed the **Mediterranean** Sea to seize Egypt's wealth. Once there, however, Caesar met Queen Cleopatra and instead, he fell in love! Cleopatra was considered to be an extraordinary person. She was incredibly smart and clever. When Cleopatra walked into a room, everyone wanted to hear what she had to say.

Cleopatra was involved in her own political problems and **civil war** in Egypt. She was fighting her brother, Ptolemy [*tol*-uh-mee], for control of the Egyptian throne. Caesar helped her settle her problem by having Ptolemy killed. After Ptolemy's death, Cleopatra became queen of Egypt, and much-needed shipments of Egyptian wheat were soon exported to Rome.

106

Eventually, Caesar's enemies gained the upper hand. They worried that as Caesar became more powerful, he might declare himself king. Many members of the Senate became jealous and wanted to remove Caesar from power. In one of history's most famous deaths, Caesar was killed on the floor of the Roman Senate. It was the Ides of March—March 15, 44 BCE.

Sixty Roman senators, led by Junius Brutus, secretly plotted to murder Caesar in the Roman Senate. According to legend, Julius Caesar's last words were "*Et tu, Brute*?" This means, "And you, Brutus?" Caesar was surprised to discover that Brutus, someone he considered an ally, was a part of the plan to murder him. For all the troubles he faced during his time as **dictator** of Rome, Julius Caesar died a hero in the eyes of most Roman people.

*Caesar's assassination*



107

### Student Reader page 107
### Caesar's assassination

Eventually, Caesar's enemies gained the upper hand. They worried that, as Caesar became more powerful, he might declare himself king. Many members of the Senate became jealous and wanted to remove Caesar from power. In one of history's most famous deaths, Caesar was killed on the floor of the Roman Senate. It was the Ides of March—March 15, 44 BCE.

Sixty Roman senators, led by Junius Brutus, secretly plotted to murder Caesar in the Roman Senate. According to legend, Julius Caesar's last words were "*Et tu, Brute*?" This means "And you, Brutus?" Caesar was surprised to discover that Brutus, someone he considered an ally, was a part of the plan to murder him. For all the troubles he faced during his time as **dictator** of Rome, Julius Caesar died a hero in the eyes of most Roman people.

### Check for Understanding

If students did not identify the key idea of the Read-Aloud, then pull aside a small group and/or individual students to identify the key idea of Caesar at the Rubicon paragraph.

## DISCUSSING THE READ-ALOUD (10 MIN.)

- Hot Potato: Ask, "What is something new you learned about Julius Caesar from today's Read-Aloud?"
- Throw the ball to a student to answer. That student then throws the ball to another student, who contributes his or her thoughts. Continue to pass the ball until students are out of ideas.

1. **Inferential.** What helped Rome to be victorious over the Gauls?
    - » The Romans had many men, and they used the latest war technology, including the ballista; Julius Caesar was a courageous leader with many loyal followers.
2. **Inferential.** You heard that Julius Caesar became the dictator of Rome, making him very powerful. What is a dictator?
    - » a ruler who can make decisions without needing the approval of the consuls, Senate, or anyone else
3. **Evaluative.** How was this different from how the Senate of Rome had functioned in the past?
    - » The Senate had functioned by the election of the people; the two consuls had power to veto a decision and also had to agree with each other in order to keep a balance of power.
4. **Inferential.** How was Cleopatra important to the Roman civilization?
    - » Answers will vary but may include that Julius Caesar fell in love with Cleopatra; he helped her win a civil war in Egypt; Cleopatra agreed to allow Caesar to import wheat from Egypt into Rome.
5. **Literal.** Julius Caesar continued to expand Rome's territory, becoming more and more powerful. What did the jealous senators do?
    - » They murdered him in the Senate building.
6. **Literal.** On what famous date did this happen?
    - » the Ides, or 15th of March

### Challenge

Research other key figures during this time period such as Brutus, Cleopatra, Pompey, or Vercingetorix.

### Support

Have students use their notes from the Read-Aloud (Activity Page 9.1).

## WORD WORK: UNCIVILIZED (5 MIN.)

- In the Read-Aloud you heard, "The Romans thought the people in Gaul were *uncivilized*, and they wanted to conquer them so they would adopt Roman ways and culture." *Uncivilized* means having a complete disregard for or no knowledge of the proper ways to behave.
- How do you think someone might act who is considered uncivilized by others?
- What part of speech is the word *uncivilized*?
- Use a Word Parts activity for follow-up. Write the word *uncivilized* on a piece of chart paper, a chalkboard, or a whiteboard. Have a student volunteer circle the prefix *un–* and define its meaning. Ask students, "What does *uncivilized* mean?" Discuss synonyms such as *savage, barbaric,* and *ill-mannered.* Prompt students to realize that the prefix *un–* causes the word to mean the opposite of *civilized,* or *cultured, polite,* and *well-mannered.* Ask, "What other words do you know that use the prefix *un–* to cause words to be the opposites, or antonyms, of the word? Share examples such as *unfair, unlikely, uncommon,* etc.

**Lesson 9: "Julius Caesar: The Later Years" and "Crossing the Rubicon"**

# Reading

30M

**Primary Focus** Students will compare key points from two texts on Julius Caesar using a graphic organizer. TEKS 3.6.H

## VOCABULARY FOR "CROSSING THE RUBICON"

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the student reader.

**civil war,** a war between groups within the same country

**conspirator,** a person who has secretly planned to do something harmful

**defeat,** to win a victory over

**traitor,** someone who is not loyal and cannot be trusted

**unusual,** rare

**TEKS 3.6.H** Synthesize information to create new understanding.

| Vocabulary Chart for "Julius Caesar: Crossing the Rubicon" | | |
|---|---|---|
| **Vocabulary Type** | **Tier 3<br>Domain-Specific Words** | **Tier 2<br>General Academic Words** |
| Core Vocabulary | civil war<br>conspirator<br>traitor | defeat<br>unusual |
| Multiple-Meaning Core Vocabulary Words | | defeat |
| | | |
| Sayings and Phrases | crossing the Rubicon<br>killed Caesar to save Rome<br>the die is cast | |

## PRESENTING THE READING (5 MIN.)

- Have students take out their Reader and Activity Page 9.1. Explain that students will independently read the story "Crossing the Rubicon" and complete Activity Page 9.1, Part 2.
- Like yesterday's activity page, students should also draw lines connecting important points from today's Read-Aloud and reading.

## INDEPENDENT READING (25 MIN.)

- Students will read "Crossing the Rubicon" and complete Activity Page 9.1, Part 2.

### Check for Understanding

If students did not identify key ideas in both texts that were alike, then pull aside a small group and/or individual students to review the key ideas in both texts.

### Challenge

Students may read and complete Activity Page 9.1 independently.

### Support

For students who need support, form a small group and provide support as needed.

Chapter
# 13 Julius Caesar: Crossing the Rubicon

Mrs. Teachwell's Report

After he **conquered** Gaul, Caesar started marching back to Rome. By this time, the Roman senators were very nervous about Caesar. They thought he might march into Rome and take over. The senators sent Caesar a message. They told him to stop and send his soldiers home. They ordered him not to cross the Rubicon River. If he did, they said he would not be treated as a hero. Instead, he would be treated as a **traitor** and an **invader**.

In the year 49 **BCE**, Caesar crossed the Rubicon. He is said to have remarked in **Latin**, "The die is cast." That was his way of saying he knew he was taking a big risk. Crossing the Rubicon meant there was no turning back.

*Caesar crossing the Rubicon with his troops*





## GUIDED READING SUPPORTS FOR SMALL GROUP

### Pages 108–109

- Look at the image on **page 109** and read the caption. Tell students to read the two paragraphs on **page 108** to themselves to find the answer to the question: "What happened after Caesar conquered Gaul?"
- When students have finished reading, restate the question and have students answer.
    - » Caesar decided to cross the Rubicon River and come home to Rome.

  Why were the Roman senators nervous about Caesar after he conquered Gaul?
    - » They thought he might march into Rome and take over.

  What did they order him to do?
    - » not to cross the Rubicon River

  Why do you think he crossed the Rubicon anyway?
    - » Answers may vary but could include that Caesar thought highly of himself and didn't like to be told what to do.

Caesar's actions led to a **civil war**—a war in which Romans fought against Romans. Caesar was the leader on one side. Pompey [POM-pee], another famous Roman general, was the leader on the other side. Caesar **defeated** Pompey and chased him to Egypt, where Pompey was killed.

When Caesar got to Egypt, he found another country tangled up in a **civil war**. The princess Cleopatra was trying to take power from her brother. Caesar sided with Cleopatra. He helped her become Queen of Egypt.

Caesar had big plans. He didn't think Rome was run the way it should be. He wanted to change a lot of things. He had the Senate pass new laws. He replaced the old calendar with the one we still use today. (Did you know that the month of July is named for Julius Caesar?)

*Caesar met Cleopatra in Egypt and helped her become queen.*

110

111

## Pages 110–111

- Ask students to read **page 110** to themselves to fill in the blank in the sentence: "After Caesar crossed the Rubicon and went to Rome, the country began ___."
- When students have finished reading, reread the sentence and have students fill in the blank.
  - » a civil war

  Who were the two leaders in the war?
  - » Caesar and Pompey

  Who won?
  - » Caesar; he chased Pompey to Egypt, where Pompey was killed.

  Whom did Caesar meet while he was in Egypt?
  - » Cleopatra
- Direct students' attention to the image and caption on **page 111**.

Caesar wanted to do more, but he felt he needed more power. He got himself appointed **dictator**. At first, he was appointed **dictator** for only one year. That was not so **unusual**. The Romans had chosen **dictators** in the past. A **dictator** could be put in power during times of trouble. But the **dictator** was only supposed to rule for a little while, until the troubles passed. That was not what Caesar had in mind. He had himself appointed **dictator** for ten years. That upset a lot of people. How do you think those people felt a little later, when Caesar had himself appointed **dictator** for life? That was really too much for some people. For hundreds of years, Rome had been a republic. Now, Caesar was setting himself up as a **dictator**. Perhaps, he even wanted to be a king. That was even more upsetting. The Romans had driven out the kings hundreds of years earlier.

*Caesar became **dictator** of Rome for life.*





## Pages 112–113

- Call students' attention to the image and caption on **page 113**.
- Ask students to read **page 112** to themselves to find the answer to the question: "How did the Romans feel about Caesar declaring himself dictator of Rome?"
- When students have finished reading, restate the question and ask one student to answer.
    - » At first, the Romans were not upset when Caesar said he would be dictator for one year. They became very upset, however, when he declared that he would be dictator for ten years and then for life.
- Ask students, "Name the form of government that was at risk with Caesar as dictator."
    - » the republic

A group of Romans agreed that Caesar was a **threat** to the republic. They stabbed him to death in the Senate.

Some of the men who stabbed Julius Caesar were men he considered friends. One of them, Brutus, was a man Caesar had treated almost like a son. How could these men kill Caesar? Brutus explained that it was not that he loved Caesar less, but that he loved Rome—and the Roman republic—more. Brutus and the other **conspirators** killed Caesar to save Rome. At least, that was the plan.

*The senators who stabbed Caesar thought they were saving the Roman republic.*



## Pages 114–115

- Ask students to read **page 114** to themselves to find the answer to the question: "What happened to Caesar and why?"
- When students have finished reading, restate the question and have students answer.
  - » Caesar was stabbed to death. He had declared himself the dictator of Rome. Rome had been a republic, and people did not want one person to once again have so much power.

  Who was Brutus and what did he do?
  - » a friend of Caesar's who was one of the men who stabbed him
- If time permits, ask students what they think may happen next, now that Caesar is dead. (Answers may vary).
- Direct students' attention to the image and caption on **page 115**.

Lesson 9: "Julius Caesar: The Later Years" and "Crossing the Rubicon"

# Writing

45M

**Primary Focus:** Students will take a position on whether Julius Caesar is a hero or a traitor. **TEKS 3.12.C; TEKS 3.13.C; TEKS 3.13.H**

## DEBATE WARM-UP (5 MIN.)

- Ask students to stand up if they agree with the following statements:
  - Students should go to school only four days a week.
  - All students should wear blue shirts and pants to school.
  - All students should be required to volunteer to clean the school grounds weekly.
- Choose one of the statements and have students brainstorm three arguments that explain why they support the topic. Explain to students that their argument must support why they think the statement is true.

## HERO OR TRAITOR? (10 MIN.)

Activity Page 9.2

- Have students take out and review their notes on Activity Page 8.1 (from yesterday) and Activity Page 9.1.
- Explain to students that, after reading four different texts about Julius Caesar, they will take all the information they learned and plan a debate. A debate is when people discuss topics and allow others to hear both sides of a topic. Many times we see debates during elections. Today you will decide if you think Julius Caesar was a traitor or a hero.
- Have student take out Activity Page 9.2 and review definitions of *traitor* and *hero*.
  - » A hero is someone who is admired for being good and brave. A traitor is someone who someone who is not loyal and cannot be trusted.

### Support

Define *debate* as "an argument or discussion expressing different opinions."

**TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.13.C** Identify and gather relevant information from a variety of sources; **TEKS 3.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

- Explain that today students will decide whether they think Julius Caesar is a hero or a traitor. Tell students that some classmates will think he is a traitor and some a hero. This will be the topic they debate today.
- Have students complete the center question on Activity Page 9.2: Is Julius Caesar a traitor or a hero? In the box, students will write *traitor* or *hero*.
- If students wrote *hero*, direct them to write three reasons why they think Julius Caesar is a hero in the left-hand boxes on Activity Page 9.2. If students wrote *traitor*, direct them to write three reasons why they think he is a traitor in the right-hand boxes.
- If students chose hero, have them brainstorm one reason why their classmates might think Julius Caesar is a traitor in the right-hand box. If students chose traitor, have them brainstorm one reason why their classmates might think Julius Caesar is a hero in the left-hand box.

## Support

Ask students to brainstorm people they consider to be heroes and traitors.

**ENGLISH LANGUAGE LEARNERS**

### Writing
Supporting Opinions

**All**
Emphasize that in a debate students must consider both sides of the issue.

**Beginning**
Have students complete this activity page in small groups with substantial teacher support.

**Intermediate**
Have students complete this activity page with a partner with moderate teacher support.

**Advanced/Advanced High**
Have students complete this activity page independently.

**ELPS 5.G**

## Support

Work with a small group to complete Activity Pages 9.2 and 9.3.

## Challenge

Students identify additional support as to why Julius Caesar is a hero or traitor.

Activity Page 9.3

**ENGLISH LANGUAGE LEARNERS**

Writing
Understanding Text Structure

**All**
Walk through the organization of an argument for debate (position/stance, support, opposing argument and response, conclusion).

**Beginning**
Model how to organize a debate in small groups.

**Intermediate**
Have students work with partners to organize their debate. Provide support as needed.

**Advanced/Advanced High**
Observe that students are able to organize their debate with minimal support.

**ELPS 1.H; ELPS 5.B**

## WRITING A DEBATE (15 MIN.) TEKS 3.12.C

- Have students take out Activity Page 9.3. Explain that they will use this Activity Page to write out their debate. They will use Activity Page 9.2 to guide their debate.
- Model how to complete Activity Page 9.3.
  - In one sentence, describe what you are debating. What is your position on the issue? Do you think Julius Caesar is a traitor or a hero? State that in one sentence.
  - In the second box, give three reasons that support your position. Why is he a hero? Why is he a traitor?
  - In the third box, list all the topics that someone on the other side of the argument might say. For example, you think Julius Caesar is a hero. Why might other people think he was a traitor? Be sure to think of a response to someone on the other side of the argument.
  - In one sentence, sum up all the reasons that support your position.

## PRESENTING THE DEBATE (15 MIN.) TEKS 3.13.H

- Have students individually present their arguments using Activity Page 9.3 during their presentation.

  **Note:** Provide students with feedback regarding their argument and support.

  **Note:** Activity Pages 9.2 and 9.3 should be saved in student's Writing Portfolio.

**TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

End Lesson

**Lesson 9: "Julius Caesar: The Later Years" and "Crossing the Rubicon"**

# Take-Home Material

**Note:** Assign take-home material(s) based on student and/or class need.

- Take-home options include Activity Pages 9.4. 9.5, and/or 9.6.

Activity Pages 9.4, 9.5, and/or 9.6

LESSON

10

# Julius Caesar, Augustus Caesar, and the Roman Empire

## PRIMARY FOCUS OF LESSON

### Reading

Students will analyze Julius Caesar as a leader. TEKS 3.6.G; TEKS 3.12.C

### Speaking and Listening

Students will summarize key contributions and events in the life of Augustus Caesar. TEKS 3.6.G; TEKS 3.7.D

### Reading

Students will identify missing events in a timeline of Julius and Augustus Caesar's lives. TEKS 3.7.D

### Language

Students will correctly spell and sort words spelled /ee/. TEKS 3.2.B.i

## FORMATIVE ASSESSMENT

| | |
|---|---|
| Activity Page 10.1 | **Leader: Julius Caesar** Determine if Julius Caesar was a good leader. TEKS 3.6.G; TEKS 3.12.C |
| Activity Page 10.3 | **Bingo with a Twist** Summarize Augustus Caesar's life. TEKS 3.6.G; TEKS 3.7.D |
| Activity Page 10.4 | **Sequence the lives of Julius and Augustus Caesar.** Sequence the lives of Julius and Augustus Caesar. TEKS 3.7.D |
| Activity Page 10.5 | **Spelling Assessment** Spell and sort words spelled /ee/. TEKS 3.2.B.i |

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables.

## LESSON AT A GLANCE

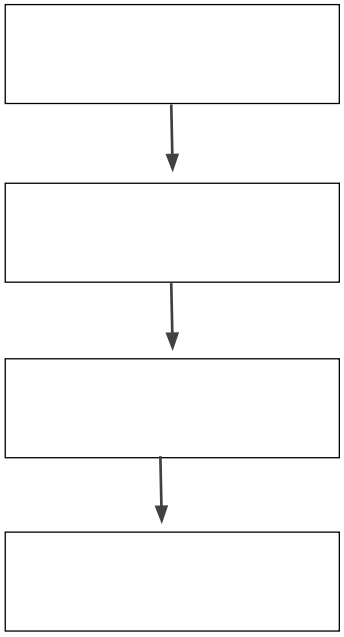
| | Grouping | Time | Materials |
|---|---|---|---|
| **Reading (35 min.)** | | | |
| Introducing the Close Reading | Whole Group | 5 min. | ❏ *Stories of Ancient Rome*<br>❏ Activity Page 10.1<br>❏ Writing Portfolio |
| Presenting the Close Reading | Whole Group | 20 min. | |
| Discussing the Close Reading | Whole Group | 10 min. | |
| **Speaking and Listening (45 min.)** | | | |
| Introducing the Read-Aloud | Small Group | 10 min. | ❏ *Stories of Ancient Rome*<br>❏ Activity Pages 10.2, 10.3<br>❏ Rome Ruler's Organizer (Digital Projections) |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Partner | 10 min. | |
| Word Work: *Influence* | Whole Group | 5 min. | |
| **Reading (20 min.)** | | | |
| Timeline | Small Group | 20 min. | ❏ Activity Page 10.4<br>❏ *Stories of Ancient Rome* |
| **Language (20 min.)** | | | |
| Spelling Assessment | Independent | 20 min. | ❏ Activity Page 10.5 |
| **Take-Home Material** | | | |
| Augustus Caesar's Diary | | | ❏ Activity Page 10.6 |

## ADVANCE PREPARATION

### Speaking and Listening

- Create the Rome's Rulers organizer on chart paper or use Digital Projection DP.U4.L10.1. If using chart paper, write the following on sticky notes: *King, Republic of Senators and Consuls, Dictator,* and *Emperor.*

**Rome's Rulers**



### Universal Access

- In this lesson, students will do a close reading of "Julius Caesar: The Later Years." Prepare students to engage with the content by doing/setting up the following:
    - Review Activity Page 9.1 in small groups or with home-language peers. Have students explain the connections between the Read-Aloud and the Reader chapter.
    - Inform students about the type of close reading questions they are answering, so they will have a better understanding of the focus of a particular question.

- In this lesson, students will also listen to a Read-Aloud about Augustus Caesar. Prepare students to engage with the content by doing/setting up the following:
  - Show images of Julius Caesar and Octavian/Augustus Caesar.
  - Show the relationship between Julius Caesar, Marc Antony, and Octavian/Augustus.
  - Do Rome's Rulers (Activity Page 10.2) first. Point out that the term left over—*empire*—means a large area of land controlled by one person. An empire is larger than a kingdom and consists of many different regions ruled by an emperor.

Start Lesson

## Lesson 10: Julius Caesar, Augustus Caesar, and the Roman Empire

# Reading

35M

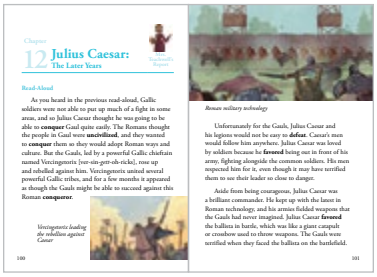
**Primary Focus:** Students will analyze Julius Caesar as a leader.

**TEKS 3.6.G; TEKS 3.12.C**

## INTRODUCING THE CLOSE READING (5 MIN.)

- Tell students to turn to the table of contents and locate today's chapter, "Julius Caesar: The Later Years." Have students turn to the first page of the chapter.
- Read the title as a class. As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

## PRESENTING THE CLOSE READING (20 MIN.)


Chapter 12 Julius Caesar: The Later Years

Read-Aloud

As you heard in the previous read-aloud, Gallic soldiers were not able to put up much of a fight in some areas, and so Julius Caesar thought he was going to be able to **conquer** Gaul quite easily. The Romans thought the people in Gaul were **uncivilized**, and they wanted to **conquer** them so they would adopt Roman ways and culture. But the Gauls, led by a powerful Gallic chieftain named Vercingetorix [ver-sin-get-oh-ricks], rose up and rebelled against him. Vercingetorix united several powerful Gallic tribes, and for a few months it appeared as though the Gauls might be able to succeed against this Roman **conqueror**.

*Vercingetorix leading the rebellion against Caesar*

100


*Roman military technology*

Unfortunately for the Gauls, Julius Caesar and his legions would not be easy to **defeat**. Caesar's men would follow him anywhere; Julius Caesar was loved by soldiers because he **favored** being out in front of his army, fighting alongside the common soldiers. His men respected him for it, even though it may have terrified them to see their leader so close to danger.

Aside from being courageous, Julius Caesar was a brilliant commander. He kept up with the latest in Roman technology, and his armies fielded weapons that the Gauls had never imagined. Julius Caesar **favored** the ballista in battle, which was like a giant catapult or crossbow used to throw weapons. The Gauls were terrified when they faced the ballista on the battlefield.

101

### Student Reader pages 100–101
### Vercingetorix leading the rebellion against Caesar

As you heard in the previous Read-Aloud, Gallic soldiers were not able to put up much of a fight in some areas, so Julius Caesar thought he was going to be able to **conquer** Gaul quite easily. The Romans thought the people in Gaul were

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

**ENGLISH LANGUAGE LEARNERS**

Reading
Close Reading

**Beginning**
Focus on one type of close reading question throughout and model thinking aloud to help students get to the answer.

**Intermediate**
Focus on a few types of close reading questions and provide moderate support to help students get to the answer.

**Advanced/Advanced High**
Do all of the close reading questions and provide light support.

**ELPS 4.G**

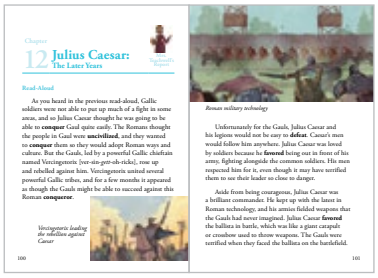
***uncivilized***, and they wanted to **conquer** them so they would adopt Roman ways and culture. But the Gauls, led by a powerful Gallic chieftan named Vercingetorix (ver-sin-*gett*-oh-ricks), rose up and rebelled against him. Vercingetorix united several powerful Gallic tribes, and for a few months it appeared as though the Gauls might be able to succeed against this Roman **conqueror**.

Unfortunately for the Gauls, Julius Caesar and his legions would not be easy to **defeat**. Caesar's men would follow him anywhere. Julius Caesar was loved by soldiers because he **favored** being out in front of his army, fighting alongside the common soldiers. His men respected him for it, even though it may have terrified them to see their leader so close to danger.

## Support

Remind students that they read about the Gallic army in previous lessons. Julius Caesar fought the Gallic army and won using new technology and weapons.

1. **Inferential.** Why did the author use the word *conquer* instead of *beat* in the first paragraph?
   - » *Conquer* means to take control and *beat* means to win.
2. **Inferential.** How was the Gallic army different from the Roman army?
   - » The Gauls were uncivilized.


Chapter 12 Julius Caesar: The Later Years

Read-Aloud

As you heard in the previous read-aloud, Gallic soldiers were not able to put up much of a fight in some areas, and so Julius Caesar thought he was going to be able to **conquer** Gaul quite easily. The Romans thought the people in Gaul were **uncivilized**, and they wanted to **conquer** them so they would adopt Roman ways and culture. But the Gauls, led by a powerful Gallic chieftain named Vercingetorix [ver-sin-get-oh-ricks], rose up and rebelled against him. Vercingetorix united several powerful Gallic tribes, and for a few months it appeared as though the Gauls might be able to succeed against this Roman **conqueror**.

*Vercingetorix leading the rebellion against Caesar*

100

*Roman military technology*

Unfortunately for the Gauls, Julius Caesar and his legions would not be easy to **defeat**. Caesar's men would follow him anywhere. Julius Caesar was loved by soldiers because he **favored** being out in front of his army, fighting alongside the common soldiers. His men respected him for it, even though it may have terrified them to see their leader so close to danger.

Aside from being courageous, Julius Caesar was a brilliant commander. He kept up with the latest in Roman technology, and his armies fielded weapons that the Gauls had never imagined. Julius Caesar **favored** the ballista in battle, which was like a giant catapult or crossbow used to throw weapons. The Gauls were terrified when they faced the ballista on the battlefield.

101

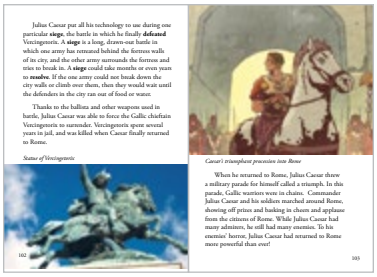
### Student Reader pages 101–102
### Roman military technology

Aside from being courageous, Julius Caesar was a brilliant commander. He kept up with the latest in Roman technology, and his armies fielded weapons that the Gauls had never imagined. Julius Caesar **favored** the ballista in battle, which was like a giant catapult or crossbow used to throw weapons. The Gauls were terrified when they faced the ballista on the battlefield.

Julius Caesar put all his technology to use during one particular **siege**, the battle in which he finally **defeated** Vercingetorix. A **siege** is a long, drawn-out battle in which one army has retreated behind the fortress walls of its city, and the other army surrounds the fortress and tries

to break in. A **siege** could take months or even years to **resolve**. If the one army could not break down the city walls or climb over them, then they would wait until the defenders in the city ran out of food or water.

1. **Literal.** Why was Julius Caesar a brilliant commander?
   - » He kept up with the latest technology and had weapons others had never seen before.
2. **Inferential.** What does the phrase "keep up with" mean?
   - » go at the same rate or speed as someone else
3. **Inferential.** Visualize: Using white paper, draw a picture of a siege.
   - » Answers may vary.


Julius Caesar put all his technology to use during one particular **siege**, the battle in which he finally **defeated** Vercingetorix. A **siege** is a long, drawn-out battle in which one army has retreated behind the fortress walls of its city, and the other army surrounds the fortress and tries to break in. A **siege** could take months or even years to **resolve**. If the one army could not break down the city walls or climb over them, then they would wait until the defenders in the city ran out of food or water.

Thanks to the ballista and other weapons used in battle, Julius Caesar was able to force the Gallic chieftain Vercingetorix to surrender. Vercingetorix spent several years in jail, and was killed when Caesar finally returned to Rome.

*Statue of Vercingetorix*

*Caesar's triumphant procession into Rome*

When he returned to Rome, Julius Caesar threw a military parade for himself called a triumph. In this parade, Gallic warriors were in chains. Commander Julius Caesar and his soldiers marched around Rome, showing off prizes and basking in cheers and applause from the citizens of Rome. While Julius Caesar had many admirers, he still had many enemies. To his enemies' horror, Julius Caesar had returned to Rome more powerful than ever!

102

103

### Student Reader page 102
### Statue of Vercingetorix

Thanks to the ballista and other weapons used in battle, Julius Caesar was able to force the Gallic chieftain Vercingetorix to surrender. Vercingetorix spent several years in jail, and was killed when Caesar finally returned to Rome.

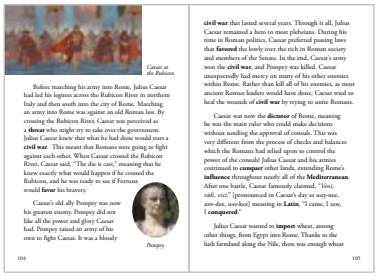
1. **Evaluative.** Do you think Julius Caesar would have won the battle without the ballista and other advanced weapons?
   - » Answers may vary.

### Student Reader page 103
### Caesar's triumphant procession into Rome

When he returned to Rome, Julius Caesar threw a military parade for himself called a *triumph*. In this parade, Gallic warriors were in chains. Commander Julius Caesar and his soldiers marched around Rome, showing off prizes and basking in cheers and applause from the citizens of Rome. While Julius Caesar had many admirers, he

still had many enemies. To his enemies' horror, Julius Caesar had returned to Rome more powerful than ever!

1. **Inferential.** What does "showing off prizes" mean?
   - » to brag or boast about your win



*Caesar at the Rubicon*

Before marching his army into Rome, Julius Caesar had led his legions across the Rubicon River in northern Italy and then south into the city of Rome. Marching an army into Rome was against an old Roman law. By crossing the Rubicon River, Caesar was perceived as a **threat** who might try to take over the government. Julius Caesar knew that what he had done would start a **civil war**. This meant that Romans were going to fight against each other. When Caesar crossed the Rubicon River, Caesar said, "The die is cast," meaning that he knew exactly what would happen if he crossed the Rubicon, and he was ready to see if Fortuna would **favor** his bravery.

Caesar's old ally Pompey was now his greatest enemy. Pompey did not like all the power and glory Caesar had. Pompey raised an army of his own to fight Caesar. It was a bloody

*Pompey*

104

**civil war** that lasted several years. Through it all, Julius Caesar remained a hero to most plebeians. During his time in Roman politics, Caesar preferred passing laws that **favored** the lowly over the rich in Roman society and members of the Senate. In the end, Caesar's army won the **civil war**, and Pompey was killed. Caesar unexpectedly had mercy on many of his other enemies within Rome. Rather than kill all of his enemies, as most ancient Roman leaders would have done, Caesar tried to heal the wounds of **civil war** by trying to unite Romans.

Caesar was now the **dictator** of Rome, meaning he was the main ruler who could make decisions without needing the approval of consuls. This was very different from the process of checks and balances which the Romans had relied upon to control the power of the consuls! Julius Caesar and his armies continued to **conquer** other lands, extending Rome's **influence** throughout nearly all of the **Mediterranean**. After one battle, Caesar famously claimed, "*Veni, vidi, vici*," [pronounced in Caesar's day as *way-nee, wee-dee, wee-kee*] meaning in **Latin**, "I came, I saw, I **conquered**."

Julius Caesar wanted to **import** wheat, among other things, from Egypt into Rome. Thanks to the lush farmland along the Nile, there was enough wheat

105

## Student Reader page 104
## Caesar at the Rubicon

By 500 CE, the Western . . .

Before marching his army into Rome, Julius Caesar had led his legions across the Rubicon River in northern Italy and then south into the city of Rome. Marching an army into Rome was against an old Roman law. By crossing the Rubicon River, Caesar was perceived as a **threat** who might try to take over the government. Julius Caesar knew that what he had done would start a **civil war**. This meant that Romans were going to fight against each other. When Caesar crossed the Rubicon River, he said, "The die is cast," meaning that he knew exactly what would happen if he crossed the Rubicon, and he was ready to see if Fortuna would **favor** his bravery.

1. **Inferential.** What does "the die is cast" mean?
   - » a decision or action has been made that cannot be changed
2. **Inferential.** Why did Caesar say this?
   - » Caesar crossed the Rubicon and could not turn back.

## Student Reader pages 104–105
## Pompey

Caesar's old ally Pompey was now his greatest enemy. Pompey did not like all the power and glory Caesar had. Pompey raised an army of his own to fight Caesar. It was a bloody **civil war** that lasted

several years. Through it all, Julius Caesar remained a hero to most plebeians. During his time in Roman politics, Caesar preferred passing laws that **favored** the lowly over the rich in Roman society and members of the Senate. In the end, Caesar's army won the civil war, and Pompey was killed. Caesar unexpectedly had mercy on many of his other enemies within Rome. Rather than kill all of his enemies, as most ancient Roman leaders would have done, Caesar tried to heal the wounds of civil war by trying to unite Romans.

Caesar was now the **dictator** of Rome, meaning he was the main ruler who could make decisions without needing the approval of consuls. This was very different from the process of checks and balances which the Romans had relied upon to control the power of the consuls! Julius Caesar and his armies continued to **conquer** other lands, extending Rome's **influence** throughout nearly all of the **Mediterranean**. After one battle, Caesar famously claimed, "*Veni, vidi, vici*" (pronounced in Caesar's day as *way*-nee, *wee*-dee, *wee*-kee), meaning in **Latin**, "I came, I saw, I **conquered**."

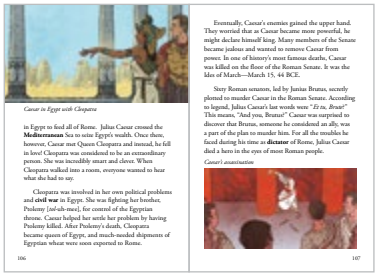
1. **Literal.** Why did Pompey fight Caesar?
    - » He did not like the power and glory Caesar had.
2. **Inferential.** What does "heal the wounds" mean?
    - » restore the relationship

### Student Reader pages 105–106
### Caesar in Egypt with Cleopatra

Julius Caesar wanted to **import** wheat, among other things, from Egypt into Rome. Thanks to the lush farmland along the Nile, there was enough wheat in Egypt to feed all of Rome. Julius Caesar crossed the **Mediterranean** Sea to seize Egypt's wealth. Once there, however, Caesar met Queen Cleopatra and instead, he fell in love! Cleopatra was considered to be an extraordinary person. She was incredibly smart and clever. When Cleopatra walked into a room, everyone wanted to hear what she had to say.

Cleopatra was involved in her own political problems and **civil war** in Egypt. She was fighting her brother, Ptolemy (*tol*-uh-mee), for control of the Egyptian throne. Caesar helped her settle her problem by having Ptolemy killed. After Ptolemy's death, Cleopatra became queen of Egypt, and much-needed shipments of Egyptian wheat were soon exported to Rome.

1. **Literal.** Why did Caesar want to seize Egypt?
    - » He wanted to import wheat and other things from Egypt into Rome.
2. **Inferential.** How was Caesar's purpose for seizing Egypt different from his purpose for conquering the Gauls?
    - » Caesar wanted to conquer the Gauls so they would adopt Roman ways and culture; he wanted to seize Egypt for wheat.
3. **Inferential.** How were Julius Caesar and Cleopatra alike as leaders?
    - » They were both smart and clever.



*Caesar in Egypt with Cleopatra*

in Egypt to feed all of Rome. Julius Caesar crossed the **Mediterranean** Sea to seize Egypt's wealth. Once there, however, Caesar met Queen Cleopatra and instead, he fell in love! Cleopatra was considered to be an extraordinary person. She was incredibly smart and clever. When Cleopatra walked into a room, everyone wanted to hear what she had to say.

Cleopatra was involved in her own political problems and **civil war** in Egypt. She was fighting her brother, Ptolemy (*tol*-uh-mee), for control of the Egyptian throne. Caesar helped her settle her problem by having Ptolemy killed. After Ptolemy's death, Cleopatra became queen of Egypt, and much-needed shipments of Egyptian wheat were soon exported to Rome.

106

Eventually, Caesar's enemies gained the upper hand. They worried that as Caesar became more powerful, he might declare himself king. Many members of the Senate became jealous and wanted to remove Caesar from power. In one of history's most famous deaths, Caesar was killed on the floor of the Roman Senate. It was the Ides of March—March 15, 44 BCE.

Sixty Roman senators, led by Junius Brutus, secretly plotted to murder Caesar in the Roman Senate. According to legend, Julius Caesar's last words were "*Et tu, Brute?*" This means, "And you, Brutus?" Caesar was surprised to discover that Brutus, someone he considered an ally, was a part of the plan to murder him. For all the troubles he faced during his time as **dictator** of Rome, Julius Caesar died a hero in the eyes of most Roman people.

*Caesar's assassination*



107

### Student Reader page 107
### Caesar's assassination

Eventually, Caesar's enemies gained the upper hand. They worried that as Caesar became more powerful, he might declare himself king. Many members of the Senate became jealous and wanted to remove Caesar from power. In one of history's most famous deaths, Caesar was killed on the floor of the Roman Senate. It was the Ides of March—March 15th, 44 CE.

Sixty Roman senators, led by Junius Brutus, secretly plotted to murder Caesar in the Roman Senate. According to legend, Julius Caesar's last words were "Et tu, Brute?" This means, "And you, Brutus?" Caesar was surprised to discover that Brutus, someone he considered an ally, was a part of the plan to murder him. For all the troubles he faced during his time as **dictator** of Rome, Julius Caesar died a hero in the eyes of most Roman people.

## DISCUSSING THE CLOSE READING (10 MIN.)

- Use the following to questions to discuss the Read-Aloud:

1. **Evaluative.** How would you describe Julius Caesar as a leader?
   - » Answers may vary.
2. **Evaluative.** What additional sequence could the author have used to explain the life of Julius Caesar?
   - » Answers may vary.

- Have students complete Activity Page 10.1 independently.
  - Remind students to include the following in their writing: Opinion; Support; Conclusion
  - Activity Page 10.1 should be saved in student's writing portfolio.

### Check for Understanding

If students did not identify opinion, support with reasons, and/or a conclusion in their paper, then pull individual students or small groups to model each part with student input.

**Lesson 10: Julius Caesar, Augustus Caesar, and the Roman Empire**

# Speaking and Listening

45M

**Primary Focus:** Students will summarize key contributions and events in the life of Augustus Caesar. TEKS 3.6.G; TEKS 3.7.D

## VOCABULARY FOR "AUGUSTUS CAESAR AND THE ROMAN EMPIRE"

- The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a "unit dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**illustrious,** famous and well-known

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

### Activity Page 10.1

### Support

Use graphic organizer 6.4 to assist students in organizing their opinion, support, and conclusion.

**ENGLISH LANGUAGE LEARNERS**

### Reading
Supporting Opinions

**Beginning**
Work collaboratively with students to help them come up with a stance and up to three support statements.

**Intermediate**
Encourage students, individually or with a partner, to come up with their own stance and three support statements.

**Advanced/Advanced High**
Challenge students to come up with their own stance and three support statements that relate back to the text.

ELPS 3.G

**influence,** the power to change how people think or act

**parched,** extremely dry

**predecessor,** someone who comes before

**vast,** very big in size

| Vocabulary Chart for "Augustus Caesar and the Roman Empire" | | |
|---|---|---|
| **Vocabulary Type** | **Tier 3 Domain-Specific Words** | **Tier 2 General Academic Words** |
| Core Vocabulary | predecessor | illustrious<br>influence<br>parched<br>vast |
| Multiple-Meaning Core Vocabulary Words | | influence |
| | | |
| Sayings and Phrases | Civic Crown<br>Illustrious One<br>Pax Romana<br>Roman Empire<br>shudder with fear | |

## INTRODUCING THE READ-ALOUD (10 MIN.)

- Display the chart or project Digital Image DP.U4.L10.1: Rome's Rulers.

  **Rome's Rulers (Projection DP.U4.L10.1)**

- Have students take out Activity Page 10.2. In small groups, have the students determine the flow of Rome's rulers. At the top of the graphic organizer, students should identify the first ruler of Rome.
- When groups have completed the sequence of rulers, ask students to help you sequence on large chart.
- After sequencing, ask students to expand on what they know about each of the sticky notes.
  - Possible student responses: First, Rome and the surrounding areas were divided into many different kingdoms, ruled by Etruscan kings. Then, after the people overthrew the Etruscan kings, Rome became a republic. Finally, when Julius Caesar ruled Rome, he ruled as a dictator, a person who was not elected and had ultimate control of the government. Then Rome became an empire.

Activity Page 10.2

### Support

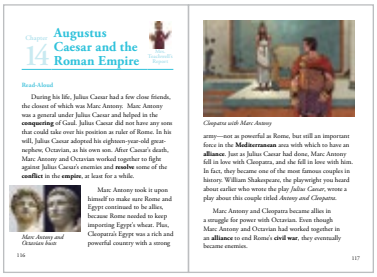
Provide students with the four rulers for the graphic organizer: King, Republic of Senators and Consuls, Dictator, and Empire.

- Explain to students that today they will hear more about the next step in Rome's government: Rome becoming an empire.
- Explain that an empire is larger than a kingdom and consists of many different regions ruled by an emperor.
- Have students listen carefully to learn about the Roman Empire's expansion after Julius Caesar's death and to find out more about the new emperor.

## PRESENTING THE READ-ALOUD (20 MIN.)

- Have students take out Activity Page 10.3. Explain to students that they need to listen for the answers to each question but should not write them down on their bingo board.
- Tell students to turn to the table of contents and locate today's chapter, "Augustus Caesar and the Roman Empire." Have students turn to the first page of the chapter and follow along during the Read-Aloud.

Activity Page 10.3


Chapter 14 Augustus Caesar and the Roman Empire

Read-Aloud

During his life, Julius Caesar had a few close friends, the closest of which was Marc Antony. Marc Antony was a general under Julius Caesar and helped in the **conquering** of Gaul. Julius Caesar did not have any sons that could take over his position as ruler of Rome. In his will, Julius Caesar adopted his eighteen-year-old great-nephew, Octavian, as his own son. After Caesar's death, Marc Antony and Octavian worked together to fight against Julius Caesar's enemies and **resolve** some of the **conflict** in the **empire**, at least for a while.

*Marc Antony and Octavian busts*

Marc Antony took it upon himself to make sure Rome and Egypt continued to be allies, because Rome needed to keep importing Egypt's wheat. Plus, Cleopatra's Egypt was a rich and powerful country with a strong army—not as powerful as Rome, but still an important force in the **Mediterranean** area with which to have an **alliance**. Just as Julius Caesar had done, Marc Antony fell in love with Cleopatra, and she fell in love with him. In fact, they became one of the most famous couples in history. William Shakespeare, the playwright you heard about earlier who wrote the play *Julius Caesar*, wrote a play about this couple titled *Antony and Cleopatra*.

*Cleopatra with Marc Antony*

Marc Antony and Cleopatra became allies in a struggle for power with Octavian. Even though Marc Antony and Octavian had worked together in an **alliance** to end Rome's **civil war**, they eventually became enemies.

116 117

### Student Reader page 116
### Marc Antony and Octavian busts

During his life, Julius Caesar had a few close friends, the closest of which was Marc Antony. Marc Antony was a general under Julius Caesar and helped in the **conquering** of Gaul. Julius Caesar did not have any sons that could take over his position as ruler of Rome. In his will, Julius Caesar adopted his eighteen-year-old great-nephew, Octavian, as his own son. After Caesar's death, Marc Antony and Octavian worked together to fight against Julius Caesar's enemies and **resolve** some of the **conflict** in the **empire**, at least for a while.

### Student Reader pages 116–117
### Cleopatra with Marc Antony

Marc Antony took it upon himself to make sure Rome and Egypt continued to be allies, because Rome needed to keep importing Egypt's wheat. Plus, Cleopatra's Egypt was a rich and powerful country with a strong army—not as powerful as Rome, but still an

Support

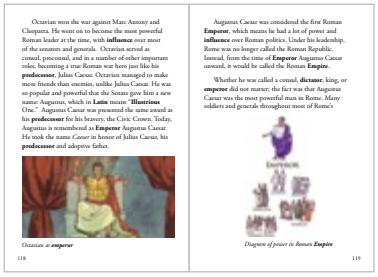
Draw a chart to help students organize important individuals and their accomplishments: Julius Caesar, Augustus Caesar, Marc Anthony, and Cleopatra.

important force in the **Mediterranean** area with which to have an **alliance**. Just as Julius Caesar had done, Marc Antony fell in love with Cleopatra, and she fell in love with him. In fact, they became one of the most famous couples in history. William Shakespeare, the playwright you heard about earlier who wrote the play *Julius Caesar*, wrote a play about this couple titled *Antony and Cleopatra*.

Marc Antony and Cleopatra became allies in a struggle for power with Octavian. Even though Marc Antony and Octavian had worked together in an **alliance** to end Rome's **civil war**, they eventually became enemies.

## Support

Explain to students that an alliance is when people work together and an enemy is the opposite.



Octavian won the war against Marc Antony and Cleopatra. He went on to become the most powerful Roman leader at the time, with **influence** over most of the senators and generals. Octavian served as consul, proconsul, and in a number of other important roles, becoming a true Roman war hero just like his **predecessor**, Julius Caesar. Octavian managed to make more friends than enemies, unlike Julius Caesar. He was so popular and powerful that the Senate gave him a new name: Augustus, which in **Latin** means "**Illustrious** One." Augustus Caesar was presented the same award as his **predecessor** for his bravery, the Civic Crown. Today, Augustus is remembered as **Emperor** Augustus Caesar. He took the name *Caesar* in honor of Julius Caesar, his **predecessor** and adoptive father.

*Octavian as* ***emperor***

118

Augustus Caesar was considered the first Roman **Emperor**, which means he had a lot of power and **influence** over Roman politics. Under his leadership, Rome was no longer called the Roman Republic. Instead, from the time of **Emperor** Augustus Caesar onward, it would be called the Roman **Empire**.

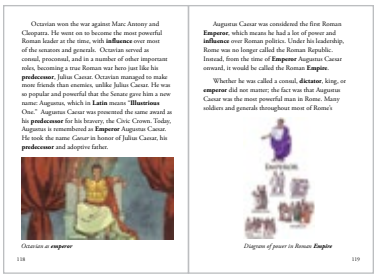
Whether he was called a consul, **dictator**, king, or **emperor** did not matter; the fact was that Augustus Caesar was the most powerful man in Rome. Many soldiers and generals throughout most of Rome's

*Diagram of power in Roman* ***Empire***

119

### Student Reader pages 118–119
### Octavian as emperor

Augustus Caesar was considered the first Roman **Emperor**, which means he had a lot of power and **influence** over Roman politics. Under his leadership, Rome was no longer called the Roman Republic. Instead, from the time of **Emperor** Augustus Caesar onward, it would be called the Roman **Empire**.



Octavian won the war against Marc Antony and Cleopatra. He went on to become the most powerful Roman leader at the time, with **influence** over most of the senators and generals. Octavian served as consul, proconsul, and in a number of other important roles, becoming a true Roman war hero just like his **predecessor**, Julius Caesar. Octavian managed to make more friends than enemies, unlike Julius Caesar. He was so popular and powerful that the Senate gave him a new name: Augustus, which in **Latin** means "**Illustrious** One." Augustus Caesar was presented the same award as his **predecessor** for his bravery, the Civic Crown. Today, Augustus is remembered as **Emperor** Augustus Caesar. He took the name *Caesar* in honor of Julius Caesar, his **predecessor** and adoptive father.

*Octavian as* ***emperor***

118

Augustus Caesar was considered the first Roman **Emperor**, which means he had a lot of power and **influence** over Roman politics. Under his leadership, Rome was no longer called the Roman Republic. Instead, from the time of **Emperor** Augustus Caesar onward, it would be called the Roman **Empire**.

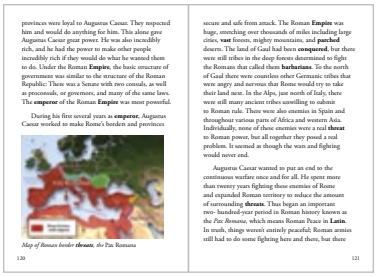
Whether he was called a consul, **dictator**, king, or **emperor** did not matter; the fact was that Augustus Caesar was the most powerful man in Rome. Many soldiers and generals throughout most of Rome's

*Diagram of power in Roman* ***Empire***

119

## Student Reader pages 119–120
## Diagram of power in Roman Empire

Whether he was called a consul, **dictator**, king, or **emperor** did not matter; the fact was that Augustus Caesar was the most powerful man in Rome. Many soldiers and generals throughout most of Rome's provinces were loyal to Augustus Caesar. They respected him and would do anything for him. This alone gave Augustus Caesar great power. He was also incredibly rich, and he had the power to make other people incredibly rich if they would do what he wanted them to do. Under the Roman **Empire**, the basic structure of government was similar to the structure of the Roman Republic: There was a Senate with two consuls, as well as proconsuls, or governors, and many of the same laws. The **emperor** of the Roman **Empire** was most powerful.



provinces were loyal to Augustus Caesar. They respected him and would do anything for him. This alone gave Augustus Caesar great power. He was also incredibly rich, and he had the power to make other people incredibly rich if they would do what he wanted them to do. Under the Roman **Empire**, the basic structure of government was similar to the structure of the Roman Republic: There was a Senate with two consuls, as well as proconsuls, or governors, and many of the same laws. The **emperor** of the Roman **Empire** was most powerful.

During his first several years as **emperor**, Augustus Caesar worked to make Rome's borders and provinces

*Map of Roman border* ***threats****, the* Pax Romana

120

secure and safe from attack. The Roman **Empire** was huge, stretching over thousands of miles including large cities, **vast** forests, mighty mountains, and **parched** deserts. The land of Gaul had been **conquered**, but there were still tribes in the deep forests determined to fight the Romans that called them **barbarians**. To the north of Gaul there were countless other Germanic tribes that were angry and nervous that Rome would try to take their land next. In the Alps, just north of Italy, there were still many ancient tribes unwilling to submit to Roman rule. There were also enemies in Spain and throughout various parts of Africa and western Asia. Individually, none of these enemies were a real **threat** to Roman power, but all together they posed a real problem. It seemed as though the wars and fighting would never end.

Augustus Caesar wanted to put an end to the continuous warfare once and for all. He spent more than twenty years fighting these enemies of Rome and expanded Roman territory to reduce the amount of surrounding **threats**. This began an important two-hundred-year period in Roman history known as the *Pax Romana*, which means Roman Peace in **Latin**. In truth, things weren't entirely peaceful; Roman armies still had to do some fighting here and there, but there

121

## Student Reader pages 120–122
## Map of Roman border threats, the *Pax Romana*

During his first several years as **emperor**, Augustus Caesar worked to make Rome's borders and provinces secure and safe from attack. The Roman **Empire** was huge, stretching over thousands of miles including large cities, **vast** forests, mighty mountains, and **parched** deserts. The land of Gaul had been conquered, but there were still tribes in the deep forests determined to fight the Romans that called them **barbarians**. To the north of Gaul there were countless other Germanic tribes that were angry and nervous that Rome would try to take their land next. In the Alps, just north of Italy, there were still many ancient tribes unwilling to submit to Roman rule. There were also enemies in Spain and throughout various parts of Africa and western Asia. Individually, none of these enemies were a real **threat** to Roman power, but all together they posed a real problem. It seemed as though the wars and fighting would never end.

Augustus Caesar wanted to put an end to the continuous warfare once and for all. He spent more than twenty years fighting these enemies of Rome and expanded Roman territory to reduce the amount of surrounding **threats**. Thus began an important 200-year period in Roman history known as the *Pax Romana*, which means Roman Peace in **Latin**. In truth, things weren't entirely peaceful; Roman armies still had to do some fighting here and there, but there were no serious **threats** to Roman power. Augustus Caesar preferred to win wars without fighting at all, and many enemies surrendered to Roman rule rather than face Roman legions in battle. The mere thought of fighting the Romans was enough to make most kings shudder with fear.

## Challenge

Research the effects Pax Romana had on the Roman economy, military, technology, and/or trade.

*Roman art (**mosaics**, fresco, sculpture)*

were no serious **threats** to Roman power. Augustus Caesar preferred to win wars without fighting at all, and many enemies surrendered to Roman rule rather than face Roman legions in battle. The mere thought of fighting the Romans was enough to make most kings shudder with fear.

Wherever they **conquered**, the Romans built their roads, bridges, temples, **aqueducts**, and fortresses. Wherever they went, the Romans also brought their

122

language, laws, money, and arts. Augustus Caesar loved art, and he knew how important it was to all Romans. He paid artists to create some of the finest and most beautiful sculptures, **mosaics**, frescoes, and temples. There are fewer frescoes today because they have not held up as well as **mosaics** and sculptures over time. Frescoes and other art from ancient Rome show us that Romans were talented artists. Ancient Roman art provides important clues about daily Roman life.

Augustus Caesar convinced Romans that peace was better than war. This idea was difficult for many Romans to accept at first, because they were used to constant warfare and expansion as the way to sustain the Roman **Empire**. Roman boys were expected to join the army as adults, and, when necessary, die in battle for Rome. Roman mothers, wives, and children expected their sons, husbands, and fathers to march away to wars, often never to return. The idea of *Pax Romana* was something most Romans had never even dreamed of! Over the next hundreds of years, the Roman **Empire** had many, many **emperors**, but none would ever be as powerful or as **illustrious** as Augustus Caesar.

123

**Student Reader pages 122–123**
**Roman art (mosaics, fresco, sculpture)**

Wherever they **conquered**, the Romans built their roads, bridges, temples, **aqueducts**, and fortresses. Wherever they went, the Romans also brought their language, laws, money, and arts. Augustus Caesar loved art, and he knew how important it was to all Romans. He paid artists to create some of the finest and most beautiful sculptures, **mosaics**, frescoes, and temples. There are fewer frescoes today because they have not held up as well as **mosaics** and sculptures over time. Frescoes and other art from ancient Rome show us that Romans were talented artists. Ancient Roman art provides important clues about daily Roman life.

Augustus Caesar convinced Romans that peace was better than war. This idea was difficult for many Romans to accept at first, because they were used to constant warfare and expansion as the way to sustain the Roman **Empire**. Roman boys were expected to join the army as adults, and, when necessary, die in battle for Rome. Roman mothers, wives, and children expected their sons, husbands, and fathers to march away to wars, often never to return. The idea of *Pax*

*Romana* was something most Romans had never even dreamed of! Over the next hundreds of years, the Roman **Empire** had many, many **emperors**, but none would ever be as powerful or as **illustrious** as Augustus Caesar.

## DISCUSSING THE READ-ALOUD (10 MIN.)

- Bingo with a Twist: Students need a pencil and Activity Page 10.3. Students will walk around the room asking peers to explain one answer (only one answer) to them on Activity Page 10.3.
- Students will summarize the peer's response in the correct box on Activity Page 10.3.
- Students will find another peer to answer another question and repeat the process.
- Independently, students will summarize the key events in Augustus Caesar's life.
- If time permits, review answers as a class by asking volunteers to share their responses.

### Check for Understanding

If students cannot summarize Augustus Caesar's life on the bottom of Activity Page 10.3, then pull individual students or a small group and create a timeline of events. Students will use this timeline to write out the details of Caesar's life.

## WORD WORK: INFLUENCE (5 MIN.)

1. In the Read-Aloud you heard about Octavian: "He went on to become the most powerful Roman leader, with influence over most of the senators and generals." *Influence* is the power to have a compelling effect on people or things. In the republic of the United States, politicians use their powerful influence to get elected by the people.

**ENGLISH LANGUAGE LEARNERS**

### Reading
Exchanging Information and Ideas

**Beginning**
Make sure that students have something to contribute by helping them to answer two or three items. Allow students to work with a partner.

**Intermediate**
Encourage students to ask clarifying questions when they do not understand something. Have students check that their summaries answer the question.

**Advanced/Advanced High**
Remind students to check that their summaries answer the question. Challenge them to give others useful feedback.

**ELPS 1.D; ELPS 2.D; ELPS 2.E; ELPS 4.G**

**ENGLISH LANGUAGE LEARNERS**

### Reading

Reading Closely

**Beginning**
Create a large timeline and work on it as a whole group.

**Intermediate**
Have students work in small groups with teacher support. (Give chapter or page references to the events on the timeline.)

**Advanced/Advanced High**
Have students work in small groups independently.

ELPS 4.F

### Activity Page 10.4

### Support

Work with a small group to model going back into the text to find information for the timeline.

### Challenge

Provide students with a timeline that only includes the dates (100 BCE–14 CE). Have students determine the events that go with the correct date.

2. Have you ever used your influence or seen someone else use their influence? What happened?
3. What part of speech is the word *influence*?

- Use a Sharing activity for follow-up. Directions: Turn to your partner and take turns sharing who you think has an influence in your school, your community, and/or your home, and explain why. Discuss ways that you can be a positive influence to those around you. Then I will call on one or two of you to share with the class. As you share, be sure to use the word *influence* in a complete sentence.

**Lesson 10: Julius Caesar, Augustus Caesar, and the Roman Empire**

# Reading

20M

**Primary Focus:** Students will identify missing events in a timeline of Julius and Augustus Caesar's lives. TEKS 3.7.D

## TIMELINE (20 MIN.)

- Explain to students that in the last few lessons, they have learned a great deal about Julius Caesar and Augustus Caesar and today they are going to use a timeline to sequence the events in their lives.
- In small groups, students will sequence the events in the lives of Julius and Augustus Caesar on Activity Page 10.4. Students may use *Stories of Ancient Rome* **pages 92–123** and Activity Page 10.3 to review key events in their lives.
- When groups are finished, review answers as a whole group.
- Ask: How do these events on the timeline connect to each other?

**TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

**Lesson 10: Julius Caesar, Augustus Caesar, and the Roman Empire**

# Language

20M

**Primary Focus:** Students will correctly spell and sort words spelled /ee/. TEKS 3.2.B.i

## SPELLING ASSESSMENT (20 MIN.)

- Have students turn to Activity Page 10.5 for the spelling assessment.
- Explain to students that for this assessment, they will write the words under the header to which they belong. Tell students that if you say the word *teeth*, you would write the word under the header "'ee' > /ee/". If a word fits under more than one header, they should only write the word under one. Also, you may not have to use all the lines under each header.
- Use the chart below, call out the words using the following format: say the word, use it in a sentence, and say the word once more.

| | |
|---|---|
| 1. Greeks | 11. breed |
| 2. Venus | 12. jamboree |
| 3. secret | 13. speech |
| 4. seed | 14. degree |
| 5. meter | 15. retail |
| 6. asleep | 16. screech |
| 7. agreed | 17. scenic |
| 8. succeeded | 18. tedious |
| 9. cedar | **Challenge Word:** except |
| 10. create | **Challenge Word:** follow |
| **Content Word:** Psyche | |

- After you have called out all of the words, go back through the list slowly, reading each word once more.
- Ask students to write the following sentences as you dictate them:

Activity Page 10.5

**TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables.

- The President was famous for his powerful speeches.
- The army of ants sorted seeds into different piles.

**Note:** At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

End Lesson

**Lesson 10: Julius Caesar, Augustus Caesar, and the Roman Empire**

# Take-Home Material

Activity Page 10.6

- Have students complete Activity Page 10.6.

Spelling Analysis Chart

| Name |
| --- |
| 1. speech |
| 2. succeeded |
| 3. meter |
| 4. create |
| 5. jamboree |
| 6. Greeks |
| 7. tedious |
| 8. secret |
| 9. seed |
| 10. scenic |
| 11. agreed |
| 12. venus |
| 13. degree |
| 14. asleep |
| 15. cedar |
| 16. screech |
| 17. breed |
| 18. retail |
| **Challenge Word:** except |
| **Challenge Word:** follow |
| **Content Word:** psyche |

## Spelling Analysis Directions

### Unit 4, Lesson 10

- Students are likely to make the following errors: For "ee," students may write "e."
- For "e," students may write "ee."
- While the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
    - Is the student consistently making errors on specific vowels? Which ones?
    - Is the student consistently making errors at the end of the words?
    - Is the student consistently making errors on particular beginning consonants?
    - Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.

LESSON

11

# Augustus Caesar and the Decline of the Roman Empire

## PRIMARY FOCUS OF LESSON

### Reading

Students will identify key details in a text and cite the page where evidence was found. TEKS 3.6.G; TEKS 3.7.C

### Speaking and Listening

Using a graphic organizer, students will identify factors that led to the decline of the Roman Empire. TEKS 3.6.C; TEKS 3.8.C

### Reading

Students will compare their point of view with that of the author. TEKS 3.9.E.i; TEKS 3.9.E.iii

### Language

Students will spell and sort words spelled /ee/. TEKS 3.2.B.i

## FORMATIVE ASSESSMENT

| | |
|---|---|
| Activity Page 11.1 | **After Caesar: Augustus and the Roman Empire** Determine if statements about Augustus Caesar are true or false. TEKS 3.6.G; TEKS 3.7.C |
| Activity Page 11.4 | **Spelling Sound /ee/** Sort and spell words spelled/ee/. TEKS 3.2.B.i |

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.9.E** Recognize characteristics and structures of argumentative text by (i) identifying the claim; (iii) identifying the intended audience or reader; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables.

## LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|---|---|---|
| **Reading (30 min.)** | | | |
| Introducing the Reading | Independent | 10 min. | ❑ sticky notes (three per student)<br>❑ chart paper<br>❑ *Stories of Ancient Rome*<br>❑ Activity Page 11.1 |
| Independent Reading | Whole Group | 15 min. | |
| Discussing the Reading | Whole Group | 5 min. | |
| **Speaking and Listening (45 min.)** | | | |
| Introducing the Read-Aloud | Whole Group | 10 min. | ❑ chart paper<br>❑ Digital Flip Book: U4.L11.1–8<br>❑ Activity Page 11.2 |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group | 10 min. | |
| Word Work: *Witnessed* | Whole Group | 5 min. | |
| **Reading (30 min.)** | | | |
| Identifying the Point of View | Whole Group | 30 min. | ❑ Activity Page 11.3<br>❑ Writing Portfolio |
| **Language (15 min.)** | | | |
| Spelling | Whole Group/ Independent | 15 min. | ❑ chart paper<br>❑ Spelling Chart (Digital Projections)<br>❑ Activity Page 11.4 |
| **Take-Home Material** | | | |
| Family Letters | | | ❑ Activity Page 11.5 |

## ADVANCE PREPARATION

### Reading

- Write the following on separate pieces of chart paper and post around the room:
  - three things I already know about Augustus Caesar
  - two things that I remembered about Augustus Caesar while reading
  - one thing I learned about Augustus Caesar

### Speaking and Listening

- Identify the following digital images online to project during the Read-Aloud: U4.L11.1–U4.L11.8.

### Language

- On chart paper, create the Spelling Chart or prepare to display Digital Projection DP.U4.L11.1 .

| **'ea' >/ee/** | **'ei' >/ee/** | **'i' >/ee/** |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

### Universal Access

- Review the term *architecture* (the design and style of buildings) and have students discuss the Roman buildings they have seen so far in this unit (Colosseum, Circus Maximus, the domus).
- Review the term *empire* (a large area of land controlled by one person) and show on a map how large the Roman Empire has become.
- Practice pronouncing: Pantheon, Colosseum, Visigoth, Attila the Hun, and Vandals.

**Lesson 11: Augustus Caesar and the Decline of the Roman Empire**

# Reading

30M

**Primary Focus:** Students will identify key details in a text and cite the page where evidence was found. **TEKS 3.6.G; TEKS 3.7.C**

## VOCABULARY "FOR AFTER CAESAR"

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the student reader.

**chariot,** a cart with two wheels that is pulled by horses, used in ancient times for fighting and in racing

**magnificent,** impressive and beautiful

**reform,** to change in order to make it better

**reign,** a period of time during which a ruler is in charge

**tradition,** a custom or practice that has existed for a long time

**Vocabulary Chart for "After Caesar: Augustus and the Roman Empire"**

| **Vocabulary Type** | **Tier 3 Domain-Specific Words** | **Tier 2 General Academic Words** |
|---|---|---|
| Core Vocabulary | chariot<br>reign | magnificent<br>tradition<br>reform |
| Multiple-Meaning Core Vocabulary Words | reign | reform |
| | | |
| Sayings and Phrases | came out on top<br>"found Rome brick and left it marble" | |

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response.

## Support

A statement is true when it agrees with the facts from the text. A true statement is factually correct. A statement is false when it does not agree with the facts from the text. A false statement is wrong, even partially wrong.

**ENGLISH LANGUAGE LEARNERS**

### Reading

Reading Closely

**Beginning**
Lead students to complete this in small groups. Have them explain why they think a statement is true or false.

**Intermediate**
Have students complete this in partners or small groups. Prompt them to ask why they think a statement is true or false.

**Advanced/Advanced High**
Students should complete this activity independently. Have them explain why they think a statement is true or false and have them confirm their answer in the text.

**ELPS 4.F**

## INTRODUCING THE READING (10 MIN.)

- Pass out three sticky notes to each student.
- Explain that in our last reading lesson, we learned a lot about Augustus Caesar. On one sticky note, write three things you know about Augustus Caesar before reading another text about his life. When you are finished, place the sticky note on the chart paper titled: three things I already know about Augustus Caesar.

### Check for Understanding

If students are unable to recall three facts about Augustus Caesar, have them review **pages 116–123** in the Reader.

Chapter 15

# After Caesar:
## Augustus and the Roman Empire

Charlie Chatter's Report

The men who killed Julius Caesar were trying to save the republic. They did not succeed. After Caesar was killed, another **civil war** broke out. The man who came out on top at the end of the war was a man known as Augustus Caesar, or just Augustus.

Augustus was an adopted son of Caesar and he agreed with Caesar that Rome needed to change. But he was smart. He knew that the Romans cared about their history. They would not be happy if he came to power and changed everything all at once. What he did instead was very clever. He made himself **emperor** and he made it clear that he intended to serve until he died. That meant Rome was no longer a republic. But Augustus did not sweep away all of the old **traditions**. He let the Romans keep the Senate and consuls. Still, everybody knew that it was Augustus who was really in charge.

Augustus brought peace to a country that had been fighting **civil wars** for many years. He **reformed** the government and **conquered** new lands. He set up monuments. He built **magnificent** new buildings, including temples, theaters, and bath houses. He also repaired old buildings and decorated them with fancy stone, like marble. He once boasted that he "found Rome brick and left it marble."

*A statue of Augustus Caesar*





## INDEPENDENT READING (15 MIN.)

### Pages 124–129

- Explain that today students will be reading independently. While you read, record two things on one sticky note that you remembered about Augustus Caesar while reading, "After Caesar: Augustus and the Roman Empire." When you are finished reading, think of one thing you learned about Augustus Caesar and write it down on a sticky note. Be sure to place each sticky note on the correct chart paper when they are complete.
- Have students take out Activity Page 11.1. Students will complete Activity Page 11.1 independently when they have finished reading. Remind students to include the page number where they found their answer. TEKS 3.7.C

Activity Page 11.1

**TEKS 3.7.C** Use text evidence to support an appropriate response.

One of the most famous buildings built during the **reign** of Augustus is the Pantheon. The Pantheon was built as a temple to all the Roman gods. (*Pan–* means all and *theo–* means gods.) The Pantheon is a beautiful building with a dome roof. While the original building was destroyed in a fire, the Pantheon still standing today was built to replace it. Thousands of tourists visit it every day.

*The Pantheon as it appears in Rome today*



The Pantheon is only one of many examples of great Roman architecture. Another one is the Colosseum. The Colosseum, built not long after the **reign** of Augustus, is a huge, oval stadium. The Romans went to the Colosseum to see people and animals fight. The Colosseum would hold fifty thousand people. Today the Colosseum is in ruins, but some of it is left to give us a good idea of what it would have looked like.

*The ruins of the Colosseum as it appears today. In ancient times, the Romans came to the Colosseum to see battles between people and animals.*

The Romans also enjoyed watching **chariot** races. These were held in an even larger stadium, called the Circus Maximus. For the Romans, a **chariot** race or a fight was good entertainment, the way a football game or a movie is for us today.

*The Romans enjoyed watching **chariot** races at the Circus Maximus.*



The Romans also built roads and **aqueducts**. The roads brought people from all around the **Empire**. The **aqueducts** were used to bring water from the country into the city. Some of the **aqueducts** are also very beautiful.

*An example of a Roman **aqueduct** as it appears today*



## DISCUSSING THE READING (5 MIN.)

- Review student sticky note responses posted on charts.

### Check for Understanding

If students could not determine if the statement was true or false on Activity Page 11.1, then reread the chapter and discuss the key details from each paragraph.

**Lesson 11: Augustus Caesar and the Decline of the Roman Empire**

# Speaking and Listening

45M

**Primary Focus:** Using a graphic organizer, students will identify factors that led to the decline of the Roman Empire. **TEKS 3.6.C; TEKS 3.8.C**

## VOCABULARY

- The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a "unit dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**decline,** a drop in number or quality

**horde,** a large crowd

**invasion,** when an enemy army enters your land to attack

**mercenary,** a soldier who will fight for any country that pays him

**witness,** to see something happen

**Vocabulary Chart for "Augustus Caesar and the Decline of the Roman Empire"**

| Vocabulary Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
|---|---|---|
| Core Vocabulary | horde<br>invasion<br>mercenary | decline<br>witness |
| Multiple-Meaning Core Vocabulary Words | | decline<br>witness |
| | | |
| Sayings and Phrases | "fiddled while Rome burned"<br>Great Fire of Rome<br>powerful Roman legions of old | |

### Support

For students who need support, form a small group and go through the text and Activity Page 11.1.

### Challenge

On Activity Page 11.1, have students change the false statements to make them true statements.

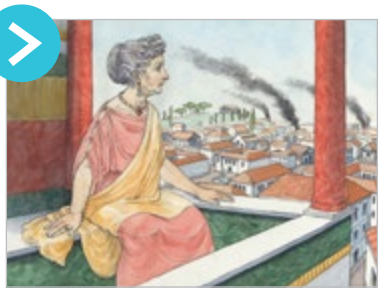
**TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures;
**TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution.

## INTRODUCING THE READ-ALOUD (10 MIN.) TEKS 3.6.C

- Read aloud some of the sticky notes that students wrote on the posted chart papers.
- Read the title of today's Read-Aloud to students. Ask students, "Have you heard the word *decline* before? Who can explain what this word means?
  - » Possible student responses: *decline* is a downward movement of something (opposite of incline) or decrease in the amount, number or quality of something.
- On the board or chart paper, brainstorm whole group student predictions to the following question:
  - ◦ Predict: What factors contributed to the decline of the Roman Empire? Write student responses on chart paper.
- During the Read-Aloud, stop and confirm correct predictions on the chart paper.

## PRESENTING THE READ-ALOUD (20 MIN.)

- Have students take out Activity Page 11.2. Explain that during the Read-Aloud, students should be listening for reasons that led to the decline of the Roman Empire.



**Show Image U4.L11.1**
**Proud, sad gentlewoman patrician on veranda**

It is time to imagine, once again, that you are a citizen of ancient Rome. Imagine that you are an older Roman, such as this woman in the image, who lived five hundred years after the beginning of the Roman Empire under Emperor Augustus Caesar. You come from a proud Roman family, able to trace your roots to the kings who ruled before the Roman Republic. You live with your family in a large home in the heart of the city.

As a wealthy patrician, you are well-educated. You know Rome's history. You know everything there is to know about Julius Caesar, Augustus Caesar, and the Roman emperors who came after them.

Activity Page 11.2

**ENGLISH LANGUAGE LEARNERS**

Speaking and Listening
Listening Actively

**All**
The Pausing Points throughout this Read-Aloud prompt students to stop and add notes about the factors that led to the decline of the Roman Empire.

**Beginning**
Give specific hints and offer choices for students to add to their activity page.

**Intermediate**
Allow students to work with a partner and offer help as needed.

**Advanced/Advanced High**
Have students work independently.

ELPS 2.I

**TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

## Support

Explain that *warfare* includes the activities of war. A synonym for *warfare* is *fighting* or *war*.

Tonight, you are sitting on the veranda of your *domus* as you do every night. Normally, you would enjoy the view of your beloved city, watching the sun set over the beautiful buildings and crowded streets. On this evening, however, there are tears in your eyes. Normally, you would hear the pleasant conversations of your neighbors in the streets below, and you would hear your grandchildren playing in the gardens around your *domus*. Instead, tonight you hear frightening sounds that you hope never to hear again—sounds that strike terror and sadness in your heart. You hear the sounds of warfare.

- Think-Pair-Share: Imagine you are sitting on your porch at night and you hear the sounds of warfare. How would you feel and what would you do?

**Show Image U4.L11.2**
**Visigoth invasion**

You know what it sounds and looks like when a city is invaded by a foreign army, because you witnessed the Visigoth invasion, when the Visigoth tribes invaded from Germany. You watched as the invading army stormed the city walls and streets, stealing everything they could carry and breaking or burning everything else.

**Show Image U4.L11.3**
**Attila the Hun**

You also witnessed a frightful, fearsome enemy called the Huns who were led by a general named Attila, invade from the East, roaring across Germany and invading Roman territories. The Huns were famous horsemen, and they left a trail of destruction everywhere they went. Eventually, Attila made it all the way to Italy, but fortunately for Rome, he and his armies didn't reach Rome.

To make matters worse, as Attila the Hun was invading Europe, countless people were forced to move away from their homes. They found themselves squeezed between Attila the Hun and the Roman Empire, and most of them decided that they would have better luck finding a new home in Roman territory rather than trying to defeat Attila and his **hordes.**

- Picture Pause: Ask, "Does anyone have a prediction that they would like to add to the board?"

**Show Image U4.L11.4**
**Vandals' invasion route**

One of these tribes, the Vandals, had been forced from the Germanic regions. The Vandals invaded parts of the Roman Empire in Gaul, Spain, and then North Africa. They conquered the city of Carthage, and then they turned attention to Rome itself. The Vandals crossed the Mediterranean from Africa and invaded Italy. The Vandals pushed their way deep into the heart of Italy. Thousands of them descended upon the city of Rome, and their only goal was to destroy it.

- Pausing Point: Have students add notes to Activity Page 11.2.

**Show Image U4.L11.5**
**Romans fleeing the city**

Luckily, most of your family members had time to leave their homes before the Vandals' **invasion**. Some will go to the island of Sicily. They may not be safe there either, because the Vandals seem to be everywhere in nearby Italy. Most of your family will head east, sailing across the sea to the city of Constantinople. There, you and your family hope

to make a new start. As the Vandals move closer to your home, you wonder to yourself, "Where are the powerful Roman legions of old? Why are there no legionaries to protect us?" Long gone are the proud Roman legions under the leadership of Julius Caesar."

- Think-Pair-Share: Imagine you are a Roman citizen. What other questions might you ask yourself?

**Show Image U4.L11.6**
**Mercenary soldiers**

The sad fact is that you know exactly how this happened. You've expected it for many years. So much has changed since the days of Augustus Caesar. The *Pax Romana*—Roman Peace—brought two hundred years of peace and prosperity throughout the empire, but it also changed the way Romans lived and governed their lands. Maintaining legionaries is expensive. It costs a lot to train, feed, and arm thousands of soldiers all over the vast Roman Empire. To save money, Roman emperors and generals hired **mercenaries**, soldiers who will fight for any country or group for money, and many of these soldiers were not even Roman citizens. Instead of relying on **hordes** of Roman legionaries, Rome had come to rely on a smaller amount of **mercenaries**, the very people they thought of as barbarians, to fight for Rome. When Attila the Hun and other invaders threatened the Roman provinces, these **mercenaries** were not willing to fight and die to protect Rome, because they were not true Roman citizens.

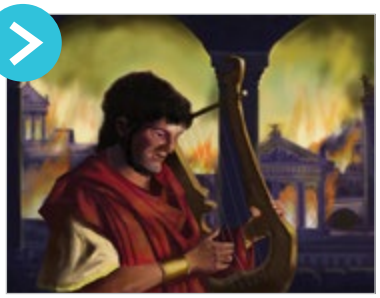
Sometimes, you think maybe the emperors and senators have become just as bad as the **mercenaries** and other people who have been called barbarians. Many seem so greedy and selfish, not thinking about what is best for Rome. For years, they have drained Rome's resources to pay for their games, their feasts, and monuments to themselves. All the while, these leaders failed to prepare for the enemy **invasions**.

## Support

Imagine you are a mercenary soldier. Would you risk your life to fight for another country?

» Remind students that because Rome had mercenary soldiers, they did not train Roman citizens to fight. When the mercenary soldiers left, no one in the country was ready or prepared to fight.

- Pausing Point: Have students add notes to Activity Page 11.2.



**Show Image U4.L11.7**
**Nero Fiddling While Rome Burns**

This unfortunate time reminds you of a legend that you know well—of an old emperor named Nero. He was ruler of Rome several emperors after Augustus Caesar. Under Nero's rule, most of Rome was destroyed by what came to be remembered as the Great Fire of Rome. The fire started in the market near the Circus Maximus, but it quickly spread and destroyed most of the city. According to legend, Emperor Nero—a man who greatly favored the arts and music—"fiddled while Rome burned." Some historians believe this means that Nero may have been singing and playing the lyre [*liar*], a harp-like instrument, while Rome burned. Some people even believed he started the fire himself! In your mind, this legend is a good symbol for what is happening right now with the Vandals.

With the decline in Roman leadership, it's not too surprising to see the Vandals climbing the city's crumbling walls. For years, the barbarian hordes have been gathering in all directions, preparing for invasion. Instead of dealing with Rome's threats, the last several emperors of Rome have also "fiddled while Rome burned," meaning they have ignored the real problems of Rome while continuing on with their normal activities as if nothing were wrong.

- Pausing Point: Have students add notes to Activity Page 11.2.

**Show Image U4.L11.8**
**Bread and Circuses**

You think to yourself, "What has happened to the citizens of Rome?" The once-mighty citizens of Rome seem weak and lazy now. They only want to watch gladiator games at the Colosseum and wait for the emperor's bakers to throw them a few loaves of bread. Children barely learn their history anymore. Rarely do children understand or care about the significant history of Rome and how it came to be so powerful. Therefore, they do not look forward to fighting for the greatness of Rome in battle as their ancestors did. Sometimes you think to yourself that maybe—just maybe—the **invasion** of the Vandals is for the best. Maybe it is time to tear down Rome and start all over again. Maybe a new, stronger Rome will arise from the ashes.

**Challenge**

The Read-Aloud discusses four reasons why Rome fell. Research other factors that led to the fall of Rome.

- Pausing Point: Have students add notes to Activity Page 11.2.

## DISCUSSING THE READ-ALOUD (10 MIN.)

1. **Evaluative.** Were your predictions correct about the factors that led to the decline of Rome? Why or why not? TEKS 3.6.C
2. **Inferential.** Was Nero favored by the people of Rome?
   - » no
3. **Literal.** What does the legend say that he did while the city of Rome was burning?
   - » fiddled, or played his lyre
4. **Inferential.** What are mercenaries?
   - » Mercenaries are soldiers who will fight for any country or group for money.
5. **Inferential.** Why did the Romans hire mercenaries?
   - » The Romans hired a smaller group of fighters to save money by not training, feeding, and arming their own citizens and armies.

**TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

6. **Inferential.** Were the mercenaries effective in defending Rome?
    - » no
7. **Evaluative.** You heard about the invasions of three hordes, or large group of people, in today's Read-Aloud that invaded the Roman Empire during this time of decline: the Visigoths, the Huns, and the Vandals. Why do you think these people that the Romans called uncivilized barbarians were invading Rome?

- Have students complete Activity Page 11.2 independently.
- Think-Pair-Share. Have students pair up and review Activity Page 11.2. Students may add information to their graphic organizer based on conversations with their peer and review of Read-Aloud.

## WORD WORK: WITNESSED (5 MIN.)

1. In the Read-Aloud you imagined being a Roman who *witnessed* many invasions that led to the decline of Rome. *Witnessed* means saw or observed an action as it was being done or taking place. Using the viewing boxes they made, Pilar and Charlie witnessed a solar eclipse as the moon passed between the sun and Earth.
2. Describe an event that you witnessed recently. Where were you? What happened? Be sure to use the word *witnessed* when you tell about it. Ask two or three students. If necessary, guide and/or rephrase the students' responses to make complete sentences: "Yesterday I witnessed . . .."
3. What part of speech is the word *witnessed*?

- As a follow-up, have students discuss times when they have witnessed an exciting event. As students share, make sure they use the word *witnessed* in a complete sentence. You may wish to have students act out this word by witnessing what you or other students are doing. Tell students to listen for other forms of the word in upcoming lessons: *witness*, *witnesses*, and *witnessing*.

### Support

Pull students aside in a small group and review Activity Page 11.2. Reread text for images U4.L11.4, U4.L11.6, U4.L11.7, and U4.L11.8

Whole group: Discuss the factors that led to the decline of the Roman Empire.

**Lesson 11: Augustus Caesar and the Decline of the Roman Empire**

# Reading

30M

**Primary Focus:** Students will compare their point of view with that of the author.

TEKS 3.9.E.i; TEKS 3.9.E.iii

## IDENTIFYING THE POINT OF VIEW (30 MIN.) TEKS 3.9.E.iii

- Many authors write about topics that they enjoy and have a lot of passion for. When you write about a topic you really enjoy or have passion for, authors tend to have a point of view on the topic. For example, earlier in the unit each of you wrote about a statue that you thought should be built in Rome. Each one of you had to determine a point of view on the topic.
- Authors will also include facts and opinions in their writing. Remind students that a fact is something that can be proven to be true and an opinion is what someone thinks or believes.
- What do you think is the worst natural disaster in the history of the world?
- Have students take out Activity Page 11.3.
- Read aloud "Pompeii" and explain to students that we will be reading to determine the author's point of view.
    - Why do you think the author wrote this passage about Pompeii?
    - How does the author feel about Pompeii?
    - Do you agree with the author?
    - Allow students the opportunity to discuss their point of view as being similar or different from the author.
- Complete Activity Page 11.3 as a whole group.
    - Activity Page 11.3 should be saved in student's writing portfolio.

### Support

Define a natural disaster as a hurricane, flood, earthquake, or tornado. Explain that natural disasters cause of damage and loss of life.

### Activity Page 11.3

### Support

Discuss with students that many times the author's point of view is presented in the first paragraph.

**TEKS 3.9.E** Recognize characteristics and structures of argumentative text by (i) identifying the claim; (iii) identifying the intended audience or reader.

**Lesson 11: Augustus Caesar and the Decline of the Roman Empire**

# Language

15M

**Primary Focus:** Students will spell and sort words spelled /ee/.

TEKS 3.2.B.i

## SPELLING (15 MIN.)

- Explain to students that they will review four spellings of the sound /ee/.
- Introduce each spelling word, write it on the board, and pronounce each word as you write it.

| | |
|---|---|
| 1. gladiator | 12. grease |
| 2. grief | 13. Julius |
| 3. chariot | 14. barbarian |
| 4. stadium | 15. atrium |
| 5. eager | 16. teacher |
| 6. shriek | 17. Zombie |
| 7. leader | 18. chief |
| 8. each | Challenge Word: again |
| 9. increase | Challenge Word: often |
| 10. rookie | Content Word: Caesar |
| 11. experience | |

- Go back through the list of words, having students read the words and tell you what vowel(s) to circle for the /ee/ sound.
- Remind students that the Challenge Words, again and often, and the Content Word, Caesar, do not follow this week's spelling patterns and need to be

**TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables.

**ENGLISH LANGUAGE LEARNERS**

### Writing
Evaluating Language Choices

**Beginning**
Work with a small group and help them identify the language the writer uses to convey the writer's point of view.

**Intermediate**
Work with students as needed to help them identify language the writer uses to convey point of view.

**Advanced/Advanced High**
After students have identified language the writer uses to convey point of view, have them consider whether the writer used descriptive and compelling language.

ELPS 5.G

### Challenge

Students research a different natural disaster and write an opinion paper.

memorized. The 'ae' in Caesar is pronounced /ee/ but the spelling is so rare that it will not be included in our chart.

- Display or project Digital Projection DP.U4.L11.1.

**Spelling Chart (Projection DP.U4.L11.1)**

| 'ea' >/ee/ | 'ie' >/ee/ | 'i' >/ee/ |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

- Review the categories on the chart; 'ea' >/ee/, 'ie' >/ee/, and 'I' >/ee/.
- Model writing correct spelling words under each spelling pattern.
- Ask students to tell you a word to write under each heading.
- Independently or in pairs, have students finish completing the spelling chart on Activity Page 11.4.

Activity Page 11.4

End Lesson

**Lesson 11: Augustus Caesar and the Decline of the Roman Empire**

# Take-Home Material

- Have students take home Activity Page 11.5 to share with a family member.

Activity Page 11.5

LESSON

12

# The Western and Eastern Empires and the Second Rome

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will explain why the Roman Empire split using information from the text and images. TEKS 3.6.G; TEKS 3.6.H; TEKS 3.7.E

### Reading

Students will compare illustrations and text to learn more about Justinian. TEKS 3.6.H; TEKS 3.12.C

Students will compare their point of view with that of the author. TEKS 3.9.E.i

### Language

Students will form and use irregular verbs. TEKS 3.11.D.ii

## FORMATIVE ASSESSMENT

Activity Page 12.2 **Justinian Image Comparison** Compare and contrast two illustrations of Justinian. TEKS 3.6.H; TEKS 3.12.C

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.9.E.i** Recognize characteristics and structures of argumentative text by identifying the claim; **TEKS 3.11.D.ii** Edit drafts using standard English conventions, including past, present, and future verb tense.

## LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|---|---|---|
| **Speaking and Listening (45 min.)** | | | |
| Introducing the Read-Aloud | Whole Group | 10 min. | ❏ *Stories of Ancient Rome*<br>❏ Image Cards C.U4.L12.1–4<br>❏ Activity Page 12.1<br>❏ white paper |
| Presenting the Read-Aloud | Partner | 20 min. | |
| Discussing the Read-Aloud | Partner | 15 min. | |
| **Reading (60 min.)** | | | |
| Introducing the Reading | Whole Group | 10 min. | ❏ sticky note (one per student)<br>❏ *Stories of Ancient Rome*<br>❏ Activity Pages 12.2, 12.3<br>❏ Image of Emperor Justinian and his Retinue mosaic |
| Partner Reading: "The Second Rome" | Partner | 15 min. | |
| Discussing the Reading | Independent | 10 min. | |
| Wrapping Up the Reading | Whole Group | 5 min. | |
| Identifying the Point of View | Whole Group | 20 min. | |
| **Language (15 min.)** | | | |
| Introduce Irregular Verbs | Whole Group | 15 min. | ❏ chart paper<br>❏ Activity Page 12.4 |
| **Take-Home Material** | | | |
| Irregular Verbs | | | ❏ Activity Pages 12.4, 12.5 |
| "The Second Rome: From Constantine to Justinian" | | | |

## ADVANCE PREPARATION

### Speaking and Listening

- Predetermine partners for the Speaking and Listening lesson.
- Identify Image Cards C.U4.L12.1 , C.U4.L12.2, C.U4.L12.3 and C.U4.L12.4

### Reading

- Print or prepare for digital use an image of Emperor Justinian and his Retinue mosaic.

### Language

- On chart paper or for digital use, create the following chart:

| Irregular Verbs | |
|---|---|
| **Singular** | **Plural** |
| I | We |
| You (one person) | You (more than one person) |
| He, She, It | They |

### Universal Access

- Have students turn to **page 131** and **page 132** in their Student Reader to show the area of the Roman Empire. Have students identify the Western and Eastern Roman Empire on **page 132**.
- Predict: Why do you think there were a Western Roman Empire and an Eastern Roman Empire?
- Show images of Constantine and Justinian.
    - You may wish to create a timeline of rulers: Julius Caesar→Augustus→ Constantine→Justinian.
- Talk about laws and why we have laws.
    - You may wish to do this in context of your classroom rules or state laws, such as wearing a seat belt, no smoking in public places, no littering, etc.

Lesson 12: The Western and Eastern Empires and the Second Rome

# Speaking and Listening

45M

**Primary Focus:** Students will explain why the Roman Empire split using information from the text and images. **TEKS 3.6.G; TEKS 3.6.H; TEKS 3.7.E**

## VOCABULARY: "THE WESTERN AND EASTERN EMPIRES"

**complex,** difficult to understand; made up of many different parts

**dominant,** most powerful; ruling or controlling

**persecute,** to harass or treat unfairly, often because of race or religion

**vision,** an idea or picture in your imagination

**Vocabulary Chart for "The Western and Eastern Empires"**

| Vocabulary Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
|---|---|---|
| Core Vocabulary | | complex<br>dominant<br>persecuted<br>vision |
| Multiple-Meaning Core Vocabulary Words | | complex<br>vision |
| | | |
| Sayings and Phrases | Eastern Roman Empire<br>Justinian Code<br>major accomplishments<br>too vast to handle<br>Western Roman Empire/Byzantine Empire | |

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

## INTRODUCING THE READ-ALOUD (10 MIN.)

- Ask: What have we already learned about Rome and the Roman Empire?
- Tell students to turn to the table of contents and locate today's chapter, "The Western and Eastern Empires." Have students turn to the first page of the chapter.
- Read the title of today's Read-Aloud, "The Western and Eastern Empires."
- Ask: What do you think this title reveals about what you will hear in the Read-Aloud?
- Say: The ancient Roman Empire was officially divided into two different areas.
- Place Image Card C.U4.L12.2 on the board: Map of Rome at its largest extent.
    - Point to the farthest point on the left of the map and ask students, "Is this on the eastern side or western side of the Roman Empire?
        - » western
    - Now point to the farthest point on the right side and ask, "Is this on the eastern side or western side of the Roman Empire?
        - » eastern
    - Have students come up to the map and identify north, east, south and west on the image.
- Say: Listen carefully to learn more about Rome and why the empire divided into two parts.
- On the board write: Why did the Roman Empire divide into two parts?
- Say: We are going to look closely at the images in the reader today. We can learn a lot about a topic by looking closely at the images.
- Discuss the purpose of illustrations in a text.
    - Illustrations in a text support the idea(s) in the text and/or tell us more about the topic.
- Pass out white paper and explain to students that they will be taking notes and drawing pictures on their paper that will help them to remember the information read.

Image Card: C.U4.L12.2

## PRESENTING THE READ-ALOUD (20 MIN.) TEKS 3.7.E

- As a whole group, view Image Card C.U4.L12.1.

  Who is in the image?

  » mercenary soldiers leaving the Roman soldier

  What is the setting?

  » in the city/market

  What do you think the mercenary soldiers are doing in the picture?

  » leaving the city

  What is the time period?

  » before the decline of Rome

  Where have you seen this picture before?

  » in the Read-Aloud about the decline of the Roman Empire

  How do you think the Roman soldier feels?

  » He is probably upset because the paid soldiers are leaving the city.

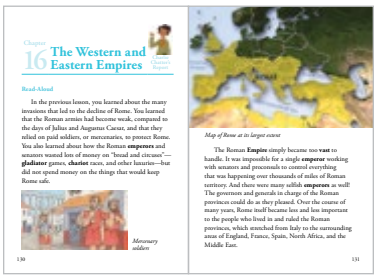
  Why is this image included?

  » The image was included to show the life of the mercenary soldiers.

  How does the image support the text?

  » The image aligns with the text because it shows how the Roman armies were weak.

Image Card C.U4.L12.1


Chapter 16 The Western and Eastern Empires

Read-Aloud

In the previous lesson, you learned about the many invasions that led to the decline of Rome. You learned that the Roman armies had become weak, compared to the days of Julius and Augustus Caesar, and that they relied on paid soldiers, or mercenaries, to protect Rome. You also learned about how the Roman **emperors** and senators wasted lots of money on "bread and circuses"—**gladiator** games, **chariot** races, and other luxuries—but did not spend money on the things that would keep Rome safe.

*Mercenary soldier*

130

*Map of Rome at its largest extent*

The Roman **Empire** simply became too **vast** to handle. It was impossible for a single **emperor** working with senators and proconsuls to control everything that was happening over thousands of miles of Roman territory. And there were many selfish **emperors** as well! The governors and generals in charge of the Roman provinces could do as they pleased. Over the course of many years, Rome itself became less and less important to the people who lived in and ruled the Roman provinces, which stretched from Italy to the surrounding areas of England, France, Spain, North Africa, and the Middle East.

131

### Student Reader page 130
### Mercenary Soldiers

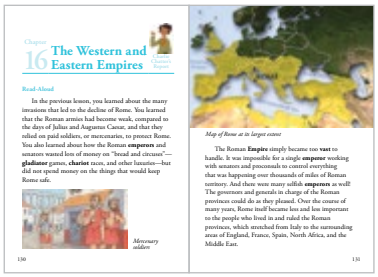
In the previous lesson, you learned about the many invasions that led to the decline of Rome. You learned that the Roman armies had become weak, compared to the days of Julius and Augustus Caesar, and that they relied on paid soldiers, or mercenaries, to protect Rome. You also learned about how the Roman **emperors** and senators wasted lots of money on "bread and circuses"— **gladiator** games, **chariot** races, and other luxuries—but did not spend money on the things that would keep Rome safe.

**TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

### Support

Partner students up to take notes and/or draw pictures on their paper.

- Picture Pause: Allow students time to add notes or drawings to their paper.
- Ask students to share out their notes and/or drawing with the class.


Chapter 16 The Western and Eastern Empires

Read-Aloud

In the previous lesson, you learned about the many invasions that led to the decline of Rome. You learned that the Roman armies had become weak, compared to the days of Julius and Augustus Caesar, and that they relied on paid soldiers, or mercenaries, to protect Rome. You also learned about how the Roman **emperors** and senators wasted lots of money on "bread and circuses"—**gladiator** games, **chariot** races, and other luxuries—but did not spend money on the things that would keep Rome safe.

*Mercenary soldiers*

130

*Map of Rome at its largest extent*

The Roman **Empire** simply became too **vast** to handle. It was impossible for a single **emperor** working with senators and proconsuls to control everything that was happening over thousands of miles of Roman territory. And there were many selfish **emperors** as well! The governors and generals in charge of the Roman provinces could do as they pleased. Over the course of many years, Rome itself became less and less important to the people who lived in and ruled the Roman provinces, which stretched from Italy to the surrounding areas of England, France, Spain, North Africa, and the Middle East.

131

### Student Reader pages 131–132

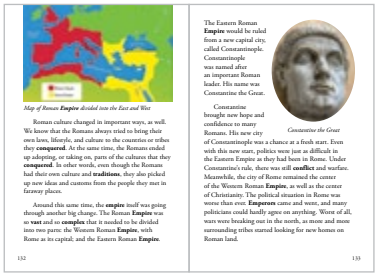
The Roman **Empire** simply became too **vast** to handle. It was impossible for a single **emperor** working with senators and proconsuls to control everything that was happening over thousands of miles of Roman territory. And there were many selfish **emperors** as well! The governors and generals in charge of the Roman provinces could do as they pleased. Over the course of many years, Rome itself became less and less important to the people who lived in and ruled the Roman provinces, which stretched from Italy to the surrounding areas of England, France, Spain, North Africa, and the Middle East.

### Support

Define *vast* for students as a large area. A synonym for *vast* is *huge*, *broad*, or *wide*.

Roman culture changed in important ways, as well. We know that the Romans always tried to bring their own laws, lifestyle, and culture to the countries or tribes they **conquered**. At the same time, the Romans ended up adopting, or taking on, parts of the cultures that they **conquered**. In other words, even though the Romans had their own culture and **traditions**, they also picked up new ideas and customs from the people they met in faraway places.

- Discuss the benefits of taking on new ideas and customs from other people.


*Map of Roman **Empire** divided into the East and West*

Roman culture changed in important ways, as well. We know that the Romans always tried to bring their own laws, lifestyle, and culture to the countries or tribes they **conquered**. At the same time, the Romans ended up adopting, or taking on, parts of the cultures that they **conquered**. In other words, even though the Romans had their own culture and **traditions**, they also picked up new ideas and customs from the people they met in faraway places.

Around this same time, the **empire** itself was going through another big change. The Roman **Empire** was so **vast** and so **complex** that it needed to be divided into two parts: the Western Roman **Empire**, with Rome as its capital; and the Eastern Roman **Empire**.

132

The Eastern Roman **Empire** would be ruled from a new capital city, called Constantinople. Constantinople was named after an important Roman leader. His name was Constantine the Great.

*Constantine the Great*

Constantine brought new hope and confidence to many Romans. His new city of Constantinople was a chance at a fresh start. Even with this new start, politics were just as difficult in the Eastern Empire as they had been in Rome. Under Constantine's rule, there was still **conflict** and warfare. Meanwhile, the city of Rome remained the center of the Western Roman **Empire**, as well as the center of Christianity. The political situation in Rome was worse than ever. **Emperors** came and went, and many politicians could hardly agree on anything. Worst of all, wars were breaking out in the north, as more and more surrounding tribes started looking for new homes on Roman land.

133

### Student Reader pages 132–133
### Map of Rome at its largest extent

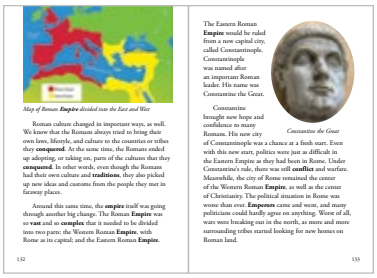
Around this same time, the **empire** itself was going through another big change. The Roman **Empire** was so **vast** and so **complex** that it needed to be divided into two parts: the Western Roman **Empire**, with Rome as its capital; and the Eastern Roman **Empire**. The Eastern Roman

**Empire** would be ruled from a new capital city, called Constantinople. Constantinople was named after an important Roman leader. His name was Constantine the Great.

- Draw the following image on the board:

| Western | Eastern |
|---|---|
| Rome | Constantinople |

- Show Image Card C.U4.L12.3: Constantine the Great
- Have students look at Image Card C.U4.L12.3. Have students make predictions about the next passage in the Read-Aloud.



*Map of Roman* **Empire** *divided into the East and West*

Roman culture changed in important ways, as well. We know that the Romans always tried to bring their own laws, lifestyle, and culture to the countries or tribes they **conquered**. At the same time, the Romans ended up adopting, or taking on, parts of the cultures that they **conquered**. In other words, even though the Romans had their own culture and **traditions**, they also picked up new ideas and customs from the people they met in faraway places.

Around this same time, the **empire** itself was going through another big change. The Roman **Empire** was so **vast** and so **complex** that it needed to be divided into two parts: the Western Roman **Empire**, with Rome as its capital; and the Eastern Roman **Empire**.

132

The Eastern Roman **Empire** would be ruled from a new capital city, called Constantinople. Constantinople was named after an important Roman leader. His name was Constantine the Great.



*Constantine the Great*

Constantine brought new hope and confidence to many Romans. His new city of Constantinople was a chance at a fresh start. Even with this new start, politics were just as difficult in the Eastern Empire as they had been in Rome. Under Constantine's rule, there was still **conflict** and warfare. Meanwhile, the city of Rome remained the center of the Western Roman **Empire**, as well as the center of Christianity. The political situation in Rome was worse than ever. **Emperors** came and went, and many politicians could hardly agree on anything. Worst of all, wars were breaking out in the north, as more and more surrounding tribes started looking for new homes on Roman land.

133

## Student Reader pages 133–134
## Constantine the Great

Constantine brought new hope and confidence to many Romans. His new city of Constantinople was a chance at a fresh start. Even with this new start, politics were just as difficult in the Eastern Empire as they had been in Rome. Under Constantine's rule, there was still **conflict** and warfare. Meanwhile, the city of Rome remained the center of the Western Roman **Empire**, as well as the center of Christianity. The political situation in Rome was worse than ever. **Emperors** came and went, and many politicians could hardly agree on anything. Worst of all, wars were breaking out in the north, as more and more surrounding tribes started looking for new homes on Roman land.

*Hagia Sophia*

Eventually, the Eastern Roman **Empire** completely separated from the Western Roman **Empire**. Once separated, it wasn't called the Eastern Roman **Empire** anymore. By 410 **CE**, the **Eastern Empire** was known as the Byzantine **Empire**. This photo shows the most famous Byzantine church, the *Hagia Sophia*. The Byzantines built many churches, but none compared to the *Hagia Sophia*, which is still standing today after more than 1600 years.

By 500 **CE**, the Western Empire had fallen apart, with most of the provinces falling to one **barbarian** tribe or another. A Byzantine **emperor**, Justinian, raised a mighty army and marched west to **reconquer**

134

the western province, thus waging new wars in the same areas Julius Caesar and Augustus Caesar had been hundreds of years earlier. As **emperor**, he developed a body of Roman laws called the Justinian Code. The Justinian Code was a collection of past laws from previous **emperors**, in addition to laws he developed himself. The Justinian Code is one of Justinian's major accomplishments as **emperor**. Justinian appears in the center of this **mosaic**, which you can see today in an Italian church. The Western Empire in Europe—from Italy across France and Germany and all the way to Britain—drifted into a long, sad period without leadership and **vision** from the powers of Rome. The glorious Roman **Empire** finally came to an end.

*Justinian*

135

## Student Reader page 134
## Hagia Sophia

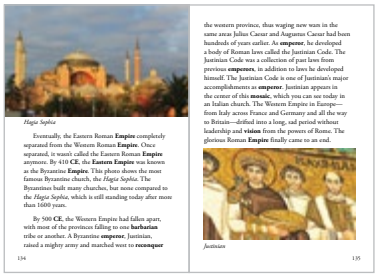
Eventually, the Eastern Roman **Empire** completely separated from the Western Roman **Empire**. Once separated, it wasn't called the Eastern

Roman **Empire** anymore. By 410 **CE**, the **Eastern Empire** was known as the Byzantine Empire. This photo shows the most famous Byzantine church, the Hagia Sophia. The Byzantines built many churches, but none compared to the Hagia Sophia, which is still standing today after more than 1600 years.

- Add the bold information to the drawing on the board:

| **Western** | **Eastern** |
|---|---|
| Rome | Constantinople<br>**Byzantine Empire** |

- Picture Pause: Allow students time to add notes or drawings to their paper.
- Pair, Share: Students will share their notes and/or drawing with a partner.



*Hagia Sophia*

Eventually, the Eastern Roman **Empire** completely separated from the Western Roman **Empire**. Once separated, it wasn't called the Eastern Roman **Empire** anymore. By 410 **CE**, the **Eastern Empire** was known as the Byzantine **Empire**. This photo shows the most famous Byzantine church, the *Hagia Sophia*. The Byzantines built many churches, but none compared to the *Hagia Sophia*, which is still standing today after more than 1600 years.

By 500 **CE**, the Western Empire had fallen apart, with most of the provinces falling to one **barbarian** tribe or another. A Byzantine **emperor**, Justinian, raised a mighty army and marched west to **reconquer** the western province, thus waging new wars in the same areas Julius Caesar and Augustus Caesar had been hundreds of years earlier. As **emperor**, he developed a body of Roman laws called the Justinian Code. The Justinian Code was a collection of past laws from previous **emperors**, in addition to laws he developed himself. The Justinian Code is one of Justinian's major accomplishments as **emperor**. Justinian appears in the center of this **mosaic**, which you can see today in an Italian church. The Western Empire in Europe—from Italy across France and Germany and all the way to Britain—drifted into a long, sad period without leadership and **vision** from the powers of Rome. The glorious Roman **Empire** finally came to an end.



*Justinian*

134

135

## Student Reader pages 134–135
## Justinian

By 500 **CE**, the Western Empire had fallen apart, with most of the provinces falling to one **barbarian** tribe or another. A Byzantine **emperor**, Justinian, raised a mighty army and marched west to **reconquer** the western province, thus waging new wars in the same areas where Julius Caesar and Augustus Caesar had been hundreds of years earlier. As **emperor**, he developed a body of Roman laws called the Justinian Code. The *Justinian Code* was a collection of past laws from previous **emperors**, in addition to laws Justinian developed himself. The Justinian Code is one of Justinian's major accomplishments as **emperor**. Justinian appears in the center of this mosaic, which you can see today in an Italian church. The Western Empire in Europe—from Italy across France and Germany and all the way to Britain—drifted into a long, sad period without leadership and **vision** from the powers of Rome. The glorious Roman **Empire** finally came to an end.

- Add the bold information to the drawing on the board:

| Western | Eastern |
|---|---|
| Rome | Constantinople<br>Byzantine Empire<br>**Justinian** |

## DISCUSSING THE READ-ALOUD (15 MIN.)

- Have students take out Activity Page 12.1.
- With a partner, have students complete Activity Page 12.1.
- If time permits, discuss Activity Page 12.1 as a whole group.

Activity Page 12.1

### Check for Understanding

If students cannot explain why the Roman Empire split, then pull students aside and reread pages 131 and 132 in the Reader. Discuss the key idea and key supporting details from the passage.

**Lesson 12: The Western and Eastern Empires and the Second Rome**

# Reading

60M

**Primary Focus:** Students will compare illustrations and text to learn more about Justinian. TEKS 3.6.H; TEKS 3.12.C

Students will compare their point of view with that of the author. TEKS 3.9.E.i

## VOCABULARY FOR "THE SECOND ROME: FROM CONSTANTINE TO JUSTINIAN"

**collapse,** to suddenly fail or fall

**illegal,** against the law

**Justinian's Code,** the laws organized and made available to the people by Justinian

**mosaic,** art made by putting small pieces of glass or tile together to form a picture

**pillar,** a column that supports a building

**TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.9.E.i** Recognize characteristics and structures of argumentative text by identifying the claim; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

| Vocabulary Chart for "The Second Rome: From Constantine to Justinian" | | |
|---|---|---|
| **Vocabulary Type** | **Tier 3<br>Domain-Specific Words** | **Tier 2<br>General Academic Words** |
| Core Vocabulary | Justinian's Code<br>mosaic | collapse<br>illegal<br>pillar |
| Multiple-Meaning Core Vocabulary Words | | collapse |
| | | |
| Sayings and Phrases | Hagia Sophia<br>issued an order<br>present-day Turkey | |

## INTRODUCING THE READING (10 MIN.)

- Tell students that the title of today's chapter is "The Second Rome: From Constantine to Justinian."
- Ask: What do you think "the second Rome" means?
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Have students look for an important point in the text and record it on their sticky notes.

### Challenge

Students may read and identify one important point from the text independently.

## PARTNER READING: THE SECOND ROME (15 MIN.)

- For small group instruction, use the Guided Reading Supports.

### Support

For students that need support, form a small group where teacher provides support and assist with writing one important point learned from the text on their sticky note.

### Check for Understanding

If students did not identify important points from the text, then review the sticky notes as a whole class and categorize the sticky notes as important points or supporting details.

Chapter

# 17 The Second Rome: From Constantine to Justinian

Constantine was the first Roman **Emperor** to support Christianity. He issued an order that made it **illegal** to put Christians to death, or even throw them in jail.

Constantine built churches all over the **empire**. He built one in Bethlehem, where Jesus was born. He built another in Jerusalem, where Jesus died. He built churches in Rome and in the ancient city of Byzantium, in present-day Turkey. Byzantium was Constantine's favorite city. He adopted it and renamed it Constantinople. His goal was to turn the city into a "new Rome," a sort of Rome away from Rome.

*This church in Bethlehem is built where Jesus is said to have been born.*





## GUIDED READING SUPPORTS

### Pages 136–137

- Read the title of the chapter together as a group, "The Second Rome: From Constantine to Justinian."
- Ask students to read **pages 136–137** to themselves to find the answer to the question, "What was Justinian's plan for Rome?"
- When students have finished reading, restate the question and ask students to answer.
  - » He wanted to turn it into a new Rome, a sort of Rome away from Rome.
- Have students read the caption and examine the image on **page 137**.

Constantine did not want Constantinople to replace Rome. He hoped that Constantinople would take its place beside Rome and that the two cities would survive, side by side, for many years. He wanted Rome and Constantinople to be like two mighty **pillars** supporting the Roman **Empire**. But, in the end, one of those **pillars collapsed**.

One of the **emperors** who ruled after Constantine decided his job was just too big. He felt that the Roman **Empire** was too large to be ruled by any one man. So he split the **empire** into two parts. He declared that the western half of the **Empire** would be ruled by one **emperor**, based in Rome; the eastern half would be ruled by a second **emperor**, based in Constantinople.

Not long after the **empire** was divided, **invaders** from the North began attacking the Western **Empire**. Things got worse and worse. The **invaders** even attacked Rome itself. Finally, the western part of the Roman **Empire collapsed**.

The Eastern **Empire**, based in Constantinople, had better luck. It lived on, and for a while, even got stronger.

*A map showing the divided **empire***



## Pages 138–139

- Ask students to read **page 138** to themselves to find the answer to the question: "What happened to the Roman Empire after Constantine?"
- When students have finished reading, restate the question and ask students to answer. (An emperor after Constantine split the Roman Empire into two parts with the western half ruled by an emperor in Rome and the eastern half ruled by an emperor in Constantinople.)

1. What happened to the Western Empire?
    - » It was attacked and collapsed.
2. What happened to the Eastern Empire?
    - » It lived on and got stronger for a while.

- Point out the map on **page 139** to students and discuss the size of each part and the size of the original Roman empire.

Most **historians** agree that the Eastern **Empire** was at its best during the **reign** of Justinian. Justinian came into power in the year 527 CE. That is, he became **emperor** 527 years after the birth of Jesus and about two hundred years after Constantine decided to support Christianity.

Like Constantine before him, Justinian was a Christian. He spent lots of money building churches. In Constantinople, he built the church of Hagia Sophia [ho-GEE-ə Soe-FEE-yə], with its **magnificent**, soaring dome.

*The inside of the Hagia Sophia in Constantinople*





## Pages 140–141

- Ask students to read **page 140** to themselves to find out when the Eastern Empire was at its best.
- When students have finished reading, restate the question and ask students to answer.
    - » The Eastern Empire was at its best under Justinian's reign.
- Have students examine the image and read the caption on **page 141**.

Justinian also completed an important book project. He had scholars gather up all of the laws that had been passed in the Roman **Empire** over the years. What the scholars found was a big mess. There were so many laws, nobody could possibly keep track of them all. There were old laws that no longer made sense. There were even laws that seemed to be the opposite of one another. One law might say "it is **illegal** to do X." Then another law might say "it's perfectly fine to do X." Justinian had his scholars gather up all the laws, sort them out, and organize them. When they were done, they published the laws. The new, organized laws filled several books. The new organized laws were known as **Justinian's Code**.

142

*A **mosaic** of Justinian from the Hagia Sophia*

143

## Pages 142–143

- Have students read **page 142** to themselves to find the answer to the question: "What important thing did Justinian do for laws?"
- When students have finished reading, restate the question and call on one student to answer. (He had scholars gather up all the laws, sort them out, organize them, and publish them in new books.)
- Direct students' attention to the image and caption on **page 143**.
- Have the small group work on one sticky note together.

## DISCUSSING THE READING (10 MIN.)

- When the class is finished reading, have students take out Activity Page 12.2.
- Say: Today we listened and read about one important historical figure in Rome, Justinian. Look at the two images found in both the reading and Read-Aloud on Activity Page 12.2. They are both pictures of Justinian but are both a little different. Read the questions on Activity Page 12.2 aloud.
- Independently, students will complete Activity Page 12.2.

### Check for Understanding

If students had difficulty interpreting the image, then pull individual students or a small group aside and highlight key words/key ideas in the text.

## WRAPPING UP THE READING (5 MIN.)

- Whole group discussion: Have students present their findings from Activity Page 12.2.
- Project/show full mosaic of Emperor Justinian and his Retinue for the students to view. Discuss with the students:
- How is this image like the two images on Activity Page 12.2? How is it different?
    - Possible student responses: The images are alike because they all show Justinian. They are different because the full mosaic shows Justinian in the center of his Retinue, which you cannot see in the cropped images. Justinian in the center of the image shows his power and his clothing shows that he is different from his Retinue in the mosaic.
    - Why do you think both authors decided to crop the image for the texts?
    - Possible students responses: The authors wanted to show Justinian close up to show his clothing and the halo around this head. This might be missed in the larger mosaic.

### Activity Page 12.2

### Support

Have students work in pairs to complete Activity Page 12.2.

**ENGLISH LANGUAGE LEARNERS**

### Reading

Reading/Viewing Closely

**Beginning**
Have students complete activity page in small groups. Highlight text related to image, other portions that are key points. Prompt students to think of ideas for alternate images.

**Intermediate**
Have students complete activity page in partners, small groups. Provide hints to portions of text related to image. Prompt students to find other portions that are key points, think of ideas for alternate images.

**Advanced/Advanced High**
Observe whether students can complete activity independently. Prompt students to identify text portions that are key points, think of ideas for alternate images. Challenge students to give reasons why alternate images may fit better.

**ELPS 4.F; ELPS 4.I**

Activity Page 12.3

## Challenge

Students work independently on Activity Page 12.3 and/or write their own opinion paragraph explaining who they believe is the bravest man in Roman history.

**ENGLISH LANGUAGE LEARNERS**

Writing
Evaluating Language Choices

**Beginning**
Work with small groups, help them identify language writer uses to convey writer's point of view.

**Intermediate**
Work with students as needed to help them identify language writer uses to convey writer's point of view.

**Advanced/Advanced High**
After students have identified language writer uses to convey writer's point of view, have students consider whether writer used descriptive, compelling language. Invite students to suggest how they would make the point of view more descriptive, compelling.

ELPS 5.G

## IDENTIFYING THE POINT OF VIEW (20 MIN.)

- Have students take out Activity Page 12.3. Read aloud "How Horatius Held the Bridge."
- With a partner, students will answer the questions on Activity Page 12.3.
- Whole group: Discuss answers on Activity Page 12.3.

**Lesson 12: The Western and Eastern Empires and the Second Rome**

# Language

15M

**Primary Focus:** Students will form and use irregular verbs. TEKS 3.11.D.ii

## INTRODUCE IRREGULAR VERBS (15 MIN.)

### Introduce Irregular Verbs (15 minutes)

- Ask: What is a verb? What is an example of a verb?
- Draw students' attention to the irregular verbs poster you placed on the board or chart paper and have them help you fill it in with the verbs *say, make, go, take,* and *come*, one at a time.

| Irregular Verbs | |
|---|---|
| **Singular** | **Plural** |
| **I say, make, go, take, come.** | **We say, make, go, take, come.** |
| You (one person) **say, make, go, take, come.** | You (more than one person) **say, make, go, take, come.** |
| He, She, **It says, makes, goes, takes, comes** | They **say, make, go, take, come.** |

- Ask: Do you see a pattern you have seen before when you look at the endings of these verbs?
  - Possible student response: Following the subject pronouns he, she, and it, the verbs have –s or –es added to them, which is the same pattern discussed in the previous lesson.

**TEKS 3.11.D.ii** Edit drafts using standard English conventions, including past, present, and future verb tense.

- **Think-Pair-Share:** What do the words present tense, past tense, and future tense mean?
    - Possible student response: Present tense shows action happening now, past tense shows action that has already happened, and future tense shows action that will happen.
- Read the following sentences and have students hold up one finger if the sentence is present tense, two fingers if the sentence is past tense, and three fingers if the sentence is future tense.
    - My friends will watch the movie tonight. (three fingers, will watch, future tense)
    - The dolphins swim in the ocean. (one finger, swim, present tense)
    - It rained all through the football game. (two fingers, rained, past tense)
- Say: Most verbs, past tense is made by adding *–ed*. However, there are some verbs that are spelled differently in the past tense and do not end with *–ed*. Those verbs are irregular verbs.
- Ask students to orally fill in the blanks as you read the following sentences. (Pause briefly at each blank for students to respond.)
    - Today, I say, "Hello." Yesterday, I _____, "Hello." Tomorrow, I _____, "Hello."
        - Answers:
          *said (t*o show past tense)
          *will say(* to show future tense)
- Point out that the suffix *–ed* was not added to *say* to make the past tense verb but rather a new word (said) was used. Point out that *say* is the same for present and future tense but has will added before it to show future tense.
- Ask students to orally fill in the blanks as you read the next sentence, pausing briefly at each blank for students to respond.
    - Today, I make breakfast. Yesterday, I _____ breakfast. Tomorrow, I _____ breakfast.
        - Answers:
          made (to show past tense)
          will make (to show future tense)
- Again, point out that the suffix –ed was not added to make for form the past tense but rather a new word (made). Point out that make is the same for present and future tense but has will added before to show future tense.

**ENGLISH LANGUAGE LEARNERS**

## Language

Using Verbs and Verb Phrases

**Beginning**
Point out the words/phrases in the sentence that provide clues about subject and verb tense of the sentence. Frequently remind students about how to change verb tenses.

**Intermediate**
Occasionally point out the words/phrases in the sentence that provide clues about subject and verb tense. Remind students about how to change verb tenses when necessary.

**Advanced/Advanced High**
Observe whether students are able to correctly identify verb tense and accurately change verb tense independently.

**ELPS 4.C**

## Activity Page 12.4

- ***Differentiated Option:*** If students need additional practice, (whole group, small group, or independently) follow the same procedure for the words went and will go, took and will take, and came and will come using the following sentences:
  - Today, I go to the store. Yesterday, I _____ to the store. Tomorrow, I _____ to the store.
  - Today, I take a shower. Yesterday, I _____ a shower. Tomorrow, I _____ a shower.
  - Today, I come to school. Yesterday, I _____ to school. Tomorrow, I _____ to school.
- Have students take out and complete Activity Page 12.4. If students do not finish in class, they may complete remaining questions for take home work.

End Lesson

**Lesson 12: The Western and Eastern Empires and the Second Rome**

# Take-Home Material:

- Students will finish Activity Page 12.4 and complete Activity Page 12.5.

Activity Pages
12.4 and 12.5

LESSON

13

# "Androcles and the Lion"

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will describe "Androcles and the Lion" and explain how the characters' actions contribute to the sequence of events. TEKS 3.8.C; TEKS 3.13.H

### Reading

Students will identify the parts of a play and read it aloud with accuracy, appropriate rate, and expression. TEKS 3.4; TEKS 3.9.C; TEKS 3.13.H

### Writing

Students will provide reasons (logical and emotional) to support their opinions using a T-chart. TEKS 3.9.E.iii; TEKS 3.12.C

## FORMATIVE ASSESSMENT

Activity Page 13.1 **"Androcles and the Lion"** Describe the characters and events in "Androcles and the Lion." TEKS 3.8.C

**TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.13.H** Use an appropriate mode of delivery, whether written, oral or multimodal, to present results; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.9.C** Discuss the elements in drama such as characters, dialogue, setting, and acts; **TEKS 3.9.E.iii** Recognize characteristics and structures of argumentative text by identifying the intended audience or reader; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

## LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|---|---|---|
| **Speaking and Listening (40 min.)** | | | |
| Introducing the Read-Aloud | Whole Group | 5 min. | ❏ *Stories of Ancient Rome*<br>❏ Activity Page 13.1 |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Independent | 15 min. | |
| **Reading (60 min.)** | | | |
| Introducing the Reading | Whole Group | 10 min. | ❏ *Stories of Ancient Rome*<br>❏ Activity Pages 13.1, 13.2<br>❏ Elements of a Play Chart (Digital Projections) |
| Small Group Reading | Whole Group/ Partner | 20 min. | |
| Small Group Presentations | Small Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group | 10 min. | |
| **Writing (20 min.)** | | | |
| Opinion Writing | Whole Group; Partner | 20 min. | ❏ Activity Page 13.3 |
| **Take-Home Material** | | | |
| "Androcles and the Lion: Reader's Theater" | | | ❏ Activity Page 13.2 |

## ADVANCE PREPARATION

### Reading

- Create the following on chart paper or prepare to display Digital Projection DP.U4.L13.1:

  **Elements of a Play**

  - Title: gives the reader an idea of the topic
  - List of characters: information about who is in the play
  - Scene: describes the setting of the play
  - List of props: items that the characters will use on stage or acting out the play
  - Dialogue: what the characters are saying
  - Plot: series of events
- Predetermine small groups (eight students in each group)

### Universal Access

- Have students take home Activity Page 13.2 in advance to practice reading the script.
- Have students talk about plays they have seen on stage before. Post or project Digital Projection DP.U4.L13.1. Discuss the Elements of a Play to help students become familiar with literary terms associated with plays.
- Discuss special friendships between humans and animals.

Start Lesson

**Lesson 13: "Androcles and the Lion"**

# Speaking and Listening

40M

**Primary Focus:** Students will describe "Androcles and the Lion" and explain how the characters' actions contribute to the sequence of events. **TEKS 3.8.C; TEKS 3.13.H**

## VOCABULARY FOR "ANDROCLES AND THE LION"

- The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the

**TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

lessons, they will acquire a good understanding of most of the words. Students may also keep a "unit dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**arena,** an area of a stadium where the events usually take place

**befriend,** to become friends with

**crouch,** to stoop or squat

**emperor,** the male ruler/head of an empire

**vicious,** dangerous, violent, mean

| Vocabulary Chart for "Androcles and the Lion" | | |
|---|---|---|
| **Vocabulary Type** | **Tier 3 Domain-Specific Words** | **Tier 2 General Academic Words** |
| Core Vocabulary | arena<br>emperor | arena<br>befriend<br>crouch<br>vicious |
| Multiple-Meaning Core Vocabulary Words | | |
| | | |
| Sayings and Phrases | gladiator fights<br>scared him half to death<br>their friendship never faltered | |

## INTRODUCING THE READ-ALOUD (5 MIN.)

- Explain to students that today's chapter is "Androcles and the Lion," which is a fable.
- Review key features of a fable:
  - often has animals as characters that talk and act like humans
  - short and tells a simple story
  - usually has a moral or lesson at the end
- Write on the board: character, setting, problem/goal, and events.

### Challenge

Students will list the character(s), setting(s), problem/goal, and events from a text previously read.

### Support

Provide students with a definition for each of the following words: *character, setting, problem/goal,* and *events*.

**ENGLISH LANGUAGE LEARNERS**

### Speaking and Listening
Listening Actively

**All**
The Pausing Points throughout this Read-Aloud prompt students to stop and add notes about the events in this story.

**Beginning**
Give specific hints and offer choices for students to add to their activity page.

**Intermediate**
Allow students to work with a partner and offer help as needed.

**Advanced/Advanced High**
Have students work independently to add notes during the Pausing Points.

**ELPS 2.I**

- Turn and Talk: With a partner, students will define character, setting, problem/goal, and events.
    - » Possible student responses: A character is a person or animal in the story. The setting is when and where the story takes place. A problem is something that needs to be solved, and a goal is what the character is working toward or wants to achieve. Events describe what happens in the story.
- Explain that many times, characters change during a story. Sometimes characters start out mean and by the end of the story they are nice. Or sometimes the opposite happens: characters start out in the story very nice and end up mean.
- During a story, an author also sequences the events so the reader knows what happened first, next, and last.

Activity Page 13.1

- Have students take out Activity Page 13.1 and explain that during the Read-Aloud, we will stop to identify the character(s), setting(s), and problem/goal for each event in the fable. Students will record their findings on Activity Page 13.1.
- Purpose for Listening: We are going to stop during the Read-Aloud for Pausing Points. At the Pausing Points, we will focus on identifying the characters, setting, and problem/goal for each event in the fable.

## PRESENTING THE READ-ALOUD (20 MIN.)

- Tell students to turn to the table of contents and locate today's chapter, "Androcles and the Lion." Have students turn to the first page of the chapter and follow along during the Read-Aloud.
- We are going to stop during the Read-Aloud for Pausing Points. At the Pausing Points, we will focus on identifying the characters, setting, and problem/goal for each event in the fable.

  **Note:** The following chapter may be used as a traditional Read-Aloud, independent read, or small group read based on student need.

Chapter 18

# Androcles and the Lion

Charlie Chatter's Report

The ancient Romans liked to watch **gladiator** fights. They liked to watch a **gladiator** fight against other **gladiators** or against wild animals. As mentioned in a previous chapter, the Romans even built the Colosseum for these fights. The Colosseum was so big it could hold fifty thousand people!

This is a **gladiator** story and it ends in the Colosseum. You may be surprised by the ending!

***Gladiators** fighting*



## Pages 144–145

- Read **pages 144–145**.

Once there was a Roman enslaved person named Androcles [AN-droe-cleez]. Androcles escaped from his master and ran away. One night he hid in a cave. He crept into the cool darkness, lay down, and fell asleep.

In the middle of the night, Androcles was awakened by a loud roaring noise. He got up and squinted in the darkness. What he saw scared him half to death. It was a lion returning to his den!

Androcles shrank back, fearful for his life.

Then, he saw that the lion was suffering. It was roaring in pain. The great beast limped into the cave and flopped down. It lifted its right front paw and licked it.

Androcles took a step toward the lion. The big cat spotted him, but he did not seem angry. Instead, he gave Androcles a sad look, as if asking for help. Androcles **crouched** next to the lion. He looked and saw a thorn stuck in the lion's paw. He put out his hand. The lion did not try to bite him. He touched the lion on the paw. The lion sat still. Then, very gently, Androcles took hold of the thorn and pulled it out.

*The lion gave Androcles a sad look, as if asking for help.*





## Pages 146–147

- Read **pages 146–147**.
- Pausing Point: Who can identify a character in the fable?
- Complete Event 1 on Activity Page 13.1.
- As a whole group, identify the characters, setting, and problem from Event 1.

### Check for Understanding

If students did not identify the characters, setting, and problem in Event 1, then go back into the text and model identifying each part.

The lion looked Androcles in the eye and purred. That was the beginning of a warm friendship between Androcles and the lion. They lived together in the cave. They slept side by side, keeping each other warm.

Then, one day Roman soldiers discovered Androcles. The law of Rome said that runaway enslaved people must be punished. So, Androcles was captured and taken to the city of Rome.

For ten days, Androcles sat alone in a jail cell. The jailors fed him nothing but water and crusts of stale bread. Then, one of them told him he was to meet his death in the Colosseum.

Androcles knew what that meant. Runaway enslaved people were often forced to fight in the Colosseum. Androcles knew he would be forced to fight against **gladiators**, or perhaps against **vicious**, hungry wild animals.

*Androcles waiting in the cell to enter the Colosseum*



## Pages 148–149

- Read **pages 148–149**.
- Pausing Point: Complete Event 2 on Activity Page 13.1.
- Partner Share: Have students share the information included for Event 2.
- Discuss: How has Androcles changed from Event 1 to Event 2?

Androcles was led out of his cell. As he walked into the Colosseum, he knew that he would soon die. Androcles was brave. He stepped into the **arena** and prepared himself for the fight, and for death.

The crowd cheered as Androcles stepped into the **arena**. They cheered even more loudly when a lion appeared on the other side of the **arena**.

Then, something strange took place. This was not just any lion. It was the lion Androcles had **befriended**. The lion recognized his friend. Instead of attacking, the beast ran up to Androcles and began licking his face. Androcles stroked the lion and rubbed his belly.

The crowd was amazed. They had never seen anything like this. They cheered loudly.

*Androcles and the lion*

"Free the enslaved!" one of the men in the crowd shouted.

"Free the lion!" another shouted.

Soon, the whole crowd was yelling and shouting.

The **emperor** was the one who made the decision. He held out his hand, with his thumb to the side. Then, he tilted it so that his thumb pointed up. Thumbs up! That was the sign! It meant that Androcles and the lion had pleased the **emperor**. They would be saved!

So Androcles and the lion were set free. They lived a long life and their friendship never faltered.

*The **emperor** signaled "Thumbs up!" Androcles and the lion were set free.*



## Pages 152–153

- Read **pages 152–153**.
- Pausing Point: Complete Event 3 on Activity Page 13.1.
- Whole Group Discussion: What would happen if Event 2 was left out of the fable?

## DISCUSSING THE READ-ALOUD (15 MIN.)

- Have students complete the Stretch Questions on Activity Page 13.1 independently.
- As a whole group, discuss Stretch Questions 1–4.

### Check for Understanding

If students failed to identify the characters and settings on Activity Page 13.1, then pull students aside independently or in a small group to review the definitions and identify key features in a shorter text or familiar picture book.

**Lesson 13: "Androcles and the Lion"**

# Reading

**Primary Focus:** Students will identify the parts of a play and read it aloud with accuracy, appropriate rate, and expression. **TEKS 3.4; TEKS 3.9.C; TEKS 3.13.H**

## INTRODUCING THE READING (10 MIN.) TEKS 3.9.C

- Say, "We are now going to read 'Androcles and the Lion: Reader's Theater.'"
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Think-Pair-Share: How is "Androcles and the Lion: Reader's Theater" like "Androcles and the Lion" that we just read? How are they different?
- Display or project Digital Projection DP.U4.L13.1: Elements of a Play. Discuss the elements as a whole group.

## SMALL GROUP READING (20 MIN.)

- Divide the class into groups of eight. Assign students to a character. (Note: Some students may be two characters.) Each group should practice reenacting the play. Circulate around the room providing students with feedback on accuracy, appropriate rate, and expression. Remind students that props were not included in the play script but they may add the correct props.
- Students may use Activity Page 13.3 to identify their parts in the script.
- As students are practicing in small groups, monitor quickly each student on accuracy, appropriate rate, and expression on Activity Page 13.1.

**TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.9.C** Discuss the elements in drama such as characters, dialogue, setting, and acts; **TEKS 3.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

**ENGLISH LANGUAGE LEARNERS**

### Reading
Listening Actively

**Beginning**
Lead students to complete this section of the activity page in small groups. Prompt them to answer the questions and help them to show you where they can confirm their answer in the text.

**Intermediate**
Have students work with a partner. Prompt students to find the answers to the questions in the text. Offer support as needed.

**Advanced/Advanced High**
Observe whether students can complete this activity page with minimal support.

ELPS 4.G

### Support

Pull individual students or a small group to discuss and complete Thinking Questions 1–4.

### Support

Students practice reading the first line of the play with accuracy, appropriate rate, and expression.

### Challenge

Students may add additional dialogue for their assigned character. Note: Dialogue must be accurate and based on the Read-Aloud earlier in the lesson.

Chapter 19

# Androcles and the Lion: Reader's Theater

## Cast

**Narrator 1**

**Narrator 2**

**Androcles**

**Lion**

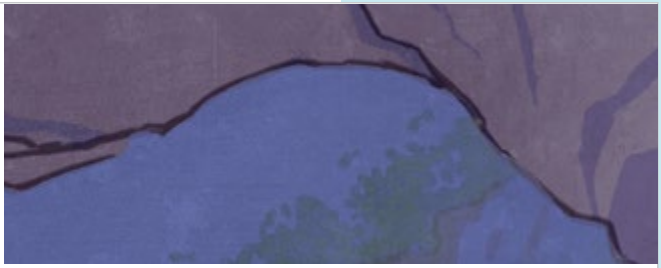
**Crowd**

**Man (in the Crowd)**

**Woman (in the Crowd)**

**Emperor**





## Scene 1—In a cave in the forest

**Narrator 1**

Thousands of years ago, there was an enslaved person named Androcles who lived in ancient Rome. Every day, Androcles was sent by his master out to the fields with the other enslaved people. There they spent the entire day in the blistering hot sun, tending the master's crops. Only when dusk fell at the very end of the day did they return to the enslaved quarters where they lived. Each night, after a meal of stale bread and water, they fell exhausted on the hard floor and went to sleep.

**Narrator 2**

One day when it was time to return from the fields, Androcles did not follow the other enslaved people. As the others went back to their quarters, Androcles hid at the edge of the field. When it was dark, he ran as fast as he could, far into the forest. When he could run no more, he happened upon a small cave. He

crept inside into the cool darkness and fell asleep.

**Lion** *(roaring several times, but then whimpering in pain)*
Rrrrrrroarrrr…… Rrrrrrroarrrr….. Rrrrrrroarrrr … owowowowow….

**Androcles** *(voice shaking)*
Who's there? Where are you?

**Lion** *(roars two more times in pain)*
Help me! Help me—here!

**Androcles** *(voice still shaking)*
Whoa! How can I help you?

**Lion** *(limps towards Androcles and lifts his front paw)*
Just help me. My paw, my paw—please help me.

**Androcles** *(**crouches** carefully next to the lion, lifting its paw)*
Well, let me take a look. Aha! I see what the problem is. There is a very large thorn stuck in your paw. Hold very still and I will pull it out.

*(Androcles gently pulls the thorn out of the lion's paw.)*

**Lion**
Oooooowww…ahhhhhhh—that's much better. Thank you.

*(Lion rubs up against Androcles and purrs.)*

**Narrator 1**
That was the beginning of a warm friendship between Androcles and the lion. They lived together in the cave. They slept side by side, keeping each other warm.

**Narrator 2**

Then one day, a group of Roman soldiers on patrol stumbled upon the cave where they discovered Androcles. Roman law said that runaway enslaved people must be punished. So the soldiers dragged Androcles out of the cave and back to the city of Rome.

**Narrator 1**

Androcles was taken to jail. He was left alone in a cell for ten days with little to eat or drink. On the tenth day, the jailer came to tell him that he would be taken to the Colosseum that afternoon. Androcles knew that could mean only one thing. He would be forced to fight to death against **gladiators** or **vicious**, wild animals.

## Scene 2—The Colosseum

*(The **emperor** and crowd stand in a circle as if seated at the Colosseum. Androcles enters the center of the circle from one side.)*

**Crowd** *(chanting Androcles' name as he enters the circle)*

Androcles! Androcles! Androcles!

**Lion** *(shakes mane and roars loudly as he enters the circle from the other side)*

Rrrrrrroarrrr…… Rrrrrrroarrrr….. Rrrrrrroarrrr

**Crowd** *(turns and looks at the lion and cheers loudly)*

**Emperor**

Let the games begin!

*(Androcles and the lion approach each other with heads down, ready to fight. Then, both look up and stare into each other's eyes.)*

**Lion** *(purrs loudly and rubs up against Androcles' leg)*
Purrrrr…rrrrrr….rrrrr

**Androcles** *(bends forward to hug the lion)*
My friend, my friend—it's you!

**Crowd** *(cheers loudly)*

**Man in the crowd**
Free Androcles! Free Androcles!

**Woman in the crowd**
Free the lion! Free the lion!

**Crowd (all chanting)**
Free Androcles! Free the lion! Free Androcles! Free the lion!

**Emperor** *(waves both arms to quiet the crowd; holds out his right hand with his thumb to the side and then tilts his thumb up)*

**Crowd** *(all chanting)*
They're saved! They're both saved! Hooray!

**Narrator 1**
So Androcles and the lion were both set free. They lived a long life and their friendship never faltered.



## Pages 160–161

### Check for Understanding

If students need additional practice in any of the three areas (accuracy, appropriate rate, and expression), then pull individual students or a small group aside to model accuracy, appropriate rate, and expression using a shorter passage or familiar picture book.

### SMALL GROUP PRESENTATIONS (20 MIN.) TEKS 3.13.H

- As a culminating activity, ask groups to perform the play for their classmates or other classes/grades.

**TEKS 3.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

## DISCUSSING THE READ-ALOUD (10 MIN.)

- How do the scenes in the play build upon each other?
- Why do you think the author of the play chose two scenes instead of three scenes?
- We read two stories about Androcles and the lion. Why do you think the authors chose two different formats?
- Which format do you prefer? Why?

**Lesson 13: "Androcles and the Lion"**

# Writing

20M

**Primary Focus:** Students will provide reasons (logical and emotional) to support their opinions using a T-chart. **TEKS 3.9.E.iii; TEKS 3.12.C**

## OPINION WRITING (20 MIN.)

- Say, "Today we are going to focus on details in opinion writing. We have identified facts and opinions authors use in their writing. Now we are going to include them in our own writing."
- Logical appeals are used in writing to give the reader facts or evidence. An example: Soccer is played with a ball. Emotional appeals are also used in writing to give opinions or emotional reasons why someone should do something, like try soccer. An example: You will love playing soccer because you can wear a cool jersey.
- Have students take out Activity Page 13.3.
- Model: Draw a T-chart on the board like Activity Page 13.3. Model listing logical and emotional appeals to persuade the class to play soccer at recess.
- Small group practice: Using the T-chart on Activity Page 13.3, students will list logical and emotional appeals persuading students to read "Androcles and the Lion."

**ENGLISH LANGUAGE LEARNERS**

### Writing
Supporting Opinions

**Beginning**
Work collaboratively with students to help them come up with logical and emotional appeals.

**Intermediate**
Encourage students, individually or with a partner, to come up with their own logical and emotional appeals.

**Advanced/Advanced High**
Challenge students to come up with their own logical and emotional appeals that relate back to the text.

**ELPS 4.F; ELPS 5.G**

### Activity Page 13.3

### Support

Pull individual students or a small group aside to complete Activity Page 13.3.

**TEKS 3.9.E.iii** Recognize characteristics and structures of argumentative text by identifying the intended audience or reader; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

### Check for Understanding

If students have a difficulty listing logical and emotional appeals on Activity Page 13.3, then provide students with logical and emotional appeals and have them determine on which side of the T-chart they belong.

End Lesson

**Lesson 13: "Androcles and the Lion"**

# Take-Home Material

Activity Page 13.2

- Students will take home Activity Page 13.2 and read the script aloud to a family member. Students will teach the listener the different parts of the play.

Grade 3 | Unit 4

# Pausing Point 2

The activities listed below are separated by Whole Group and Independent activities. You may wish to have students complete the Independent Activities on their own and use the Choice Menu: Independent Pausing Points Activity Page (Pausing Point 2) to keep track of their accomplishments. You may assign student to complete a combination of the activities listed on the Choice Menu or specify certain activities for individual students. While student are completing the Choice Menu, you may choose to work with a small group of students who would benefit from the particular activity.

## WHOLE GROUP

### 1. Key Vocabulary Brainstorming

**Materials:** Chart paper, chalkboard, or whiteboard

- Give students a key domain concept or vocabulary word such as *legacy.* Have them brainstorm everything that comes to mind when they hear the word, such as, *things left behind, inventions, aqueducts, arches, the Latin language, paintings, sculptures,* etc. Record their responses on a piece of chart paper, a chalkboard, or whiteboard for reference.

### 2. Multiple-Meaning Word Activity: *Vision*

**Materials:** Chart paper, chalkboard, or whiteboard; images depicting the various meanings of vision (optional)

- In "The Western and Eastern Empires," you heard, "The Western Empire in Europe . . . drifted into a long, sad period without leadership and vision from the powers of Rome."
- Say the word *vision* with me.
- The word *vision* can mean a number of things. In the sentence you just heard, vision is a metaphor that means an idea about how something might look or be in the near future. For example, the leaders of ancient Rome had a vision of how to make the city expand into a vast empire. Another example is that you might be excited about a soccer game and believe ahead of time that your team will win. You would have a vision of your team winning as you worked on a strategy and practiced with your teammates. (Write, "A—Vision: metaphor for an idea of something in the future" on the board.)

- Who can tell me the literal meaning of the word *vision*? The literal meaning refers to the function of your eyes and their ability to see. A blind person would be without vision. (Write, "B—Vision: literal for eyesight" on the board.)
- A third meaning of the word *vision* is something imagined or dreamed up that may or may not actually happen. Let's go back to the soccer game example. In addition to working with your teammates toward the vision of winning the game, you may also imagine that someday when you grow up you will be a famous soccer player, playing in the World Cup. (Write, "C – Vision: daydream of something that may or may not happen" on the board.)
- (Write the following sentences on chart paper, a chalkboard, or a whiteboard, and read them aloud to students. For each one, have students select meaning A, B, or C.)

  Gavin loved playing the drums so much, he had a vision of playing in a famous rock band one day. (C)

  It was Saturday morning, and Juanita's vision of a clean room was about to become a reality. (A)

  A nurse came to school with an eye chart to test the vision of each student. (B)
- With your neighbor, take turns creating sentences using the word *vision* and identifying the meaning. For example, your neighbor might say, "After I swam in the pool, my vision was a little cloudy." You would say, "*Vision* literally means eyesight in that sentence."
- (You may wish to show images depicting the various meanings of *vision.*)

### 3. Riddles for Core Content

- Ask students riddles such as the following to review core content:
  - I am a famous Roman Emperor who took the name of my adopted father, Julius. Who am I? (Augustus Caesar)
  - I tried to gain power after Julius Caesar died, by teaming up with Queen Cleopatra of Egypt against Augustus Caesar. Who am I? (Marc Antony)
  - I am an invention of the Romans that carries water from nearby mountains into Rome. What am I? (an aqueduct)
  - I am one of Rome's most famous leaders, dictator of Rome, whose last words were "*Et tu, Brute*?" Who am I? (Julius Caesar)
  - I am the first Christian emperor of Rome, and the city of Constantinople in the Eastern Roman Empire was named after me. Who am I? (Constantine the Great)

- I am a Byzantine emperor who tried to reconquer the land that had belonged to the Western Roman Empire. Who am I? (Justinian)
- I am a collection of Roman laws from past emperors. What am I? (the Justinian Code)
- I am the language of the Romans and the basis of the Romance languages, such as Spanish, French, and Italian. What language am I? (Latin)
- I was considered a teacher and taught about God and life through parables. I was accused by many people of treason and was crucified. I am the central figure of a religion called Christianity. Who am I? (Jesus)

## INDEPENDENT

**Note:** The Independent Choice Menu can be found on page 209 in the Activity Book.

### 1. Famous Quotes from Ancient Rome Material: PP6

- Review with students the sayings and phrases they have learned related to ancient Rome that are commonly used today in their figurative sense:
  - "Veni, vidi, vici!"
  - "crossing the Rubicon"
  - "The die is cast."
  - "Et tu, Brute?"
  - "Beware the ides of March."
  - "fiddling while Rome burned"
- You may wish to have students work independently, in groups, or with a partner to discuss, explain, research, and/or illustrate these sayings and phrases and their literal and figurative meanings. You may also wish to show pertinent images from the Read-Alouds as students discuss. Finally, you may wish to review again these three sayings from the first half of the domain and Pausing Point 1:
  - "Rome wasn't built in a day."
  - "All roads lead to Rome."
  - "When in Rome, do as the Romans do."

- Using what they have learned about the ancient Roman civilization, have students create their own sayings and phrases and explain the literal meanings in relation to ancient Rome and the figurative meanings in relation to life today.

### 2. Class Book: The Ancient Roman Civilization

**Materials:** Drawing paper, drawing tools

- Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have the students brainstorm important information about the ancient Roman civilization, especially famous people, events, ingenious inventions, and things from ancient Rome still used today. You may also encourage students to write about Roman gods and goddesses, or have them create their own myth based on ancient Roman beliefs. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

### 3. Writing Prompts

**Material:** PP7

- Students may be given an additional writing prompt such as the following:
  - "The most interesting thing I've learned thus far is because _____."
  - "The Romans were ingenious because _____. "
  - "The most important legacy of ancient Rome is because _____."
  - "If I could meet any of the ancient Roman leaders, I would want to meet because _____."

### 4. You Were There: Ancient Rome

- Have students pretend that they are living back in the time of the Ancient Roman Empire. They may wish to be in a battle with Julius Caesar, someone living in Pompeii when Mt. Vesuvius erupted, a citizen of Rome while it was being invaded, someone living during the *Pax Romana*, or someone just walking the streets of Rome in a toga and sandals. Ask students to describe what they see and hear. For example, for the battle alongside Caesar, students may talk about Julius Caesar being a skilled leader, watching the Roman war machines at work, and the differences between the Roman soldiers and those they are fighting. Consider also extending this activity by adding group or independent writing opportunities associated with the "You Were There" concept. For example, ask students to pretend they are newspaper reporters who have conducted an interview with Julius Caesar, and have them write a group news article describing his thoughts.

### 5. Grammar Review

**Materials:** PP.8

- Fill in the "What is it? What was it? Riddles"; choose past, present, or future tense verbs to match the sentences; create sentences

### 6. Irregular Verbs

**Materials:** PP.9

- Choose the correct tense for the verbs in sentences; create sentences by changing the verbs to different tenses

### 7. Practice using Suffixes *–y* and *–al*

**Materials:** PP.10

- Select correct words to complete each sentence; write sentences using affixed words

### 8. What did you learn?

**Materials:** lined paper

- Write down the top 10 facts you learned about ancient Rome.

### 9. Create a Survey

**Material:** Blank paper

- Design a survey to find out how much other students like learning about ancient Rome. Make up five questions and ask five people your questions. show the results of your survey on a graph.

LESSON

14

# Roman Detectives: Cases 1 and 2

## PRIMARY FOCUS OF LESSON

### Reading—Case 1

Students will identify the point of view of the author, state their own opinions, and identify facts and opinions about Roman architecture using a graphic organizer. TEKS 3.9.E.i; TEKS 3.9.E.ii; TEKS 3.12.C

### Reading—Case 2

Students will identify the point of view of the author, state their own opinions, and identify facts and opinions about Latin using a graphic organizer.

TEKS 3.9.E.i; TEKS 3.9.E.ii; TEKS 3.12.C

### Language

Students will determine the meaning of words formed when *–y* and *–al* are added to a known root word. TEKS 3.3.C

**TEKS 3.9.E.i** Recognize characteristics and structures of argumentative text by identifying the claim; **TEKS 3.9.E.ii** Recognize characteristics and structures of argumentative text by distinguishing facts from opinion; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non- dis-, in- (not, non), pre-, -ness, -y, and -ful.

## LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|---|---|---|
| **Reading—Case 1 (55 min.)** | | | |
| Case 1—Option A<br>Case 1—Option B | Independent | 55 min. | ❑ Activity Page 14.1<br>❑ Option A: Activity Page 14.2<br>❑ Option B: Activity Page 14.3 |
| **Reading—Case 2 (50 min.)** | | | |
| Case 2—Option A<br>Case 2—Option B | Independent | 50 min. | ❑ Activity Page 14.4<br>❑ Option A: Activity Page 14.5<br>❑ Option B: Activity Page 14.6 |
| **Language (15 min.)** | | | |
| Grammar: Suffixes *–y* and *–al* | Whole Group | 15 min. | ❑ Activity Page 14.7 |
| **Take-Home Material** | | | |
| Blank Buster | | | ❑ Activity Pages 14.8, 14.9 |
| "Roman Architecture Is All Around" and "Let's Learn Latin!" Rereading | | | |

## OVERVIEW OF THE ROMAN DETECTIVE LESSON

To conclude the Ancient Roman Civilization, students will use their Roman history knowledge to crack the cases listed in this lesson. Students will write extended responses to a prompt that asks them to write opinions about whether architecture or Latin was Rome's greatest lasting contribution, and will support the opinion with reasons.

### Primary Standards Alignment

| Standard | Standard Description |
|---|---|
| **TEKS 3.12.C** | Write opinion pieces on topics or texts, supporting a point of view with reasons. |
| **TEKS 3.9.E.i, TEKS 3.9.E.ii** | Distinguish their point of view from that of the author of the text. |

## ROMAN DETECTIVE CASES

The passages and activities in this lesson focus on the development of an informed opinion about Rome's greatest contribution: architecture or Latin.

The cases consist of two parts: the Core Case and Options A and/or B. The Core Case involves students reading the passage ("Architecture Is All Around" and "Let's Learn Latin!"). In addition to the Core Case, select Option A and/or B for students to work on independently.

| Reading: Case 1 |
|---|
| **Core Case** |
| Read the passage "Roman Architecture Is All Around." (Activity Page 14.1) |
| In addition to the Core Case, select one or more of these options: |
| **Option A** |
| Students discuss the passage. (Activity Page 14.2) |
| **Option B** |
| Students complete a graphic organizer. (Activity Page 14.3) |
| **Note:** Choose the option that meets the needs of your students. Option A is an on-level task. Option B is an advanced task. |

| Reading: Case 2 |
|---|
| **Core Case**<br>Read the passage "Let's Learn Latin!" (Activity Page 14.4)<br>In addition to the Core Case, select one or more of these options:<br>**Option A**<br>Students discuss the passage. (Activity Page 14.5)<br>**Option B**<br>Students complete a graphic organizer. (Activity Page 14.6)<br>**Note:** Choose the option that meets the needs of your students. Option A is an on-level task. Option B is an advanced task. |

Start Lesson

**Lesson 14: Roman Detectives: Cases 1 and 2**

# Reading

55M

**Primary Focus:** Students will identify the point of view of the author, state their own opinions, and identify facts and opinions about Roman architecture using a graphic organizer. **TEKS 3.9.E.i; TEKS 3.9.E.ii; TEKS 3.12.C**

## CASE 1—OPTION A (55 MIN.)

- Explain to students that they have been asked to settle a huge case around Roman history. The case involves identifying the opinion of the author.
- Have students read Activity Page 14.1.
- After students have finished reading the passage, they will complete Activity Page 14.2.
- Organize a classroom discussion about the passage. Students may take additional notes on Activity Page 14.2 during the discussion. These discussion notes are used to complete other parts of the overall case and as a work product that can be evaluated.
- Use the following questions to stimulate discussion:
    - What is the author's opinion about the greatest contribution of the Roman Empire? How can you tell?
    - Do you agree with the author? Why or why not?

Activity Pages 14.1 and 14.2

**TEKS 3.9.E.i** Recognize characteristics and structures of argumentative text by identifying the claim; **TEKS 3.9.E.ii** Recognize characteristics and structures of argumentative text by distinguishing facts from opinion; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

- What are two facts in the article?
- What are two opinions in the article?

### Scoring Rubric for Case 1—Option A

- Use the following rubric to evaluate students' responses to Activity Page 14.2:

| 4-Point Response |
|---|
| Student will:<br>• Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt.<br>• Participate in the discussion by asking relevant questions and contributing meaningful responses. |
| **3-Point Response** |
| Students will:<br>• Have notes for most questions addressed in the discussion.<br>• Participate in the discussion by asking relevant questions and/or contributing meaningful responses. |
| **2-Point Response** |
| Students will:<br>• Have notes for some questions addressed in the discussion.<br>• Participate in the discussion by asking questions and/or contributing responses. |
| **1-Point Response** |
| Students will:<br>• Have few, if any, notes for the questions addressed in the discussion.<br>• Fail to participate in the discussion in a meaningful way. |
| **0-Point Response** |
| • The student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text. |

## CASE 1—OPTION B (55 MIN.)

- Explain to the students that they have been asked to settle a huge case around Roman history. The case involves identifying the opinion of the author.
- Have students read Activity Page 14.1.
- Ask students to complete the graphic organizer on Activity Page 14.3.
- Organize a classroom discussion about the passage. Students may take additional notes on Activity Page 14.3 during the discussion. These discussion notes are used to complete other parts of the overall case and as a work product that can be evaluated.

Activity Page 14.3

## Scoring Rubric for Case 1—Option B

- Use the following rubric to evaluate students' responses to Activity Page 14.3:

| 4-Point Response |
|---|
| Student will:<br>• Provide his or her opinion, identify the author's opinion, and give three facts from the article with no extraneous information. |
| **3-Point Response** |
| Student will:<br>• Identify the author's opinion and give two facts from the article with no extraneous information. |
| **2-Point Response:** |
| Student will:<br>• Identify the author's opinion and give one fact from the article. |
| **1-Point Response:** |
| Student will:<br>• Identify the author's opinion OR give at least one fact from the article. |
| **0-Point Response** |
| • Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text. |

## Optional Extension Activity for Part 1

- Ask students to use information from the passage to complete the following sentences:
    - The Colosseum and football stadiums are alike because _____.
        - **Possible response:** They are both round and hold many spectators.
    - Arches have curved wedges of stone because _____.
        - **Possible response:** They offer support.
    - Aqueducts depend on gravity and pressurized pipes because _____.
        - **Possible response:** It helps water flow through them.

Activity Pages 14.4 and 14.5

**Lesson 14: Roman Detectives: Cases 1 and 2**

# Reading

50M

**Primary Focus:** Students will identify the point of view of the author, state their own opinions, and identify facts and opinions about Latin using a graphic organizer.

TEKS 3.9.E.i; TEKS 3.9.E.ii; TEKS 3.12.C

## CASE 2—OPTION A (50 MIN.)

- Have students read Activity Page 14.4.
- Students should complete Activity Page 14.5 independently.
- When students have finished Activity Page 14.5, organize a classroom discussion about the passage. Ask students to take notes during the discussion.
- These discussion notes are used to complete other parts of the overall case and as a work product that can be evaluated.
- Use the following questions to stimulate discussion:
  - What is the author's opinion about Latin? How can you tell?
  - Do you agree with the author? Why or why not?
  - What are two facts in the article? How do you know these are facts?
  - What are two opinions in the article? How do you know these are opinions?

### Scoring Rubric for Case 2—Option A

- Use the following rubric to evaluate students' responses on Activity Page 14.5.

| 4-Point Response |
| --- |
| Student will:<br>• Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt.<br>• Participate in the discussion by asking relevant questions and contributing meaningful responses. |
| **3-Point Response** |
| Students will:<br>• Have notes for most questions addressed in the discussion.<br>• Participate in the discussion by asking relevant questions and/or contributing meaningful responses. |

**TEKS 3.9.E.i** Recognize characteristics and structures of argumentative text by identifying the claim; **TEKS 3.9.E.ii** Recognize characteristics and structures of argumentative text by distinguishing facts from opinion; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

| 2-Point Response |
|---|
| Students will:<br>• Have notes for some questions addressed in the discussion.<br>• Participate in the discussion by asking questions and/or contributing responses. |
| **1-Point Response** |
| Students will:<br>• Have few, if any, notes for the questions addressed in the discussion.<br>• Fail to participate in the discussion in a meaningful way. |
| **0-Point Response** |
| • Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text. |

## CASE 2—OPTION B (50 MIN.)

- Ask students to complete the graphic organizer on Activity Page 14.6.
- Organize a classroom discussion about the passage. Students may take additional notes on Activity Page 14.6 during the discussion. These discussion notes are used to complete other parts of the overall case and as a work product that can be evaluated.

Activity Page 14.6

### Scoring Rubric for Part 2—Option B

- Use the following rubric to evaluate students' responses on Activity Page 14.6.

| 4-Point Response |
|---|
| Student will:<br>• Provide his or her opinion, identify the author's opinion, and give three facts from the article with no extraneous information. |
| **3-Point Response** |
| Student will:<br>• Identify the author's opinion and give two facts from the article with no extraneous information. |
| **2-Point Response:** |
| Student will:<br>• Identify the author's opinion and give one fact from the article. |
| **1-Point Response:** |
| Student will:<br>• Identify the author's opinion OR give at least one fact from the article. |
| **0-Point Response** |
| • Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text. |

### Optional Extension Activity for Part 2

- Tell students you are going to take a poll of the class. You are going to find out how many students think Roman's greatest contribution was architecture or Latin, or that both architecture and Latin are great contributions.
    - Ask students to take notes to record the data from the poll.
    - Ask students to raise their hands if they think Rome's greatest contribution was architecture. Count the number of hands. Tell the total number to the students and ask them to write it down.
    - Ask students to raise their hands if they think Rome's greatest contribution was Latin. Count the number of hands. Tell the total number to the students and ask them to write it down.
    - Ask students to raise their hands if they think both were equally important contributions. Tell the total number to the students and ask them to write it down.
    - Remind students of the difference between facts and opinions. You can say that it is a fact that a certain number of students think Rome's greatest contribution was architecture. It is an opinion to say that architecture was a more important contribution than the Latin language.

**Lesson 14: Roman Detectives: Cases 1 and 2**

# Language

**Primary Focus:** Students will determine the meaning of words formed when *–y* and *–al* are added to a known root word. **TEKS 3.3.C**

## GRAMMAR: SUFFIXES *–Y* AND *–AL* (15 MIN.)

- Tell students that they will continue to study root words and suffixes this week.
- Write on the board: *A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word*.
- Tell students that the two suffixes they will study this week are *–y* and *–al*.
- Explain that *–y* means "full of" and is pronounced /ee/. The suffix *–al* means "related to" and is pronounced /ə/ + /l/.

**TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non- dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Tell students that this week's root words are nouns. When this week's suffixes are added to the root words, the new words are adjectives. Adjectives are words that describe nouns.
- Write the word *dirt* on the board. Briefly discuss the meaning of the word and then use it in a sentence (soil; I have dirt on my t-shirt from playing football).
- Add the suffix *–y* to *dirt* and have students read the suffix, read the new word, and then discuss the meaning of the new word (full of soil).
- Ask students to provide examples of things that could get *dirty*
  - » Answers may vary.
- Write the word *nutrition* on the board. Briefly discuss the meaning of the word and then use it in a sentence (the process of eating the right kind of food so you can be healthy and grow properly; good nutrition includes eating fruits and vegetables instead of junk food).
- Add the suffix *–al* to *nutrition* and have students read the suffix, read the new word, and then discuss the meaning of the new word (related to the process of eating the right kind of food so you can be healthy and grow properly).
- Ask students to provide examples of things that are *nutritional*
  - » Answers may vary.
- Have students turn to Activity Page 14.7 and complete independently.

Activity Page 14.7

End Lesson

**Lesson 14: Roman Detectives: Cases 1 and 2**

# Take-Home Material

Activity Pages 14.8 and 14.9

- Students will complete Activity Page 14.8 and Activity Page 14.9.

LESSON

15

# Roman Detectives: Cases 3 and 4

## PRIMARY FOCUS OF LESSON

### Reading: Case 3

Using a graphic organizer, students will identify the point of view of the author, state their own opinions, and identify facts and opinions about Rome's greatest contribution. TEKS 3.6.H; TEKS 3.9.E.i; TEKS 3.9.E.ii; TEKS 3.12.C

### Writing: Case 4

Students will write an opinion paragraph explaining the most beneficial Roman contribution. TEKS 3.12.C

### Language

Students will form and use irregular verbs in sentences and use spelling patterns in writing /ee/ words. TEKS 3.2.B.i; TEKS 3.11.D.ii

**TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.9.E.i** Recognize characteristics and structures of argumentative text by identifying the claim; **TEKS 3.9.E.ii** Recognize characteristics and structures of argumentative text by distinguishing facts from opinion; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; **TEKS 3.11.D.ii** Edit drafts using standard English conventions, including past, present, and future verb tense.

## LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|---|---|---|
| **Reading (45 min.)** | | | |
| Case 3—Option A<br>Case 3—Option B | Independent | 45 min. | ❑ Activity Page 15.1<br>❑ Option A: Activity Page 15.2<br>❑ Option B: Activity Page 15.3 |
| **Writing (40 min.)** | | | |
| Case 4: Writing | Independent | 40 min. | ❑ Activity Page 15.4 |
| **Language (35 min.)** | | | |
| Form and Use Irregular Verbs | Whole Group | 15 min. | ❑ Activity Pages 15.5, 15.6 |
| Spelling Assessment | Independent | 20 min. | |
| **Take-Home Material** | | | |
| Rome in Review and Roman Detective Diploma | | | ❑ Activity Pages 15.7, 15.8 |

## OVERVIEW OF THE ROMAN DETECTIVE LESSON

To conclude the Ancient Roman Civilization, students will use their Roman history knowledge to crack the cases listed in this lesson. Students will write an extended response to a prompt that asks them to write an opinion about Rome's greatest lasting contribution, and will support the opinion with reasons. Students will also write an opinion essay, supporting the opinion with reason and facts gathered from reading and/or research during the unit.

### Primary Standards Alignment

| Standard | Standard Description |
|---|---|
| **TEKS 3.12.C, TEKS 3.6.H** | Write opinion pieces on topics or texts, supporting a point of view with reasons. |
| **TEKS 3.9.E.i, TEKS 3.9.E.ii** | Distinguish their point of view from that of the author of the text. |

### Roman Detective Cases: Rome's Greatest Contribution

The passages and activities in this lesson focus on the development of an informed opinion about Rome's greatest contribution.

The Reading case consists of two parts: the Core Case and Options A and/or B. The Core Case involves students reading the passages ("Roman Architecture is All Around" and "Let's Learn Latin!"). In addition to the Core Case, select Option A and/or B for students to work on independently.

The Writing Case asks students to respond to the writing prompt.

| **Reading: Case 3** |
|---|
| Core Case |
| Read the passage "Rome's Lasting Contributions." (Activity Page 15.1) |
| In addition to the Core Case, select one or more of these options: |
| **Option A** |
| Students discuss the passage. (Activity Page 15.2) |
| **Option B** |
| Students complete a graphic organizer. (Activity Page 15.3) |
| **Note:** Choose the option that meets the needs of your students. Option A is an on-level task. Option B is an advanced task. |
| **Writing: Case 4** |
| Core Case |
| Extended Writing Prompt |
| Students respond to the writing prompt. (Activity Page 15.4) |

## VOCABULARY

### Vocabulary for "Rome's Lasting Contributions"

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the Reader.

**engineering,** the work of designing and creating useful items

**feat,** an impressive and difficult achievement

**legacy,** something that is passed down

**thrive,** to grow strong and healthy

**Vocabulary Chart for "Rome's Lasting Contributions"**

| Vocabulary Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
|---|---|---|
| Core Vocabulary | engineering<br>legacy | feat<br>thrive |
| Multiple-Meaning Core Vocabulary Words | | |
| | | |
| Sayings and Phrases | feats of engineering<br>ingenious inventions<br>survive and thrive | |

Start Lesson

**Lesson 15: Roman Detectives: Cases 3 and 4**

# Reading

45M

**Primary Focus:** Using a graphic organizer, students will identify the point of view of the author, state their own opinions, and identify facts and opinions about Rome's greatest contribution. **TEKS 3.6.H; TEKS 3.9.E.i; TEKS 3.9.E.ii; TEKS 3.12.C**

**TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.9.E.i** Recognize characteristics and structures of argumentative text by identifying the claim; **TEKS 3.9.E.ii** Recognize characteristics and structures of argumentative text by distinguishing facts from opinion; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

## CASE 3—OPTION A (45 MIN.)

- Initiate a class discussion to review what students have read. Ask students questions such as:
  - What was your opinion about the greatest contribution of the Roman Empire before you read "Roman Architecture is All Around?" Did your opinion change after you read the passage?
  - What is one new fact you learned about Roman architecture?
  - What was your opinion about Latin before you read "Let's Learn Latin!?" Did your opinion change after you read the passage?
  - What is one new fact you learned about Latin?
- Tell students that now they are going to read another text, "Rome's Lasting Contributions."

Activity Pages 15.1 and 15.2

- Core Task: Students will read the passage "Rome's Lasting Contributions" independently (Activity Page 15.1).
- Students complete Activity Page 15.2 independently.
- When students have finished Activity Page 15.2, organize a classroom discussion about the passage. Ask students to take notes during the discussion.
- These discussion notes are used to complete other parts of the overall task and as a work product that can be evaluated.
- Use the following questions to stimulate discussion:
  - What fact from "Rome's Lasting Contributions" might explain why architecture was the most important contribution of the Roman Empire?
  - What fact from "Rome's Lasting Contributions" might explain why Latin was the most important contribution of the Roman Empire?
  - Does the author of "Rome's Lasting Contributions" think architecture or Latin was the most important contribution?
  - Do you agree with the author of "Rome's Lasting Contributions"? Why or why not?

## Scoring Rubric for Case 3: Option A

- Use the following rubric to evaluate students' responses on Activity Page 15.2.

| 4-Point Response |
|---|
| Student will:<br>• Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt.<br>• Participate in the discussion by asking relevant questions and contributing meaningful responses. |
| **3-Point Response** |
| Student will:<br>• Have notes for most questions addressed in the discussion.<br>• Participate in the discussion by asking relevant questions and/or contributing meaningful responses. |
| **2-Point Response** |
| Student will:<br>• Have notes for some questions addressed in the discussion.<br>• Participate in the discussion by asking questions and/or contributing responses. |
| **1-Point Response** |
| Student will:<br>• Have few, if any, notes for the questions addressed in the discussion.<br>• Fail to participate in the discussion in a meaningful way. |
| **0-Point Response** |
| • Student will not provide a response, the response is incorrect or irrelevant, or the student simply quotes the text. |

## CASE 3—OPTION B (45 MIN.)

- Initiate a class discussion to review what students have read. Ask students questions such as:
    - What was your opinion about the greatest contribution of the Roman Empire before you read "Roman Architecture is All Around"? Did your opinion change after you read the passage?
    - What is one new fact you learned about Roman architecture?
    - What was your opinion about Latin before you read "Let's Learn Latin!"? Did your opinion change after you read the passage?
    - What is one new fact you learned about Latin?
- Tell students that now they are going to read about another text about Rome titled, "Rome's Lasting Contributions."

Activity Page 15.3

- Core Task: Students will read the passage "Rome's Lasting Contributions" independently (Activity Page 15.1).
- Ask students to complete their graphic organizers on Activity Page 15.3.

### Case 3: Option B TEKS 3.6.H

- Use the following rubric to evaluate students' responses on Activity Page 15.3.

| 4-Point Response |
|---|
| Student will:<br>• Provide a response that fully synthesizes information from the passages and includes relevant words or phrases matched with relevant supporting facts from the passages. |
| **3-Point Response** |
| Student will:<br>• Provide a response that synthesizes partial information from the passages and includes mostly relevant words or phrases matched with at least one relevant supporting fact from each passage. |
| **2-Point Response** |
| Student will:<br>• Provide a partial response that may not synthesize information, but may include a somewhat relevant word or phrase with a somewhat relevant fact |
| **1-Point Response** |
| Student will:<br>• Provide a response that may not synthesize information, but may include relevant words or phrases with no supporting facts OR facts about architecture and Latin that are not matched with words or phrases. |
| **0-Point Response** |
| • Student will not provide a response, the response is incorrect or irrelevant, or the student simply quotes the text. |

**Lesson 15: Roman Detectives: Cases 3 and 4**

# Writing

40M

**Primary Focus:** Students will write an opinion paragraph explaining the most beneficial Roman contribution. TEKS 3.12.C

## CASE 4: WRITING (40 MIN.)

### Extended Writing Prompt

- Tell the students to respond to the writing prompt on Activity Page 15.4.

**TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

## Scoring Rubric for Case 4: Extended Writing Prompt

- Use the following rubric to evaluate students' responses on Activity Page 15.4.

Activity Page 15.4

| 4-Point Response |
|---|
| Student will:<br>• Write an opinion essay that answers all parts of the question.<br>• State the greatest contribution of the Roman Empire: architecture or Latin.<br>• Give reasons to support the student's opinion.<br>• Use facts from at least two of the passages to support the student's opinion.<br>• Write several paragraphs.<br>• Write a response that is well organized, with a clear beginning, middle, and end. |
| **3-Point Response** |
| Student will:<br>• Write an opinion essay.<br>• State the greatest contribution of the Roman Empire: architecture or Latin.<br>• Give at least one reason to support the student's opinion.<br>• Use at least one fact from the passages to support the student's opinion.<br>• Write several paragraphs.<br>• Write a response that shows some organization. |
| **2-Point Response** |
| Student will:<br>• Write some part of an opinion essay.<br>• State the greatest contribution of the Roman Empire: architecture or Latin.<br>• Give at least one fact or reason to support the student's opinion.<br>• Write at least one organized paragraph. |
| **1-Point Response** |
| Student will:<br>• Write one or more sentences about the greatest contribution of the Roman Empire in architecture or Latin.<br>• Give some explanation. |
| **0-Point Response** |
| • The student will not write a response, or the student will not answer the question. |

**Lesson 15: Roman Detectives: Cased 3 and 4**

# Language

35M

**Primary Focus:** Students will form and use irregular verbs in sentences and use spelling patterns in writing /ee/ words. TEKS 3.2.B.i; TEKS 3.11.D.ii

Activity Page 15.5

## FORM AND USE IRREGULAR VERBS (15 MIN.)

- Have students take out Activity Page 15.5 and complete independently.

**TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables, open syllables, VC*e* syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; **TEKS 3.11.D.ii** Edit drafts using standard English conventions, including past, present, and future verb tense.

Activity Page 15.6

## SPELLING ASSESSMENT (20 MIN.)

- Have students turn to Activity Page 15.6 for the spelling assessment.
- Say: For this assessment, write the spelling word under the correct header. For example, if I say *sienna*, you would write this word under the header 'I'>/ee/. You may not have to use all the lines under each header.
- Use the following chart and call out the words using the following format: Say the word, use it in a sentence, and say the word once more.

| | |
|---|---|
| 1. centipede | 12. busy |
| 2. crazy | 13. enemy |
| 3. athlete | 14. Pete |
| 4. keyboard | 15. barley |
| 5. everybody | 16. city |
| 6. gently | 17. alley |
| 7. Chinese | 18. Challenge Word: been |
| 8. money | Challenge Word: bin |
| 9. anytime | Challenge Word: together |
| 10. extreme | Content Word: Pompey |
| 11. chimney | |

- Read the spelling words once more.
- Ask students to write the following sentences as you dictate them:
  - He bravely stepped into the stadium.
  - The students were relieved when they finished the assessment.

**Note:** At a later time, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students. **TEKS 3.2.B.i**

**TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables.

## Spelling Analysis Chart

| Name |
| --- |
| 1. teacher |
| 2. rookie |
| 3. each |
| 4. atrium |
| 5. experience |
| 6. Julius |
| 7. chief |
| 8. gladiator |
| 9. eager |
| 10. shriek |
| 11. barbarian |
| 12. grease |
| 13. zombie |
| 14. increase |
| 15. stadium |
| 16. leader |
| 17. grief |
| 18. chariot |
| **Challenge Word:** again |
| **Challenge Word:** often |
| **Content Word:** Caesar |

## Spelling Analysis Directions

### Unit 4, Lesson 15

- Students are likely to make the following errors:
  - For 'ea', students may write 'i', 'ie', or 'ae'
  - For 'ie', students may write 'i', 'ea', or 'ae'
  - For 'i', students may write 'ea', 'ie', or 'ae'
- While any of the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example: Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors at the end of words?
  - Is the student consistently making errors on particular beginning consonants?
  - Did the student write words for each feature correctly?
  - Also, examine the dictated sentences for errors in capitalization and punctuation.

End Lesson

**Lesson 15: Roman Detectives: Cases 3 and 4**

# Take-Home Material

Activity Pages 15.7 and 15.8

- Have students complete Activity Page 15.7.
- Note: Have students fill out and take home Activity Page 15.8.

**Grade 3 | Unit 4**

# Teacher Resources

**In this section, you will find:**

- Glossary
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

Grade 3 | Unit 4

# Glossary

## A

**advisor**—a person who offers advise and help

**aid**—to offer help

**alliance**—a group of people who share common goals and agree to work together

**ambrosia**—the drink of gods; whoever drank it became immortal (in Greek and Roman mythology)

**aqueduct**—a channel or pipe built to carry water over a long distance

**arena**—an area of a stadium where the events usually take place

**artifact**—an old, man-made object, such as a tool or ornamental decoration, that shows how a group of people lived

**attribute**—characteristic or trait

## B

**banquet**—a large, fancy and formal feast

**barbarian**—a person who is considered wild, violent, and uncivilized

**befriend**—to become friends with

**boisterous**—very noisy; lively; active

**bountiful**—plentiful; having an abundance of something

**brutal**—very harsh and unpleasant

## C

**chaos**—complete confusion or disorder

**chariot**—a cart with two wheels that is pulled by horses, used in ancient times for fighting and in racing

**civil war**—a war between groups within the same country

**civilization**—a group of people living together, often in cities, with the same laws, leaders and form of government, language, and writing system

**collapse**—to suddenly fail or fall

**complex**—difficult to understand; made up of many different parts

**compromise**—to settle a disagreement by both sides giving up something they want

**conduct**—to lead or carry out

**confront**—to meet face-to-face

**conquer**—to take control of something by force

**conqueror**—someone who defeats others and takes over their land

**conspirator**—a person who has secretly planned to do something harmful

**consuls**—two powerful people in the Roman government whose job it was to make final decisions on whether or not a law should pass or whether or not to go to war

**counter-attack**—to attack back

**crouch**—to stoop or squat

**crude**—uncivilized; not knowing how to act appropriately

**culture**—a way of life; the characteristics that make up a group of people

## D

**decline**—a drop in number or quality

**defeat**—to win a victory over

**defy**—to refuse to obey

**dictator**—a ruler who has all the authority but is not chosen by the people

**disciplined**—obeying the rules; controlled

**dominant**—most powerful; ruling or controlling

**downfall**—a sudden fall from power

## E

**eager**—showing great interest in something

**elaborate**—made of many carefully placed or arranged pieces or parts; sophisticated; highly detailed

**elite**—a small group of wealthy, powerful people

**empire**—a large area of land controlled by one person (an emperor or empress)

**emperor**—the male ruler/head of an empire

**engineering**—the work of designing and creating useful items

**envy**—to want what someone else has

**exotic**—unfamiliar and mysterious

## F

**favor**—to prefer; to like more than others

**feat**—an impressive and difficult achievement

**feud**—a fight between people or families that lasts for a long time

**fortress**—a castle or fort; a structure that is very well protected

## G

**gladiator**—a man in ancient Rome who fought other men or animals to entertain an audience

## H

**harass**—repeatedly attack or bother

**historian**—a person who writes about or is an expert in history

**horde**—a large crowd

## I

**illegal**—against the law

**illustrious**—famous and well known

**immortal**—able to live forever

**import**—to bring in from another country to sell

**influence**—the power to change how people think or act

**ingenious**—clever and creative

**inhabitant**—a person or animal who lives in a specific place or habitat

**invade**—to attack or enter a place in order to take control of it

**invasion**—when an enemy army enters your land to attack

## J

**jealousy**—a feeling of envy and wanting what someone else has

**Justinian's Code**—the laws organized and made available to the people by Justinian

## L

**Latin**—the language of ancient Rome

**legacy**—something that is passed down

**legendary**—well-known from an old story passed down from long ago that is usually not true

**lowly**—humble or low in wealth and status

## M

**magnificent**—impressive and beautiful

**Mediterranean**—the sea around which the Romans created their empire; an important body of water for trade, war, and transportation

**mercenary**—a soldier who will fight for any country that pays him

**messenger**—someone who delivers messages back and forth

**mission**—a very important job

**mosaic**—art made by putting small pieces of glass or tile together to form a picture

## N

**negotiate**—to bargain or to come to an agreement

## P

**parched**—extremely dry

**peak**—the top of a mountain

**persecute**—to harass or treat unfairly, often because of race or religion

**pillar**—a column that supports a building

**predecessor**—someone who comes before

**prick**—to make a small hold with something sharp

## R

**ransom**—money paid to free someone who has been captured or kidnapped

**reform**—to change in order to make better

**reign**—a period of time during which a ruler is in charge

**resolve**—to settle or solve a problem

**revolt**—a riot or revolution against a ruler or government

**riot**—a protest by a large number of people

**ritual**—important ceremony that is part of specific cultures and traditions

**rival**—an enemy

**rivalry**—conflict or competition between two groups or two people

**rough**—not calm

**ruins**—the remains of something that has fallen or been destroyed

## S

**saunter**—to walk in a slow and relaxed way

**shortage**—a lack of something, such as food, money, or water

**siege**—a closure of a city, fort, or base by surrounding it and cutting off supplies into that area

**surplus**—an extra amount of something that is needed

## T

**talent**—a unit of measurement used in Ancient Rome to measure gold or silver, equal to about 71 pounds

**taunt**—to tease or make someone upset by making fun of or being mean to the person

**tender**—gentle and caring

**threat**—someone or something that is or may be dangerous

**thrive**—to grow strong and healthy

**tradition**—a custom or practice that has existed for a long time

**traitor**—someone who is not loyal and cannot be trusted

## U

**uncivilized**—wild and barbaric

**unusual**—rare

## V

**vast**—very big in size

**vibrant**—full of life and energy

**vicious**—dangerous, violent, mean

**victorious**—having won a battle, war, or contest

**vision**—an idea or picture in your imagination

## W

**wisdom**—knowledge and understanding gained over time

**witness**—to see something happen

**worship**—to show respect and love to a god or a person

| Digital Exit Ticket Suggested Answers | |
|---|---|
| QUESTION | ANSWER |
| **Lesson 1** | |
| In your own words, define the term civilization. Explain how ancient Rome became a major civilization. | Answers may vary: A civilization is people that live together in the same place and follow the same rules. Ancient Rome became a major civilization by conquering other people and other countries. |
| **Lesson 2** | |
| What parts of the story of Romulus and Remus make it a legend? | The parts of the story of Romulus and Remus that make it a legend are exaggerated characters, a real setting, a plot, and a theme. |
| **Lesson 3** | |
| What did some inhabitants of Rome - and inhabitants of other places that had polytheistic beliefs - do to please the gods they believed in? | Answers may vary: Some people of Rome, and people in other places that believed in many gods, would have festivals to worship the gods, and perform rituals like sacrificing animals and food in the temples. |
| **Lesson 4** | |
| Describe the differences between patricians, plebeians, and the Roman enslaved. | Patricians were the wealthy, powerful citizens of Rome who had all the control and money. Plebeians second-class citizens, the middle to lower class, like farmers and merchants. Roman enslaved people were not considered citizens and had no rights, and were owned by the other members of Roman society. |
| **Lesson 5** | |
| What happened to Rome as a result of the Punic Wars? | As a result of the Punic Wars, Rome gained control of the Mediterranean Sea and the land around it; they enslaved more people, power, trade, and valuable items. |
| **Lesson 6** | |
| Summarize the key ideas of today's Read-Aloud in one or two sentences. | Answers may vary: After winning the Punic War, Rome became the most powerful civilization in the area. Rome became the center of trade, and became extremely wealthy. The culture and people of Rome grew and grew. |
| **Lesson 7** | |
| What were the major events in the story about Damocles? | The major events in the story about Damocles included Damocles switching places with his friend, the king, and dressing up, eating lots of food, relaxing, until he realized there was a giant sword hanging over his chair the whole time! He couldn't enjoy anything after that, and the kind explained that is what it feels like to have such power. |
| **Lesson 8** | |
| Today you learned about Julius Caesar. Summarize what you have learned so far about this man. Use key details from the story to support your answer. | Answers may vary: Caesar came from an old Roman family and was very proud and confident. He was once captured by pirates, and earned a reputation of being fearless. He became a soldier and was awarded the Civic Crown; then he became a politician and worked his way up to the very top. |

| | |
|---|---|
| **Lesson 9** | |
| What is something new you learned about Julius Caesar from today's Read-Aloud and Chapter 13? | Answers may vary, and should reference details about Caesar's army, the Roman civil war, Caesar becoming dictator of Rome, meeting Cleopatra (Queen of Egypt), and eventually being assassinated. |
| **Lesson 10** | |
| How would you describe Julius Caesar as a leader? | Answers may vary, but could reference Caesar as smart, brave, inventive. |
| **Lesson 11** | |
| What factors contributed to the decline of the Roman Empire? | Answers may vary, and could include German invasions, Attila the Hun, the Vandals, a lack of Roman soldiers and armies, and Roman citizens escaping from the cities. |
| **Lesson 12** | |
| Explain why the Roman Empire split. Use details from the text to support your answer. | Answers may vary, and could include that the Empire was just too big to manage, there were too many people wanting power, and too many cultures merging into one empire. |
| **Lesson 13** | |
| How does Androcles change throughout the fable? | Answers may vary, but could include that Androcles was enslaved in the beginning, and because of his bravery and kindness in uncertain situations, eventually was freed. |

# ACTIVITY BOOK ANSWER KEY

Activities with widely variable or subjective responses may not be reprinted in this Appendix.

NAME: _____

DATE: _____

**1.1** ACTIVITY PAGE

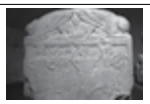
## Virtual Museum

*Use this handout as you view the images of ancient Rome. Write your answers to the questions below in the My Thoughts box for each image. Think about the answers to these questions when looking at each image:*

- What objects, people, or buildings do you see in the image?
- What questions do you have about the image?
- What is the one thing that you will remember most about this image?

| My Thoughts | Images | Read-Aloud Notes |
|---|---|---|
| Answers may vary. | | |
| Answers may vary. | | |
| Answers may vary. | | |



| My Thoughts | Images | Read-Aloud Notes |
|---|---|---|
| Answers may vary. | | |
| Answers may vary. |  | |
| Answers may vary. | | |



NAME: _____

DATE: _____

**1.2** ACTIVITY PAGE

## "Rome, Then and Now"

1. What was Rome like in the beginning?
   - A. Rome started out as a large city.
   - (B.) Rome started out as a few houses on the banks of the Tiber River.
   - C. Rome started out as a few houses along the Nile River.
   - D. Rome started out as a small country.

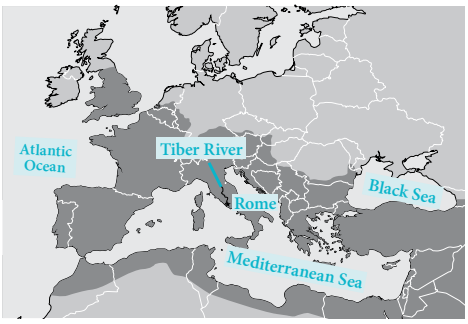
   page 4

2. How long ago did Rome start growing?
   - A. Rome started growing about 500 years after the birth of Jesus.
   - (B.) Rome started growing about 500 years before the birth of Jesus.
   - C. Rome started growing about 500 years ago.
   - D. Rome started growing about 1,000 years ago.

   page 8



3. Label the map of ancient Roman civilization. (Atlantic Ocean, Mediterranean Sea, Black Sea, Tiber River, Rome)




4. Circle the areas or countries that ancient Rome took over.

| | |
|---|---|
| (France) | (Spain) |
| Germany | China |
| Ireland | (Turkey) |
| (Egypt) | (Northern Africa) |
| South America | (Greece) |
| (the Balkans) | (Middle East) |

page 6

NAME: _____

DATE: _____

**1.2** ACTIVITY PAGE
CONTINUED

*Vocabulary:*

5. Complete the chart below. Possible responses shown.

| Vocabulary word | My definition |
|---|---|
| civilization | a group of people living together, often in cities, with the same laws, leaders, government, language, and writing system |
| Mediterranean | the sea around which the Romans created their empire; an important body of water for trade, war, and transportation |
| conquer | to take control of something by force |

6. Why is ancient Rome considered a civilization?

Answers may vary but should include part of the definition of civilization: a group of people living together, often in cities, with the same laws, leaders, and form of government, language, and writing system.



7. How did ancient Roman civilization grow in size? (See if you can use one or more of today's vocabulary words in your explanation!) (**Stretch Question**)

Answers may vary but should include the words ***conquer*** and ***civilization***.



NAME: _____

DATE: _____

**1.3** ACTIVITY PAGE

## Spelling Patterns

| 'ar' > /ar/ | 'or' > /or/ | 'or' > /er/ | 'er' > /er/ | 'ur' > /er/ | 'ir' > /er/ |
|---|---|---|---|---|---|
| tarnish | portion | worship | servant | turkey | circulate |
| marbles | immortal | motor | surgery | surgery | giraffe |
| barbecue | sword | doctor | messenger | slurp | Sir |
| | | | Mediterranean | | mirth |



NAME: _____

DATE: _____

**2.1** ACTIVITY PAGE

## The Legend of Romulus and Remus

| Vocabulary | Definition |
|---|---|
| empire | a large area controlled by one person |
| historian | a person who studies history |
| threat | someone or something dangerous |
| taunt | to tease or make someone upset |
| legendary | well-known from an old story that may or may not be true |

*True or False: Circle the correct answer.*

1. King Amulius was the father of Romulus and Remus. (True/False)
2. The servant saw the twins as a threat and tried to have them drowned. (True/False)
3. The wolf found and cared for the twins after they washed up on the river bank. (True/False)
4. Romulus and Remus started fighting because they could not agree on where to build their new city. (True/False)
5. The government of Rome made two statues to honor Romulus and Remus. (True/False)

6. (Extended Response) Why is the story of Romulus and Remus considered a legend?

Answers may vary but could include the detail that they were raised by a wolf.



NAME: _____

DATE: _____

**2.2** ACTIVITY PAGE

## What We Know and Learned

| | What we know from reading | What we've learned from listening |
|---|---|---|
| Characters | **Romulus**<br>had a twin brother (Remus)<br>killed his brother (Remus)<br>named Rome after himself<br><br>**Remus**<br>had a twin brother (Romulus)<br>taunted his brother (Romulus)<br><br>**servant**<br>placed twins in basket and put them in the river<br><br>**King of Latium**<br>brother of Rhea Silvia (twins' mother)<br>ordered servant to drown twins<br><br>**she-wolf**<br>found the twins and took them to her cave<br>fed the twins milk | Answers may vary but might include more sensory details about the characters' thoughts or actions than what they found in the reading. |
| Setting (time and place) | Rome, when the city got started<br>Tiber River in Rome | Answers may vary. |
| Theme (or lesson) | You should not let competition get the best of you. | Answers may vary. |



| | | |
|---|---|---|
| Plot (sequence of events) | The King of Latium told a servant to drown the twins.<br><br>The servant put the boys in a basket and set it down in the river.<br><br>A she-wolf found them and took care of them.<br><br>Romulus and Remus decided to create a city.<br><br>They fought about where to build it.<br><br>Remus died.<br><br>Romulus built Rome and named it after himself. | King of Latium sent a servant to kill the boys.<br><br>The servant put the boys in a basket.<br><br>A she-wolf found them.<br><br>Romulus and Remus became famous.<br><br>They created a city.<br><br>Romulus and Remus fought. Remus died.<br><br>Rome was founded. |



NAME: _____

DATE: _____

**2.2** CONTINUED ACTIVITY PAGE

## The Legend of Romulus and Remus

**Clarify:** In the space below, record any questions you might have or questions that came up during the discussion with your partner.

Answers may vary.

**Respond:** (Evaluative) Why do you think the legend of Romulus and Remus is important to Romans? How does the Tiber River play an important part in that story?

Answers may vary, but they should refer to the fact that the legend tells the origin of Rome. The river is where the twins almost died, but it is also where and how they were saved.

NAME: _____

DATE: _____

**2.3** ACTIVITY PAGE

## Past, Present, and Future Tenses

*Draw a wiggly line under the verb in each sentence. Remember, future tense has the word* will *preceding the verb. Then, write the word* present, past, *or* future *on the line after the sentence to show the verb tense.*

1. We learned about ancient Rome earlier this year. ____past____
2. The frog will turn into a handsome prince at the end of the fable. ____future____
3. Our class studied spelling after grammar.____past____
4. At 6:00 this evening, we will eat supper. ____future____
5. At the end of this year, we will become fourth graders! ____future____
6. I wish upon a star. ____present____
7. Luke played video games all day yesterday. ____past____
8. My friends and I ride the bus to school. ____present____
9. Yesterday, Grandpa told me stories of when he was a little boy. ____past____
10. Thomas Edison invented many things in his lifetime. ____past____



*Fill in the blanks with the correct form of the verb listed.*

11. Bill ____cleaned____ the birdcage. (*clean*, past tense)
12. Mark and Robin ____will play____ checkers over the weekend. (*play*, future tense)
13. Mrs. Watkins ____called____ on each student this morning to spell a word. (*call*, past tense)
14. The talented photographers ____filmed____ the animals without disturbing them. (*film*, past tense)
15. That pencil ____belongs____ to me! (*belong*, present tense)

*Fill in the following chart:*

| Present tense | Past tense | Future tense |
|---|---|---|
| *Sally plays.* | *Sally played.* | *Sally will play.* |
| The boys jump. | The boys jumped. | The boys jump. |
| I hope. | I hoped. | I will hope. |
| We study. | We studied. | We will study. |
| The kitten yawned. | The kitten yawned. | The kitten will yawn. |
| The fire damages. | The fire damaged. | The fire damaged. |
| The children gather. | The children gathered. | The children will gather. |
| Mother uses. | Mother used. | Mother will use. |
| Grandma visits. | Grandma visited. | Grandma will visit. |



NAME: _____

DATE: _____

**2.5** TAKE-HOME

## Past, Present, and Future Tenses

*Draw a wiggly line under the verb in each sentence. Remember, future tense has the word* will *preceding the verb. Write the words* present, past, *or* future *on the line after the sentence to show the verb tense.*

1. I wish upon a star. ____present____
2. Luke played video games all day yesterday. ____past____
3. My friends and I ride the bus to school. ____present____
4. Grandpa will come this afternoon to tell us stories. ____future____
5. The mother dog cared for her pups. ____past____

*Fill in the blanks with the correct form of the verb listed.*

1. Bobby ____filled____ the dishwasher with the dirty dishes. (*fill*, past tense)
2. Mrs. Sanders and Mrs. White ____will travel____ across the ocean on a ship next summer. (*travel*, future tense)
3. The new refrigerator ____cools____ the food much better than the old one. (*cool*, present tense)
4. My brother ____jokes____ with me all the time. (*joke*, present tense)



5. The blue and white blossoms ____will open____ soon. (*open*, future tense)

*Fill in the following chart:*

| Present tense | Past tense | Future tense |
|---|---|---|
| *She walks.* | *She walked.* | *She will walk.* |
| The dog barks. | The dog barked. | The dog will bark. |
| The cat scratches. | The cat scratched. | The cat will scratch. |
| The bunny sniffs. | The bunny sniffed. | The bunny will sniff. |

NAME: _____

DATE: _____

3.1 ACTIVITY PAGE

## Gods and Goddesses Three-Column Graphic Organizer

Answers may include:

| Greek and Roman name | God/Goddess of ___ | Details |
|---|---|---|
| Zeus/Jupiter | father of immortals | top god<br>carried a thunderbolt<br>lived on Mount Olympus |
| Hera/Juno | marriage and the protector of wives | Jupiter's wife |
| Poseidon/Neptune | god of the seas and oceans | Jupiter's brother<br>holds a three-pronged spear or trident<br>can stir up a storm |
| Aphrodite/Venus | goddess of love | beautiful<br>sent Cupid on missions |
| Eros/Cupid | | Venus's son<br>shot people with arrows and they fell in love |



NAME: _____

DATE: _____

3.2 ACTIVITY PAGE

## Roman Life and Beliefs

| Word Box | |
|---|---|
| polytheistic | worship |
| rituals | myths |
| temple | Saturn |
| harvest | |

What key ideas did you learn about Roman life and the ancient Romans' beliefs? What details in the story help support what you learned?

Answers may vary but should include one word from the Word Box above.

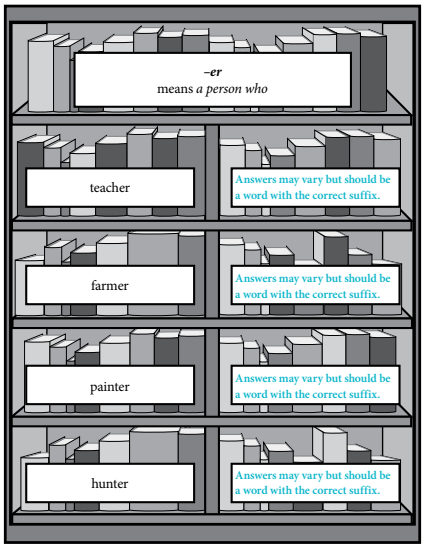


TAKE-HOME 3.3 NAME: _____

DATE: _____

## Word Shelf

*The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Then write those words and their definitions on the table on the following page.*






NAME: _____

DATE: _____

3.3 CONTINUED TAKE-HOME

## Suffixes *–er* and *–or*

*List eight words that have the –er suffix.*

| | |
|---|---|
| 1. Answers may vary. | 5. Answers may vary. |
| 2. Answers may vary. | 6. Answers may vary. |
| 3. Answers may vary. | 7. Answers may vary. |
| 4. Answers may vary. | 8. Answers may vary. |

*Write the correct word to complete the sentence.*

| | | | | | |
|---|---|---|---|---|---|
| hunter | singer | teacher | farmer | painter | player |

9. The star ___player___ on the soccer team was chosen to take the penalty kick in hopes of winning the game for his team.
10. After heavy rain for a few days, the ___farmer___ checked to see how many of his fields were flooded.
11. The band had to find someone to replace the ___singer___ because none of the other band members had a good voice.
12. A ___painter___ came to school to paint the walls in the cafeteria after they were repaired.
13. My grandmother's neighbor is a ___hunter___ who hunts deer and certain birds.

TAKE-HOME **3.3** CONTINUED NAME: _____ DATE: _____

*Write your own sentence using the one word left in the box.*

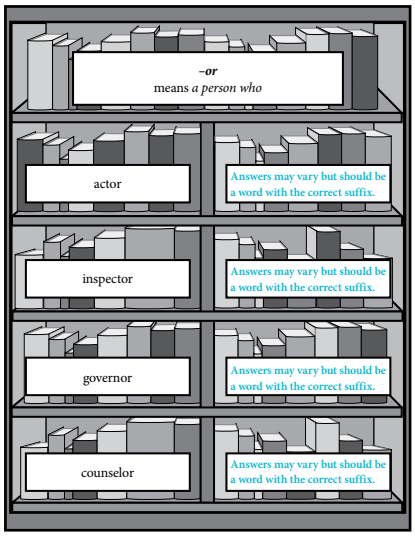
14. Answers may vary but should include the word *teacher.*



NAME: _____ DATE: _____ **3.3** CONTINUED TAKE-HOME

## Word Shelf

*The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Then write those words and their definitions on the table on the following page.*






TAKE-HOME **3.3** CONTINUED NAME: _____ DATE: _____

*List eight words that have the* –or *suffix.*

| | |
|---|---|
| 1. Answers may vary. | 5. Answers may vary. |
| 2. Answers may vary. | 6. Answers may vary. |
| 3. Answers may vary. | 7. Answers may vary. |
| 4. Answers may vary. | 8. Answers may vary. |

*Write the correct word to complete the sentence.*

| | | | | | |
|---|---|---|---|---|---|
| governor | actor | visitor | counselor | inspector | sailor |

9. My brother's counselor at school gave a presentation about how to handle bullies, which he shared with us at home.

10. An actor that my mom really likes has been in movies and television shows.

11. The inspector has to come several times to see how construction of our new house is coming along to determine if everything is being done as it should be.

12. The governor is coming to tour our school and give a presentation next month about his plan to improve education in the state.

13. One of the activities my sister tried at summer camp was learning to be a sailor on a small boat at the lake.



NAME: _____ DATE: _____ **3.3** CONTINUED TAKE-HOME

*Write your own sentence using the one word left in the box.*

14. Answers may vary but should include the word ***visitor.***

NAME: _____

DATE: _____

**3.4** TAKE-HOME

## Blank Busters

| | | | |
|---|---|---|---|
| tarnish | marbles | immortal | barbecue |
| portion | motor | messenger | slurp |
| circulate | servant | giraffe | mirth |
| turkey | doctor | sir | |
| worship | surgery | sword | |

**Challenge Word:** *above*
**Challenge Word:** *beginning*
**Content Word:** *Mediterranean*

*Fill in the blanks in the sentences with one of the spelling words from the chart. If needed, add a suffix to the end of a word in order for the sentence to make sense:* –s, – es, –ies, –ed, –ing.

1. Many people eat _____turkey_____ for their Thanksgiving dinner.
2. Roman gods were not like human beings because Roman gods were _____immortal_____ and lived forever.
3. Tom has three fractures in his right leg, and his _____doctor_____ said he has to have at least three _____surgeries_____.
4. Mercury was the _____messenger_____ of the gods.
5. Everyone in the class saw several _____giraffes_____ at the zoo.
6. Blood _____circulates_____ throughout the body delivering oxygen to all body parts.



7. Josh started the note to his teacher, Mr. Davis, saying, "Dear _____Sir_____, Do you think we can have a _____barbecue_____ next week with lots of good food for our end of year party?"
8. Some people go to church on Sunday for weekly _____worship_____ services.
9. When the large silver candlestick _____tarnishes_____, my mother has to polish it.
10. My younger brother plays with his colorful _____marbles_____ and plastic toy _____swords_____.

*Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You can use the Challenge Words or the Content Word in your sentences.*

1. Answers may vary.
2. Answers may vary.
3. Answers may vary.



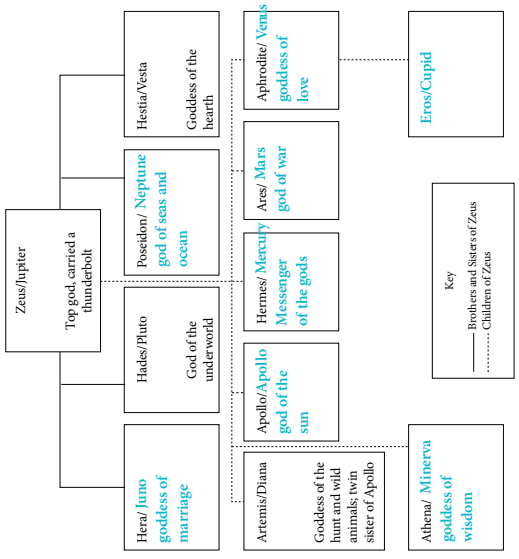
NAME: _____

DATE: _____

**4.1** ACTIVITY PAGE

## Gods and Goddesses Family Tree

*Help finish the family tree of Greek and Roman gods and goddesses. What additional information can you add from your reading?*






NAME: _____

DATE: _____

**4.2** ACTIVITY PAGE

## Image Box Recording Sheet

| | |
|---|---|
| Image 1: Write one word that summarizes the topic of the paragraph.<br>Answers may vary but may contain information on kings. | Image 2: Write down key words.<br>Answers may vary but may contain information on a new form of government, republic, democracy, and people had a voice. |
| Image 3: Draw a picture to summarize the Roman government.<br>Answers may vary. | Image 4: Describe patricians.<br>Answers may vary but may contain the words *elite, powerful, smallest,* and *wealthy.* |
| Image 5: Describe plebeians.<br>Answers may vary but may contain the words *second-class citizens, did not have all the rights and privileges, could vote and own property.* | Image 6: One fact I learned is ____.<br>Answers may vary. |

| Image 7: Explain the Roman forum. | Image 8: Describe enslaved Romans. |
|---|---|
| Answers may vary but may contain the words *goods were sold in markets located in large, open gathering places called forums* and *Roman forums.* | Answers may vary but may contain the words *not citizens, could not vote, could not choose where to live or work, could not receive an education,* etc. |

Image 9: What is the key idea of the Read-Aloud?

Answers may vary but may contain information about the type of government and the different classes of people.



NAME: _____

DATE: _____

4.3 ACTIVITY PAGE

## Compare and Contrast Patricians, Plebeians, and Roman Enslaved People

| Patricians | Plebeians | Roman enslaved people |
|---|---|---|

**How are they alike?**

Answers may vary but may include information about how the groups lived in Rome.

**How are they different?**

| Answers may vary but may include *patricians — wealthy citizens, the elite, served as senators, had enslaved people, could vote.* | Answers may vary but may include *plebeians — second-class citizens, might be lowly in career or status, could vote, worked as farmers, traders, and merchants.* | Answers may vary but may include *enslaved people—some received just enough education to help them be better at their jobs, could not vote, were not citizens, and had few rights.* |
|---|---|---|



NAME: _____

DATE: _____

4.4 ACTIVITY PAGE

## Roman Empire Extended Response

*The Roman government changed over time from one person holding all the power to a republic. Which type of government do you think is the best? Why? Write your opinion and give a reason to support it.*

Answers may vary but should include support for the claim in the form of details about the type of government they prefer.



NAME: _____

DATE: _____

4.5 TAKE-HOME

## The Verb *to be*

*Using the present tense forms of the verb* to be, *fill in the blanks in the following story. You may use the words more than once.*

am
is
are

**Oh, To Be a Prince Again!**

Once upon a time an ugly, green creature named Fred the Frog sat hopeful that his princess would come along and give him a magic kiss, so he could once again be a handsome prince. He sat all day looking up and down the road awaiting his princess! "I ___am___ SO ugly!" he moaned. "Why won't my princess come to give me a kiss?" Fred the Frowning Frog looked at the other frogs in the pond and said, pitifully, "All of you ___are___ hideous!" He then turned his back on the other frogs and fretted.

Fred the Fretting, Frowning Frog shouted to the trees, the flowers, and anything else that would listen, "A prince should not have to wait so long! You trees and flowers ___are___ not helpful at all! Can't you send for my princess? This ___is___ taking too long!"

Just then, along came a grand carriage carrying his princess. Fred the Faithful, Forward-Looking Frog hopped to the middle of the road and stood up tall and important (and hopefully regal) as he said, "Oh my princess, you ___are___ just in time! The other frogs in this pond ___are___ driving me crazy! Come give me a kiss so I can change back into your handsome prince."

Paula the Pretty Princess kissed Fred the Festive Frog and he magically transformed into Peter the Proud Prince. They lived happily ever after.

**The End**

*Write a short story using your imagination and the forms of the verb* to be (am, is, are). *Add a title to your story.*

Answers may vary.



NAME: _____

DATE: _____

**4.6** TAKE-HOME

## Word Clues for Suffixes *–er* and *–or*

*Choose a word from the box to answer each question and write the word on the blank.*

| inspector | hunter | counselor | governor | player | teacher |
|---|---|---|---|---|---|

1. I am a member of the basketball team and I participate in games for the team, working with my teammates to help the team do its best.
   Who am I? player
2. I chase and kill wild animals for food and sport during the season when this is permitted.
   Who am I? hunter
3. I look at things very closely to examine them, making sure there are no errors or problems.
   Who am I? inspector
4. I give advice to people about their problems to try and help them work things out.
   Who am I? counselor
5. I show students how to do something, like add large numbers, read difficult books, or conduct science experiments.
   Who am I? teacher



6. I officially control and lead the state government and help lawmakers and others who work to make the state run smoothly.
   Who am I? governor

*Create your own word clue for the words below.*

1. Word: *sailor*
   Clue: Answers may vary.
   _____ Who am I?
2. Word: *farmer*
   Clue: Answers may vary.
   _____ Who am I?



NAME: _____

DATE: _____

**4.7** TAKE-HOME

## Word Sort

*First, read each word in the line beside the number. Then, circle the letters that have the same sound as the header. Finally, write only the words that follow the r-controlled spelling pattern on the lines immediately below the header. You may not need to use every line.*

1. dollar remarks beware pear apart teacher

**'ar' > /ar/**
remarks
apart

2. scorch board forget store borrowed correct

**'or' > /or/**
scorch store
correct
board
forget

3. worm gourd horror bore professor sorrow

**'or' > /er/**
worm
professor
horror

4. merit certify farmer sneer berry nervous

**'er' > /er/**

certify
farmer
nervous

5. purify turf concur eureka turnip Taurus

**'ur' > /er/**

turf
concur
turnip

6. squirt inspire iron birch flair circus

**'ir' > /er/**

squirt
birch
circus



NAME: _____

DATE: _____

5.1 ACTIVITY PAGE

## Key Ideas Chart

| Rome, Then and Now (Lesson 1) | The Legend of Romulus and Remus (Lesson 2) |
|---|---|
| Answers may vary but should include the fact that Rome was a great and ancient civilization that grew up around the Mediterranean. Rome's influence is still felt today. | Answers may vary but should include the fact that Romulus and Remus were legendary twins who built the city of Rome. |
| **The Roman Gods and Goddesses (Lesson 3)** | **The Roman Republic (Lesson 4)** |
| Answers may vary but should refer to the fact that the Roman gods and goddesses were immortal but acted like people. Each had special strengths. Most were related to each other. | Answers may vary but should refer to the fact that a republic is ruled by elected officials. |



| The Punic Wars (today's lesson) |
|---|
| Answers may vary but should refer to the Roman battles with Carthage. |



NAME: _____

DATE: _____

5.2 ACTIVITY PAGE

## The Punic Wars

| The Punic Wars (Read-Aloud) | Hannibal Crosses the Alps |
|---|---|
| Answers may vary but should refer to the Roman expansion and battles with Carthage, the enemy from across the Mediterranean. | Answers may vary but should refer to Hannibal as the leader of the Carthaginian army, who was eventually defeated by the Romans. |

1. The Punic Wars were fought between Romans and Carthaginians.
   page 33
2. How did the Romans win the Second Punic War?
   They repeatedly attacked the Carthaginians in small groups.
   page 40
3. Who won the Third Punic War? How do you know?
   Rome did. Answers about *how* may vary.
   page 41
4. What happened to Carthage as a result of the Punic Wars?
   The Romans sacked Carthage and took many enslaved people.
5. What happened to Rome as a result of the Punic Wars?
   Rome gained control of every bit of land around the Mediterranean and was beginning to be one of the most powerful empires.

*Student Self-Reflection*

6. Did your notes during the Read-Aloud (front side) help you complete questions 1–5? Yes or No. Answers may vary.
7. Next time you take notes during a Read-Aloud, what will you do the **same** way?
   Answers may vary.
8. What will you do **differently**?
   Answers may vary.



NAME: _____
DATE: _____

**5.3** ACTIVITY PAGE

## Dictionary Skills

*Read the guide words in the box. Circle the words from the list below the box that would go on the same page as the guide words.*

| 1. | servant | surgery |
|---|---|---|

savor, shortcut
silver, slurp
tarnish, sir
reserve, swimmer

| 2. | servant | sword |
|---|---|---|

sturdy, scarf
sarcastic, snarl
suffer, stammer
squirm, symbol

| 3. | tarnish | turkey |
|---|---|---|

Thor, tumbler
torch, thorax
tailor, twirl
temper, typewriter



NAME: _____
DATE: _____

**5.5** TAKE-HOME

## Punic Wars in Pictures

*Directions: These four pictures show events from the Punic Wars. Think about what is happening in each one. Put a number by each picture to show the sequence of events in the Punic Wars (1–4). Write a sentence about each image.*

| Sequence number | Events | One sentence to explain the event |
|---|---|---|
| 4 | | Answers may vary but may include information that the Romans defeated the Carthaginians. |
| 1 | | Answers may vary but may include that Hannibal crossed the Alps with elephants. |
| 2 | | Answers may vary but may include information on Romans being terrified by the elephants. |
| 3 | | Answers may vary but may include information on war lasting sixteen years. |



NAME: _____
DATE: _____

**6.1** ACTIVITY PAGE

## Picture Pause: Daily Roman Life, Part 1

1. What would it have been like to be born and raised in a plebeian family?
   Answers may vary but may contain information about living in an apartment, such as hearing crying or not being allowed to cook in the apartment.
2. What did Roman children learn? How were Roman girls and boys taught differently?
   Answers may vary but may contain information about being taught to read and write Latin, being taught good manners, girls being taught music, and boys exercising and playing rough games.

3. Describe what you would see if you were walking around ancient Rome.

Answers may vary but may contain information about Circus Maximus, wagons, horses, and chariots.

4. Big Picture: Summarize the key ideas of today's Read-Aloud in one or two sentences.

Answers may vary but should refer to plebeian family life and some of the activities involving trade, entertainment, or the way the city is built, including the aqueducts.



NAME: _____

DATE: _____

6.2 ACTIVITY PAGE

## Anticipation Guide: Cupid and Psyche

*Before reading the chapter, fill in the boxes in the "Before Reading" column of the guide with* yes *or* no. *If you think the statement is true, write* yes. *If you think the statement is not true, write* no. *If you are having trouble deciding, write* I don't know.

*After reading, go back and fill in the boxes in the "After Reading" column. If the statement is true, write* yes. *If the statement is not true, write* no *and then write what really happened.*

| Before Reading | Questions | After Reading |
|---|---|---|
| Answers may vary. | Venus and Psyche were friends who got along well. | No, Venus was jealous of Psyche. |
| Answers may vary. | Cupid used his bow and arrow to shoot people so they would fall in love. | yes |
| Answers may vary. | Psyche went to the Tiber River to meet Cupid. | No, she climbed to the top of a mountain. |
| Answers may vary. | Cupid and Psyche spent every day together. | No, they spent every night together. |
| Answers may vary. | Cupid left Psyche because she did not trust him. | yes |
| Answers may vary. | Venus asked Psyche for help. | No, Psyche asked Venus for help. |
| Answers may vary. | Venus asked Psyche to complete two different tasks. | yes |
| Answers may vary. | Psyche listened to Proserpina and did not look inside the box. | No, Psyche looked in the box. |
| Answers may vary. | Cupid saved Psyche from the spell. | yes |
| Answers may vary. | Psyche and Cupid never saw each other again. | No, they were married and lived happily ever after. |



NAME: _____

DATE: _____

6.4 ACTIVITY PAGE

## Futbol for All: Opinion Map

Possible answers:

Introduction: (Position) Best sport in the world

1. Evidence:
Everyone has a good time.

2. Evidence:
Rich and poor kids can play.

3. Evidence:
Futbol can be played all year long.

4. Conclusion: (Restate your position.)
Futbol is the favorite sport of millions.



## Roman Gods or Goddesses Statue: Opinion Map

*Which Gods or Goddesses should have a statue built in modern Rome?*

Introduction: (Position) Answers may vary.

1. Evidence:
Answers may vary.

2. Evidence:
Answers may vary.

3. Evidence:
Answers may vary.

4. Conclusion: (Restate your position.)
Answers may vary.

NAME: _____

DATE: _____

6.5 ACTIVITY PAGE

## Spelling Sound /ee/

| 'e' > /ee/ | 'ee' > /ee/ |
|---|---|
| Venus | Greeks |
| secret | seed |
| meter | asleep |
| cedar | agreed |
| create | succeeded |
| retail | breed |
| scenic | jamboree |
| tedious | speech |
| Psyche | degree |
| | screech |

*Words that do not follow the pattern:*

except

follow



NAME: _____

DATE: _____

7.1 ACTIVITY PAGE

## Picture Pause: Daily Roman Life, Part 2

1. What would it have been like to be born and raised in a patrician family?

Answers may vary but may include the following information: large house known as a domus that has several stories with enough rooms for a large family, includes an atrium and a pool, and so on.

2. List rights that women **did not have** in ancient Roman society. List rights that ancient Roman women **did have** in society.

Answers may vary but may include the following information: women were not allowed to vote, they were expected to do whatever the pater familias told them to do, they were allowed to own property, and some ran businesses and acted as landlords.

3. How did the Roman government try to solve some of the problems of city life?

Answers may vary but may include ideas related to bread and circuses, Circus Maximus, and so on.



4. Big Picture: If you were to summarize the key ideas of today's Read-Aloud about Roman life in one to two sentences, what would you write?

Answers may vary but may include references to the role of women, the differences between the patricians and the plebeians, or the bread and circuses.



NAME: _____

DATE: _____

7.2 ACTIVITY PAGE

## Damocles: Character Analysis

**Key details about Damocles (physical and emotional):**

Answers may vary but may include that he was friends with Dionysus and envious of his friend's power as king.

**What were the major events in the story?**

Answers may vary but should include the following information:

Damocles and Dionysius trade places.

Damocles ordered fine wine and food as the king.

Damocles saw a sword above him dangling on a string.

**How did Damocles react to seeing the sword above his head?**

Answers may vary but may include the fact that he found it impossible to enjoy being king with the sword above his head.

NAME: _____

DATE: _____

**7.3** ACTIVITY PAGE

## Practicing the Verb *to have*

*Write the correct word on the blank in each sentence.*

1. Carl and Dan _____have_____ (have, has) a woodworking shop together.
2. Carl _____has_____ (have, has) the ability to build beautiful furniture.
3. Their shop _____has_____ (have, has) many rooms and showcases of wooden tables, chairs, and shelves.
4. My family and I _____have_____ (have, has) taken many trips to see their shop.
5. _____Have_____ (Have, Has) you ever seen Carl and Dan's shop before?

*Rewrite the five sentences above in past tense.*

1. Carl and Dan had a woodworking shop together.

2. Carl had the ability to build beautiful furniture.



3. Their shop had many rooms and showcases of wooden tables, chairs, and shelves.

4. My family and I had taken many trips to see their shop.

5. Had you ever seen Carl and Dan's shop before?



NAME: _____

DATE: _____

**7.4** TAKE-HOME

*Using your Opinion Map from the back of Activity Page 6.4, write a rough draft below. When you are finished, read your rough draft to an adult.*

Answers may vary but should include support for building a statue to one or more gods or goddesses in Rome, including details about the proposed gods and/or goddesses.



NAME: _____

DATE: _____

**8.1** ACTIVITY PAGE

## Julius Caesar—Comparing Two Texts

*Write down the key ideas from each text. Draw lines to show points that are related.*

| "Julius Caesar: Great Fighter, Great Writer" Part 1 | Read-Aloud: Julius Caesar Part 2 |
|---|---|
| Answers may vary but may refer to Caesar's ambition, confidence, skill in battle, or skill as a writer. | Answers may vary but should refer to Caesar's life in politics. |

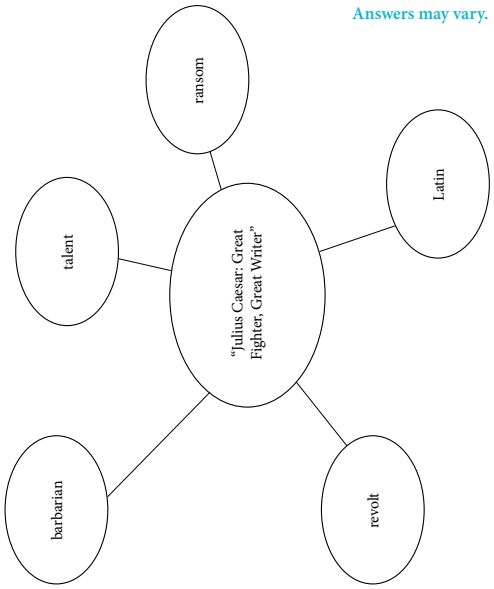
NAME: _____

DATE: _____

**8.2** ACTIVITY PAGE

## Julius Caesar: Great Fighter, Great Writer Vocabulary Web

Answers may vary.






NAME: _____

DATE: _____

**8.3** TAKE-HOME

## Self-Reflection

**Assignment: Opinion Essay**

*Use the chart to reflect on the strengths and weaknesses of your rough draft.*

| Rough draft | Self-reflection: strengths | Self-reflection: weaknesses |
|---|---|---|
| I introduced my topic. | Answers may vary. | Answers may vary. |
| I stated my opinion. | Answers may vary. | Answers may vary. |
| I used strong reasons and clear details to support my opinion. | Answers may vary. | Answers may vary. |
| I wrote a conclusion. | Answers may vary. | Answers may vary. |



Make a list of things you want to ask your teacher or another adult to help you with before you revise your paper:

Answers may vary.



NAME: _____

DATE: _____

**8.3** CONTINUED TAKE-HOME

## Opinion Essay: Peer Feedback

Author: _____

Partner: _____

| |
|---|
| What is the purpose of the essay?<br>Answers may vary. |
| 1. Evidence:<br>Answers may vary. |
| 2. Evidence:<br>Answers may vary. |
| 3. Evidence:<br>Answers may vary. |

List one thing the author did well.

Answers may vary.

List one thing the author can improve on in his or her writing.

Answers may vary.



NAME: _____

DATE: _____

**8.4** TAKE-HOME

## The suffix *–ist* means *a person who plays or makes.*

*The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Make sure to include the definition for the new words you brainstorm.*

| | |
|---|---|
| **organist**—(noun) a person who plays a musical instrument similar to a piano but larger and with more keyboards | Answers may vary. |
| **novelist**—(noun) a person who makes or writes fictional books | Answers may vary. |
| **cartoonist**—(noun) a person who makes drawings that are intended to be funny | Answers may vary. |
| **violinist**—(noun) a person who plays a musical instrument with four strings that is held under the chin and played with a bow | Answers may vary. |

*Write the correct word to complete each sentence.*

violinist guitarist artist novelist organist cartoonist

1. The ___cartoonist___ who drew Snoopy and Charlie Brown was named Charles Schulz.
2. My cousin's band has a lead singer, a drummer, a bassist, and a ___guitarist___.



3. Carla's favorite ___novelist___ is working on a new book with characters she has written about before.
4. The music department at the small college in my town offers music lessons given by a ___violinist___ who likes teaching children how to use the bow to make music.
5. The ___organist___ at the theater played songs using both keyboards before the show started.

*Write your own sentence using the one word left in the box.*

6. Answers may vary but should include the word *artist*.



NAME: _____

DATE: _____

**8.4** CONTINUED TAKE-HOME

## The suffix *–ian* means *a person who is skilled in.*

*The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Make sure to include the definition for the new words you brainstorm.*

| | |
|---|---|
| **pediatrician**—(noun) a person who is skilled in the branch of medicine dealing with babies and children | Answers may vary. |
| **magician**—(noun) a person who is skilled in doing impossible things by saying special words or performing special actions | Answers may vary. |
| **comedian**—(noun) a person who is skilled in doing things that make people laugh | Answers may vary. |
| **politician**—(noun) a person skilled in activity involved with government | Answers may vary. |

*Write the correct word to complete each sentence.*

magician musician pediatrician politician comedian mathematician

1. The ___mathematician___ won a prize for his solution to the math problem that others had struggled with for a long time.
2. During the party, a ___magician___ did magic tricks in the backyard to the amazement of all the children there.

3. One famous ____comedian____ did a few shows for people who had lost their homes to floods to give them something funny to think about for a little while.

4. One ____politician____ accused another of lying about his fund-raising record while he served in office.

5. The ____pediatrician____ said my brother has strep throat and has to stay home from school.

*Write your own sentence using the one word left in the box.*

6. Answers may vary but should include the word *musician*.



NAME: _____

DATE: _____

**8.5** TAKE-HOME

## Blank Busters

| | | | |
|---|---|---|---|
| Greeks | asleep | breed | screech |
| Venus | agreed | jamboree | scenic |
| secret | succeeded | speech | tedious |
| seed | cedar | degree | |
| meter | create | retail | |
| **Challenge Word**: *except* | | | |
| **Challenge Word**: *follow* | | | |
| **Content Word**: *Psyche* | | | |

*Fill in the blanks in the sentences below with one of the spelling words from the chart. If needed, add a suffix to the end of a word in order for the sentence to make sense:* –s, –es, –ies, –ed, *or* –ing.

1. The ____Greeks____, like the Romans, had many myths they liked to tell.
2. Venus was jealous of ____Psyche____ and her beauty.
3. Michael and Joe ____created____ a lot of noise last night during the yearly ____jamboree____.
4. Did you hear the owl ____screech____ last night in the ____cedar____ trees?
5. A long time ago, many Romans ____agreed____ that a republic was the best kind of government their country could have.
6. Many politicians are giving ____speeches____ for their favorite candidates.



7. Jenna was almost ____asleep____ when her sister whispered in her ear to tell her two ____secrets____. Jenna asked, "I can't tell anyone?"
8. My uncle often takes the ____scenic____ routes so he can stop to enjoy the breath-taking views.
9. Writing our spelling words 50 times would be a ____tedious____ job.
10. Several ____seeds____ were scattered by the wind yesterday.

*Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You can use the Challenge Words or the Content Word in your sentences.*

1. Answers may vary but should include *Venus, meter, breed, degree,* or *retail.*

2. Answers may vary but should include *Venus, meter, breed, degree,* or *retail.*

3. Answers may vary but should include *Venus, meter, breed, degree,* or *retail.*



NAME: _____

DATE: _____

**9.1** ACTIVITY PAGE

## Julius Caesar—Comparing Two Texts

*Write down the key ideas from each text. Draw lines to show points that are related.*

| "Julius Caesar: The Later Years" Part 1 | "Julius Caesar: Crossing the Rubicon" Part 2 |
|---|---|
| Answers may vary but may include references to Caesar's rise to dictator, his defeat of the Gauls, his relationship with Cleopatra, and his murder by Brutus, along with references to Caesar's personality as powerful and engaging, and the overall climb to power Rome experienced. . | Answers may vary but may include references to his return to Rome after defeating the Gauls, the Roman civil war, his relationship with Cleopatra, his rise to dictator, and his murder by Brutus, along with references to Caesar's dominant personality and background, and the overall climb to power Rome experienced. |

NAME: _____

DATE: _____

**9.2** ACTIVITY PAGE

## Julius Caesar Debate Web

| Julius Caesar is a hero. | | Julius Caesar is a traitor. |
|---|---|---|
| Answers may vary but should include evidence from the text and domain-specific vocabulary. | Is Julius Caesar a traitor or a hero? Answers may vary. | Answers may vary but should include evidence from the text and domain-specific vocabulary. |
| | | |
| | | |
| | | |



NAME: _____

DATE: _____

**9.3** ACTIVITY PAGE

## Organizing the Debate

*In complete sentences, complete the graphic organizer.*

**In one sentence, what is your position on the issue? Do you think Julius Caesar is a traitor or a hero?**

Answers may vary.

**Give three reasons that support your position.**

1. Answers may vary.
2. Answers may vary.
3. Answers may vary.



*List all the topics that someone on the other side of the argument might say and your responses.*

| Opposite side's argument: | Your response: |
|---|---|
| Answers may vary. | Answers may vary. |

**In one sentence, sum up all the reasons that support your position.**

Answers may vary.



NAME: _____

DATE: _____

**9.4** TAKE-HOME

## Grammar Review

*Complete each sentence with the correct present tense form of the verb in parentheses.*

1. The fish _____are_____ in the lake swimming around. (be)
2. The morning _____has_____ finally begun. (have)
3. The sun _____is_____ up over the treetops. (be)
4. Canoes and rafts _____are_____ on the water already. (be)
5. The children _____have_____ their friends with them. (have)
6. Today _____is_____ a great day at Smith Pond! (be)

*Write sentences using the following verbs:*

1. *fixed* Answers may vary.
2. *teaches* Answers may vary.

NAME: _____

DATE: _____

**9.5** TAKE-HOME

## Practice Using Suffixes *–ist* and *–ian*

*Read each sentence. Decide which word from the box replaces the underlined meaning and write it on the line. Write the part of speech for the word as well.*

| mathematician | magician | violinists | artist | musician | cartoonist |
|---|---|---|---|---|---|

1. My cousin is a person who makes drawings that are intended to be funny for his college newspaper and he makes really funny images!

   Word: cartoonist Part of Speech: noun

2. There was a person who is skilled in doing impossible things by saying special words or performing special actions at the neighborhood carnival who did tricks with cards, scarves, and even a bird.

   Word: magician Part of Speech: noun

3. A person who is skilled in the study of numbers, amounts, shapes, and measurements and their relation to each other from the local college came to camp last summer to work with students on hard problems.

   Word: mathematician Part of Speech: noun

4. During two of the songs at the orchestra concert, the people who play a musical instrument with four strings that is held under the chin and played with a bow sat still and did not play while the rest of the orchestra kept going.

   Word: violinist Part of Speech: noun



5. The person who makes something that is skillfully created for others to enjoy or to express ideas who lives next door sometimes works outside on her patio, creating pieces to display in galleries or at festivals.

   Word: artist Part of Speech: noun

6. Aiden is a very talented person who makes sounds by voice or instruments and arranges them in a way that is pleasing to hear who can play many different instruments.

   Word: musician Part of Speech: noun

*Write your own sentence for each word provided using the definition. Underline the definition.*

1. Word: *comedian* Part of Speech: noun

   Answers may vary.

2. Word: *guitarist* Part of Speech: noun

   Answers may vary.



NAME: _____

DATE: _____

**9.6** TAKE-HOME

## Word Sort

*Read the words in the box and circle the vowels that have the /ee/ sound. Write the words under each header that match the header's spelling pattern.*

| **'e' > /ee/** | **'ee' > /ee/** |
|---|---|
| decal | steel |
| leotard | reeling |
| penalize | weekend |
| egret | meeting |
| meter | |
| scene | |

| | |
|---|---|
| decal | meager |
| metal | been |
| leotard | weekend |
| steel | egret |
| penalize | meter |
| reeling | meeting |
| scent | knock |
| fringe | below |
| scene | |



NAME: _____

DATE: _____

**10.1** ACTIVITY PAGE

## Leader: Julius Caesar

Would you want Julius Caesar to be the leader of our country? Explain why or why not.

Answers may vary.

How are today's battles different from battles in the time of the Roman empire? (Stretch Question)

Answers may vary.

NAME: _____

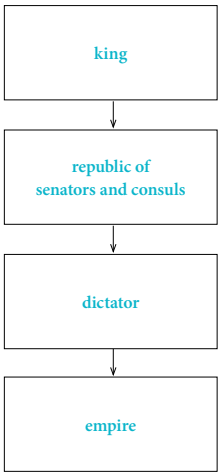
DATE: _____

**10.2** ACTIVITY PAGE

## Rome's Rulers

*Use the words in the box below to show the sequence of Rome's rulers.*

| dictator | king | republic of senators and consuls | empire |
|---|---|---|---|






NAME: _____

DATE: _____

**10.3** ACTIVITY PAGE

*Bingo with a Twist: Find a classmate who can explain what's asked for in the box. Ask the classmate to initial your box and tell you the answer. Summarize what your peer said in your box.*

| | | |
|---|---|---|
| Who was Octavian's ally but later became his enemy?<br>Marc Antony<br>Initials _____ | Under Augustus Caesar, what was the new form of government?<br>empire<br>Initials _____ | Against whom did Octavian win a war?<br>Marc Antony and Cleopatra<br>Initials _____ |
| What award did Augustus Caesar receive for his bravery?<br>Civic Crown<br>Initials _____ | How did Pax Romana change the Roman way of life?<br>There were no threats to Roman rule.<br>Initials _____ | How did Augustus Caesar receive part of the same name as Julius Caesar?<br>He took the last name from Julius Caesar, his adoptive father.<br>Initials _____ |
| Why was Augustus Caesar the most powerful man in Rome?<br>He was emperor; many soldiers and generals liked him, he was rich, people respected him, etc.<br>Initials _____ | What does the Latin term Pax Romana mean?<br>Roman peace<br>Initials _____ | What did Augustus Caesar believe he had to accomplish to create the Pax Romana?<br>He had to conquer lands around the Roman Empire.<br>Initials _____ |



Using the information from the previous page, summarize Augustus Caesar's life.

Answers may vary but should include the fact that Octavian became the Emperor Augustus Caesar. They may also refer to his ruling of Rome during the Pax Romana.



NAME: _____

DATE: _____

**10.4** TAKE-HOME

## Sequence the Lives of Julius and Augustus Caesar

| Date | Event |
|---|---|
| 100 BCE | Julius Caesar is born. |
| 76 BCE | Julius Caesar is captured by pirates and held for ransom. |
| 74 BCE | Julius Caesar assembled a private army to attack the Roman Empire. |
| 59 BCE | Julius Caesar was elected to the consul. |
| 55 BCE | Caesar's forces invade Gaul. |
| 49 BCE | Caesar crosses the Rubicon River with his army. |
| 48 BCE | Caesar defeats Pompey, follows him to Egypt, and meets Cleopatra. |
| 44 BCE | Julius Caesar is killed. Octavius is adopted in Caesar's will. |
| 42 BCE | Marc Antony and Octavian join forces. |
| 32 BCE | Rome declares war on Egypt and puts Octavian in charge of the military. |
| 31 BCE | Octavian defeats Marc Antony. |
| 29 BCE | Octavian celebrates a triumph in Rome and receives the title Augustus. |
| 2 BCE | Augustus becomes father of his country. |
| 14 CE | Augustus dies. |

NAME: _____
DATE: _____

**10.5** ACTIVITY PAGE

## Spelling Assessment

*As your teacher calls out the words, write them under the correct header.*

| 'ee' > /ee/ | 'e' > /ee/ |
|---|---|
| Greeks | Venus |
| seed | secret |
| asleep | meter |
| agreed | cedar |
| succeeded | create |
| breed | retail |
| jamboree | scenic |
| speech | tedious |
| degree | |
| screech | |

**Challenge Word**: except

**Challenge Word**: follow

**Content Word**: Psyche



NAME: _____
DATE: _____

**10.6** TAKE-HOME

## Take-Home: Augustus Caesar's diary

*Pretend you are Augustus Caesar. Write two diary entries that include real events from his life as well as his thoughts, ideas, feelings, and/or secrets.*

Dear Diary, Date:

Answers may vary.

Sincerely,

Augustus Caesar

Dear Diary, Date:

Answers may vary.

Sincerely,

Augustus Caesar



NAME: _____
DATE: _____

**11.1** ACTIVITY PAGE

## After Caesar: Augustus and the Roman Empire

*True or False: Circle the best answer and include the page number where you found your answer.*

1. After Julius Caesar was killed, a civil war broke out. (True/False)
   page 124
2. Augustus was Julius Caesar's brother and the new emperor after Caesar. (True/False)
   page 124
3. Augustus made himself emperor and got rid of the Senate and consuls. (True/False)
   page 124
4. Romans went to the Colosseum to see people and animals battle one another. (True/False)
   page 127
5. Augustus said that he "found Rome in marble and left it in brick." (True/False)
   page 125

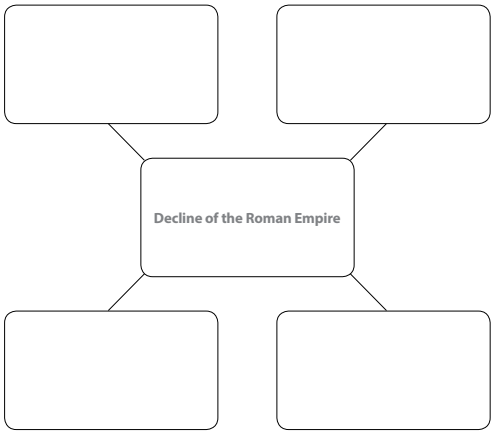


NAME: _____
DATE: _____

**11.2** ACTIVITY PAGE

## Decline of the Roman Empire

Answers may vary but might include any of the following: mercenary soldiers leaving, invasions, weak leadership, a weak and lazy citizenry, or the fact that children barely knew about Rome's greatness.



1. What is the author's point of view about Pompeii? How can you tell?

Pompeii is the worst natural disaster in the history of the world; the answer is in the passage.

2. Do you agree with the author? Why or why not?

Answers may vary.

3. What are two facts in the article?

The volcano erupted for 19 hours. The city of Pompeii was buried. For more than 1,500 years, the city lay beneath the ash.

4. What is one opinion in the article?

Pompeii is the worst natural disaster in the history of the world.



NAME: _____

DATE: _____

**11.4** ACTIVITY PAGE

## Spelling Sound /ee/

| 'ea' > /ee/ | 'ie' > /ee/ | 'i' > /ee/ |
|---|---|---|
| eager | grief | gladiator |
| leader | shriek | chariot |
| each | rookie | stadium |
| increase | zombie | experience |
| grease | chief | Julius |
| teacher | | barbarian |
| | | atrium |



NAME: _____

DATE: _____

**12.1** ACTIVITY PAGE

## Picture Review

*Explain the picture above by answering the questions below. Write one sentence explaining why the Roman Empire split into two parts.*

1. What does the image show?

map of Rome

2. Why do you think the image was included?

Answers may vary but may include information about showing how Rome was divided.



3. Do you think this image is important in the text?

Answers may vary.

4. Write one sentence explaining why the Roman Empire split into two parts.

Answers may vary but should include information about being too big.

1. Reread the paragraph from "The Western and Eastern Empires." How does the image help support your understanding?

Answers may vary.

2. What other image(s) could the author use to support the text?

Answers may vary but could include information about an army.

3. Reread the paragraph from "The Second Rome: From Constantine to Justinian." How does the image help support your understanding?

Answers may vary.

4. What other image(s) could the author use to support the text?

Answers may vary but may include information about a book.



NAME: _____

DATE: _____

12.2 CONTINUED ACTIVITY PAGE

5. How are the two images alike? How are the two images different?

Both show Justinian but the first image shows more people in the mosiac.

6. If you were to draw a picture of Justinian, what else would you include in a picture? (Stretch Question)

Answers may vary.



| |
|---|
| 1. What is the author's opinion about Horatius? How can you tell?<br>Horatius is the "bravest man in the history of the Roman Empire." These are the author's words. |
| 2. Do you agree with the author? Why or why not?<br>Answers may vary. |
| 3. What are two facts in the article?<br>Answers may vary but may include information about a statue and the Tiber River. |
| 4. What are two opinions in the article?<br>Answers should include information about Horatius being the bravest man and about how his statue is probably the most famous in Rome. |



NAME: _____

DATE: _____

12.4 ACTIVITY PAGE

## Irregular Verbs (*say*, *make*, *go*, *take*, and *come*)

*Fill in the correct forms of the verbs in the blanks in the following story.*

### Haste Makes Waste

It does a person good to learn from past mistakes. Yesterday, as I was getting ready for school, Mother ___said___ (say) to me, "Remember to get your homework from the kitchen table and put it in your backpack." I always try to ___say___ (say), "Yes, Mother," when she speaks to me but I forgot. So, after I ___made___ (make) my peanut butter and jelly sandwich to ___take___ (take) to school, I got ready to ___go___ (go) wait for the bus. My friend, Pat, ___came___ (come) by to pick me up so we could walk together to the bus. In my haste, guess what? I forgot to ___take___ (take) my homework to school!

Today is a new day! My homework is, once again, on the kitchen table. Mother calls out my name and ___says___ (say) to me, "Remember that homework today!" I answer her and immediately ___take___ (take) my homework sheet and put it in my backpack. While in the kitchen, I ___make___ (make) my lunch so I can ___take___ (take) it to school. I hear the doorbell and it is Pat. As always, she ___comes___ (come) to pick me up so we can walk to the bus stop together. Off we ___go___ (go)! It's going to be a much better day!

*Create sentences.*

1. **subject:** Brian
   **verb:** *make*, present tense
   Answers may vary.

2. **subject:** We
   **verb:** *say*, future tense
   Answers may vary.

3. **subject:** The black and white skunk
   **verb:** *come*, past tense
   Answers may vary.



NAME: _____
DATE: _____

12.5 CONTINUED ACTIVITY PAGE

*Create an image that goes with the text on the previous page.*

Answers may vary.



NAME: _____
DATE: _____

13.1 ACTIVITY PAGE

## Androcles and the Lion

| | Characters | Setting | Problem or goal |
|---|---|---|---|
| Event 1 | Androcles<br>lion | cave | The lion was hurt. |
| Event 2 | Androcles | jail cell | Androcles was to fight against gladiators. |
| Event 3 | Androcles<br>lion | Colosseum | Androcles and the lion were freed. |

**Stretch Questions:**

1. How does Androcles change throughout the fable?
   Answers may vary but may include the fact that Androcles was scared at the beginning of the story but not at the end.



2. How does the lion change throughout the fable?
   Answers may vary but may include the detail that the lion was hurt in the beginning and friendly at the end.

3. What would happen if Event 1 was left out?
   Answers may vary but may include the idea that Androcles would not have known the lion in the Colosseum.

4. What would happen if the fable was in reverse order starting with Event 3-2-1?
   Answers may vary.

NAME: _____

DATE: _____

**13.3** ACTIVITY PAGE

## "Androcles and the Lion" T-Chart

**Everyone should read "Androcles and the Lion."**

| Logical appeals (Facts) | Emotional appeals (Opinions) |
|---|---|
| Answers may vary. | Answers may vary. |



NAME: _____

DATE: _____

**14.2** ASSESSMENT

## (Option A)

*Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.*

1. What is the author's opinion about the greatest Roman contribution? How can you tell?

   The author says in the opening sentence that "Architecture is the most important contribution of the Roman Empire to our world."

2. Do you agree with the author? Why or why not?

   Answers may vary.

3. What are two facts in the article?

   Answers may vary but may include information about the Colosseum, buildings, bridges, and aqueducts.

4. What are two opinions in the article?

   (1) Architecture was the most important contribution by the Romans.

   (2) The Romans were among the world's most creative people.



NAME: _____

DATE: _____

**14.3** ASSESSMENT

## (Option B)

*Directions: Complete the chart below. Write your opinion about the Roman Empire's greatest contribution, the author's opinion about the Roman Empire's greatest contribution, and three facts about architecture from the passage.*

| My opinion about the Roman Empire's greatest contribution | The author's opinion about the Roman Empire's greatest contribution | Three facts about Roman architecture |
|---|---|---|
| Answers may vary. | Answers may vary, but should include reference to architecture. | 1. Answers may vary but may include information about the Colosseum, buildings, bridges, arches, and aqueducts.<br>2.<br>3. |



NAME: _____

DATE: _____

**14.5** ASSESSMENT

## (Option A)

*Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.*

1. What is the author's opinion of Latin? How can you tell?

   Answers may vary but should include information about the Latin language being the greatest contribution.

2. Do you agree with the author? Why or why not?

   Answers may vary.

3. What are two facts in the article? How do you know these are facts?

   Answers may vary but should include information about how the Latin language spread and Latin ties to English.

4. What are two opinions in the article? How do you know these are opinions?

   Answers may vary but should include information about the Latin language being the greatest contribution and about the Roman Empire making many lasting contributions.

NAME: _____ **14.6** ASSESSMENT

DATE: _____

## (Option B)

*Directions: Complete the chart below. Write your opinion about the Roman Empire's greatest contribution, the author's opinion about the Roman Empire's greatest contribution, and three facts about Latin from the passage.*

| My opinion about the Roman Empire's greatest contribution | The author's opinion about the Roman Empire's greatest contribution | Three facts about Latin |
|---|---|---|
| Answers may vary. | Answers may vary, but should reference the Latin language. | 1. Answers may vary but should include information about the Latin language spreading, the English language having ties to Latin, and medical words having Latin origin.<br>2.<br>3. |



NAME: _____ **14.7** ASSESSMENT

DATE: _____

## Suffixes *–y* and *–al*

*The left-hand side of the table contains words that use the suffix -y. Use the blanks on the right side to record additional words that use the same suffix. Make sure to include the definition for the new words you brainstorm.*

| | |
|---|---|
| **leaky**—(noun) full of holes that let something in or allow something to escape | Answers may vary. |
| **dirty**—(noun) full of soil | Answers may vary. |
| **rusty**—(noun) full of a reddish brown substance that forms on certain metals when they are exposed to moisture | Answers may vary. |
| **salty**—(noun) full of a natural white substance used to flavor and preserve food | Answers may vary. |

*Write the correct word to complete each sentence.*

| | | | | | |
|---|---|---|---|---|---|
| rusty | lucky | leaky | salty | dirty | messy |

1. There were _____rusty_____ nails sticking out of the boards that Grandpa took out of the old barn, and he told us not to touch them.
2. Our dog was so _____dirty_____ from digging holes in the muddy yard that Mom said we had to give him a bath outside.
3. Some people like their popcorn to have a _____salty_____ taste while others prefer a more buttery taste.
4. The _____leaky_____ faucet in the kitchen dripped all night and needed to be fixed right away.



5. I found a penny on the ground that was facing heads up, so I called it my _____lucky_____ penny and carried it with me all week.

*Write your own sentence using the one word left in the box.*

6. Answers may vary but should include the word *messy.*



NAME: _____ **14.7** (CONTINUED) ASSESSMENT

DATE: _____

## *–al:* Suffix Meaning "Related to"

*The left-hand side of the table contains words that use the suffix -al. Use the blanks on the right side to record additional words that use the same suffix. Make sure to include the definition for the new words you brainstorm.*

| | |
|---|---|
| **coastal**—(adjective) related to the land near the sea or ocean | Answers may vary. |
| **traditional**—(adjective) related to a custom or belief handed down from one generation to the next | Answers may vary. |
| **nutritional**—(adjective) related to the process of eating the right kind of food so you can be healthy and grow properly | Answers may vary. |
| **magical**—(adjective) related to a power that allows people to do impossible things by saying special words or performing special actions | Answers may vary. |

*Write the correct word to complete each sentence.*

| | | | | | |
|---|---|---|---|---|---|
| traditional | musical | cultural | fictional | coastal | nutritional |

1. Fruits and vegetables are ____nutritional____ snacks that I eat after school instead of candy and chips.
2. Even though the characters are _____fictional_____, the author says some of the experiences they have in the book are based on real events.

3. Sometimes moving from one country to another can cause _____cultural_____ changes.

4. I like visiting small, _____coastal_____ towns where the ocean plays an important role in people's everyday lives.

5. The ____traditional____ way my grandmother hosts Thanksgiving dinner includes a very strict order in which the family does things that day.

*Write your own sentence using the one word left in the box.*

6. Answers may vary but should include the word *musical*.



NAME: _____

DATE: _____

**14.8** TAKE-HOME

## Blank Busters

| | | | |
|---|---|---|---|
| gladiator | shriek | experience | teacher |
| grief | leader | grease | zombie |
| chariot | each | Julius | chief |
| stadium | increase | barbarian | |
| eager | rookie | atrium | |
| **Challenge Word**: *again* | | | |
| **Challenge Word**: *often* | | | |
| **Content Word**: *Caesar* | | | |

*Fill in the blanks in the sentences below with one of the spelling words from the chart. If needed, add a suffix to the end of a word in order for the sentence to make sense:* –s, –es, –ies, –ed, or –ing.

1. _____Julius_____ Caesar was a great fighter and warrior.

2. Make sure to fill in _____each_____ blank in order to get credit.

3. The _____chariot_____ races were held in a very large _____stadium_____.

4. The excited children were _____eager_____ for their teacher, leader, *or* chief to make them ice cream cones.

5. The _____barbarians_____ did not like Caesar's poems.

6. Even the men_____shrieked_____ when the alligators chased us.



7. The plants and flowers in the _____atrium_____ are all different colors.

8. Doing all of your work _____increases_____ your chance of doing well on the test.

9. Hayley dressed up as a _____zombie_____ for Halloween and scared everyone.

10. Sawyer said, "Good _____grief_____" when I told him I could not go to the championship game with him.

*Write three sentences using spelling words of your choice that were not used above. Make sure to use correct capitalization and punctuation. You can use the Challenge Words or the Content Word in your sentences.*

1. Answers may vary.

2. Answers may vary.

3. Answers may vary.



NAME: _____

DATE: _____

**15.2** ASSESSMENT

## (Option A)

*Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.*

| |
|---|
| 1. What fact from "Rome's Lasting Contributions" might explain why architecture was the greatest contribution of the Roman Empire?<br>Answers may vary but should include information about engineering and technology. |
| 2. What fact from "Rome's Lasting Contributions" might explain why Latin was the greatest contribution of the Roman Empire?<br>Answers may vary but should include information about English writing and Latin root words. |
| 3. Does the author of "Rome's Lasting Contributions" think architecture or Latin was the ancient Romans' greatest contribution?<br>The author thinks both are great contributions along with others. |
| 4. Do you agree with the author of "Rome's Lasting Contributions"? Why or why not?<br>Answers may vary. |

NAME: _____

DATE: _____

**15.3** ASSESSMENT

## (Option B)

*Directions: Use information from all three passages to complete the chart.*

| Why is architecture important today? | Supporting facts from "Architecture Is All Around" and "Roman's Lasting Contributions" |
|---|---|
| 1. Answers may vary. | 1. Answers may vary. |
| 2. Answers may vary. | 2. Answers may vary. |



| Why is Latin important today? | Supporting facts from "Let's Learn Latin!" and "Rome's Lasting Contributions" |
|---|---|
| 1. Answers may vary. | 1. Answers may vary. |
| 2. Answers may vary. | 2. Answers may vary. |



NAME: _____

DATE: _____

**15.4** ASSESSMENT

## Case 4: Core Task

## Extended Writing Prompt

*Directions: Review the texts and review your notes and responses for the earlier parts of this task. Respond to this prompt in the space below.*

Think about all of the contributions of the Roman Empire that you have learned about. Which contribution is more beneficial to you: architecture or Latin? Why?

Write an essay to explain why architecture or Latin is more beneficial to you. Be sure to include reasons and facts to support your opinion.

Be sure that your response

- clearly states which contribution is beneficial to you;
- uses facts from all of the passages;
- includes several paragraphs; and
- has a clear beginning, middle, and end.

| |
|---|
| Introduction:<br>(Position) Answers may vary. |
| 1. Evidence:<br>Answers may vary. |
| 2. Evidence:<br>Answers may vary. |



| |
|---|
| 3. Evidence:<br>Answers may vary. |
| Conclusion:<br>(Restate your position.)<br>Answers may vary. |

NAME: _____
DATE: _____

**15.4** ASSESSMENT (CONTINUED)

Answers may vary.



NAME: _____
DATE: _____

**15.5** ACTIVITY PAGE

## Practice Irregular Verbs

*Create sentences.*

1. **subject:** the famous artist
   **verb:** *draw,* past tense
   Answers may vary.

2. **subject:** freshly picked tomatoes, peppers, and corn
   **verb:** *make,* future tense
   Answers may vary.

3. **subject:** my science teacher
   **verb:** *speak*, present tense
   Answers may vary.



4. **subject:** a new friend
   **verb:** *come,* past tense
   Answers may vary.

5. **subject:** we
   **verb:** *see,* present tense
   Answers may vary.

6. **subject:** the postal carrier
   **verb:** *bring,* past tense
   Answers may vary.



NAME: _____
DATE: _____

**15.7** TAKE-HOME

## Rome in Review

*Answer the following questions about ancient Rome.*

1. The most interesting thing I've learned in the unit about Rome is _____ because _____
   Answers may vary, but students should identify textual evidence to support their opinion.

2. If I could meet any of the ancient Roman leaders, I would want to meet _____ because _____
   Answers may vary, but students should identify textual evidence to support their opinion.

3. My favorite story we read about ancient Rome was _____ _____ because _____

Answers may vary.



NAME: _____

DATE: _____

PP1 ACTIVITY PAGE

## Writing Prompts

*Respond to one of the writing prompts below:*

- The most interesting thing I've learned thus far is _____.
- The Roman Republic was important to ancient Roman civilization because _____.
- A day in the city of ancient Rome was _____.
- Some things I wonder about the ancient Roman civilization are _____. [You may wish to have students conduct research on their remaining questions.]

Answers may vary.



NAME: _____

DATE: _____

PP2 ACTIVITY PAGE

*Directions: Sequence, or put in order, the events from the Punic Wars. First, fill in the blank for each sentence using the word bank at the top. Next, cut out each of the sentence strips and put them in order. Once the events are in order, number the sentences and glue them on a piece of paper.*

| Italian Alps | harassed | empire |
|---|---|---|
| Carthage | home | enslaved people |

3 The Romans put together another army and sailed south to invade Carthage.

6 Rome became an empire, gaining a lot of land around the Mediterranean Sea.

1 Hannibal and his troops crossed over the peaks of the Alps.

5 The Romans sacked Carthage, taking everything of value, and took many Carthaginians as enslaved people.

2 The Romans harassed, or repeatedly attacked, Hannibal's army.

4 Hannibal left Italy and hurried home to protect Carthage.



NAME: _____

DATE: _____

PP3 ACTIVITY PAGE

## Practice the Verb *to have*

*Write the correct word on the blank in each sentence.*

1. Dave and Don _____ (have, has) fun playing basketball together. — have
2. Dave _____ (have, has) the ability to slam dunk the basketball. — has
3. Watching them play _____ (have, has) been very entertaining for me. — has
4. My sister and I _____ (have, has) played against them and never won. — have
5. _____ (Have, Has) you ever seen Dave and Don play basketball? — Have

*Rewrite the five sentences above in the past tense.*

1. Dave and Don had fun playing basketball together.
2. Dave had the ability to slam dunk the basketball.

3. Watching them play had been very entertaining for me.

4. My sister and I had played against them and never won.

5. Had you ever seen Dave and Don play basketball?

*Review: Fill in the blanks with the correct form of the verb.*

1. *be*:

   Today I ___am___ queen for a day. My sister ___is___ also queen for a day. Together we ___are___ twin queens!

2. *have*:

   My goldfish ___has___ orange scales. If I were a goldfish I would ___have___ pink scales. My brother says he would ___have___ green scales.





## Word Clues for Suffixes *–er* and *–or*

*Choose a word from the box to answer each question and write the word on the blank.*

| painter | actor | visitor | singer | sailor | farmer |
|---|---|---|---|---|---|

1. I grow crops for food, like corn and wheat, and farm the land.
   Who am I? ___farmer___

2. I go to a city I have never been to before for a certain period of time to explore, learn, and experience somewhere different from where I live.
   Who am I? ___visitor___

3. I make pictures by using a brush to put a liquid-like substance on paper or canvas to make an image with lots of colors.
   Who am I? ___painter___

4. I make musical sounds with my voice to entertain people and make music with my band.
   Who am I? ___singer___

5. I pretend to be a character, and I get in front of a camera to act like that character to make movies and TV shows.
   Who am I? ___actor___



6. I travel on water by boat, and I like to wait for windy days so my boat will go farther.
   Who am I? ___sailor___

*Create your own word clue for the words below.*

1. Word: *player*

   Clue: Answers may vary.

   _____ Who am I?

2. Word: *inspector*

   Clue: Answers may vary.

   _____ Who am I?





## Practice the Verb *to be*

*Write a short story using your imagination and the forms of the verb* to be (am, is, are). *Add a title to your story.*

Answers may vary.

NAME: _____

DATE: _____

**PP6** ACTIVITY PAGE

## Famous Quotes from Ancient Rome

*Explain, research, and/or illustrate one of the listed sayings and phrases. Be sure to explain the literal and figurative meanings.*

- "Veni, vidi, vici!"
- crossing the Rubicon
- The die is cast.
- "Et tu, Brute?"
- Beware the Ides of March.
- fiddling while Rome burned

Answers may vary.



NAME: _____

DATE: _____

**PP7** ACTIVITY PAGE

## Writing Prompts

*Respond to one of the writing prompts.*

- The most interesting thing I've learned thus far is _____ because ____.
- The Romans were ingenious because ____.
- If I could meet any of the ancient Roman leaders, I would want to meet _____ because ____.

Answers may vary.



NAME: _____

DATE: _____

**PP8** ACTIVITY PAGE

## Grammar Review

*See the "What is it? What was it? Riddles" below. In each case, change the verb tense of each sentence of the riddle to be either present tense or past tense, depending on which is missing.*

**Example:**

| What is it? Riddle (present tense) | What was it? Riddle (past tense) |
|---|---|
| It is in my bedroom. | It was in my bedroom. |
| It has blankets and pillows on it. | It had blankets and pillows on it. |
| I sleep on it. | I slept on it. |
| I make it in the morning before school. | I made it in the morning before school. |
| It is comfortable. | It was comfortable. |
| **What is it? and What was it?** | a bed |

| What is it? Riddle (present tense) | What was it? Riddle (past tense) |
|---|---|
| I kick it with my feet. | I kicked it with my feet. |
| It flies into the goal. | It flew into the goal. |
| It is black and white and round. | It was black and white and round. |
| I am not allowed to touch it with my hands. | I was not allowed to touch it with my hands. |
| I play with it on Saturdays. | I played with it on Saturdays. |
| **What is it? and What was it?** | a soccer ball |



| What is it? Riddle (present tense) | What was it? Riddle (past tense) |
|---|---|
| It has 4 tires and a steering wheel. | It had four tires and a steering wheel. |
| It is red with a white racing stripe. | It was red with a white racing stripe. |
| My family rides in it every day. | My family rode in it every day. |
| It has a front seat and a back seat. | It had a front seat and a back seat. |
| My mother is the driver. | My mother was the driver. |
| **What is it? and What was it?** | a car |

*Complete each sentence with the correct present tense form of the verb in parentheses. Write completed sentences on the blank.*

1. The turtle ___is___ in the lake floating around. (be)

   The turtle is in the lake floating around.

2. The day ___has___ finally begun. (have)

   The day has finally begun.

NAME: _____
DATE: _____

**PP8** (CONTINUED) ACTIVITY PAGE

*Circle the correct form of the verb for each sentence.*

1. In math class, we (add, adds) three-digit numbers.
2. Students (talk, talks) excitedly as addition (am, is, are) a favorite topic.
3. John (want, wants) to add four-digit numbers.

*Write a sentence using the following verb:*

1. *mixed*

Answers may vary.



NAME: _____
DATE: _____

**PP9** ACTIVITY PAGE

## Irregular Verbs (*see*, *bring*, *mean*, *speak*, and *draw*)

*Write the correct form of the verb in the blank. Then, rewrite the sentence using a different verb tense of the same verb. You will need to change other words in the sentence. Finally, circle whether each sentence is* present tense, past tense, *or* future tense.

| | | | |
|---|---|---|---|
| **Example: Last Friday, we ___saw___ (see) the clowns perform at the circus.** | **(past)** | **present** | **future** |
| **Tomorrow, we will see the clowns perform at the circus.** | **past** | **present** | **(future)** |

1. One week from today, I ___will speak___ (speak) in front of the class. past present (future)

   Answers may vary.

   _____ past present future

2. Last week, I ___brought___ (bring) cupcakes to school for my birthday. (past) present future

   Answers may vary.

   _____ past present future

3. Today, I am taking my spelling assessment, and I ___mean___ (mean) to try hard. past (present) future

   Answers may vary.

   _____ past present future



4. Mary opens her eyes and ___sees___ (see) the sun shining. past (present) future

   Answers may vary.

   _____ past present future

5. You ___will draw___ (draw) pictures to go with your story tomorrow. past present (future)

   Answers may vary.

   _____ past present future



NAME: _____
DATE: _____

**PP10** ACTIVITY PAGE

## Practice Using Suffixes *–y* and *–al*

*Choose the best word to complete the sentence. Write it on the line.*

1. The ___coastal___ (musical, coastal) towns in this area are known for fishing, especially crabs, which are very popular at restaurants this time of year.
2. When it rains, my sister's hair is very ___curly___ (curly, leaky).
3. I feel ___lucky___ (dirty, lucky) that I did not get hurt very badly when I fell off my bike at the park.
4. During our trip to New Mexico, we saw some ___traditional___ (traditional, coastal) Native American ceremonies and dances.
5. My brother has more ___musical___ (magical, musical) talent than I do, because he can play three instruments, and I can only play one.
6. The ___leaky___ (leaky, dirty) faucet on the sink in our classroom dripped all afternoon and was very distracting.

*Write a sentence using each word given.*

1. *dirty*

Answers may vary.

2. *nutritional*

Answers may vary.

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| Unit 4 | | Correlation—Teacher's Guide |
|---|---|---|
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | | |
| TEKS 3.1.A | listen actively, ask relevant questions to clarify information, and make pertinent comments | U4: p. 34, U4: p. 44, U4: p. 53, U4: p. 192, U4: p. 200 |
| TEKS 3.1.B | follow, restate, and give oral instructions that involve a series of related sequences of action | |
| TEKS 3.1.C | speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | |
| TEKS 3.1.D | work collaboratively with others by following agreed-upon rules, norms, and protocols | |
| TEKS 3.1.E | develop social communication such as conversing politely in all situations | |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: | | |
| (A) demostrate and apply phonetic knowledge by: | | |
| TEKS 3.2.A.i | decoding multisyllabic words with multiple sound-spelling patterns, such as eigh, ough, and en | |
| TEKS 3.2.A.ii | decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables | |
| TEKS 3.2.A.iii | decoding compound words, contractions, and abbreviations | |
| TEKS 3.2.A.iv | decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV with accent shifts | |
| TEKS 3.2.A.v | decoding words using knowledge of prefixes | |
| TEKS 3.2.A.vi | decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | U4: p. 56, U4: p. 79, U4: p. 192, U4: p. 208, U4: p. 209 |
| TEKS 3.2.A.vii | identifying and reading high-frequency words from a research-based list | U4: p. 34; U4: p. 37; U4: p. 132; U4: p. 146 |
| (B) demonstrate and apply spelling knowledge by: | | |
| TEKS 3.2.B.i | spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables | U4: p. 8, U4: p. 30, U4: p. 132, U4: p. 160, U4: p. 230, U4: p. 247, U4: p. 252, U4: p. 269, U4: p. 324, U4: p. 331, U4: p. 332 |
| TEKS 3.2.B.ii | spelling homophones | |
| TEKS 3.2.B.iii | spelling compound words, contractions, and abbreviations | U4: p. 8, U4: p. 21 |
| TEKS 3.2.B.iv | spelling multisyllabic words with multiple sound-spelling patterns | |
| TEKS 3.2.B.v | spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV | |
| TEKS 3.2.B.vi | spelling words using knowledge of prefixes | U4: p. 108, U4: p. 127, U4: p. 128 |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| Unit 4 | | Correlation—Teacher's Guide |
|---|---|---|
| TEKS 3.2.B.vii | spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | U4: p. 108, U4: p. 127 |
| TEKS 3.2.C | alphabetize a series of words to the third letter | U4: p. 108, U4: p. 127 |
| TEKS 3.2.D | write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words. | |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | | |
| TEKS 3.3.A | use print or digital resources to determine meaning, syllabication, and pronunciation | |
| TEKS 3.3.B | use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words | U4: p. 132, U4: p. 137, U4: p. 143, U4: p. 162, U4: p. 166, U4: p. 171 |
| TEKS 3.3.C | identify the meaning of and use words with affixes such as *im-* (into), *non-, dis-, in-* (not, non), *pre-, -ness, -y,* and *-ful* | U4: p. 192, U4: p. 208, U4: p. 314, U4: p. 322 |
| TEKS 3.3.D | identify and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text | |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | | |
| TEKS 3.4 | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text | U4: p. 292, U4: p. 302 |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | | |
| TEKS 3.5 | self-select text and read independently for a sustained period of time | |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | | |
| TEKS 3.6.A | establish purpose for reading assigned and self-selected texts | U4: p. 82, U4: p. 85 |
| TEKS 3.6.B | generate questions about text before, during, and after reading to deepen understanding and gain information | U4: p. 34, U4: p. 44, U4: p. 132, U4: p. 137 |
| TEKS 3.6.C | make, correct, or confirm predictions using text features, characteristics of genre, and structures | U4: p. 132, U4: p. 146, U4: p. 252, U4: p. 260, U4: p. 261, U4: p. 266 |
| TEKS 3.6.D | create mental images to deepen understanding | |
| TEKS 3.6.E | make connections to personal experiences, ideas in other texts, and society | |
| TEKS 3.6.F | make inferences and use evidence to support understanding | |
| TEKS 3.6.G | evaluate details read to determine key ideas | U4: p. 8, U4: p. 13, U4: p. 14, U4: p. 56, U4: p. 60, U4: p. 70, U4: p. 82, U4: p. 85, U4: p. 94, U4: p. 108, U4: p. 111, U4: p. 121, U4: p. 132, U4: p. 137, U4: p. 162, U4: p. 166, U4: p. 192, U4: p. 200, U4: p. 210, U4: p. 212, U4: p. 230, U4: p. 233, U4: p. 239, U4: p. 252, U4: p. 255, U4: p. 272, U4: p. 275 |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| Unit 4 | | Correlation—Teacher's Guide |
|---|---|---|
| TEKS 3.6.H | synthesize information to create new understanding | U4: p. 34, U4: p. 44, U4: p. 82, U4: p. 94, U4: p. 192, U4: p. 195, U4: p. 210, U4: p. 220, U4: p. 272, U4: p. 275, U4: p. 281, U4: p. 324, U4: p. 327, U4: p. 330 |
| TEKS 3.6.I | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down | |
| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | | |
| TEKS 3.7.A | describe personal connections to a variety of sources including self-selected texts | |
| TEKS 3.7.B | write a response to a literary or informational text that demonstrates an understanding of a text | U4: p. 56, U4: p. 70, U4: p. 78, U4: p. 82, U4: p. 105 |
| TEKS 3.7.C | use text evidence to support an appropriate response | U4: p. 8, U4: p. 21, U4: p. 252, U4: p. 255, U4: p. 257 |
| TEKS 3.7.D | retell and paraphrase texts in ways that maintain meaning and logical order | U4: p. 230, U4: p. 239, U4: p. 246 |
| TEKS 3.7.E | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating | U4: p. 8, U4: p. 13, U4: p. 56, U4: p. 60, U4: p. 108, U4: p. 112, U4: p. 121, U4: p. 272, U4: p. 275, U4: p. 277 |
| TEKS 3.7.F | respond using newly acquired vocabulary as appropriate | U4: p. 8, U4: p. 11, U4: p. 192, U4: p. 195 |
| TEKS 3.7.G | discuss specific ideas in the text that are important to the meaning | U4: p. 108, U4: p. 112, U4: p. 162, U4: p. 166 |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | | |
| TEKS 3.8.A | infer the theme of a work, distinguishing theme from topic | |
| TEKS 3.8.B | explain the relationships among the major and minor characters | U4: p. 162, U4: p. 175 |
| TEKS 3.8.C | analyze plot elements, including the sequence of events, the conflict, and the resolution | U4: p. 252, U4: p. 260, U4: p. 292, U4: p. 294 |
| TEKS 3.8.D | explain the influence of the setting on the plot | |
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | | |
| TEKS 3.9.A | demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths | U4: p. 34, U4: p. 37, U4: p. 38, U4: p. 56, U4: p. 70, U4: p. 71, U4: p. 72, U4: p. 162, U4: p. 175, U4: p. 176 |
| TEKS 3.9.B | explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems | |
| TEKS 3.9.C | discuss the elements in drama such as characters, dialogue, setting, and acts | U4: p. 292, U4: p. 302 |
| (D) recognize characteristics and structures of informational text, including: | | |
| TEKS 3.9.D.i | the central idea with supporting evidence | |
| TEKS 3.9.D.ii | features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding | |
| TEKS 3.9.D.iii | organizational patterns such as cause and effect and problem and solution | |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| Unit 4 | | Correlation—Teacher's Guide |
|---|---|---|
| (E) recognize characteristics and structures of argumentative text by: | | |
| TEKS 3.9.E.i | identifying the claim | U4: p. 252, U4: p. 268, U4: p. 272, U4: p. 281, U4: p. 314, U4: p. 316, U4: p. 317, U4: p. 320, U4: p. 324, U4: p. 326, U4: p. 327 |
| TEKS 3.9.E.ii | distinguishing facts from opinion | U4: p. 314, U4: p. 316, U4: p. 317, U4: p. 320, U4: p. 324, U4: p. 326, U4: p. 327 |
| TEKS 3.9.E.iii | identifying the intended audience or reader | U4: p. 132, U4: p. 158, U4: p. 252, U4: p. 268, U4: p. 292, U4: p. 307 |
| TEKS 3.9.F | recognize characteristics of multimodal and digital texts | |
| (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: | | |
| TEKS 3.10.A | explain the author's purpose and message within a text | |
| TEKS 3.10.B | explain how the use of text structure contributes to the author's purpose | |
| TEKS 3.10.C | explain the author's use of print and graphic features to achieve specific purposes | |
| TEKS 3.10.D | describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes | |
| TEKS 3.10.E | identify the use of literary devices, including first- or third-person point of view | |
| TEKS 3.10.F | discuss how the author's use of language contributes to voice | |
| TEKS 3.10.G | identify and explain the use of hyperbole | |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | | |
| TEKS 3.11.A | plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping | U4: p. 8, U4: p. 13, U4: p. 56, U4: p. 70 |
| (B) develop drafts into a focused, structured, and coherent piece of writing by: | | |
| TEKS 3.11.B.i | organizing with purposeful structure including an introduction and conclusion | |
| TEKS 3.11.B.ii | developing an engaging idea with relevant details | |
| TEKS 3.11.C | revise drafts by adding, revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and claritydeleting, or rearranging words, phrases or sentences | U4: p. 192, U4: p. 208 |
| (D) edit drafts using standard English conventions, including: | | |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| Unit 4 | | Correlation—Teacher's Guide |
|---|---|---|
| TEKS 3.11.D | edit drafts using standard English conventions | |
| TEKS 3.11.D.i | complete simple and compound sentences with subject-verb agreement | U4: p. 82, U4: p. 105 |
| TEKS 3.11.D.ii | past, present, and future verb tense | U4: p. 34, U4: p. 54, U4: p. 162, U4: p. 182, U4: p. 272, U4: p. 288, U4: p. 324, U4: p. 331 |
| TEKS 3.11.D.iii | singular, plural, common, and proper nouns | |
| TEKS 3.11.D.iv | adjectives, including their comparative and superlative forms | |
| TEKS 3.11.D.v | adverbs that convey time and adverbs that convey manner | |
| TEKS 3.11.D.vi | prepositions and prepositional phrases | |
| TEKS 3.11.D.vii | pronouns, including subjective, objective, and possessive cases | |
| TEKS 3.11.D.viii | coordinating conjunctions to form compound subjects, predicates, and sentences | |
| TEKS 3.11.D.ix | capitalization of official titles of people, holidays, and geographical names and places | |
| TEKS 3.11.D.x | puncuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series | |
| TEKS 3.11.D.xi | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | |
| TEKS 3.11.E | publish written work for appropriate audiences | |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | | |
| TEKS 3.12.A | compose literary texts, including personal narratives and poetry, using genre characteristics and craft | |
| TEKS 3.12.B | compose informational texts, including brief compositions that convey informationabout a topic, using a clear central idea and genre characteristics and craft | |
| TEKS 3.12.C | compose argumentative texts, including opinion essays, using genre characteristics and craft | U4: 82, U4: p. 105, U4: p. 132, U4: p. 158, U4: p. 162, U4: p. 181, U4: p. 210, U4: p. 226, U4: p. 228, U4: p. 230, U4: p. 233, U4: p. 272, U4: p. 281, U4: p. 292, U4: p. 307, U4: p. 314, U4: p. 316, U4: p. 317, U4: p. 320, U4: p. 324, U4: p. 326, U4: p. 327, U4: p. 330 |
| TEKS 3.12.D | compose correspondence such as thank you notes or letters | |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | | |
| TEKS 3.13.A | generate questions on a topic for formal and informal inquiry | |
| TEKS 3.13.B | develop and follow a research plan with adult assistance | |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| Unit 4 | | Correlation—Teacher's Guide |
|---|---|---|
| TEKS 3.13.C | identify and gather relevant information from a variety of sources | U4: p. 34, U4: p. 44, U4: p. 56, U4: p. 70, U4: p. 71, U4: p. 132, U4: p. 158, U4: p. 210, U4: p. 226 |
| TEKS 3.13.D | identify primary and secondary sources | |
| TEKS 3.13.E | demonstrate understanding of information gathered | |
| TEKS 3.13.F | recognize the difference between paraphrasing and plagiarism when using source materials | |
| TEKS 3.13.G | create a works cited page | |
| TEKS 3.13.H | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results | U4: p. 210, U4: p. 226, U4: p. 228, U4: p. 292, U4: p. 294, U4: p. 302, U4: p. 306 |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| Unit 4 | | Correlation—Teacher's Guide |
|---|---|---|
| (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | | |
| ELPS 1.A | use prior knowledge and experiences to understand meanings in English | |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources | U4: p. 52 |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary | U4: p. 103 |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known) | U4: p. 245 |
| ELPS 1.E | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment | U4: p. 14, U4: p. 38, U4: p. 51 |
| ELPS 1.F | use accessible language and learn new and essential language in the process | U4: p. 51 |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations | U4: p. 19 |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations | U4: p. 21; U4: p. 228 |
| (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | | |
| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease | |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters | |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions | U4: p. 72 |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed | U4: p. 245 |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| Unit 4 | | Correlation—Teacher's Guide |
|---|---|---|
| ELPS 2.E | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language | U4: p. 78, U4: p. 245 |
| ELPS 2.F | listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment | |
| ELPS 2.G | understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar | |
| ELPS 2.H | understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations | U4: p. 14 |
| ELPS 2.I | demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs | U4: p. 45, U4: p. 114, U4: p. 201, U4: p. 214, U4: p. 261, U4: p. 295 |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | | |
| ELPS 3.A | practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible | U4: p. 14 |
| ELPS 3.B | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication | U4: p. 14, U4: p. 52, U4: p. 180 |
| ELPS 3.C | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired | |
| ELPS 3.D | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency | U4: p. 61, U4: p. 72 |
| ELPS 3.E | share information in cooperative learning interactions | |
| ELPS 3.F | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments | |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| Unit 4 | | Correlation—Teacher's Guide |
|---|---|---|
| ELPS 3.G | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics | U4: p. 19, U4: p. 239 |
| ELPS 3.H | narrate, describe, and explain with increasing specificity and detail as more English is acquired | U4: p. 145 |
| ELPS 3.I | adapt spoken language appropriately for formal and informal purposes | |
| ELPS 3.J | respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment | |
| (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to: | | |
| ELPS 4.A | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words | |
| ELPS 4.B | recognize directionality of English reading such as left to right and top to bottom | |
| ELPS 4.C | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials | U4: p. 54, U4: p. 290 |
| ELPS 4.D | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text | U4: p. 180, U4: p. 196 |
| ELPS 4.E | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned | |
| ELPS 4.F | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language | U4: p. 38, U4: p. 246, U4: p. 256, U4: p. 287, U4: p. 307 |
| ELPS 4.G | demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs | U4: p. 30, U4: p. 31, U4: p. 85, U4: p. 201, U4: p. 233, U4: p. 245, U4: p. 302 |
| ELPS 4.H | read silently with increasing ease and comprehension for longer periods | |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| Unit 4 | | Correlation—Teacher's Guide |
|---|---|---|
| ELPS 4.I | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs | U4: p. 19, U4: p. 52, U4: p. 105, U4: p. 114, U4: p. 145, U4: p. 196, U4: p. 201, U4: p. 214, U4: p. 287 |
| ELPS 4.J | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs | U4: p. 19, U4: p. 103, U4: p. 105, U4: p. 158, U4: p. 181 |
| ELPS 4.K | demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs | U4: p. 19 |
| (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to: | | |
| ELPS 5.A | learn relationships between sounds and letters of the English language to represent sounds when writing in English | |
| ELPS 5.B | write using newly acquired basic vocabulary and content-based grade-level vocabulary | U4: p. 228 |
| ELPS 5.C | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired | |
| ELPS 5.D | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired | U4: p. 105, U4: p. 106, U4: p. 182 |
| ELPS 5.E | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly | |
| ELPS 5.F | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired | |
| ELPS 5.G | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired | U4: p. 79, U4: p. 105, U4: p. 110, U4: p. 145, U4: p. 158, U4: p. 181, U4: p. 207, U4: p. 227, U4: p. 269, U4: p. 288, U4: p. 307 |

### General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

### Chief Academic Officer, Elementary Humanities

Susan Lambert

### Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

### Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

### Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

## Texas Contributors

### Content and Editorial

Sarah Cloos
Laia Cortes
Jayana Desai
Angela Donnelly
Claire Dorfman
Ana Mercedes Falcón
Rebecca Figueroa
Nick García
Sandra de Gennaro
Patricia Infanzón-Rodríguez
Seamus Kirst
Michelle Koral
Sean McBride
Jacqueline Ovalle
Sofía Pereson
Lilia Perez
Sheri Pineault
Megan Reasor
Marisol Rodriguez
Jessica Roodvoets
Lyna Ward

### Product and Project Management

Stephanie Koleda
Tamara Morris

### Art, Design, and Production

Nanyamka Anderson
Raghav Arumugan
Dani Aviles
Olioli Buika
Sherry Choi
Stuart Dalgo
Edel Ferri
Pedro Ferreira
Nicole Galuszka
Parker-Nia Gordon
Isabel Hetrick
Ian Horst
Ashna Kapadia
Jagriti Khirwar
Julie Kim
Lisa McGarry
Emily Mendoza
Marguerite Oerlemans
Lucas De Oliveira
Tara Pajouhesh
Jackie Pierson
Dominique Ramsey
Darby Raymond-Overstreet
Max Reinhardsen
Mia Saine
Nicole Stahl
Flore Thevoux
Jeanne Thornton
Amy Xu
Jules Zuckerberg

### Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Amplify. TEXAS
ELEMENTARY LITERACY PROGRAM
LECTOESCRITURA EN ESPAÑOL

**Series Editor-in-Chief**

E. D. Hirsch Jr.

**President**

Linda Bevilacqua

**Editorial Staff**

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

**Design and Graphics Staff**

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

**Consulting Project Management Services**

ScribeConcepts.com

**Additional Consulting Services**

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

**Acknowledgments**

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

**Contributors to Earlier Versions of These Materials**

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

**Schools**

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

**Credits**

20 (Student Reader: Stories of Ancient Rome, cover): Jed Henry; 21 (Mrs. Teachwell and her students): Brittany Tingey, Jacob Wyatt, Scott Hammond, Shutterstock; 23 (Present-day Rome and the Tiber River): Shutterstock 25 (A map of the ancient Roman civilization): Shutterstock; 27 (Parts of Roman buildings remain today): Shutterstock; 37 (Drown Romulus and Remus): Jed Henry; 39 (Twins in a basket): Jed Henry; 39 (Romulus and Remus were saved): Jed Henry; 41 (Romulus and Remus argued): Jed Henry; 44 (Romulus and Remus bundled in basket): Jed Henry; 44 (King Amulius banishing the sons of Mars): Jed Henry; 45 (Servant carrying boys to the Tiber River): Jed Henry; 46 (Boys floating down the Tiber River): Jed Henry; 46 (Romulus and Remus with the mother wolf and her pups): Jed Henry; 47 (Wolf statue): Shutterstock; 48 (Vultures circling Romulus and Remus and their hills): Jed Henry; 49 (Remus stepping over Romulus's wall): Jed Henry; 50 (Hadrian's Wall): Shutterstock; 61 (Greek and Roman Gods): Shutterstock; (Aphrodite): public domain; 63 (Jupiter was the father of the immortals): Shutterstock; 63, (Juno, Jupiter's wife, was the goddess of marriage): Shutterstock; 64, 87 (Neptune, the god of the seas, with his magical trident): Shutterstock; 64, 87 (Mars was the god of war): Shutterstock; 65 (Mercury was the messenger of the gods): Shutterstock; 65, 88 (Venus was the goddess of love): public domain; 66 (The planets named after Roman gods): Shutterstock; 66, 89 (Apollo, the god of the sun, right, talking to Vulcan, the god of fire, left): Marti Major; 67, 90 (Apollo): Shutterstock; 67, 90 (Minerva springing forth from Jupiter's head): Jason Kim; 68, 91 (Diana was the goddess of the moon and the hunt): Shutterstock; 68, 91 (Bacchus, the Roman god of grapes and wine): Shutterstock; 71 (Farming Scenes and Mosaics): Shutterstock; 72 (Saturn holding a scythe): Matthew Clark; 73 (Roman temple): Shutterstock; 73 (Map showing Greece and Italy): Shutterstock; 74 (Diagram of some Greek and Roman gods): Shutterstock; 75 (Mount Olympus): Shutterstock; 84 (Greek and Roman Gods): Shutterstock; (Aphrodite): public domain; 86 (Juno, Jupiter's wife, was the goddess of marriage): Shutterstock; 89 (The planets named after Roman gods): Shutterstock; 94 (Tyrant Etruscan king): Jacob Wyatt; 95 (Roman politicians appealing to the people of Rome): Scott Hammond; 5 (Senate advising the consuls): Scott Hammond; 96 (Patricians): Scott Hammond; 97 (Plebeians): Scott Hammond; 98 (Ruins of Roman forums): Shutterstock; 99 (Roman enslaved people): Scott Hammond; 100 (Roman Society): Scott Hammond; 113, 120 (Roman territory and Carthaginian territory): Shutterstock; 114 (City of Carthage): Jacob Wyatt; 114 (Roman soldiers training in fighting): Jacob Wyatt; 115 (Italian Alps): Shutterstock; 115 (Hannibal with elephants): Jacob Wyatt; 115. 116 (Roman army units): Jacob Wyatt; 115, 116 (Romans losing to elephants): Jacob Wyatt; 116, 117 (Hannibal frustrated): Jacob Wyatt; 116, 117 (Romans defeating Carthaginians at Carthage): Jacob Wyatt; 122 (Hannibal gathering his army to cross over the Alps): Jacob Wyatt; 123 (Hannibal battles): Jacob Wyatt; 124 (Hannibal surrendered to Scipio in Zama): Jacob Wyatt; 137 (Model of Rome): Shutterstock; 138, 139 (Roman family in their apartment): Jed Henry; 138, 139 (Children watching their father captain): Jed Henry; 139 (Roman children at their lessons): Jed Henry; 140 (Mosaic of Virgil): Shutterstock; 140 (Charioteers racing in the Circus Maximus): Shutterstock; 141 (Children running through a Roman street): Jed Henry; 141 (Children admiring the aqueduct): Jed Henry; 142 (Roman aqueduct): Shutterstock; 146 (Venus and the young Psyche): Jed Henry; 148 (Cupid aimed his arrow at Psyche): Jed Henry; 150 (Cupid visited Pysche): Jed Henry; 150 (Psyche trembled): Jed Henry; 152 (Psyche begging Venus): Jed Henry; 152 (An army of ants comes to aid Psyche): Jed Henry; 153 (Psyche and the box of beauty): Jed Henry; 156 (Psyche became immortal after drinking ambrosia): Jed Henry; 165, 166 (Patrician family in atrium): Jed Henry; 165, 166 (Pater Familias): Jed Henry; 167 (Roman patrician woman): Jed Henry; 167 (Roman dining and reclining): Shutterstock; 168, 169 (Romans waiting for grain ships): Jed Henry; 169 (Worried patricians watching an angry mob): Jed Henry; 169, (Gladiators, left; venatore, right): Jed Henry, left; Shutterstock, right; 170, 171 (Mosaic of gladiators): Shutterstock; 70, 171 (Mosaic of a lion): Shutterstock; 175 (Damocles accepting Dionysius's invitation to be king for one day): Marti Major; 177 (Damocles sits on the throne of King Dionysius): Marti Major; 197 (Caesar told the pirates he was worth a larger ransom): Jacob Wyatt; 198 (Caesar quickly became known as a brave and determined soldier): Jacob Wyatt; 200 (Caesar writing about his conquest of Gaul): Jacob Wyatt; 203 (Statue of Julius Caesar): Shutterstock; 203 (Young Julius Caesar as a soldier): Jacob Wyatt; 203 (Young Julius Caesar wearing the Civic Crown): Jacob Wyatt; 204 (Young Julius Caesar in politics): Jacob Wyatt; 204 (Consuls): Jacob Wyatt; 205 (Map of Roman expansion during Caesar's rule): Shutterstock; 205 (Proconsul Julius Caesar): Jacob Wyatt; 206 (Gauls): Shutterstock; 206 (Caesar writing his memoirs of Gallic victories): Jacob Wyatt; 214, 215, 234 (Vercingetorix leading the rebellion against Caesar): Jacob Wyatt; 214, 215, 234 (Roman military technology): Jacob Wyatt; 215, 216, 235 (Statue of Vercingetorix): Jacob Wyatt; 215, 216, 224, 235 (Caesar's triumphant procession into Rome): Jacob Wyatt; 216. 217, 222, 236 (Caesar at the Rubicon): Jacob Wyatt; 216, 217, 236 (Pompeii): Shutterstock; 218, 223, 238 (Caesar in Egypt with Cleopatra): Jacob Wyatt; 218, 225, 238 (Caesar's assassination): Jacob Wyatt; 241 (Marc Antony and Octavian busts): Shutterstock; 241 (Cleopatra with Marc Antony): Jacob Wyatt; 242, 243 (Octavian as emperor): Jacob Wyatt; 242, 243 (Diagram of power in Roman Empire): Scott Hammond; 243 (Map of Roman border threats, the Pax Romana): Shutterstock; 142, 244 (Roman art (mosaics, fresco, sculpture): Shutterstock; 257 (A marble statue of Augustus Caesar): Shutterstock; 258 (The Pantheon as it appears in Rome today): Shutterstock; 258 (The ruins of the Colosseum today): Shutterstock; 250 (Chariot races at the Circus Maximus): Library of Congress, Prints & Photographs Division, LC-DIG-pga-00454; 250 (An example of a Roman aqueduct as it appears today): Shutterstock; 261 (Proud, sad gentlewoman patrician on veranda): Kristin Kwan; 256 (Visigoth invasion): Kristin Kwan; 262 (Attila the Hun): public domain; 263 (Vandals's invasion route): Shutterstock; 263 (Romans fleeing the city): Kristin Kwan; 264, 277, 278 (Mercenary soldiers): Kristin Kwan; 265 (Nero Fiddling While Rome Burns): Scott Hammond; 266 (Bread and Circuses): Kristin Kwan; 277, 2778 (Map of Rome at its largest extent): Shutterstock; 78, 279, 284 (Map of Roman Empire divided into the East and West): Shutterstock; 278, 279 (Constantine the Great): Shutterstock; 279, 280 (Hagia Sophia): Shutterstock; 279, 280, 286 (A mosaic of Justinian from the Hagia Sophia): Shutterstock; 283 (This church in Bethlehem): Shutterstock; 285 (The inside of the Hagia Sophia): Shutterstock; 287 (Gladiators fighting, left): Jed Henry, left; 298 (The lion gave Androcles a sad look): Jacob Wyatt; 299, 305 (Androcles waiting to enter Colosseum, Scene 2—The Colosseum): Jacob Wyatt; 300, 306 (Androcles and the lion): Jacob Wyatt; 301, 306 (The emperor signaled "Thumbs up!" ): Jacob Wyatt; 303 (Scene 1—In a cave in the forest): Jacob Wyatt; 304 (Lion, roaring several times, but then whimpering in pain): Jacob Wyatt; 304 (Androcles crouches carefully): Jacob Wyatt

Amplify.
TEXAS
ELEMENTARY LITERACY PROGRAM

**Grade 3** | **Unit 4** | Teacher Guide

**The Ancient Roman Civilization**

ISBN 9781683917830

Amplify. TEXAS
ELEMENTARY LITERACY PROGRAM

ENGLISH

Grade 3

# Unit 4 | Activity Book

## The Ancient Roman Civilization

Grade 3 | Unit 4

# The Ancient Roman Civilization

## Activity Book

**Notice and Disclaimer:** The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov.**

ISBN 978-1-64383-737-6

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

**https://creativecommons.org/licenses/by-nc-sa/4.0/**

© 2020 Amplify Education, Inc.
**amplify.com**

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in Mexico
01 XXX 2021

# Unit 4
# The Ancient Roman Civilization
## Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 4 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

WRITING PORTFOLIO

NAME: _____

DATE: _____



# Virtual Museum

*Use this handout as you view the images of ancient Rome. Write your answers to the questions below in the My Thoughts box for each image. Think about the answers to these questions when looking at each image:*

- What objects, people, or buildings do you see in the image?
- What questions do you have about the image?
- What is the one thing that you will remember most about this image?

| My Thoughts | Images | Read-Aloud Notes |
|---|---|---|
| | | |
| | | |
| | | |

| My Thoughts | Images | Read-Aloud Notes |
| --- | --- | --- |
| | | |
| | | |
| | | |

NAME: _____

DATE: _____



# "Rome, Then and Now"

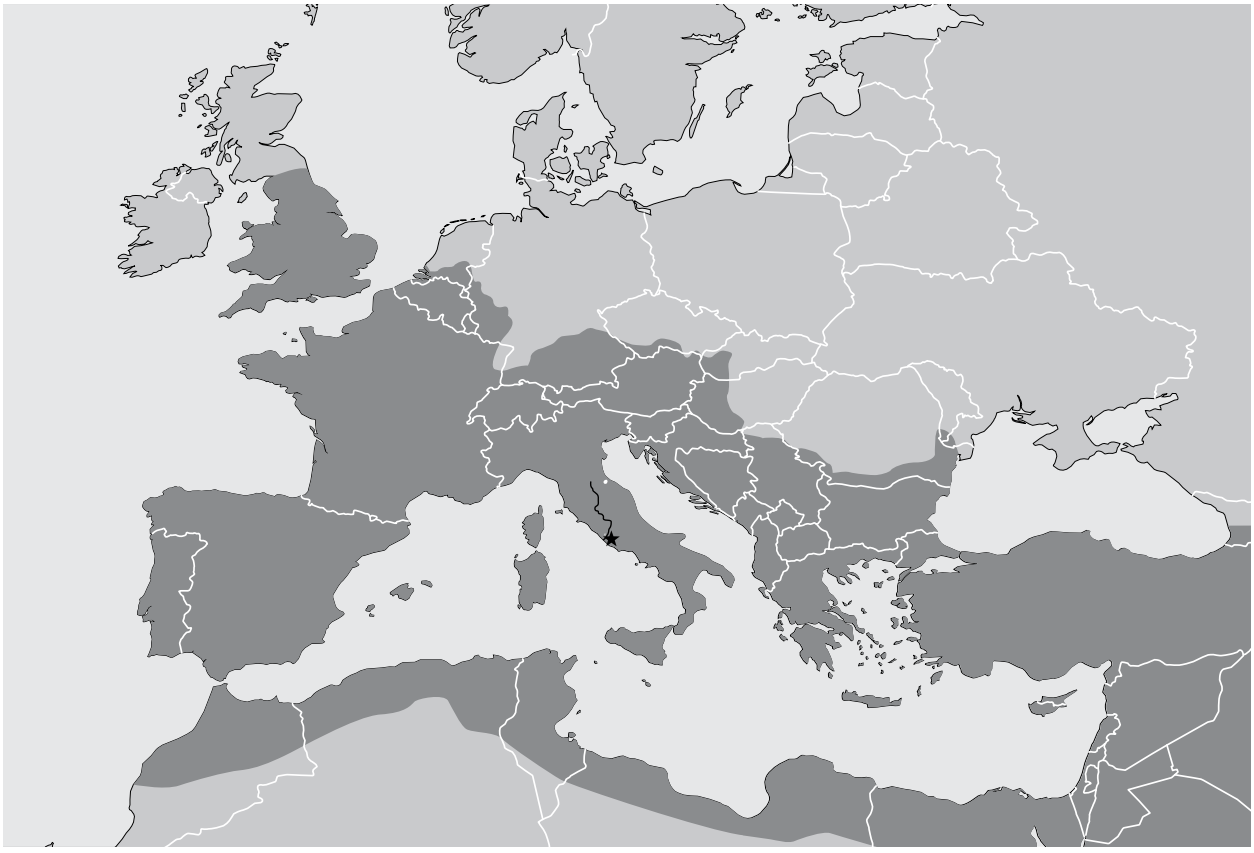
1. What was Rome like in the beginning?
   A. Rome started out as a large city.
   B. Rome started out as a few houses on the banks of the Tiber River.
   C. Rome started out as a few houses along the Nile River.
   D. Rome started out as a small country.

   page _____

2. How long ago did Rome start growing?
   A. Rome started growing about 500 years after the birth of Jesus.
   B. Rome started growing about 500 years before the birth of Jesus.
   C. Rome started growing about 500 years ago.
   D. Rome started growing about 1,000 years ago.

   page _____

3. Label the map of ancient Roman civilization. (Atlantic Ocean, Mediterranean Sea, Black Sea, Tiber River, Rome)



4. Circle the areas or countries that ancient Rome took over.

| | |
|---|---|
| France | Spain |
| Germany | China |
| Ireland | Turkey |
| Egypt | Northern Africa |
| South America | Greece |
| the Balkans | Middle East |

page _____

*Vocabulary:*

5. Complete the chart below.

| Vocabulary word | My definition |
|---|---|
| civilization | |
| Mediterranean | |
| conquer | |

6. Why is ancient Rome considered a civilization?

_____

_____

_____

_____

7. How did ancient Roman civilization grow in size? (See if you can use one or more of today's vocabulary words in your explanation!) (**Stretch Question**)

NAME: _____

DATE: _____



# Spelling Patterns

| ‘ar’ > /ar/ | ‘or’ > /or/ | ‘or’ > /er/ | ‘er’ > /er/ | ‘ur’ > /er/ | ‘ir’ > /er/ |
|---|---|---|---|---|---|
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |

# Family Letter

**Dear Family Members,**

Please help your student succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your student to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

**Spelling Words**

This week, we will be reviewing the spellings of *r*-controlled vowels. Your student learned to read and spell words with *r*-controlled vowels in first and second grades, so this should be a review. Your student will be assessed on these words.

Students have been assigned two Challenge Words, *above* and *beginning*, to spell this week. Remember that Challenge Words do not follow spelling patterns and need to be memorized.

New this week is the introduction of a Content Word. The Content Word for this week is *Mediterranean.* This word is directly related to the material that we are reading. The Content Word is an optional spelling word for your student. If your student would like to try spelling it but gets it wrong, it will not count against them on the assessment. We encourage all students to stretch themselves a bit to try to spell this word.

The spelling words, including the Challenge Words and the Content Word, are listed below:

| | |
|---|---|
| 1. tarnish | 12. sword |
| 2. marbles | 13. messenger |
| 3. portion | 14. barbecue |
| 4. motor | 15. giraffe |
| 5. circulate | 16. slurp |
| 6. servant | 17. sir |
| 7. turkey | 18. mirth |
| 8. doctor | **Challenge Word**: *above* |
| 9. worship | **Challenge Word**: *beginning* |
| 10. surgery | **Content Word**: *Mediterranean* |
| 11. immortal | |

**Student Reader**

This week, we start our new unit about ancient Rome. In this unit, your student will read *Stories of Ancient Rome*, which includes information about the history of Rome, legends, Roman gods and goddesses, myths, powerful rulers, and wars, as well as the rise of Christianity. Mrs. Teachwell is the narrator who will be guiding your student through the information, some of which is fiction and some nonfiction, as your student learns many new and exciting facts about one of the great civilizations. Be sure to ask your student each evening about what they are learning.

This week, your student will be reading about the building of Rome on the banks of the Tiber River, the legend of Romulus and Remus, and Roman gods and goddesses.

NAME: _____

DATE: _____



# "Rome, Then and Now"

"This is Rome," said Mrs. Teachwell, pointing to a black dot on the classroom map.

"But this is Rome, too," she added, as she traced a circle that was so large it seemed to touch all four sides of the map.

The students looked confused.

"How can it be both?" Charlie Chatter shouted out.

"I'll explain," Mrs. Teachwell said, "but please raise your hand if you would like to speak."

Charlie Chatter nodded. It was not the first time he had heard this. In fact, Mrs. Teachwell had asked him to raise his hand many times, but it was hard for Charlie. His mouth seemed to be faster than his hand.

"Rome started out as a little town along the Tiber River," Mrs. Teachwell explained.

"Like Egypt on the Nile?" Charlie asked.

"Yes," said Mrs. Teachwell, "but let's see that hand!"

The students giggled.

"As Charlie has just reminded us," Mrs. Teachwell said, "many **civilizations** sprang up along the banks of a river. Rome was no exception. It sprang up here, on the banks of the Tiber River, among seven hills. At first, Rome was just a few houses on a hill. Then, it grew and grew and grew. After a while, people started building houses on other hills nearby. Then, the little towns on the hills grew together to make a big city. In fact, to this day, Rome is known as the 'City of Seven Hills.'

"Then, the Romans fought wars with their neighbors. The Romans won most of these wars. They defeated the **Etruscans**, who lived north of them. They **conquered** the Greeks, who had settled to the south, as well. It wasn't long before they controlled most of this piece of land that we call Italy."

Mrs. Teachwell traced the outline of Italy with her finger.

"Check it out!" Charlie Chatter shouted. "Italy looks like a boot!"

"Yes," said Mrs. Teachwell. "Italy does look like a boot, but, please, Charlie, raise your hand! This is your last warning. Now, does anyone know what this body of water that the boot of Italy sticks out into is called?"

Rachel Readmuch, who always had her nose in a book, raised her hand. Mrs. Teachwell called on her.

"It's called the **Mediterranean**," said Rachel.

"That's right!" said Mrs. Teachwell. "This is the **Mediterranean** Sea. Rome grew so much that, at its peak, the Romans controlled all the land around the **Mediterranean** Sea. They took over most of Spain and France. They took over this area that we call the Balkans. They took over Greece and much of Turkey. They took over the Middle East, Egypt, and the coast of North Africa."

Tim Timetable, who loved to learn about when things happened, put up his hand.

"When was all this happening?"

"Rome started growing about 2,500 years ago," Mrs. Teachwell explained. "It started growing about 500 years before the birth of **Jesus**, in the years we call **BCE**. It was still growing when **Jesus** was born. In fact, **Jesus** was born here, in a part of the Middle East that was controlled by the Romans."

Tim Timetable made a note of the date.

Mrs. Teachwell went on: "We will be studying Rome for three weeks or so. Each day, we will have a report on a topic connected to ancient Rome. I'll give the first few reports. Then, each of you can do some research and give the next few. How does that sound?"

The kids cheered. They were eager to learn more about Rome. Rachel Readmuch already knew quite a lot. Tim Timetable had lots of questions about what happened when. As for Charlie Chatter, he was looking forward to the day when he would get to give his report. Then, he would get to talk without having to raise his hand first!

NAME: _____

DATE: _____



# The Legend of Romulus and Remus

| Vocabulary | Definition |
|---|---|
| empire | |
| historian | |
| threat | |
| taunt | |
| legendary | |

*True or False: Circle the correct answer.*

1. King Amulius was the father of Romulus and Remus. (True/False)

2. The servant saw the twins as a threat and tried to have them drowned. (True/False)

3. The wolf found and cared for the twins after they washed up on the river bank. (True/False)

4. Romulus and Remus started fighting because they could not agree on where to build their new city. (True/False)

5. The government of Rome made two statues to honor Romulus and Remus. (True/False)

6. (Extended Response) Why is the story of Romulus and Remus considered a legend?

NAME: _____

DATE: _____



# What We Know and Learned

| | What we know from reading | What we've learned from listening |
|---|---|---|
| **Characters** | **Romulus**<br>had a twin brother (Remus)<br>killed his brother (Remus)<br>named Rome after himself<br><br>**Remus**<br>had a twin brother (Romulus)<br>taunted his brother (Romulus)<br><br>**servant**<br>placed twins in basket and put them in the river<br><br>**King of Latium**<br>brother of Rhea Silvia (twins' mother)<br>ordered servant to drown twins<br><br>**she-wolf**<br>found the twins and took them to her cave<br>fed the twins milk | |
| **Setting (time and place)** | Rome, when the city got started<br>Tiber River in Rome | |
| **Theme (or lesson)** | You should not let competition get the best of you. | |

| | | |
|---|---|---|
| **Plot (sequence of events)** | The King of Latium told a servant to drown the twins.<br><br>The servant put the boys in a basket and set it down in the river.<br><br>A she-wolf found them and took care of them.<br><br>Romulus and Remus decided to create a city.<br><br>They fought about where to build it.<br><br>Remus died.<br><br>Romulus built Rome and named it after himself. | |

NAME: _____

DATE: _____



# The Legend of Romulus and Remus

**Clarify:** In the space below, record any questions you might have or questions that came up during the discussion with your partner.

**Respond:** (Evaluative) Why do you think the legend of Romulus and Remus is important to Romans? How does the Tiber River play an important part in that story?

NAME: _____

DATE: _____



# Past, Present, and Future Tenses

*Draw a wiggly line under the verb in each sentence. Remember, future tense has the word* will *preceding the verb. Then, write the word* present, past, *or* future *on the line after the sentence to show the verb tense.*

1. We learned about ancient Rome earlier this year. _____
2. The frog will turn into a handsome prince at the end of the fable. _____
3. Our class studied spelling after grammar._____
4. At 6:00 this evening, we will eat supper. _____
5. At the end of this year, we will become fourth graders! _____
6. I wish upon a star. _____
7. Luke played video games all day yesterday. _____
8. My friends and I ride the bus to school. _____
9. Yesterday, Grandpa told me stories of when he was a little boy. _____
10. Thomas Edison invented many things in his lifetime. _____

*Fill in the blanks with the correct form of the verb listed.*

11. Bill _____ the birdcage. (*clean*, past tense)

12. Mark and Robin _____ checkers over the weekend. (*play*, future tense)

13. Mrs. Watkins _____ on each student this morning to spell a word. (*call*, past tense)

14. The talented photographers _____ the animals without disturbing them. (*film*, past tense)

15. That pencil _____ to me! (*belong*, present tense)

*Fill in the following chart:*

| Present tense | Past tense | Future tense |
|---|---|---|
| *Sally plays.* | *Sally played.* | *Sally will play.* |
| | The boys jumped. | |
| I hope. | | |
| | We studied. | |
| | | The kitten will yawn. |
| The fire damages. | | |
| | The children gathered. | |
| | | Mother will use. |
| Grandma visits. | | |

NAME: _____

DATE: _____



# The Legend of Romulus and Remus

We learned last time that Rome started as a small town and grew to become a big city. Then, it grew some more until it became a great **empire**. That's what **historians** tell us.

The Romans themselves have a story about how their city got started that they like to tell. They say that Rome was founded by twins who had been saved by a wolf.

The twins were named **Romulus** and **Remus**. They were the children of a woman named Rhea Silvia and the god Mars. Their mother loved them, but her brother, the king of Latium, did not. He saw the boys as a **threat**. He thought they might grow up and take his crown from him. The king told one of his servants to find the twins and drown them in the Tiber River.

The servant found the twins, but he could not bring himself to drown them. Instead, he put the boys in a basket. Then, he set the basket in the river. The basket floated downstream. It drifted and drifted until, at last, it washed up on the banks of the river.

A **she-wolf** found the twins. She saw that they were hungry. She took them to her cave. There she gave them the same milk she fed to her wolf pups.

Later, the twins were adopted by a shepherd. The shepherd raised them well. They grew up to be smart and strong.

When they were 18, **Romulus** and **Remus** decided to create a city of their own. They wanted to build a city on the banks of the Tiber, somewhere among the seven hills, not far from where they had washed ashore as babies.

Soon, however, the brothers began to fight.

"Let's build our city here!" said **Romulus**, pointing to a hill.

"No!" said **Remus**. "This hill over here is a much better spot."

So each brother started building his own city on a different hill. Each knew that it would be important to have a strong wall to protect the city he was building. After a few days, **Remus** decided to visit **Romulus** to see how his city was coming along. It takes a long time to build a city, so **Remus** did not expect **Romulus's** city to be finished. He decided, however, to **taunt** his brother, and he made fun of his unfinished wall. "You call that a wall?" he said. "That wall would not keep anyone out!" Then, to make his point, he stepped over the wall.

That made **Romulus** angry. He and **Remus** started to fight. No longer remembering that they were fighting one another, **Romulus** and **Remus** battled with all their might. Suddenly, **Remus** collapsed, fell to the ground, and died. When Romulus saw what he had done, he began to cry. He had not wished to kill his brother. He dug a grave for **Remus**.

**Romulus** went on building his city. He named it Rome after himself.

The rest, as they say, is history. Rome grew and grew. It became a great city, the center of a mighty **empire**.

The government of Rome made coins. The coins showed two young boys reaching up to touch a **she-wolf**. The people of Rome handed these coins back and forth. They used them to buy food and drinks. They used them to pay bills and buy clothing. And all of them knew who the two boys on the coin were: they were **Romulus** and **Remus**, the **legendary** founders of Rome.

NAME: _____

DATE: _____



# Past, Present, and Future Tenses

*Draw a wiggly line under the verb in each sentence. Remember, future tense has the word* will *preceding the verb. Write the words* present, past, *or* future *on the line after the sentence to show the verb tense.*

1. I wish upon a star. _____
2. Luke played video games all day yesterday. _____
3. My friends and I ride the bus to school. _____
4. Grandpa will come this afternoon to tell us stories. _____
5. The mother dog cared for her pups. _____

*Fill in the blanks with the correct form of the verb listed.*

1. Bobby _____ the dishwasher with the dirty dishes. (*fill*, past tense)
2. Mrs. Sanders and Mrs. White _____ across the ocean on a ship next summer. (*travel*, future tense)
3. The new refrigerator _____ the food much better than the old one. (*cool*, present tense)
4. My brother _____ with me all the time. (*joke*, present tense)

5. The blue and white blossoms _____ soon. (*open*, future tense)

*Fill in the following chart:*

| Present tense | Past tense | Future tense |
|---|---|---|
| *She walks.* | *She walked.* | *She will walk.* |
| | The dog barked. | |
| The cat scratches. | | |
| | | The bunny will sniff. |

NAME: _____

DATE: _____

3.1 ACTIVITY PAGE

# Gods and Goddesses Three-Column Graphic Organizer

| Greek and Roman name | God/Goddess of ___ | Details |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

NAME: _____

DATE: _____



# Roman Life and Beliefs

**Word Box**

| | |
|---|---|
| polytheistic | worship |
| rituals | myths |
| temple | Saturn |
| harvest | |

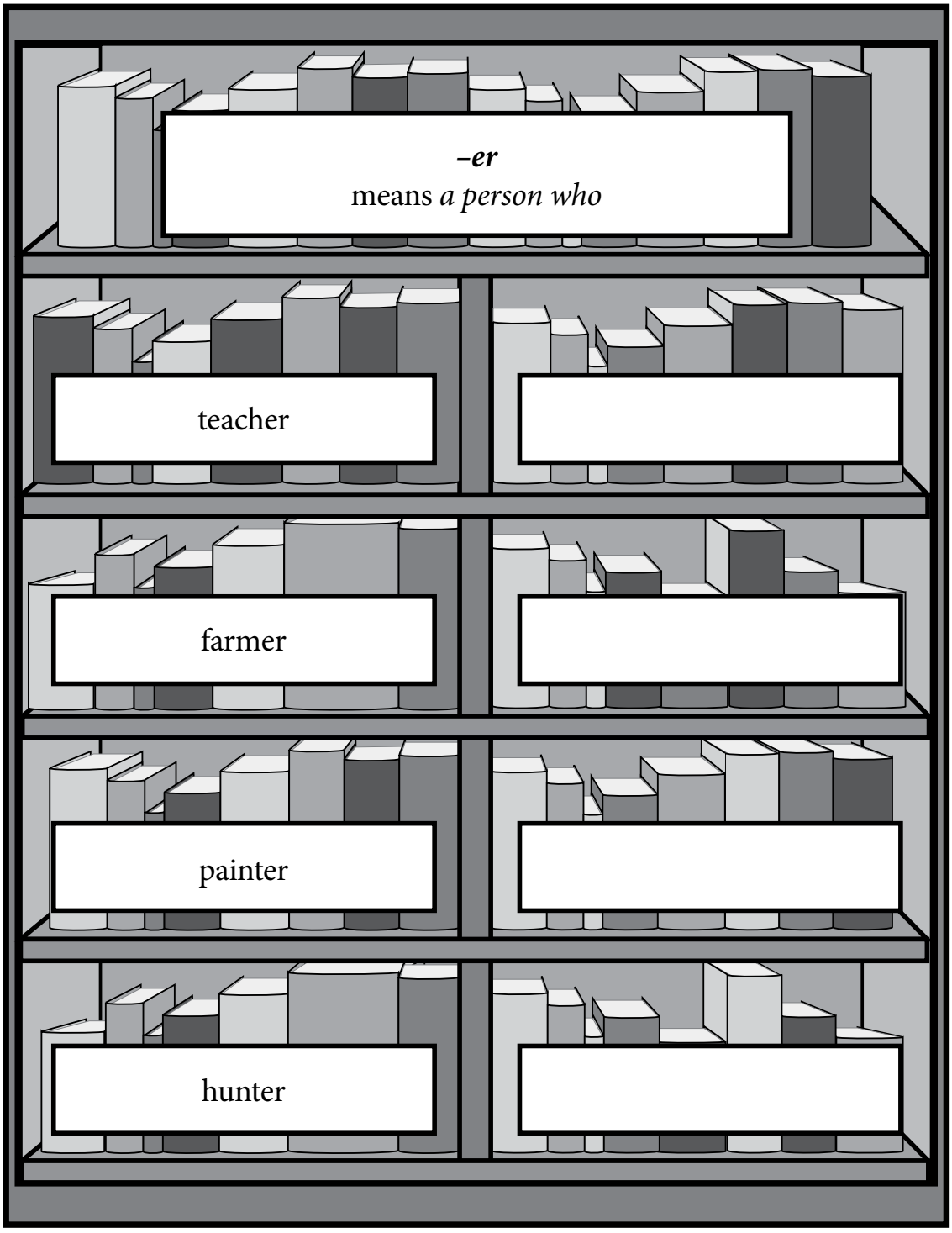
What key ideas did you learn about Roman life and the ancient Romans' beliefs? What details in the story help support what you learned?

NAME: _____

DATE: _____

# Word Shelf

*The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Then write those words and their definitions on the table on the following page.*



# Suffixes *–er* and *–or*

*List eight words that have the* –er *suffix.*

| | |
|---|---|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

*Write the correct word to complete the sentence.*

| | | | | | |
|---|---|---|---|---|---|
| hunter | singer | teacher | farmer | painter | player |

9. The star _____ on the soccer team was chosen to take the penalty kick in hopes of winning the game for his team.

10. After heavy rain for a few days, the _____ checked to see how many of his fields were flooded.

11. The band had to find someone to replace the _____ because none of the other band members had a good voice.

12. A _____ came to school to paint the walls in the cafeteria after they were repaired.

13. My grandmother's neighbor is a _____ who hunts deer and certain birds.

NAME: _____

DATE: _____

*Write your own sentence using the one word left in the box.*

14. _____

_____

_____

_____

_____

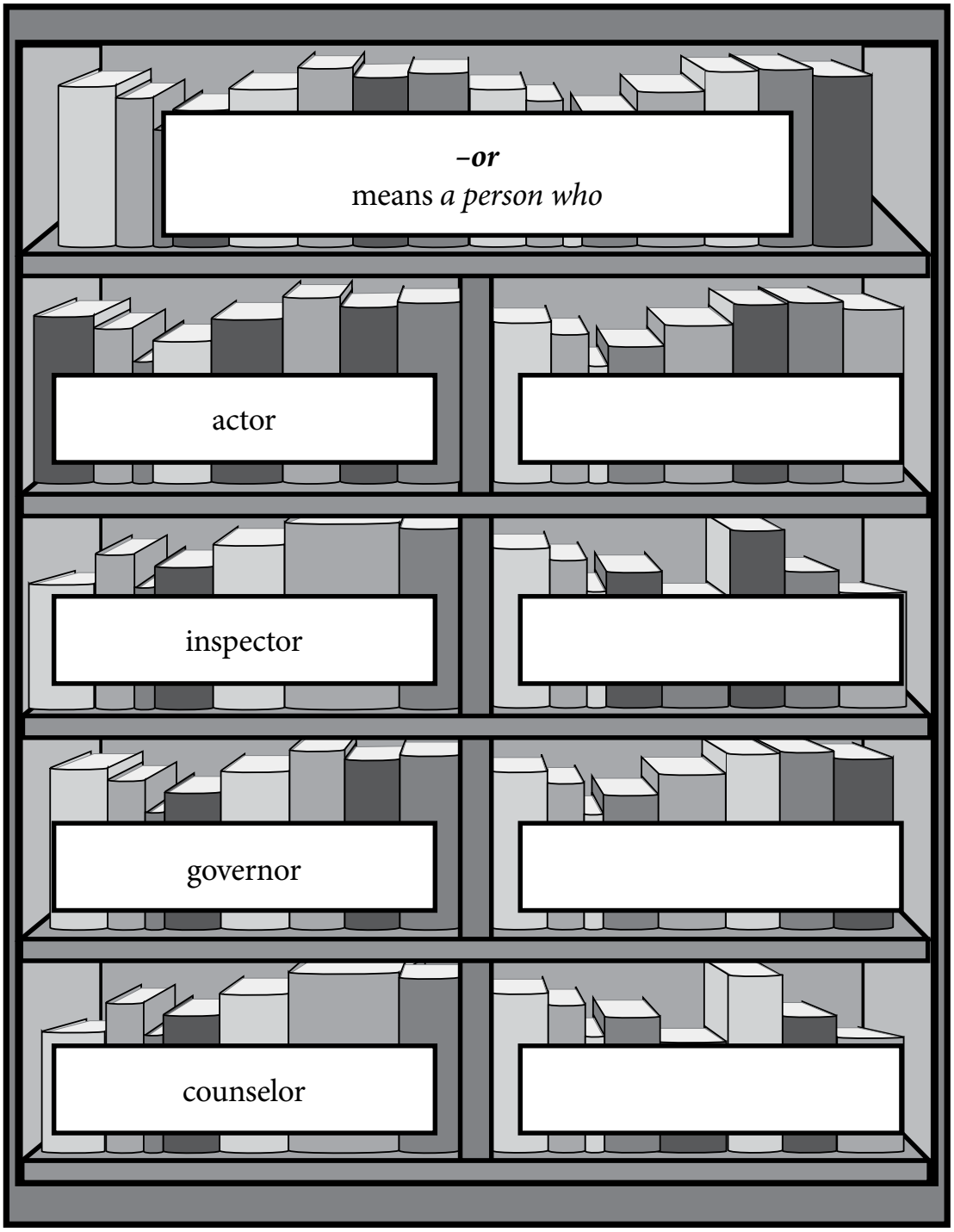
_____

_____

_____

# Word Shelf

*The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Then write those words and their definitions on the table on the following page.*



NAME: _____

DATE: _____

*List eight words that have the* –or *suffix.*

| | |
|---|---|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

*Write the correct word to complete the sentence.*

| | | | | | |
|---|---|---|---|---|---|
| governor | actor | visitor | counselor | inspector | sailor |

9. My brother's _____ at school gave a presentation about how to handle bullies, which he shared with us at home.

10. An _____ that my mom really likes has been in movies and television shows.

11. The _____ has to come several times to see how construction of our new house is coming along to determine if everything is being done as it should be.

12. The _____ is coming to tour our school and give a presentation next month about his plan to improve education in the state.

13. One of the activities my sister tried at summer camp was learning to be a _____ on a small boat at the lake.

*Write your own sentence using the one word left in the box.*

14. _____

_____

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____



# Blank Busters

| | | | |
|---|---|---|---|
| tarnish | marbles | immortal | barbecue |
| portion | motor | messenger | slurp |
| circulate | servant | giraffe | mirth |
| turkey | doctor | sir | |
| worship | surgery | sword | |
| **Challenge Word:** *above*<br>**Challenge Word:** *beginning*<br>**Content Word:** *Mediterranean* | | | |

*Fill in the blanks in the sentences with one of the spelling words from the chart. If needed, add a suffix to the end of a word in order for the sentence to make sense:* –s, – es, –ies, –ed, –ing.

1. Many people eat _____ for their Thanksgiving dinner.

2. Roman gods were not like human beings because Roman gods were _____ and lived forever.

3. Tom has three fractures in his right leg, and his _____ said he has to have at least three _____.

4. Mercury was the _____ of the gods.

5. Everyone in the class saw several _____ at the zoo.

6. Blood _____ throughout the body delivering oxygen to all body parts.

7. Josh started the note to his teacher, Mr. Davis, saying, "Dear _____, Do you think we can have a _____ next week with lots of good food for our end of year party?"

8. Some people go to church on Sunday for weekly _____ services.

9. When the large silver candlestick _____, my mother has to polish it.

10. My younger brother plays with his colorful _____ and plastic toy _____.

*Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You can use the Challenge Words or the Content Word in your sentences.*

1. _____

_____

2. _____

_____

3. _____

_____

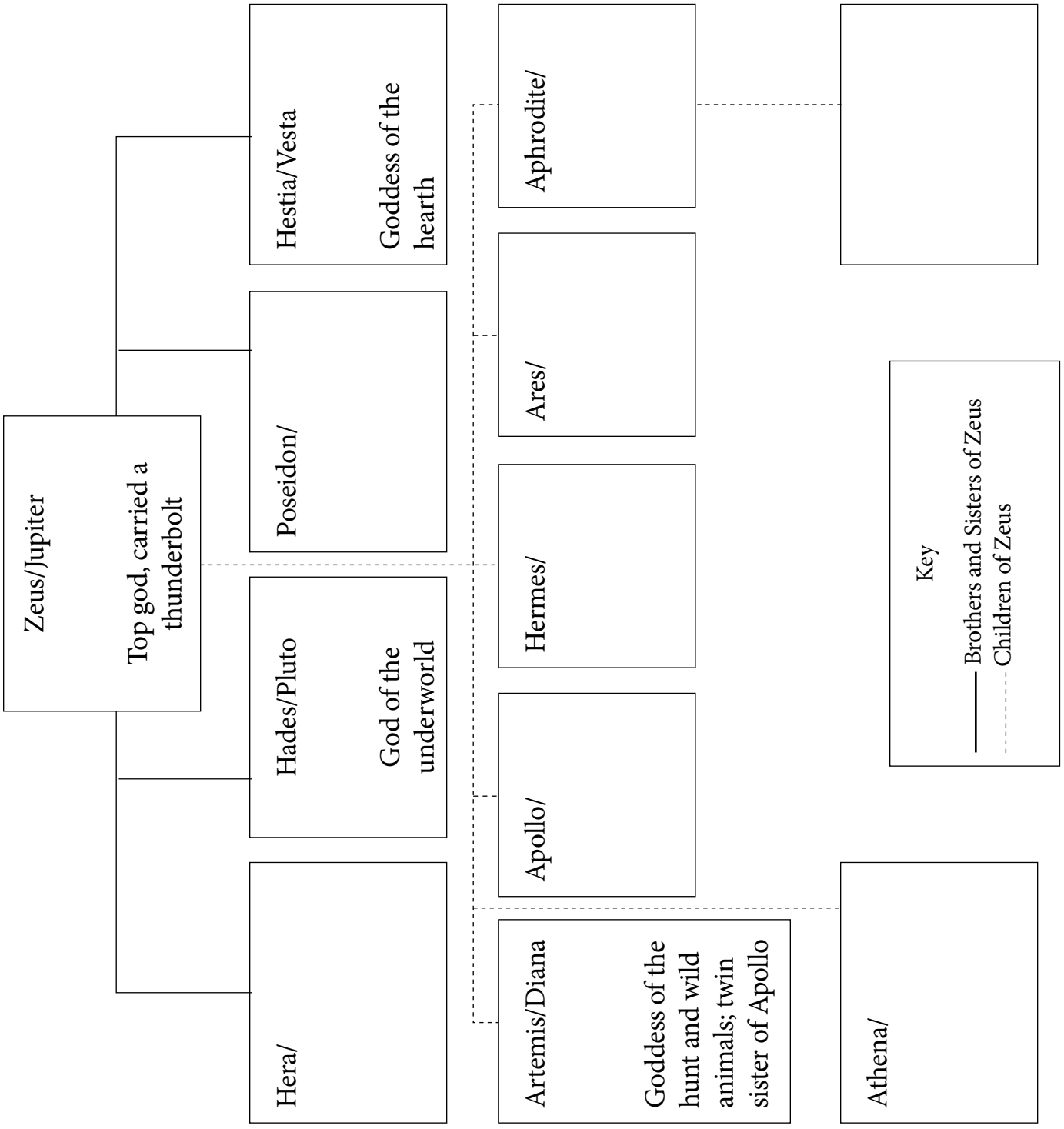
NAME: _____

DATE: _____



# Gods and Goddesses Family Tree

*Help finish the family tree of Greek and Roman gods and goddesses. What additional information can you add from your reading?*



NAME: _____

DATE: _____



# Image Box Recording Sheet

| | |
|---|---|
| Image 1: Write one word that summarizes the topic of the paragraph. | Image 2: Write down key words. |
| Image 3: Draw a picture to summarize the Roman government. | Image 4: Describe patricians. |
| Image 5: Describe plebeians. | Image 6: One fact I learned is _____. |

| Image 7: Explain the Roman forum. | Image 8: Describe enslaved Romans. |
| --- | --- |
| Image 9: What is the key idea of the Read-Aloud? | |

NAME: _____

DATE: _____



# Compare and Contrast Patricians, Plebeians, and Roman Enslaved People

| Patricians | Plebeians | Roman enslaved people |
|---|---|---|

## How are they alike?

## How are they different?

NAME: _____

DATE: _____



# Roman Empire Extended Response

*The Roman government changed over time from one person holding all the power to a republic. Which type of government do you think is the best? Why? Write your opinion and give a reason to support it.*

NAME: _____

DATE: _____



# The Verb *to be*

*Using the present tense forms of the verb* to be*, fill in the blanks in the following story. You may use the words more than once.*

| |
|---|
| am |
| is |
| are |

## Oh, To Be a Prince Again!

Once upon a time an ugly, green creature named Fred the Frog sat hopeful that his princess would come along and give him a magic kiss, so he could once again be a handsome prince. He sat all day looking up and down the road awaiting his princess! "I _____ SO ugly!" he moaned. "Why won't my princess come to give me a kiss?" Fred the Frowning Frog looked at the other frogs in the pond and said, pitifully, "All of you _____ hideous!" He then turned his back on the other frogs and fretted.

Fred the Fretting, Frowning Frog shouted to the trees, the flowers, and anything else that would listen, "A prince should not have to wait so long! You trees and flowers _____ not helpful at all! Can't you send for my princess? This _____ taking too long!"

Just then, along came a grand carriage carrying his princess. Fred the Faithful, Forward-Looking Frog hopped to the middle of the road and stood up tall and important (and hopefully regal) as he said, "Oh my princess, you _____ just in time! The other frogs in this pond _____ driving me crazy! Come give me a kiss so I can change back into your handsome prince."

Paula the Pretty Princess kissed Fred the Festive Frog and he magically transformed into Peter the Proud Prince. They lived happily ever after.

**The End**

*Write a short story using your imagination and the forms of the verb* to be (am, is, are). *Add a title to your story.*

NAME: _____

DATE: _____



# Word Clues for Suffixes *–er* and *–or*

*Choose a word from the box to answer each question and write the word on the blank.*

| | | | | | |
|---|---|---|---|---|---|
| inspector | hunter | counselor | governor | player | teacher |

1. I am a member of the basketball team and I participate in games for the team, working with my teammates to help the team do its best.
   Who am I? _____

2. I chase and kill wild animals for food and sport during the season when this is permitted.
   Who am I? _____

3. I look at things very closely to examine them, making sure there are no errors or problems.
   Who am I? _____

4. I give advice to people about their problems to try and help them work things out.
   Who am I? _____

5. I show students how to do something, like add large numbers, read difficult books, or conduct science experiments.
   Who am I? _____

6. I officially control and lead the state government and help lawmakers and others who work to make the state run smoothly.
   Who am I? _____

*Create your own word clue for the words below.*

1. Word: *sailor*
   Clue: _____
   _____
   _____ Who am I?

2. Word: *farmer*
   Clue: _____
   _____
   _____ Who am I?

NAME: _____

DATE: _____



# Word Sort

*First, read each word in the line beside the number. Then, circle the letters that have the same sound as the header. Finally, write only the words that follow the r-controlled spelling pattern on the lines immediately below the header. You may not need to use every line.*

1. dollar remarks beware pear apart teacher

**'ar' > /ar/**

_____

_____

_____

_____

2. scorch board forget store borrowed correct

**'or' > /or/**

_____

_____

_____

_____

3. worm gourd horror bore professor sorrow

**'or' > /er/**

_____

_____

_____

_____

4. merit certify farmer sneer berry nervous

**‘er’ > /er/**

_____
_____
_____
_____

5. purify turf concur eureka turnip Taurus

**‘ur’ > /er/**

_____
_____
_____
_____

6. squirt inspire iron birch flair circus

**‘ir’ > /er/**

_____
_____
_____
_____

# Rubric

*Determine the key ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*

**Read-Aloud: The Roman Republic**

**Key Idea and Supporting Details Rubric**

| Points given | Determine the key idea | Identify supporting details |
|---|---|---|
| **3 points** | Clearly and accurately identifies the key idea(s) of the Read-Aloud | Includes relevant supporting details from the Read-Aloud in all image boxes |
| **2 points** | Loosely identifies the key idea(s) from the Read-Aloud | Includes few/no supporting details from the Read-Aloud or uses irrelevant details; Contains incomplete image boxes |
| **1 point** | Attempts to identify the key idea(s); however, the key idea might be stated incorrectly or missing information | Might include few, incorrect, or irrelevant supporting details from the Read-Aloud; Contains many incomplete image boxes |

NAME: _____

DATE: _____



# Key Ideas Chart

| Rome, Then and Now (Lesson 1) | The Legend of Romulus and Remus (Lesson 2) |
|---|---|
| **The Roman Gods and Goddesses (Lesson 3)** | **The Roman Republic (Lesson 4)** |

## The Punic Wars (today's lesson)

NAME: _____

DATE: _____



# The Punic Wars

| The Punic Wars (Read-Aloud) | Hannibal Crosses the Alps |
| --- | --- |
| | |

1. The Punic Wars were fought between _____ and _____.

   page _____

2. How did the Romans win the Second Punic War?

   _____

   page _____

3. Who won the Third Punic War? How do you know?

   _____

   page _____

4. What happened to Carthage as a result of the Punic Wars?

   _____

5. What happened to Rome as a result of the Punic Wars?

   _____

*Student Self-Reflection*

6. Did your notes during the Read-Aloud (front side) help you complete questions 1–5? Yes or No.

7. Next time you take notes during a Read-Aloud, what will you do the **same** way?

   _____

8. What will you do **differently**?

   _____

NAME: _____

DATE: _____



# Dictionary Skills

*Read the guide words in the box. Circle the words from the list below the box that would go on the same page as the guide words.*

| 1. | servant | surgery |
|---|---|---|

savor shortcut

silver slurp

tarnish sir

reserve swimmer

| 2. | servant | sword |
|---|---|---|

sturdy scarf

sarcastic snarl

suffer stammer

squirm symbol

| 3. | tarnish | turkey |
|---|---|---|

Thor tumbler

torch thorax

tailor twirl

temper typewriter

NAME: _____

DATE: _____



# Spelling Assessment

*As your teacher calls out the words, write them under the correct header.*

| **'or'> /or/** | **'ir' > /er/** | **'ar' > /ar/** |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

| **'ur' > /er/** | **'or' > /er/** | **'er' > /er/** |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

**Challenge Word:** _____

**Challenge Word:** _____

**Challenge Word:** _____

## Dictated Sentences

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

NAME: _____

DATE: _____



# Punic Wars in Pictures

*Directions: These four pictures show events from the Punic Wars. Think about what is happening in each one. Put a number by each picture to show the sequence of events in the Punic Wars (1–4). Write a sentence about each image.*

| Sequence number | Events | One sentence to explain the event |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

NAME: _____

DATE: _____



# Picture Pause: Daily Roman Life, Part 1

1. What would it have been like to be born and raised in a plebeian family?

2. What did Roman children learn? How were Roman girls and boys taught differently?

3. Describe what you would see if you were walking around ancient Rome.

4. Big Picture: Summarize the key ideas of today's Read-Aloud in one or two sentences.

# Futbol for All

Did you know the game of futbol is very old? Different forms of it have been played in ancient China, Japan, Greece, and Rome. Today, it is played in many countries and is the most popular sport in the world. Futbol is the best sport because it is fun, anyone can play it, and it is played all year long.

People have enjoyed kicking balls around with their feet for thousands of years because it is fun! In futbol, the idea is to get the ball into a net mainly by kicking it without using your hands. This is not always easy to do, but players have fun trying. When they score, they feel happy, and so do the fans. Everyone has a good time!

Anyone—rich kids or poor, city kids or country, big kids or little—can play futbol. All they need is a ball and something to mark the goals. The game can be played anywhere as long as the ground is flat and the weather is good.

Futbol is played somewhere in the world all year long. Futbol leagues everywhere have their own seasons and championships. The most important championship in the world is the World Cup. It is played every four years. The winner of the World Cup is considered the best team in the whole world, which is quite an honor, wouldn't you say?

Futbol is the favorite sport of millions of children and adults around the world. Fans and players like the game because it is fun. Anyone can play it. Futbol is played all year long. No wonder futbol is the best sport!

NAME: _____

DATE: _____

WRITING PORTFOLIO

6.4 ACTIVITY PAGE

# Futbol for All: Opinion Map

| |
|---|
| Introduction:<br>(Position) |
| 1. Evidence: |
| 2. Evidence: |
| 3. Evidence: |
| 4. Conclusion:<br>(Restate your position.) |

# Roman Gods or Goddesses Statue: Opinion Map

*Which Gods or Goddesses should have a statue built in modern Rome?*

| |
|---|
| Introduction:<br>(Position) |
| 1. Evidence: |
| 2. Evidence: |
| 3. Evidence: |
| 4. Conclusion:<br>(Restate your position.) |

NAME: _____

DATE: _____



# Spelling Sound /ee/

| 'e' > /ee/ | 'ee' > /ee/ |
| --- | --- |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

*Words that do not follow the pattern:*

_____

_____

_____

NAME: _____

DATE: _____



# Family Letter

**Dear Family Members,**

Please help your student succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your student to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

**Spelling Words**

This week, we will be reviewing two spellings for the sound of /ee/. Your student learned how to read and spell words with these patterns in Grades 1 and 2, so this should be a review. Your student will be assessed on these words.

Students have been assigned two Challenge Words, *except* and *follow*. Challenge Words are words used very often. These Challenge Words do not following spelling patterns and need to be memorized. These two words will be on the assessment.

The Content Word for this week is *Psyche*. This word is directly related to the material that we are reading and also follows the vowel patterns your student is reviewing. The Content Word is an optional spelling word for your student. If your student would like to try it but gets it incorrect, it will not count against them on the test. We encourage everyone to stretch themselves a bit and try to spell this word.

The spelling words, including the Challenge Words and the Content Word, are listed below:

| | |
|---|---|
| 1. Greeks | 12. jamboree |
| 2. meter | 13. speech |
| 3. Venus | 14. degree |
| 4. asleep | 15. retail |
| 5. secret | 16. screech |
| 6. agreed | 17. scenic |
| 7. seed | 18. tedious |
| 8. succeeded | **Challenge Word**: *except* |
| 9. cedar | **Challenge Word**: *follow* |
| 10. breed | **Content Word**: *Psyche* |
| 11. create | |

**Student Reader**

The chapters your student will read include the myth about Cupid and Psyche and the legend of Damocles. Then, they will learn about the early history and government of Rome and historical figures.

# Write a Response to "Cupid and Psyche, Part 1"

## Reading Excerpt from "Cupid and Psyche, Part 1"

Venus went to her son, Cupid.

"My son," she said, "punish that girl! Shoot her with one of your arrows. Make her fall in love with the ugliest man on Earth."

Cupid set off to do his mother's bidding. He took his bow and arrow and flew down to Earth. He took aim at Psyche. At the last minute, though, his finger slipped. Instead of shooting Psyche, he pricked himself. So Cupid fell in love with Psyche.

Cupid came up with a plan that would let him visit Psyche in secret. He sent a message to Psyche's family. It said that the gods had chosen a husband for Psyche. Psyche was ordered to climb to the top of the mountain, where she would meet her husband. She was also told that her husband was not a man but a terrible monster.

**Writing Prompt:**

Explain why Cupid had to visit Psyche in secret. Include exact details to show why you think he had to visit Psyche in secret or why he didn't need to visit her in secret but did so anyway.

NAME: _____

DATE: _____



# Picture Pause: Daily Roman Life, Part 2

1. What would it have been like to be born and raised in a patrician family?

2. List rights that women **did not have** in ancient Roman society. List rights that ancient Roman women **did have** in society.

3. How did the Roman government try to solve some of the problems of city life?

4. Big Picture: If you were to summarize the key ideas of today's Read-Aloud about Roman life in one to two sentences, what would you write?

NAME: _____

DATE: _____



# Damocles: Character Analysis

**Key details about Damocles (physical and emotional):**

**How did Damocles react to seeing the sword above his head?**

**What were the major events in the story?**

NAME: _____

DATE: _____



# Practicing the Verb *to have*

*Write the correct word on the blank in each sentence.*

1. Carl and Dan _____ (have, has) a woodworking shop together.

2. Carl _____ (have, has) the ability to build beautiful furniture.

3. Their shop _____ (have, has) many rooms and showcases of wooden tables, chairs, and shelves.

4. My family and I _____ (have, has) taken many trips to see their shop.

5. _____ (Have, Has) you ever seen Carl and Dan's shop before?

*Rewrite the five sentences above in past tense.*

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

NAME: _____

DATE: _____



*Using your Opinion Map from the back of Activity Page 6.4, write a rough draft below. When you are finished, read your rough draft to an adult.*

NAME: _____

DATE: _____



# Julius Caesar—Comparing Two Texts

*Write down the key ideas from each text. Draw lines to show points that are related.*

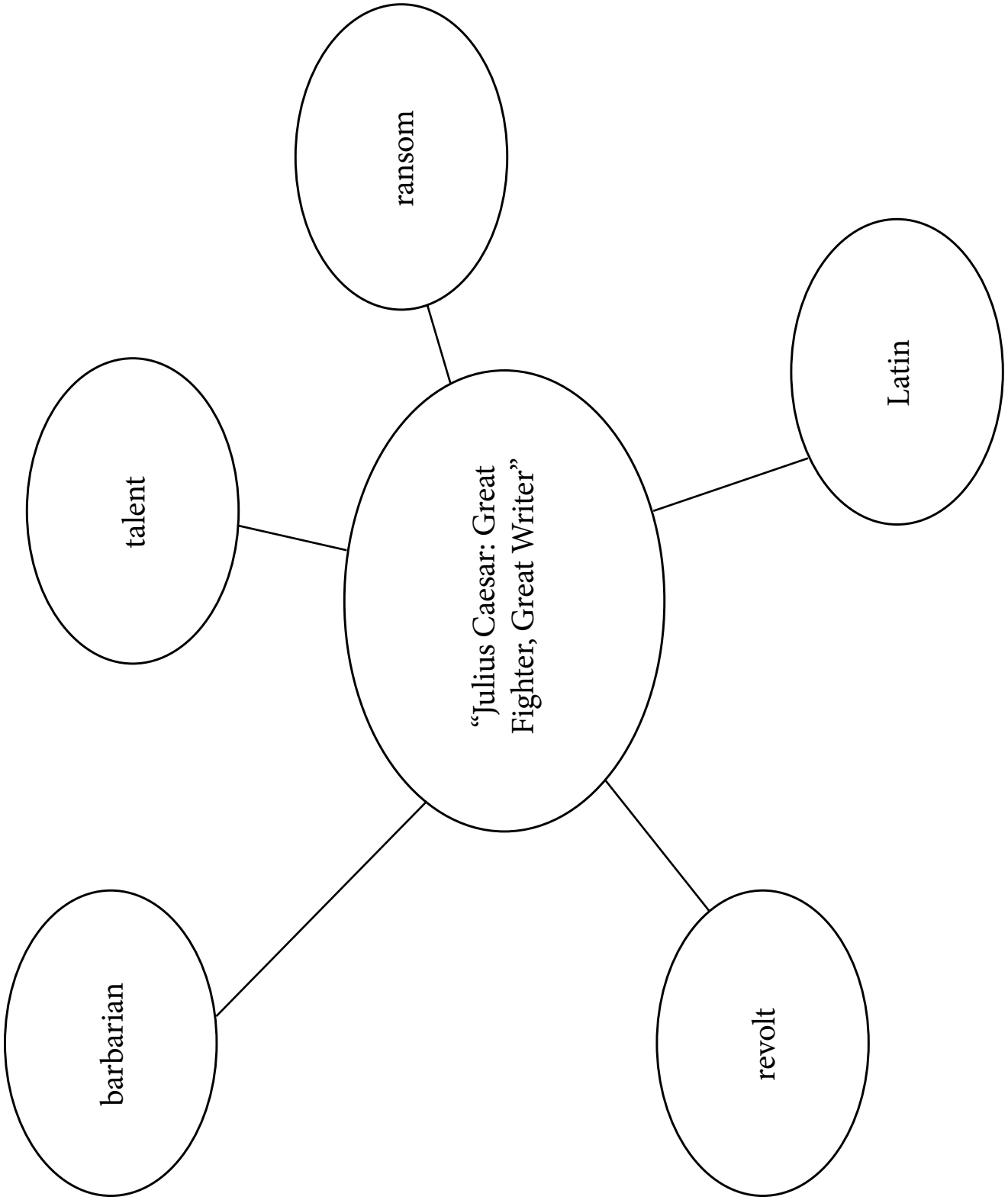
| "Julius Caesar: Great Fighter, Great Writer" Part 1 | Read-Aloud: Julius Caesar Part 2 |
|---|---|
| | |

NAME: _____

DATE: _____



# Julius Caesar: Great Fighter, Great Writer Vocabulary Web



WRITING PORTFOLIO

NAME: _____

DATE: _____



# Self-Reflection

## Assignment: Opinion Essay

*Use the chart to reflect on the strengths and weaknesses of your rough draft.*

| Rough draft | Self-reflection: strengths | Self-reflection: weaknesses |
|---|---|---|
| I introduced my topic. | | |
| I stated my opinion. | | |
| I used strong reasons and clear details to support my opinion. | | |
| I wrote a conclusion. | | |

Make a list of things you want to ask your teacher or another adult to help you with before you revise your paper:

# Opinion Essay: Peer Feedback

Author: _____

Partner: _____

| What is the purpose of the essay? |
| --- |
| 1. Evidence: |
| 2. Evidence: |
| 3. Evidence: |

List one thing the author did well.

List one thing the author can improve on in his or her writing.

NAME: _____

DATE: _____



# The suffix *–ist* means *a person who plays or makes.*

*The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Make sure to include the definition for the new words you brainstorm.*

| | |
|---|---|
| **organist**—(noun) a person who plays a musical instrument similar to a piano but larger and with more keyboards | |
| **novelist**—(noun) a person who makes or writes fictional books | |
| **cartoonist**—(noun) a person who makes drawings that are intended to be funny | |
| **violinist**—(noun) a person who plays a musical instrument with four strings that is held under the chin and played with a bow | |

*Write the correct word to complete each sentence.*

| | | | | | |
|---|---|---|---|---|---|
| violinist | guitarist | artist | novelist | organist | cartoonist |

1. The _____ who drew Snoopy and Charlie Brown was named Charles Schulz.

2. My cousin's band has a lead singer, a drummer, a bassist, and a _____.

3. Carla's favorite _____ is working on a new book with characters she has written about before.

4. The music department at the small college in my town offers music lessons given by a _____ who likes teaching children how to use the bow to make music.

5. The _____ at the theater played songs using both keyboards before the show started.

*Write your own sentence using the one word left in the box.*

6. _____

_____

_____

_____

_____

_____

# The suffix *–ian* means *a person who is skilled in.*

*The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Make sure to include the definition for the new words you brainstorm.*

| | |
|---|---|
| **pediatrician**—(noun) a person who is skilled in the branch of medicine dealing with babies and children | |
| **magician**—(noun) a person who is skilled in doing impossible things by saying special words or performing special actions | |
| **comedian**—(noun) a person who is skilled in doing things that make people laugh | |
| **politician**—(noun) a person skilled in activity involved with government | |

*Write the correct word to complete each sentence.*

| magician | musician | pediatrician | politician | comedian | mathematician |
|---|---|---|---|---|---|

1. The _____ won a prize for his solution to the math problem that others had struggled with for a long time.

2. During the party, a _____ did magic tricks in the backyard to the amazement of all the children there.

3. One famous _____ did a few shows for people who had lost their homes to floods to give them something funny to think about for a little while.

4. One _____ accused another of lying about his fund-raising record while he served in office.

5. The _____ said my brother has strep throat and has to stay home from school.

*Write your own sentence using the one word left in the box.*

6. _____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____



# Blank Busters

| | | | |
|---|---|---|---|
| Greeks | asleep | breed | screech |
| Venus | agreed | jamboree | scenic |
| secret | succeeded | speech | tedious |
| seed | cedar | degree | |
| meter | create | retail | |
| **Challenge Word**: *except* | | | |
| **Challenge Word**: *follow* | | | |
| **Content Word**: *Psyche* | | | |

*Fill in the blanks in the sentences below with one of the spelling words from the chart. If needed, add a suffix to the end of a word in order for the sentence to make sense:* –s, –es, –ies, –ed, *or* –ing.

1. The _____, like the Romans, had many myths they liked to tell.
2. Venus was jealous of _____ and her beauty.
3. Michael and Joe _____ a lot of noise last night during the yearly _____.
4. Did you hear the owl _____ last night in the _____ trees?
5. A long time ago, many Romans _____ that a republic was the best kind of government their country could have.
6. Many politicians are giving _____ for their favorite candidates.

7. Jenna was almost _____ when her sister whispered in her ear to tell her two _____. Jenna asked, "I can't tell anyone?"

8. My uncle often takes the _____ routes so he can stop to enjoy the breath-taking views.

9. Writing our spelling words 50 times would be a _____ job.

10. Several _____ were scattered by the wind yesterday.

*Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You can use the Challenge Words or the Content Word in your sentences.*

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

NAME: _____

DATE: _____



# Julius Caesar—Comparing Two Texts

*Write down the key ideas from each text. Draw lines to show points that are related.*

| "Julius Caesar: The Later Years" Part 1 | "Julius Caesar: Crossing the Rubicon" Part 2 |
|---|---|
| | |

NAME: _____

DATE: _____



# Julius Caesar Debate Web

**Julius Caesar is a hero.**

**Julius Caesar is a traitor.**

**Is Julius Caesar a traitor or a hero?**

WRITING PORTFOLIO

NAME: _____

DATE: _____



# Organizing the Debate

*In complete sentences, complete the graphic organizer.*

| **In one sentence, what is your position on the issue? Do you think Julius Caesar is a traitor or a hero?** |
| --- |
| **Give three reasons that support your position.**<br><br>1.<br><br>2.<br><br>3. |

*List all the topics that someone on the other side of the argument might say and your responses.*

| **Opposite side's argument:** | **Your response:** |
|---|---|
| | |
| **In one sentence, sum up all the reasons that support your position.** | |

NAME: _____

DATE: _____



# Grammar Review

*Complete each sentence with the correct present tense form of the verb in parentheses.*

1. The fish _____ in the lake swimming around. (be)
2. The morning _____ finally begun. (have)
3. The sun _____ up over the treetops. (be)
4. Canoes and rafts _____ on the water already. (be)
5. The children _____ their friends with them. (have)
6. Today _____ a great day at Smith Pond! (be)

*Write sentences using the following verbs:*

1. *fixed* _____

_____

_____

2. *teaches* _____

_____

_____

NAME: _____

DATE: _____



# Practice Using Suffixes *–ist* and *–ian*

*Read each sentence. Decide which word from the box replaces the underlined meaning and write it on the line. Write the part of speech for the word as well.*

| | | | | | |
|---|---|---|---|---|---|
| mathematician | magician | violinists | artist | musician | cartoonist |

1. My cousin is a person who makes drawings that are intended to be funny for his college newspaper and he makes really funny images!

   Word: _____ Part of Speech:_____

2. There was a person who is skilled in doing impossible things by saying special words or performing special actions at the neighborhood carnival who did tricks with cards, scarves, and even a bird.

   Word: _____ Part of Speech:_____

3. A person who is skilled in the study of numbers, amounts, shapes, and measurements and their relation to each other from the local college came to camp last summer to work with students on hard problems.

   Word: _____ Part of Speech:_____

4. During two of the songs at the orchestra concert, the people who play a musical instrument with four strings that is held under the chin and played with a bow sat still and did not play while the rest of the orchestra kept going.

   Word: _____ Part of Speech:_____

5. The person who makes something that is skillfully created for others to enjoy or to express ideas who lives next door sometimes works outside on her patio, creating pieces to display in galleries or at festivals.

   Word: _____ Part of Speech:_____

6. Aiden is a very talented person who makes sounds by voice or instruments and arranges them in a way that is pleasing to hear who can play many different instruments.

   Word: _____ Part of Speech:_____

*Write your own sentence for each word provided using the definition. Underline the definition.*

1. Word: *comedian* Part of Speech: noun

   _____

   _____

   _____

2. Word: *guitarist* Part of Speech: noun

   _____

   _____

   _____

NAME: _____

DATE: _____



# Word Sort

*Read the words in the box and circle the vowels that have the /ee/ sound. Write the words under each header that match the header's spelling pattern.*

| **'e' > /ee/** | **'ee' > /ee/** |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| | |
|---|---|
| decal | meager |
| metal | been |
| leotard | weekend |
| steel | egret |
| penalize | meter |
| reeling | meeting |
| scent | knock |
| fringe | below |
| scene | |

NAME: _____

DATE: _____



# Leader: Julius Caesar

Would you want Julius Caesar to be the leader of our country? Explain why or why not.

How are today's battles different from battles in the time of the Roman empire? (Stretch Question)

NAME: _____

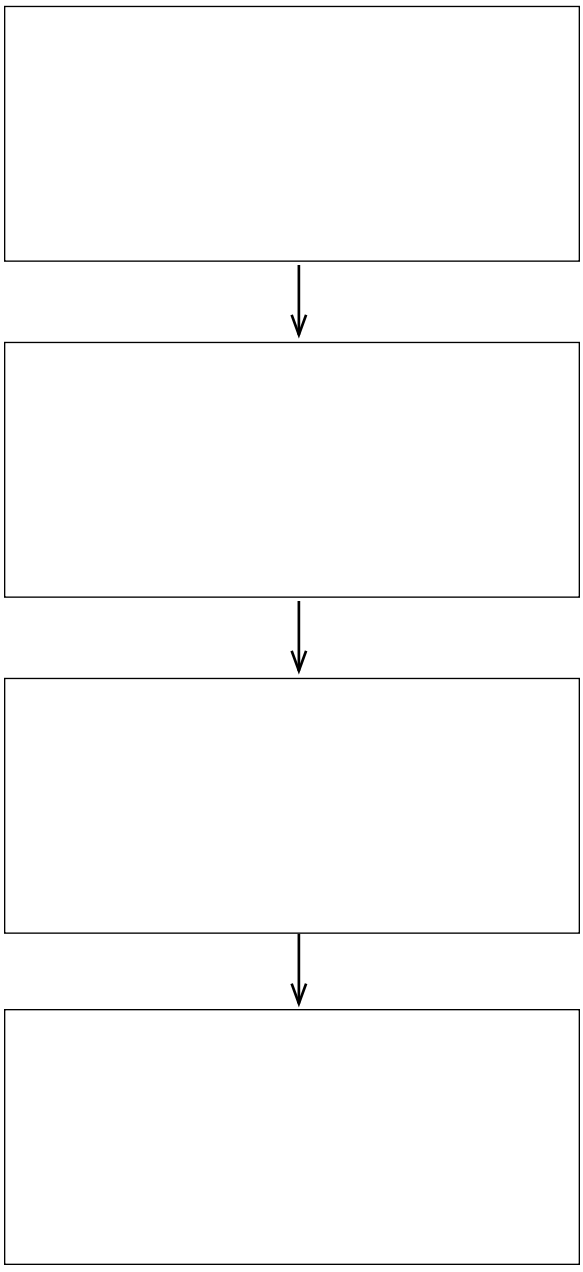
DATE: _____



# Rome's Rulers

*Use the words in the box below to show the sequence of Rome's rulers.*

| | | | |
|---|---|---|---|
| dictator | king | republic of senators and consuls | empire |



NAME: _____

DATE: _____

**10.3** ACTIVITY PAGE

*Bingo with a Twist: Find a classmate who can explain what's asked for in the box. Ask the classmate to initial your box and tell you the answer. Summarize what your peer said in your box.*

| | | |
|---|---|---|
| Who was Octavian's ally but later became his enemy?<br><br>Initials _____ | Under Augustus Caesar, what was the new form of government?<br><br>Initials _____ | Against whom did Octavian win a war?<br><br>Initials _____ |
| What award did Augustus Caesar receive for his bravery?<br><br>Initials _____ | How did Pax Romana change the Roman way of life?<br><br>Initials _____ | How did Augustus Caesar receive part of the same name as Julius Caesar?<br><br>Initials _____ |
| Why was Augustus Caesar the most powerful man in Rome?<br><br>Initials _____ | What does the Latin term Pax Romana mean?<br><br>Initials _____ | What did Augustus Caesar believe he had to accomplish to create the Pax Romana?<br><br>Initials _____ |

Using the information from the previous page, summarize Augustus Caesar's life.

NAME: _____

DATE: _____



# Sequence the Lives of Julius and Augustus Caesar

| Date | Event |
|---|---|
| 100 BCE | Julius Caesar is born. |
| 76 BCE | |
| 74 BCE | Julius Caesar assembled a private army to attack the Roman Empire. |
| 59 BCE | Julius Caesar was elected to the consul. |
| 55 BCE | |
| 49 BCE | |
| 48 BCE | |
| 44 BCE | Julius Caesar is killed. Octavius is adopted in Caesar's will. |
| 42 BCE | |
| 32 BCE | Rome declares war on Egypt and puts Octavian in charge of the military. |
| 31 BCE | |
| 29 BCE | Octavian celebrates a triumph in Rome and receives the title Augustus. |
| 2 BCE | |
| 14 CE | Augustus dies. |

*Add these events to the timeline:*

1. Caesar's forces invade Gaul.

2. Marc Antony and Octavian join forces.

3. Julius Caesar is captured by pirates and held for ransom.

4. Octavian defeats Marc Antony.

5. Augustus becomes father of his country.

6. Caesar crosses the Rubicon River with his army.

7. Caesar defeats Pompey, follows him to Egypt, and meets Cleopatra.

NAME: _____

DATE: _____



# Spelling Assessment

*As your teacher calls out the words, write them under the correct header.*

| **'ee' > /ee/** | **'e' > /ee/** |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

**Challenge Word**: _____

**Challenge Word**: _____

**Content Word**: _____

Dictated Sentences:

1. _____

_____

_____

_____

2. _____

_____

_____

_____

NAME: _____

DATE: _____



# Take-Home: Augustus Caesar's diary

*Pretend you are Augustus Caesar. Write two diary entries that include real events from his life as well as his thoughts, ideas, feelings, and/or secrets.*

Dear Diary, Date:

_____

_____

_____

_____

Sincerely,

Augustus Caesar

Dear Diary, Date:

_____

_____

_____

_____

Sincerely,

Augustus Caesar

NAME: _____

DATE: _____



# After Caesar: Augustus and the Roman Empire

*True or False: Circle the best answer and include the page number where you found your answer.*

1. After Julius Caesar was killed, a civil war broke out. (True/False)

   page _____

2. Augustus was Julius Caesar's brother and the new emperor after Caesar. (True/False)

   page _____

3. Augustus made himself emperor and got rid of the Senate and consuls. (True/False)

   page _____

4. Romans went to the Colosseum to see people and animals battle one another. (True/False)

   page _____

5. Augustus said that he "found Rome in marble and left it in brick." (True/False)

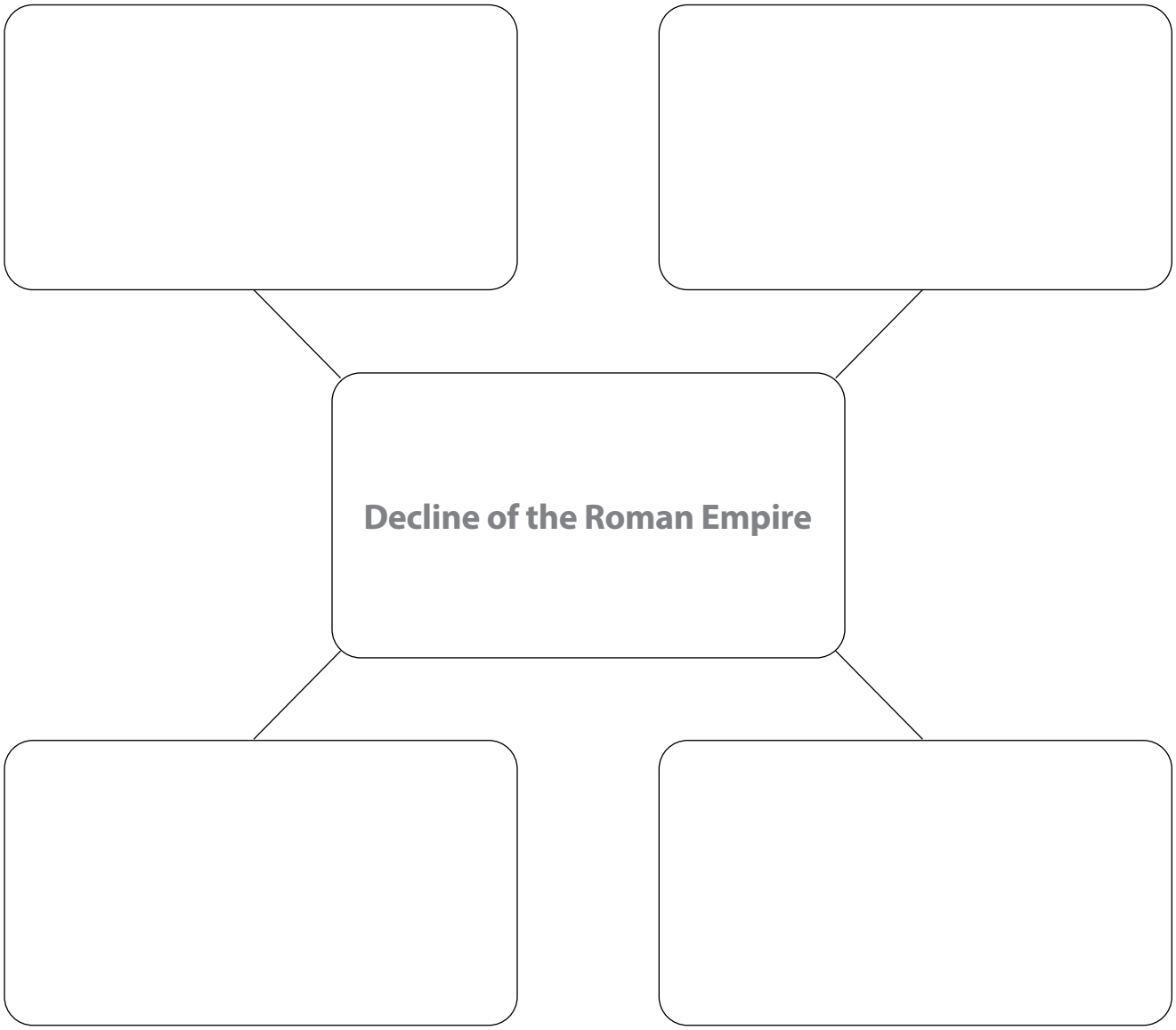
   page _____

NAME: _____

DATE: _____



# Decline of the Roman Empire



# Pompeii

Pompeii is the worst natural disaster in the history of the world. On August 24th in the year 79 CE, the people of Pompeii woke up and went to work. In the distance, the people of Pompeii could see the top of Mount Vesuvius. The mountain was like an old friend. But this friend had a terrible secret. The people of Pompeii did not know that Mount Vesuvius was actually a volcano. Around midday, the ground began to tremble and shake. Boom! Flames and smoke burst from the top of Mount Vesuvius. Flakes of ash and bits of rock called *pumice* showered down. Many people tried to run away. The people of Pompeii could not outrun it. It swept over them and wiped out the city. The volcano erupted for 19 hours. The city of Pompeii was buried. For more than 1,500 years, the city lay beneath the ash. Today, much of Pompeii has been excavated, or dug up. The eruption of Mount Vesuvius was a disaster for the people who lived in Pompeii. But it was a marvelous thing for historians who study the past. By visiting Pompeii and studying the city, historians have learned a great deal about life in ancient Rome.

1. What is the author's point of view about Pompeii? How can you tell?

2. Do you agree with the author? Why or why not?

3. What are two facts in the article?

4. What is one opinion in the article?

NAME: _____

DATE: _____



# Spelling Sound /ee/

| 'ea' > /ee/ | 'ie' > /ee/ | 'i' > /ee/ |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

# Family Letter

**Dear Family Members,**

Please help your student succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your student to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

**Spelling Words**

This week, we will be reviewing four spellings for the sound of /ee/. Your student learned how to read and spell words with these patterns in second grade, so this should be a review. Your student will be assessed on these words.

Students have been assigned two Challenge Words, *again* and *often*. Challenge Words are words used very often. These Challenge Words do not following spelling patterns and need to be memorized.

The Content Word for this week is *Caesar*. This word is directly related to the material that we are reading and is a rare spelling that your student is reviewing. The Content Word is an optional spelling word for your student. If your student would like to try it but gets it incorrect, it will not count against them on the test. We encourage all students to stretch themselves a bit and try to spell this word.

The spelling words, including the Challenge Words and the Content Word, are listed below:

| | |
|---|---|
| 1. gladiator | 12. zombie |
| 2. grease | 13. leader |
| 3. grief | 14. chief |
| 4. Julius | 15. each |
| 5. chariot | 16. increase |
| 6. barbarian | 17. rookie |
| 7. stadium | 18. experience |
| 8. atrium | **Challenge Word**: *again* |
| 9. eager | **Challenge Word**: *often* |
| 10. teacher | **Content Word**: *Caesar* |
| 11. shriek | |

**Student Reader**

This week, students will be reading about the Second Rome and the story of Androcles and the lion.

NAME: _____

DATE: _____



# Picture Review

*Explain the picture above by answering the questions below. Write one sentence explaining why the Roman Empire split into two parts.*

| |
|---|
| 1. What does the image show? |
| 2. Why do you think the image was included? |

3. Do you think this image is important in the text?

4. Write one sentence explaining why the Roman Empire split into two parts.

NAME: _____

DATE: _____



# Justinian Image Comparison

*Look at the two images of the emperor Justinian from our listening and reading today. Compare the different images used to support the text.*

| "The Western and Eastern Empires" | "The Second Rome: From Constantine to Justinian" |
|---|---|
| | |
| The Byzantine emperor of the Eastern Roman Empire, Justinian, raised a mighty army and marched west to reconquer the western province. As emperor, he developed Roman laws called the Justinian Code. The Justinian Code was a collection of past laws from previous emperors, in addition to laws he developed himself. The Justinian Code is one of Justinian's major accomplishments as emperor. The Byzantine Empire continued for almost 1,000 years in the east.<br><br>Justinian appears second from the left in this mosaic, which you can see today in an Italian church. | **Justinian** also completed an important book project. He had **scholars** gather up all the laws that had been passed in the Roman Empire over the years. What the **scholars** found was a big mess. There were so many laws, nobody could possibly keep track of them all. There were old laws that no longer made sense. There were even laws that seemed to be the opposite of one another. One law might say, "It is **illegal** to do X." Then, another law might say, "It's perfectly fine to do X." **Justinian** had his **scholars** gather up all the laws, sort them out, and organize them. When they were done, they published the laws. The new, organized laws filled several books. The new organized laws were known as the **Justinian Code.** |

1. Reread the paragraph from "The Western and Eastern Empires." How does the image help support your understanding?

2. What other image(s) could the author use to support the text?

3. Reread the paragraph from "The Second Rome: From Constantine to Justinian." How does the image help support your understanding?

4. What other image(s) could the author use to support the text?

5. How are the two images alike? How are the two images different?

_____

_____

_____

6. If you were to draw a picture of Justinian, what else would you include in a picture? (Stretch Question)

_____

_____

_____

# How Horatius Held the Bridge

In the early days of the Roman Republic, Rome was in danger. King Tarquin's son, Sextus, went into an area north of Rome. He helped an Etruscan king raise a huge army. Then, the two of them set off to attack Rome. The men of Rome had a meeting. They decided there was only one way to save the city: tear down the bridge over the Tiber River. If the Romans could tear the bridge down, the Etruscans would not be able to cross the river and enter the city. The consul spoke to the people. "Which of you," he asked, "will stand forth against the Etruscans while we tear down the bridge?" The bravest man in the history of the Roman Empire stepped forward, Horatius. Two more men came forward to join Horatius. The Etruscans laughed when they saw the three Romans blocking their way on the bridge. They sent their best warriors into battle. The Romans tossed the Etruscans off the bridge. The bridge began to totter. Horatius tried to cross, but the bridge fell before he could get across. Then, he jumped into the river. He nearly drowned. But, in the end, he made it across the river, back to Rome, where he was welcomed as a hero. The people of Rome made a statue of Horatius to honor him. His statue is probably the most famous statue in all of Rome.

1. What is the author's opinion about Horatius? How can you tell?

2. Do you agree with the author? Why or why not?

3. What are two facts in the article?

4. What are two opinions in the article?

NAME: _____

DATE: _____



# Irregular Verbs (*say*, *make*, *go*, *take*, and *come*)

*Fill in the correct forms of the verbs in the blanks in the following story.*

## Haste Makes Waste

It does a person good to learn from past mistakes. Yesterday, as I was getting ready for school, Mother _____ (say) to me, "Remember to get your homework from the kitchen table and put it in your backpack." I always try to _____ (say), "Yes, Mother," when she speaks to me but I forgot. So, after I _____ (make) my peanut butter and jelly sandwich to _____ (take) to school, I got ready to _____ (go) wait for the bus. My friend, Pat, _____ (come) by to pick me up so we could walk together to the bus. In my haste, guess what? I forgot to _____ (take) my homework to school!

Today is a new day! My homework is, once again, on the kitchen table. Mother calls out my name and _____ (say) to me, "Remember that homework today!" I answer her and immediately _____ (take) my homework sheet and put it in my backpack. While in the kitchen, I _____ (make) my lunch so I can _____ (take) it to school. I hear the doorbell and it is Pat. As always, she _____ (come) to pick me up so we can walk to the bus stop together. Off we _____ (go)! It's going to be a much better day!

*Create sentences.*

1. **subject:** Brian

   **verb:** *make*, present tense

2. **subject:** We

   **verb:** *say*, future tense

3. **subject:** The black and white skunk

   **verb:** *come*, past tense

# Take-Home Work

## The Second Rome: From Constantine to Justinian

Constantine was the first Roman emperor to support Christianity. He issued an order that made it **illegal** to put Christians to death, or even throw them in jail.

Constantine built churches all over the empire. He built one in Bethlehem, where Jesus was born. He built another in Jerusalem, where Jesus died. He built churches in Rome and in the ancient city of **Byzantium**, in present-day Turkey. **Byzantium** was Constantine's favorite city. He adopted it and renamed it **Constantinople**. His goal was to turn the city into a "new Rome," a sort of Rome away from Rome.

Constantine did not want **Constantinople** to replace Rome. He hoped that **Constantinople** would take its place beside Rome and that the two cities would survive, side by side, for many years. He wanted Rome and **Constantinople** to be like two mighty **pillars** supporting the Roman Empire. But, in the end, one of those **pillars collapsed**.

One of the emperors who came after Constantine decided his job was just too big. He felt that the Roman Empire was too large to be ruled by any one man. So, he split the empire into two parts. He declared that the western half of the Empire would be ruled by one emperor, based in Rome; the eastern half would be ruled by a second emperor, based in **Constantinople**.

Not long after the empire was divided, invaders from the North began attacking the **Western Empire**. Things got worse and worse. The invaders

even attacked Rome itself. Finally, the western part of the Roman Empire **collapsed**.

The **Eastern Empire**, based in **Constantinople**, had better luck. It lived on, and for a while, even got stronger.

Most historians agree that the **Eastern Empire** was at its best during the reign of **Justinian**. **Justinian** came into power in the year 527 CE. That is, he became emperor 527 years after the birth of Jesus and about 200 years after Constantine decided to support Christianity.

Like Constantine before him, **Justinian** was a Christian. He spent lots of money building churches. In **Constantinople**, he built the church of **Hagia Sophia** [ho-GEE-ə Soe-FEE-yə], with its magnificent, soaring dome.

**Justinian** also completed an important book project. He had **scholars** gather up all the laws that had been passed in the Roman Empire over the years. What the **scholars** found was a big mess. There were so many laws, nobody could possibly keep track of them all. There were old laws that no longer made sense. There were even laws that seemed to be the opposite of one another. One law might say, "It is **illegal** to do X." Then, another law might say, "It's perfectly fine to do X." **Justinian** had his **scholars** gather up all the laws, sort them out, and organize them. When they were done, they published the laws. The new, organized laws filled several books. The new organized laws were known as the **Justinian Code**.

NAME: _____

DATE: _____



*Create an image that goes with the text on the previous page.*

NAME: _____

DATE: _____



# Androcles and the Lion

| | Characters | Setting | Problem or goal |
|---|---|---|---|
| **Event 1** | | | |
| **Event 2** | | | |
| **Event 3** | | | |

**Stretch Questions:**

1. How does Androcles change throughout the fable?

2. How does the lion change throughout the fable?

3. What would happen if Event 1 was left out?

4. What would happen if the fable was in reverse order starting with Event 3-2-1?

# Androcles and the Lion

# Reader's Theater

**Cast**

Narrator 1

Narrator 2

Androcles

Lion

Crowd

Man (in the Crowd)

Woman (in the Crowd)

Emperor

## Scene 1—In a cave in the forest

**Narrator 1**

Thousands of years ago, there was an enslaved person named Androcles who lived in ancient Rome. Every day, Androcles was sent by his master out to the fields with the other enslaved people. There, they spent the entire day in the blistering hot sun, tending the master's crops. Only when dusk fell at the very end of the day did they return to the enslaved quarters where they lived. Each night, after a meal of stale bread and water, they fell exhausted on the hard floor and went to sleep.

**Narrator 2**

One day when it was time to return from the fields, Androcles did not follow the other enslaved people. As the others went back to their quarters, Androcles hid at the edge of the field. When it was dark, he ran as fast as he could, far into the forest. When he could run no more, he happened upon a small cave. He crept inside into the cool darkness and fell asleep.

**Lion** *(roaring several times, but then whimpering in pain)*

Rrrrrrroarrrr . . . Rrrrrrroarrrr . . . Rrrrrrroarrrr . . . owowowowow!

**Androcles** *(voice shaking)*

Who's there? Where are you?

**Lion** *(roars two more times in pain)*

Help me! Help me—here!

**Androcles** *(voice still shaking)*

Whoa! How can I help you?

**Lion** *(limps toward Androcles and lifts his front paw)*

Just help me. My paw, my paw—please help me.

**Androcles** *(crouches carefully next to the lion, lifting his paw)*

Well, let me take a look. Aha! I see what the problem is. There is a very large thorn stuck in your paw. Hold very still and I will pull it out.

(*Androcles gently pulls the thorn out of the lion's paw.*)

**Lion**

Oooooowww . . . ahhhhhhh—that's much better. Thank you.

*(Lion rubs up against Androcles and purrs.)*

**Narrator 1**

That was the beginning of a warm friendship between Androcles and the lion. They lived together in the cave. They slept side by side, keeping each other warm.

**Narrator 2**

Then one day, a group of Roman soldiers on patrol stumbled upon the cave where they discovered Androcles. Roman law said that runaway enslaved people must be punished. So, the soldiers dragged Androcles out of the cave and back to the city of Rome.

**Narrator 1**

Androcles was taken to jail. He was left alone in a cell for ten days with little to eat or drink. On the tenth day, the jailer came to tell him that he

would be taken to the Colosseum that afternoon. Androcles knew that could mean only one thing: he would be forced to fight to death against gladiators or vicious, wild animals.

## Scene 2—The Colosseum

*(The emperor and crowd stand in a circle as if seated at the Colosseum. Androcles enters the center of the circle from one side.)*

**Crowd** *(chanting Androcles' name as he enters the circle)*

Androcles! Androcles! Androcles!

**Lion** *(shakes mane and roars loudly as he enters the circle from the other side)*

Rrrrrrroarrrr . . . Rrrrrrroarrrr . . . Rrrrrrroarrrr!

**Crowd** *(turns and looks at the lion and cheers loudly)*

**Emperor**

Let the games begin!

(*Androcles and the lion approach each other with heads down, ready to fight. Then, both look up and stare into each other's eyes.*)

**Lion** *(purrs loudly and rubs up against Androcles' leg)*

Purrrrr . . . rrrrrr . . . rrrrr.

**Androcles** *(bends forward to hug the lion)*

My friend, my friend—it's you!

**Crowd** *(cheers loudly)*

**Man in the crowd**

Free Androcles! Free Androcles!

**Woman in the crowd**

Free the lion! Free the lion!

**Crowd** *(all chanting)*

Free Androcles! Free the lion! Free Androcles! Free the lion!

**Emperor** *(waves both arms to quiet the crowd; holds out his right hand with his thumb to the side and then tilts his thumb up)*

**Crowd** *(all chanting)*

They're saved! They're both saved! Hooray!

**Narrator 1**

So, Androcles and the lion were both set free. They lived a long life and their friendship never faltered.

NAME: _____

DATE: _____



# "Androcles and the Lion" T-Chart

**Everyone should read "Androcles and the Lion."**

| Logical appeals (Facts) | Emotional appeals (Opinions) |
| --- | --- |
| | |

# Case 1: Core Task

*Directions: Read the article "Roman Architecture Is All Around," then follow your teacher's directions.*

## Roman Architecture Is All Around

Architecture is the most important contribution of the Roman Empire to our world. Architecture is the design or style of a building. People go to Rome just to see its ancient buildings. Many of the old building elements are also seen in American buildings. The Colosseum, arches, and aqueducts of the ancient Romans remain today.

The Roman Colosseum was like a big sports stadium. Roman fans watched people fighting each other or animals. Sometimes, the fighters or animals died! Even so, modern football stadiums are built much like the Colosseum. They are round in shape and seat many fans.

The Romans were one of history's most creative people. They used arches in many of their buildings and bridges. The arch is a rounded shape at the top of windows or doorways that allows them to be very wide. The curved stone wedges in an arch offer strong support. Arches are seen today in churches, libraries, and government buildings.

The Romans invented the aqueduct. The aqueduct consists of a channel supported by arches. It uses gravity and pipes to move water from high in the mountains to the city that lies on lower ground. The United States has some of the world's largest aqueducts. They supply water to the country's biggest cities. The Colorado River Aqueduct provides the Los Angeles area with water carried from the Colorado River, more than 701.5 miles away!

Take a look around, and you might see the influence of the Roman Empire on the buildings in the place you live. Arches, aqueducts, and Colosseum-like stadiums may be present in your very own community!

# (Option A)

*Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.*

| |
|---|
| 1. What is the author's opinion about the greatest Roman contribution? How can you tell? |
| 2. Do you agree with the author? Why or why not? |
| 3. What are two facts in the article? |
| 4. What are two opinions in the article? |

# (Option B)

*Directions: Complete the chart below. Write your opinion about the Roman Empire's greatest contribution, the author's opinion about the Roman Empire's greatest contribution, and three facts about architecture from the passage.*

| My opinion about the Roman Empire's greatest contribution | The author's opinion about the Roman Empire's greatest contribution | Three facts about Roman architecture |
|---|---|---|
| | | 1.<br><br>2.<br><br>3. |

# Case 2: Core Task

*Directions: Read the article "Let's Learn Latin!" and then follow your teacher's directions.*

## Let's Learn Latin!

The greatest contribution of the Roman Empire is the Latin language. The ancient Romans conquered many new lands and people. As they did, the Latin language spread quickly. Defeated tribes in Italy took on Latin because it was the dominant language. Some features of the Latin language are still present today. Many countries in Europe speak a mixed version of Latin. The English language uses the Latin writing system.

As the Latin language spread, various forms were spoken around the western world. Latin mixed with other languages. It quickly became known as the language of the educated. Today, the people in Italy, Spain, France, Portugal, and Romania use languages that are tied directly to Latin.

The English language also has ties to Latin. Many English language root words, prefixes, and suffixes come from the language. Many medical words have Latin origins. Students can use their knowledge of root words to help decode new vocabulary words, such as medical terms and other unknown words.

The Roman Empire made many lasting contributions to the modern world. The Latin language is clearly the greatest contribution because it is still used today.

# (Option A)

*Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.*

| |
|---|
| 1. What is the author's opinion of Latin? How can you tell? |
| 2. Do you agree with the author? Why or why not? |
| 3. What are two facts in the article? How do you know these are facts? |
| 4. What are two opinions in the article? How do you know these are opinions? |

NAME: _____

DATE: _____



# (Option B)

*Directions: Complete the chart below. Write your opinion about the Roman Empire's greatest contribution, the author's opinion about the Roman Empire's greatest contribution, and three facts about Latin from the passage.*

| My opinion about the Roman Empire's greatest contribution | The author's opinion about the Roman Empire's greatest contribution | Three facts about Latin |
|---|---|---|
| | | 1.<br><br>2.<br><br>3. |

# Suffixes *–y* and *–al*

*The left-hand side of the table contains words that use the suffix* -y. *Use the blanks on the right side to record additional words that use the same suffix. Make sure to include the definition for the new words you brainstorm.*

| | |
|---|---|
| **leaky**—(noun) full of holes that let something in or allow something to escape | |
| **dirty**—(noun) full of soil | |
| **rusty**—(noun) full of a reddish brown substance that forms on certain metals when they are exposed to moisture | |
| **salty**—(noun) full of a natural white substance used to flavor and preserve food | |

*Write the correct word to complete each sentence.*

| | | | | | |
|---|---|---|---|---|---|
| rusty | lucky | leaky | salty | dirty | messy |

1. There were _____ nails sticking out of the boards that Grandpa took out of the old barn, and he told us not to touch them.

2. Our dog was so _____ from digging holes in the muddy yard that Mom said we had to give him a bath outside.

3. Some people like their popcorn to have a _____ taste while others prefer a more buttery taste.

4. The _____ faucet in the kitchen dripped all night and needed to be fixed right away.

5. I found a penny on the ground that was facing heads up, so I called it my _____ penny and carried it with me all week.

*Write your own sentence using the one word left in the box.*

6. _____

_____

_____

_____

# *–al:* Suffix Meaning "Related to"

*The left-hand side of the table contains words that use the suffix* -al. *Use the blanks on the right side to record additional words that use the same suffix. Make sure to include the definition for the new words you brainstorm.*

| | |
|---|---|
| **coastal**—(adjective) related to the land near the sea or ocean | |
| **traditional**—(adjective) related to a custom or belief handed down from one generation to the next | |
| **nutritional**—(adjective) related to the process of eating the right kind of food so you can be healthy and grow properly | |
| **magical**—(adjective) related to a power that allows people to do impossible things by saying special words or performing special actions | |

*Write the correct word to complete each sentence.*

| | | | | | |
|---|---|---|---|---|---|
| traditional | musical | cultural | fictional | coastal | nutritional |

1. Fruits and vegetables are _____ snacks that I eat after school instead of candy and chips.

2. Even though the characters are _____, the author says some of the experiences they have in the book are based on real events.

3. Sometimes moving from one country to another can cause _____ changes.

4. I like visiting small, _____ towns where the ocean plays an important role in people's everyday lives.

5. The _____ way my grandmother hosts Thanksgiving dinner includes a very strict order in which the family does things that day.

*Write your own sentence using the one word left in the box.*

6. _____

_____

_____

_____

NAME: _____

DATE: _____



# Blank Busters

| | | | |
|---|---|---|---|
| gladiator | shriek | experience | teacher |
| grief | leader | grease | zombie |
| chariot | each | Julius | chief |
| stadium | increase | barbarian | |
| eager | rookie | atrium | |
| **Challenge Word**: *again* | | | |
| **Challenge Word**: *often* | | | |
| **Content Word**: *Caesar* | | | |

*Fill in the blanks in the sentences below with one of the spelling words from the chart. If needed, add a suffix to the end of a word in order for the sentence to make sense:* –s, –es, –ies, –ed, or –ing.

1. _____ Caesar was a great fighter and warrior.

2. Make sure to fill in _____ blank in order to get credit.

3. The _____ races were held in a very large _____.

4. The excited children were _____ for their _____ to make them ice cream cones.

5. The _____ did not like Caesar's poems.

6. Even the men_____ when the alligators chased us.

7. The plants and flowers in the _____ are all different colors.

8. Doing all of your work _____ your chance of doing well on the test.

9. Hayley dressed up as a _____ for Halloween and scared everyone.

10. Sawyer said, "Good _____" when I told him I could not go to the championship game with him.

*Write three sentences using spelling words of your choice that were not used above. Make sure to use correct capitalization and punctuation. You can use the Challenge Words or the Content Word in your sentences.*

1. _____

_____

2. _____

_____

3. _____

_____

NAME: _____

DATE: _____



*Directions: Reread the passages we read in class today. Highlight or underline important details in both texts.*

# Roman Architecture Is All Around

Architecture is one important contribution of the Roman Empire to our world. Architecture is the design or style of a building. People go to Rome just to see its ancient buildings. Many of the old building elements are also seen in American buildings. The Colosseum, arches, and aqueducts of the ancient Romans remain today.

The Roman Colosseum was like a big sports stadium. Roman fans watched people fighting each other or animals. Sometimes, the fighters or animals died! Even so, modern football stadiums are built much like the Colosseum. They are round in shape and seat many fans.

The Romans were one of history's most creative people. They used arches in many of their buildings and bridges. The arch is a rounded shape at the top of windows or doorways that allows them to be very wide. The curved stone wedges in an arch offer strong support. Arches are seen today in churches, libraries, and government buildings.

The Romans invented the aqueduct. The aqueduct consists of a channel supported by arches. It uses gravity and pipes to move water from high in the mountains to the city that lies on lower ground. The United States has some of the world's largest aqueducts. They supply water to the country's biggest cities. The Colorado River Aqueduct provides the Los Angeles area with water carried from the Colorado River, more than 701.5 miles away!

Take a look around, and you might see the influence of the Roman Empire on the buildings in the place you live. Arches, aqueducts, and Colosseum-like stadiums may be present in your very own community!

# Let's Learn Latin!

The greatest contribution of the Roman Empire is the Latin language. The ancient Romans conquered many new lands and people. As they did, the Latin language spread quickly. Defeated tribes in Italy took on Latin because it was the dominant language. Some features of the Latin language are still present today. Many countries in Europe speak a mixed version of Latin. The English language uses the Latin writing system.

As the Latin language spread, various forms were spoken around the western world. Latin mixed with other languages. It quickly became known as the language of the educated. Today, people in Italy, Spain, France, Portugal, and Romania use languages that are tied directly to Latin.

The English language also has ties to Latin. Many English language root words, prefixes, and suffixes come from the language. Many medical words have Latin origins. Students can use their knowledge of root words to help decode new vocabulary words, such as medical terms and other unknown words.

The Roman Empire made many lasting contributions to the modern world. The Latin language is clearly the greatest contribution because it is still used today.

# Case 3: Core Task

*Directions: Read the article "Rome's Lasting Contributions," and then follow your teacher's directions.*

## Rome's Lasting Contributions

**Roman army**

What made the Roman civilization so memorable? You might think that it was their army. That is partly true. The army did expand the Roman Empire to include many different lands and groups of people. But it is not the whole truth.

**Roman aqueduct**

Engineering also made the Romans memorable. Engineering is the ability to invent and build things. Romans built strong city walls, bridges, and roads. They built aqueducts, sewers, heating systems, and public baths. They also made other impressive creations. These Roman feats of engineering helped them hold on to their power and expand their empire.

**Children running through a Roman street**

The people of Rome made it memorable, too. The Romans were one of the most advanced civilizations in the world at the time. This was in a time when farms, villages, or cities could be destroyed at any time by terrifying enemies. Instead, the Romans brought law, order, and security to many people. Roman technology and knowledge made everyone's lives easier and healthier. The Romans set up markets and ports to trade goods from all over the world. These actions helped Roman culture thrive even after the fall of the Roman Empire.

**Roman children at their lessons**

The Romans had a strong respect for knowledge and history. Roman artists and writers worked hard to record Rome's history in art and words. Historians wrote about Rome's wars and heroes. They wrote about its interesting politics.

**A collage of Roman emperors**

You learned about a few Roman leaders and emperors. Yet, there were more than *200* emperors. Each one had his own story. Some were brave and kind. Some were wicked and greedy. There are also stories about famous Roman generals, senators, philosophers, and even enemies. The best part is that so many of these stories were written by the Romans themselves. You could spend the rest of your life reading about ancient Rome and Romans!

**Roman art**

Roman artists left many clues about Roman history and culture. There are remains of sculptures, monuments, temples, mosaics, tools, weapons, and even entire cities such as Pompeii. These are scattered throughout the old Roman Empire. They have helped scientists get a good picture of what life was like in ancient Rome.

**Catholic mass in cathedral**

Perhaps Rome's most important legacy is the spread of the Latin language. A legacy is an important contribution to the world. The use of Latin continued in Europe long after the fall of the Western Roman Empire. No one speaks Latin as an everyday language today. However, it is still the official language of the Roman Catholic Church. If you attend a Roman Catholic mass, you might hear a priest say some prayers in Latin. Latin was also blended into the Romance languages. These languages include Italian, Spanish, and French, just to name a few. They are alike because they are all based on Latin.

**Latin letters**

The English writing system is based on the Latin writing system. It includes the very same letters you read and write each day. Many English words are made of Latin roots, prefixes, and suffixes. For hundreds of years, Latin was spoken by scholars, scientists, and others. In some cases, Latin is still being used to this day. If you become a doctor or scientist, you will need to know some Latin. Many scientific names—for everything from body parts to bugs—are based on Latin words.

**Roman calendar**

We can also thank the Romans for our modern calendar. They created their calendar as early as 750 BCE. It had only 10 months and 304 days in a year. Here are the months of the Roman calendar. Listen closely and see how many sound familiar to you:

Martius [*mar*-shee-us]

Aprilis

Maius [*my*-use]

Iunius [*you*-nee-use]

Quintilis

Sextilis

September

October

November

December

The names of the months we use now are similar to the names used by Romans almost 3,000 years ago! Later, the Roman calendar was replaced by the Julian calendar. It was named after Julius Caesar himself. This calendar had 12 months. It included January and February. Some of the months were named after important Roman gods. March was named after Mars, the god of war. Now we use the Gregorian calendar. It is very close to the Julian calendar. Pope Gregory XIII created it about 500 years ago in Italy. When this happened, some of the names of the months changed. Can you guess where the months of July and August got their names?

# (Option A)

*Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.*

| |
|---|
| 1. What fact from "Rome's Lasting Contributions" might explain why architecture was the greatest contribution of the Roman Empire? |
| 2. What fact from "Rome's Lasting Contributions" might explain why Latin was the greatest contribution of the Roman Empire? |
| 3. Does the author of "Rome's Lasting Contributions" think architecture or Latin was the ancient Romans' greatest contribution? |
| 4. Do you agree with the author of "Rome's Lasting Contributions"? Why or why not? |

# (Option B)

*Directions: Use information from all three passages to complete the chart.*

| Why is architecture important today? | Supporting facts from "Architecture Is All Around" and "Roman's Lasting Contributions" |
|---|---|
| 1. | 1. |
| 2. | 2. |

| Why is Latin important today? | Supporting facts from "Let's Learn Latin!" and "Rome's Lasting Contributions" |
| --- | --- |
| 1. | 1. |
| 2. | 2. |

# Case 4: Core Task

# Extended Writing Prompt

*Directions: Review the texts and review your notes and responses for the earlier parts of this task. Respond to this prompt in the space below.*

Think about all of the contributions of the Roman Empire that you have learned about. Which contribution is more beneficial to you: architecture or Latin? Why?

Write an essay to explain why architecture or Latin is more beneficial to you. Be sure to include reasons and facts to support your opinion.

Be sure that your response

- clearly states which contribution is beneficial to you;
- uses facts from all of the passages;
- includes several paragraphs; and
- has a clear beginning, middle, and end.

| |
|---|
| Introduction:<br>(Position) |
| 1. Evidence: |
| 2. Evidence: |

| |
|---|
| 3. Evidence: |
| Conclusion:<br>(Restate your position.) |

NAME: _____

DATE: _____



# Practice Irregular Verbs

*Create sentences.*

1. **subject:** the famous artist
   **verb:** *draw,* past tense

2. **subject:** freshly picked tomatoes, peppers, and corn
   **verb:** *make,* future tense

3. **subject:** my science teacher
   **verb:** *speak*, present tense

4. **subject:** a new friend

   **verb:** *come,* past tense

5. **subject:** we

   **verb:** *see,* present tense

6. **subject:** the postal carrier

   **verb:** *bring,* past tense

# Spelling Assessment

*As your teacher calls out the words, write them under the correct header.*

| **'ea' > /ee/** | **'ie' > /ee/** | **'i' > /ee/** |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

**Challenge Word**: _____

**Challenge Word**: _____

**Content Word**: _____

## Dictated Sentences

1. _____

_____

_____

_____

2. _____

_____

_____

_____

NAME: _____

DATE: _____



# Rome in Review

*Answer the following questions about ancient Rome.*

1. The most interesting thing I've learned in the unit about Rome is _____ because _____

2. If I could meet any of the ancient Roman leaders, I would want to meet _____ because _____

3. My favorite story we read about ancient Rome was _____ _____ because _____

_____

_____

_____

_____

_____

# Congratulations!

**You are officially a Roman Detective.**

**You have completed all the CASES.**
**The Roman Empire thanks you!**

Name: _____

Date: _____

NAME: _____

DATE: _____



# Choice Menu: Independent Pausing Points

| | | |
|---|---|---|
| ☐ **Class Book: The Ancient Roman Civilization:** Choose one idea from the ancient Roman unit to draw a picture of, and write a caption for the picture. | ☐ **Writing Prompts:** Respond to one of the writing prompts on page PP1. | ☐ **Sequence the Punic Wars**: Put in order the events from the Punic Wars using page PP2. |
| ☐ **Famous Quotes:** Using what you have learned about ancient Rome, create your own sayings and phrases about the time period. Be sure to explain the literal meaning in relation to ancient Rome and the figurative meaning in relation to life today. | ☐ **Roman Gods and Goddesses:** Pick one god or goddess and draw a picture of him or her. Write two to three sentences describing the god or goddess. | ☐ **Myth:** Write a short myth based on Roman beliefs. |
| ☐ **Practice the Verb *to have***: Complete page PP3. | ☐ **Word Clues for Suffixes *–er* and *–or:*** Complete page PP4. | ☐ **Practice the Verb *to be*:** Complete page PP5. |

NAME: _____

DATE: _____

PP1 ACTIVITY PAGE

# Writing Prompts

*Respond to one of the writing prompts below:*

- The most interesting thing I've learned thus far is _____.
- The Roman Republic was important to ancient Roman civilization because _____.
- A day in the city of ancient Rome was _____.
- Some things I wonder about the ancient Roman civilization are _____. [You may wish to have students conduct research on their remaining questions.]

NAME: _____

DATE: _____

**PP2** ACTIVITY PAGE

*Directions: Sequence, or put in order, the events from the Punic Wars. First, fill in the blank for each sentence using the word bank at the top. Next, cut out each of the sentence strips and put them in order. Once the events are in order, number the sentences and glue them on a piece of paper.*

| Italian Alps | harassed | empire |
|---|---|---|
| Carthage | home | enslaved people |

The Romans put together another army and sailed south to invade _____.

Rome became an _____, gaining a lot of land around the Mediterranean Sea.

Hannibal and his troops crossed over the peaks of the _____.

The Romans sacked Carthage, taking everything of value, and took many Carthaginians as _____.

The Romans _____, or repeatedly attacked, Hannibal's army.

Hannibal left Italy and hurried _____ to protect Carthage.

NAME: _____

DATE: _____



# Practice the Verb *to have*

*Write the correct word on the blank in each sentence.*

1. Dave and Don _____ (have, has) fun playing basketball together.
2. Dave _____ (have, has) the ability to slam dunk the basketball.
3. Watching them play _____ (have, has) been very entertaining for me.
4. My sister and I _____ (have, has) played against them and never won.
5. _____ (Have, Has) you ever seen Dave and Don play basketball?

*Rewrite the five sentences above in the past tense.*

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

*Review: Fill in the blanks with the correct form of the verb.*

1. *be*:

   Today I _____ queen for a day. My sister _____

   also queen for a day. Together we _____ twin queens!

2. *have*:

   My goldfish _____ orange scales. If I were a goldfish I

   would _____ pink scales. My brother says he would

   _____ green scales.

NAME: _____

DATE: _____



# Word Clues for Suffixes *–er* and *–or*

*Choose a word from the box to answer each question and write the word on the blank.*

| painter | actor | visitor | singer | sailor | farmer |
|---|---|---|---|---|---|

1. I grow crops for food, like corn and wheat, and farm the land.
   Who am I? _____

2. I go to a city I have never been to before for a certain period of time to explore, learn, and experience somewhere different from where I live.
   Who am I? _____

3. I make pictures by using a brush to put a liquid-like substance on paper or canvas to make an image with lots of colors.
   Who am I? _____

4. I make musical sounds with my voice to entertain people and make music with my band.
   Who am I? _____

5. I pretend to be a character, and I get in front of a camera to act like that character to make movies and TV shows.
   Who am I? _____

6. I travel on water by boat, and I like to wait for windy days so my boat will go farther.
   Who am I? _____

*Create your own word clue for the words below.*

1. Word: *player*

   Clue: _____

   _____ Who am I?

2. Word: *inspector*

   Clue: _____

   _____ Who am I?

NAME: _____

DATE: _____



# Practice the Verb *to be*

*Write a short story using your imagination and the forms of the verb* to be *(*am, is, are*). Add a title to your story.*

NAME: _____

DATE: _____



# Choice Menu: Independent Pausing Points

| | | |
|---|---|---|
| ☐ **Famous Quotes from Ancient Rome:** On PP6, explain, research, and/or illustrate one of the listed sayings and phrases. Be sure to explain the literal and figurative meanings. | ☐ **Class Book: The Ancient Roman Civilization:** Choose one idea from the ancient Roman unit to draw a picture of, and write a caption for the picture. | ☐ **Writing Prompts:** Respond to one of the writing prompts on page PP7. |
| ☐ **You Were There: Ancient Rome:** Pretend you are a newspaper reporter who has conducted an interview with Julius Caesar. Write a news article describing his thoughts. | ☐ **Grammar Review:** "What is it? What was it? Riddles" on page PP8. | ☐ **Irregular Verbs:** Complete PP9. |
| ☐ **Practice Using Suffixes *–y* and *–al:*** Complete PP10. | ☐ **What did you learn?** Write the top 10 facts you learned about ancient Rome. | ☐ **Create a survey:** Design a survey to find out how much other students liked learning about ancient Rome. Make up five questions, and ask five people your questions. Show the results of your survey on a graph. |

NAME: _____

DATE: _____



# Famous Quotes from Ancient Rome

*Explain, research, and/or illustrate one of the listed sayings and phrases. Be sure to explain the literal and figurative meanings.*

- "Veni, vidi, vici!"
- crossing the Rubicon
- The die is cast.
- "Et tu, Brute?"
- Beware the Ides of March.
- fiddling while Rome burned

# Writing Prompts

*Respond to one of the writing prompts.*

- The most interesting thing I've learned thus far is _____ because _____.
- The Romans were ingenious because _____.
- If I could meet any of the ancient Roman leaders, I would want to meet _____ because _____.

NAME: _____

DATE: _____



# Grammar Review

*See the "What is it? What was it? Riddles" below. In each case, change the verb tense of each sentence of the riddle to be either present tense or past tense, depending on which is missing.*

**Example:**

| **What is it? Riddle (present tense)** | **What was it? Riddle (past tense)** |
|---|---|
| It is in my bedroom.<br>It has blankets and pillows on it.<br>I sleep on it.<br>I make it in the morning before school.<br>It is comfortable. | It was in my bedroom.<br>It had blankets and pillows on it.<br>I slept on it.<br>I made it in the morning before school.<br>It was comfortable. |
| **What is it? and What was it?** | a bed |

| **What is it? Riddle (present tense)** | **What was it? Riddle (past tense)** |
|---|---|
| I kick it with my feet.<br>It flies into the goal.<br>It is black and white and round.<br>I am not allowed to touch it with my hands.<br>I play with it on Saturdays. | _____<br>_____<br>_____<br>_____<br>_____ |
| **What is it? and What was it?** | _____ |

| What is it? Riddle (present tense) | What was it? Riddle (past tense) |
|---|---|
| _____ | It had four tires and a steering wheel. |
| _____ | It was red with a white racing stripe. |
| _____ | My family rode in it every day. |
| _____ | It had a front seat and a back seat. |
| _____ | My mother was the driver. |
| **What is it? and What was it?** | _____ |

*Complete each sentence with the correct present tense form of the verb in parentheses. Write completed sentences on the blank.*

1. The turtle _____ in the lake floating around. (be)

_____

_____

2. The day _____ finally begun. (have)

_____

_____

NAME: _____

DATE: _____



*Circle the correct form of the verb for each sentence.*

1. In math class, we (add, adds) three-digit numbers.

2. Students (talk, talks) excitedly as addition (am, is, are) a favorite topic.

3. John (want, wants) to add four-digit numbers.

*Write a sentence using the following verb:*

1. *mixed*

_____

_____

_____

NAME: _____

DATE: _____



# Irregular Verbs (*see*, *bring*, *mean*, *speak*, and *draw*)

*Write the correct form of the verb in the blank. Then, rewrite the sentence using a different verb tense of the same verb. You will need to change other words in the sentence. Finally, circle whether each sentence is* present tense, past tense, *or* future tense.

| | | | |
|---|---|---|---|
| **Example: Last Friday, we saw (see) the clowns perform at the circus.** | **(past)** | **present** | **future** |
| **Tomorrow, we will see the clowns perform at the circus.** | **past** | **present** | **(future)** |

1. One week from today, I _____ (speak) in front of the class. past present future

   _____

   _____ past present future

2. Last week, I _____ (bring) cupcakes to school for my birthday. past present future

   _____

   _____ past present future

3. Today, I am taking my spelling assessment, and I _____ (mean) to try hard. past present future

   _____

   _____ past present future

4. Mary opens her eyes and _____ (see) the sun shining. past present future

_____

_____ past present future

5. You _____ (draw) pictures to go with your story tomorrow. past present future

_____

_____ past present future

NAME: _____

DATE: _____



# Practice Using Suffixes *–y* and *–al*

*Choose the best word to complete the sentence. Write it on the line.*

1. The _____ towns in this area are known for fishing, especially crabs, which are very popular at restaurants this time of year.
   (musical, coastal)

2. When it rains, my sister's hair is very _____ .
   (curly, leaky)

3. I feel _____ that I did not get hurt very badly when I fell off my bike at the park.
   (dirty, lucky)

4. During our trip to New Mexico, we saw some _____ Native American ceremonies and dances.
   (traditional, coastal)

5. My brother has more _____ talent than I do, because he can play three instruments, and I can only play one.
   (magical, musical)

6. The _____ faucet on the sink in our classroom dripped all afternoon and was very distracting.
   (leaky, dirty)

*Write a sentence using each word given.*

1. *dirty*

2. *nutritional*

## Illustration and Photo Credits

1.1A (Colosseum aerial view): Shutterstock; 1.1B (Colosseum front): Shutterstock; 1.1C (Europe map Rome): Shutterstock; 1.1D (Road to Rome): Shutterstock; 1.1E (Grain wagon): Shutterstock; 1.1F (Rome stoned road): Shutterstock; 3.3A (-er Word Shelf): Staff; 3.3B (-or Word Shelf): Staff; 5.5A (Ceasar war surrender): Jacob Wyatt; 5.5B (Cesar battlefield elephants): Jacob Wyatt; 5.5C (Elephants Rome): Jacob Wyatt; 5.5D (Cesar Punic Wars): Jacob Wyatt; 12.1 (Europe map): Shutterstock; 12.2 (Emperor Justinian): Shutterstock

### General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

### Chief Academic Officer, Elementary Humanities

Susan Lambert

### Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

### Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

### Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

### Texas Contributors

#### Content and Editorial

Sarah Cloos
Laia Cortes
Jayana Desai
Angela Donnelly
Claire Dorfman
Ana Mercedes Falcón
Rebecca Figueroa
Nick García
Sandra de Gennaro
Patricia Infanzón-Rodríguez
Seamus Kirst
Michelle Koral
Sean McBride
Jacqueline Ovalle
Sofía Pereson
Lilia Perez
Sheri Pineault
Megan Reasor
Marisol Rodriguez
Jessica Roodvoets
Lyna Ward

#### Product and Project Management

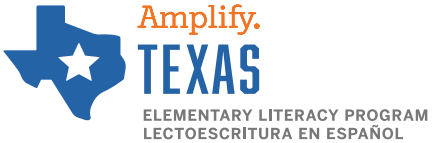
Stephanie Koleda
Tamara Morris

#### Art, Design, and Production

Nanyamka Anderson
Raghav Arumugan
Dani Aviles
Olioli Buika
Sherry Choi
Stuart Dalgo
Edel Ferri
Pedro Ferreira
Nicole Galuszka
Parker-Nia Gordon
Isabel Hetrick
Ian Horst
Ashna Kapadia
Jagriti Khirwar
Julie Kim
Lisa McGarry
Emily Mendoza
Marguerite Oerlemans
Lucas De Oliveira
Tara Pajouhesh
Jackie Pierson
Dominique Ramsey
Darby Raymond-Overstreet
Max Reinhardsen
Mia Saine
Nicole Stahl
Flore Thevoux
Jeanne Thornton
Amy Xu
Jules Zuckerberg

### Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

**Series Editor-in-Chief**

E. D. Hirsch Jr.

**President**

Linda Bevilacqua

**Editorial Staff**

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

**Design and Graphics Staff**

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

**Consulting Project Management Services**

ScribeConcepts.com

**Additional Consulting Services**

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

**Acknowledgments**

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

**Contributors to Earlier Versions of These Materials**

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

**Schools**

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Amplify.
TEXAS
ELEMENTARY LITERACY PROGRAM

**Grade 3** | **Unit 4** | Activity Book

**The Ancient Roman Civilization**

ISBN 9781643837376

Amplify. TEXAS
ELEMENTARY LITERACY PROGRAM

ENGLISH

Grade 3

# Unit 4 | Reader

## Stories of Ancient Rome

Grade 3 | Unit 4

# Stories of Ancient Rome

## Reader

**Notice and Disclaimer:** The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov.**

ISBN 978-1-64383-855-7

This work is licensed under a
Creative Commons Attribution-NonCommercial-ShareAlike
4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

**https://creativecommons.org/licenses/by-nc-sa/4.0/**

© 2020 Amplify Education, Inc.
**amplify.com**

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in Mexico
01 XXX 2021

## Table of Contents

# Stories of Ancient Rome

## Unit 4 Reader


Chapter 1: Rome, Then and Now . . . . . 2

Chapter 2: The Legend of Romulus and Remus . . . . . 10

Chapter 3: The Roman Gods . . . . . 18

Chapter 4: The Punic Wars . . . . . 32

Chapter 5: Hannibal Crosses the Alps . . . . . 42

Chapter 6: Daily Roman Life in the City, Part I . . . . . 50

Chapter 7: . . . . . 

Chapter 8: Daily Roman Life in the City, Part II . . . . . 72

Chapter 9: The Sword of Damocles. . . . . 82

Chapter 10: Julius Caesar: Great Fighter, Great Writer . . 86

Chapter 11: Julius Caesar . . . . . 92

Chapter 12: Julius Caesar: The Later Years . . . . . .100

Chapter 13: Julius Caesar: Crossing the Rubicon . . . . .108

Chapter 14: Augustus Caesar and the Roman Empire . .116

Chapter 15: After Caesar: Augustus and the Roman Empire . . . . . .124

Chapter 16: The Western and Eastern Empires . . . . . .130

Chapter 17: The Second Rome: From Constantine to Justinian . . . . . .136

Chapter 18: Androcles and the Lion . . . . . .144

Chapter 19: Androcles and the Lion: Reader's Theater. . . . . .154

**Pausing Point (Additional Chapter for Enrichment)**

Chapter 20: The Roman Republic . . . . . .162

Glossary for *Stories of Ancient Rome* . . . . . .167

Chapter 1

# Rome, Then and Now

"This is Rome," said Mrs. Teachwell, pointing to a black dot on the classroom map.

"But this is Rome too," she added, as she traced a circle that was so large it seemed to touch all four sides of the map.

The students looked confused.

"How can it be both?" Charlie Chatter shouted out.

"I'll explain," Mrs. Teachwell said, "but please raise your hand if you would like to speak."

Charlie Chatter nodded. It was not the first time he had heard this. In fact, Mrs. Teachwell had asked him to raise his hand many times, but it was hard for Charlie. His mouth seemed to be faster than his hand.

"Rome started out as a little town along the Tiber River," Mrs. Teachwell explained.

*Mrs. Teachwell and her students, looking at a map showing Rome*

"Like Egypt on the Nile?" Charlie asked.

"Yes," said Mrs. Teachwell, "but let's see that hand!"

The students giggled.

"As Charlie has just reminded us," Mrs. Teachwell said, "many **civilizations** spring up along the banks of a river. Rome was no exception. It sprang up here, on the banks of the Tiber River, among seven hills. At first, Rome was just a few houses on a hill. Then, it grew and grew and grew. After a while, people started building houses on other hills nearby. Then, the little towns on the hills grew together to make a big city. In fact, to this day, Rome is known as the 'City of Seven Hills'.

"Then, the Romans fought wars with their neighbors. The Romans won most of these wars. They **defeated** the Etruscans, who lived north of them. They **conquered** the Greeks, who had settled to the south, as well. It wasn't long before they controlled most of this piece of land that we call Italy."

Mrs. Teachwell traced the outline of Italy with her finger.

*Present-day Rome and the Tiber River*

"Check it out!" Charlie Chatter shouted. "Italy looks like a boot!"

"Yes," said Mrs. Teachwell. "Italy does look like a boot, but please, Charlie, raise your hand! This is your last warning. Now, does anyone know what this body of water that the boot of Italy sticks out into is called?"

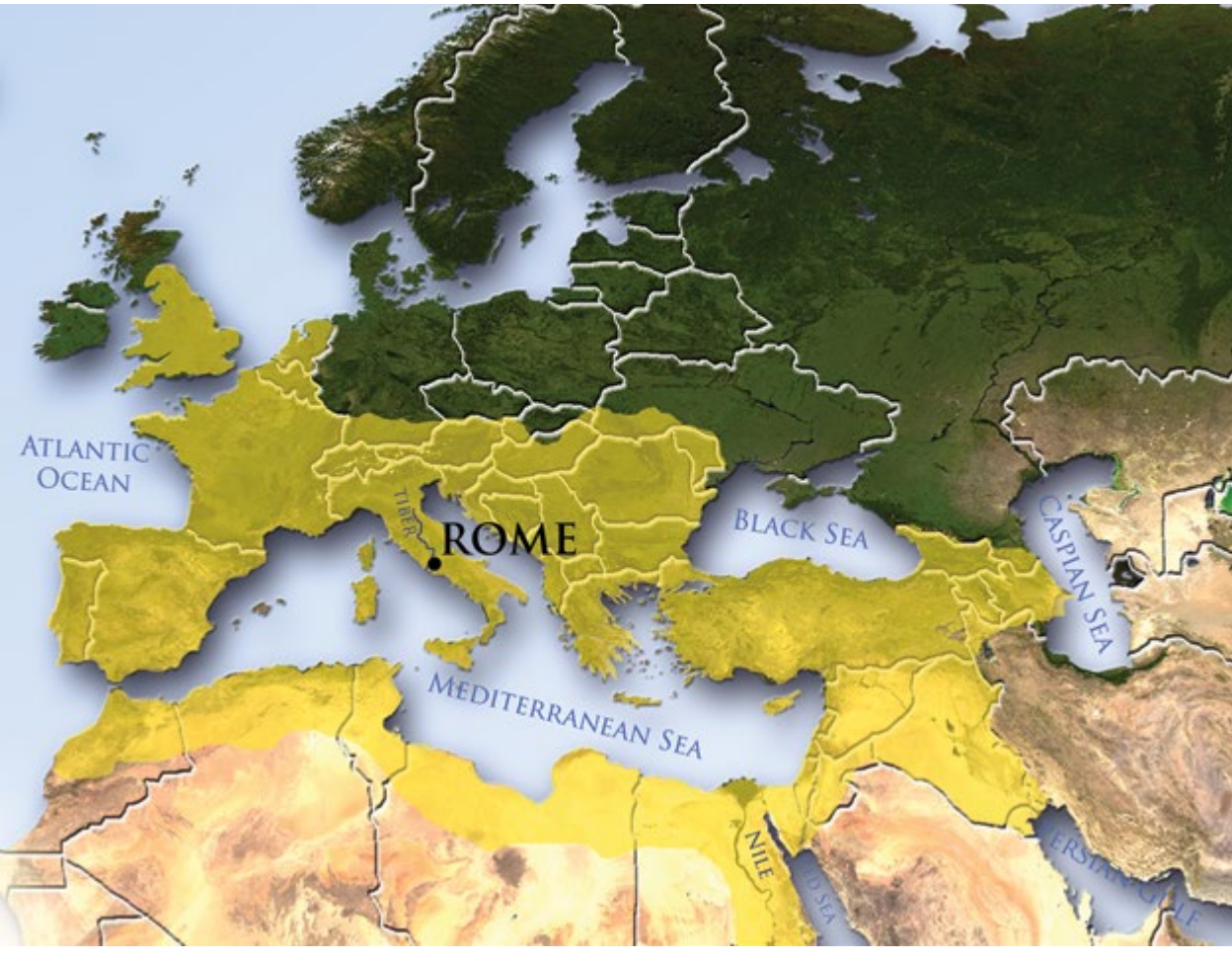
Rachel Readmuch, who always had her nose in a book, raised her hand. Mrs. Teachwell called on her.

"It's called the **Mediterranean**," said Rachel.

"That's right!" said Mrs. Teachwell. "This is the **Mediterranean** Sea. Rome grew so much that, at its **peak**, the Romans controlled all the land around the **Mediterranean** Sea. They took over most of Spain and France. They took over this area that we call the Balkans. They took over Greece and much of Turkey. They took over the Middle East, Egypt, and the coast of North Africa."

Tim Timetable, who loved to learn about when things happened, put up his hand.

"When was all this happening?"




*A map of the ancient Roman* ***civilization***

"Rome started growing about two thousand five hundred years ago," Mrs. Teachwell explained. "It started growing about five hundred years before the birth of Jesus, in the years we call **BCE**. It was still growing when Jesus was born. In fact, Jesus was born here, in a part of the Middle East that was controlled by the Romans,"

Tim Timetable made a note of the date.

Mrs. Teachwell went on: "We will be studying Rome for three weeks or so. Each day, we will have a report on a topic connected to ancient Rome. I'll give the first few reports. Then, each of you can do some research and give the next few. How does that sound?"

The kids cheered. They were **eager** to learn more about Rome. Rachel Readmuch already knew quite a lot. Tim Timetable had lots of questions about what happened when. As for Charlie Chatter, he was looking forward to the day when he would get to give his report. Then, he would get to talk without having to raise his hand first!

*Parts of Roman buildings still remain today, even though they were built over two thousand years ago.*

Chapter 2

# The Legend of Romulus and Remus

Mrs. Teachwell's Report

We learned last time that Rome started as a small town and grew to become a big city. Then, it grew some more until it became a great **empire**. That's what **historians** tell us.

The Romans themselves have a story about how their city got started that they like to tell. They say that Rome was founded by twins who had been saved by a wolf.

The twins were named Romulus and Remus. They were the children of a woman named Rhea Silvia and the god Mars. Their mother loved them, but her brother, the king of Latium, did not. He saw the boys as a **threat**. He thought they might grow up and take his crown from him. The king told one of his servants to find the twins and drown them in the Tiber River.

*The king of Latium told one of his servants to drown Romulus and Remus.*

The servant found the twins, but he could not bring himself to drown them. Instead, he put the boys in a basket. Then, he set the basket in the river. The basket floated downstream. It drifted and drifted until, at last, it washed up on the banks of the river.

A she-wolf found the twins. She saw that they were hungry. She took them to her cave. There she gave them the same milk she fed to her wolf pups.

*The servant set the twins in a basket, which he put in the Tiber River.*

Later, the twins were adopted by a shepherd. The shepherd raised them well. They grew up to be smart and strong.

When they were 18, Romulus and Remus decided to create a city of their own. They wanted to build a city on the banks of the Tiber, somewhere among the seven hills, not far from where they had washed ashore as babies.

*Romulus and Remus were saved by a kind she-wolf and later raised by a shepherd.*

Soon, however, the brothers began to fight.

"Let's build our city here!" said Romulus, pointing to a hill.

"No!" said Remus. "This hill over here is a much better spot."

*Romulus and Remus argued about where to build their city.*

So each brother started building his own city on a different hill. Each knew that it would be important to have a strong wall to protect the city he was building. After a few days, Remus decided to visit Romulus to see how his city was coming along. It takes a long time to build a city, so Remus did not expect Romulus's city to be finished. He decided, however, to **taunt** his brother and made fun of his unfinished wall. "You call that a wall?" he said. "That wall would not keep anyone out!" Then, to make his point, he stepped over the wall.

That made Romulus angry. He and Remus started to fight. No longer remembering that they were fighting one another, Romulus and Remus battled with all their might. Suddenly, Remus **collapsed**, fell to the ground, and died. When Romulus saw what he had done, he began to cry. He had not wished to kill his brother. He dug a grave for Remus.

Romulus went on building his city. He named it Rome after himself.

The rest, as they say, is history. Rome grew and grew. It became a great city, the center of a mighty **empire**.

*Remus **taunts** Romulus and steps over his wall.*

The government of Rome made coins. The coins showed two young boys reaching up to touch a she-wolf. The people of Rome handed these coins back and forth. They used them to buy food and drinks. They used them to pay bills and buy clothing. And all of them knew who the two boys on the coin were: they were Romulus and Remus, the **legendary** founders of Rome.

*An ancient Roman coin showing Romulus and Remus with the she-wolf*

Chapter 3

# The Roman Gods

Mrs. Teachwell's Report

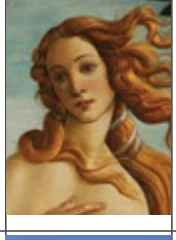
Let's learn about the gods and goddesses of Rome.

The ancient Romans did not believe in one God who ruled the entire world. They believed in many gods.

In many ways, the Roman gods acted like human beings. They ate and drank. They played tricks on each other. They fell in love and got into fights. But there was one main way in which the gods were not like human beings: the gods were **immortal**. Human beings might live for many years. Some might even live to be one hundred. Eventually, though, they would die. The gods, on the other hand, lived forever. They did not—and could not—die.

The Romans' ideas about their gods were similar to the ancient Greeks. In fact, they worshipped many of the same gods as the Greeks, but they called those gods by different names. The chart shows the Roman names for some Greek gods you may already know.

# Greek and Roman Gods

| Greek Name | | Roman Name |
|---|---|---|
| Zeus | | Jupiter |
| Hera | | Juno |
| Poseidon | | Neptune |
| Aphrodite |  | Venus |
| Eros | | Cupid |

| Greek Name | | Roman Name |
|---|---|---|
| Ares | | Mars |
| Hermes | | Mercury |
| Dionysus | | Bacchus |
| Athena | | Minerva |
| Apollo | | Apollo |

The top god, sometimes called the father of the **immortals**, was a strong, bearded figure. The Greeks called him Zeus. The Romans called him Jupiter.

Jupiter was a mighty god. He carried a thunderbolt that he could throw at anyone who angered him. If Jupiter threw his thunderbolt at you, that was the end of you.

Jupiter lived on Mount Olympus, with the other gods.

*Jupiter was the father of the immortals.*

Juno was Jupiter's wife. She was the goddess of marriage and the protector of wives.

The Roman gods were all related. They were like a big family. Jupiter's brother Neptune was the god of the seas and oceans.

*Juno, Jupiter's wife, was the goddess of marriage.*

There are many statues of Neptune. In most of them, he is holding a special, three-pronged spear called a trident. Neptune's trident had magical powers. The god could use it to stir up storms and waves. He could also wave it over the stormy seas and make the **rough** seas smooth.

Roman sailors prayed to Neptune. "Great Neptune!" they prayed. "Send us good weather and smooth sailing!"

*Neptune, the god of the seas, with his magical trident*

Mars was the god of war. Soldiers would pray to him before a big battle. The Romans fought a lot of wars, so they spent a lot of time praying to Mars.

*Mars was the god of war.*

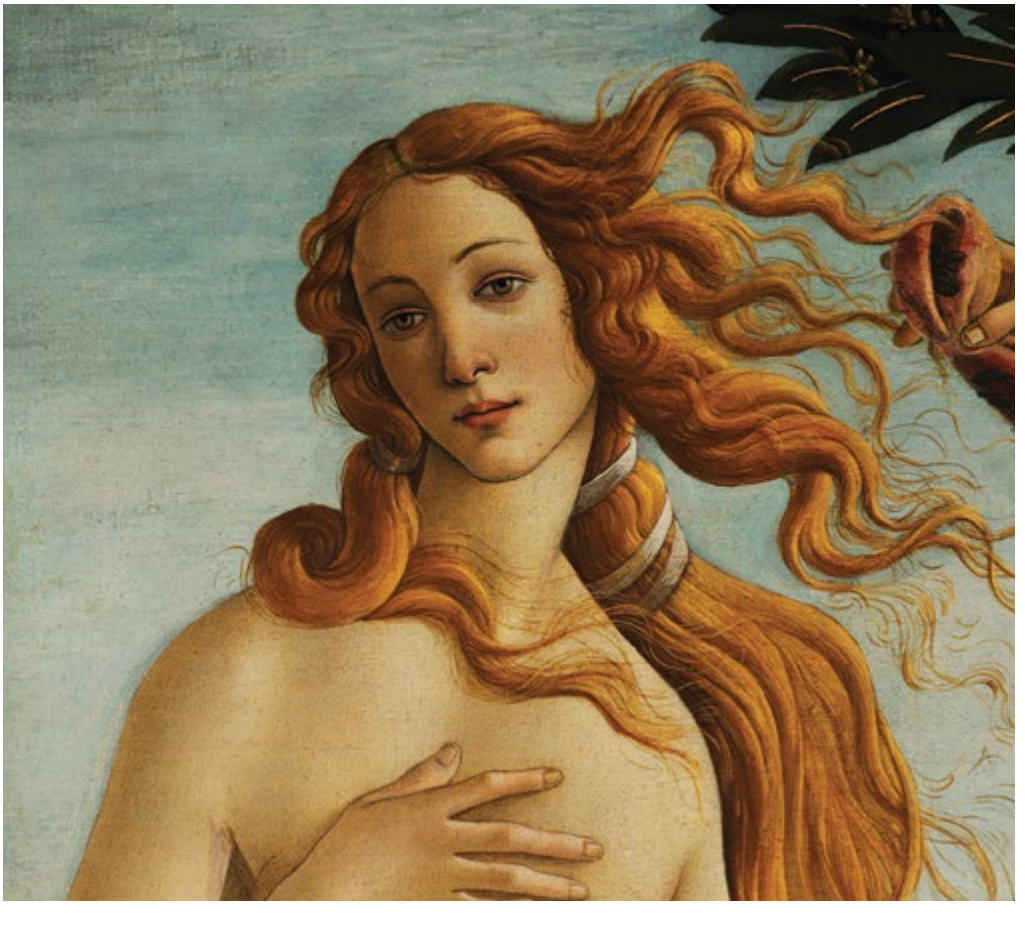
Mercury was one of Jupiter and Juno's sons. He was the **messenger** of the gods. He was as fast as a flash. In paintings, he is often shown with wings on his hat and his shoes, to show how fast he was.

*Mercury was the messenger of the gods.*

Venus was the goddess of love. She was very beautiful.

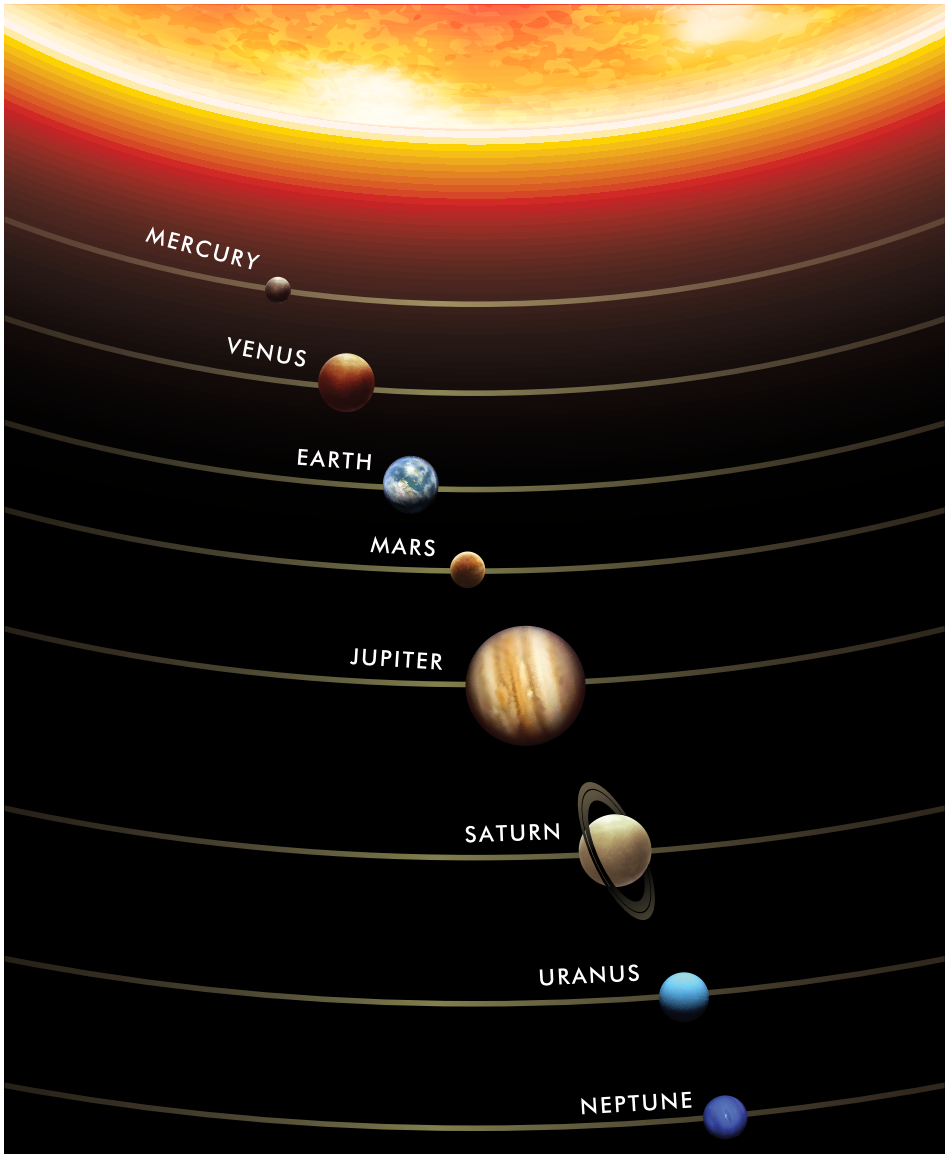
If Venus wanted someone to fall in love, she could send her son Cupid on a mission. Cupid would shoot the person with one of his magic arrows. The person would then fall in love with the first person he or she saw.

Cupid is still with us today. You will see little Cupids all over the place on Valentine's Day, when we celebrate love.



*Venus was the goddess of love. She was also Cupid's mother.*

Mercury, Venus, Mars, Jupiter, and Neptune are the names of planets in our solar system. These planets are named after the Roman gods. For example, the planet Mars is named after Mars, the Roman god of war.




*The planets Mercury, Venus, Mars, Jupiter, and Neptune are named after Roman gods and goddesses.*

Vulcan was the blacksmith of the gods. He melted iron and other metals. Then, he shaped the metal to make a sword, a helmet, or a shield.

Vulcan was the god of fire and volcanoes.

*Apollo, the god of the sun (right), talking to Vulcan, the god of fire (left)*

Apollo was the god of the sun. He was also the god of music and poetry.

Apollo is another god who was worshipped by both the Greeks and the Romans. He had a famous shrine at Delphi, in Greece. When the Greeks and Romans wanted advice, they would send **messengers** to Delphi. The priestess of Apollo would give them an answer. It was almost never a clear answer, though. Often, it was more like a riddle that they had to figure out on their own.

*Apollo*

Minerva was the goddess of **wisdom**. She was also the goddess of crafts and weaving.

According to legend, Minerva was not born in the usual way. One day, Jupiter complained of a headache. Then—presto!—Minerva sprang, fully grown, from his head.

Minerva's special animal was the owl. Sometimes she was painted with an owl perched on her shoulder.

*Minerva springing forth from Jupiter's head*

Diana was the goddess of the moon. She was also the goddess of the hunt. In statues, she is often shown as a young girl, with a bow and arrow. Sometimes, the sculptor will also show one of her dogs or a deer.

*Diana was the goddess of the moon and the hunt.*

Bacchus was the Roman god of grapes and wine. He was followed by women and satyrs, who were half man and half goat.

A famous story tells how pirates tried to kidnap Bacchus. That was a big mistake. The god transformed himself into a lion. He turned the boat into a lush garden. As for the pirates, he changed them into dolphins and sent them splashing away in the ocean.

*Bacchus, the Roman god of grapes and wine*

Chapter 4

# The Punic Wars

Rachel Readmuch's Report

## Read-Aloud

Imagine you are a solider in the Roman army. Your army is called the Roman Legion, and you are a legionary. You are wearing heavy, thick armor and a helmet with flaps to protect your head and face during fights. If you are one of Rome's finest soldiers, you are wearing a helmet with a furry strip on top. Besides your armor, you have a shield, a spear, and a short sword.

You have learned to march in perfect step with hundreds of other legionaries. You have faced many enemies in battle, and you are prepared to fight for Rome. Since the founding of the Roman Republic, you and other legionaries have proudly fought to expand Rome's power and **influence**.

*Legionary*

*Roman territory and Carthaginian territory*

Rome is no longer just a city. Through the years it has expanded to include the majority of the area known as present-day Italy. Dozens of kingdoms and other areas have been absorbed by the Roman Republic. Some have resisted and fought Rome's growing power, only to fall before the mighty Roman legions. Other kings have accepted Roman rule and have become wealthy patrician citizens.

Now you are preparing to fight a new enemy. This enemy is not an old king desperately clinging to an old way of life. This enemy comes from across the **Mediterranean**. They are called the Carthaginians, and their goal is to destroy Rome itself! The Carthaginians, or the people of Carthage, are from North Africa. There, they have built a **vast civilization**, even larger and richer than the Roman Republic.

*City of Carthage*

Carthage is the trading center of the known world. By land and by sea, most traded goods from the **exotic**, or unfamiliar, lands to the East—Mesopotamia, Persia, India—pass through Carthaginian territory on their way to Rome or wherever else they may be headed. Perhaps a **conflict** between the powers of Rome and Carthage is unavoidable. Two growing **civilizations** may only share the same sea and land for so long. As Rome has expanded through Italy, Carthage has expanded throughout North Africa and across the sea to present-day Spain. This rivalry between these two expanding **civilizations** has led to several battles which have become known as the Punic Wars.

Imagine you and your legion are preparing for a battle with the Carthaginians. You are practicing a formation called the *testudo* [tess-*too*-doh], or turtle. You and your fellow legionaries gather closely and lock your shields together. Hopefully, this will give you some protection from the hundreds of Carthaginian arrows that are sure to come your way in battle.

You have not had much time to prepare. Two days ago you and your legion were preparing to be shipped off to fight on the island of Sicily, just off the shores of Italy, which the Carthaginians are trying to claim as their own. Then, out of nowhere, your general announced that a mighty army was invading Rome from the north, something you and your fellow soldiers believed to be impossible!

*Roman soldiers training in fighting formation (testudo)*

This mighty invading army of soldiers from Carthage is led by a general named Hannibal. Hannibal and his troops are coming from Spain. In order to **invade** Italy from the north, Hannibal and his army would need to cross the Alps. These mountains stretch throughout northern Italy, and you and the other Romans have always felt safe believing that no invading army could possibly cross these **peaks**. You and your fellow soldiers were wrong, and now you and the Roman Legion must prepare to defend your homeland.

It is not going to be easy. You believe you are a better soldier than any Carthaginian, but you don't really know because you have never faced one in battle. You have no idea what this army from Carthage will look like, but you know they must be strong if they were able to climb

*Italian Alps*

*Hannibal with elephants*

those mountains. You have heard rumors that, aside from many thousands of soldiers, the Carthaginians are bringing some kind of terrible monsters to the fight!

Okay, let's take a break now from pretending to be a Roman legionary. It is actually a bit frightening to imagine what happened in battle. Hannibal, the Carthaginian general, really did cross the frozen Italian Alps with a huge army. And he really did bring monsters! Well, the Romans thought they were monsters, but do you see what they actually were? Elephants! The Romans had never seen elephants before. Elephants are not only very big and very strong—they are also very smart. The Carthaginians used that size, strength, and intelligence to their advantage in war.

One of the reasons the Romans had been able to expand so quickly through Italy and beyond was because they were excellent fighters. Roman soldiers were highly **disciplined**, meaning that they obeyed orders and were more determined to win for Rome than to survive. The main part of the Roman army consisted of heavily-armored soldiers. They were the foot soldiers, or infantry. The infantry was supported by cavalry, soldiers on horseback like the ones in this image. They marched shoulder-to-shoulder toward the enemy and won because they stayed together instead of panicking and running away.

*Roman army units, infantry supported by cavalry bracing for attack*

*Romans losing to elephants*

At least, they didn't usually run away scared, but that's exactly what they did the first time they encountered Hannibal and his war elephants! The Roman legions were terrified by the elephants, in addition to the thousands of soldiers Hannibal had marched through the mountains. The Roman cavalry was no match for Hannibal's elephants, which stomped and trampled everything in sight. In fact, the horses were too smart to even try to attack the elephants, no matter what the soldiers did!

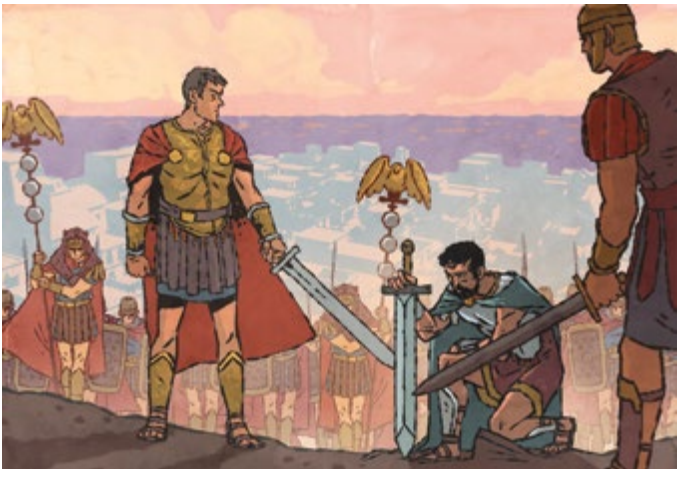
*Hannibal frustrated with failed attacks, hearing news that some Romans are going to Carthage*

At first, it seemed as though Hannibal would have no problem marching his army and elephants all the way to Rome. Unfortunately for Hannibal, the Romans were clever. Instead of trying to **defeat** Hannibal's army in an open battle all at once, the Romans **harassed**, or repeatedly attacked, them in small groups, escaping before the rest of the Carthaginians knew what was happening.

Hannibal had hoped to crush the Roman army in an attack on northern Rome in one easy battle, but instead he found himself roaming around the Italian countryside trying to find enough food to feed thousands of hungry soldiers and a couple dozen elephants. Believe it or not, this went on for nearly sixteen years! Toward the end of

this war, the Romans put together another army and set sail for Carthage to fight the Third Punic War. When Hannibal heard the news that some of the Romans were headed to Carthage, he was forced to hurry home. Instead of destroying Rome, he ended up racing home to try to defend Carthage from the Romans.

During these three Punic Wars, which lasted more than one hundred years, Rome and Carthage fought for ultimate control of the **Mediterranean** Sea and all the land surrounding it. The Punic Wars did not turn out well for the Carthaginians. Eventually, the Romans sacked Carthage, meaning they took everything of value and destroyed the rest. They also took many Carthaginians as enslaved people. As a result of winning the Punic Wars, Rome gained control of nearly every bit of land around the **Mediterranean**. This was the beginning of one of the most powerful **empires** in all of history.



*Romans **defeating** Carthaginians at Carthage*

Chapter 5

# Hannibal Crosses the Alps

Tim Timetable's Report

The Romans faced many enemies, but the strongest and most determined enemy they ever faced was an African general named Hannibal.

Hannibal came from Carthage, a city on the coast of Africa. Carthage was home to many merchants and traders. Carthage also had an army and a navy. The Carthaginians took over much of North Africa and Spain. They even took over islands off the coast of Italy.

The Romans saw Carthage as a **rival**. They fought three wars against Carthage. These wars are known as the Punic Wars and are thought to have been fought during the years 264–146 BCE.

*Map of Roman and Carthaginian territories*

Hannibal's father fought against Rome in the First Punic War, 264–241 BCE. He made his son swear he would carry on the fight against Rome. Hannibal swore he would and kept his promise. It was Hannibal who led the fight against Rome in the Second Punic War, 218–201 BCE.

Hannibal gathered an army in Spain. He had tens of thousands of foot soldiers. He had thousands more who fought on horseback. Best of all, he had his special forces: a squad of elephants. Hannibal had learned that few men are brave enough to stand and fight when they see a thundering herd of elephants coming their way.

Hannibal wanted to attack Rome. However, to **invade** Italy, he would have to march his army over a range of mountains called the Alps. The Alps were tall. The **peaks** were covered with snow and ice. There were no big roads that led across. There were only a few slippery paths.

*Hannibal gathering his army to cross over the Alps*

Most men would not have tried to cross the mountains, but Hannibal was not like most men. He marched his army over the mountains. His men suffered terribly. Some died from rockslides or avalanches. Others froze to death. Many of the elephants did not make it across. In the end, though, Hannibal got his army across the mountains and into Italy.

In Italy, Hannibal went on the attack. He beat the Romans at Trebbia [TREB-bee-ə] in 218 BCE. Then, he wiped out an entire Roman army at the Battle of Trasimene [TRAZ-i-meen] in 217 BCE. The Romans lost 15,000 men. The Battle of Cannae [CAN-ie] was even worse. The Romans lost at least 50,000 men, including 80 of their 300 senators.

*Hannibal and his troops won several battles against the Romans.*

People thought that might be the beginning of the end for Rome. They did not see how the Romans could go on. But the Romans did go on. They raised another army and sent it out to stop Hannibal. This time, the Romans avoided big battles. Instead, they fought a lot of little battles. They attacked Hannibal's army here and there. They blocked his troops and slowed down his marches. They also launched a **counter-attack**. A Roman general named Scipio [SKIP-ee-oe] took Roman troops to Africa. The leaders of Carthage wrote to Hannibal. They told him to come home and protect Carthage.

Hannibal did as he was told. He left Italy and returned to Carthage. At the Battle of Zama, he **confronted** Scipio. This time, the Romans were **victorious**. Hannibal won most of the battles in the Second Punic War but he lost the war.

After the Battle of Zama in 202 BCE, Carthage was never quite the same. They fought another war against Rome—the Third Punic War in the years 149–146 BCE—but it was clear that Carthage was sinking and Rome was on the rise.

*Hannibal surrendered to Scipio in Zama.*

Chapter 6

# Daily Roman Life in the City, Part I

Rachel Readmuch's Report

## Read-Aloud

With Carthage **conquered** and the Punic Wars finished, there was nothing to stop the spread of Roman power. Rome became the heart of the **Mediterranean** world. The Romans realized that they no longer needed to worry about growing and producing all their own food. Instead, they could **import** wheat, olives, and other basic foods from other countries. Then, Roman farmers could focus on raising only the crops they wanted.

Ancient Rome became a major center of trade. Goods from all over the known world flowed through its Roman ports, and in the process Rome became rich beyond compare. The city grew at a rapid rate. It must have been astonishing to be there, to witness all the workers who were involved in building the Colosseum, the Forum, the temples, and all the other buildings you see in this picture.

*Model of Rome*

Someone built this model out of clay, and some of the buildings are probably about as big as a pencil eraser. This model is based on what we estimate Rome would have looked like two thousand years ago, based on old Roman maps, drawings, and writings, as well as the hard work of archaeologists in discovering these items. To the right of the center of the image, you can see the Colosseum. The long, oval structure in lower left of the image is called the Circus Maximus. This model gives you a good idea of some of the places a Roman child might have seen as he or she explored the city.

So, what would it have been like to be born and raised in the city of Rome? Let's imagine that you are a child born into a plebeian family. You live with your mother, father, sister, and brother in a small apartment near the center of the

*Roman family in their apartment*

city, not far from the great Colosseum. Your apartment building is crowded and noisy. There is always someone yelling or crying or laughing. There is smoke from ovens and open fires in the courtyards where women bake and cook. They are not allowed to cook in their apartments for fear of burning down the whole building.

On warm summer mornings, you and your friends like to go to the bridge across the Tiber River and wave to your father and the other merchants as they return from the docks on their way back into the city.

Your father dreams of becoming a wealthy merchant one day, but right now he only owns one little boat. Each morning, he and his partners row out to the docks, where the big ships unload their **exotic** goods. Your

*Children watching their father captain his boat up the Tiber*

father buys goods from the merchants on the ships and then he resells the goods in other places in the city. He is a good businessman: He buys goods at the wharf at a low price and then sells them for a higher price to the rich people in the city who are too busy, or lazy, to come out to the wharves themselves. He doesn't care what kinds of merchandise he gets—pottery, fabric, dried fruits, or whatever else he can find—as long as he gets a good price. After the boats pass, you and your friends hurry home for your daily lessons.

Like most other plebeian children, you are educated at home by your family instead of going to school. You are taught to read and write in **Latin**. You are taught good manners and proper behavior. You learn about Roman gods, Rome's history, and what it means to be a proud Roman citizen. You also learn about your culture: the traditional songs, dances, and recipes.

*Roman children at their lessons*

Your sister often goes to music lessons. Your aunt sometimes takes her and other girls for a flute lesson near the temple of Minerva, built to honor the goddess of **wisdom** and creator of music. The boys exercise and play **rough** games to become stronger. The parents are responsible for making sure their young boys are strong enough to serve in the Roman army when they are old enough.

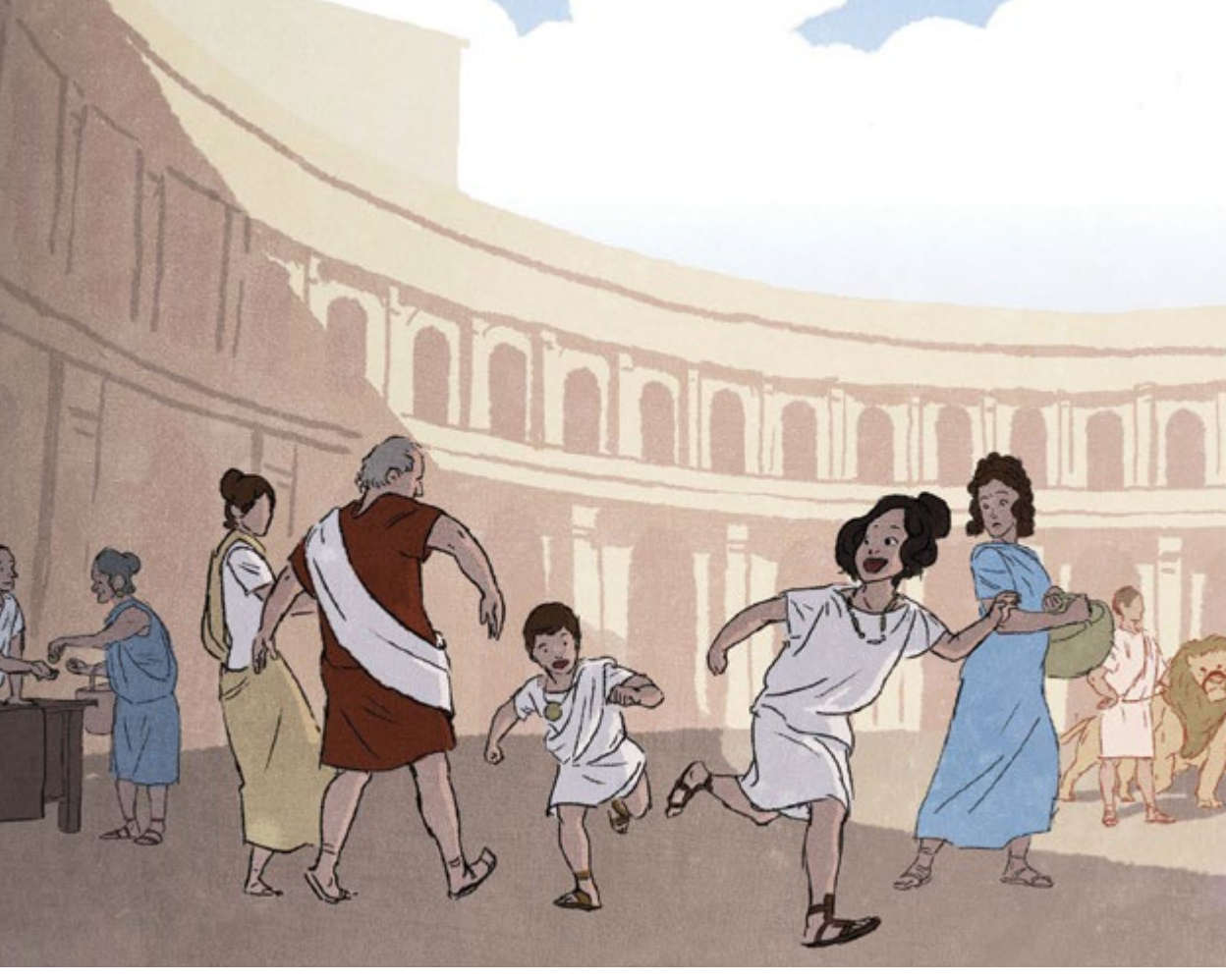
***Mosaic** of Virgil*

You like learning about Roman history and poetry, especially the work of a poet named Virgil. You heard a poem by Virgil one time, and this line stuck in your head: "Fortune **favors** the brave." This line is very important for Romans. It means that you need to be brave—willing to take risks and try new things—if you want to have good fortune, or luck. You know from the stories your mother and father have told you that Rome became successful because of many brave Roman citizens who came before you.

Some days, when you walk through the city, you can hear the cheers of the crowd in the Colosseum echoing through the city whenever fights are occurring. The Colosseum is a huge amphitheater that seats 50,000 people. Your parents will not let you go see the fights in the Colosseum, but you know what goes on there because you have heard many stories.

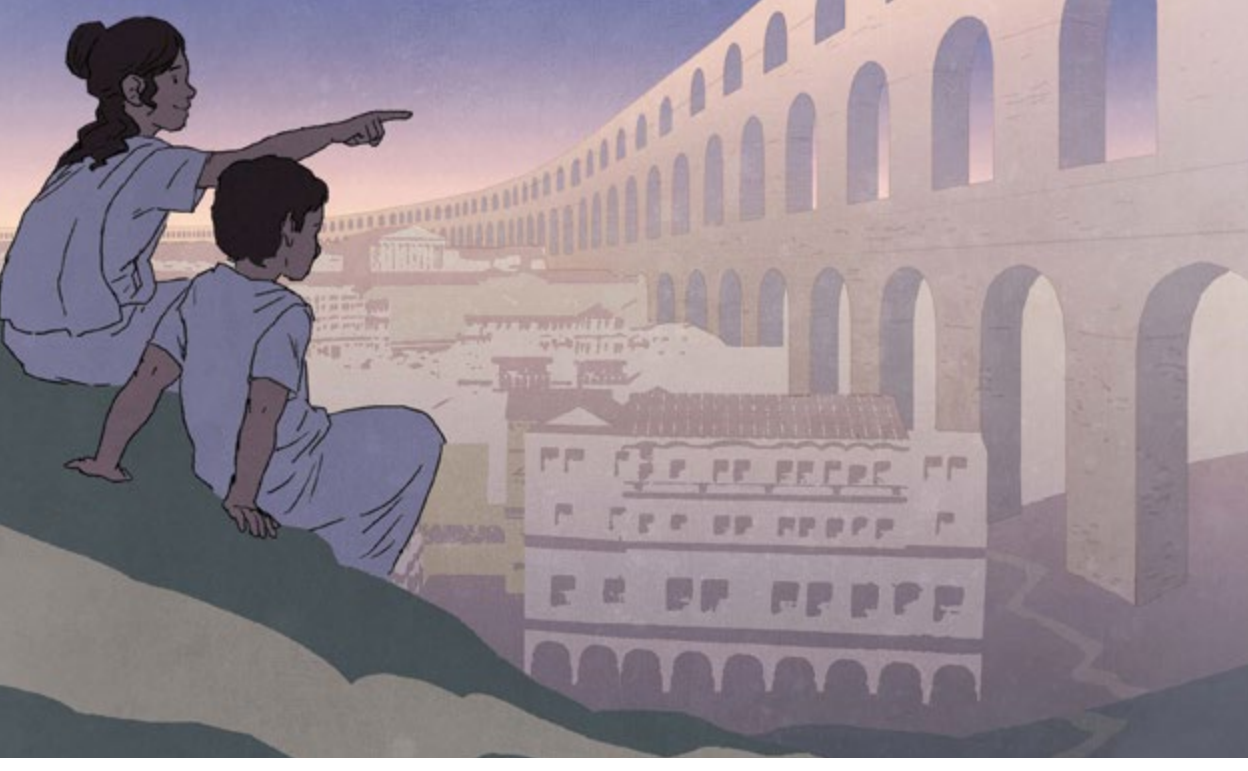
*Charioteers racing in the Circus Maximus*

Not too long ago, however, your father took you to see your first **chariot** race at the Circus Maximus. The Circus Maximus is a great big racetrack in the middle of the city. You sometimes see **chariots** in the city, but mostly they are used by soldiers in battle. When you see them **sauntering** down the city street, you don't think anything of it—they're just men standing on two-wheeled wagons being pulled by horses at a slow and relaxing pace. But these **chariots** seem completely different when you see them racing around the track at the Circus Maximus!



*Children running through a Roman street*

**Chariots** pulled by horses can move incredibly fast. They can also be incredibly dangerous! The driver, called a charioteer, stands on a wheeled platform and clings to the reins, hoping that he can keep control. Most of the Roman charioteers are men, but there are a few women, too. As they quickly round the curves in the racetrack, the **chariots** often look as though they will crash at any moment—and sometimes that is exactly what they do!



*Children admiring the **aqueduct***

Rome is a huge, crowded city. You never know what you are going to see on any given day. Just the other day, you saw a man leading lions down the street. You have no idea where he got them, or what he was planning to do with them, but seeing lions in the street is not that **unusual** in Rome. People from all over the world live here, and many of them follow this saying: "When in Rome, do as the Romans do." Of course, many of the people living here are enslaved people who have been captured as the Roman legions **conquered** new lands. But many others are merchants, travelers, or just people who have moved here to try to make a better life.

The city is full of opportunities for acquiring wealth, new knowledge, and new experiences. Even though you were born and raised in the vibrant city of Rome, you are still amazed every day by all the things you see and do.

Sometimes, you need to relax and get away from the bustle of life in the city. Fortunately, there are quiet places in the city to relax. Your **favorite** place is on a little patch of grass near the Temple of Apollo on one of the seven hills where Rome got its start. There, you sit and admire the **aqueduct**. This beautiful structure supported by arches carries fresh, clean water from the mountains into the city. Your father has explained to you that **aqueducts** depend on gravity and pressurized pipes to help the water flow through them. The water comes from nearby mountains, and because the water source is higher than the location of the city, the water flows downhill through the channels of the **aqueducts** with the help of gravity. Romans use a lot of water—for fountains, public baths, waterwheels, sewers, and faucets in the streets.

*Roman **aqueduct***

This is one of the structures that your father has seen in his travels and has told you about—an impressive bridge and **aqueduct** called the Pont du Gard. The **aqueduct** is just one of many **ingenious** accomplishments—in addition to road networks, sewer and heating systems, and beautiful structures such as the Colosseum and Pantheon—that surround Rome and make you proud to be a Roman citizen.

Chapter 8

# Daily Roman Life in the City, Part II

Dave King's Report

## Read-Aloud

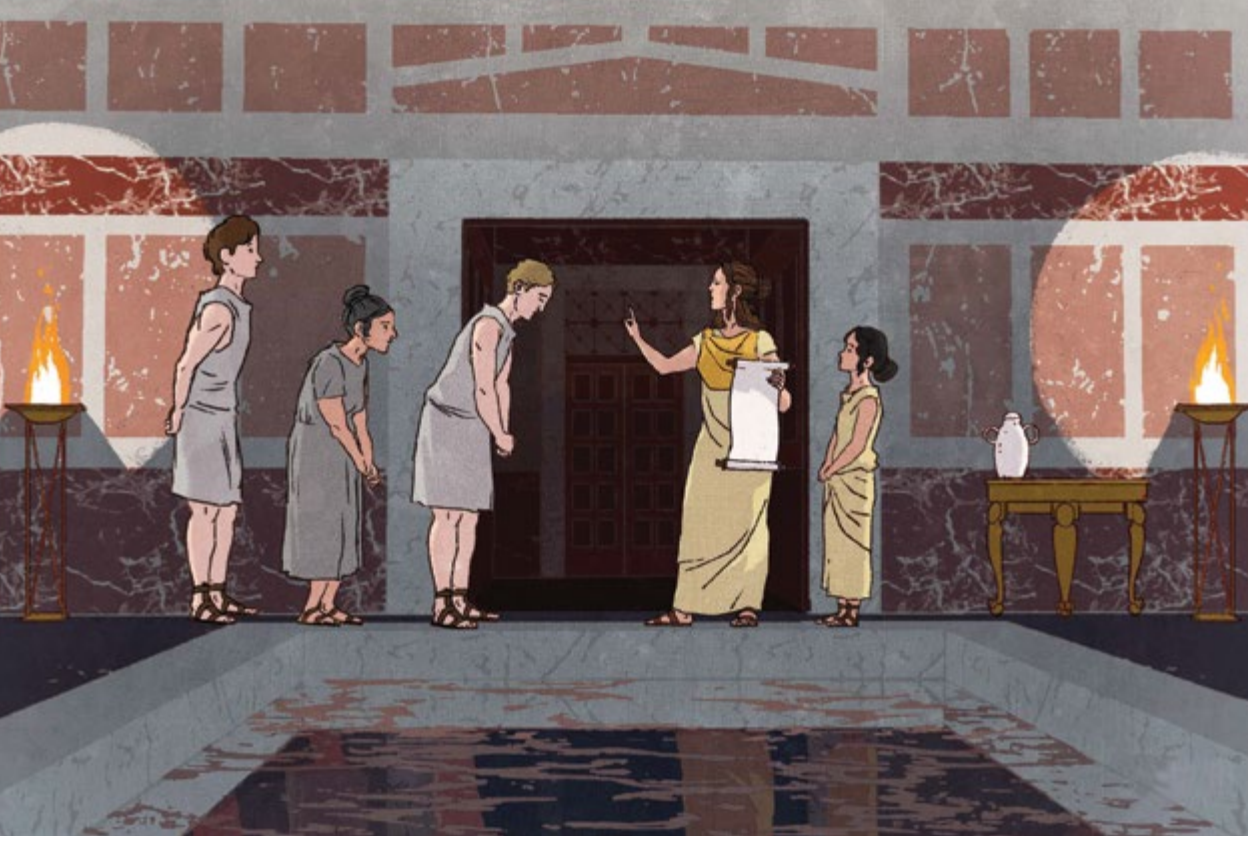
Let's imagine that you are a child in a wealthy patrician family. Like most patrician families, you live in a large house known in **Latin** as a *domus* [*doh*-moos]. The *domus* has several stories with enough rooms for your large household: mother, father, children, grandparents, dozens of enslaved people, and several aunts, uncles, and cousins. It is common to find the

*Patrician family in atrium*

family gathered in the atrium, a large open space in the middle of the *domus*. An atrium features a skylight, or hole in the roof, which creates a bright atmosphere and helps air circulate through the house. If you look closely at the floor, you can see a shallow pool of water in the middle of the atrium. This pool is there to collect rainwater, because there is no way to close the skylight. The little pool is also a good place to rinse your feet if they are dusty from the streets.

Whether they were plebeians or patricians, all Roman families were organized in a similar way. While many families consisted only of parents and children, it was also very common to find many relatives living together in the same apartment building, if not in the same house. The oldest man in the family was called in **Latin** the *pater familias*, [*paw*-tare fah-*meel*-ee-yas], and he was in charge. By law, the *pater familias* had control over the family's property and money, and he made all the family decisions. He might have arranged whom his children would marry before they were even adults!

*Pater Familias*



*Roman patrician woman*

Roman women were not allowed to vote or run for the Senate or other offices. Women were expected to do whatever the *pater familias* told them to do. Nevertheless, Roman women did have some rights that women in many other **civilizations** did not have at the time. Roman women were allowed to own property, so there were many women involved in business. Roman women were usually deeply involved in important decisions involving the home. Patrician women were often moneylenders or landlords, meaning they owned and managed properties in which others paid to live.

Most plebeian women had their hands full with domestic duties, which included raising children, cooking, and cleaning. They may have also carried on a trade, such as selling food in the market. Wealthy plebeian and patrician women had enslaved people to do the work for them. Much of their time was spent managing their enslaved people. The richest families sometimes had hundreds of enslaved people to manage.

Patrician families and friends loved to gather for long, relaxing meals. They would sometimes eat for hours, nibbling at their food, drinking wine, and sharing all the latest stories they had heard around town. Rich patricians liked to recline on dining couches during meals. Sometimes they would lie on their stomachs; at least they didn't have to worry about spilling food on their laps! People often ate with their fingers—no need for a fork or spoon (unless they were eating soup).

*Roman dining and reclining*

On an average night, however, most plebeian families usually did not have time for long suppers. They probably sat around a table on stools, and their food usually wasn't very elaborate. A typical plebeian family would eat bread and porridge made of grain, along with small helpings of meat and whatever vegetables they had on hand.

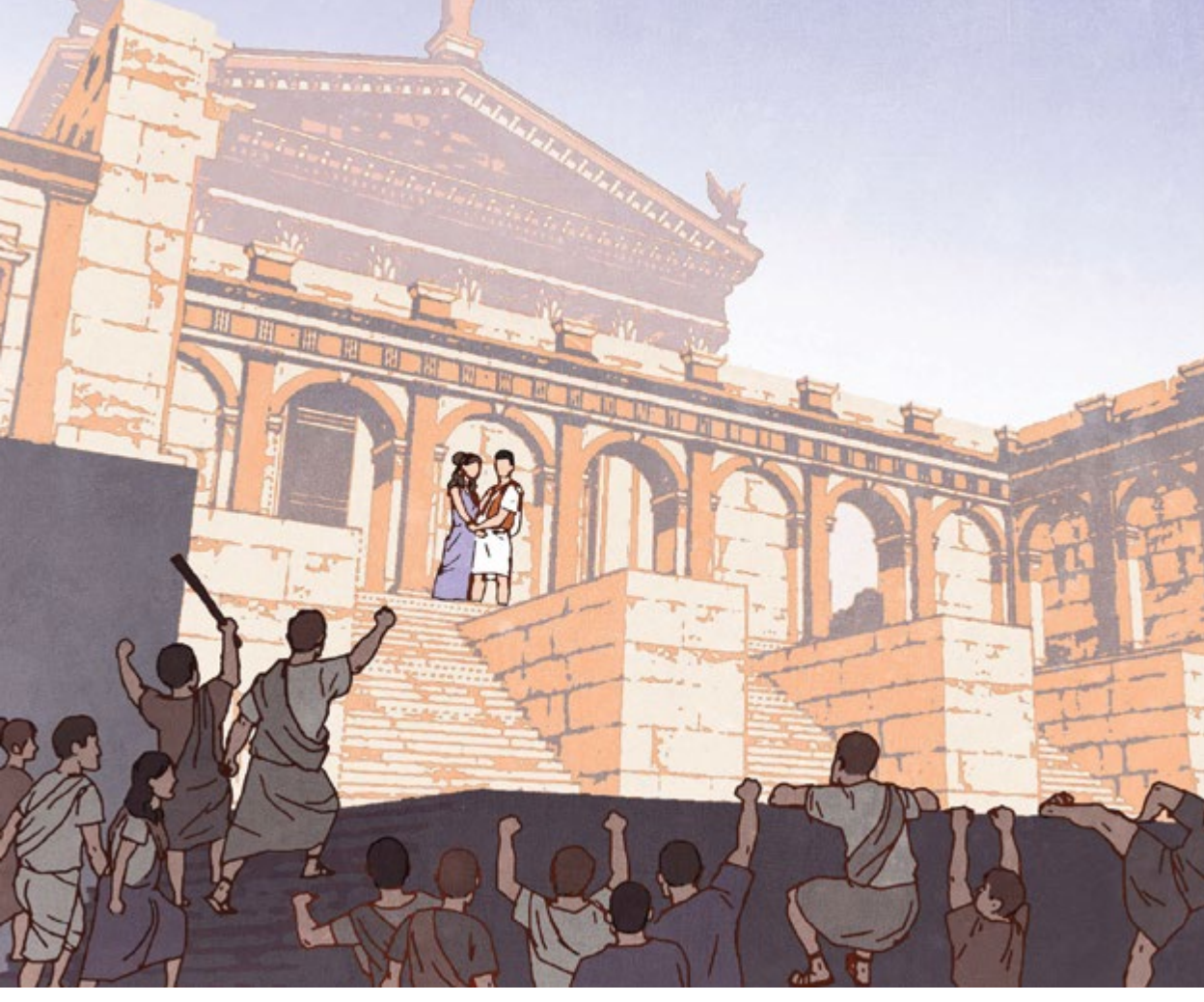
As the population living in Rome grew, the city became more and more crowded. Although plebeians had opportunities to make money and own property,

*Romans waiting for grain ships*

life was not easy for most of them. Because Rome relied so much on grain shipments being **imported** from across the sea, sometimes there was a food **shortage**. War and bad weather sometimes delayed those food shipments from arriving at the wharves, and Rome would suddenly become an angry city of thousands of hungry people. Disease was a big problem, too. Romans worked hard to try to keep the city clean, but it was an impossible situation with so many people. As a result, horrible diseases sometimes spread throughout the population.

The life of patricians might have seemed easy compared to the lives of plebeians and enslaved people, but that doesn't mean the patricians didn't have worries. Patricians were the wealthy elite in Roman society, but there were not as many of them as there were plebeians. As time passed, the ordinary people of Rome—or the "mob" as the patricians called them—began to understand that they had power in their numbers.

**Riots** became common. People would rampage through a city, burning and trashing buildings, and generally creating **chaos**. People rioted most often when there were food **shortages**. Not surprisingly, this always made the patricians very nervous. The patricians always had plenty of food, and the plebeians knew it! The patricians valued their high position in society and felt



*Worried patrician watching an angry mob*

**threatened** that the protests of the many plebeians could eventually change their status.

So, the wealthy Romans came up with a plan that is sometimes called "bread and circuses." The idea was basically to distract people from their problems by staging amazing spectacles. This was part of the reason why buildings like the Circus Maximus and the

***Gladiators*** *and venatore*

Colosseum were built. Just when the mobs were starting to get restless and wanting to start a **riot**, the Senate and other patricians would pay for a couple weeks of games to distract unhappy citizens. Usually these games involved **chariot** races, fights among people and animals, and circus tricks involving trained animals, acrobats, jugglers, and other entertainers. If you have ever been to a circus under a "big top" tent, you can thank the Romans, because they were one of the first to do it. Of course, our circuses are far tamer than the Roman circuses. Instead of having a lion jump through a hoop, they had lions fighting people!

***Mosaic** of **gladiators***

The ultimate spectacles took place in the great amphitheater you have heard about called the Colosseum. Here, **gladiators** would fight each other for the public's entertainment. **Gladiators** were often criminals or soldiers that had been captured from enemy armies. Though rare, there were also women fighters called gladiatrices. Believe it or not, some people chose the life of a **gladiator** for the fame. **Gladiators** were sometimes forced to fight each other to the death in front of thousands of people. Many **gladiators** did not live very long; one appearance in the **arena** was all they got. Roman games were not for the faint of heart!

Think about life in Rome from a Roman's perspective. They lived in an incredible city, and they

***Mosaic** of a lion*

had all kinds of opportunities, but life was still very hard. War, disease, and hunger were always life's obstacles. Medicines and medical care such as we know today did not exist in ancient Rome. The Roman legions marched all over the world, with countless Roman soldiers never to be seen or heard from again. At any moment, a foreign army could **invade** Roman homes, carrying citizens away to a life of slavery.

Life for most people during Roman times was short and **brutal**. They loved their families, but many Romans did not really expect to live a very long life. For all their inventions and immense power, the Romans could not change the fact that their lives were uncertain and dangerous.

Chapter 9

# The Sword of Damocles

Dave King's Report

Have you ever wished you were a king? Does that seem like the best job a person could have? Well, before you decide for sure, listen to this legend that was made famous by the Roman writer Cicero [SIS-er-oe] more than two thousand years ago.

Damocles [DA-mə-kleez] was a friend of Dionysius [die-ə-NIS-ee-us], the king of Syracuse, a city in southern Italy. Damocles **envied** his friend. He believed that the king had a very good life. He had all the riches and power he could want. What could be better?

"You think I'm lucky?" Dionysius said to him one day. "If you think so, let's trade places. You sit here, on the throne. Try it for just one day. Then, tell me if you still think I'm lucky."

Damocles accepted his friend's invitation. He was **eager** to live the life of a king.

*Damocles accepting Dionysius's invitation to be king for one day*

When the day came, Damocles ordered servants to bring him fine robes. He had them set out a great **banquet** of food. He ordered expensive wine and fine music. He sat back, sure that he was the happiest man in the world.

Then, he looked up. He caught his breath in fear. Above his head was a sword. It was **dangling** from the ceiling, held by a single strand of horse's hair. Damocles could not speak. He could not eat. He could not enjoy the music. He could not even move.

"What is the matter, my friend?" asked Dionysius.

"How can I **conduct** my life with that sword hanging above me?" Damocles asked.

"How indeed?" answered Dionysius. "Now you know how it feels to be king. That sword hangs over my head every minute of every day. There is always the chance the thread will break. An **advisor** may turn on me. An enemy spy may attack me. I might make an unwise decision that brings my **downfall**. You see, my friend, with power comes danger."

*Damocles sits on the throne of King Dionysius, with the sword dangling from the ceiling.*

Chapter

# 10 Julius Caesar: Great Fighter, Great Writer

Mrs. Teachwell's Report

After the Punic Wars, generals started to play a big part in Roman history. Roman generals went all around the **Mediterranean**, fighting battles and **conquering** new lands. Some of these generals became heroes. Some of them got to be so famous and so popular that they **threatened** to take over the republic. That's what happened with Julius Caesar.

Julius Caesar came from an old Roman family. He was proud and ambitious, with a high opinion of himself.

When he was a young man, Caesar was captured by pirates. The pirates told him they would kill him unless he could pay a **ransom** of twenty **talents**. Caesar laughed at them. He told them they clearly didn't know what sort of man they had captured. He was Julius Caesar. He was not a man to be **ransomed** for just twenty **talents**! Caesar told the pirates he would not allow himself to be **ransomed** for less than fifty **talents**!

*Caesar told the pirates he was worth a larger **ransom**.*

Caesar told his friends to raise the money. He stayed with the pirates, writing poems. He read some of his poems to the pirates. They shrugged. They didn't care much for poetry. They were pirates, not poets. They just wanted to collect the **ransom** money. Caesar got angry at the pirates. He scolded them for not liking his poems. He told them they had no taste. He told them they were **barbarians**. He told them someday he would come back and punish them for their bad taste. The pirates thought Caesar was joking. Maybe they thought he was crazy. At any rate, as soon as they got the **ransom** money, they quickly forgot about him. But Caesar did not forget about them. He went back to Rome, got some ships, and hired some good fighters. Then, he tracked down the pirates and killed them.

Caesar quickly established himself as a man who knew what to do with his sword and also with his pen. Once, he was sent to Asia. The people there were in **revolt**. Caesar led a Roman army there and put down the **revolt**. Then, he got out his pen to write his report. The normal thing would have been to write a long report, filling several pages, but that was not Caesar's style.

*Caesar quickly became known as a brave and determined soldier.*

This is the report Caesar sent back to Rome:

Veni, vidi, vici. [wae-NEE, wee-DEE, wee-KEE]

That's the whole report. Those three words—written in **Latin**, the language of ancient Rome—mean, "I came, I saw, I **conquered**." What else was there to say? Mission accomplished!

Caesar led an army into the land the Romans called Gaul. Today, we call it France. Gaul was not part of the Roman **civilization** when Caesar marched in, but it was when he marched out a few years later. Caesar **conquered** it. Then, he wrote a book about how he did it. The first sentence in his book is famous.

It is written in **Latin**. In English, the words mean, "The whole of Gaul is divided into three parts."

If you ever study **Latin**, you may have a chance to read Caesar's book on the Gallic Wars. It's so clear and so well-written that teachers all around the world still use it to teach **Latin** to students.

*Caesar writing about his conquest of Gaul*

Chapter

# 11 Julius Caesar

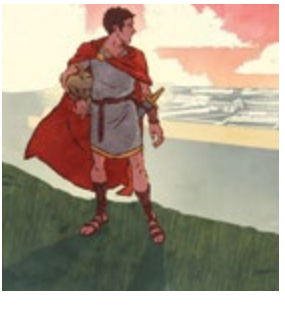
Mrs. Teachwell's Report

## Read-Aloud

*Statue of Julius Caesar*

You will hear the name Julius Caesar, or just Caesar, throughout your life. You may have already heard this name many times. Julius Caesar is one of the most famous Romans who ever lived. His full name was Gaius [*guy*-es] Julius Caesar, and he was born in 100 BCE, when the Roman Republic was a little more than 400 years old.

Julius Caesar became a soldier at a young age. Originally, he was nominated to become a priest of Jupiter, which was a very powerful religious position in Rome. However, a family **feud** erupted between his family and another important patrician family. As a result, Julius Caesar left Rome and joined the army instead.



*Young Julius Caesar as a soldier*

Julius Caesar was a fine soldier, and he soon became well known throughout the army. For his bravery, he was awarded a Civic Crown, which was a simple crown made of oak leaves. A Civic Crown was a very important honor, and represented a soldier's bravery. Only very important Romans earned the right to wear one.

*Young Julius Caesar wearing the Civic Crown*

After a few years in the army, Julius Caesar returned to Rome and became involved in politics. The word *politics* refers to the activities involved in running a government. In a republic, making laws, going to war, collecting taxes, and other government actions all require agreement between various people in the government. In Rome, the consuls, senators, and other Roman officials all had to work together to try to solve problems.

However, when it came to governing the areas Rome controlled, there were always disagreements about what the role of government should be. In order to get things done, politicians formed an **alliance** with other politicians who agreed with them. In Roman politics,

*Young Julius Caesar in politics*

there was power in numbers. If a group of politicians formed an **alliance**, then together they had an easier time convincing other people to go along with them.

Julius Caesar formed a political **alliance** with another soldier, a very rich man named Pompey [*pom*-pee]. Together, they set out to gain the things they wanted, such as land and power. Julius Caesar was elected to a number of special political offices, even though he had as many enemies as he had friends. He worked his way up the political ladder until he finally became one of the two consuls at the top of the government.

Remember, the consuls had a great deal of power. To keep some of that power under control, the two consuls worked together with a process of checks and balances: They could not take any action until both consuls agreed. If one consul wanted a new law to be passed, and the other consul did not like the law, then the two of them would have to **negotiate** and **compromise** and make whatever changes were necessary in order to come to an agreement.

Consuls served for just one year. After that, they often became proconsuls. Proconsuls were often governors of provinces, the lands beyond Italy that the

*Consuls*

Roman army had **conquered**. The red areas on this map show Roman territory around the time of Julius Caesar's birth in 100 BCE, shortly after the end of the Punic Wars. You can see that after the Punic Wars, Rome controlled most of the land around the **Mediterranean** Sea.

After his term as consul, Julius Caesar became proconsul of a number of provinces to the north and east of Italy. Julius Caesar was in charge of Rome's northern frontier. As proconsul, he had a number of Roman legions at his command, and decided that his job was

*Map of Roman expansion during Caesar's rule*

to use his armies to expand Roman territory farther to the north. In these northern provinces, the Romans built roads, towns, and temples. One of Caesar's jobs as proconsul was to protect Roman property in these areas. Julius Caesar decided it would be a good idea if he went out and **conquered** these lands for Rome.

The only problem was that the areas he wanted to **conquer** were full of what were considered by some as **barbarians**. That is what many Romans called some of the people who didn't speak their language and who had a different culture than theirs. The Romans did not consider these people to be an advanced society because they did not have roads, **aqueducts**, massive marble **arenas**, or temples. The Romans considered these people

*Proconsul Julius Caesar looking over northern territory making plans, map of areas visible*

to be uncultured. To someone accustomed to the sights and sounds of the vibrant city of Rome and all that Roman **civilization** had to offer, the homes and lifestyles of those outside of Rome may have seemed **crude**, or unpolished. To the common Roman mind, they would be doing these "**barbarians**" a **favor** by **conquering** them and forcing them to adopt Roman ways and culture.

The people to the north of Rome that the Romans considered **barbarians** could basically be put into two categories: the Gauls and the Germanic tribes. The Gauls lived in the area of present-day France, and the Germanic tribes were spread across a large area of central and northern Europe. Julius Caesar first turned his attention to the Gauls. He spent much of the next ten years fighting to **conquer** and control Gaul, but it seemed there was always another Gallic or Germanic tribe ready to rise up and fight Roman expansion. There were many Gallic tribes, each following its own king, or chieftain, and its own set of laws and customs. The Gauls' way of

*Gauls*

*Caesar writing his memoirs of Gallic victories*

life was more sophisticated than the Romans expected. The Gallic tribes often traded and cooperated with each other; they had their own money, their own religion, and their own traditional stories, songs, and dances.

At the time when Julius Caesar was given the province of Gaul as a proconsul, he needed money to make things happen and to become further recognized. He also needed to show that he was not someone to be pushed around by his enemies. He looked at Gaul as a wonderful opportunity—a massive area of land and people to **conquer**! He hoped that because they all answered to their own chieftains, the Gauls would be easy to divide and **conquer**.

Chapter

# 12 Julius Caesar: The Later Years

Mrs. Teachwell's Report

## Read-Aloud

As you heard in the previous read-aloud, Gallic soldiers were not able to put up much of a fight in some areas, and so Julius Caesar thought he was going to be able to **conquer** Gaul quite easily. The Romans thought the people in Gaul were **uncivilized**, and they wanted to **conquer** them so they would adopt Roman ways and culture. But the Gauls, led by a powerful Gallic chieftain named Vercingetorix [ver-sin-*gett*-oh-ricks], rose up and rebelled against him. Vercingetorix united several powerful Gallic tribes, and for a few months it appeared as though the Gauls might be able to succeed against this Roman **conqueror**.

*Vercingetorix leading the rebellion against Caesar*

*Roman military technology*

Unfortunately for the Gauls, Julius Caesar and his legions would not be easy to **defeat**. Caesar's men would follow him anywhere. Julius Caesar was loved by soldiers because he **favored** being out in front of his army, fighting alongside the common soldiers. His men respected him for it, even though it may have terrified them to see their leader so close to danger.

Aside from being courageous, Julius Caesar was a brilliant commander. He kept up with the latest in Roman technology, and his armies fielded weapons that the Gauls had never imagined. Julius Caesar **favored** the ballista in battle, which was like a giant catapult or crossbow used to throw weapons. The Gauls were terrified when they faced the ballista on the battlefield.

Julius Caesar put all his technology to use during one particular **siege**, the battle in which he finally **defeated** Vercingetorix. A **siege** is a long, drawn-out battle in which one army has retreated behind the fortress walls of its city, and the other army surrounds the fortress and tries to break in. A **siege** could take months or even years to **resolve**. If the one army could not break down the city walls or climb over them, then they would wait until the defenders in the city ran out of food or water.

Thanks to the ballista and other weapons used in battle, Julius Caesar was able to force the Gallic chieftain Vercingetorix to surrender. Vercingetorix spent several years in jail, and was killed when Caesar finally returned to Rome.

*Statue of Vercingetorix*

*Caesar's triumphant procession into Rome*

When he returned to Rome, Julius Caesar threw a military parade for himself called a triumph. In this parade, Gallic warriors were in chains. Commander Julius Caesar and his soldiers marched around Rome, showing off prizes and basking in cheers and applause from the citizens of Rome. While Julius Caesar had many admirers, he still had many enemies. To his enemies' horror, Julius Caesar had returned to Rome more powerful than ever!

*Caesar at the Rubicon*

Before marching his army into Rome, Julius Caesar had led his legions across the Rubicon River in northern Italy and then south into the city of Rome. Marching an army into Rome was against an old Roman law. By crossing the Rubicon River, Caesar was perceived as a **threat** who might try to take over the government. Julius Caesar knew that what he had done would start a **civil war**. This meant that Romans were going to fight against each other. When Caesar crossed the Rubicon River, Caesar said, "The die is cast," meaning that he knew exactly what would happen if he crossed the Rubicon, and he was ready to see if Fortuna would **favor** his bravery.

*Pompey*

Caesar's old ally Pompey was now his greatest enemy. Pompey did not like all the power and glory Caesar had. Pompey raised an army of his own to fight Caesar. It was a bloody

**civil war** that lasted several years. Through it all, Julius Caesar remained a hero to most plebeians. During his time in Roman politics, Caesar preferred passing laws that **favored** the lowly over the rich in Roman society and members of the Senate. In the end, Caesar's army won the **civil war**, and Pompey was killed. Caesar unexpectedly had mercy on many of his other enemies within Rome. Rather than kill all of his enemies, as most ancient Roman leaders would have done, Caesar tried to heal the wounds of **civil war** by trying to unite Romans.

Caesar was now the **dictator** of Rome, meaning he was the main ruler who could make decisions without needing the approval of consuls. This was very different from the process of checks and balances which the Romans had relied upon to control the power of the consuls! Julius Caesar and his armies continued to **conquer** other lands, extending Rome's **influence** throughout nearly all of the **Mediterranean**. After one battle, Caesar famously claimed, "*Veni, vidi, vici*," [pronounced in Caesar's day as *way*-nee, *wee*-dee, *wee*-kee] meaning in **Latin**, "I came, I saw, I **conquered**."

Julius Caesar wanted to **import** wheat, among other things, from Egypt into Rome. Thanks to the lush farmland along the Nile, there was enough wheat

*Caesar in Egypt with Cleopatra*

in Egypt to feed all of Rome. Julius Caesar crossed the **Mediterranean** Sea to seize Egypt's wealth. Once there, however, Caesar met Queen Cleopatra and instead, he fell in love! Cleopatra was considered to be an extraordinary person. She was incredibly smart and clever. When Cleopatra walked into a room, everyone wanted to hear what she had to say.

Cleopatra was involved in her own political problems and **civil war** in Egypt. She was fighting her brother, Ptolemy [*tol*-uh-mee], for control of the Egyptian throne. Caesar helped her settle her problem by having Ptolemy killed. After Ptolemy's death, Cleopatra became queen of Egypt, and much-needed shipments of Egyptian wheat were soon exported to Rome.

Eventually, Caesar's enemies gained the upper hand. They worried that as Caesar became more powerful, he might declare himself king. Many members of the Senate became jealous and wanted to remove Caesar from power. In one of history's most famous deaths, Caesar was killed on the floor of the Roman Senate. It was the Ides of March—March 15, 44 BCE.

Sixty Roman senators, led by Junius Brutus, secretly plotted to murder Caesar in the Roman Senate. According to legend, Julius Caesar's last words were "*Et tu, Brute*?" This means, "And you, Brutus?" Caesar was surprised to discover that Brutus, someone he considered an ally, was a part of the plan to murder him. For all the troubles he faced during his time as **dictator** of Rome, Julius Caesar died a hero in the eyes of most Roman people.

*Caesar's assassination*

Chapter

# 13 Julius Caesar: Crossing the Rubicon

Mrs. Teachwell's Report

After he **conquered** Gaul, Caesar started marching back to Rome. By this time, the Roman senators were very nervous about Caesar. They thought he might march into Rome and take over. The senators sent Caesar a message. They told him to stop and send his soldiers home. They ordered him not to cross the Rubicon River. If he did, they said he would not be treated as a hero. Instead, he would be treated as a **traitor** and an **invader**.

In the year 49 **BCE**, Caesar crossed the Rubicon. He is said to have remarked in **Latin**, "The die is cast." That was his way of saying he knew he was taking a big risk. Crossing the Rubicon meant there was no turning back.

*Caesar crossing the Rubicon with his troops*

Caesar's actions led to a **civil war**—a war in which Romans fought against Romans. Caesar was the leader on one side. Pompey [POM-pee], another famous Roman general, was the leader on the other side. Caesar **defeated** Pompey and chased him to Egypt, where Pompey was killed.

When Caesar got to Egypt, he found another country tangled up in a **civil war**. The princess Cleopatra was trying to take power from her brother. Caesar sided with Cleopatra. He helped her become Queen of Egypt.

Caesar had big plans. He didn't think Rome was run the way it should be. He wanted to change a lot of things. He had the Senate pass new laws. He replaced the old calendar with the one we still use today. (Did you know that the month of July is named for Julius Caesar?)

*Caesar met Cleopatra in Egypt and helped her become queen.*

Caesar wanted to do more, but he felt he needed more power. He got himself appointed **dictator**. At first, he was appointed **dictator** for only one year. That was not so **unusual**. The Romans had chosen **dictators** in the past. A **dictator** could be put in power during times of trouble. But the **dictator** was only supposed to rule for a little while, until the troubles passed. That was not what Caesar had in mind. He had himself appointed **dictator** for ten years. That upset a lot of people. How do you think those people felt a little later, when Caesar had himself appointed **dictator** for life? That was really too much for some people. For hundreds of years, Rome had been a republic. Now, Caesar was setting himself up as a **dictator**. Perhaps, he even wanted to be a king. That was even more upsetting. The Romans had driven out the kings hundreds of years earlier.

*Caesar became **dictator** of Rome for life.*

A group of Romans agreed that Caesar was a **threat** to the republic. They stabbed him to death in the Senate.

Some of the men who stabbed Julius Caesar were men he considered friends. One of them, Brutus, was a man Caesar had treated almost like a son. How could these men kill Caesar? Brutus explained that it was not that he loved Caesar less, but that he loved Rome—and the Roman republic—more. Brutus and the other **conspirators** killed Caesar to save Rome. At least, that was the plan.

*The senators who stabbed Caesar thought they were saving the Roman republic.*

Chapter 14

# Augustus Caesar and the Roman Empire

Mrs. Teachwell's Report

## Read-Aloud

During his life, Julius Caesar had a few close friends, the closest of which was Marc Antony. Marc Antony was a general under Julius Caesar and helped in the **conquering** of Gaul. Julius Caesar did not have any sons that could take over his position as ruler of Rome. In his will, Julius Caesar adopted his eighteen-year-old great-nephew, Octavian, as his own son. After Caesar's death, Marc Antony and Octavian worked together to fight against Julius Caesar's enemies and **resolve** some of the **conflict** in the **empire**, at least for a while.

*Marc Antony and Octavian busts*

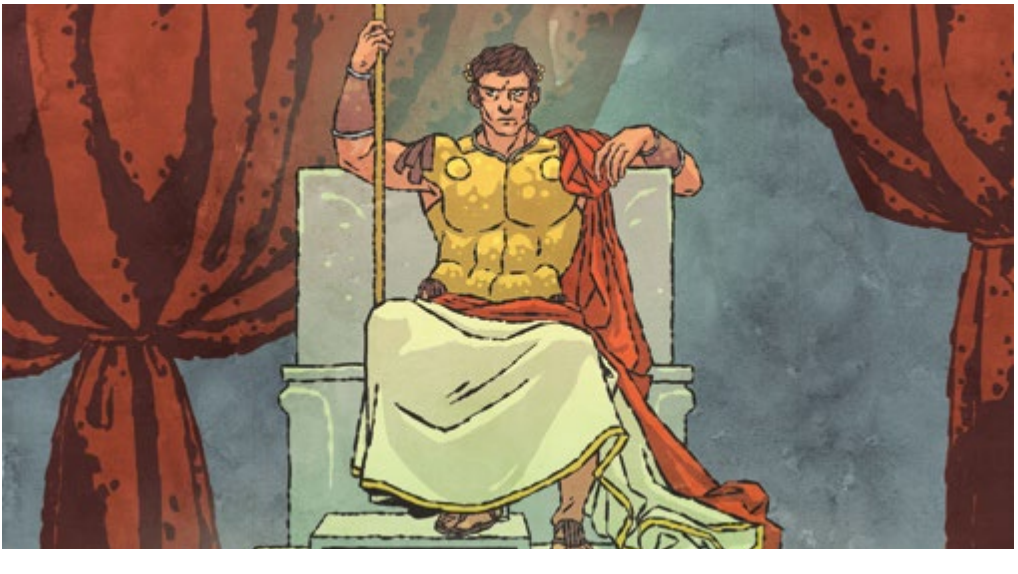
Marc Antony took it upon himself to make sure Rome and Egypt continued to be allies, because Rome needed to keep importing Egypt's wheat. Plus, Cleopatra's Egypt was a rich and powerful country with a strong

*Cleopatra with Marc Antony*

army—not as powerful as Rome, but still an important force in the **Mediterranean** area with which to have an **alliance**. Just as Julius Caesar had done, Marc Antony fell in love with Cleopatra, and she fell in love with him. In fact, they became one of the most famous couples in history. William Shakespeare, the playwright you heard about earlier who wrote the play *Julius Caesar*, wrote a play about this couple titled *Antony and Cleopatra*.

Marc Antony and Cleopatra became allies in a struggle for power with Octavian. Even though Marc Antony and Octavian had worked together in an **alliance** to end Rome's **civil war**, they eventually became enemies.

Octavian won the war against Marc Antony and Cleopatra. He went on to become the most powerful Roman leader at the time, with **influence** over most of the senators and generals. Octavian served as consul, proconsul, and in a number of other important roles, becoming a true Roman war hero just like his **predecessor**, Julius Caesar. Octavian managed to make more friends than enemies, unlike Julius Caesar. He was so popular and powerful that the Senate gave him a new name: Augustus, which in **Latin** means "**Illustrious** One." Augustus Caesar was presented the same award as his **predecessor** for his bravery, the Civic Crown. Today, Augustus is remembered as **Emperor** Augustus Caesar. He took the name *Caesar* in honor of Julius Caesar, his **predecessor** and adoptive father.



*Octavian as **emperor***

Augustus Caesar was considered the first Roman **Emperor**, which means he had a lot of power and **influence** over Roman politics. Under his leadership, Rome was no longer called the Roman Republic. Instead, from the time of **Emperor** Augustus Caesar onward, it would be called the Roman **Empire**.

Whether he was called a consul, **dictator**, king, or **emperor** did not matter; the fact was that Augustus Caesar was the most powerful man in Rome. Many soldiers and generals throughout most of Rome's

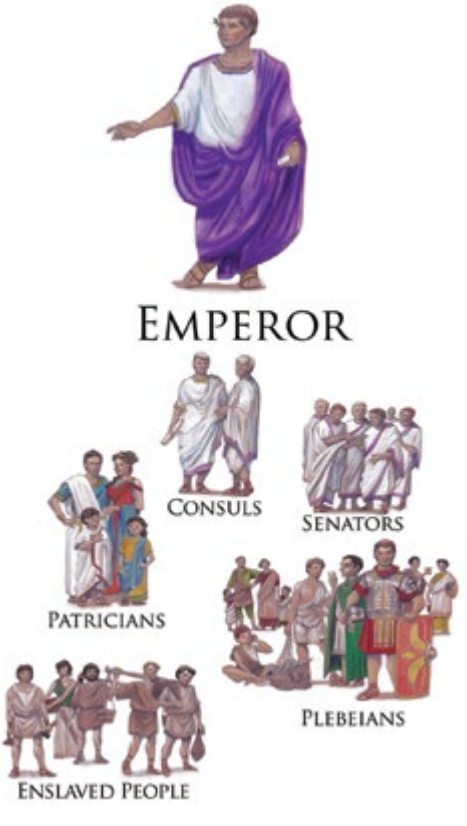



*Diagram of power in Roman **Empire***

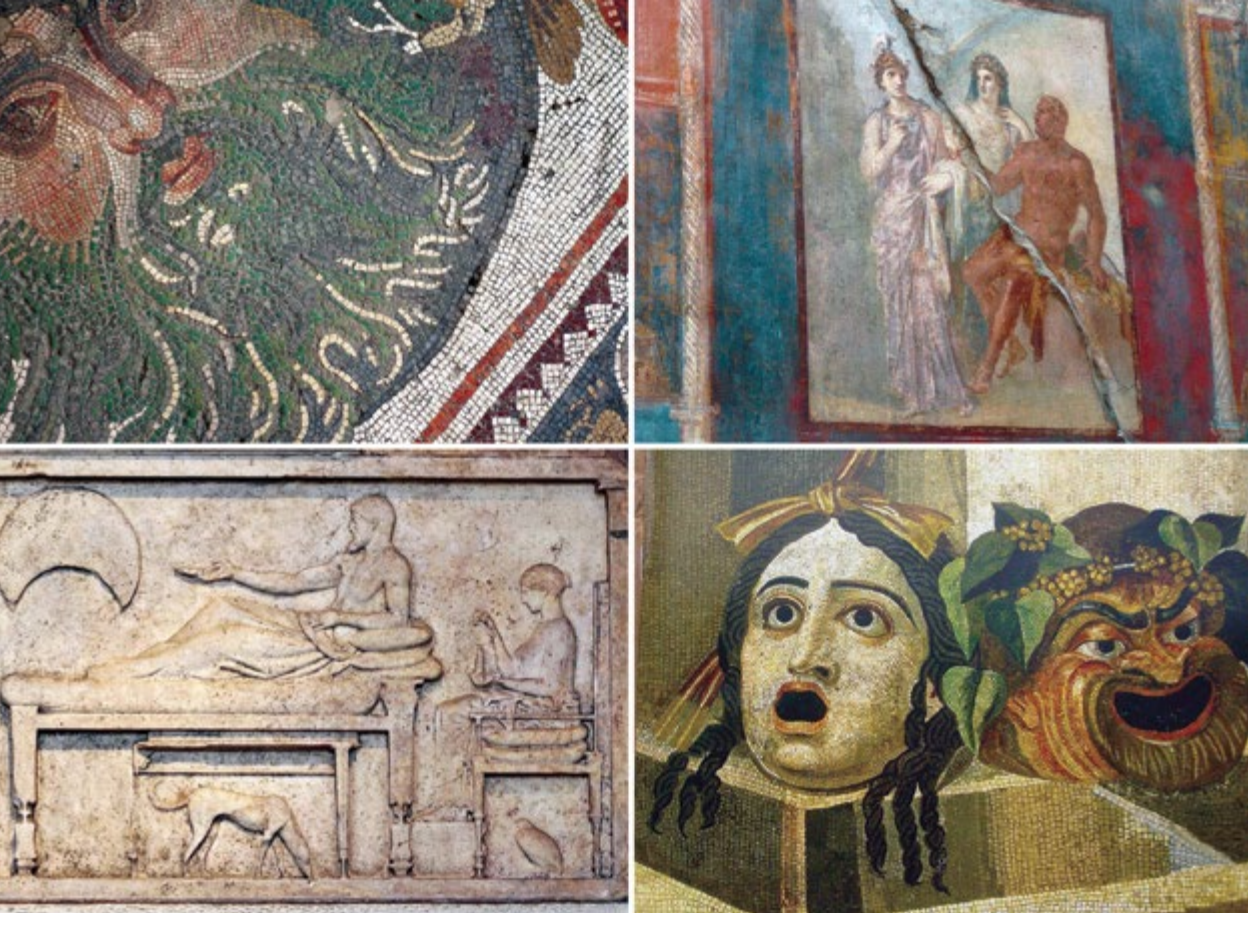
provinces were loyal to Augustus Caesar. They respected him and would do anything for him. This alone gave Augustus Caesar great power. He was also incredibly rich, and he had the power to make other people incredibly rich if they would do what he wanted them to do. Under the Roman **Empire**, the basic structure of government was similar to the structure of the Roman Republic: There was a Senate with two consuls, as well as proconsuls, or governors, and many of the same laws. The **emperor** of the Roman **Empire** was most powerful.

During his first several years as **emperor**, Augustus Caesar worked to make Rome's borders and provinces

*Map of Roman border **threats**, the* Pax Romana

secure and safe from attack. The Roman **Empire** was huge, stretching over thousands of miles including large cities, **vast** forests, mighty mountains, and **parched** deserts. The land of Gaul had been **conquered**, but there were still tribes in the deep forests determined to fight the Romans that called them **barbarians**. To the north of Gaul there were countless other Germanic tribes that were angry and nervous that Rome would try to take their land next. In the Alps, just north of Italy, there were still many ancient tribes unwilling to submit to Roman rule. There were also enemies in Spain and throughout various parts of Africa and western Asia. Individually, none of these enemies were a real **threat** to Roman power, but all together they posed a real problem. It seemed as though the wars and fighting would never end.

Augustus Caesar wanted to put an end to the continuous warfare once and for all. He spent more than twenty years fighting these enemies of Rome and expanded Roman territory to reduce the amount of surrounding **threats**. Thus began an important two- hundred-year period in Roman history known as the *Pax Romana*, which means Roman Peace in **Latin**. In truth, things weren't entirely peaceful; Roman armies still had to do some fighting here and there, but there



*Roman art (**mosaics**, fresco, sculpture)*

were no serious **threats** to Roman power. Augustus Caesar preferred to win wars without fighting at all, and many enemies surrendered to Roman rule rather than face Roman legions in battle. The mere thought of fighting the Romans was enough to make most kings shudder with fear.

Wherever they **conquered**, the Romans built their roads, bridges, temples, **aqueducts**, and fortresses. Wherever they went, the Romans also brought their

language, laws, money, and arts. Augustus Caesar loved art, and he knew how important it was to all Romans. He paid artists to create some of the finest and most beautiful sculptures, **mosaics**, frescoes, and temples. There are fewer frescoes today because they have not held up as well as **mosaics** and sculptures over time. Frescoes and other art from ancient Rome show us that Romans were talented artists. Ancient Roman art provides important clues about daily Roman life.

Augustus Caesar convinced Romans that peace was better than war. This idea was difficult for many Romans to accept at first, because they were used to constant warfare and expansion as the way to sustain the Roman **Empire**. Roman boys were expected to join the army as adults, and when necessary, die in battle for Rome. Roman mothers, wives, and children expected their sons, husbands, and fathers to march away to wars, often never to return. The idea of *Pax Romana* was something most Romans had never even dreamed of! Over the next hundreds of years, the Roman **Empire** had many, many **emperors**, but none would ever be as powerful or as **illustrious** as Augustus Caesar.

Chapter 15

# After Caesar: Augustus and the Roman Empire

Charlie Chatter's Report

The men who killed Julius Caesar were trying to save the republic. They did not succeed. After Caesar was killed, another **civil war** broke out. The man who came out on top at the end of the war was a man known as Augustus Caesar, or just Augustus.

Augustus was an adopted son of Caesar and he agreed with Caesar that Rome needed to change. But he was smart. He knew that the Romans cared about their history. They would not be happy if he came to power and changed everything all at once. What he did instead was very clever. He made himself **emperor** and he made it clear that he intended to serve until he died. That meant Rome was no longer a republic. But Augustus did not sweep away all of the old **traditions**. He let the Romans keep the Senate and consuls. Still, everybody knew that it was Augustus who was really in charge.

Augustus brought peace to a country that had been fighting **civil wars** for many years. He **reformed**

*A statue of Augustus Caesar*

the government and **conquered** new lands. He set up monuments. He built **magnificent** new buildings, including temples, theaters, and bath houses. He also repaired old buildings and decorated them with fancy stone, like marble. He once boasted that he "found Rome brick and left it marble."

One of the most famous buildings built during the **reign** of Augustus is the Pantheon. The Pantheon was built as a temple to all the Roman gods. (*Pan–* means all and *theo–* means gods.) The Pantheon is a beautiful building with a dome roof. While the original building was destroyed in a fire, the Pantheon still standing today was built to replace it. Thousands of tourists visit it every day.

*The Pantheon as it appears in Rome today*

The Pantheon is only one of many examples of great Roman architecture. Another one is the Colosseum. The Colosseum, built not long after the **reign** of Augustus, is a huge, oval stadium. The Romans went to the Colosseum to see people and animals fight. The Colosseum would hold fifty thousand people. Today the Colosseum is in ruins, but some of it is left to give us a good idea of what it would have looked like.

*The ruins of the Colosseum as it appears today. In ancient times, the Romans came to the Colosseum to see battles between people and animals.*

The Romans also enjoyed watching **chariot** races. These were held in an even larger stadium, called the Circus Maximus. For the Romans, a **chariot** race or a fight was good entertainment, the way a football game or a movie is for us today.

*The Romans enjoyed watching **chariot** races at the Circus Maximus.*

The Romans also built roads and **aqueducts**. The roads brought people from all around the **Empire**. The **aqueducts** were used to bring water from the country into the city. Some of the **aqueducts** are also very beautiful.

*An example of a Roman **aqueduct** as it appears today*

Chapter 16

# The Western and Eastern Empires

Charlie Chatter's Report

## Read-Aloud

In the previous lesson, you learned about the many invasions that led to the decline of Rome. You learned that the Roman armies had become weak, compared to the days of Julius and Augustus Caesar, and that they relied on paid soldiers, or mercenaries, to protect Rome. You also learned about how the Roman **emperors** and senators wasted lots of money on "bread and circuses"—**gladiator** games, **chariot** races, and other luxuries—but did not spend money on the things that would keep Rome safe.

*Mercenary soldiers*

*Map of Rome at its largest extent*

The Roman **Empire** simply became too **vast** to handle. It was impossible for a single **emperor** working with senators and proconsuls to control everything that was happening over thousands of miles of Roman territory. And there were many selfish **emperors** as well! The governors and generals in charge of the Roman provinces could do as they pleased. Over the course of many years, Rome itself became less and less important to the people who lived in and ruled the Roman provinces, which stretched from Italy to the surrounding areas of England, France, Spain, North Africa, and the Middle East.

*Map of Roman **Empire** divided into the East and West*

Roman culture changed in important ways, as well. We know that the Romans always tried to bring their own laws, lifestyle, and culture to the countries or tribes they **conquered**. At the same time, the Romans ended up adopting, or taking on, parts of the cultures that they **conquered**. In other words, even though the Romans had their own culture and **traditions**, they also picked up new ideas and customs from the people they met in faraway places.

Around this same time, the **empire** itself was going through another big change. The Roman **Empire** was so **vast** and so **complex** that it needed to be divided into two parts: the Western Roman **Empire**, with Rome as its capital; and the Eastern Roman **Empire**.

The Eastern Roman **Empire** would be ruled from a new capital city, called Constantinople. Constantinople was named after an important Roman leader. His name was Constantine the Great.

*Constantine the Great*

Constantine brought new hope and confidence to many Romans. His new city of Constantinople was a chance at a fresh start. Even with this new start, politics were just as difficult in the Eastern Empire as they had been in Rome. Under Constantine's rule, there was still **conflict** and warfare. Meanwhile, the city of Rome remained the center of the Western Roman **Empire**, as well as the center of Christianity. The political situation in Rome was worse than ever. **Emperors** came and went, and many politicians could hardly agree on anything. Worst of all, wars were breaking out in the north, as more and more surrounding tribes started looking for new homes on Roman land.

*Hagia Sophia*

Eventually, the Eastern Roman **Empire** completely separated from the Western Roman **Empire**. Once separated, it wasn't called the Eastern Roman **Empire** anymore. By 410 **CE**, the **Eastern Empire** was known as the Byzantine **Empire**. This photo shows the most famous Byzantine church, the *Hagia Sophia*. The Byzantines built many churches, but none compared to the *Hagia Sophia*, which is still standing today after more than 1600 years.

By 500 **CE**, the Western Empire had fallen apart, with most of the provinces falling to one **barbarian** tribe or another. A Byzantine **emperor**, Justinian, raised a mighty army and marched west to **reconquer**

the western province, thus waging new wars in the same areas Julius Caesar and Augustus Caesar had been hundreds of years earlier. As **emperor**, he developed a body of Roman laws called the Justinian Code. The Justinian Code was a collection of past laws from previous **emperors**, in addition to laws he developed himself. The Justinian Code is one of Justinian's major accomplishments as **emperor**. Justinian appears in the center of this **mosaic**, which you can see today in an Italian church. The Western Empire in Europe—from Italy across France and Germany and all the way to Britain—drifted into a long, sad period without leadership and **vision** from the powers of Rome. The glorious Roman **Empire** finally came to an end.

*Justinian*

Chapter

# 17 The Second Rome: From Constantine to Justinian

Constantine was the first Roman **Emperor** to support Christianity. He issued an order that made it **illegal** to put Christians to death, or even throw them in jail.

Constantine built churches all over the **empire**. He built one in Bethlehem, where Jesus was born. He built another in Jerusalem, where Jesus died. He built churches in Rome and in the ancient city of Byzantium, in present-day Turkey. Byzantium was Constantine's favorite city. He adopted it and renamed it Constantinople. His goal was to turn the city into a "new Rome," a sort of Rome away from Rome.

*This church in Bethlehem is built where Jesus is said to have been born.*

Constantine did not want Constantinople to replace Rome. He hoped that Constantinople would take its place beside Rome and that the two cities would survive, side by side, for many years. He wanted Rome and Constantinople to be like two mighty **pillars** supporting the Roman **Empire**. But, in the end, one of those **pillars collapsed**.

One of the **emperors** who ruled after Constantine decided his job was just too big. He felt that the Roman **Empire** was too large to be ruled by any one man. So he split the **empire** into two parts. He declared that the western half of the **Empire** would be ruled by one **emperor**, based in Rome; the eastern half would be ruled by a second **emperor**, based in Constantinople.

Not long after the **empire** was divided, **invaders** from the North began attacking the Western **Empire**. Things got worse and worse. The **invaders** even attacked Rome itself. Finally, the western part of the Roman **Empire collapsed**.

The Eastern **Empire**, based in Constantinople, had better luck. It lived on, and for a while, even got stronger.

*A map showing the divided* ***empire***

Most **historians** agree that the Eastern **Empire** was at its best during the **reign** of Justinian. Justinian came into power in the year 527 CE. That is, he became **emperor** 527 years after the birth of Jesus and about two hundred years after Constantine decided to support Christianity.

Like Constantine before him, Justinian was a Christian. He spent lots of money building churches. In Constantinople, he built the church of Hagia Sophia [ho-GEE-ə Soe-FEE-yə], with its **magnificent**, soaring dome.

*The inside of the Hagia Sophia in Constantinople*

Justinian also completed an important book project. He had scholars gather up all of the laws that had been passed in the Roman **Empire** over the years. What the scholars found was a big mess. There were so many laws, nobody could possibly keep track of them all. There were old laws that no longer made sense. There were even laws that seemed to be the opposite of one another. One law might say "it is **illegal** to do X." Then another law might say "it's perfectly fine to do X." Justinian had his scholars gather up all the laws, sort them out, and organize them. When they were done, they published the laws. The new, organized laws filled several books. The new organized laws were known as **Justinian's Code**.

*A **mosaic** of Justinian from the Hagia Sophia*

Chapter 18

# Androcles and the Lion

Charlie Chatter's Report

The ancient Romans liked to watch **gladiator** fights. They liked to watch a **gladiator** fight against other **gladiators** or against wild animals. As mentioned in a previous chapter, the Romans even built the Colosseum for these fights. The Colosseum was so big it could hold fifty thousand people!

This is a **gladiator** story and it ends in the Colosseum. You may be surprised by the ending!

***Gladiators** fighting*

Once there was a Roman enslaved person named Androcles [AN-droe-cleez]. Androcles escaped from his master and ran away. One night he hid in a cave. He crept into the cool darkness, lay down, and fell asleep.

In the middle of the night, Androcles was awakened by a loud roaring noise. He got up and squinted in the darkness. What he saw scared him half to death. It was a lion returning to his den!

Androcles shrank back, fearful for his life.

Then, he saw that the lion was suffering. It was roaring in pain. The great beast limped into the cave and flopped down. It lifted its right front paw and licked it.

Androcles took a step toward the lion. The big cat spotted him, but he did not seem angry. Instead, he gave Androcles a sad look, as if asking for help. Androcles **crouched** next to the lion. He looked and saw a thorn stuck in the lion's paw. He put out his hand. The lion did not try to bite him. He touched the lion on the paw. The lion sat still. Then, very gently, Androcles took hold of the thorn and pulled it out.

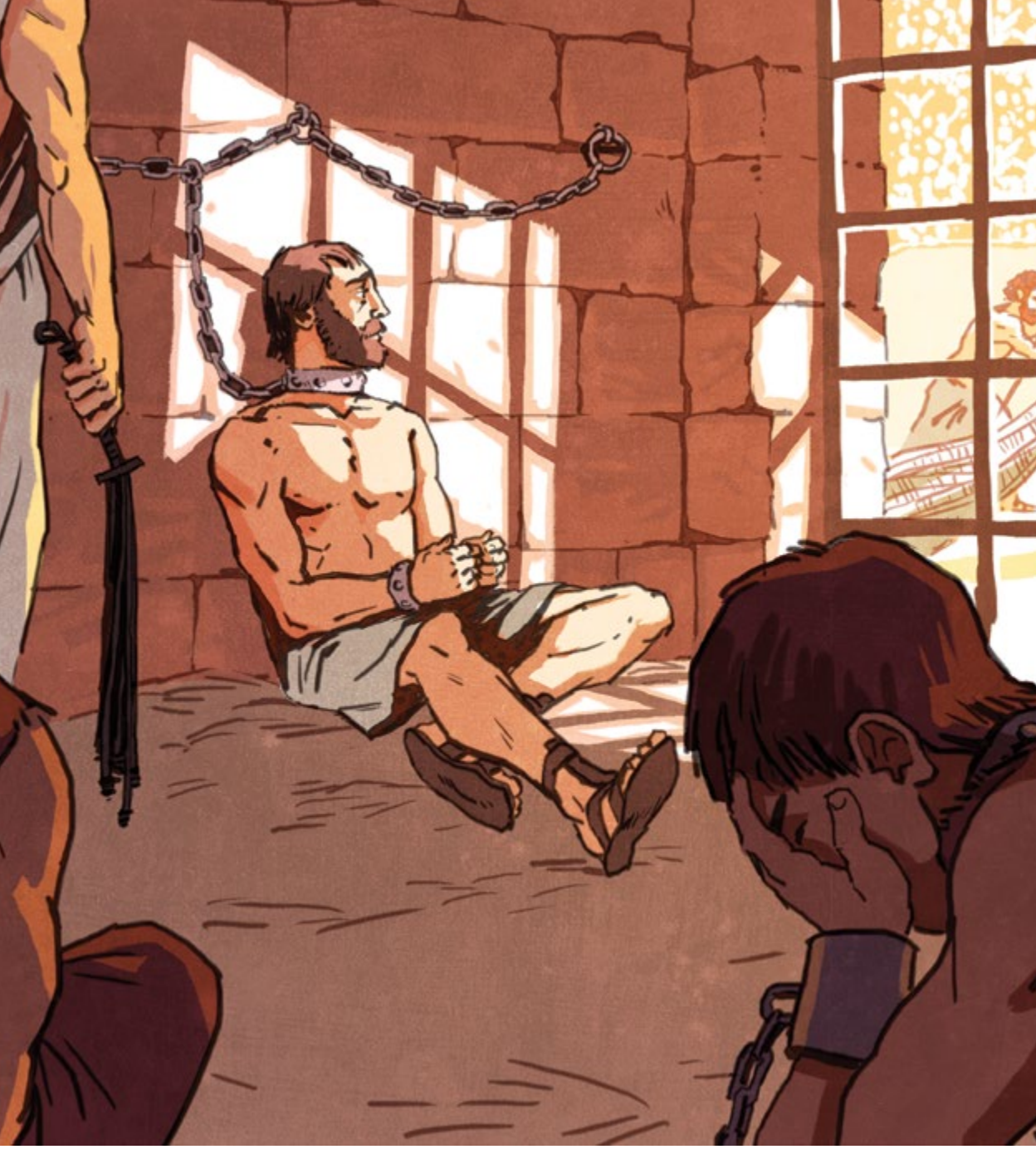
*The lion gave Androcles a sad look, as if asking for help.*

The lion looked Androcles in the eye and purred. That was the beginning of a warm friendship between Androcles and the lion. They lived together in the cave. They slept side by side, keeping each other warm.

Then, one day Roman soldiers discovered Androcles. The law of Rome said that runaway enslaved people must be punished. So, Androcles was captured and taken to the city of Rome.

For ten days, Androcles sat alone in a jail cell. The jailors fed him nothing but water and crusts of stale bread. Then, one of them told him he was to meet his death in the Colosseum.

Androcles knew what that meant. Runaway enslaved people were often forced to fight in the Colosseum. Androcles knew he would be forced to fight against **gladiators**, or perhaps against **vicious**, hungry wild animals.



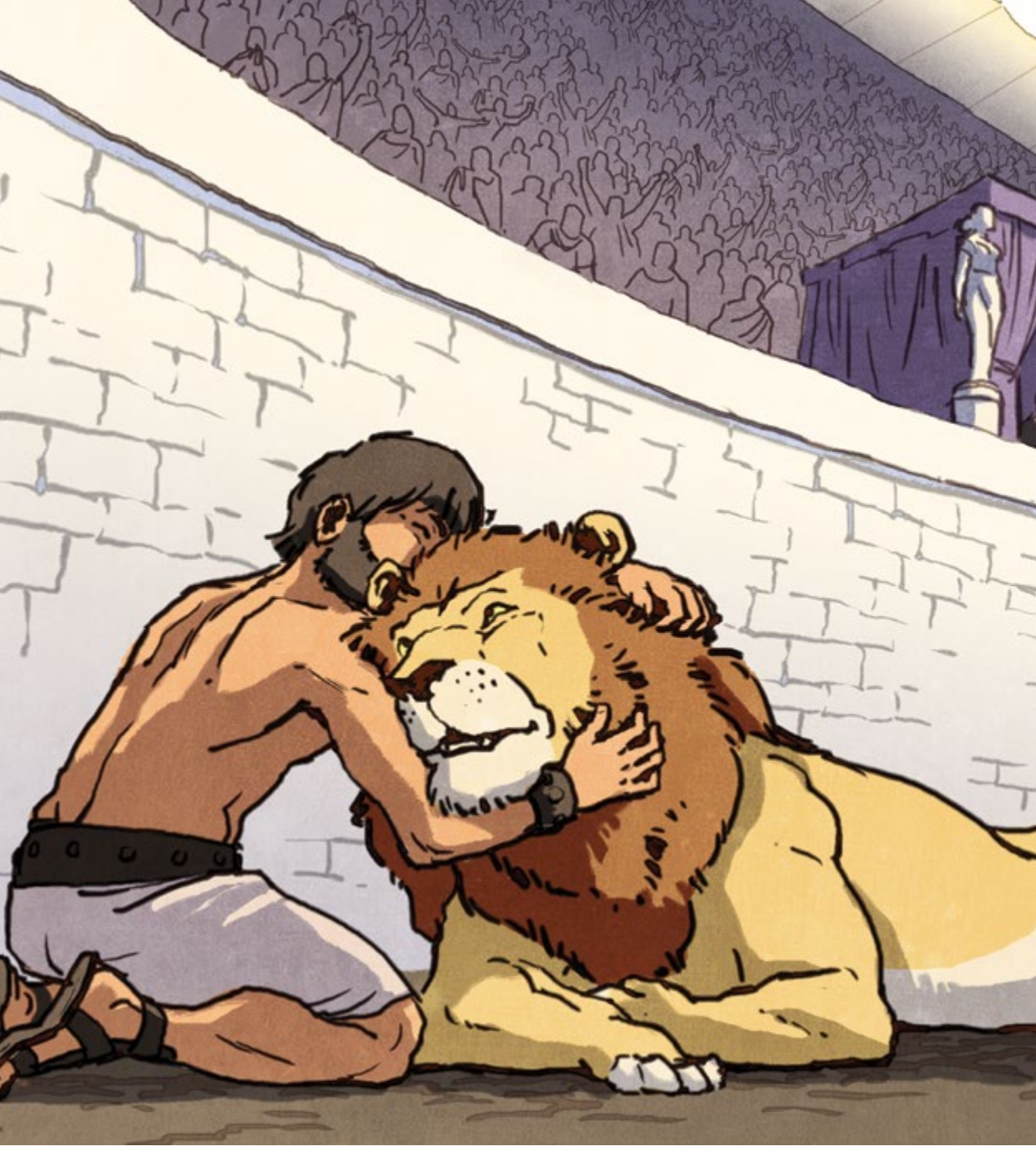
*Androcles waiting in the cell to enter the Colosseum*

Androcles was led out of his cell. As he walked into the Colosseum, he knew that he would soon die. Androcles was brave. He stepped into the **arena** and prepared himself for the fight, and for death.

The crowd cheered as Androcles stepped into the **arena**. They cheered even more loudly when a lion appeared on the other side of the **arena**.

Then, something strange took place. This was not just any lion. It was the lion Androcles had **befriended**. The lion recognized his friend. Instead of attacking, the beast ran up to Androcles and began licking his face. Androcles stroked the lion and rubbed his belly.

The crowd was amazed. They had never seen anything like this. They cheered loudly.



*Androcles and the lion*

"Free the enslaved!" one of the men in the crowd shouted.

"Free the lion!" another shouted.

Soon, the whole crowd was yelling and shouting.

The **emperor** was the one who made the decision. He held out his hand, with his thumb to the side. Then, he tilted it so that his thumb pointed up. Thumbs up! That was the sign! It meant that Androcles and the lion had pleased the **emperor**. They would be saved!

So Androcles and the lion were set free. They lived a long life and their friendship never faltered.

*The **emperor** signaled "Thumbs up!" Androcles and the lion were set free.*

Chapter 19

# Androcles and the Lion: Reader's Theater

## Cast

**Narrator 1**

**Narrator 2**

**Androcles**

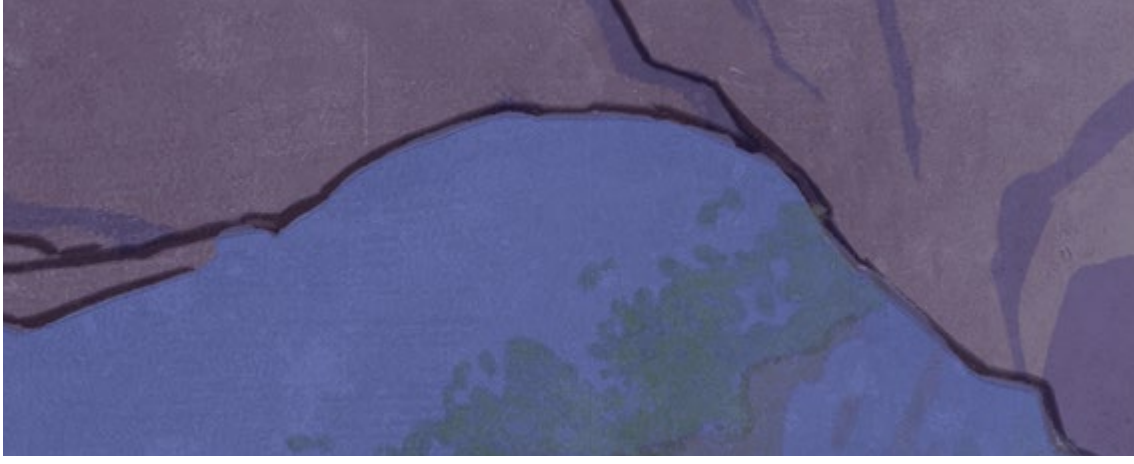
**Lion**

**Crowd**

**Man (in the Crowd)**

**Woman (in the Crowd)**

**Emperor**



## Scene 1—In a cave in the forest

**Narrator 1**

Thousands of years ago, there was an enslaved person named Androcles who lived in ancient Rome. Every day, Androcles was sent by his master out to the fields with the other enslaved people. There they spent the entire day in the blistering hot sun, tending the master's crops. Only when dusk fell at the very end of the day did they return to the enslaved quarters where they lived. Each night, after a meal of stale bread and water, they fell exhausted on the hard floor and went to sleep.

**Narrator 2**

One day when it was time to return from the fields, Androcles did not follow the other enslaved people. As the others went back to their quarters, Androcles hid at the edge of the field. When it was dark, he ran as fast as he could, far into the forest. When he could run no more, he happened upon a small cave. He

crept inside into the cool darkness and fell asleep.

**Lion** *(roaring several times, but then whimpering in pain)*
Rrrrrrroarrrr…… Rrrrrrroarrrr….. Rrrrrrroarrrr … owowowowow….

**Androcles** *(voice shaking)*
Who's there? Where are you?

**Lion** *(roars two more times in pain)*
Help me! Help me—here!

**Androcles** *(voice still shaking)*
Whoa! How can I help you?

**Lion** *(limps towards Androcles and lifts his front paw)*
Just help me. My paw, my paw—please help me.

**Androcles** *(**crouches** carefully next to the lion, lifting its paw)*

Well, let me take a look. Aha! I see what the problem is. There is a very large thorn stuck in your paw. Hold very still and I will pull it out.

*(Androcles gently pulls the thorn out of the lion's paw.)*

**Lion**

Oooooowww…ahhhhhhh—that's much better. Thank you.

*(Lion rubs up against Androcles and purrs.)*

**Narrator 1**

That was the beginning of a warm friendship between Androcles and the lion. They lived together in the cave. They slept side by side, keeping each other warm.

**Narrator 2**

Then one day, a group of Roman soldiers on patrol stumbled upon the cave where they discovered Androcles. Roman law said that runaway enslaved people must be punished. So the soldiers dragged Androcles out of the cave and back to the city of Rome.

**Narrator 1**

Androcles was taken to jail. He was left alone in a cell for ten days with little to eat or drink. On the tenth day, the jailer came to tell him that he would be taken to the Colosseum that afternoon. Androcles knew that could mean only one thing. He would be forced to fight to death against **gladiators** or **vicious**, wild animals.

## Scene 2—The Colosseum

*(The **emperor** and crowd stand in a circle as if seated at the Colosseum. Androcles enters the center of the circle from one side.)*

**Crowd** *(chanting Androcles' name as he enters the circle)*

Androcles! Androcles! Androcles!

**Lion** *(shakes mane and roars loudly as he enters the circle from the other side)*

Rrrrrrroarrrr…… Rrrrrrroarrrr….. Rrrrrrroarrrr

**Crowd** *(turns and looks at the lion and cheers loudly)*

**Emperor**

Let the games begin!

*(Androcles and the lion approach each other with heads down, ready to fight. Then, both look up and stare into each other's eyes.)*

**Lion** *(purrs loudly and rubs up against Androcles' leg)*

Purrrrr…rrrrrr….rrrrr

**Androcles** *(bends forward to hug the lion)*

My friend, my friend—it's you!

**Crowd** *(cheers loudly)*

**Man in the crowd**

Free Androcles! Free Androcles!

**Woman in the crowd**

Free the lion! Free the lion!

**Crowd (all chanting)**

Free Androcles! Free the lion! Free Androcles! Free the lion!

**Emperor** *(waves both arms to quiet the crowd; holds out his right hand with his thumb to the side and then tilts his thumb up)*

**Crowd** *(all chanting)*

They're saved! They're both saved! Hooray!

**Narrator 1**

So Androcles and the lion were both set free. They lived a long life and their friendship never faltered.

Chapter 20

# The Roman Republic

Dave King's Report

For many years, Rome was governed by kings. Some of these kings were good men who ruled well. Some were bad men who treated the Romans poorly.

One of the kings was so bad he convinced the Romans that they should get rid of kings altogether. His name was Tarquin. The Romans called him Tarquin the Proud. Tarquin was a tyrant. He was a cruel ruler who treated the people badly. In the end, the people got so mad at Tarquin that they joined together and drove him out.

Once King Tarquin had been driven out, the Romans set up a different sort of government. They set up a republic—a kind of government with no kings.

| What Are the Differences? | Monarchy | Republic |
|---|---|---|
| ***Who rules?*** | The king rules. | Elected officials rule. |
| ***How long is the rule?*** | The king usually rules until he dies. | Officials serve for a set length of time. |
| ***Who replaces the ruler?*** | A king is usually succeeded by his oldest son. | A new official is elected to replace the previous official. |

*How is a monarchy different from a republic?*

One of the most important parts of the Roman republic was the Senate. The Senate was a group of older men who met to make decisions and pass laws. Many of the senators were from old, wealthy families. Almost all of them had fought in the army and earned the trust of their fellow Romans.

Each year, the people would elect two men to serve as consuls. To be chosen as a consul was a great honor. It was the most powerful position in the Roman republic.

Rome was a republic, but it was not a democracy. Some people played a role in the government, but many more played no role at all.

In the early years of the Roman republic, one group held most of the power. These were the patricians. The word *patrician* comes from the **Latin** word pater, or father. The patricians thought of themselves as the fathers of the people. They felt that it was their job to take care of the people in the same way that parents take care of their children. The patricians were from wealthy, old families. All of the men in the Senate were patricians. In the early days of the republic, the men selected to be consuls were also patricians.

*In the early days of the republic, the consuls and the senators were patricians from wealthy Roman families.*

The rest of the people—the ones who were not patricians—were called plebeians. The plebeians were the poorer people. In the early years of the republic, they had very little power.

The Roman republic lasted for more than five hundred years. Many Romans loved the republic. They thought it was the best kind of government a country could have. They were, however, not the only ones who thought so.

The Founding Fathers of the United States also believed a republic was the best kind of government. When the colonies declared their independence from Great Britain in 1776, they broke away from a king (King George III) and set up a republic. They created a Senate that was modeled on the Roman Senate. They created a president who was a lot like the Roman consuls. They even built government buildings that looked like ancient Roman buildings. So you can see that Roman ideas about government have had a big **influence** all around the world.

*This is the U.S. Capitol building in Washington D.C. Many American government buildings look like ancient Roman buildings.*

# Glossary for *Stories of Ancient Rome*

## A

**advisor**—a person who offers advice and help

**aid**—to offer help

**alliance**—a group of people who share common goals and agree to work together (**alliances**)

**ambrosia**—the drink of the gods; Those who drank it became immortal.

**aqueduct**—a stone structure built to carry water from the country into the city (**aqueducts**)

**aqueduct**—a channel or pipe built to carry water over a long distance (**aqueducts**)

**architecture**—design or style of buildings

**arena**—the area of a stadium where the events actually take place

**armor**—a protective covering, usually made of metal, worn by soldiers in battle

**Augustus**—Julius Caesar's adopted son who changed ancient Rome from a republic to an empire by becoming the emperor

**avalanche**—snow, ice, and rocks that suddenly fall down the side of a mountain (**avalanches**)

# B

**BCE**—Before the Common Era

**banquet**—a large feast to celebrate something

**barbarian**—a person who is wild, sometimes violent, and does not behave the right way (**barbarians**)

**beautiful**—very pretty, lovely

**beauty**—being pretty

**befriend**—to become friends with (**befriended**)

**blacksmith**—a person who molds hot iron into metal objects

**brutal**—very harsh and unpleasant (**brutality, brutally**)

**Byzantium**—ancient city in the eastern part of the Roman Empire, later called Constantinople

# C

**Carthage**—city on the coast of Africa that Romans saw as a rival city (**Carthaginians**, **Carthaginian**)

**CE**—the Common Era

**chaos**—complete confusion or disorder

**chariot**—a cart with two wheels and no seats that is pulled by horses; The driver stands up in the cart to hold the horses' reins.

**Christianity**—a religion based on the teachings of Jesus (**Christian**)

**Circus Maximus**—a large stadium where **chariot** races were held

**civil war**—a war between groups within the same country

**civilization**—a group of people living together, often in cities, with the same laws, leaders and form of government, language and writing system (**civilizations**)

**Cleopatra**—the Queen of Egypt; She became queen with help from Julius Caesar.

**collapse**—to suddenly fail (**collapsed**)

**Colosseum**—a huge **arena** in Rome where people would go to watch events, mainly gladiator fights, that is one of the most recognizable buildings from the Roman Empire

**complex**—difficult to understand; made up of many different parts (**complexity**)

**compromise**—to settle a disagreement by both sides giving up something they want (**compromises, compromised, compromising**)

**conduct**—to carry out, such as an activity

**confident**—sure, certain

**conflict**—a fight or argument (**conflicts**)

**confront**—to meet face-to-face (**confronted**)

**conquer**—to take control of something by force (**conquered**)

**conqueror**—someone who **defeats** others and takes over their land (**conquerors**)

**conspirator**—a person who has secretly planned to do something harmful (**conspirators**)

**Constantine**—the Emperor who ended the war between the Romans and Christianity; the first Roman Emperor to convert to Christianity

**Constantinople**—new name for the city of Byzantium and Constantine's favorite city, which he wanted to turn into a "new Rome"

**consul**—one of two top officials elected to govern the Roman republic (**consuls**)

**counter-attack**—a military response to an attack

**crouch**—to stoop or squat (**crouched**)

**crude**—uncivilized; not knowing how to act appropriately (**crudeness, crudely**)

**cruel**—mean, causing pain on purpose

**curious**—wanting to know more

# D

**Damocles**—a friend of Dionysius who wanted to be king and have Dionysius's life

**dangle**—to hang loosely (**dangling**)

**defeat**—to win a victory over (**defeated**)

**democracy**—a kind of government in which people are elected as representatives freely and equally by all people of voting age

**depart**—to leave

**dictator**—a person who rules a country with total control, often in a cruel way; A **dictator** is not elected (**dictators**)

**dictator**—a ruler who has all the authority but is not chosen by the people (**dictators**)

**Dionysius**—the king of Syracuse, a part of the Roman Empire, and friend of Damocles

**disciplined**—obeying the rules; controlled

**divine**—relating to God

**do his mother's bidding**—follow orders from his mother

**downfall**—a sudden fall from power

# E

**eager**—showing great interest in something

**Eastern Empire**—the eastern half of the Roman Empire

**elect**—to choose through votes (**elected**)

**emperor**—the male ruler/head of an **empire**

**empire**—a group of nations or territories ruled by the same leader, an emperor or empress; like a kingdom

**envy**—to want what someone else has (**envied**)

**establish**—to gain recognition for doing something well (**established**)

**Etruscan**—a person who was part of a civilization to the north of Rome who the Romans defeated (**Etruscans**)

**exotic**—unfamiliar and mysterious

# F

**faith**—strong religious beliefs

**favor**—to prefer; to like more than others (**favors, favored, favoring**)

**feud**—a fight between people or families that lasts for a long time (**feuds**)

**foe**—an enemy

**Founding Fathers of the United States**—men who played important roles in creating the Declaration of Independence and the Constitution, including John Adams, Benjamin Franklin, Alexander Hamilton, John Jay, Thomas Jefferson, James Madison, and George Washington

# G

**gladiator**—a man in ancient Rome who fought other men or animals to entertain an audience (**gladiators**)

**govern**—to rule or control (**governed**, **government**)

# H

**Hagia Sophia**—a large Christian church with a magnificent dome built by Justinian in Constantinople

**Hannibal**—general from Carthage who led the fight against Rome during the Second Punic War; He won many battles but lost the war.

**harass**—repeatedly attack or bother (**harassed, harasses, harassing**)

**hew**—to cut something with a sharp tool

**historian**—a person who writes about history (**historians**)

**honor**—a privilege or special opportunity to do something

**Horatius**—a Roman soldier who became a hero by fighting the Etruscan army with two other men so that the other Romans could escape; He jumped in the river during the fight and drifted downstream to Rome

# I

**illegal**—against the law

**illustrious**—famous and well-known (**illustriously**)

**immortal**—able to live forever

**import**—to bring in from another country to sell (**imports, imported, importing**)

**influence**—the power to change how people think or act (**influences**)

**ingenious**—clever and creative (**ingeniousness, ingeniously**)

**invade**—to attack or enter a place in order to take control of it

# J

**jealousy**—wanting what someone else has, wanting complete attention (**jealous**)

**Jesus**—a religious teacher born in the Palestine region of the Roman **Empire**, also called Jesus Christ; Christianity is based on his teachings

**Julius Caesar**—a Roman general who conquered many lands and expanded the Roman republic; After serving as a consul, he decided he did not like the way the republic was run. He became a dictator, was then seen as a threat, and was killed

**Justinian**—great emperor of the Eastern Empire who built the Hagia Sophia and organized laws into Justinian's Code

**Justinian's Code**—the laws organized and published by Justinian

# L

**Latin**—the language of ancient Rome

**laugh**—to giggle or chuckle at something that is funny

**legendary**—well-known or stemming from an old story passed down from long ago that is usually not true

# M

**magnificent**—impressive and beautiful

**marriage**—the committed partnership between two people to make a home and raise a family

**Mediterranean**—the sea around which the Romans created their empire; an important body of water for trade, war, and transportation

**messenger**—someone who delivers messages back and forth

**miracle**—an amazing event with no explanation, believed to be an act of God (**miracles**)

**mission**—a very important job

**monarchy**—a kind of government in which a king or queen rules and selects who will rule after his/her death, usually the oldest son

**mosaic**—art made by putting small pieces of glass or tile together to form a picture (**mosaics**)

**Mount Olympus**—the home of the Roman gods and goddesses

**Mount Vesuvius**—a volcano that erupted in AD 79 and wiped out the city of Pompeii

# N

**negotiate**—to bargain or to come to an agreement (**negotiates, negotiated, negotiating, negotiator**)

# O

**official**—a person who holds an office and has authority (**officials**)

# P

**Pantheon**—a temple built to honor all of the Roman gods

**parched**—extremely dry

**patrician**—a person from an old, wealthy, powerful family in the Roman republic who held government positions (**patricians**)

**peak**—the top of a mountain; the highest point (**peak**s)

**pillar**—a column that supports a building or a supporting part of something (**pillars**)

**pity**—to feel sorry or unhappy for someone

**plebeian**—an ordinary person who was poor and had little education or power in the Roman republic (**plebeians**)

**plume**—a cloud of smoke that rises into the air in a tall, thin shape

**Pompeii**—a city in the Roman Empire that was wiped out when Mount Vesuvius erupted

**predecessor**—someone who comes before (**predecessors**)

**preserve**—to save in its original form so that it remains the same (**preserved**)

**prick**—to make a small hole with something sharp (**pricked**)

**priestess**—a woman who performs special duties to honor and communicate with the gods

**pumice**—gray volcanic rock

**Punic War**—one of the three wars fought between the Romans and the Carthaginians over control of the Mediterranean (**Punic Wars**)

# R

**ransom**—money paid to free someone who has been captured or kidnapped

**reform**—to change the way things are done to make them better (**reformed**)

**reign**—period of time during which a ruler is in charge

**religion**—the belief in a god or many gods

**Remus**—one of the brothers who started Rome according to legend; He was killed by his brother Romulus in a fight over where to build the city

**republic**—a kind of government in which people are elected as representatives to rule

**resolve**—to settle or solve a problem (**resolves, resolved, resolving; resolution**)

**revolt**—riot or revolution against a ruler or government

**riot**—a protest by a large number of people (**riots**)

**rival**—an enemy

**Romulus**—one of the brothers who started Rome according to legend; He killed his brother Remus in a fight over where to build the city and then built Rome and named it after himself

**rough**—not calm

**Rubicon**—the river Julius Caesar crossed even though the Roman senators warned him not to, leading to a civil war

**ruins**—the remains of something that has fallen or been destroyed

# S

**satyr**—a creature who was half man, half goat and was often found with Bacchus (**satyrs**)

**saunter**—to walk in a slow and relaxed way (**saunters, sauntered, sauntering**)

**scholar**—a person with a lot of knowledge about a certain subject (**scholars**)

**Senate**—a group of men (senators) who were elected to represent the people who voted for them and met to make decisions and pass laws for the Roman republic; American government today also has a Senate of elected men and women

**siege**—a closure of a city, fort, or base by surrounding it and cutting off supplies into that area (**sieges**)

**she-wolf**—a female wolf

**shortage**—a lack of something, such as food, money, or water (**shortages**)

**shrine**—a place where people pray to or worship gods and goddesses

**subjects**—people who are ruled by a king or emperor

# T

**talent**—a unit of measurement in ancient Rome, equal to about 71 pounds, used to measure gold and silver (**talents**)

**taunt**—to tease or make someone upset by making fun of or being mean to the person

**thou**—old fashioned way of saying "you"

**threat**—someone or something that is or may be dangerous

**tradition**—custom (**traditions**)

**traitor**—someone who is not loyal

**trial**—a meeting in court to determine if someone has broken the law

**trident**—Neptune's magical, three-pronged spear that was shaped like a fork

**tyrant**—a ruler who is mean, harsh, and acts without regard for laws or rules

# U

**uncivilized**—wild and barbaric

**underworld**—underground place where dead people's spirits go

**unusual**—rare

# V

**valiantly**—in a brave and courageous manner

**vast**—very big in size (**vaster, vastest, vastness, vastly**)

**Veni, vidi, vici** [wae-NEE, wee-DEE, wee-KEE]—I came, I saw, I conquered, Julius Caesar's report about his efforts in Asia

**vicious**—dangerous, violent, mean (**viciousness, viciously**)

**victorious**—having won a battle, war, or contest

**vision**—an idea or picture in your imagination

**volcano**—a mountain with openings through which melted rock, ash, and hot gases explode

# W

**Western Empire**—the western half of the Roman Empire

**wisdom**—knowledge and good judgment gained over time

# Y

**ye**—old fashioned way of saying "you"

**yon**—distant

**General Manager K-8 Humanities and SVP, Product**

Alexandra Clarke

**Chief Academic Officer, Elementary Humanities**

Susan Lambert

**Content and Editorial**

Elizabeth Wade, PhD, Director, Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Baria Jennings, EdD, Senior Content Developer

Maria Martinez, Associate Director, Spanish Language Arts

Christina Cox, Managing Editor

**Product and Project Management**

Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

**Design and Production**

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

**Texas Contributors**

**Content and Editorial**

Sarah Cloos
Laia Cortes
Jayana Desai
Angela Donnelly
Claire Dorfman
Ana Mercedes Falcón
Rebecca Figueroa
Nick García
Sandra de Gennaro
Patricia Infanzón-Rodríguez
Seamus Kirst
Michelle Koral
Sean McBride
Jacqueline Ovalle
Sofía Pereson
Lilia Perez
Sheri Pineault
Megan Reasor
Marisol Rodriguez
Jessica Roodvoets
Lyna Ward

**Product and Project Management**

Stephanie Koleda
Tamara Morris

**Art, Design, and Production**

Nanyamka Anderson
Raghav Arumugan
Dani Aviles
Olioli Buika
Sherry Choi
Stuart Dalgo
Edel Ferri
Pedro Ferreira
Nicole Galuszka
Parker-Nia Gordon
Isabel Hetrick
Ian Horst
Ashna Kapadia
Jagriti Khirwar
Julie Kim
Lisa McGarry
Emily Mendoza
Marguerite Oerlemans
Lucas De Oliveira
Tara Pajouhesh
Jackie Pierson
Dominique Ramsey
Darby Raymond-Overstreet
Max Reinhardsen
Mia Saine
Nicole Stahl
Flore Thevoux
Jeanne Thornton
Amy Xu
Jules Zuckerberg

**Other Contributors**

Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

**Series Editor-in-Chief**

E. D. Hirsch Jr.

**President**

Linda Bevilacqua

**Editorial Staff**

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

**Design and Graphics Staff**

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

**Consulting Project Management Services**

ScribeConcepts.com

**Additional Consulting Services**

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

**Acknowledgments**

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

**Contributors to Earlier Versions of These Materials**

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

**Schools**

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

## Credits

*Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.*

*All photographs are used under license from Shutterstock, Inc. unless otherwise noted.*


### Expert Reviewers

Michael Carter, William Greenwalt

### Writer

Matt Davis


## Illustrators and Image Sources

1 (Mrs. Teachwell and students): Brittany Tingey, Jacob Wyatt, Scott Hammond, Shutterstock; 3 (Mrs. Teachwell, students): Brittany Tingey, Jacob Wyatt, Scott Hammond, Shutterstock; 5 (Rome, Tiber River): Shutterstock; 7 (Map): Shutterstock; 9 (Roman buildings): Shutterstock; 11 (King of Latium): Jed Henry; 12 (Servant): Jed Henry; 13 (She-wolf): Jed Henry; 14 (Romulus and Remus): Jed Henry; 16 (Remus taunt): Jed Henry; 17 (Roman coin): Shutterstock; 19 (Greek, Roman Gods) Shutterstock; 19 (Aphrodite): public domain; 20 (Jupiter): Shutterstock; 21 (Juno): Shutterstock; 22 (Neptune): Shutterstock; 23 (Mars): Shutterstock; 24 (Mercury): Shutterstock; 25 (Venus): public domain; 26 (Planets): Shutterstock; 27 (Apollo, Vulcan): Marti Major; 28 (Apollo): Shutterstock; 29 (Minerva): Jason Kim; 30 (Diana): Shutterstock; 31 (Bacchus): Shutterstock; 32 (Legionary): Shutterstock; 33 (Roman, Carthaginian territory): Shutterstock; 34 (Carthage): Jacob Wyatt; 35 (Testudo): Jacob Wyatt; 36 (Italian Alps): Shutterstock; 37 (Hannibal, elephants): Jacob Wyatt; 38 (Roman army): Jacob Wyatt; 39 (Elephants): Jacob Wyatt; 40 (Hannibal): Jacob Wyatt; 41 (Carthage defeat): Jacob Wyatt; 43 (Map): Shutterstock; 45 (Hannibal's army): Jacob Wyatt; 47 (Battles): Jacob Wyatt; 49 (Surrender): Jacob Wyatt; 51 (Model of Rome): Shutterstock; 51 (Roman family): Jed Henry; 52 (Boat): Jed Henry; 53 (Roman lessons): Jed Henry; 54 (Mosaic of Virgil): Shutterstock; 55 (Charioteers): Shutterstock; 56 (Children running): Jed Henry; 57 (Aqueduct): Jed Henry; 59 (Roman aqueduct): Shutterstock; 61 (Venus): Jed Henry; 62 (Cupid): Jed Henry; 64 (Palace): Jed Henry; 65 (Psyche): Jed Henry; 66 (Psyche begging): Jed Henry; 67 (Ants): Jed Henry; 69 (Proserpina): Jed Henry; 71 (Ambrosia): Jed Henry; 72 (Patrician family): Jed Henry; 73 (Pater Familias): Jed Henry; 74 (Patrician woman): Jed Henry; 75 (Roman dining, reclining): Shutterstock; 76 (Grain ships): Jed Henry; 78 (Angry mob): Jed Henry; 79 (Gladiators and venatore): Shutterstock; 80 (Mosaic of gladiators): Shutterstock; 81 (Lion mosaic): Shutterstock; 83 (Invitation): Marti Major; 85 (Dangling sword): Marti Major; 87 (Ransom): Jacob Wyatt; 89 (Caesar): Jacob Wyatt; 91 (Caesar writing): Jacob Wyatt; 92 (Caesar statue): Shutterstock; 92 (Young Caesar): Jacob Wyatt; 93 (Civic Crown): Jacob Wyatt; 94 (Politics): Jacob Wyatt; 95 (Consuls): Jacob Wyatt; 96 (Roman expansion): Shutterstock; 97 (Proconsul): Jacob Wyatt; 98 (Gauls): Shutterstock; 99 (Caesar writing): Jacob Wyatt; 100 (Vercingetorix): Jacob Wyatt; 101 (Technology): Jacob Wyatt; 102 (Vercingetorix statue): public domain; 103 (Procession): Jacob Wyatt; 104 (Rubicon): Jacob Wyatt; 104 (Pompey): Shutterstock; 106 (Cleopatra): Jacob Wyatt; 107 (Assassination): Jacob Wyatt; 109 (Crossing): Jacob Wyatt; 111 (Cleopatra): Jacob Wyatt; 113 (Dictator): Jacob Wyatt; 115 (Senators): Jacob Wyatt; 116 (Marc Antony, Octavian): Shutterstock; 117 (Cleopatra with Marc Antony): Jacob Wyatt; 118 (Octavian): Jacob Wyatt; 119 (Power diagram): Scott Hammond; 120 (Pax Romana): Shutterstock; 122 (Roman art): Shutterstock; 125 (Augustus statue): Shutterstock; 126 (Pantheon): Shutterstock; 127 (Colosseum): Shutterstock; 128 (Circus Maximus): Library of Congress, Prints & Photographs Division, LC-DIG-pga-00454; 129 (Aqueduct): Shutterstock; 130 (Mercenary soldiers): Kristin Kwan; 131 (Rome map): Shutterstock; 132 (East and West): Shutterstock; 133 (Constantine the Great): Shutterstock; 134 (Hagia Sophia): Shutterstock; 135 (Justinian): Shutterstock; 137 (Bethlehem church): Shutterstock; 139 (Divided empire): Shutterstock; 141 (Constantinople): Shutterstock; 143 (Justinian mosaic): Shutterstock; 145 (Gladiators): Shutterstock; 147 (Lion): Jacob Wyatt; 149 (Androcles): Jacob Wyatt; 151 (Androcles, lion): Jacob Wyatt; 153 (Thumbs up): Jacob Wyatt; 155 (Scene 1): Jacob Wyatt; 156 (Lion): Jacob Wyatt; 157 (Paw): Jacob Wyatt; 158 (Androcles): Jacob Wyatt; 159 (Scene 2): Jacob Wyatt; 160 (Purr): Jacob Wyatt; 161 (Emperor): Jacob Wyatt; 163 (Monarchy/Republic): Scott Hammond; 165 (Early days): Scott Hammond; 166 (Capitol): Shutterstock

Amplify.
TEXAS
ELEMENTARY LITERACY PROGRAM

**Grade 3** | **Unit 4** | Reader

**Stories of Ancient Rome**

640L

ISBN 9781643838557

Amplify.
TEXAS
ELEMENTARY LITERACY PROGRAM

ENGLISH

Grade 3

# Unit 4 | Digital Flip Book

## The Ancient Roman Civilization

Grade 3 | Unit 4

# The Ancient Roman Civilization

## Digital Flip Book

U4.L2.2

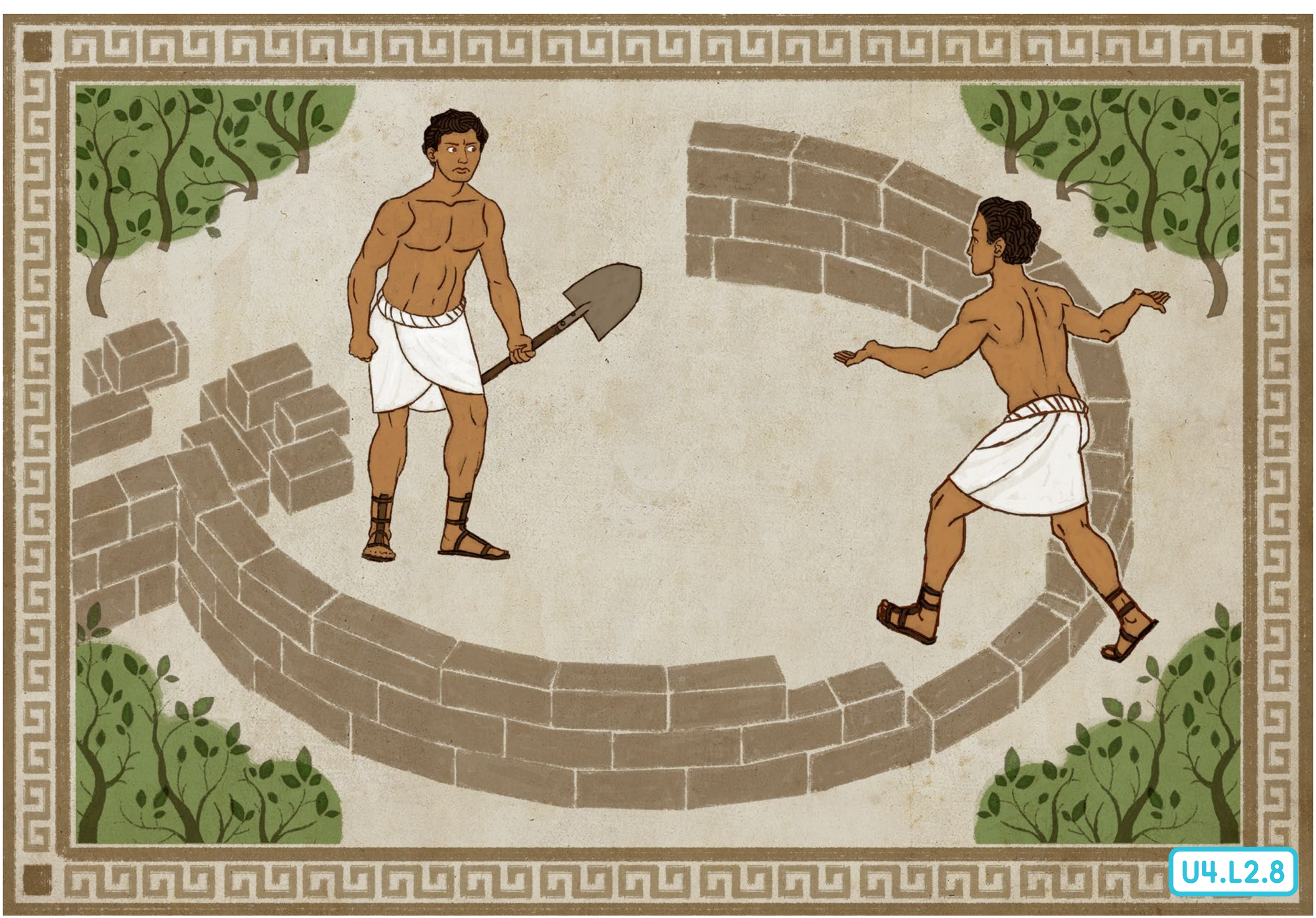
U4.L2.3

U4.L2.4

U4.L2.5

U4.L2.6

U4.L2.7

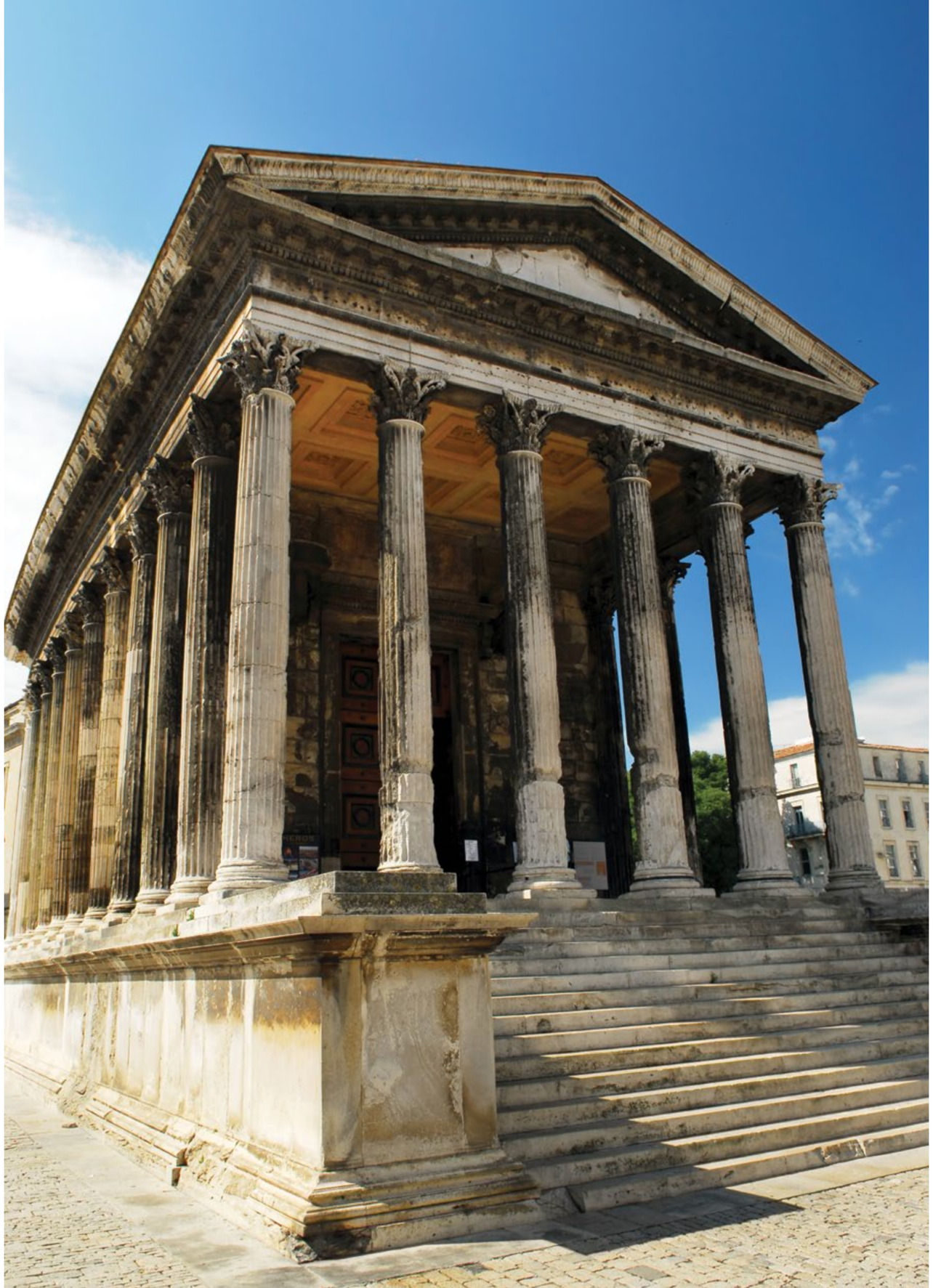


U4.L2.8

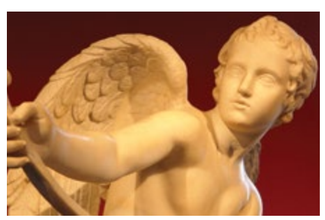
U4.L2.9

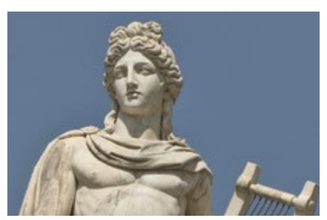
U4.L3.1

U4.L3.2



U4.L3.4

| Greek Name | | Roman Name |
|---|---|---|
| Zeus | | Jupiter |
| Hera | | Juno |
| Poseidon | | Neptune |
| Aphrodite | | Venus |
| Eros |  | Cupid |

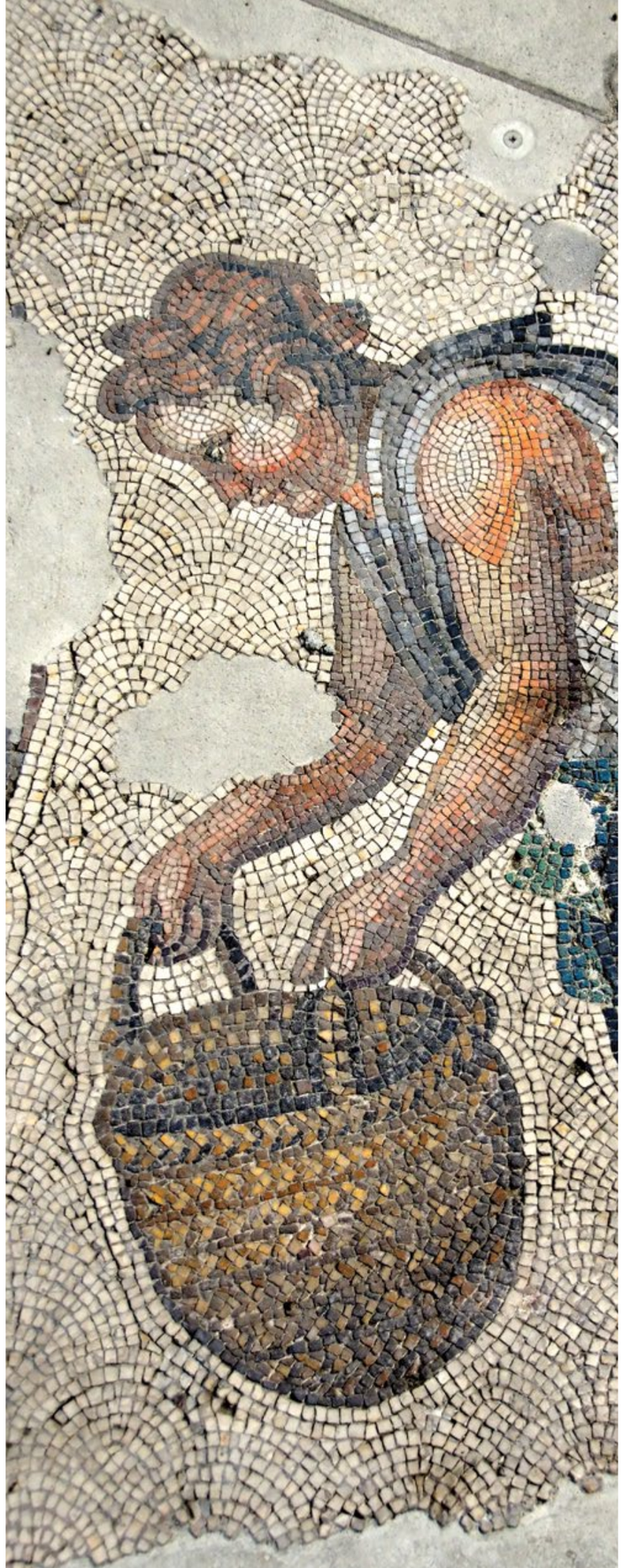
| Greek Name | | Roman Name |
|---|---|---|
| Ares | | Mars |
| Hermes | | Mercury |
| Dionysus | | Bacchus |
| Athena | | Minerva |
| Apollo |  | Apollo |

U4.L3.5

U4.L3.6

U4.L4.1

U4.L4.2



U4.L4.6

U4.L4.8

CONSULS

SENATORS

PATRICIANS

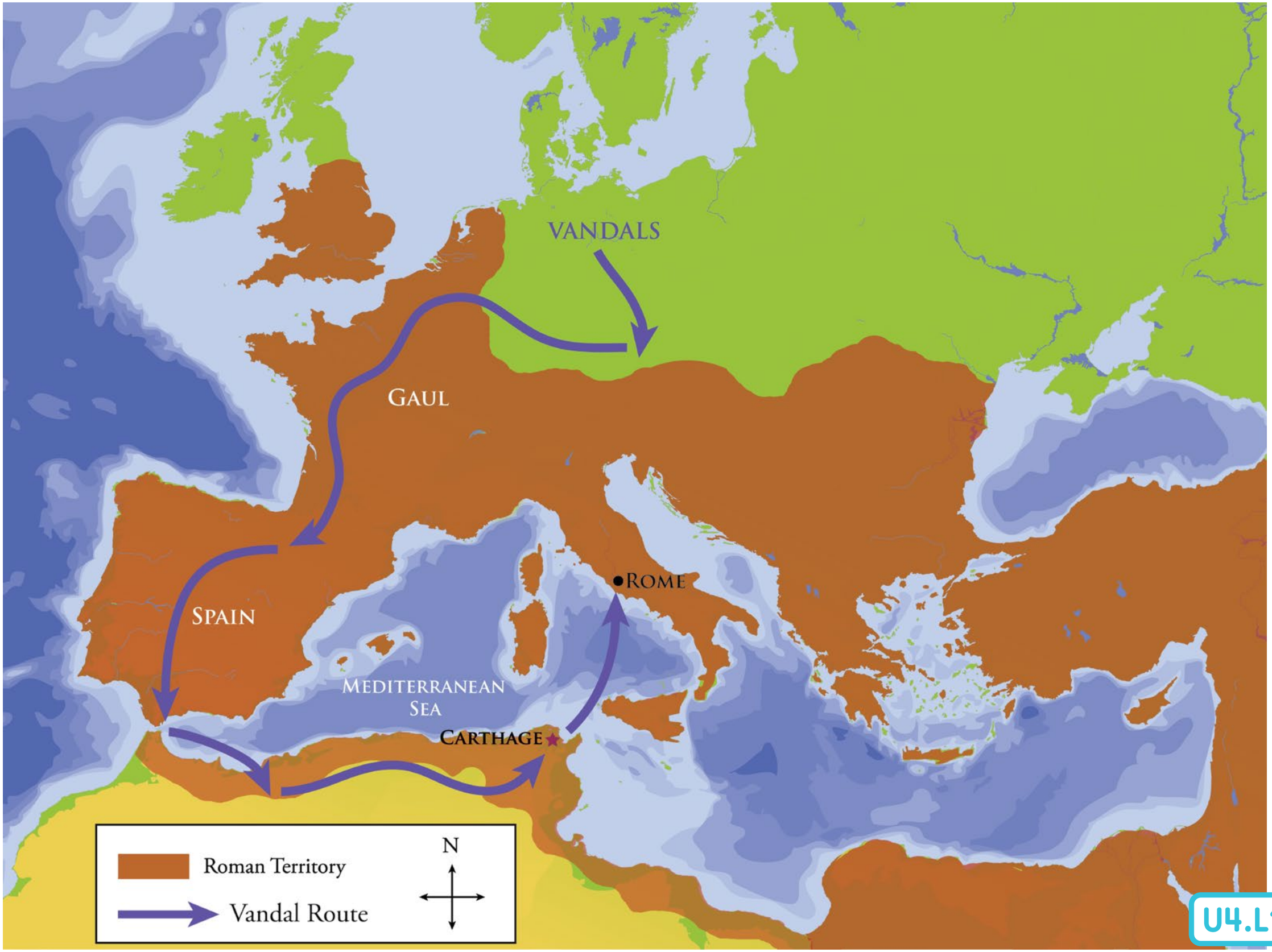
PLEBEIANS

ENSLAVED PEOPLE

U4.L4.9

U4.L11.1

U4.L11.2


VANDALS
GAUL
SPAIN
MEDITERRANEAN SEA
ROME
CARTHAGE
Roman Territory
Vandal Route
N

U4.L11.4

U4.L11.5

U4.L11.6

U4.L11.7

U4.L11.8

**General Manager K-8 Humanities and SVP, Product**

Alexandra Clarke

**Chief Academic Officer, Elementary Humanities**

Susan Lambert

**Content and Editorial**

Elizabeth Wade, PhD, Director, Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Baria Jennings, EdD, Senior Content Developer

Maria Martinez, Associate Director, Spanish Language Arts

Christina Cox, Managing Editor

**Product and Project Management**

Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

**Design and Production**

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

**Texas Contributors**

**Content and Editorial**

Sarah Cloos
Laia Cortes
Jayana Desai
Angela Donnelly
Claire Dorfman
Ana Mercedes Falcón
Rebecca Figueroa
Nick García
Sandra de Gennaro
Patricia Infanzón-Rodríguez
Seamus Kirst
Michelle Koral
Sean McBride
Jacqueline Ovalle
Sofía Pereson
Lilia Perez
Sheri Pineault
Megan Reasor
Marisol Rodriguez
Jessica Roodvoets
Lyna Ward

**Product and Project Management**

Stephanie Koleda
Tamara Morris

**Art, Design, and Production**

Nanyamka Anderson
Raghav Arumugan
Dani Aviles
Olioli Buika
Sherry Choi
Stuart Dalgo
Edel Ferri
Pedro Ferreira
Nicole Galuszka
Parker-Nia Gordon
Isabel Hetrick
Ian Horst
Ashna Kapadia
Jagriti Khirwar
Julie Kim
Lisa McGarry
Emily Mendoza
Marguerite Oerlemans
Lucas De Oliveira
Tara Pajouhesh
Jackie Pierson
Dominique Ramsey
Darby Raymond-Overstreet
Max Reinhardsen
Mia Saine
Nicole Stahl
Flore Thevoux
Jeanne Thornton
Amy Xu
Jules Zuckerberg

**Other Contributors**

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

**Series Editor-in-Chief**

E. D. Hirsch Jr.

**President**

Linda Bevilacqua

**Editorial Staff**

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

**Design and Graphics Staff**

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

**Consulting Project Management Services**

ScribeConcepts.com

**Additional Consulting Services**

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

**Acknowledgments**

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

**Contributors to Earlier Versions of These Materials**

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

**Schools**

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Amplify. TEXAS
ELEMENTARY LITERACY PROGRAM
LECTOESCRITURA EN ESPAÑOL

**Notice and Disclaimer:** The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov.**

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

**https://creativecommons.org/licenses/by-nc-sa/4.0/**

© 2020 Amplify Education, Inc.
**amplify.com**

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

## Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

### Expert Reviewer

Michael Carter
William Greenwalt

### Writers

Michael Carter
William Greenwalt

### Illustrators and Image Sources

U4.L2.1: Jed Henry; U4.L2.2: Jed Henry; U4.L2.3: Jed Henry; U4.L2.4: Jed Henry; U4.L2.5: Jed Henry; U4.L2.6: Shutterstock; U4.L2.7: Jed Henry; U4.L2.8: Jed Henry; U4.L2.9: Shutterstock; U4.L3.1: Shutterstock; U4.L3.2: Matthew Clark; U4.L3.3 Shutterstock; U4.L3.4: Shutterstock; U4.L3.5: Shutterstock; U4.L3.6: Shutterstock; U4.L4.1: Scott Hammond; U4.L4.2: Jacob Wyatt; U4.L4.3: Scott Hammond; U4.L4.4: Scott Hammond; U4.L4.5: Scott Hammond; U4.L4.6 (left): public domain; U4.L4.6 (center): Shutterstock; U4.L4.6 (right top): Shutterstock; U4.L4.6 (right bottom): Shutterstock; U4.L4.7: Shutterstock; U4.L4.8: Scott Hammond; U4.L4.9: Scott Hammond; U4.L11.1: Kristin Kwan; U4.L11.2: Kristin Kwan; U4.L11.3: public domain; U4.L11.4: Shutterstock; U4.L11.5: Kristin Kwan; U4.L11.6: Kristin Kwan; U4.L11.7: Scott Hammond; U4.L11.8: Kristin Kwan

Regarding the Shutterstock items listed above, please note: “No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.

Amplify.
TEXAS
ELEMENTARY LITERACY PROGRAM

**Grade 3** | **Unit 4** | Digital Flip Book

# The Ancient Roman Civilization

Amplify.
TEXAS
ELEMENTARY LITERACY PROGRAM

ENGLISH

Grade 3

# Unit 4 | Image Cards

## The Ancient Roman Civilization

ISBN 9781643838458

**Notice and Disclaimer:** The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov.**

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

**https://creativecommons.org/licenses/by-nc-sa/4.0/**

© 2020 Amplify Education, Inc.
**amplify.com**

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in Mexico
01 XXX 2021

Shutterstock

Shutterstock

# The Ancient Roman Civilization

top C.U4.L1.1 Mediterranean Region

Shutterstock

Shutterstock

# The Ancient Roman Civilization

top C.U4.L1.2 Modern Rome with aerial view of Colosseum

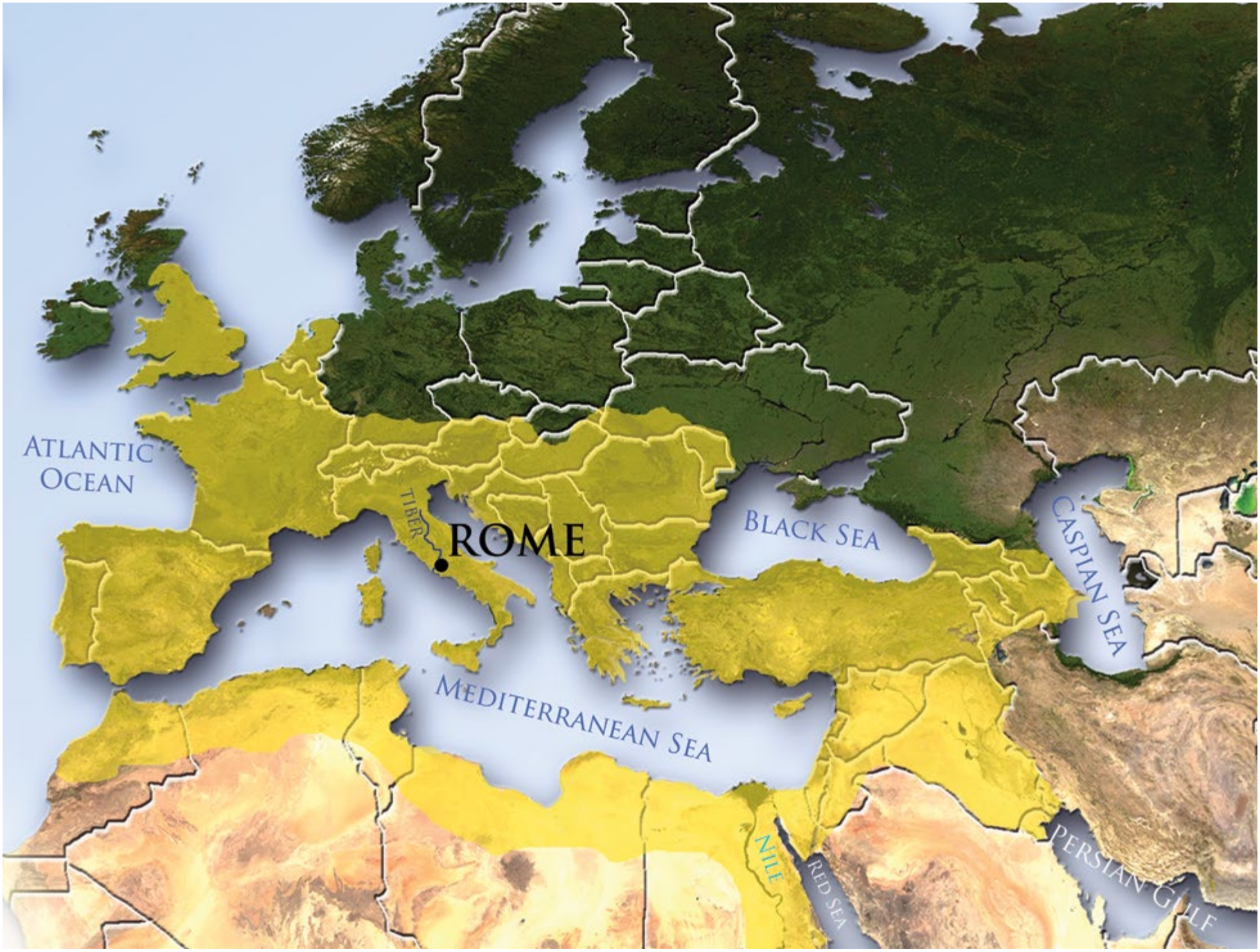
Shutterstock

Shutterstock

# The Ancient Roman Civilization

top

C.U4.L1.3 Roman Architecture




Shutterstock

Shutterstock

# The Ancient Roman Civilization

C.U4.L1.4 Map of Roman Empire

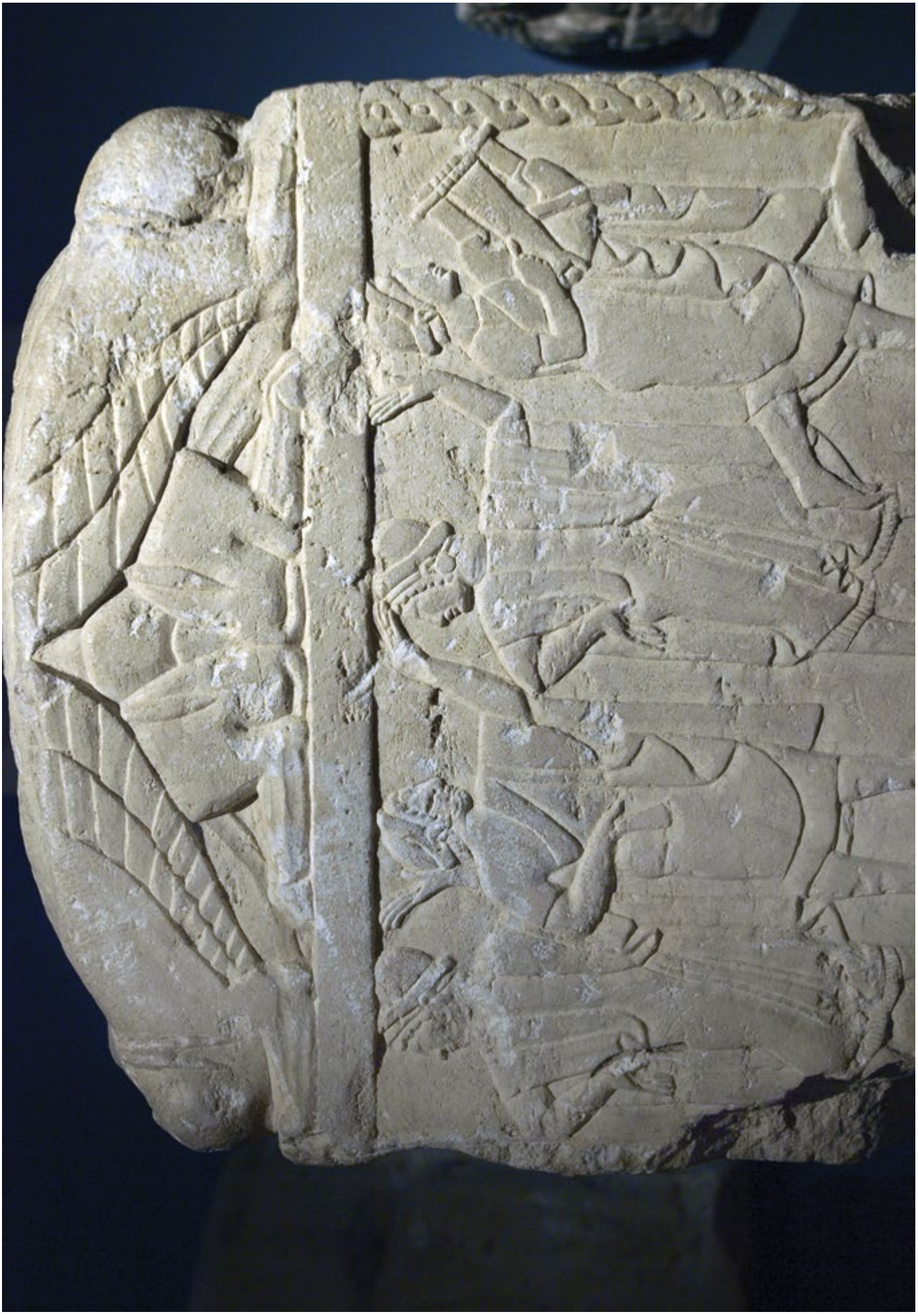
Shutterstock

Shutterstock

# The Ancient Roman Civilization

top C.U4.L1.5 Etruscan Ruins

Shutterstock



Shutterstock

# The Ancient Roman Civilization

top

C.U4.L1.6 Etruscan Marble

Shutterstock

# The Ancient Roman Civilization

top C.U4.L1.7 Roman Artifacts

© Krystyna Poklewska

Shutterstock

# The Ancient Roman Civilization

top C.U4.L12.1 Mercenary Soldier

Shutterstock

Shutterstock

# The Ancient Roman Civilization

top

C.U4.L12.2 Map of Rome At Its Largest Extent

Shutterstock

Shutterstock

# The Ancient Roman Civilization

C.U4.L12.3 Constantine the Great

Shutterstock

Shutterstock

# The Ancient Roman Civilization

C.U4.L12.4 Justinian

**General Manager K-8 Humanities and SVP, Product**

Alexandra Clarke

**Vice President, Elementary Literacy Instruction**

Susan Lambert

**Content and Editorial**

Elizabeth Wade, PhD, Director, Elementary Language Arts Content
Patricia Erno, Associate Director, Elementary ELA Instruction
Maria Martinez, Associate Director, Spanish Language Arts
Baria Jennings, EdD, Senior Content Developer
Christina Cox, Managing Editor

**Product and Project Management**

Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts
Amber McWilliams, Senior Product Manager
Elisabeth Hartman, Associate Product Manager
Catherine Alexander, Senior Project Manager, Spanish Language Arts
LaShon Ormond, SVP, Strategic Initiatives
Leslie Johnson, Associate Director, K-8 Language Arts
Thea Aguiar, Director of Strategic Projects, K-5 Language Arts
Zara Chaudhury, Project Manager, K-8 Language Arts

**Design and Production**

Tory Novikova, Product Design Director
Erin O'Donnell, Product Design Manager

**Credits**

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

## Texas Contributors

**Content and Editorial**

Sarah Cloos
Laia Cortes
Jayana Desai
Angela Donnelly
Claire Dorfman
Ana Mercedes Falcón
Rebecca Figueroa
Nick García
Sandra de Gennaro
Patricia Infanzón-Rodríguez
Seamus Kirst
Michelle Koral
Sean McBride
Jacqueline Ovalle
Sofía Pereson
Lilia Perez
Sheri Pineault
Megan Reasor
Marisol Rodriguez
Jessica Roodvoets
Lyna Ward

**Product and Project Management**

Stephanie Koleda
Tamara Morris

**Art, Design, and Production**

Nanyamka Anderson
Raghav Arumugan
Dani Aviles
Olioli Buika
Sherry Choi
Stuart Dalgo
Edel Ferri
Pedro Ferreira
Nicole Galuszka
Parker-Nia Gordon
Isabel Hetrick
Ian Horst
Ashna Kapadia
Jagriti Khirwar
Julie Kim
Lisa McGarry
Emily Mendoza
Marguerite Oerlemans
Lucas De Oliveira
Tara Pajouhesh
Jackie Pierson
Dominique Ramsey
Darby Raymond-Overstreet
Max Reinhardsen
Mia Saine
Nicole Stahl
Flore Thevoux
Jeanne Thornton
Amy Xu
Jules Zuckerberg

**Other Contributors**

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Amplify. TEXAS
ELEMENTARY LITERACY PROGRAM
LECTOESCRITURA EN ESPAÑOL

**Series Editor-in-Chief**

E. D. Hirsch, Jr.

**President**

Linda Bevilacqua

**Editorial Staff**

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

**Design and Graphics Staff**

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

**Consulting Project Management Services**

ScribeConcepts.com

**Additional Consulting Services**

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

**Acknowledgments**

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

**Contributors to Earlier Versions of these Materials**

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

**Schools**

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.

# Grade 3
## Unit 4: *The Ancient Roman Civilization*

### Unit-level Essential Question
How did Rome expand into an empire?

### Lessons 1–5

**Guiding Question:** What were the characteristics of the Roman gods and goddesses?

**Writing Prompt:** Based on what you have learned about the Roman gods, why do you think Romulus and Remus's uncle, the king of Latium, was threatened by the two sons of Mars?

### Lessons 6–10

**Guiding Question:** Why was Julius Caesar one of Rome's most influential leaders?

**Writing Prompt:** How did Julius Caesar feel about technology? What was his preferred way of using it?

### Lessons 11–15

**Guiding Question:** What led to the collapse of the Roman Empire?

**Writing Prompt:** Why would a book like *Justinian's Code* be important for an empire like Rome?

### Unit 4 Culminating Activity

Should the Roman Empire have stayed in one piece, or was it a good idea to split into the Western and Eastern Empires? In this speech, you will be one of the leaders of Rome, and you need to convince your fellow leaders (your class) of your opinion. How will you persuade them to stay in one piece or split up?

Amplify. TEXAS
ELEMENTARY LITERACY PROGRAM

ENGLISH

Grade 3

# Unit 4 | Digital Projections

## The Ancient Roman Civilization

Grade 3 | Unit 4

# The Ancient Roman Civilization

## Digital Projections

## Contents

# The Ancient Roman Civilization

Digital Projections


| | | | |
|---|---|---|---|
| **Lesson 1** | **DP.U4.L1.1** | Spelling Words | 1 |
| **Lesson 1** | **DP.U4.L1.2** | Spelling Chart | 2 |
| **Lesson 2** | **DP.U4.L2.1** | Chapter Vocabulary Chart | 3 |
| **Lesson 2** | **DP.U4.L2.2** | Verb Tense Chart | 4 |
| **Lesson 2** | **DP.U4.L2.3** | Past Tense Chart | 5 |
| **Lesson 3** | **DP.U4.L3.1** | Gods and Goddesses Chart | 6 |
| **Lesson 3** | **DP.U4.L3.2** | Legend/Myth | 7 |
| **Lesson 4** | **DP.U4.L4.1** | Present and Past Tense of the Verb *to be* | 8 |
| **Lesson 5** | **DP.U4.L5.1** | Key Ideas Chart | 9 |
| **Lesson 5** | **DP.U4.L5.2** | Guide Words and Word List | 10 |
| **Lesson 6** | **DP.U4.L6.1** | Rome: What We Have Learned So Far! | 11 |
| **Lesson 6** | **DP.U4.L6.2** | Opinion Essay Chart | 12 |
| **Lesson 6** | **DP.U4.L6.3** | Opinion Outline | 13 |
| **Lesson 6** | **DP.U4.L6.4** | Spelling Words | 14 |
| **Lesson 6** | **DP.U4.L6.5** | Spelling Chart | 15 |
| **Lesson 7** | **DP.U4.L7.1** | Present Tense of the Verb *to have* | 16 |
| **Lesson 7** | **DP.U4.L7.2** | Past Tense of the Verb *to have* | 17 |
| **Lesson 10** | **DP.U4.L10.1** | Rome's Rulers | 18 |
| **Lesson 11** | **DP.U4.L11.1** | Spelling Chart | 19 |
| **Lesson 13** | **DP.U4.L13.1** | Elements of a Play | 20 |

# Spelling Words

| | |
|---|---|
| 1. tarnish | 11. immortal |
| 2. portion | 12. messenger |
| 3. circulate | 13. giraffe |
| 4. turkey | 14. sir |
| 5. worship | 15. sword |
| 6. marbles | 16. barbecue |
| 7. motor | 17. slurp |
| 8. servant | 18. mirth |
| 9. doctor | **Challenge Word:** above |
| 10. surgery | **Challenge Word:** beginning |
| **Content Word:** Mediterranean | |

# Spelling Chart

| ‘ar’ >/ar/ | ‘or’ >/or/ | ‘or’ >/er/ | ‘er’ >/er/ | ‘ur’ >/er/ | ‘ir’ >/er/ |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

# Chapter Vocabulary Chart

| Vocabulary | Definition |
| --- | --- |
| empire | |
| historian | |
| threat | |
| taunt | |
| legendary | |

# Verb Tense Chart

| | Past Tense | Present Tense | Future Tense |
|---|---|---|---|
| **I** | walked | walk | will walk |
| **You** | walked | walk | will walk |
| **He, She, It** | walked | walks | will walk |
| **We** | walked | walk | will walk |
| **They** | walked | walk | will walk |

# Past Tense Chart

| | | |
|---|---|---|
| **plan** | **sob** | **jog** |
| | | |
| **hope** | **bake** | **like** |
| | | |
| **fry** | **cry** | **dry** |
| | | |

# Gods and Goddesses Chart

| Greek and Roman Name | God/Goddess of . . . | Details |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

# Legend/Myth

| Legend | Myth |
| --- | --- |
| • Real events or people in history<br>• Story exaggerated<br>• Parts cannot be proven to be true | • Stories associated with beliefs of a group<br>• Explains why people act a certain way, how things came to be, or how things happen in nature |

# Present and Past Tense of the Verb *to be*

| Singular | Plural |
| --- | --- |
| I _____ glad. | We _____ glad. |
| You (one person) _____ glad. | You (more than one person) _____ glad. |
| He/She/It _____ glad. | They _____ glad. |

# Key Ideas Chart

| | |
|---|---|
| Introduction to Ancient Rome (Lesson 1) | The Legend of Romulus and Remus (Lesson 2) |
| The Roman Gods and Goddesses (Lesson 3) | The Roman Republic (Lesson 4) |
| The Punic Wars (today's lesson) | |

# Guide Words and Word List

| Guide Words | |
|---|---|
| babble | birch |

| Possible Entry Words | |
|---|---|
| calendar | better |
| berth | bottom |

# Rome: What We Have Learned So Far!

# Opinion Essay Chart

**Key features of an opinion essay:**

- The purpose of an opinion text is to give your opinion of a topic.
- The text takes a stand or position on the topic (opinion).
- Includes details or evidence to support the opinion
- Tries to influence the opinion of the reader
- May urge action from the reader

# Opinion Outline

| |
|---|
| **Introduction:**<br>(State your position.) |
| **#1 Evidence:** |
| **#2 Evidence:** |
| **#3 Evidence:** |
| **Conclusion:**<br>(Restate your position.) |

# Spelling Words

| | |
|---|---|
| 1. Greeks | 11. breed |
| 2. Venus | 12. jamboree |
| 3. secret | 13. speech |
| 4. seed | 14. degree |
| 5. meter | 15. retail |
| 6. asleep | 16. screech |
| 7. agreed | 17. scenic |
| 8. succeeded | 18. tedious |
| 9. cedar | **Challenge Word:** except |
| 10. create | **Challenge Word:** follow |
| **Content Word:** Psyche | |

# Spelling Chart

| “e” > /ee/ | “ee” > /ee/ |
| --- | --- |
| | |
| | |
| | |
| | |
| | |
| | |

# Present Tense of the Verb *to have*

| Singular | Plural |
| --- | --- |
| I _____ a plan. | We _____ a plan. |
| You (one person) _____ a plan. | You (more than one person) _____ a plan. |
| He, She, It _____ a plan. | They _____ a plan. |

# Past Tense of the Verb *to have*

Today, you have a plan. Yesterday, you _____ a plan.

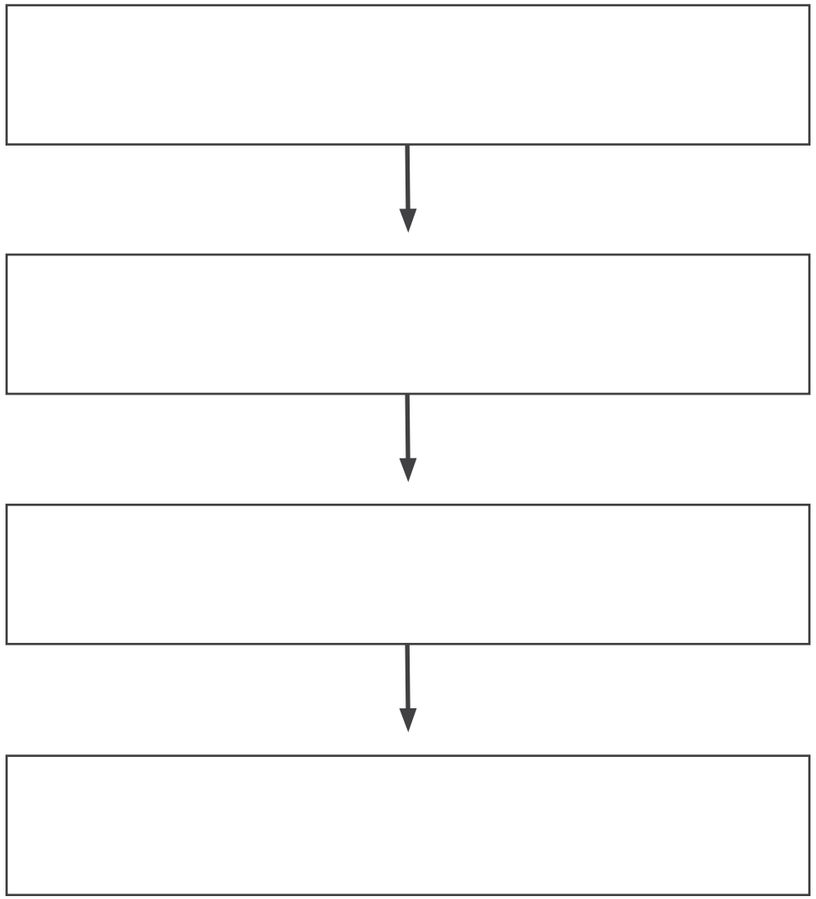
Today, he has a plan. Yesterday, he _____ a plan.

Today, it has a plan. Yesterday, it _____ a plan.

Today, all of you have a plan. Yesterday, we _____ a plan.

Today, they have a plan. Yesterday, they _____ a plan.

# Rome's Rulers



# Spelling Chart

| ‘ea’ >/ee/ | ‘ie’ >/ee/ | ‘i’ >/ee/ |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

# Elements of a Play

- **Title:** gives the reader an idea of the topic
- **List of characters:** information about who is in the play
- **Scene:** describes the setting of the play
- **List of props:** items that the characters will use on stage or acting out the play
- **Dialogue:** what the characters are saying
- **Plot:** series of events

Amplify. TEXAS
ELEMENTARY LITERACY PROGRAM
LECTOESCRITURA EN ESPAÑOL


**General Manager K-8 Humanities and SVP, Product**

Alexandra Clarke

**Chief Academic Officer, Elementary Humanities**

Susan Lambert

**Content and Editorial**

Elizabeth Wade, PhD, Director, Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Baria Jennings, EdD, Senior Content Developer

Maria Martinez, Associate Director, Spanish Language Arts

Christina Cox, Managing Editor

**Product and Project Management**

Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

**Design and Production**

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

**Texas Contributors**

**Content and Editorial**

Sarah Cloos
Laia Cortes
Jayana Desai
Angela Donnelly
Claire Dorfman
Ana Mercedes Falcón
Rebecca Figueroa
Nick García
Sandra de Gennaro
Patricia Infanzón-Rodríguez
Seamus Kirst
Michelle Koral
Sean McBride
Jacqueline Ovalle
Sofía Pereson
Lilia Perez
Sheri Pineault
Megan Reasor
Marisol Rodriguez
Jessica Roodvoets
Lyna Ward

**Product and Project Management**

Stephanie Koleda
Tamara Morris

**Art, Design, and Production**

Nanyamka Anderson
Raghav Arumugan
Dani Aviles
Olioli Buika
Sherry Choi
Stuart Dalgo
Edel Ferri
Pedro Ferreira
Nicole Galuszka
Parker-Nia Gordon
Isabel Hetrick
Ian Horst
Ashna Kapadia
Jagriti Khirwar
Julie Kim
Lisa McGarry
Emily Mendoza
Marguerite Oerlemans
Lucas De Oliveira
Tara Pajouhesh
Jackie Pierson
Dominique Ramsey
Darby Raymond-Overstreet
Max Reinhardsen
Mia Saine
Nicole Stahl
Flore Thevoux
Jeanne Thornton
Amy Xu
Jules Zuckerberg

**Other Contributors**

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

**Series Editor-in-Chief**

E. D. Hirsch Jr.

**President**

Linda Bevilacqua

**Editorial Staff**

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

**Design and Graphics Staff**

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

**Consulting Project Management Services**

ScribeConcepts.com

**Additional Consulting Services**

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

**Acknowledgments**

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

**Contributors to Earlier Versions of These Materials**

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

**Schools**

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

**Notice and Disclaimer:** The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov.**

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

**https://creativecommons.org/licenses/by-nc-sa/4.0/**

© 2020 Amplify Education, Inc.
**amplify.com**

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

## Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Amplify. TEXAS
ELEMENTARY LITERACY PROGRAM

# Welcome!

## Grade 3, Unit 4
## The Ancient Roman Civilization

In this unit, students will be introduced to an ancient civilization whose contributions can be seen in many areas of our lives today.

### What's the story?

Students will explore the **culture** of **ancient Rome**, including religion, food, education, legends, social class structure, and entertainment.

### What will my student learn?

Students will learn about **Roman geography** and **history**, **government**, major **leaders**, and monumental **battles**. They will also study the **rise and decline** of the Roman Empire.

Students will be introduced to a **writing portfolio**, which they will reference as they collaborate, share ideas, and give feedback on their writing. They will also focus on **writing an opinion piece** that will be completed through a multiday performance task.

### Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. You learned about the word *ruins* in this unit. What are ruins?
   **Follow up:** Can you use the word *ruins* in a sentence that relates to what you have been studying? What part of speech is *ruins*?
2. What made Rome a civilization?
   **Follow up:** Why do you think civilizations were created along the banks of a river?
3. How is a myth different from a legend?
   **Follow up:** Are myths fact or fiction? Why? Are legends fact or fiction? Why?
4. What kind of rights did Roman women have?
   **Follow up:** What rights didn't they have?
5. Tell me about Augustus Caesar.
   **Follow up:** Can you give me three facts about him?
6. What were some of the factors that led to the decline of the Roman Empire?

Name: _____ Date: _____

Amplify. TEXAS ELEMENTARY LITERACY PROGRAM

# Grade 3

Unit 4, Lesson 1- In your own words, define the term *civilization*. Explain how ancient Rome became a major civilization.

Name: _____ Date: _____

Amplify. TEXAS ELEMENTARY LITERACY PROGRAM

Grade 3

Unit 4, Lesson 2 - What parts of the story of Romulus and Remus make it a legend?

Name: _____ Date: _____

Amplify. TEXAS ELEMENTARY LITERACY PROGRAM

# Grade 3

Unit 4, Lesson 3 - What did some inhabitants of Rome—and inhabitants of other places that had polytheistic beliefs—do to please the gods they believed in?

Name: _____ Date: _____

Amplify. TEXAS ELEMENTARY LITERACY PROGRAM

Grade 3

Unit 4, Lesson 4 - Describe the differences between patricians, plebeians, and Roman enslaved people.

Name: _____ Date: _____

Amplify. TEXAS ELEMENTARY LITERACY PROGRAM

# Grade 3

Unit 4, Lesson 5 - What happened to Rome as a result of the Punic Wars?

Name: _____ Date: _____

Amplify. TEXAS ELEMENTARY LITERACY PROGRAM

Grade 3

Unit 4, Lesson 6 - Summarize the key ideas of today's Read-Aloud in one or two sentences.

Name: _____ Date: _____

Amplify. TEXAS ELEMENTARY LITERACY PROGRAM

# Grade 3

Unit 4, Lesson 7 - What were the major events in the story about Damocles?

Name: _____ Date: _____

Amplify. TEXAS ELEMENTARY LITERACY PROGRAM

Grade 3

Unit 4, Lesson 8 - Today you learned about Julius Caesar. Summarize what you have learned so far about this man. Use key details from the story to support your answer.

Name: _____ Date: _____

Amplify. TEXAS ELEMENTARY LITERACY PROGRAM

# Grade 3

Unit 4, Lesson 9 - What is something new you learned about Julius Caesar from today's Read-Aloud and Chapter 13?

Name: _____ Date: _____

Amplify. TEXAS ELEMENTARY LITERACY PROGRAM

Grade 3

Unit 4, Lesson 10 - How would you describe Julius Caesar as a leader?

Name: _____ Date: _____

Amplify. TEXAS ELEMENTARY LITERACY PROGRAM

# Grade 3

Unit 4, Lesson 11 - What factors contributed to the decline of the Roman Empire?

Name: _____ Date: _____

Amplify. TEXAS ELEMENTARY LITERACY PROGRAM

Grade 3

Unit 4, Lesson 12 - Explain why the Roman Empire split. Use details from the text to support your answer.

Name: _____ Date: _____

Amplify. TEXAS
ELEMENTARY LITERACY PROGRAM

# Grade 3

Unit 4, Lesson 13 - How does Androcles change throughout the fable?

# Vocabulary

**Grade 3 Unit 4:** The Ancient Roman Civilization

## Print and Digital References

# Introduction: Print and Digital References

We can use **print and digital glossaries** to determine the meaning of words and phrases.

Let’s look at the entry for the following vocabulary word:

**taunt**

Print and digital glossaries and dictionaries provide the information needed to understand the *meaning* of words.

It is important to remember that when using a print dictionary, guide words can help you find the word you are looking for.

Guide words are the two words found at the top of a dictionary page.

**taunt**: to tease or make someone upset by making fun of or being mean to them

This entry provides only the definition of the word; however, by reading the definition of **taunt**, we are able to understand the meaning and ways to use it correctly.

By reading the definition, we can understand how to use the word in a sentence.

Examples of sentences:

I used to **taunt** my younger sister.

It is not nice to **taunt** the dog.

# Let’s Try It Together!

Look at the entry for the following vocabulary word:

**alternative**

**alternative**: another possible choice or action that can be made

Based on the entry for the word **alternative**, turn to a partner and discuss a new sentence you can make.

Raise your hand to share the new sentence you and your partner came up with!

Let's look at one more together. Look at the entry for the following vocabulary word:

**mission**

**mission**: a very important job

Based on the entry for the word **mission**, turn to a partner and discuss a new sentence you can make.

Raise your hand to share the new sentence you and your partner came up with!

# Now Try One by Yourself!

Read the following entry:

**elite**: a small group of wealthy, powerful people

Write a sentence correctly using the word.

# Answer

Politicians are often **elite** people.