



**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

ANCIENT ROME



GRADE 3 UNIT 4 | TEACHER GUIDE

EDITION 1

Grade 3

Unit 4

Ancient Rome

Teacher Guide

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email openeducationresources@tea.texas.gov.

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- Silent Reading Assessment

Writing (40 min.)

- Extended Constructed Response

Language (40 min.)

- Spelling Assessment
- Grammar: Suffixes *-y* and *-al*
- Form and Use Irregular Verbs

Teacher Resources

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Introduction

ANCIENT ROME

This introduction includes the necessary background information to teach the *Ancient Rome* unit. This unit contains 13 daily lessons, plus two Pausing Point days that may be used for differentiated instruction. Each lesson will require a total of 120 minutes. Lesson 13 contains 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 5, and the second after Lesson 9. 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.

FOUNDATIONAL SKILLS

Reading

The Reader for Unit 4, *Stories of Ancient Rome*, consists largely of nonfiction selections describing the historical events and culture of the ancient Roman civilization and one fictional retelling of an ancient Roman myth. Students will read about the founding of Rome as well as about several mythical 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. They will also study the origin and spread of Christianity in ancient Rome.

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 1–3, students will review *r*-controlled vowels spelled 'ar', 'or', 'er', 'ir', and 'ur'. The spelling 'or' will be pronounced /or/ and /er/. In Lessons 5 and 8, students will review the sound of /ee/ spelled 'ee' and 'e'. In Lessons 9–13, 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.

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.

WHY ANCIENT ROME 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, 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 on and contributions to our society today.

While this content is not a replacement for grade-level social studies instruction, the text that students will be reading and discussing in this unit provides opportunities for students to build content knowledge and draw connections to the strands of Geography, History, and Social Studies Skills from the Social Studies TEKS. 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. The content will also help students establish a basis for more in-depth study in the later grades of comparative religions and the impact religion can have on culture and government. For more information about the quantitative and qualitative measures used to determine the complexity of the texts, see the Measures of Text Complexity in the Teacher Resources.

Ancient Rome can be largely thought of as two completely different cultures, one of polytheism, with multiple Roman gods adapted from ancient Greece, and another of monotheistic Christianity. The unit helps students understand the origins and scope of this cultural change, with studies at the beginning of the unit focused on Roman polytheism and at the end on Roman Christianity. Students will learn about the pantheon of Roman gods and the significant impact of polytheistic Roman religious beliefs on early Roman culture. Later in the unit, students will learn about the early history of Christianity, with selections from the New Testament books of the Christian Bible providing context on beliefs about Jesus of Nazareth. Students will learn of Constantine the Great's religious conversion and the cascade of changes this had on the empire. These readings are included to help students to build vocabulary and background knowledge relevant for ongoing studies of history and literature, as the religious transformation that occurred in Rome continues to have significant impact today. For more information on using religious source material in reading/language arts, consult the program guide.

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: Aztecs, Maya, Incas (Grade 1)

Stories of the Ancient Greeks (Grade 2)

Ancient Greeks: Life, Tradition, and Government (Grade 2)

Land of Opportunity (Grade 2)



WRITING

TEKS 3.2.D

Students have many opportunities to write in a variety of ways and for different purposes. The formal writing piece for the *Ancient Rome* 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 notetaking, 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-Alouds, 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.

In Grade 3, students will write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words. In order to master these skills, encourage students to complete activities in cursive throughout the unit.

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 toward objectives and standards. These can be found in the Student Activity Book and are referenced in every lesson.

The *Ancient Rome* unit will end with a Unit Assessment covering the content of the unit and reading objectives taught throughout the unit, as well as a grammar and morphology assessment.



TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

INSTRUCTIONAL COMPONENTS

Teacher Resources

There are eleven Image Cards in your kit that include pictures to augment instruction of the *Ancient Rome* 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
- Decodable Passages
- Activity Book Answer Key
- Measures of Text Complexity
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

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 in the program’s online materials.

ACADEMIC AND CORE VOCABULARY

Lesson 1

- architectural
- artifact
- culture
- empire
- ruins
- vibrant
- BC
- civilization
- conquer
- Mediterranean

Lesson 2

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

Lesson 3

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

Lesson 4

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

Lesson 5

- aqueduct
- favors
- import
- ingenious
- sauntering
- banquet
- advisor
- conduct
- downfall
- envy

Lesson 6

- barbarian
- Latin
- ransom
- revolt
- talent
- alliance

- compromise
- crude
- feud
- negotiate

Lesson 7

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

Lesson 8

- illustrious
- influence
- parched
- predecessor
- vast

Lesson 9

- chariot
- reign
- magnificent
- tradition
- reform

Lesson 10

- customs

- Messiah

- favor
- census
- stable
- manger
- disciples
- resurrection
- persecute

Lesson 11

- renowned
- luxuries
- convened

Lesson 12

- horde
- invasion
- mercenary
- decline
- witness
- Justinian's Code
- mosaic
- collapse
- illegal
- pillar
- vision

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“Rome, Then and Now”

PRIMARY FOCUS OF LESSON

Core Connections

Students will define *civilization* and the terms *BC* and *AD*.

🇺🇸 **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. (**Note:** These notes will be used in later lessons in this unit as students write an opinion paragraph.)

🇺🇸 **TEKS 3.2.D; TEKS 3.4; TEKS 3.6.G; TEKS 3.7.E; 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 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **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** Demonstrate and apply spelling knowledge by (iii) spelling compound words, contractions, and abbreviations; (i) 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.	<input type="checkbox"/> Image Card C.U4.L1.1 <input type="checkbox"/> large world map
Speaking and Listening (60 min.)			
Virtual Museum	Small Group	15 min.	<input type="checkbox"/> 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 <input type="checkbox"/> 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: <i>Ruins</i>	Whole Group	5 min.	
Sayings and Phrases	Whole Group	5 min.	
Reading (35 min.)			
Introducing the Reading	Whole Group	5 min.	<input type="checkbox"/> <i>Stories of Ancient Rome</i> <input type="checkbox"/> Activity Page 1.2 <input type="checkbox"/> pictures of present-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.	<input type="checkbox"/> Activity Page 1.3 <input type="checkbox"/> Spelling Words (Digital Projections) <input type="checkbox"/> Spelling Chart (Digital Projections) <input type="checkbox"/> Decodable Passage (Teacher Resources)
Take-Home Material			
"Rome, Then and Now"			<input type="checkbox"/> 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: <i>above</i>
10. surgery	Challenge Word: <i>beginning</i>
Content Word: <i>Mediterranean</i>	

- 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/

- The decodable passage for this lesson, “The Founding of Rome,” can be found in the Teacher Resources section. You will use the passage to practice the decoding skills taught in this lesson during small-group instruction, partner work, or independent reading.

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* and *AD*.

 **TEKS 3.7.F**

INTRODUCTION AND ESSENTIAL TERMS (10 MIN.)

- Tell students they will begin a unit called *Ancient Rome*, 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,


 **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 Era* or *before the Christian Era*. Explain that *BC* and *BCE* are two terms used to reference events that came before the birth of Jesus of Nazareth, also referred to as Jesus Christ.
 - Explain that today we live in the period known as *AD* or *CE*. *AD* stands for *Anno Domini* and, in English, it means “in the Year of the Lord.” Tell students this describes the time after Jesus was born. *CE* stands for *Common Era* or *Christian Era*.
 - Tell students that some people today use the terms *BCE* (before the Common Era) and *CE* (of the Common Era). But, *BC* and *AD* are also still widely used. They will hear both sets of terms.

Lesson 1: “Rome, Then and Now”

Speaking and Listening



Primary Focus: Students will identify key information about the ancient Roman civilization and organize their ideas in a graphic organizer. (**Note:** These notes will be used in later lessons in this unit as students write an opinion paragraph.)

TEKS 3.2.D; TEKS 3.4; TEKS 3.6.G; TEKS 3.7.E; TEKS 3.11.A

VOCABULARY FOR “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 Unit-Specific Words	Tier 2 General Academic Words
Vocabulary	architecture artifact ruins	culture vibrant
Multiple-Meaning Core Vocabulary Words	architecture	culture
Sayings and Phrases	all roads lead to Rome present-day Rome Rome wasn't built in a day	

TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **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.



Activity Page 1.1



Support

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

EMERGENT BILINGUAL STUDENTS



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.
- Provide support for students to write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words on all assignments in this unit. **TEKS 3.2.D**

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.
- During the Read-Aloud, model appropriate rate and fluency. At the end, ask students what they noticed about your reading. **TEKS 3.4**

TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

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

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



or baseball, ancient Roman sports fans came to the Colosseum to 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 BC, 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.

- 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.L1.5

Etruscan Ruins



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



Challenge

Have students identify ways they could research 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.



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.”



**EMERGENT
BILINGUAL
STUDENTS**

**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

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.

WORD WORK: RUINS (5 MIN.)

1. Write the word *ruins* on the board in cursive and provide an opportunity for students to apply decoding skills prior to the word being discussed. You may wish to review syllable division patterns at this time.
2. 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.”
3. *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.
4. 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 _____.”]
5. 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 that students attend (*Those are not ruins.*)
 - buildings 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.



**EMERGENT
BILINGUAL
STUDENTS**

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 the 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 proverbs, both the figurative and literal meanings. Circulate for support.

ELPS 1.H

Lesson 1: "Rome, Then and Now"

Reading



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 FOR "ROME, THEN AND NOW"

TEKS 3.2.B.iii

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.

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.

BC, Before Christ (alternatively, **BCE** for before the Common Era)

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

empire, a group of nations or territories ruled by the same leader, an emperor or empress; like a kingdom

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 Unit-Specific Words	Tier 2 General Academic Words
Vocabulary	civilization BC Mediterranean empire	conquer
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

Reader:
Stories of Ancient Rome



INTRODUCING THE READING (5 MIN.)

- 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 from how they look 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.



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

6

“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. Rome was a city, but that city was the capital of a great **empire**.”

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

“When was all this happening?”

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 6** 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 7** 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 Christ, in the years we call **BC** for *before Christ*. 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.)

Activity Page 1.2



**EMERGENT
BILINGUAL
STUDENTS**



Reading
Reading/Viewing

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.

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

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.
- When a vowel is followed by an *r*, the sound of the vowel often changes and is said to be controlled by the vowel. There are three main *r*-controlled vowel sounds: the /ar/ sound, as in barn; the /or/ sound, as in corn; and the /er/ sound, as in fern, bird, and curl.
- 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.
- In an *r*-controlled syllable, the vowel is neither long nor short; it is controlled by the letter R and the /r/ sound. The vowel before the *r* does not make its regular long or short sound, so we say it is being controlled by the *r*. Some *r*-controlled vowels can make the same sound. For example, the sound of /r/ can also be represented as “er, ir, ur”. There isn’t a concrete rule for how to know which spelling to use, and this is where teaching students what is most common and least common is important.

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.

- It may be helpful to tell students the following: The most common spelling for /r/ is *er*; the second most common spelling for /r/ is *ir*; the least common spelling for /r/ is *ur*. Remind students that some *r*-controlled vowels may have a schwa sound; words with “or” like in *doctor* can have the /er/ sound; words with “ar” can have a long sound like *marry* or schwa like *dollar*.
- Tell students that they need to be able to recognize the *r*-controlled syllable when they read. Direct students to take note of the different variations as they circle the *r*-controlled vowel sound.

tarnish	immortal
portion	messenger
circulate	giraffe
Turkey	sir
worship	sword
marbles	barbecue
motor	slurp
servant	mirth
doctor	Challenge Word: <i>above</i>
surgery	Challenge Word: <i>beginning</i>
Content Word: <i>Mediterranean</i>	

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/	'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*



EMERGENT BILINGUAL STUDENTS

Reading
Reading/Viewing

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



- Find the /or/ column and ask students to tell you one spelling word that has the /or/ sound spelled 'or'.

» *portion, immortal, sword*

- 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.

Note: Have students read the decodable passage, "The Founding of Rome," that you prepared in advance with a partner to practice decoding words with *r*-controlled vowels. Have students pay particular attention to the *r*-controlled syllable type as they read the decodable text with a partner. As students read, circulate to observe and provide informative feedback regarding decoding and fluency.

End Lesson

Lesson 1: "Rome, Then and Now"

Take-Home Material

Activity Pages
1.4 and 1.5



- 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.

2

“Roman Mythology”

PRIMARY FOCUS OF LESSON

Reading

Students will identify and describe mythical gods and goddesses believed in by the Romans using a 3-column graphic organizer. **TEKS 3.6.G; TEKS 3.7.E; TEKS 3.11.A**

Speaking and Listening

Students will explain Roman life and beliefs in a short essay response. **TEKS 3.2.D; TEKS 3.4; TEKS 3.6.G; TEKS 3.7.B; TEKS 3.9.A; TEKS 3.13.C**

Language

Students will demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes. **TEKS 3.2.A.vi**

FORMATIVE ASSESSMENT

Activity Page 2.2 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 3.11.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.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **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 3.2.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.	<input type="checkbox"/> chart/large paper <input type="checkbox"/> Vocabulary Response Cards <input type="checkbox"/> <i>Stories of Ancient Rome</i> <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Characters in Mythology Chart (Digital Projections) <input type="checkbox"/> white paper
Vocabulary	Whole Group	10 min.	
Partner Reading: “Roman Mythology”	Partner	20 min.	
Discussing the Reading	Whole Group	10 min.	
Speaking and Listening (60 min.)			
Introducing the Read-Aloud	Whole Group	10 min.	<input type="checkbox"/> white paper <input type="checkbox"/> Digital Flip Book: U4-L2.1—U4.L2.6 <input type="checkbox"/> Activity Pages 2.1, 2.2 <input type="checkbox"/> chart paper/whiteboard <input type="checkbox"/> Vocabulary Response Cards <input type="checkbox"/> Legend/Myth Chart (Digital Projections)
Presenting the Read-Aloud	Whole Group	20 min.	
Discussing the Read-Aloud	Independent	20 min.	
Word Work: <i>Elaborate</i>	Whole Group	5 min.	
Vocabulary	Whole Group	5 min.	
Language (10 min.)			
Grammar	Whole Group	10 min.	<input type="checkbox"/> Suffixes <i>-er</i> and <i>-or</i> Chart <input type="checkbox"/> Activity Pages 2.3, 2.4
Take-Home Material			
Suffixes <i>-er</i> and <i>-or</i>			<input type="checkbox"/> Activity Page 2.3

ADVANCE PREPARATION

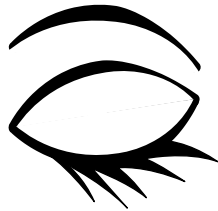
Reading

- On chart/large paper create a 3-column Characters in Mythology chart or prepare to display Digital Projection DP.U4.L2.1.

Greek and Roman Name	Powers	Details

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

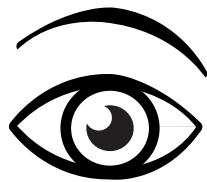
Vocabulary Response Cards



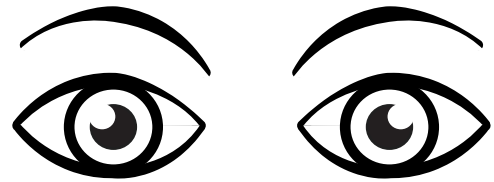
I've never seen this word before.



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.L2.2.

Legend	Myth
<ul style="list-style-type: none">• Real events or people in history• Story exaggerated• Parts cannot be proven to be true	<ul style="list-style-type: none">• Stories associated with beliefs of a group• Explains why people act a certain way, how things came to be, or how things happen in nature

- Identify the following Digital Flip Book Images in the program's online materials to project during the Read-Aloud: U4.L2.1-U4.L2.6.

Universal Access

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

- Talk about mythical gods that students have previously learned about.
- Bring in pictures of paintings and statues of mythical Roman gods and goddesses.
- Practice pronouncing the names of the mythical Roman gods on the chart in the Reader chapter.

Start Lesson

Lesson 2: "Roman Mythology"

Reading


50M

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

 **TEKS 3.6.G; TEKS 3.7.E; TEKS 3.11.A**

VOCABULARY FOR "ROMAN MYTHOLOGY"

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; **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.

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 "Roman Mythology"		
Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words
Core Vocabulary	immortal	messenger mission rough wisdom
Multiple-Meaning Core Vocabulary Words		mission rough
Sayings and Phrases	fast as a flash presto! solar system 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, empire, conquer*.
- 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 *empire* as a group of nations or territories ruled by the same ruler, and define *conquer* as to take control of something by force.



**EMERGENT
BILINGUAL
STUDENTS**

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 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

2 Roman Mythology



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

In the early part of Rome, the empire promoted a belief in many gods.

In many ways, these mythical 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 Romans believed that the mythical gods, on the other hand, lived forever. They did not—and could not—die.

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

Characters in Mythology

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: "ROMAN MYTHOLOGY" (20 MIN.)

Pages 10–11

- Post the chart paper with the Characters in Mythology chart or project DP.U4.L2.1 and have students take out Activity Page 2.1.

▶ Characters in Mythology Chart (Projection DP.U4.L2.1)

Note: The 3-column graphic organizer is the same as the organizer on Activity Page 2.1.

- Tell students that today's chapter is called "Roman Mythology." Tell students that the word *mythology* means a collection of stories that ancient people created to explain things they didn't understand.
- 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 2.1



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 2.1 independently.

- Model: Read aloud **pages 10–11** 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 2.1 with the same information.
- Instruct students to partner with another student to read **pages 10–23** 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 mythical 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 portrayed as 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 mythical gods.

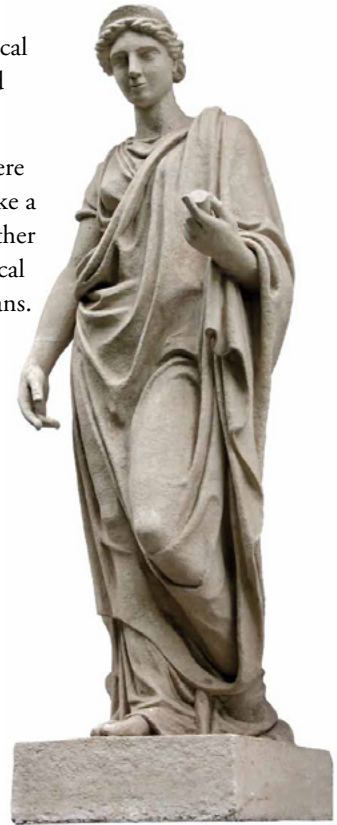
Jupiter was the father of the immortals.



12

Juno was Jupiter's wife. She was the mythical 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 mythical god of the seas and oceans.



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

13

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. He 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 spoke to Neptune. "Great Neptune!" they said. "Send us good weather and smooth sailing!"



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

Mars was the mythical 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 mythical god of war.

Mercury was one of Jupiter and Juno's sons. He was the **messenger** of the mythical 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 mythical gods.

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

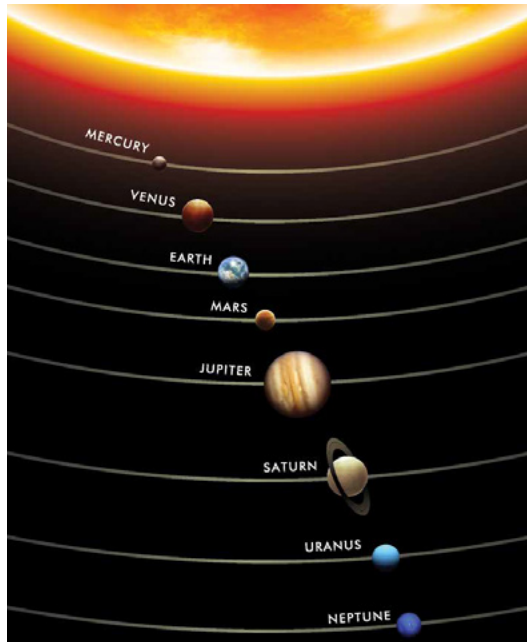
If Venus wanted someone to fall in love, she could send her son Cupid on a mission. Cupid would shoot the person with one of his magic arrows. The person would then fall in love with the first person he or she saw.

The myth of Cupid still provides entertainment today. You will see little Cupids all over the place on Valentine's Day, when we celebrate love.



Venus was the mythical 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 mythical Roman gods. For example, the planet Mars is named after Mars, the mythical Roman god of war.



The planets Mercury, Venus, Mars, Jupiter, and Neptune are named after the mythical 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 mythical god of fire and volcanoes.



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

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

The Greeks and Romans both believed in the mythical god Apollo. 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.

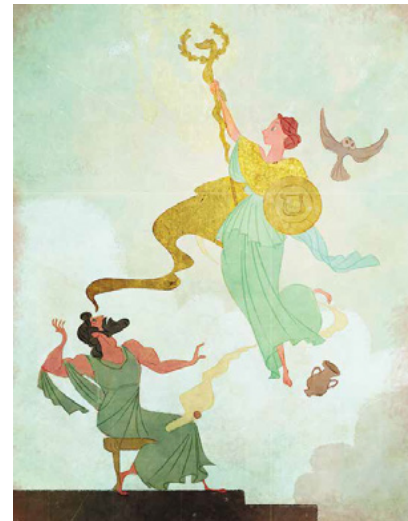


20

Minerva was the mythical 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.

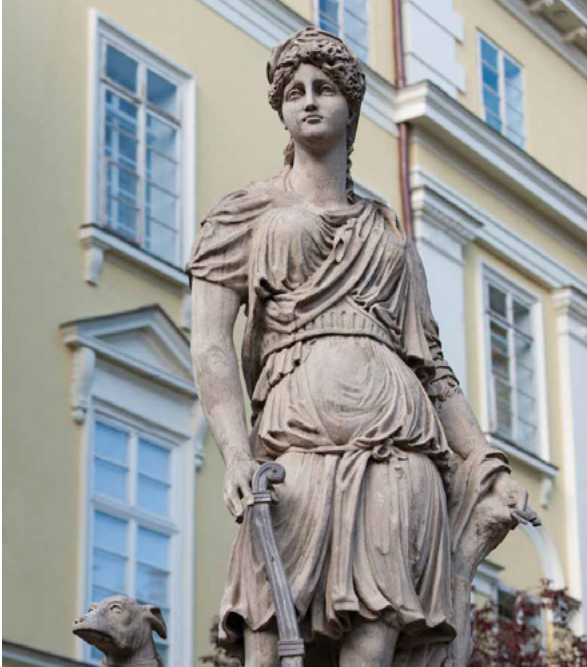
Minerva's special animal was the owl. Sometimes she was painted with an owl perched on her shoulder.



Minerva springing forth from Jupiter's head

21

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

22

Bacchus was the Roman mythical god of grapes. 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 mythical 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 mythical Roman god of grapes

23

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 2: “Roman Mythology”

Speaking and Listening



Primary Focus: Students will explain Roman life and beliefs in a short essay

 response. **TEKS 3.2.D; TEKS 3.4; TEKS 3.6.G; TEKS 3.7.B; TEKS 3.9.A; TEKS 3.13.C**

VOCABULARY FOR “ROMAN MYTHOLOGY”

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 something, typically for a religious purpose

Vocabulary Chart for “Roman Mythology”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words
Core Vocabulary	ritual worship	boisterous bountiful elaborate inhabitant
Multiple-Meaning Words for Core Vocabulary Words		elaborate
Sayings and Phrases	Saturnalia Festival scientific understanding/explanation	

 **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **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.



INTRODUCING THE READ-ALoud (10 MIN.)

TEKS 3.9.A

- Ask students, “Who can tell me what story you read in yesterday’s lesson?”
- Turn and Talk: Have students tell their neighbor what they learned about ancient Rome.
- Tell students that, in today’s Read-Aloud, they will hear about a 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.L2.2.

Legend/Myth Chart (Projection DP.U4.L2.2)

Legend	Myth
<ul style="list-style-type: none"> • Real events or people in history • Story exaggerated • Parts cannot be proven to be true 	<ul style="list-style-type: none"> • Stories associated with beliefs of a group • Explain why people act a certain way, how things came to be, or how things happen in nature

- Remind students that in 2nd grade, they learned about many mythical gods and goddesses in *Ancient Greeks: Life, Tradition, and Government* and *Stories of the Ancient Greeks* units. Ask students if they remember any of the mythical gods or goddesses.
- Explain that we consider these beings as mythical or fictional today, but many ancient Romans believed that the gods and goddesses were real and believed in 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 mythical gods and goddesses that 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 many gods/goddesses.

EMERGENT
BILINGUAL
STUDENTS



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 mythical gods and goddesses, along with Roman life and beliefs.
- During the Read-Aloud, students should add additional information to Activity Page 2.1 on mythical gods and goddesses. Students should also think about key ideas about Roman life and beliefs.
- During the Read-Aloud, model appropriate rate and fluency. At the end, ask students what they noticed about your reading. **TEKS 3.4**



Show Image U4.L2.1 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 mythical gods and goddesses controlled the weather and climate.

TEKS 3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Show Image U4.L2.2 Saturn holding a scythe

An ancient Roman farmer would have believed in a mythical 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 mythical 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.

- Have students add information on Saturn to Activity Page 2.1.



Check for Understanding

On the back of Activity Page 2.1, 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.L2.3

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. 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 mythical 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 them. 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, like delivering food to the temple, to thank him for helping with the harvest.



Show Image U4.L2.4

Map showing Greece and Italy

Agriculture was not the only thing for which the Romans had a mythical 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.



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

Show Image U4.L2.5 Diagram of some mythical 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 mythical goddess of love), Apollo (the mythical god of the sun, music, healing, and knowledge), Ares (the mythical god of war), and Athena (the mythical 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 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 mythical 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 mythical Roman god of war was called Mars. Instead of the Greek name Aphrodite, the mythical Roman goddess of love was called Venus.

- Have students add information on mythical gods and goddesses to Activity Page 2.1.



Show Image U4.L2.6 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 mythical gods they believed in?
 - » They would worship the mythical gods, celebrate with boisterous festivals, and perform rituals, such as delivering food to the mythical 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 mythical 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.

Activity Page 2.2



**EMERGENT
BILINGUAL
STUDENTS**



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

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 mythical 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 mythical gods and goddesses; the Greek civilization existed before the Roman; they each developed different cities and eventually countries; etc.

- Direct students to place Activity Page 2.1 in their Writing Portfolio. **TEKS 3.7.B**
- Have students complete Activity Page 2.2 independently.
- Provide support for students to write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words on all assignments in this unit. **TEKS 3.2.D**

WORD WORK: ELABORATE (5 MIN.)

1. Write the word *elaborate* on the board in cursive and provide an opportunity for students to apply decoding skills prior to the word being discussed. You may also review syllable division patterns at this time.
2. 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. For example, some Asian civilizations have very elaborate forms of writing in which each mark has an important meaning.
3. 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.”]
4. 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.*

TEKS 3.7.B Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

5. 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.*

6. Have students look around the classroom and discuss the things they would not consider elaborate and to give reasons for their opinions.

VOCABULARY (5 MIN.)

- Have students get out their Vocabulary 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 2: “Roman Mythology”

Language



Primary Focus: Students will demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes. **TEKS 3.2.A.vi**



EMERGENT BILINGUAL STUDENTS

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

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.

GRAMMAR (10 MIN.)

Introduce Suffixes *-er* and *-or*

- Write *paint* in cursive 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* in cursive 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*.
- 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 2.3 and complete as a teacher-guided activity or independently.
- When finished, have students turn to Activity Page 2.4. Tell students that you will read ten sentences using words with the suffixes *-er* and *-or*. They will write the word with the suffix on the blank line.
- You may create your own sentences or use the ones below.
 - Mercury was the messenger of the mythical gods. (messenger)
 - I have an appointment with my doctor on Tuesday. (doctor)
 - My teacher likes to drink coffee in the morning. (teacher)
 - Her favorite color is blue. (color)
 - The painter is very talented. (painter)
 - The sailor was excited to see land. (sailor)
 - The baseball player hit a home run. (player)
 - The boy’s mom told him that he is a great helper. (helper)

Note: Student dictation can serve as valuable formative assessment data.

End Lesson

Activity Pages 2.3 and 2.4



Activity Page 2.3



Lesson 2: “Roman Mythology”

Take-Home Material

- If needed, have students finish Activity Page 2.3 at home.

3

“Roman Mythology” and “The Roman Republic”

PRIMARY FOCUS OF LESSON

Reading

Students will analyze a mythical Roman god and goddess family tree and add pertinent information. **TEKS 3.6.A; TEKS 3.6.G; TEKS 3.10.C**

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 3.4; TEKS 3.6.G; TEKS 3.6.H**

Writing

Students will form an opinion on the best type of government. **TEKS 3.2.D; 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 3.1** **Mythical Greek and Roman Mythology Family Tree** Complete the Family Tree of Greek and Roman mythical gods and goddesses. **TEKS 3.6.G**
- Activity Page 3.2** **Image Box Recording Sheet** Record information about the Read-Aloud text. **TEKS 3.6.G**
- Activity Page 3.4** **Roman Empire Extended Response** Write a short-answer opinion response. **TEKS 3.7.B; TEKS 3.12.C**
- Activity Page 3.5** **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 3.10.C** Explain the author’s use of print and graphic features to achieve specific purposes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **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.	<input type="checkbox"/> <i>Stories of Ancient Rome</i> <input type="checkbox"/> Activity Page 3.1
Re-Reading: “Roman Mythology”	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.	<input type="checkbox"/> Activity Pages 3.2, 3.3, 3.8 <input type="checkbox"/> Digital Flip Book: U4.L3.1—U4.L3.9
Read-Aloud: “The Roman Republic”	Whole Group	30 min.	
Discussing the Read-Aloud	Partner	10 min.	
Word Work: <i>Attributes</i>	Whole Group	5 min.	
Who Am I?	Whole Group	10 min.	
Writing (10 min.)			
Opinion: Quick Write	Independent	10 min.	<input type="checkbox"/> Activity Page 3.4
Language (10 min.)			
Past/Present Tense of <i>to be</i>	Whole Group	10 min.	<input type="checkbox"/> Activity Page 3.5 <input type="checkbox"/> Present and Past Tense of the Verb <i>to be</i> (Digital Projections) <input type="checkbox"/> sticky notes
Take-Home Material			
Word Clues for Suffixes <i>-er</i> or <i>-or</i> Word Sort			<input type="checkbox"/> Activity Pages 3.6, 3.7

ADVANCE PREPARATION

Reading

- Say: “Strong readers set a purpose before they start reading. This helps them focus. What is our purpose for reading ‘Roman Mythology’?” Write the purpose for reading on the board/chart paper:
 - Purposefully re-read to examine the author’s words, sentences, and literary devices for a deeper understanding of the mythical Roman gods and goddesses.

Speaking and Listening

- Identify the following Digital Flip Book Images to project during the Read-Aloud: U4.L3.1–U4.L3.9.

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.L3.1.

Present and Past Tense of the Verb <i>to be</i>	
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 purposeful re-reading of “Roman Mythology.” Prepare students to engage with the content by doing/setting up the following:

- Use the 3-column graphic organizer Characters in Mythology chart to review names and information about each mythical god or goddess.
- Inform students about the type of purposeful re-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.L3.9 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 3: “Roman Mythology” and “The Roman Republic”

Reading



**EMERGENT
BILINGUAL
STUDENTS**

Reading
Reading/Viewing

Beginning

Focus on one type of purposeful re-reading question throughout and model thinking aloud to help students get to the answer.

Intermediate

Focus on a few types of the purposeful re-reading questions and provide moderate support to help students get to the answer.

Advanced/Advanced High

Do all of the purposeful re-reading questions and provide light support.

ELPS 4.G

Primary Focus: Students will analyze a mythical Roman god and goddess family tree and add pertinent information. **TEKS 3.6.A; TEKS 3.6.G; TEKS 3.10.C**

REVIEWING THE READING (5 MIN.)

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

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

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

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 3.10.C** Explain the author’s use of print and graphic features to achieve specific purposes.

Chapter

2 Roman Mythology



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

In the early part of Rome, the empire promoted a belief in many gods.

In many ways, these mythical 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 Romans believed that the mythical gods, on the other hand, lived forever. They did not—and could not—die.

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

Characters in Mythology

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

RE-READING: "ROMAN MYTHOLOGY" (20 MIN.)

Pages 10–11

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

Inferential. How does the author's word choice explain that mythical Roman gods lived forever?

- » immortal

Inferential. How does the author compare and contrast the mythical Roman gods and humans?

- » The gods live forever; humans do not.

Inferential. What is the most likely reason the author included the chart on pg. 11?

- A. To compare and contrast the mythical Greek and Roman gods
- B. To sequence the order of importance of the mythical gods
- C. To give a description of each mythical god
- D. To list the mythical gods' characteristics

(Answer: A)



TEKS 3.10.C



Check for Understanding

If students have difficulty comparing and contrasting mythical 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*.



TEKS 3.10.C Explain the author's use of print and graphic features to achieve specific purposes.

The top mythical 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 portrayed as 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 mythical gods.

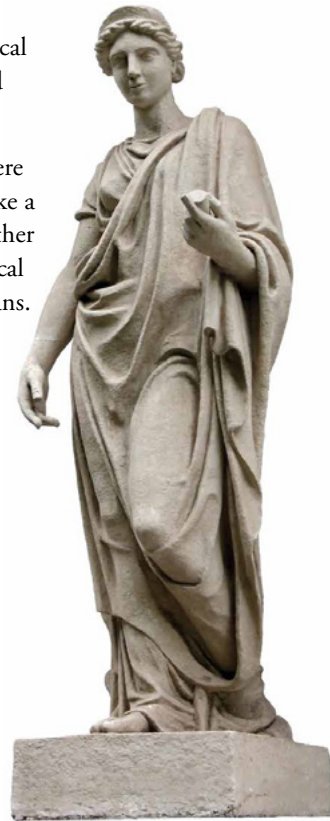
Jupiter was the father of the immortals.



12

Juno was Jupiter's wife. She was the mythical 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 mythical god of the seas and oceans.



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

13

Pages 12–13

- Teacher reads **pages 12–13**.

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. He 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 spoke to Neptune. "Great Neptune!" they said. "Send us good weather and smooth sailing!"



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

14

Mars was the mythical 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 mythical god of war.

15

Pages 14–15

- Teacher reads **pages 14–15**.

Inferential. Why would sailors speak 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 mythical 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 mythical gods.

16

Venus was the mythical 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.

The myth of Cupid still provides entertainment today. You will see little Cupids all over the place on Valentine's Day, when we celebrate love.



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

17

Challenge

Pages 16–17

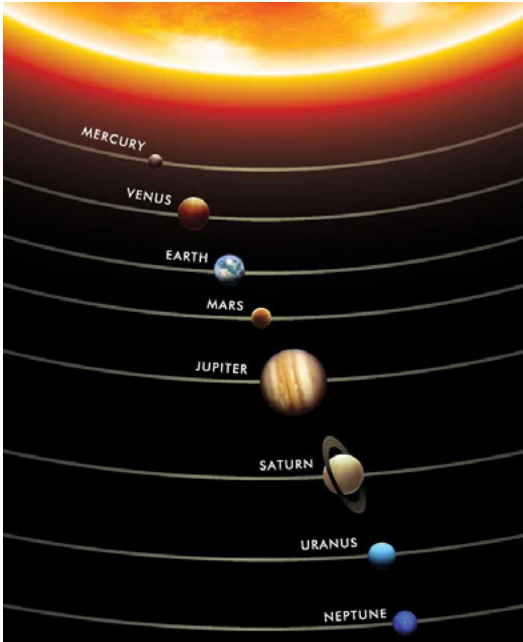
- Teacher reads **pages 16–17**.

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

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

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



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

18

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 mythical god of fire and volcanoes.



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

19

Pages 18–19

- Teacher reads **pages 18–19**.

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

The Greeks and Romans both believed in the mythical god Apollo. 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.



20

Minerva was the mythical 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

21

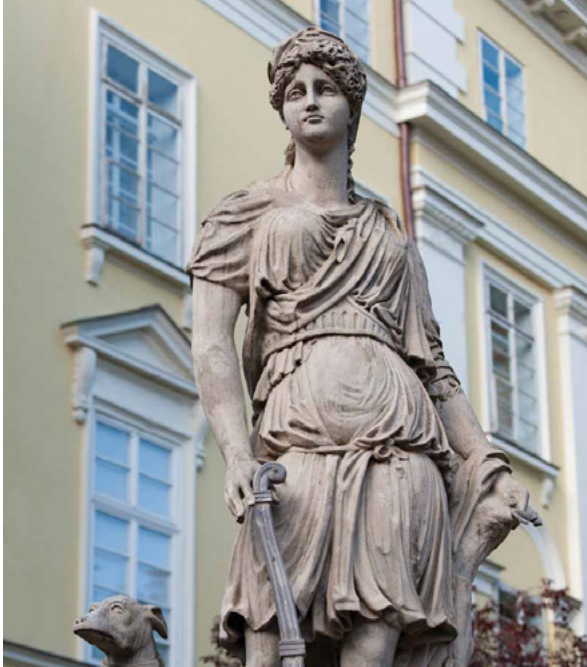
Pages 20–21

- Teacher reads **pages 20–21**.

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

- » Apollo was the mythical 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 mythical 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 mythical goddess of the moon and the hunt.

22

Bacchus was the Roman mythical god of grapes. 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 mythical 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 mythical Roman god of grapes

23

Pages 22–23

- Teacher reads **pages 22–23**.

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 mythical god.

2. **Evaluative.** What additional text features could have been included in this text?

» diagram or chart

- Have students complete Activity Page 3.1 independently or in pairs.

Note: Students may use *Stories of Ancient Rome* to complete Activity Page 3.1.

- If students finish Activity Page 3.1 early, they can draw a picture of a mythical god or goddess on the back. If time permits, students can present their drawing and the class will guess the mythical god or goddess drawn.

Activity Page 3.1



Lesson 3: “Roman Mythology” and “The Roman Republic”

Speaking and Listening



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 3.4; 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 3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **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 Unit-Specific Words	Tier 2 General Academic Words
Vocabulary	consuls	attribute elite lowly rivalry surplus
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	debate and discuss form of government rights and privileges 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 slaves. 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 3.2. 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 3.2.
- Have students read through the scoring rubric on Activity Page 3.8. Explain to students that this rubric will be used to score Activity Page 3.2.

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

Activity Page 3.2



Activity Page 3.8



READ-ALOUD: “THE ROMAN REPUBLIC” (30 MIN.)

- Explain to students that, after the first part of the Read-Aloud, they will write one word that summarizes the passage.
- During the Read-Aloud, model appropriate rate and prosody. Emphasize the italicized text within the Read-Aloud. At the end, ask students what they noticed about your reading. **TEKS 3.4**

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.L3.1 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 3.2. Brainstorm possible words for the Image 1 box.
- Say, “As I read aloud the second passage, write down key words that you hear in the Image 2 box.”

TEKS 3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Show Image U4.L3.2
Roman politicians appealing to the people of Rome

Around 500 BC, 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 the Image 2 box on Activity Page 3.2.
- Say, “As I read aloud, draw a picture to summarize the Roman government in the Image 3 box.”



Show Image U4.L3.3
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 people

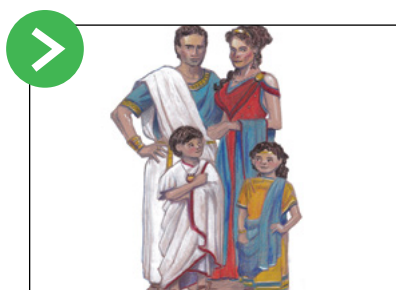
Support

Discuss how a republic is different from having a king.

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 the Image 3 box on Activity Page 3.2.
- Say, “As I read, write down key words that describe patricians in the Image 4 box.”



Show Image U4.L3.4 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 the Image 4 box on Activity Page 3.2.
- Say, “As I read, write down key words that describes plebeians in the Image 5 box.”



Show Image U4.L3.5 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.

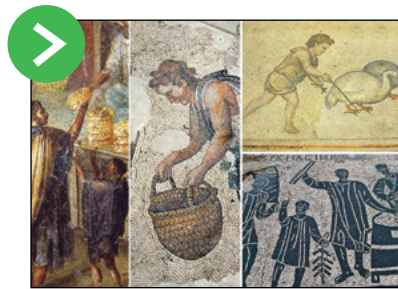
However, the plebeians had one big advantage: numbers. Because the plebeians made up the largest portion of Roman citizenry—by far—the wealthy patricians learned that they needed to make sure the plebeians were happy, or at least happy enough that they wouldn’t rise up and try to take more power for 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 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 mythical god of the harvest.

- Students complete the Image 5 box on Activity Page 3.2.
- Say, "As I read, list one fact that you learned from the Read-Aloud in the Image 6 box."



Show Image U4.L3.6 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 mythical gods, which they spent by building temples, going to festivals like Saturnalia, and participating in rituals.

- Students complete the Image 6 box on Activity Page 3.2.
- Say, "As I read, explain the Roman Forum in the Image 7 box."



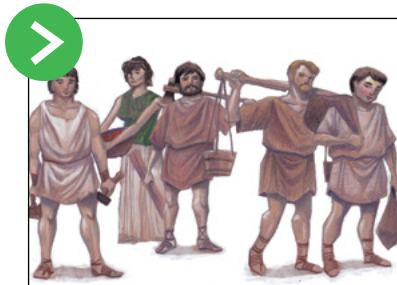
Show Image U4.L3.7 Ruins of Roman forums

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 the Image 7 box on Activity Page 3.2.
- Say, “As I read, write down key words that describe enslaved people in Rome in the Image 8 box.”



Show Image U4.L3.8 Roman slaves

Another group of people who lived in Rome were the slaves. Enslaved people were not considered citizens of Rome, so they could not vote. Slaves

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 slaves did have some rights. For instance, Roman slaves 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 slaves 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 slaves 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 lowliest people in Roman society—at the other end of the spectrum from the **elite** class.

- Students complete the Image 8 box on Activity Page 3.2.

Challenge

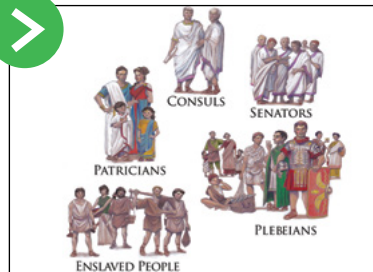
Imagine if the groups (patricians, plebeians, and slaves) did not exist. Explain how Rome would have been different and/or the same.



Check for Understanding

Ask students to describe the differences between patricians, plebeians, and slaves. If students cannot describe the differences, reread passages U4.L3.4, U4.L3.5, and U4.L3.8 and record information as a whole group.

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



Show Image U4.L3.9 Roman society

Whether patrician, plebeian, or slave; 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 3.2.

Activity Page 3.3



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 3.3. Students may use Activity Page 3.2 to help them compare and contrast the three categories.

WORD WORK: ATTRIBUTES (5 MIN.)

1. Write the word *attributes* on the board in cursive and provide an opportunity for students to apply decoding skills prior to the word being discussed. You may review syllable division patterns at this time.
2. In the Read-Aloud, you heard that the consuls had the attributes of being very important and powerful.
3. 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.
4. What are some attributes that you could use to describe yourself or someone you know?
5. What part of speech is the word *attributes*?
6. 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. Slave



**EMERGENT
BILINGUAL
STUDENTS**

Reading
Reading/Viewing

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

- 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.
- Clues to read to the class:
 1. I would like to vote, but I cannot.
 - » slave
 2. I am a part of the elite Roman society.
 - » patrician
 3. I work as a merchant in the Forum.
 - » plebeian
 4. I enslave 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.
 - » slave
 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.
 - » slave

Lesson 3: “Roman Mythology” and “The Roman Republic”

Writing



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

TEKS 3.2.D; TEKS 3.7.B; TEKS 3.12.C

OPINION: QUICK WRITE (10 MIN.)

- Have students take out Activity Page 3.4 and complete the extended response question independently. Students may use their notes from the lesson as a resource for writing.
- Provide support for students to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words on all assignments in this unit. **TEKS 3.2.D**



- Direct students to place Activity Page 3.4 in their Writing Portfolio. **TEKS 3.7.B**



Check for Understanding

Activity Page 3.4 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.

Activity Page 3.4



**EMERGENT
BILINGUAL
STUDENTS**

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

Lesson 3: “Roman Mythology” and “The Roman Republic”

Language



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.L3.1.



TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **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.



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

Activity Page 3.5



- Read the following sentences and call on students to identify the verb:
 - I am happy. (am)
 - You are sick. (are)
 - 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.L3.1 and have them fill in the chart with the words *are, is, and am*.

➤ **Present and Past Tense of the Verb *to be* (Projection DP.U4.L3.1)**

Present Tense of the Verb <i>to be</i>	
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 chart with *was* and *were*.

Past Tense of the Verb <i>to be</i>	
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 3.5 independently.



Lesson 3: “Roman Mythology” and “The Roman Republic”

Take-Home Material

- Have students complete Activity Page 3.6 and Activity Page 3.7.

4

“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 3.2.D; TEKS 3.4; 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; TEKS 3.2.D**

FORMATIVE ASSESSMENT

Activity Page 4.2 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 4.3 Dictionary Skills Identify guide words that would be on the same page. **TEKS 3.2.C**

Activity Page 4.4 Spelling Assessment Write out each spelling word in

the correct header. **TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.2.D**

TEKS 3.6.G Evaluate details read to determine key ideas; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **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; **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.	<input type="checkbox"/> Key Ideas Chart (Digital Projections) <input type="checkbox"/> Activity Page 4.1
Speaking and Listening (45 min.)			
Introducing the Read-Aloud	Whole Group	5 min.	<input type="checkbox"/> Image Card C.U4.L1.1 <input type="checkbox"/> <i>Stories of Ancient Rome</i>
Presenting the Read-Aloud	Whole Group	20 min.	<input type="checkbox"/> Activity Page 4.2
Discussing the Read-Aloud	Whole Group	15 min.	
Word Work: <i>Conflict</i>	Whole Group	5 min.	
Reading (20 min.)			
Introducing the Reading	Whole Group	5 min.	<input type="checkbox"/> <i>Stories of Ancient Rome</i> <input type="checkbox"/> Activity Page 4.2
Independent Reading	Independent	15 min.	
Language (30 min.)			
Dictionary Skills	Whole Group	10 min.	<input type="checkbox"/> Activity Pages 4.3, 4.4 <input type="checkbox"/> Guide Words and Word List (Digital Projections)
Spelling Assessment	Independent	20 min.	
Take-Home Material			
Punic Wars in Pictures			<input type="checkbox"/> Activity Page 4.5

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.L4.1.

Key Ideas Chart	
Introduction to Ancient Rome (Lesson 1)	Roman Mythology (Lesson 2)
The Roman Republic (Lesson 3)	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.L4.2.

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

Lesson 4: “The Punic Wars”

Reading



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.L4.1. Have students take out Activity Page 4.1, Key Ideas Chart.

▶ Key Ideas Chart (Projection DP.U4.L4.1)

- Arrange students into three groups. Each group will represent one of three topics from previous lessons:
 - Introduction to Ancient Rome (Lesson 1)
 - Roman Mythology (Lesson 2)
 - The Roman Republic (Lesson 3)
- To model, remind students we learned that many ancient Romans were polytheistic. Ask: What does polytheistic mean? (many mythical 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 4.1 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 4.1



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.



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

Lesson 4: “The Punic Wars”

Speaking and Listening



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 3.2.D; TEKS 3.4; 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 Unit-Specific Words	Tier 2 General Academic Words
Vocabulary		conflict disciplined exotic harass peak
Multiple-Meaning Core Vocabulary Words		conflict disciplined
Sayings and Phrases	Carthaginians present-day Italy Roman Legion testudo (turtle formation)	

TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **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 4.2 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 4.2 (front side).
- Provide support for students to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words on all assignments in this unit. **TEKS 3.2.D**

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 4.2



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.

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.

TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

EMERGENT BILINGUAL STUDENTS



**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 2.1; ELPS 4.1

Support

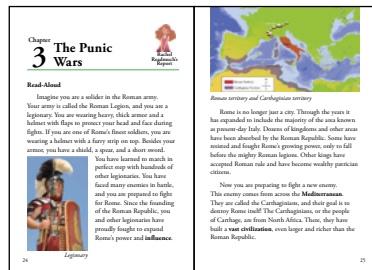
Define *legionaries*. A legionary is a Roman soldier, and legionaries are a group of Roman soldiers. To be a Roman legionary, you have to be younger than 45 and a Roman citizen.

Challenge

Research the training and equipment used by the Roman legionary.

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 4.2.
- During the Read-Aloud, model appropriate rate and accuracy. Emphasize using the pronunciation guide in the Read-Aloud. At the end, ask students what they noticed about your reading. **TEKS 3.4**



**Student Reader page 24
Legionary**

Imagine you are a soldier 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.

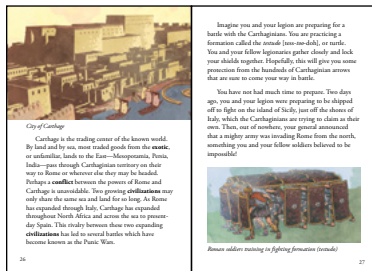
**Student Reader page 25
Roman territory and Carthaginian territory**

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 comes from across the Mediterranean. They are called the Carthaginians, and

TEKS 3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

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.



Student Reader page 26 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.

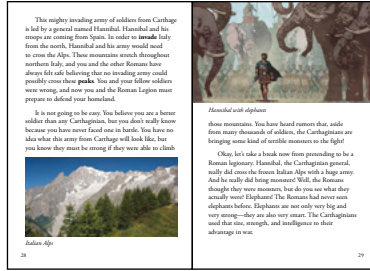
Support

It is important to share with students that the ancient city of Carthage no longer exists.

Student Reader page 27 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* [/tes*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!



Student Reader pages 28-29 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

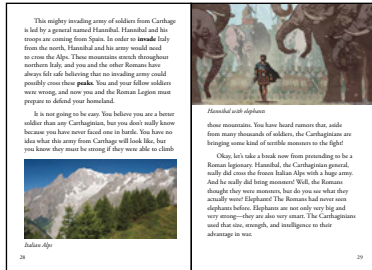
to invade Italy from the north, Hannibal and his army would need to cross the Alps. These mountains stretch throughout northern Italy, and you and the other Romans have always felt safe believing that no invading army could possibly cross these **peaks**. You and your fellow soldiers were wrong, and 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 4.2.



Student Reader page 29 Hannibal with elephants

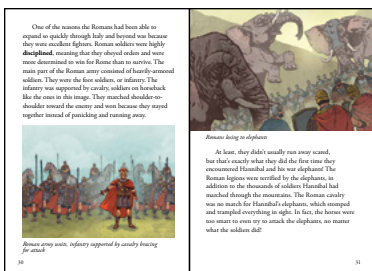
Okay, let's take a break now from pretending to be a Roman legionary. Hannibal, the Carthaginian general, really did cross the frozen Italian Alps

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



Student Reader page 30 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.

Romans bring no elephants
As fate, they didn't usually use army animals, 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. Before a year was up, this went on for nearly sixteen years! Toward the end of

Student Reader pages 31–32 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!

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Support

Compare and contrast the Carthaginians with the Roman soldiers.

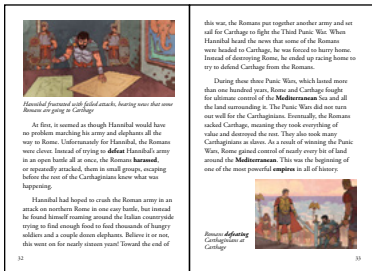
Hannibal frustrated with failed attacks, hearing news that some Romans are going to Carthage
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Romans defeating Carthaginians at Carthage
this was, the Romans put together another army and set out for Carthage to fight the Third Punic War. When Hannibal heard the news that some of the Romans were heading to Carthage, he was forced to hurry home. Instead of defeating Rome, he ended up saving Rome as he tried 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 mean one war for the Carthaginians. Eventually, the Romans walked Carthage, meaning they took everything of value and destroyed the city. They also took many Carthaginians as slaves. 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.

Student Reader page 32–33 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.



Student Reader page 33 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 slaves. 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.

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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 slaves; 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 4.2. 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 4.2.

WORD WORK: CONFLICT (5 MIN.)

1. Write the word *conflict* on the board in cursive and provide an opportunity for students to apply decoding skills prior to the word being discussed. You may review syllable division patterns at this time.
2. In the Read-Aloud, you heard, “Perhaps a conflict between the powers of Rome and Carthage is unavoidable.”
3. Say the word *conflict* with me.
4. A conflict is a fight or argument, sometimes for power or property.
5. 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.
6. 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 . . .”]
7. What part of speech is the word *conflict*?
8. 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.
9. 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.
10. Ask: Who can tell me what the word *conflict* means?

Lesson 4: “The Punic Wars”

Reading



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 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”

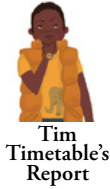
Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words
Vocabulary	counter-attack	confront invade rival victorious
Multiple-Meaning Core Vocabulary Words		rival
Sayings and Phrases	a squad of elephants/a thundering herd of elephants the beginning of the end won most of the battles but lost the war 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 Rome 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.

4 Hannibal Crosses the Alps



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 BC.



Map of Roman and Carthaginian territories

INDEPENDENT READING (15 MIN.)

Pages 34–35

- Ask student to read **pages 34–41** to themselves to find out how Carthage may have come to control so much territory.
- Students will independently complete Activity Page 4.2.
- **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 35**?
- 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 35**.

- 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.

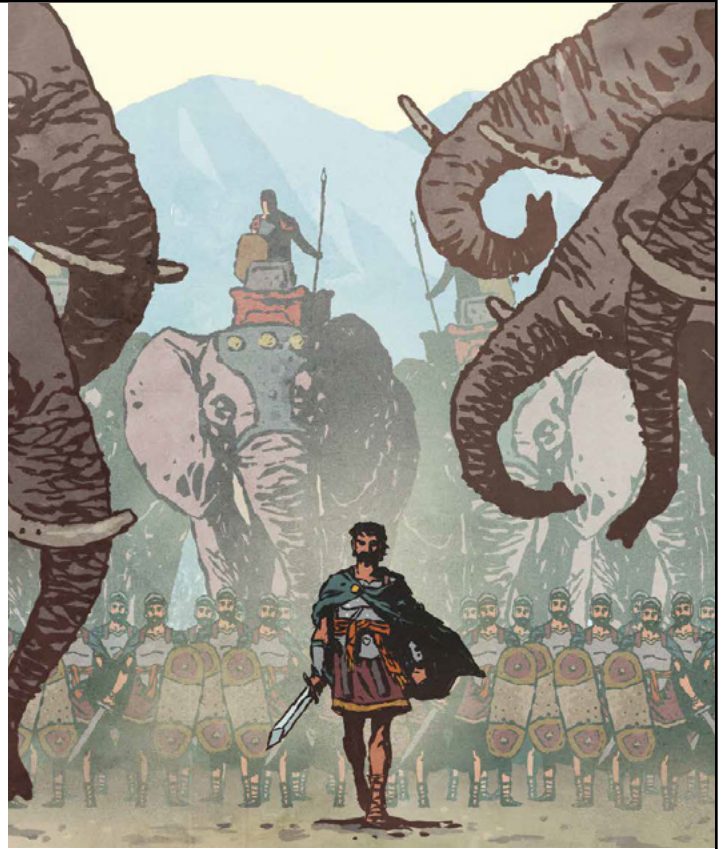
- Explain to students that they will be reading independently and completing the “Hannibal Crosses the Alps” column on Activity Page 4.2. Remind students that they will record the key idea and supporting details from the Reader.

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 BC. 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 BC.

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 36–37

- Point students' attention to the image on **page 37**. 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 4.2) 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. They experienced rock slides, avalanches, and freezing temperatures. 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 BC. Then, he wiped out an entire Roman army at the Battle of Trasimene [TRAZ-i-meen] in 217 BC. 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 38–39

- Have students read **page 38** to themselves to learn about Hannibal's army.
- When students have finished reading, ask 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 BC, Carthage was never quite the same. They fought another war against Rome—the Third Punic War in the years 149–146 BC—but it was clear that Carthage was sinking, and Rome was on the rise.



Hannibal surrendered to Scipio in Zama.

Challenge

Have strong readers work independently or in pairs.

Pages 40–41

- Have students read **page 40** 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 to 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 4.2.

- 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 4.2.

Lesson 4: “The Punic Wars”

Language



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; TEKS 3.2.D**

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.L4.2.

▶ Guide Words and Word List (Projection DP.U4.L4.2)

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; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

- 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 4.3 independently, as a teacher-guided activity or as a Take-Home.

Activity Pages 4.3 and 4.4



SPELLING ASSESSMENT (20 MIN.)

TEKS 3.2.B.vi

- Have students turn to Activity Page 4.4 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.
- Provide support for students to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words on all assignments in this unit. **TEKS 3.2.D**
- 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.



TEKS 3.2.B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

tarnish	immortal
portion	messenger
circulate	giraffe
Turkey	sir
worship	sword
marbles	barbecue
motor	slurp
servant	mirth
doctor	Challenge Word: <i>above</i>
surgery	Challenge Word: <i>beginning</i>
Content Word: <i>Mediterranean</i>	

- Ask students to write the following sentences in cursive 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.

End Lesson

Lesson 4: "The Punic Wars"

Take-Home Material

- Have students take home Activity Page 4.5 to complete.

Activity Page 4.5



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 4

- 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 in the program's online materials.

5

“Daily Roman Life” and “The Sword of Damocles”

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 3.4; TEKS 3.6.B; TEKS 3.6.E; TEKS 3.6.G; TEKS 3.9.D.i**

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 evaluate an argumentative extended constructed response

➤ prompt to understand the task and its purpose. **TEKS 3.2.D; TEKS 3.9.E.ii;**

TEKS 3.9.E.iii; TEKS 3.12.C; TEKS 3.13.C

Language

Students will sort words with two spellings of the sound /ee/.

➤ **TEKS 3.2.A.vi; TEKS 3.2.B.i**

FORMATIVE ASSESSMENT

Activity Page 5.1

Picture Pause: “Daily Roman Life” Pause during the Read-Aloud to answer questions about the text.

➤ **TEKS 3.6.G**

➤ **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 3.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.9.D.i** Recognize characteristics and structures of informational text, including the central idea with supporting evidence; **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 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.9.E** Recognize characteristics and structures of argumentative text by (ii) distinguishing facts from opinion; (iii) 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.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 3.2.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.	<input type="checkbox"/> sticky notes <input type="checkbox"/> chart paper
Presenting the Read-Aloud	Whole Group	20 min.	<input type="checkbox"/> Rome: What We Have Learned So Far! (Digital Projections) <input type="checkbox"/> Activity Page 5.1
Wrapping Up the Reading	Independent	10 min.	<input type="checkbox"/> <i>Stories of Ancient Rome</i>
Word Work: <i>Ingenious</i>	Whole Group	5 min.	
Reading (30 min.)			
Introducing the Reading	Whole Group	5 min.	<input type="checkbox"/> <i>Stories of Ancient Rome</i> <input type="checkbox"/> posters with reading questions
Small Group Reading	Small Group	15 min.	<input type="checkbox"/> Activity Page 5.2
Discussing the Reading	Whole Group	10 min.	
Writing (30 min.)			
Introducing Extended Constructed Response	Whole Group	30 min.	<input type="checkbox"/> Extended Constructed Response Rubric (Digital Projections) <input type="checkbox"/> Writing Prompt Example (Digital Projections) <input type="checkbox"/> Activity Page 5.3
Language (15 min.)			
Spelling	Whole Group/ Independent	15 min.	<input type="checkbox"/> Activity Page 5.4 <input type="checkbox"/> Spelling Words (Digital Projections) <input type="checkbox"/> Spelling Chart (Digital Projections) <input type="checkbox"/> Decodable Passage (Teacher Resources)
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 5.5

ADVANCE PREPARATION

Speaking and Listening

- On top of the chart paper, write “Rome: What We Have Learned So Far!”, or prepare to display Digital Projection DP.U4.L5.1.
- 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 a sword dangling over Damocles’ head?
 - Poster 4: Do you think Damocles still envies Dionysius?
 - Poster 5: What is the moral of this chapter?

Writing

- Prepare to display the Extended Constructed Response Rubric DP.U4.L5.2.
- Prepare to display or to draw DP.U4.L5.3 on chart paper.
- Prepare for students to work with a partner to highlight key words in the prompt and determine the task and purpose of the prompt.

Language

- Write the following spelling words on chart paper, or prepare to display Digital Projection DP.U4.L5.4.

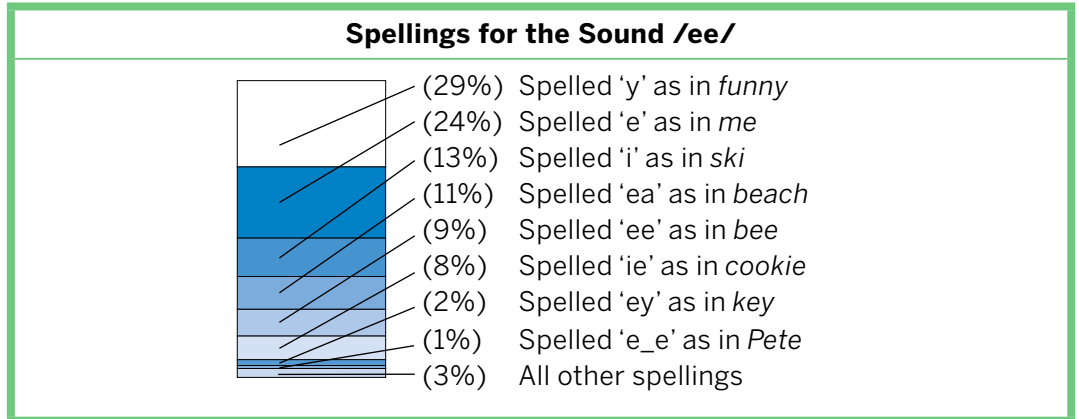
1. Greeks	11. breed
2. Venus	12. jamboree
3. secret	13. speech
4. seed	14. degree
5. meter	15. retail
6. asleep	16. screech
7. agreed	17. scenic
8. succeeded	18. tedious
9. cedar	Challenge Word: <i>except</i>
10. create	Challenge Word: <i>follow</i>
Content Word: <i>Colosseum</i>	

- Create the following Spelling Chart or prepare to display Digital Projection DP.U4.L5.5.

“e” > /ee/	“ee” > /ee/

- The decodable passage for this lesson “What Did the Ancient Romans Eat?” can be found in the Teaching Resources section. You will use the passage to practice the decoding skills taught in this lesson during small group instruction, partner work, or independent reading.

The following chart is provided for your review:



- 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 *me*, or at the end of a syllable. With the exception of *Colosseum*, 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.

- To *model* means 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 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 legend “The Sword of Damocles.”
 - Meet the characters, and practice 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.

Lesson 5: “Daily Roman Life” and “The Sword of Damocles”

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 3.4; TEKS 3.6.B; TEKS 3.6.E; TEKS 3.6.G; TEKS 3.9.D.i

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

favors, prefers; likes more than others

import, to bring in from another country to sell

ingenious, clever and creative

sauntering, walking in a slow and relaxed way

TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 3.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.9.D.i** Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

Vocabulary Chart for “Daily Roman Life”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words
Vocabulary	aqueduct	ingenious sauntering import
Multiple-Meaning Core Vocabulary Words		favors
Spanish Cognates for Core Vocabulary		<i>importar</i> <i>ingenioso/a</i>
Sayings and Phrases	born and raised fortune favors the brave the heart of the Mediterranean world bread and circuses	

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.L5.1.
- 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.

- Have students take out Activity Page 5.1. 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 5.1.

Activity Page 5.1

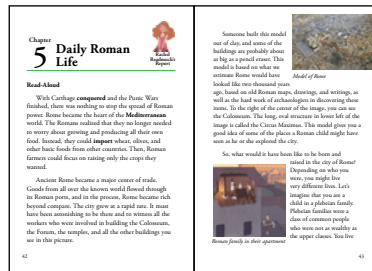


PRESENTING THE READ-ALoud (20 MIN.)

- Tell students to turn to the Table of Contents and locate today's chapter – “Daily Roman Life.” Have students turn to the first page of the chapter and follow along during the Read-Aloud.
- During the Read-Aloud, model appropriate rate and accuracy. At the end, ask students what they noticed about your reading. **TEKS 3.4**

Support

Discuss the definition of *import*. Students will use context clues to determine meaning.



Student Reader pages 42-43 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 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 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 and to witness all the workers who were involved in building the Colosseum, the Forum, the temples, and all the other city 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 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.

TEKS 3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

-
- **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?

- » Romans didn't have to worry about growing their own food because they were able to bring in the food they needed through trade with other countries.
-

Direct students to Activity Page 5.1. 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 the first part of Activity Page 5.1.

Student Reader pages 43–44

Roman family in their apartment

So, what would it have been like to be born and raised in the city of Rome? Depending on who you were, you might live very different lives. Let's imagine that you are a child in a plebeian family. Plebeian families were a class of common people who were not as wealthy as the upper classes. 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. In your plebeian family's apartment, 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 father buys goods from the merchants on the ships and then he resells the goods in other places in the city.

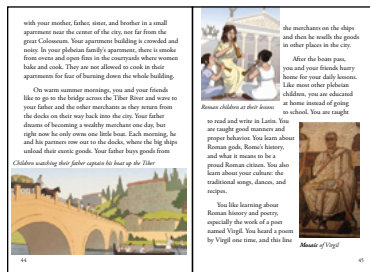
Support

Compare what Roman children might see in Rome versus what a child in your city might see.

Challenge

Research the Colosseum and the surrounding area using locally approved sources. Create a brochure for tourists.

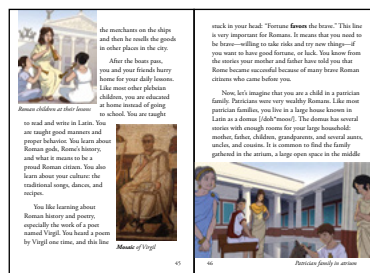
- **Picture Pause:** Have students answer question 1 on Activity Page 5.1. Then, ask the following question: Which sentence best states the central idea of paragraph two on page 43? (*Let's imagine that you are a child in a plebeian family.*) **TEKS 3.9.D.i**
- As students listen to the Read-Aloud, they should be thinking about what Roman children learned and compare it to what they learn.



Student Reader page 45 Roman children at their lessons

After the boats pass, you and your friends hurry home for your daily lessons. Like most other plebeian children, you are educated at home

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.



Student Reader pages 45–46 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.

- **Picture Pause:** Have students answer question 2 on Activity Page 5.1.
- As students listen to the Read-Aloud, they should be thinking about how plebeian families compare to patrician families.

struck in your head: "There's Rome the house." 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 notes your mother and father have told you that Rome became successful because of many brave Roman citizens who came before you.

Now, let's imagine that you are a child in a patrician family. Patricians were very wealthy Romans. Like most patrician families, you live in a large house known in Latin as a domus (doh' moos'). The domus has several rooms with enough space for your large household: mother, father, children, grandparents, 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.



46 Patrician family in atrium

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.

Although plebeian families had opportunities to make money and own property, life was not easy. 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 impossible with so many people.

The patricians controlled the majority of the trade, money, and government in Rome. There were not as many patricians as there were plebeians. As time passed, the ordinary people of Rome began to understand that they had power in their numbers. People were most often upset when there were food shortages. This always made the patricians very nervous due to large groups of plebeians coming together to voice their concerns. These times could be chaotic for everyone involved.

47

Student Reader pages 46–47 Patrician family in atrium

Now, let's imagine that you are a child in a patrician family. Patricians were very wealthy Romans. 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, 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.


- **Picture Pause:** Have students answer question 3 on Activity Page 5.1.

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47



Romeans waiting for grain ships

The wealthy Romans came up with a plan that is sometimes called "bread and circuses." They wanted to distract people from their problems by staging amazing spectacles. This was part of the reason why buildings like the Colosseum were built. But 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.



Senatorial patricians waiting at an angry mob

Student Reader page 47 Romans waiting for grain ships

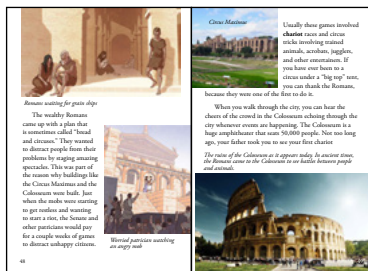
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shipments being imported from across the sea, sometimes there was a food **shortage**. War and bad weather sometimes delayed those food shipments from arriving at the wharves, and Rome would suddenly become an angry city of thousands of hungry people. Disease was a

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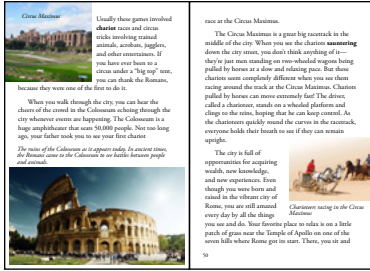
- Discuss the definition of *voice* and *chaotic*. Students will use context clues to determine the meaning of both words. **TEKS 3.3.B**
- Have students answer question 3 on Activity Page 5.1.
- As students listen to the Read-Aloud, they should be thinking about how the Roman government tried to solve problems of city life.



Student Reader pages 48–49 Circus Maximus

The wealthy Romans came up with a plan that is sometimes called "bread and circuses." They wanted to distract people from their problems by staging

amazing spectacles. This was part of the reason 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 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.



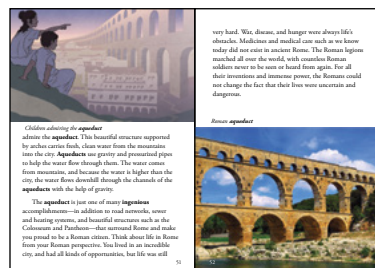
Student Reader pages 49–50 Charioteers racing in the Circus Maximus

When you walk through the city, you can hear the cheers of the crowd in the Colosseum echoing through the city whenever events are happening. The

Colosseum is a huge amphitheater that seats 50,000 people. Not too long ago, 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. When you see the chariots **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. Chariots pulled by horses can move extremely fast! The driver, called a charioteer, stands on a wheeled platform and clings to the reins, hoping that he can keep control. As the charioteers quickly round the curves in the racetrack, everyone holds their breath to see if they can remain upright.

- 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**



Student Reader pages 50–52 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. Your favorite place to relax 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

TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

**EMERGENT
BILINGUAL
STUDENTS**



**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 3.G**

supported by arches carries fresh, clean water from the mountains into the city. **Aqueducts** use gravity and pressurized pipes to help the water flow through them. The water comes from mountains, and because the water is higher than the city, the water flows downhill through the channels of the **aqueducts** with the help of gravity.

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. Think about life in Rome from your Roman perspective. You lived in an incredible city, and 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. For all their inventions and immense power, the Romans could not change the fact that their lives were uncertain and dangerous.

WRAPPING UP THE READING (10 MIN.)

- 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.
- Have students answer question 4 on Activity Page 5.1.



Check for Understanding

If students are unable to summarize the key ideas, then pull students independently or in small groups to determine the key idea in the first paragraph.

WORD WORK: INGENIOUS (5 MIN.)

1. Write the word *ingenious* on the board in cursive and allow students time to decode the word before introducing it. Review syllable division patterns if needed.

2. 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.
3. 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?
4. What part of speech is the word *ingenious*?
5. **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.

Lesson 5: “Daily Roman Life” and “The Sword of Damocles”

Reading



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”

The following are vocabulary words used in Chapter 6 of the Reader. 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.

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

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.

Vocabulary Chart for “The Sword of Damocles”


Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words
Vocabulary	banquet	advisor conduct downfall envy
Multiple-Meaning Core Vocabulary Words		conduct
Spanish Cognates for Core Vocabulary	<i>banquete</i>	<i>envidiar</i>
Sayings and Phrases	trade places with power comes danger	

INTRODUCING THE READING (5 MIN.)

- 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. **TEKS 3.9.A**
- 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 6 The Sword of Damocles

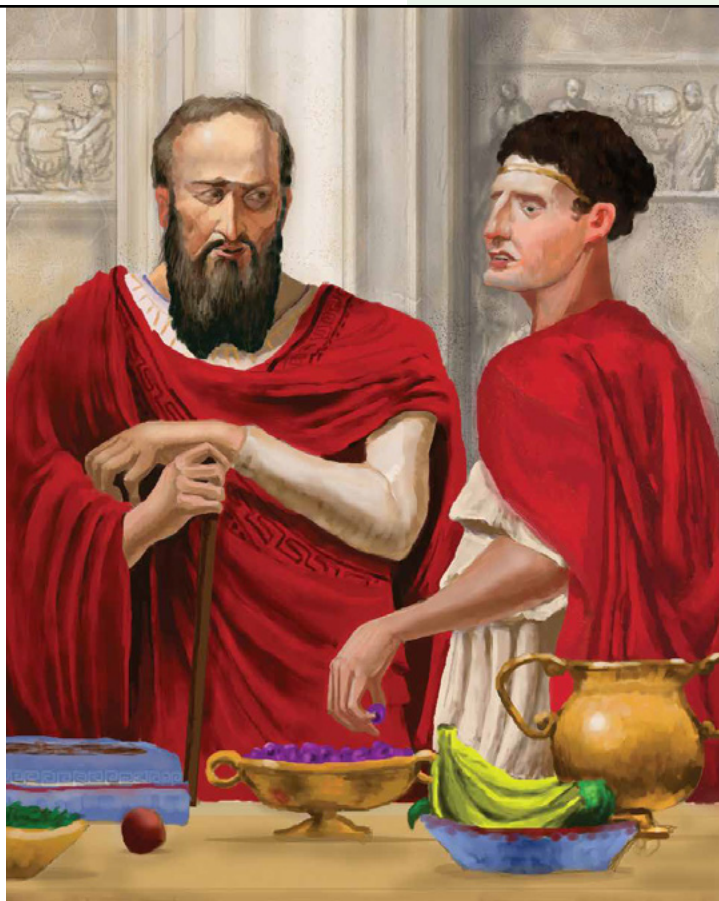


Have you ever wished you were a king? Does that seem like the best job a person could have? Well, before you decide for sure, listen to this legend that was made famous by the Roman writer Cicero [SIS-er-oe] more than two thousand years ago.

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

53

54

SMALL GROUP READING (15 MIN.)

Pages 53–54

- Read aloud the questions posted around the room.
- Explain to students that they will read the selection in small groups and that 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 **page 53** 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 questions, 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 54**. 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.

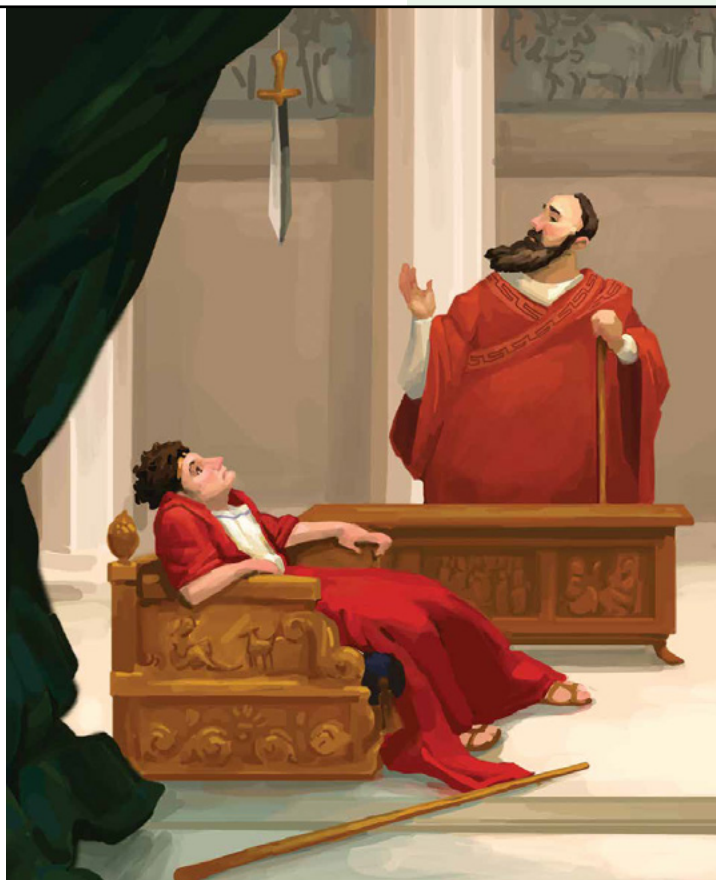
When the day came, Damocles ordered servants to bring him fine robes. He had them set out a great **banquet**. He ordered expensive food and fine music. He sat back, sure that he was the happiest man in the world.

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.

55

56

Pages 55–56

- Ask students to read **page 55** 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 56**, 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?



Reading
Reading

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

Activity Page 5.2



» 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.

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 5.2 as a teacher-directed activity.

Lesson 5: “Daily Roman Life” and “The Sword of Damocles”

Writing




Primary Focus: Students will evaluate an argumentative extended constructed response prompt to understand its task purpose.

 **TEKS 3.2.D; TEKS 3.9.E.ii; TEKS 3.9.E.iii; TEKS 3.12.C; TEKS 3.13.C**

EXTENDED CONSTRUCTED RESPONSE (5 MIN.)

- Explain to students that an extended constructed response is an essay written in response to a specific text and prompt. This essay is either informational or argumentative. An informational response relies on text evidence to explain a topic. An argumentative response relies on text evidence to support an opinion.
- Direct students' attention to DPU4.L5.2, a rubric for an extended constructed response. Explain to students that this is a rubric for an argumentative, or opinion, writing piece which they will begin working on today.
- Point out to students that all extended constructed responses are scored based on a 5-point rubric. Explain that the rubric is separated into two main parts: Organization and Development of Ideas, and Language Conventions.
- Direct students to read the Organization and Development of Ideas portion of the rubric.
- Think-Pair-Share: Share with your partner the differences you notice between scoring 3 points versus scoring 0 points.
 - Emphasize to students that a 3-point score includes a clear and fully developed essay that maintains focus and incorporates supportive and appropriate text evidence.
- Direct students to read the language conventions portion of the rubric.
- Think-Pair-Share: Share with your partner the differences you notice between scoring 2 points versus scoring 0 points.
- Emphasize to students that a 2-point score includes a consistent command of grade-level conventions. This includes correct sentence construction with punctuation, capital letters, and grammar.

 **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.9.E** Recognize characteristics and structures or argumentative text by (ii) distinguishing facts from opinion; (iii) 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.



Beginning

Ask students to orally share what they know about the plebeians and the patricians given sentence stems: “The plebeians’ daily life was _____.” and “The patricians’ daily life was _____.” Then have students work with a teacher to orally discuss the task and the purpose of the prompt.

Intermediate

Ask students to orally share what they know about the plebeians and the patricians. Then, have students work with a teacher to orally discuss the task and the purpose of the prompt.

Advanced/Advanced High

Have students write the task and purpose of the prompt. Then ask students to provide an explanation about how the task and purpose of the prompt help to show what they’ve learned about plebeians and patricians.

ELPS 4.J; ELPS 5.G

Activity Page 5.3



ARGUMENTATIVE RESPONSES (25 MIN.)

- Remind students that they will be writing an argumentative response, which is an opinion essay supported by text evidence.
- Ask for a few volunteers to share the difference between an opinion and a fact. (*Example: A fact can be proven, and an opinion is what someone thinks.*)
- Tell students that they will practice recognizing fact and opinion statements. Tell students to put one finger up when you read aloud a fact and two fingers up when you read aloud an opinion statement.
 - The best ice cream is vanilla. (*opinion—two fingers up*)
 - Dogs are animals. (*fact—one finger up*)
 - I like orange better than green. (*opinion—two fingers up*)
- Explain to students that when writing an argumentative response, they will include their opinion and justify it with three supporting reasons. Remind students that their opinion should be an informed opinion based on their reading and thinking about the subject. To support their reasons, they will include text evidence that is relevant to the prompt, their opinion, and their reason.
- Tell students that a clear and fully developed argumentative response includes an introductory paragraph, three reasons with text evidence to support them, and a conclusion.
- Explain to students that prior to writing an argumentative extended constructed response, they need to understand the prompt provided.
- Tell students that a prompt is a question that they respond to based on a text they have read. Before writing, it is important to understand the prompt. To do so, they must analyze the language in the prompt to determine the task and the purpose.
- Explain to students that they can look at specific words in the prompt to determine the task and purpose.
 - To determine the task, they can ask themselves, “What am I writing?”
 - To determine the purpose, they can ask themselves, “Why am I writing?”
- Have students turn to Activity Page 5.3. Give students two different colored highlighters. Then, read the prompt to students:
 - **Prompt:** Daily Roman life differed depending on the type of civilian—plebeian or patrician. Explain whether you think daily life was better for a plebeian or a patrician. Support your reasons with evidence from the text.

- Explain to students that you will first determine this prompt's task.
- Think-Aloud: When reading this prompt, I can first ask myself, "What am I writing?" I am going to highlight some words that tell me what I'm writing. I am going to highlight the words "daily life" on our class copy of the prompt because the prompt is telling me I am writing about the life of the Romans.
- Direct students to highlight "daily life" in their prompt.
- Think-Pair-Share: Brainstorm with your partner another word that helps us to answer, "What am I writing?" (*Examples: plebeian, patrician*)
 - Direct students to highlight these words in their prompt.
- Explain to students that these highlighted words help us to determine the task. Ask students to think about what the prompt is asking them. Tell them to think about the topic they will focus on. Then, direct students to write the task on their Activity Page 5.3 in the box labeled "task."
- After students have finished writing their task, explain that they will now determine this prompt's purpose.
- Think-Aloud: When reading this prompt, I now ask myself, "Why am I writing?" I am going to highlight some words that tell me why I'm writing. I am going to highlight the words "you think" on our class copy of the prompt because I think my purpose has something to do with my ideas.
 - Direct students to highlight "you think" in their prompt.
- Think-Pair-Share: Brainstorm with your partner another word that helps us to answer, "Why am I writing?" (*Examples: support, evidence*)
 - Direct students to highlight these words in their prompt.
- Explain to students that these highlighted words help them to determine the purpose. Ask students to think about why they are writing. Tell them to think about why they are responding to the text. Then, direct students to write the purpose on their Activity Page 5.3 in the box labeled "purpose."
 - Ask for a few volunteers to share out what they believe is the prompt's purpose. (*Example: The purpose is to write an opinion essay and to choose the plebeians or patricians.*)

Support

Provide students with the key words to highlight in the prompt that help determine the task. Have students discuss how these highlighted words support the task. Then, provide students with the key words to highlight in the prompt that help determine the purpose. Have students discuss how these highlighted words support the purpose.

Challenge

Rewrite the prompt in your own words now that you have determined the purpose and the task.



Check for Understanding


Explain how to respond to an argumentative extended constructed response prompt.

Lesson 5: “Daily Roman Life” and “The Sword of Damocles”

Language



Primary Focus: Students will sort words with two spellings of the sound /ee/.


 **TEKS 3.2.A.vi; TEKS 3.2.B.i**

SPELLING (15 MIN.)

- Introduce this lesson’s spelling words on chart paper or Digital Projection DP.U4.L5.4. Explain that they will be reviewing two spellings of the sound / ee/. Tell students that they will practice the /ee/ sound in two different ways. The first way is when e is the vowel in an open syllable, like in *secret*. The other way is when there are two e’s, like in *speech*.
- Have students come up to the chart to read a word. Direct students to isolate the vowel sound and to use their knowledge of syllable division patterns to read the word.
- 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.L5.5, show the following chart:

➤ Spelling Chart (Projection DP.U4.L5.5)

“e” > /ee/	“ee” > /ee/

 **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 3.2.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.

- Ask students to identify words that fit in the “e” > /ee/ column and “ee” > /e/ column.
- Have students take out Activity Page 5.4 and identify the words in each column independently.

Note: Have students read the decodable passage, “What Did the Ancient Romans Eat?”, that you prepared in advance to practice decoding words with /ee/ spelled ‘e’ and ‘ee’. Circulate and provide immediate, corrective feedback to students while they read the decodable passage.

End Lesson

Activity Page 5.4



Activity Page 5.5



Lesson 5: “Daily Roman Life” and “The Sword of Damocles” Take-Home Material

- Have students share Activity Page 5.5 with a family member.

Pausing Point 1

Note to Teacher

This is the halfway mark of the Ancient Rome 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 students 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* and *AD*.
- Identify some of the contributions of the ancient Roman civilization and describe how they have influenced the present.
- Explain that most ancient Romans believed in many mythical gods and goddesses.
- Explain the legend, "The Sword of Damocles," and explain the lesson that it teaches.
- 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 slaves.
- Describe the everyday life of the ancient Romans.

WHOLE GROUP

1. Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

- Give students a key unit 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,” 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 *favours*? The word *favours* can be a noun to mean things someone does to help another, such as in this example: “Piedra was thankful for all the favours Theresa did for her while her arm was in a cast.” Another example using the singular form is, “Can you please do me a favour and help straighten the desks?”
- The word *favours* 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 *favours* with this meaning? (An example could be, “Dayna passed out pencils and flower seeds as party favours when we went to her party.”)
- What is the word we’ve been talking about? What part of speech is the word *favours*? (noun or a verb)
- With your neighbor, take turns creating sentences using the word *favours* and then identifying the meaning and part of speech that has been used. For example you might say, “Our dog favours my baby brother because he is always dropping food on the floor.” Your neighbor would say, “*Favours* means ‘prefers’ in that sentence, and it is a verb.”
- (You may wish to write examples of the word *favours* on chart paper or the board and/or show images depicting the various meanings of *favours*.)

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 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 mythical 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)
 - I surprised everyone when I led troops over the Italian Alps to fight in the

Punic Wars. Who am I? (Hannibal)

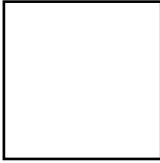


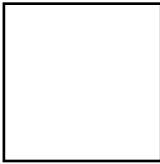


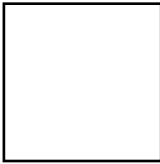


- I am a large, oval structure where Romans go to watch chariot races and other entertaining spectacles. What am I? (the Circus Maximus)
- I am a large amphitheater where Romans go to watch combat sports, such as gladiator fights. What am I? (the Colosseum)

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?
- 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 Bosphorus 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 Bosphorus 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)

INDEPENDENT ACTIVITIES

 <p>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.</p>	 <p>Writing Prompts: Respond to one of the writing prompts on page PP.1.</p>	 <p>Sequence the Punic Wars: Put in order the events from the Punic Wars using page PP.2.</p>
 <p>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.</p>	 <p>Characters in Mythology: Pick one mythical god or goddess and draw a picture of him or her. Write two to three sentences describing the mythical god or goddess.</p>	 <p>Myth: Write a short myth based on Roman beliefs.</p>
 <p>Practice the Verb <i>to have</i>: Complete page PP.3.</p>	 <p>Word Clues for Suffixes <i>-er</i> and <i>-or</i>: Complete page PP.4.</p>	 <p>Practice the Verb <i>to be</i>: Complete page PP.5.</p>

1. Class Book: Ancient Rome

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 unit. Have students brainstorm important information about the ancient Roman civilization, including history, religion, mythology, the legend of The Sword of Damocles, 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 unit 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.

Activity Pages
PP.1, PP.2



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 unit.
- 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. Characters in Mythology

Materials: Drawing paper, drawing tools

- Review with students the mythical 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 mythical gods discussed in Lesson 3.
- Tell students to pick out one of the mythical Roman gods or goddesses they have heard about and illustrate him or her. After they draw a picture of the mythical 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 mythical 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, the mythical gods and goddesses, and how they were similar to 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 mythical 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 form 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.

6

“Julius Caesar: Great Fighter, Great Writer”

PRIMARY FOCUS OF LESSON

Reading

Students will identify key points about Julius Caesar.

📌 **TEKS 3.6.G; TEKS 3.6.H; TEKS 3.7.F**

Speaking and Listening

Students will compare key points from two texts on Julius Caesar using a

📌 graphic organizer. **TEKS 3.1.A; TEKS 3.4; TEKS 3.6.G**

Writing

Students will establish an opinion and write an introductory paragraph in response to a prompt.

📌 **TEKS 3.2.D; TEKS 3.12.C**

Language

Students will decode words using knowledge of suffixes and 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 6.1 **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 6.2 **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 6.3 **Essay Graphic Organizer** Explain whether you think daily life was better for a plebeian or a patrician.

📌 **TEKS 3.2.D; 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.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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **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.

Activity Page 6.4

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**

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Vocabulary	Independent	15 min.	<input type="checkbox"/> <i>Stories of Ancient Rome</i> <input type="checkbox"/> Activity Pages 6.1, 6.2
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.	<input type="checkbox"/> <i>Stories of Ancient Rome</i> <input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Julius Caesar Question Cards
Presenting the Read-Aloud	Whole Group	20 min.	
Discussing the Read-Aloud	Small Group	15 min.	
Writing (20 min.)			
Establish an Opinion	Whole Group/ Independent	10 min.	<input type="checkbox"/> Activity Page 6.3 <input type="checkbox"/> Writing Portfolio <input type="checkbox"/> Establishing an Opinion (Digital Projection) <input type="checkbox"/> Introduction Pyramid (Digital Projection) <input type="checkbox"/> Essay Graphic Organizer (Digital Projection)
Introductory Paragraph	Whole Group/ Partner/ Independent	10 min.	
Language (15 min.)			
Morphology: Suffixes <i>-ist</i> and <i>-ian</i>	Whole Group	15 min.	
Take-Home Material			
Suffixes <i>-ist</i> and <i>-ian</i> Blank Busters			<input type="checkbox"/> Activity Pages 6.4, 6.5

Julius Caesar Question Cards

How do we know that Julius Caesar was a proud, ambitious man who had a high opinion of himself?

Answer: He demanded a higher ransom.

What does the phrase *veni, vidi, vici* mean?

Answer: I came, I saw, I conquered.

What was so unusual about the report that Julius Caesar wrote after putting down *the revolt*?

Answer: It was three words, *Veni, vidi, vici*: I came, I saw, I conquered.

What kind of family did Julius Caesar come *from*?

Answer: He came from the elite Julii family, one of the oldest and most powerful patrician families.

Was Julius Caesar a successful soldier? *Explain.*

Answer: Yes, he was awarded the Civic Crown for his bravery.

After serving as a consul, Caesar became a proconsul. What did he decide to do as a proconsul?

Answer: He decided to conquer land north of Rome, called Gaul.

How did Julius Caesar show himself to be a brave and determined soldier?

Answer: After being released, he returned with an army to kill the pirates.

Why do teachers all around the world use Caesar's *book* on the Gallic Wars to teach Latin to students?

Answer: It is very clear and well-written.

What *did* Caesar wear on his head?

Answer: Civic Crown of oak leaves

Why did Julius Caesar not become a priest of Jupiter after he was nominated, or *chosen*, for this position?

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.

With whom did Julius Caesar form an *alliance*? Why?

Answer: He formed an alliance with Pompey because he wanted to gain things they wanted, such as land and power.

What did the Romans think of the people living *to the north* known as Gauls?

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.

Writing

- Prepare to display or project DP.U4.L6.1, DP.U4.L6.2, and DP.U4.L6.3.

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 6: “Julius Caesar: Great Fighter, Great Writer”

Reading



Primary Focus: Students will identify key points about Julius Caesar.

 **TEKS 3.6.G; 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 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

 **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate.



Reading
Reading

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 4.1

Activity Page 6.1



Support

Review the definitions of *key idea* and *supporting detail*.

Challenge

Students may read and complete Activity Page 6.1 independently.

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

Vocabulary Chart for “Julius Caesar: Great Fighter, Great Writer”		
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words
Core Vocabulary	barbarian Latin ransom revolt talent	
Multiple-Meaning Core Vocabulary Words	ransom revolt talent	
Sayings and Phrases	established himself mission accomplished not Caesar’s style 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 6.1. 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 6.1.

Chapter

7 Julius Caesar: Great Fighter, Great Writer



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 punished 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. [vae-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 61–62



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 61**.

Activity Page 6.2



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 6.2. 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 6: “Julius Caesar: Great Fighter, Great Writer”

Speaking and Listening

40M

Primary Focus: Students will compare key points from two texts on Julius Caesar using a graphic organizer. **TEKS 3.1.A; TEKS 3.4; 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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.6.G** Evaluate details read to determine key ideas.

Vocabulary Chart for Read-Aloud, “Julius Caesar”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words
Core Vocabulary	alliance feud	compromise crude negotiate
Multiple-Meaning Core Vocabulary Words		compromise crude
Sayings and Phrases	Civic Crown family feud political alliance 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 slaves.
- What does it mean for a government to work together to make important decisions? (Answers may vary.)
- Direct students to Activity Page 6.1 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 Caesar’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.
- 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.



**EMERGENT
BILINGUAL
STUDENTS**

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.

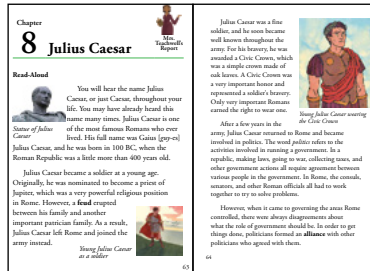
Advanced/Advanced High

Observe that students are able to record the key ideas from the Read-Aloud on the column to the right.

**ELPS 2.1; ELPS 4.G;
ELPS 4.I**

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.
- During the Read-Aloud, model appropriate rate and accuracy. At the end, ask students what they noticed about your reading. **TEKS 3.4**



Student Reader page 63 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 BC, when the Roman Republic was a little more than 400 years old.

Student Reader page 63 Young Julius Caesar as a soldier

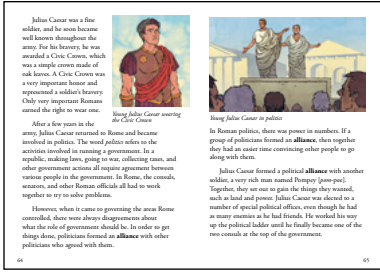
Julius Caesar became a soldier at a young age. Originally, he was nominated to become a priest of Jupiter, which was a very powerful religious position in Rome. However, a **feud** erupted between his family and another important patrician family. As a result, Julius Caesar left Rome and joined the army instead.

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.

TEKS 3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Student Reader page 64 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.

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.

Challenge

Research the difference between the Civic Crown and the Grass Crown.

Student Reader pages 64–65 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.

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.

Support

Explain that power in numbers means more people in a group make a stronger impact than one person.

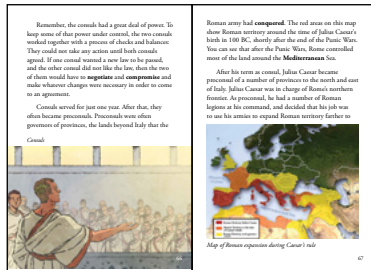


Check for Understanding

True or False: Explain to students that statements will be read about Julius Caesar. They must decide if the statement is True (one finger) or False (two 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.



Student Reader page 66 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.

Support

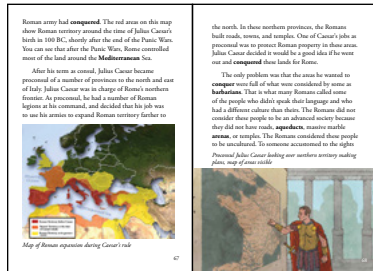
Discuss a time when students had to negotiate and/or compromise with their parents or friends.

Student Reader pages 66–67

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 BC, 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.



Student Reader pages 67–69 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 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.

Support

On the board, draw a T-chart. Compare the difference between Gauls and Germanic tribes.

<p>and swords of the vibrant city of Rome and all the Roman civilization had to offer, the homes and lifestyles of those outside of Rome may have seemed strange, or unfamiliar. 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.</p> <p>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.</p> <p>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 in actuality there was always another Gallic or Germanic tribe ready to rise up and fight Roman expansion.</p> <p>There were many Gallic tribes, each following its own king or chieftain, and its own set of laws and customs.</p>  <p>Gaul</p>	 <p>Caesar writing the summary of Gallic victories.</p> <p>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.</p> <p>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.</p>
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Student Reader pages 69–70 Gauls

The people to the north of Rome that the Romans considered **barbarians** could basically be put into two categories: the Gauls and 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.

Student Reader pages 70 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 6.1, 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.



**EMERGENT
BILINGUAL
STUDENTS**

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

Lesson 6: “Julius Caesar: Great Fighter, Great Writer”

Writing

20M

Primary Focus: Students will establish an opinion and write an introductory paragraph in response to a prompt. **TEKS 3.2.D; TEKS 3.12.C**

ESTABLISH AN OPINION (10 MIN.)

- Remind students that an opinion is what someone thinks.
- Display or project DP.U4.L6.1 with the prompt and outline. Read the prompt to students.
 - **Prompt:** Daily Roman life differed depending on the type of civilian - plebeian or patrician. Explain whether you think daily life was better for a plebeian or a patrician. Support your reasons with evidence from the text.
- Think-Pair-Share: Share with your partner the task and purpose of the prompt that we determined in the previous lesson. Ask for a few volunteers to share their responses.
- Tell students that since they know what the prompt is asking, they can formulate their opinion and a plan.
- Explain to students that they must establish their opinion prior to writing. Point out that in today’s prompt, they will choose whether a plebeian’s or a patrician’s daily life is better. Tell students that they should pick their opinion based on whether they can provide reasons and text evidence.
- Think-Aloud: First, I will determine my opinion. My opinion is that the patrician’s daily life was better. Then, I will create a plan to support my opinion. I will come up with three reasons to explain my opinion based on the text. One of my reasons from the text is that the patricians lived in large houses.
 - Write “Patrician’s daily life was better.” on the outline on DP.U4.L6.1.

Support

Pull a small group of students to help find three reasons to support the opinion that patrician life was better. Have students highlight information in the text. Then, discuss why this evidence shows that patrician life was better.

Challenge

Write an introductory paragraph with the opinion that plebeian daily life was better.

TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words;
TEKS 3.12.C Compose argumentative texts, including opinion essays, using genre characteristics and craft.

- Write “lived in large houses” on the outline for reason number one on DP.U4.L6.1.
- Think-Pair-Share: Look back at the text about plebeians and patricians. Share with your partner another reason why patrician daily life was better.
 - Ask for a few volunteers. Write the reasons shared on the outline for reason number two and reason number three.

INTRODUCTORY PARAGRAPH (10 MIN.)

- Tell students that since they have established a text supported opinion, they can begin the writing process.
- Explain to students that, as a class, they will work together to write a response, beginning with the introduction paragraph. They will use the opinion and three reasons on the class plan: DP.U4.L6.1.
- Display or project DP.U4.L6.2: Introduction Pyramid.
- Point out to students that a good introduction paragraph begins with a sentence that captures the reader’s attention. This is called a hook. Next, the introduction becomes more specific and provides background knowledge on the topic, or prompt. Finally, the introductory paragraph ends with a thesis, which is your text supported opinion.
- Tell students that a hook is the first sentence of the response. A hook has to engage the reader. The hook also introduces the topic. Some examples of a good hook can be a detailed description, a question, an exclamation, or sound words.
- Think-Aloud: I am going to come up with a question to hook my reader. A hook has to grab the reader’s attention about the topic. My question has to relate to the topic of daily life in Rome. My question could be “Could you imagine daily life in Rome during the time of Julius Caesar?”
 - Write down this example of a hook on the board and label it with the number one.
- Think-Pair-Share: Brainstorm a hook with your partner. It can be a question, a description, an exclamation or sound words. The hook needs to be about the topic, daily life in Rome.
 - Ask for a few volunteers to share their hook. Write the hooks on the board and number them.



**EMERGENT
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STUDENTS**

Writing Structure

Beginning

Have students work with a teacher to orally discuss the life of a plebeian and the life of a patrician. Fill in student responses on a T-chart.

Intermediate

Work with students to write their own ideas in a t-chart that compares plebeian and patrician life.

Advanced/Advanced High

Have students explain why they selected their reasons to support why patrician life is better than plebeian daily life.

ELPS 1.C; ELPS 5.G

- Tell students that they will take a vote about which hook to use. Tell students to close their eyes and to hold up the number of the hook they want to use in their class response.
 - Tally the student’s votes and select the hook.
 - Write the selected hook on DP.U4.L6.3, the class copy of the extended constructed response paper.
 - Direct students to write this hook on Activity Page 6.3.
- Explain to students that the next part of the introduction paragraph is some background knowledge. In this portion, they will describe the topic a little more detailed.
- Think-Aloud: I am going to describe plebeian and patrician life a little more detailed now. I will say, “Citizens in Rome during this time could be classified into two groups: plebeians and patricians. Plebeian citizens were the working group of people. Patrician citizens were the wealthy group of people.” Let’s write these sentences in our responses.
 - Write these sentences on DP.U4.L6.3.
 - Direct students to write these sentences on Activity Page 6.3.
- Explain to students that the final part of the introduction is the thesis. Tell students that the thesis is a sentence that states their opinion and lists the three reasons.
- Think-Pair-Share: Brainstorm a sentence that states our opinion, or the answer to the prompt, and lists our three reasons.
 - Direct students’ attention to DP.U4.L6.1 again. Tell students that these are the three reasons that they selected.
- Ask for a few volunteers to share their thesis. Then, direct students to write their own thesis on Activity Page 6.3. Conclude by directing students to reread their introductory paragraph to a partner.

Activity Page 6.3



Check for Understanding


How do you introduce your opinion in an extended constructed response?

Lesson 6: “Julius Caesar: Great Fighter, Great Writer”

Language




Primary Focus: Students will decode words using knowledge of suffixes and 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**

 **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. Have students decode *guitar* prior to explaining the meaning. Discuss the meaning (a musical instrument that usually has six strings). Add the suffix *-ist* to make *guitarist*. Have students decode the word prior to explaining the meaning. 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.
- Collect words with *-ist* and *-ian* and select a few to write on the board for students to decode.

 **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 6: “Julius Caesar: Great Fighter, Great Writer”

Take-Home Material

- Have students take home Activity Pages 6.4 and 6.5 to complete at home.

7

“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 3.4; 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 write three body paragraphs that include text evidence to support their opinion that patrician daily life is better. **TEKS 3.2.D; TEKS 3.12.C; TEKS 3.13.C; TEKS 3.13.H**

Language

- Students will utilize the proper verb tense of *to have*. **TEKS 3.11.D.ii**

FORMATIVE ASSESSMENT

- Activity Page 7.1** **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 7.3** **Grammar Review** Complete sentences with the correct present tense verb form. **TEKS 3.11.D.ii**

- TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **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; **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 (40 min.)			
Introducing the Read-Aloud	Whole Group	5 min.	<input type="checkbox"/> soft ball <input type="checkbox"/> <i>Stories of Ancient Rome</i>
Presenting the Read-Aloud	Whole Group	20 min.	<input type="checkbox"/> Activity Page 7.1
Discussing the Read-Aloud	Whole Group	10 min.	
Word Work: <i>Uncivilized</i>	Whole Group	5 min.	
Reading (30 min.)			
Presenting the Reading	Whole Group	5 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> <i>Stories of Ancient Rome</i>
Independent Reading	Independent	25 min.	
Writing (30 min.)			
First Paragraph	Whole Group	10 min.	<input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Writing Portfolio
Second Paragraph	Partner	10 min.	<input type="checkbox"/> Essay Graphic Organizer (Digital Projection)
Third Paragraph	Independent	10 min.	
Language (15 min.)			
Introduce Verb <i>to have</i>	Whole Group/ Independent/ Small Group	15 min.	<input type="checkbox"/> Present Tense of the Verb <i>to have</i> Chart (Digital Projection) <input type="checkbox"/> Past Tense of the Verb <i>to have</i> Chart (Digital Projection) <input type="checkbox"/> Activity Page 7.2
Take-Home Material			
Grammar Review, Suffixes, and Word Sort			<input type="checkbox"/> Activity Pages 7.3, 7.4, 7.5

ADVANCE PREPARATION

Writing

- Display or project DP.U4.L6.3 Essay Graphic Organizer.
- Identify Activity Page 6.3.

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 6.1 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 7: “Julius Caesar: The Later Years” and “Crossing the Rubicon” Speaking and Listening



Primary Focus: Students will identify key points about Julius Caesar.



TEKS 3.4; 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



TEKS 3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.6.G** Evaluate details read to determine key ideas.

plotted, secretly planned something that is harmful

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

Vocabulary Chart for Read-Aloud “Julius Caesar: The Later Years”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words
Core Vocabulary	conqueror dictator siege	resolve uncivilized
Multiple-Meaning Core Vocabulary Words		resolve plotted
Sayings and Phrases	basking in cheers “Et tu, Brute?” gained the upper hand the die is cast triumph/military parade <i>veni, vidi, vici</i>	

INTRODUCING THE READ-ALOUD (5 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 6.1).

Support

Have students review or use their notes from the previous Activity Page 6.1.

Activity Page 6.1



Activity Page 7.1



**EMERGENT
BILINGUAL
STUDENTS**



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 2.1; ELPS 4.1

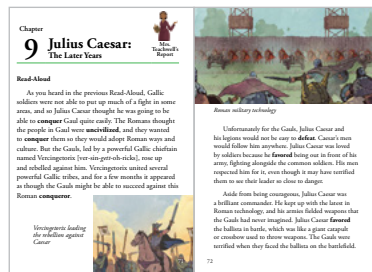
Support

Define *united* as
“brought together.”

- Have students take out Activity Page 7.1. 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.
- During the Read-Aloud, model appropriate accuracy and rate. Emphasize using the pronunciation guides throughout the text. At the end, ask students what they noticed about your reading. **TEKS 3.4**



Student Reader pages 71–72 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 **avored** 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.

TEKS 3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- 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?

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.



Student Reader pages 72–73 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

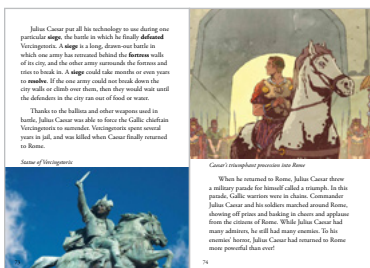
weapons that the Gauls had never imagined. Julius Caesar **avored** the ballista in battle, which was like a giant catapult or crossbow used to throw weapons. The Gauls were terrified when they faced the ballista on the battlefield.

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 7.1.



Student Reader page 73 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 finally returned to Rome.



Student Reader page 74 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?

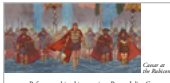


Student Reader page 75 Caesar at the Rubicon

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 7.1.



Caesar of Rome

Before marching his army into Rome, Julius Caesar had his legions across the Rubicon River in northern Italy and then march into the city of Rome. Marching an army into Rome was against an old Roman law. By crossing the Rubicon River, Caesar was presumed to be a threat who might try to take over the government. Julius Caesar knew that when he had done would start a civil war. This meant the 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 fortune would favor his destiny.



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 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. Caesar unexpectedly had mercy on many of his other enemies within Rome. Rather than remove 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.

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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

Student Reader pages 75–76 Pompey

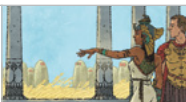
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- Picture Pause: Review or add key idea notes to Activity Page 7.1.

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Caesar in Egypt with Cleopatra

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Student Reader pages 76–77 Caesar in Egypt with Cleopatra

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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

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77



78

Student Reader page 78 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 BC.

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.

Support

Tell students that *plotted* is a multiple-meaning word. They should be familiar with the definition of *plot* as the sequence of events in a story but may also be familiar with the definition as "a piece of land". Ask students to create sentences using the different definitions of *plot*.



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.

Challenge

Research other key figures during this time period such as Brutus, Cleopatra, Pompey, or Vercingetorix.

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 killed him in the Senate building.
 6. **Literal.** On what famous date did this happen?
 - » the Ides, or 15th of March

WORD WORK: UNCIVILIZED (5 MIN.)

1. Write the word *uncivilized* on the board in cursive. Provide an opportunity for students to apply decoding skills prior to the word being discussed. You may wish to review syllable division patterns at this time.
2. 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.
3. How do you think someone might act who is considered uncivilized by others?
4. What part of speech is the word *uncivilized*?
5. **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 7: “Julius Caesar: The Later Years” and “Crossing the Rubicon”

Reading



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 Reader.

civil war, a war between groups within the same country

conspirator, a person who has secretly planned to do something harmful

 **TEKS 3.6.H** Synthesize information to create new understanding.

defeat, to win a victory over

traitor, someone who is not loyal and cannot be trusted

unusual, rare

Vocabulary Chart for “Julius Caesar: Crossing the Rubicon”		
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words
Core Vocabulary	civil war conspirator traitor	defeat unusual
Multiple-Meaning Core Vocabulary Words		defeat
Sayings and Phrases	crossing the Rubicon killed Caesar to save Rome the die is cast	

PRESENTING THE READING (5 MIN.)

- Have students take out their Reader and Activity Page 7.1. Explain that students will independently read the story “Crossing the Rubicon” and complete Activity Page 7.1, 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 7.1, 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 7.1 independently.

Support

For students who need support, form a small group and provide support as needed.

Chapter

10 Julius Caesar: Crossing the Rubicon



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 **BC**, 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

79

80

GUIDED READING SUPPORTS FOR SMALL GROUP

Pages 79–80

- Look at the image on **page 80** and read the caption. Tell students to read the two paragraphs on **page 79** 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, did not want to be told what to do, or wanted to continue to gain more power by showing his strength in Rome.

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.

81

82

Pages 81–82

- Ask students to read **page 81** 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 82**.

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.*

83

84

Pages 83–84

- Call students' attention to the image and caption on **page 84**.
- Ask students to read **page 83** 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.

85

86

Pages 85–86

- Ask students to read **page 85** 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 86**.

Lesson 7: “Julius Caesar: The Later Years” and “Crossing the Rubicon”

Writing

30M

Primary Focus: Students will write three body paragraphs that include text evidence to support their opinion that patrician daily life is better.

 **TEKS 3.2.D; TEKS 3.12.C; TEKS 3.13.C; TEKS 3.13.H**

FIRST PARAGRAPH (10 MIN.)

Activity Page 6.3




Support

Pull small groups of students to help determine the appropriate text evidence that supports the second reason. Narrow down their search by providing them with a specific page or paragraph to look through.

Challenge

Include two pieces of text evidence in your third body paragraph that help support the third reason.

- Have students turn to Activity Page 6.3. Tell students to reread their introductory paragraph.
 - Ask students to share the three reasons why patrician daily life was better than plebeian daily life.
- Explain to students that each of these reasons will be a body paragraph. These body paragraphs will explain how patrician daily life was better. Tell students that within each body paragraph, they will include text evidence and their own words to better explain their opinion.
- Tell students that you will model how to write the first body paragraph. Then, they will work with a partner to write the second body paragraph. Finally, at the end of the lesson, they will write the third body paragraph independently.
- *Think-Aloud:* The first reason we wrote in our thesis was that patricians had large homes. When I write my body paragraph, I will state my reason, support it with text evidence and elaborate with my own thinking. I am going to start by looking in the text for evidence about their homes. When I looked back in the text, I noticed that it says, “the domus has several stories with enough rooms for your large household,” whereas the plebeians lived with their in a small apartment.” I am going to use this evidence to support my reason. Now, I will write my body paragraph with my reason, text evidence and explanation.
- Display or project DP.U4.L6.3. Under the first paragraph begin writing as you continue thinking aloud.
- *Think-Aloud (continued):* I am going to start my paragraph by writing “Patricians’ daily life was made better by simply having a large and

 **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **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.

expansive home.” Then, I will write the text evidence I found. “The text states that their homes had “several stories with enough rooms for your large household,” whereas the plebeians lived with their whole family in “a small apartment.” Finally, I will write to explain the evidence in my own words. “The patrician’s lifestyle is better than the plebeians because they had more space and privacy in their homes.

- Direct students to write this down for the first body paragraph on Activity Page 6.3.

SECOND PARAGRAPH (10 MIN.)

- Tell students that they will now work with a partner to write their second body paragraph with their reason, text evidence, and explanation on Activity Page 6.3.
- Place students into pairs and direct them to look for evidence for their second reason. Tell students that it may help to circle or underline the evidence they find in the text.
 - Facilitate and monitor students as they write their body paragraph. Ask students to share their explanation. Then, help students locate the text evidence that would support this explanation.
- After students have completed their second body paragraph, ask for a few volunteers to read theirs to the class.

THIRD PARAGRAPH (10 MIN.)

- Finally, tell students they will write their third body paragraph independently on Activity Page 6.3. Remind students to include the third reason, text evidence, and an explanation.



Check for Understanding

How do you identify text evidence to support your opinion that patrician daily life is better?



**EMERGENT
BILINGUAL
STUDENTS**

Writing Supporting Opinions

Beginning

Work with students to find and highlight the evidence in the text. Then have students orally share their explanation of the evidence.

Intermediate

Have students explain their text evidence with a partner prior to writing their body paragraph.

Advanced/Advanced High

Have students write their body paragraph. Then have them read their paragraph to a partner.

ELPS 5.G

Support

For students who need support, form a small group and provide support as needed.

Lesson 7: “Julius Caesar: The Later Years” and “Crossing the Rubicon”

Language

15M

📍 **Primary Focus:** Students will utilize the proper verb tense of *to have*. **TEKS 3.11.D.ii**

**EMERGENT
BILINGUAL
STUDENTS**



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

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)

📍 **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 7.2 independently or in a small group.

End Lesson

Lesson 7: “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 7.3, 7.4, and/or 7.5.

Activity Page 7.2



Activity Pages 7.3, 7.4, and/or 7.5



8

Julius Caesar, Augustus Caesar, and the Roman Empire

PRIMARY FOCUS OF LESSON

Reading

- Students will analyze Julius Caesar as a leader. **TEKS 3.2.D; 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 3.4; TEKS 3.6.G; TEKS 3.7.D**

Writing

Students will write a conclusion to summarize their extended constructed

- response. **TEKS 3.2.D; TEKS 3.12.C; TEKS 3.13.C; TEKS 3.13.H**

Language

- Students will correctly spell and sort words spelled /ee/. **TEKS 3.2.B.i; TEKS 3.2.D**

FORMATIVE ASSESSMENT

- Activity Page 8.1** **Leader: Julius Caesar** Determine if Julius Caesar was a good leader. **TEKS 3.2.D; TEKS 3.6.G; TEKS 3.12.C**
- Activity Page 8.3** **Bingo with a Twist** Summarize Augustus Caesar's life. **TEKS 3.6.G; TEKS 3.7.D**
- Activity Page 8.4** **Sequence the Lives of Julius and Augustus Caesar.** Sequence the lives of Julius and Augustus Caesar. **TEKS 3.7.D**
- Activity Page 8.5** **Spelling Assessment** Spell and sort words spelled /ee/. **TEKS 3.2.B.i; TEKS 3.2.D**

- TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words;
- 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 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **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; **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

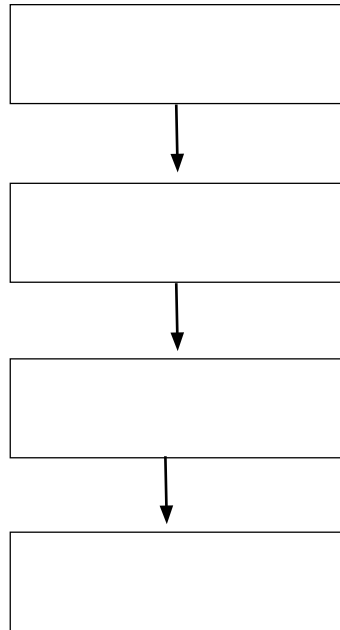
	Grouping	Time	Materials
Reading (35 min.)			
Introducing the Re-Reading	Whole Group	5 min.	<input type="checkbox"/> <i>Stories of Ancient Rome</i> <input type="checkbox"/> Activity Page 8.1 <input type="checkbox"/> Writing Portfolio
Presenting the Re-Reading	Whole Group	20 min.	
Discussing the Re-Reading	Whole Group	10 min.	
Speaking and Listening (45 min.)			
Introducing the Read-Aloud	Small Group	10 min.	<input type="checkbox"/> <i>Stories of Ancient Rome</i> <input type="checkbox"/> Activity Pages 8.2, 8.3 <input type="checkbox"/> Rome Ruler's Organizer (Digital Projections)
Presenting the Read-Aloud	Whole Group	20 min.	
Discussing the Read-Aloud	Partner	10 min.	
Word Work: <i>Influence</i>	Whole Group	5 min.	
Writing (20 min.)			
Conclusion Paragraph	Small Group	20 min.	<input type="checkbox"/> Activity Page 6.3 <input type="checkbox"/> Conclusion Pyramid (Digital Projections)
Language (20 min.)			
Spelling Assessment	Independent	20 min.	<input type="checkbox"/> Activity Page 8.5
Take-Home Material			
Sequence the Lives of Julius and Augustus Caesar			<input type="checkbox"/> Activity Page 8.4

ADVANCE PREPARATION

Speaking and Listening

- Create the Rome's Rulers organizer on chart paper or use Digital Projection DP.U4.L8.1. If using chart paper, write the following on sticky notes: *King, Republic of Senators and Consuls, Dictator, and Emperor.*

Rome's Rulers



- Display or prepare to project Digital Projection DP.U4.L6.3.
- Identify Activity Page 6.3.

Universal Access

- In this lesson, students will purposefully re-read “Julius Caesar: Crossing the Rubicon.” Prepare students to engage with the content by doing/setting up the following:
 - Review Activity Page 7.1 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 purposeful re-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 8.2) 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 8: Julius Caesar, Augustus Caesar, and the Roman Empire

Reading



EMERGENT BILINGUAL STUDENTS

Reading
Reading

Beginning

Focus on one type of purposeful re-reading question throughout and model thinking aloud to help students get to the answer.

Intermediate

Focus on a few types of purposeful re-reading questions and provide moderate support to help students get to the answer.

Advanced/Advanced High

Do all of the purposeful re-reading questions and provide light support.

ELPS 4.G

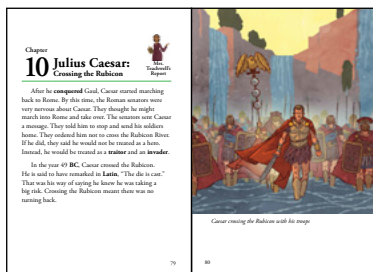
Primary Focus: Students will analyze Julius Caesar as a leader.

TEKS 3.2.D; TEKS 3.6.G; TEKS 3.12.C

INTRODUCING THE RE-READING (5 MIN.)

- Tell students to turn to the table of contents and locate today's chapter, "Julius Caesar: Crossing the Rubicon." 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 RE-READING (20 MIN.)



Student Reader pages 79–80 Caesar crossing the Rubicon with his troops

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

TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **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.

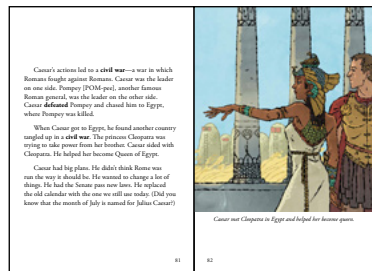
stop and send his soldiers home. They ordered him not to cross the Rubicon River. If he did, they said he would not be treated as a hero. Instead, he would be treated as a **traitor** and an **invader**.

In the year 49 BC, 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.

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. **Literal.** How have the feelings of the Roman government changed towards Julius Caesar?
 - » They are nervous that he is going to take over Rome, and they warned him that they would see him as a traitor and an invader instead of a hero if he did.



Student Reader pages 81–82 Caesar met Cleopatra in Egypt and helped her become queen.

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.

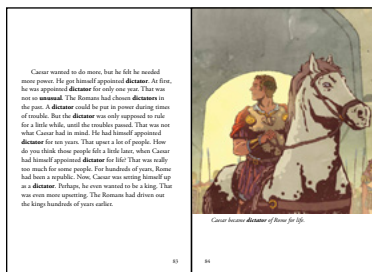
Caesar had big plans. He didn't think Rome was run the way it should be. He wanted to change a lot of things. He had the Senate pass new laws. He replaced the old calendar with the one we still use today. (Did you know that the month of July is named for Julius Caesar?)

1. **Literal.** Which month of the year is named for Julius Caesar?

» July

2. **Inferential.** How is a civil war different than the other wars Caesar has fought?

» A civil war is fought between people of the same country, state, or area. The other wars Caesar and his troops fought were against different civilizations.



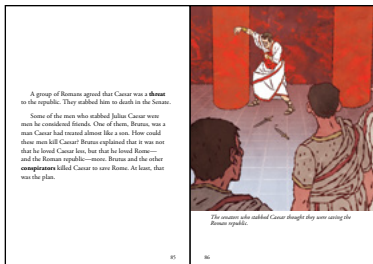
Student Reader pages 83–84 Caesar became dictator of Rome for life.

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.

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.

1. **Evaluative.** Explain how Caesar changed the Roman government when he was appointed dictator.

» Answers may vary but should include that Rome was a republic for hundreds of years, and Caesar changed that by being appointed dictator. Instead of being dictator for a year, he appointed himself dictator for life, which was completely different than a republic form of government.



Student Reader pages 85-86
The senators who stabbed Caesar thought they were saving the Roman 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.

1. **Literal.** Why was Julius Caesar killed?
 - » The men who killed Caesar did so because they thought they were saving the Roman republic.
2. **Inferential.** How do you think the death of Julius Caesar affected the Roman Empire?
 - » Answers may vary.

DISCUSSING THE RE-READING (10 MIN.)

- Use the following two 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 8.1 independently.
 - Remind students to include the following in their writing: Opinion; Support; Conclusion.

Activity Page 8.1



◦ Activity Page 8.1 should be saved in student’s writing portfolio.

- Provide support for students to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words on all assignments in this unit. **TEKS 3.2.D**



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.

Support

Use Activity Page 6.3 to assist students in organizing their opinion, support, and conclusion.

Lesson 8: Julius Caesar, Augustus Caesar, and the Roman Empire

Speaking and Listening



Primary Focus: Students will summarize key contributions and events in the life of Augustus Caesar. **TEKS 3.4; 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

influence, the power to change how people think or act

parched, extremely dry

predecessor, someone who comes before

vast, very big in size



**EMERGENT
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STUDENTS**

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

TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **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.

Vocabulary Chart for “Augustus Caesar and the Roman Empire”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words
Core Vocabulary	predecessor	illustrious influence parched vast
Multiple-Meaning Core Vocabulary Words		influence
Sayings and Phrases	Civic Crown Illustrious One Pax Romana Roman Empire shudder with fear	

INTRODUCING THE READ-ALoud (10 MIN.)

- Display the chart or project Digital Projection DP.U4.L8.1: Rome’s Rulers.

➤ Rome’s Rulers (Projection DP.U4.L8.1)

- Have students take out Activity Page 8.2. 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.
- 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.

Activity Page 8.2



Support

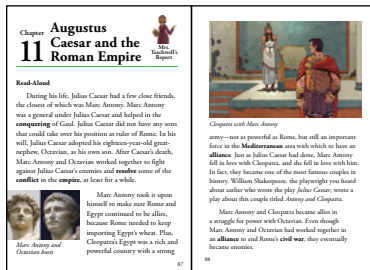
Provide students with the four rulers for the graphic organizer: King, Republic of Senators and Consuls, Dictator, and Empire.

PRESENTING THE READ-ALoud (20 MIN.)

Activity Page 8.3



- Have students take out Activity Page 8.3. 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.
- During the Read-Aloud, model appropriate rate and prosody (expression). At the end, ask students what they noticed about your reading. **TEKS 3.4**



Student Reader page 87 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.

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

Student Reader pages 87–88 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 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

Support

Draw a chart to help students organize important individuals and their accomplishments: Julius Caesar, Augustus Caesar, Marc Anthony, and Cleopatra.

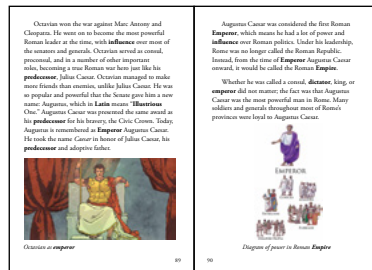
TEKS 3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text;

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.



Student Reader pages 89–90 Octavian as emperor

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.

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**.

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 provinces were loyal to Augustus Caesar.




Diagram of power in Roman Empire

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 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.

Student Reader pages 90–91 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.

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.



Map of Roman border threats, the Pax Romana

Augustus Caesar worked to secure and make the continuous warfare cease and far 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, there weren't entirely peaceful Roman times.

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 most enemies surrendered to Roman rule rather than face Roman legions in battle. The main thought of fighting the Romans was enough to make most kings shudder with fear.

Whatever they conquered, the Romans built their roads, bridges, temples, aqueducts, and forums. Wherever they went, the Romans also brought their language, law, money, and art. 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 so 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.

Student Reader pages 91–93 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 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 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.

still had to do some fighting here and there, but there was no serious **threat** 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.

Whenever they **conquered**, the Romans built their roads, bridges, temples, **aqueducts**, and fortresses. Whenever they won, the Romans also brought their language, laws, money, and art. 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.



Roman art (mosaic, fresco, sculpture)

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 **enemies**, but none proved ever to be as powerful as **threats** to Augustus Caesar.

Student Reader pages 93–94 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.

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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 8.3. Students will walk around the room asking peers to explain one answer (only one answer) to them on Activity Page 8.3.
- Students will summarize the peer’s response in the correct box on Activity Page 8.3.
- 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 8.3, 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. Write the word *influence* on the board in cursive. Provide an opportunity for students to apply decoding skills prior to the word being discussed. You may wish to review syllable division patterns at this time.
2. In the Read-Aloud you heard about Octavian: “He went on to become the most powerful Roman leader at that time, with influence over most of the senators



**EMERGENT
BILINGUAL
STUDENTS**

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 2.1, ELPS 4.1

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.

3. Have you ever used your influence or seen someone else use their influence? What happened?
4. 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 8: Julius Caesar, Augustus Caesar, and the Roman Empire

Writing

20M

Activity Page 6.3



Support

Provide students with examples of concluding sentences. Look through the text at the end of each chapter to discuss how the chapter wraps up the topic. For example, have students look at page 94 of the Reader.

Primary Focus: Students will write a conclusion to summarize their extended constructed response. **TEKS 3.2.D; TEKS 3.12.C; TEKS 3.13.C; TEKS 3.13.H**

CONCLUSION PARAGRAPH (20 MIN.)

- Have students turn to Activity Page 6.3. Tell students to reread their response, including their introduction and body paragraphs.
- Explain to students that, as a class, they will work together to write a conclusion paragraph. Explain to students that a conclusion paragraph “wraps up” the essay. It is like a summary.
- Display or project DP.U4.L8.2, the Conclusion Pyramid.
 - Explain to students that this pyramid is the reverse of the introduction pyramid. It begins with more specific information and works its way to become more general.
 - Tell students that a conclusion paragraph wraps up the reasons, restates the opinion and connects the topic to the bigger picture or main theme.

TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **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.



Reading Reading

Beginning

Have students work with a teacher to orally discuss the life of a people in Rome, the main topic. Write down student descriptions. Then reread these words to students and formulate a concluding sentence.

Intermediate

Provide students with sentence stems to get started on their concluding sentences like “People in Rome...” or “Life in Rome...”

Advanced/Advanced High

Have students share their sentence orally with a partner and then explain why it is a strong concluding sentence.

**ELPS 1.D; ELPS 2.D;
ELPS 2.E; ELPS 4.G**

Challenge

Imagine life as a patrician or a plebeian and draw a detailed illustration to go along with your response.


- Think-Aloud: I am going to come up with a sentence to wrap up my reasons. This is a good place to use a transition word. The Conclusion Pyramid on DP.U4.L8.2 shows me some examples, like “all in all,” or “in summary.” I will write “In summary, the patricians lived a lavish life of wealth and high-end accommodations.”
 - Write the sentence on the class copy of the response in the Conclusion box of DP.U4.L6.3.
 - Direct students to write the sentence on Activity Page 6.3 in the conclusion box.
- Think-Aloud (continued): Now, I will write a sentence that restates my opinion. “This is why a patrician’s daily life far surpassed a plebeian’s daily life.”
 - Write the sentence on DP.U4.L6.3.
 - Direct students to write the sentence on Activity Page 6.3 in the conclusion box.
- Think-Aloud (continued): Finally, I will write a sentence that connects my opinion to the main idea or theme, which is about Roman life in the time of Julius Caesar. This sentence should be a powerful statement or question. I will write “Patricians’ and plebeians’ life may have differed day to day, but all citizens of the incredible city of Rome were presented with numerous opportunities, ways to gain knowledge, and new experiences.”
 - Write the sentence on the class copy of the response on DP.U4.L6.3.
- Think-Pair-Share: Brainstorm a concluding sentence with your partner. It needs to be a powerful statement that ties in the main topic, life in Rome.
 - Direct students to write their sentence on Activity Page 6.3 in the conclusion box.

Lesson 8: Julius Caesar, Augustus Caesar, and the Roman Empire

Language




Primary Focus: Students will correctly spell and sort words spelled /ee/.

 **TEKS 3.2.B.i; TEKS 3.2.D**


SPELLING ASSESSMENT (20 MIN.)

Activity Page 8.5



- Have students turn to Activity Page 8.5 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.
- Provide support for students to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words on all assignments in this unit.  **TEKS 3.2.D**
- 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: <i>except</i>
10. create	Challenge Word: <i>follow</i>
Content Word: <i>Colosseum</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; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

- 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 in cursive as you dictate them:
 - 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

Activity Page 8.4



Lesson 8: Julius Caesar, Augustus Caesar, and the Roman Empire

Take-Home Material

- Have students complete Activity Page 8.4.

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: *Colosseum*

Spelling Analysis Directions

Unit 4, Lesson 8

- 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.

9

Augustus Caesar

PRIMARY FOCUS OF LESSON

Reading

Students will analyze Augustus Caesar as a leader.

 **TEKS 3.6.F; TEKS 3.6.G; TEKS 3.7.C**

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**

Writing

Students will edit their extended constructed response essays.

 **TEKS 3.11.D.i; TEKS 3.11.D.ix; TEKS 3.11.D.x; TEKS 3.11.D.xi**

Language

 Students will spell and sort words spelled /ee/. **TEKS 3.2.B.i**

FORMATIVE ASSESSMENT

Activity Page 9.1

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 9.2

Spelling Sound /ee/ Sort and spell words spelled/ee/.

 **TEKS 3.2.B.i**

 **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.11.D** Edit drafts using standard English conventions, including (i) complete simple and compound sentences with subject-verb agreement; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **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 Re-Reading	Whole Group	5 min.	<input type="checkbox"/> <i>Stories of Ancient Rome</i>
Presenting the Re-Reading	Whole Group	15 min.	
Discussing the Re-Reading	Whole Group	10 min.	
Reading (40 min.)			
Introducing the Reading	Whole Group	10 min.	<input type="checkbox"/> <i>Stories of Ancient Rome</i> <input type="checkbox"/> sticky notes (three per student) <input type="checkbox"/> chart paper <input type="checkbox"/> Activity Page 9.1
Independent Reading	Independent	20 min.	
Discussing the Reading	Whole Group	10 min.	
Writing (30 min.)			
Extended Constructed Response Rubric	Whole Group	15 min.	<input type="checkbox"/> Extended Constructed <input type="checkbox"/> Response Rubric (Digital Projection)
Editing	Whole Group/ Partner/ Independent	15 min.	
Language (20 min.)			
Spelling	Whole Group/ Independent	20 min.	<input type="checkbox"/> chart paper <input type="checkbox"/> Spelling Chart (Digital Projections) <input type="checkbox"/> Activity Page 9.2 <input type="checkbox"/> Decodable Passage (Teacher Resources)
Take-Home Material			
Augustus Caesar's Diary			<input type="checkbox"/> Activity Page 9.3
Spelling Words			<input type="checkbox"/> Activity Page 9.4

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

Language

- On chart paper, create the Spelling Chart, or prepare to display Digital Projection DP.U4.L9.1.

'ea' >/ee/	'ei' >/ee/	'i' >/ee/

- The decodable passage for this lesson, “All About the Pantheon,” can be found in the Teacher Resources section. You will use the passage to practice the decoding skills taught in this lesson during small-group instruction, partner work, or independent reading.

Writing

- Prepare to project the Extended Constructed Response Rubric DP.U4.L5.2.

Lesson 9: Augustus Caesar

Reading



Primary Focus: Students will analyze Augustus Caesar as a leader.

TEKS 3.6.F; TEKS 3.6.G; TEKS 3.7.C

CORE 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.

illustrious, famous and well-known

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 “After Caesar: Augustus and the Roman Empire”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words
Vocabulary	predecessor	illustrious influence parched vast
Multiple-Meaning Vocabulary Words		influence
Spanish Cognates for Core Vocabulary	<i>predecesor/a</i>	<i>illustre</i> <i>influenca</i> <i>vasto/a</i>
Sayings and Phrases		

TEKS 3.6.F Make inferences and use evidence to support understanding; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response.



Speaking and Listening
Listening Actively

All

The Pausing Points throughout this purposeful re-reading prompt students to stop and answer questions about the Roman Empire and Augustus Caesar.

Beginning

Give specific hints, and offer choices for students when answering questions.

Intermediate

Allow students to work with a partner, and offer help as needed.

Advanced/Advanced High

Allow students to answer questions independently.

ELPS 2.1

INTRODUCING THE RE-READING (5 MIN.)

- 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.
- Remind students that they read this chapter in the previous lesson. Today, they will reread the chapter to analyze Augustus Caesar as a leader.
- Read the title as a class. As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

Chapter 11 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



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.

PRESENTING THE RE-READING (15 MIN.)

Student Reader pages 87–88 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.

1. **Inferential.** Why would it be important for Marc Antony and Octavian to resolve some of the conflict across the Roman Republic at this time?
 - » Julius Caesar had just been killed, and Octavian was a new ruler. Rome had been at war with the Gauls, and it was a time of general unrest.
2. **Inferential.** If Julius Caesar had not adopted his nephew Octavian, what do you think would have happened in Rome after Caesar's death?
 - » Answers may vary but could include that the people would riot, there would be a different leader chosen, or another country's leader could take over.

Student Reader pages 87–88

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 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.

-
1. **Literal.** Why was having an alliance with Egypt important?
 - » Egypt was a rich and powerful country with a strong army.
 2. **Inferential.** Why would Marc Antony and Octavian eventually become enemies?
 - » They both wanted to control the Roman Republic.
-

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 provinces were loyal to Augustus Caesar.

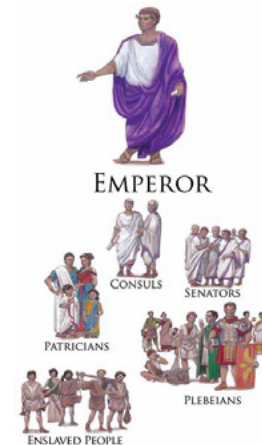


Diagram of power in Roman *Empire*

Student Reader pages 89–90

Octavian as emperor

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 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. 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**.

1. **Inferential.** What do you think Julius Caesar would think about how popular Octavian became?
 - » Answers may vary but could include that he would be proud of his nephew for how influential he had become.
2. **Literal.** Octavian was given a new name. What is it? What does it mean?
 - » Augustus Caesar. It means “Illustrious One.”

Support

Have students discuss their answer with a partner. Call on a few students to share their responses.

Challenge

Have students explain how the United States government is similar to the Roman Republic's.

Student Reader pages 90–91

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.

1. **Evaluative.** Explain the structure of the Roman Empire's government based on the image on **page 90**.
 - » Answers may vary but should include details from the text and the image. Answers could include that the Emperor has the most power. The Consuls and Proconsuls were in charge of different areas of the empire, but ultimately, the emperor still had the final decision over the entire Empire.

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 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.



Map of Roman border threats, the Pax Romana

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

Student Reader pages 91–93

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 number 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 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.

1. **Literal.** Which sentence(s) on **pages 91 and 92** explain why it was important to Augustus Caesar to secure Rome’s borders 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.
2. **Literal.** Why did Augustus Caesar spend so much time fighting wars and expanding Roman territory?
 - » Augustus Caesar wanted to put an end to the continuous warfare. By defeating these groups, the Roman territory expanded, reducing the number of surrounding threats.

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.

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.



Roman art (mosaics, fresco, sculpture)

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.

Student Reader pages 93–94

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,



Beginning

Make sure that students have something to contribute by helping them to answer two or three questions. Allow students to work with a partner.

Intermediate

Encourage students to ask clarifying questions when they do not understand something. Have students discuss their answer with a partner.

Advanced/Advanced High

Challenge students to work to find text evidence to support their responses.

**ELPS 1.D; ELPS 2.D;
ELPS 2.E; ELPS 4.G**

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 RE-READING (10 MIN.)

1. **Evaluative.** How would you describe Augustus Caesar as a leader?
 - » Answers may vary but could include that Augustus Caesar was a very powerful and respected leader. He worked hard to improve the Roman Empire.
2. **Inferential.** After the Romans conquered land, why did they build roads, bridges, temples, and fortresses?
 - » Answers may vary but could include the purpose of spreading Roman culture to as many places as possible. It makes it easier to keep control of an area if it shares a culture with the conquering force. Roads also allowed for more trade or the exchange of goods from those new lands, and in case of rebellion, they could transport their armies quickly.
3. **Literal.** Which sentence(s) from page 94 explains why the idea of Pax Romana was difficult for Romans to accept?
 - » Answers may vary but could include: 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.

Lesson 9: Augustus Caesar

Reading



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: AUGUSTUS AND THE ROMAN EMPIRE”

The following are vocabulary words used in chapter 12 of the Reader. 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.

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, a 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 reign	magnificent tradition reform
Multiple-Meaning Core Vocabulary Words	reign	
Spanish Cognates for Core Vocabulary		<i>magnífico/a</i> <i>tradición</i> <i>reforma</i> <i>illustre</i> <i>influencia</i> <i>vasto/a</i>
Sayings and Phrases	came out on top “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.

INTRODUCING THE READING (10 MIN.)

- Pass out three sticky notes to each student.
- Explain that in the Read-Aloud, 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 with the title: 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 87–94 in the Reader.

INDEPENDENT READING (20 MIN.)

Pages 95–100

- 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 turn to Activity Page 9.1. Students will complete Activity Page 9.1 independently when they have finished reading. Remind students to include the page number where they found their answer. **TEKS 3.7.C**

Activity Page 9.1



Chapter 12 After Caesar: Augustus and the Roman Empire



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.

95



A statue of Augustus Caesar

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.”

96

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 mythical 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 Colosseum is not just an example of the great architecture of the Romans, but also an example of how the conquest of the Roman Empire made that architecture possible. Roman emperors had conquered a land far to the east called Judea, home to the Jewish people. Rome took funds from the Jewish Temple in

Jerusalem and enslaved thousands of Jewish people. Those funds and those slaves largely built the Colosseum.



The Arch of Titus is another piece of architecture that resulted from the Roman conquest of Jerusalem.

Roman architecture supported Roman entertainment. The Romans 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.*

99

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*

100

DISCUSSING THE READING (10 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 9.1, then reread the chapter and discuss the key details from each paragraph.

Lesson 9: Augustus Caesar

Writing


30M

Primary Focus: Students will edit their extended constructed response essays.

 **TEKS 3.11.D.i; TEKS 3.11.D.ix; TEKS 3.11.D.x; TEKS 3.11.D.xi**

EXTENDED CONSTRUCTED RESPONSE RUBRIC (15 MIN.)

- Display the Extended Constructed Response Rubric (DP.U4.L5.2).
- Review with students the components of the Conventions part of the rubric.
- Ask the following questions:
 - What makes a complete sentence? (*subject, verb, punctuation*)
 - What word(s) should be capitalized in a sentence? (*first word of the sentence, proper nouns*)
 - Do sentences need to have subject-verb agreement? (*Yes, for example: My fish swam in its fishbowl. "My fish swim in its fishbowl" would not be correct.*)
 - Share 2–3 more sentences showing correct subject-verb agreement. Ask students which one is correct.
 - Why is it important to spell things correctly? (*Spelling words correctly is important so that people can understand our work.*)
 - If you don't know how to spell a word, what can you do? (*Look it up in the dictionary, ask a friend, ask your teacher.*)
- Now, ask students to look at the rubric titles.
 - What does consistent mean? (*accurate or correct most of the time*)
 - If someone scores a 2, it means that most or all of their writing has correct sentence construction, punctuation, capitalization, grammar, and spelling. There can be a few mistakes, but most of it is correct.
 - What does inconsistent mean? (*The prefix in- means "not," so inconsistent means that things are not accurate or correct most of the time.*)

 **TEKS 3.11.D** Edit drafts using standard English conventions, including (i) complete simple and compound sentences with subject-verb agreement; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

- If someone scores a 1, it means that there are several things that are incorrect or need to be fixed in their writing. It could be that they forgot to capitalize proper nouns or put punctuation at the end of sentences.
- What does “*little to no command*” mean? (*There are a lot of errors throughout the essay.*)
 - » It would be difficult to get a 0 because by 3rd grade, students have learned basic grammar and conventions.

EDITING (15 MIN.)

- Tell students that, as writers, it is important to go back and edit our work. Tell students that a writer can use a rubric to guide their editing process.
 - Explain to students that when editing, they will look for errors around capitalization, punctuation, and spelling.
- Have students turn to Activity Page 6.3.
- Explain to students that they will take turns editing their extended constructed responses with a partner.
- Direct students’ attention to the Extended Constructed Response Rubric (DP.U4.L5.2). Tell students that they will focus on editing for conventions with a partner. Explain that they will specifically work together to edit for spelling. Remind students that having correct spelling in their responses helps them to score a 2 in the Conventions category. Tell students to underline 2–3 words that are spelled incorrectly on their partners papers. If students have no spelling errors, ask them to help other students with their spelling.

Activity Page 6.3



DP.U4.L5.2 Extended Constructed Response Rubric

Support

Work 1:1 with students to edit their responses. Provide students with a half sheet of paper to move down on their response so that they are looking at their response line by line.

Challenge

Direct students to score their response for conventions prior to and after editing. Ask students what they noticed after editing.

Score Point	Conventions (grade-level appropriate)
2	Consistent Command of Conventions: <ul style="list-style-type: none">• Sentence construction• Punctuation• Capitalization• Grammar• Spelling
1	Inconsistent Command of Conventions: <ul style="list-style-type: none">• Sentence construction• Punctuation• Capitalization• Grammar• Spelling
0	Little to No Command of Conventions: <ul style="list-style-type: none">• Sentence construction• Punctuation• Capitalization• Grammar• Spelling

- After students have edited their responses with a partner, direct students to revise their own responses for capitalization and punctuation. Explain that these are two more elements of the Conventions category.



Check for Understanding

Why is it important to edit things that we write?

Lesson 9: Augustus Caesar

Language



Primary Focus: Students will spell and sort words spelled /ee/.

TEKS 3.2.B.i

SPELLING (20 MIN.)

- Explain to students that they will review four spellings of the sound /ee/.
- Model decoding the word *chief* for students. Explain to students that the letters *ie* make the long e sound because they are followed by the letter *f*.
- Continue modeling how to decode the word *atrium*. Explain that *atrium* has an *i* that says e. Then, model how to decode the word *increase*. Explain that *increase* has the two vowels *ea*. When together, these vowels say the long e sound.
- Write the words *gladiator*, *grief*, *shriek*, and *eager* on the board in cursive. Direct students to decode the words with a partner. Provide feedback as students independently decode the words. Add these words to the chart.
- Display or project Digital Projection DPU4.L9.1.

'ea' > /ee/	'ei' > /ee/	'i' > /ee/

- Review the categories on the chart: 'ea' > /ee/, 'ie' > /ee/, and 'i' > /ee/.
- Have students turn to Activity Page 9.2. Dictate a few words from the word chart to have students categorize. Discuss misconceptions and provide informative feedback as students categorize the words.

Activity Page 9.2



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.

Note: Have students read the decodable passage, “All About the Pantheon,” that you prepared in advance to practice decoding words with /ee/ spelled ‘e’, ‘i’, ‘ea’, ie’. While students read, circulate and provide immediate, corrective feedback to students.

End Lesson

Activity Pages
9.3 and 9.4



Lesson 9: Augustus Caesar

Take-Home Material

- Have students complete Activity Page 9.3. Students will take home Activity Page 9.4 to share with a family member.

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 students 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 unit 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: *Rough*

Materials: Chart paper, chalkboard, or whiteboard; images depicting the various meanings of *rough* (optional)

- In “Roman Mythology,” you heard, “He could also wave it over the stormy seas and make the *rough* seas smooth.”
- Say the word *rough* with me.
- The word *rough* can mean a number of things. In the sentence you just heard, *rough* means “not calm”. For example, if the sea is *rough* there would be many large waves. (Write “A—*Rough*: not calm” on the board.)
- Another example of *rough* is the description of something that is not smooth. Sandpaper is an example of something that feels *rough*. It is uneven or bumpy. (Write “B—not smoother; uneven or bumpy” on the board.) Ask: “What are some other things that could be considered *rough*?”
- Another meaning of the word *rough* is something that is difficult or hard to do. For example, “It was *rough* to get up so early, but I had to get to the bus

on time.” 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 – Rough: something that is difficult or hard to do” 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.)

The long drive to the beach was *rough*, but my mom made it fun by playing car games the entire way. (C)

When the Pilgrims sailed for America, they encountered *rough* seas. (A)

This piece of wood was very *rough* before I sanded it. (B)

- With your neighbor, take turns creating sentences using the word *rough* and identifying the meaning. For example, your neighbor might say, “That road has lots of potholes. It has a *rough* surface.” You would say, “*Rough* means uneven or bumpy in that sentence.”
- (You may wish to show images depicting the various meanings of *rough*.)

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 the language of the Romans and the basis of the Romance languages, such as Spanish, French, and Italian. What language am I? (Latin)

INDEPENDENT

Note: The Independent Choice Menu can be found on page 155 in the Activity Book.

1. Famous Quotes from Ancient Rome Material: PP.6

- 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 unit 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 Ancient Rome, 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: Ancient Rome

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 unit. Have the students brainstorm important information about Ancient Rome, especially famous people, events, ingenious inventions, and things from ancient Rome still used today. You may also encourage students to write about mythical 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: PP.7

- 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, 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.

10. Independent or Partner Reading

Materials: Reader

- Read Chapter 17: Monarchy vs. Republic in the Reader. If students are reading in partners, have them discuss the different systems of government and how they are similar and different. If students read the chapter independently, have them write a summary of the text.

10

“Christianity and the Roman Empire”

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will summarize what they have learned about the Roman Empire.

 **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.6.G; TEKS 3.7.D; TEKS 3.7.G**

Reading

Students will explain how Jesus of Nazareth’s life impacted the Roman Empire.

 **TEKS 3.1.A; TEKS 3.2.D; TEKS 3.4; TEKS 3.6.C; TEKS 3.6.G; TEKS 3.7.C; TEKS 3.7.E; TEKS 3.7.F; TEKS 3.7.G**


Writing

Students will revise drafts of their opinion essays using a rubric.

 **TEKS 3.11.C**

Language


Students will spell and sort words spelled /ee/.


 **TEKS 3.2.B.i; TEKS 3.2.D**

FORMATIVE ASSESSMENT

Activity Page 10.1

Exit Ticket Provide two pieces of evidence from the text that supports the idea that beliefs about Jesus of Nazareth impacted the Roman Empire.

 **TEKS 3.2.D; TEKS 3.7.C**

 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structure; **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; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate; **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.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 (15 min.)			
Introducing the Read-Aloud	Partner	10 min.	<input type="checkbox"/> half sheets of paper <input type="checkbox"/> Digital Flip Book: U4.L10.1–U4.L10.8 <input type="checkbox"/> world map and globe
Image Preview	Whole Group	5 min.	
Reading (50 min.)			
Vocabulary	Whole Group	5 min.	<input type="checkbox"/> paper <input type="checkbox"/> <i>Stories of Ancient Rome</i> <input type="checkbox"/> sticky notes <input type="checkbox"/> Activity Page 10.1
Presenting the Read-Aloud	Whole Group	5 min.	
Read-Aloud: “Christianity and the Roman Empire”	Whole Group	20 min.	
Discussing the Read-Aloud	Whole Group/ Independent	15 min.	
Word Work: <i>Stable</i>	Whole Group	5 min.	
Writing (40 min.)			
Revision Mini-Lesson	Whole Group	15 min.	<input type="checkbox"/> Extended Constructed Response Rubric (Digital Projection)
Revise Drafts of Opinion Essays	Partner	25 min.	
Language (15 min.)			
Spelling	Whole Group/ Independent	15 min.	<input type="checkbox"/> Activity Page 10.2 <input type="checkbox"/> Decodable Passage (Teacher Resources) <input type="checkbox"/> Spelling Chart (Digital Projection) <input type="checkbox"/> chart paper

ADVANCE PREPARATION

Speaking and Listening

- Prepare to divide students into groups of three.
- Display Digital Flip Book Images U4.L10.1–U4.L10.8 to project during the Read-Aloud.

Writing

- Prepare to divide students into partners.
- Display the Extended Constructed Response Rubric: DP.U4.L5.2.

Language

- On chart paper, create the spelling chart, or prepare to display Digital Projection DP.U4.L9.1.

➤ Spelling Chart (Projection DP.U4.L9.1)

'ea' >/ee/	'ei' >/ee/	'i' >/ee/

- The decodable passage for this lesson, “All About the Pantheon,” can be found in the Teacher Resources section. You will use the passage to practice the decoding skills found in this lesson during small-group instruction, partner work, or independent reading.

Universal Access

Reading

- The prior lessons focused on Roman polytheistic religious views. In this lesson, students will read about the life of Jesus of Nazareth, the impact of Christianity on the Roman Empire, and key tenets of Christianity that continue to impact modern culture. Part of the reading includes the story of Jesus’s birth, celebrated today as Christmas. Students may be familiar with common Christmas songs that describe the scene, including “Silent Night,” “Away in a Manger,” and “Do You Hear What I Hear.” Consider playing one or more of those for students as a transition at the beginning of class, and prime students for today’s reading by explaining that the story of the

first Christmas originated in the ancient Roman Empire during the time of Augustus Caesar. To further support a connection to the text, show Digital Flip Book Image U4.L10.8 of the Nativity Scene.

Start Lesson

Lesson 10: “Christianity and the Roman Empire”

Speaking and Listening

15M

Primary Focus: Students will summarize what they have learned about the Roman Empire. **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.6.G; TEKS 3.7.D; TEKS 3.7.G**

INTRODUCING THE READ-ALoud (10 MIN.)

- Remind students that to *summarize* means to write or tell about the most important points.
- Place students in groups of three. Give each student a half sheet of paper, and ask the question: “What are the most important points you have learned about the Roman Empire so far?”
- Set a timer for two minutes, and allow students time to write their thoughts. When the time is up, ask students to pass their paper to the right. They will read the other person’s ideas and place a checkmark next to the ideas they think are important.
- Set the timer for two more minutes, and ask the students to add more ideas to their partner’s paper. When the timer is up, switch papers again, and repeat until each person in the group has their original paper returned.
- Using their paper as a resource, ask students to summarize the most important ideas about the Roman Empire orally in their group.
- Explain to students that today they will learn about an important turning point in the history of the Roman Empire.

IMAGE PREVIEW (5 MIN.)

- Explain to students that today’s story is about how the life of Jesus of Nazareth greatly impacted the Roman Empire and continues to have impacts today.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structure; **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; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning.

Support

Before the summarizing activity, show images from previous lessons to activate background knowledge.

Challenge

Ask students to locate Rome on a world map and globe to identify the major sea nearby and some countries that also border that sea.

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STUDENTS**



Speaking and Listening Supporting Opinions

Beginning

Use yes/no and *wh*-questions to ask students about the images from the picture walk. For example, “What do you see in this image?” and “What do you think the people are doing in this image?”

Intermediate

Remind students to add relevant information when responding to questions about the images from the picture walk. For example, “I see ___ in this image. Because of this, I can predict...”

Advanced/Advanced High

Encourage students to build on each other’s responses.

ELPS 3.D

- Explain that Jesus of Nazareth was a religious teacher who lived in the time of ancient Rome. He is revered by Christians as Jesus Christ, the Son of God.
- Display Digital Flip Book: U4.L10.1–U4.L10.8.
- Take a picture walk with students through the images of the text “Christianity and the Roman Empire.” Tell students they are going to activate, or turn on, their background knowledge by sharing what they already know about the topic and the images shown.
- As you display each image, share the title of the image and ask students to discuss their background knowledge:
 - What do you see/observe in this image?
 - What do you already know about this topic?



Check for Understanding


Quick Write: Write a summary of what you have learned so far about the Roman Empire.

Lesson 10: Christianity and the Roman Empire

Reading



Primary Focus: Students will explain how Jesus of Nazareth's life impacted the

 Roman Empire. **TEKS 3.1.A; TEKS 3.2.D; TEKS 3.4; TEKS 3.6.C; TEKS 3.6.G;**

TEKS 3.7.C; TEKS 3.7.E; TEKS 3.7.F; TEKS 3.7.G

VOCABULARY FOR “CHRISTIANITY AND THE ROMAN EMPIRE” (5 MIN.)

- 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.

customs, n. traditions or way of life

Messiah, n. an anointed or chosen one set apart for a special purpose

favor, n. the state of being supported or liked

census, n. a record of an official count of every person in a city, state, or country


stable, n. a type of barn where animals are kept

manger, n. a long wooden or stone box used for horses and cattle to eat animal feed

disciples, n. followers

resurrection, n. to rise from the dead

persecute, v. to treat someone badly for their beliefs or characteristics

 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structure; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning.

Vocabulary Chart for “Christianity and the Roman Empire”		
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words
Vocabulary	Messiah favor census manger disciples resurrection	customs stable persecute
Multiple-Meaning Vocabulary Words	favor stable	
Spanish Cognates for Core Vocabulary	<i>Mesías</i> <i>favor</i> <i>censo</i> <i>discípulos</i> <i>resurrección</i>	<i>costumbres</i> <i>establo</i> <i>reinado</i>
Sayings and Phrases	“far-flung corner”	

- Divide students into pairs.
- Pass out a sheet of paper or students may write in their “unit dictionary.”
 - Give students two minutes to choose a word from the vocabulary list and draw a picture of the word they chose.
 - Each partner will take turns asking the other to guess the vocabulary word they chose by looking at their drawing.
 - Students will work together to write a sentence for each term.

Support

Students will use annotations to help them complete the Activity Page 10.1.


Challenge

Ask students to identify any connections they have to the text.

PRESENTING THE READ-ALoud (5 MIN.)

- Tell students that today they will be listening closely to find evidence that supports the idea that beliefs about Jesus of Nazareth impacted the Roman Empire. When students hear the text evidence they will put a sticky note on that location of the text. Inform students that this is one way to annotate a text.
- Tell students that during today’s Read-Aloud, various students will be reading different sections aloud. At times, you will read parts aloud that will need further discussion.
- Have students open their copies of *Stories of Ancient Rome* to Chapter 13: Christianity and the Roman Empire.

READ-ALoud: “CHRISTIANITY AND THE ROMAN EMPIRE” (20 MIN.)

- During the Read-Aloud, model appropriate rate and accuracy. At the end, ask students what they noticed about your reading.  **TEKS 3.4**



Show Image U4.L10.1: Map of the Roman Empire

Over hundreds of years, the Roman Empire stretched across many different lands and included many different groups of people. As the

Romans conquered more land, they tried to spread their culture and **customs**. However, the Romans themselves were also changed by the cultures of the people they ruled. One group of people in a far-flung corner of the empire ended up having a major impact on the Romans.

Support

Reread the sentence, “One group of people in a far-flung corner of the empire ended up having a major impact on the Romans.” Explain the phrase “far-flung corner.”

- **Read-Aloud Pause:** Listen to this sentence again, “As the Romans conquered more land, they tried to spread their culture and customs.” How would you describe Roman culture and customs?



Show Image U4.L10.2: Judea, 1st century BC

Judea was a land that sat at the far eastern edge of the Roman Empire, and is in the general area of some of the modern-day country of Israel.

Judea was the homeland of the Jewish people. Over more than a thousand years, Jews sometimes ruled this land directly, but they had also been subject to different conquering empires. The Romans were another in a long line of conquering powers.



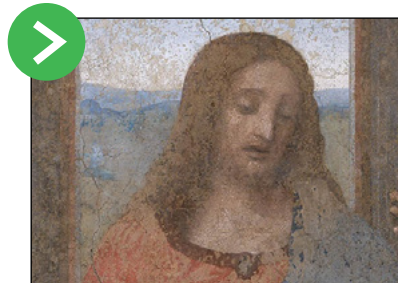
TEKS 3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Jewish people practice a religion known as Judaism. Judaism is based around a series of religious texts called the Tanakh, or the Hebrew Bible. The Hebrew Bible stresses belief in one God and describes that the proper way to connect to God is through just and ethical action. The Jewish religious practice of worshiping a single God was very different from the Roman practice of worshiping many different gods.

As is true with any religious texts, there have been different interpretations of the Hebrew Bible. Some interpreted the texts that there would be a coming **Messiah**, or an anointed or chosen one set apart for a special purpose. During the time of the Roman Empire, some in the Jewish faith believed this Messiah would come to free the Jewish people from Roman rule.

The Romans could apply very strict rules to the people they conquered, and that was no different for the Jews of Judea under Roman rule. Jews were still permitted to practice their religious beliefs, but life was often very hard for them. Romans took Jews captive as slaves and took money they had saved for religious purposes. Jewish leaders in Judea organized several rebellions to try to break free of Roman rule. The Jewish people from the small region of Judea had an outsized impact on the empire.

-
- **Read-Aloud Pause:** Reread, “The Jewish religious practice of worshiping a single God was very different from the Roman practice of worshiping many different gods.” Explain how this difference could cause conflict.
-



Show Image U4.L10.3:
Jesus of Nazareth from DaVinci's
The Last Supper

Two thousand years ago, when Augustus Caesar ruled the Roman Empire, a Jewish man who lived in Judea would ultimately have a very significant impact on the

history of the empire and beyond. His name was Jesus of Nazareth. The Roman historian Josephus described some of Jesus's life and his death at the hands of Roman authorities.

Other texts were also written about Jesus after his death and brought together as the New Testament. They were grouped with the texts of the Hebrew Bible, which were organized as the Old Testament. Together, they formed the Christian Bible.

These New Testament texts of the Christian Bible describe what modern Christians believe to be the circumstances surrounding the birth of Jesus, celebrated today as Christmas. According to the New Testament texts, a Jewish woman named Mary was told by an angel that she had found **favor** with God. The angel explained that she would have a son who would be called Jesus, and that this was the Messiah referenced in the Hebrew Bible.

- **Read-Aloud Pause:** We have talked about the definition of **favor** before. What does it mean here when the text said that Mary had found favor with God?

- » It means she is supported or liked by God.



Show Image U4.L10.4: Map of Bethlehem

According to the Christian Bible, on the day Jesus was born, his mother Mary and father Joseph were traveling to the town of Bethlehem to register for the **census**. The census, ordered

by the Roman government, required Roman citizens to be counted and their names registered. This was used in part to help the empire know how many people needed to pay taxes and is a practice continued by governments to this day.

When Mary and Joseph arrived in Bethlehem, they were told there were no rooms available to rent. They took shelter in a nearby **stable**, a type of barn where animals are kept. When Jesus was born, Mary wrapped him in pieces of cloth and laid him in a **manger**, which is a long wooden or stone box used for horses and cattle to eat animal feed. This story of Jesus's birth in a stable is commonly featured as part of displays put on by Christians even today during the Christmas holidays each year.

Challenge

How would a government use a census to make decisions for the people?

-
- **Read-Aloud Pause:** According to the text, why was this child born in a stable?

- » His parents had to travel to register for the census, and there were no places to stay other than a stable.

The Christian Bible explains that throughout his life, Jesus taught about God's love and forgiveness, and performed many miracles. For many early Christians and Christians today, accounts of miracles performed by Jesus are an important part of their beliefs, and it encouraged a rapid spreading of the faith. Some of these miracles included healing the sick, walking on water, and calming a raging storm.



Check for Understanding

What kinds of messages do Christians believe that Jesus taught about?

- » Christians believe Jesus taught about God's love and forgiveness.

-
- Remind students that they are going to identify where there is text evidence that shows how beliefs about Jesus of Nazareth made an impact on the Roman Empire. Point out that they have just heard that there was a rapid spreading of the faith. Ask them to predict how this might have begun impacting ancient Rome.

- » Answers may vary but should include that if large numbers of people began to follow Jesus, the Romans might abandon their beliefs in many gods and stop worshipping at Roman temples.

The Christian Bible says that a growing number of people became followers of Jesus. But there were also people who were angry that Jesus was spreading a religious message that went against their beliefs. Some people in positions of power in that part of the Roman Empire were upset that Jesus was worshiped by so many. They wanted Jesus gone. They began thinking of ways to stop people from following him.



Check for Understanding

According to the text, why did some people want Jesus gone?

- » Those in power were upset that so many worshiped Jesus.



Show Image U4.L10.5: Roman official

The Christian Bible explains that Jesus told his closest **disciples**, or followers, that he would soon be killed, but that he would rise from the dead three days

later. Not long after that, Jesus was arrested by the Roman authorities. Pontius Pilate, the Roman governor of the region, made the decision to have Jesus sentenced to death by crucifixion.

The Christian Bible explains that Jesus rose from the dead. Three days after his death by the Roman authorities, followers of Jesus visited his tomb and found it empty. An angel appeared and said he has risen and led them into the tomb. When the visitors entered the tomb, they found it empty. The Roman historian Josephus noted that Jesus had many disciples at the time of his death by Pilate: “But those who had become his disciples did not abandon his discipleship. They reported that he had appeared to them three days after his crucifixion and that he was alive.”¹

In the years that followed, many heard believers’ stories about the **resurrection** of Jesus, that he had risen from the dead, and word spread throughout the empire. These early followers of Jesus grew to a large group of believers. They eventually became known as Christians, calling Jesus “the Christ,” which was the Greek word for Messiah, and worshiping Jesus as the Son of God. Over time, these early Christians developed many new customs, including eventually celebrating the event of the resurrection as Easter.

Support

Christians celebrate Easter in order to commemorate their belief in the death and resurrection of Jesus.



Speaking and Listening
Listening Actively

All

Pause throughout the Read-Aloud and prompt students to stop and identify text evidence to support the idea that beliefs about Jesus of Nazareth made an impact on the Roman Empire.

Beginning

Give specific hints and offer choices for students to identify text evidence as they read.

Intermediate

Allow students to work with a partner and offer help as needed.

Advanced/Advanced High

Have students work independently to identify text evidence to support the idea that beliefs about Jesus of Nazareth made an impact on the Roman Empire.

ELPS 2.1

- **Teacher Note: Read the following section aloud to students.**



**Show Image U4.L10.6:
A cross memorial in the Colosseum**

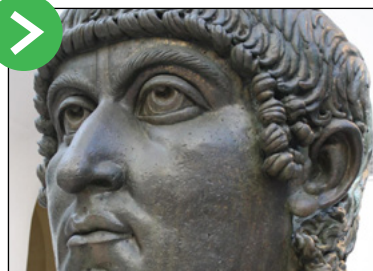
Early Christians endured **persecution** from the Romans, meaning that they were treated badly for their beliefs.

Some Christians were put in jail, some others were exiled, or forced to leave

their homelands, and some were put to death. Some were forced to fight lions in the Colosseum. During this time, Christians had to meet in secret to worship God.

- Ask students to identify text evidence that shows how beliefs about Jesus of Nazareth made an impact on the Roman Empire.
 - » Answers may vary but should include the sentences in the text noting the growing group of followers that were eventually called Christians and Roman persecution.

- **Teacher Note: Read this next section aloud to students.**



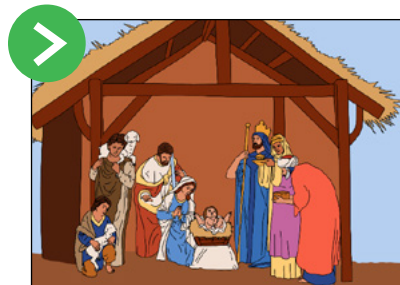
**Show Image U4.L10.7:
Constantine**

In spite of the persecution, for several hundred years, more people throughout the Roman empire began converting to Christianity. Eventually,

this reached the center of Roman power. Constantine was emperor of Rome between 306 AD and 337 AD, and was the first Roman emperor to convert to the new religion. He legalized Christianity in Rome and began providing formal government support for the religion.

Throughout its history, Rome went through many changes, but maybe none so great as the transformation that followed the life of Jesus of Nazareth. For nearly one thousand years, the core of Roman religious life had been to worship many different gods, continuing the beliefs of the ancient Greeks. Much of Roman culture was built around those religious beliefs. But those religious beliefs were completely upended. Rome would never be the same.

- Ask students to identify text evidence that shows how beliefs about Jesus of Nazareth made an impact on the Roman Empire.
 - » Answers may vary but should include a reference to Christianity reaching the center of Roman power, and Christianity being legalized and supported by the government of Rome. Answers should also include a notation of the religious beliefs of Rome being completely upended.



**Show Image U4.L10.8:
Nativity, recognized by Christians
as the scene of Jesus’s birth**

Beyond Rome, the birth, death, and resurrection of Jesus are still recognized by billions of people all around the world and celebrated during holidays such as Christmas and Easter. Christians honor his life every day by showing faith and practicing the values of Christianity.

DISCUSSING THE READ-ALoud (15 MIN.)

1. **Literal.** You read that the Christian Bible says that Jesus was born in a building for animals and placed in a manger. What was the type of building called in which Jesus was born, and why were Joseph and Mary in that kind of building?
 - » Jesus was born in a stable. There were no rooms available in Bethlehem. A stable was the only place available for Joseph and Mary.

Support

If students need additional support identifying places in the text, pull them to a small group and review the text. Reread parts of the Read-Aloud, and ask students what was important in those parts.

Activity Page 10.1



2. **Inferential.** What details show that the Roman government initially did not want any message about Jesus to spread?

- » The Roman governor, Pontius Pilate, made the decision to have Jesus sentenced to death. Earlier followers of Jesus were persecuted, by being put in jail, exiled, or put to death.

3. **Literal.** How did Christians respond to being persecuted for their beliefs?

- » They began meeting in secret to worship God.

4. **Inferential.** How did beliefs about Jesus of Nazareth impact the Roman Emperor Constantine?

- » He was the first emperor to convert to Christianity, stop Christian persecution, and provide government support for the religion.

- Before completing Activity Page 10.1 independently, have students share the sentences they identified with a partner.
- Have students complete Activity Page 10.1 independently.
- Provide support for students to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words on all assignments in this unit. **TEKS 3.2.D**



WORD WORK: STABLE (5 MIN.)

1. Write the word *stable* on the board in cursive. Provide time for students to decode the word before beginning the activity below. This is a good time to review syllable division patterns.
2. In the Read-Aloud, you heard, "They took shelter in a nearby stable, a type of barn where animals are kept."
3. In the Read-Aloud, *stable* means a type of barn where animals are kept.
4. Think-Pair-Share: What types of animals could you find in a stable? What kind of jobs could a person do in a stable? Have you ever been in a stable or know someone who has??
5. What's the word we've been talking about? What part of speech is the word *stable*?



TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

- Multiple-Meaning Word Activity: Pass out blank white paper to the class. Share with the class that *stable* is a multiple-meaning word. Direct students to use a dictionary to look up the definitions of *stable*. With a partner, either draw a picture to illustrate one definition of *stable* or create a sentence using a definition of *stable*.



**EMERGENT
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Writing Supporting Opinions

Beginning

Work collaboratively with students to help them come up with possible revisions. If needed, make direct suggestions, such as, "This paragraph is missing text evidence. Let's reread part of the Read-Aloud and find some together."

Intermediate

Encourage students, individually or with a partner, to locate areas of their essays that need revision.

Advanced/Advanced High

Challenge students to come up with their own revisions that relate to the checklist.

ELPS 4.F

Challenge

Ask students to choose a part of their paper to revise by adding more details.

Support

Write examples of revisions on the board for students to use as a reference.

Lesson 10: Christianity and the Roman Empire

Writing



Primary Focus: Students will revise drafts of their opinion essays using a rubric.

TEKS 3.11.C

REVISION MINI-LESSON (15 MIN.)

- Display a copy of the Extended Constructed Response Rubric: DP.U4.L5.2.
 - If possible, prepare copies for each student.
- Ask students to choral read the titles of each section with you:
 - Central Idea and Thesis
 - Organization
 - Evidence
 - Expression of Ideas
- Tell students that they have been given a list of what they need to work on when revising their essays.
- Present the drafted text the class has been working on since lesson 5. Discuss and model making revisions to the draft using the checklist provided.
 - Ask: "Where in this essay can I find the opinion of the writer?"
 - Ask: "Is there anywhere that information is out of order or should be moved around to make the essay easier to read?"
 - Ask: "Where is the text evidence that supports the opinion or main idea of each body paragraph?"
 - Ask: "Is this easy to read? If I gave this to someone else, would they understand it and be able to explain the topic to someone else?"

TEKS 3.11.C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

REVISE DRAFTS OF OPINION ESSAYS (25 MIN.)


- Give students time to revise their own drafts.
- Explain to students when they finish revising their own draft they will review each other's drafts.
- Place students in partners, and ask them to switch papers. Tell students to use a colored pencil and the checklist to make 1–2 suggestions for revision.
- After making suggestions, students will switch their papers back and make the suggested revisions.

Lesson 10: Christianity and the Roman Empire

Language




Primary Focus: Students will spell and sort words spelled /ee/.

 **TEKS 3.2.B.i; TEKS 3.2.D**

SPELLING (15 MIN.)

- Explain to students that they will review four spellings of the sound /ee/.
- Model decoding the word *chief* for students. Explain to students that the letters “ie” make the long e sound because they are followed by the letter ‘f’.

1. gladiator	12. grease
2. grief	13. Julius
3. chariot	14. barbarian
4. stadium	15. atrium
5. eager	16. teacher
6. shriek	17. movie
7. leader	18. chief
8. each	Challenge Word: <i>again</i>
9. increase	Challenge Word: <i>often</i>
10. rookie	Challenge Word: <i>Caesar</i>
11. experience	

 **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 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

- Continue modeling how to decode the word *atrium*. Explain that *atrium* has an *i* that says *e*. Then model how to decode the word *increase*. Explain that *increase* has the two vowels *ea*. When together, these vowels say the long *e* sound.
- Write the words *gladiator*, *grief*, *shriek*, and *eager* on the board in cursive. Direct students to decode the words with a partner. Provide feedback as students independently decode the words. Add these words to the chart.
- Display or project Digital Projection DP.U4.L9.1.

➤ Spelling Chart (Projection DP.U4.L9.1)

'ea' > /ee/	'ie' > /ee/	'i' > /ee/

- Review the categories on the chart: 'ea' > /ee/, 'ie' > /ee/, and 'i' > /ee/.
- Distribute Activity Page 10.2. Direct students to sort the words in the chart on Activity Page 10.2 as you dictate them. Dictate a few words from the word chart to have students categorize. Discuss misconceptions and provide informative feedback as students categorize the words.
- Provide support for students to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words on all assignments in this unit. **TEKS 3.2.D**



Note: Distribute the decodable passage, "All About the Pantheon," that you prepared in advance to practice decoding words with /ee/ spelled 'e', 'i', 'ea', 'ie'. As students read, circulate and provide immediate, corrective feedback as needed.

Activity Page 10.2



11

“The Road to Damascus” and “From Augustus to Constantine”

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will make predictions and ask and answer questions about the

📌 Read-Aloud. **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.6.E**

First Reading

Students will summarize “The Road to Damascus.”

📌 **TEKS 3.2.D; TEKS 3.4; TEKS 3.6.C; TEKS 3.6.G; TEKS 3.7.B; TEKS 3.7.F; TEKS 3.7.G**

Second Reading

Students will explain why the Roman Empire split in two using information

📌 from the text. **TEKS 3.6.G; TEKS 3.6.H; TEKS 3.7.E**

Writing

Students will publish their opinion essays.

📌 **TEKS 3.2.D; TEKS 3.11.E; TEKS 3.12.C**

FORMATIVE ASSESSMENT

Activity Page 11.1

Summary Students will summarize the text “The Road to Damascus.” **TEKS 3.2.D; TEKS 3.7.C**

Exit Ticket

Why did the Roman Empire divide into two halves?

📌 **TEKS 3.6.G**

📌 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structure; **TEKS 3.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **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 3.11.E** Publish written work for appropriate audiences; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.7.C** Use text evidence to support an appropriate response.

Activity Page 11.3 Student Self-Reflection Sheet Students will score their essay and a partner's using the STAAR writing rubric. **TEKS 3.7.B**

LESSON AT A GLANCE

	Grouping	Time	Materials
Speaking and Listening (20 min.)			
Introducing the Read-Aloud	Partner	10 min.	<input type="checkbox"/> chart paper and sticky notes <input type="checkbox"/> Digital Flip Book: U4.L11.1–U4.L11.4
Image Preview	Whole Group	5 min.	
Making Predictions	Whole Group/ Independent	5 min.	
Reading (40 min.)			
Vocabulary	Whole Group	5 min.	<input type="checkbox"/> Activity Page 11.1 <input type="checkbox"/> Digital Flip Book: U4.L11.1–U4.L11.4 <input type="checkbox"/> <i>Stories of Ancient Rome</i>
Presenting the Read-Aloud: “The Road to Damascus”	Whole Group	25 min.	
Discussing the Read-Aloud	Whole Group/ Independent	5 min.	
Word Work: <i>Renowned</i>	Whole Group	5 min.	
Reading (30 min.)			
Introducing the Reading	Whole Group	5 min.	<input type="checkbox"/> <i>Stories of Ancient Rome</i> <input type="checkbox"/> IC.U4.L11.1 <input type="checkbox"/> Activity Page 11.2
Independent Reading: “From Augustus to Constantine”	Independent	20 min.	
Discussing the Reading	Partner	5 min.	
Writing (30 min.)			
Publishing Essays	Whole Group	30 min.	<input type="checkbox"/> Extended Constructed Response Rubric (Digital Projections) <input type="checkbox"/> Activity Page 11.3 <input type="checkbox"/> scored writing samples

ADVANCE PREPARATION

Speaking and Listening

- Display Digital Flip Book: U4.L11.1–U4.L11.4.
- Create a chart with the title: Predictions for “The Road to Damascus.”
- Gather sticky notes (1–3 per student).

Writing

- Prepare to divide students into pairs.
- Display the Extended Constructed Response Rubric: DP.U4.L5.2.
- Locate examples of scored writing samples from 0–5. Prepare to read through several examples and discuss with students the characteristics of each level of writing.
- Find examples of writing samples and scores at this link: <https://tea.texas.gov/student-assessment/2022-staar-grades3-5-rla-constructed-scoring-guide.pdf>

Reading

- Gather images of various roads: walking paths, dirt roads, muddy roads, gravel roads, paved roads, highways, roads with potholes, etc.
- Prepare to display IC.U4.L11.1

Lesson 11: “The Road to Damascus” and “From Augustus to Constantine”

Speaking and Listening



Primary Focus: Students will make predictions and ask and answer questions about the Read-Aloud. **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.6.E**

INTRODUCING THE READ-ALoud (10 MIN.)

- Remind students that in the previous lesson they read about the life of Jesus of Nazareth and how his life made an impact on the Roman Empire and continues to have impacts today.
- Remind students that Jesus of Nazareth was a religious teacher who lived in the time of ancient Rome. He is revered by Christians as Jesus Christ, the Son of God.
- Ask students to turn to a partner and share the most important ideas from the previous lesson. *[Set a timer for each partner to share for one minute.]*
- When students are finished sharing, give them a sheet of paper, and ask them to write two important ideas that were shared. *[Set the timer for two minutes.]*
- Remind students that, in the last lesson, they read that the Christian Bible is a collection of books organized into the Old Testament and the New Testament. The Christian Bible is the core religious text of the Christian faith. The Old Testament portion of the Christian Bible is an organization of the Hebrew Bible, or Tanakh. The Tanakh is the core religious text of the Jewish faith.
- Tell students that today they read “The Road to Damascus”, which is about how the early followers of Jesus spread stories about his life through the Roman Empire. Tell them that today’s reading includes a story from the New Testament of the Christian Bible about a man named Paul whose life was changed after an encounter with Jesus.
- Have students open their copies of *Stories of Ancient Rome* to Chapter 14: The Road to Damascus.

Support

If students need further support, show images from Lesson 10: “Christianity and the Roman Empire” to activate background knowledge.

Challenge

Based on the images you’ve seen, how is life in the Roman Empire different from your life today? Are there any similarities?

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structure; **TEKS 3.6.E** Make connections to personal experiences, ideas in other texts, and society.

Challenge

Brain Dump: Write three words to describe the Roman Empire based on what you have learned so far in this unit.

**EMERGENT
BILINGUAL
STUDENTS**



Reading
Using Foundational
Literacy Skills

Beginning

Ask students prediction questions to which they can give yes or no answers and point to images in the text that support their answer.

Intermediate

Point to an image in the text. Ask students to make a prediction based on the image.

Advanced/Advanced High

Point to an image in the text, and ask students to make a prediction based on the image. Have them share their prediction with a partner.

ELPS 4.D

Challenge

Ask students to use the vocabulary term(s) when discussing today's lesson.

IMAGE PREVIEW (5 MIN.)

- Display Digital Flip Book: U4.L11.1–U4.L11.4.
- Take a picture walk with students through the images of the text “The Road to Damascus.”
- While displaying each image, share the title of the image, and ask students to look closely at the details in each image.
 - What do you see/observe in this image?
 - What do you think is happening?

MAKING PREDICTIONS (5 MIN.)

- Display the predictions chart you prepared in advance.
- Give each student 1–3 sticky notes. Ask them to think of the images they viewed and make predictions about this text.
 - Who are the main characters?
 - What main events are taking place?
- Ask students to place their sticky note(s) on the chart and to listen to the story carefully to see if their predictions are correct.

Lesson 11: “The Road to Damascus” and “From Augustus to Constantine”

Reading



Primary Focus: Students will summarize “The Road to Damascus.”

TEKS 3.2.D; TEKS 3.4; TEKS 3.6.C; TEKS 3.6.G; TEKS 3.7.B; TEKS 3.7.F; TEKS 3.7.G

VOCABULARY (5 MIN.)

The following vocabulary word is used in this lesson. Preview the word with students before the lesson, and refer back to it at appropriate times. The word also appears in the glossary in the back of the Reader.

renowned, adj. to be known for

TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structure; **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 3.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning.

Vocabulary Chart for “The Road to Damascus”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words
Vocabulary	renowned	
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	the road to Damascus all roads lead to Rome	

PRESENTING THE READ-ALOUD (5 MIN.)

- Pass the pre-prepared images of roads around the class, or project them and ask students to make observations about the different types of roads.
 - Which roads would be easiest to travel by car?
 - Which roads would be easiest to travel by foot?
 - Which roads would be easiest to travel by horse and buggy?
 - Which roads would be most difficult to travel? Why?
- Explain that the road system developed by the Roman Empire will play an important role in today’s story.
- Tell students that today they will be summarizing the story “The Road to Damascus,” which is a story from the Christian Bible.
- To summarize means to write or tell about the most important points of a text. A summary is written in the order that things happen.
- Explain that when summarizing text, it is important to stop throughout the text and think about the important points they have read so far.
- Have students turn to Activity Page 11.1. Tell students that you will be pausing the story several times for them to stop and jot the important points as they read.

READ-ALOUD: “THE ROAD TO DAMASCUS” (20 MIN.)

- During the Read-Aloud, model appropriate rate and accuracy. At the end, ask students what they noticed about your reading. **TEKS 3.4**

Support

To summarize means to write or tell about the most important points.

Support

Have students monitor their own comprehension by choosing a question stem to answer:

“What was the most important thing that happened?”, “Who was the main character in this section?”, or “Why is it important that I remember from this section?”

Activity Page 11.1



TEKS 3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Speaking and Listening
Listening Actively

All

Pause throughout the Read-Aloud and prompt students to stop and write important ideas from the text.

Beginning

Give specific hints and offer choices when students are deciding important ideas to write.

Intermediate

Allow students to work with a partner and offer help as needed.

Advanced/Advanced High

Have students work independently to write important ideas from the text.

ELPS 2.1

Support

Remind students of the definition of *aqueducts*.



**Show Image U4.L11.1:
Roman aqueduct**

The Roman Empire was **renowned** for its architecture, engineering, and technology. Great buildings like the Colosseum, construction of

aqueducts, and even certain building materials like concrete were incredible developments that came from the Roman Empire. Even roads were a new technology in ancient Rome. Before Rome, in most places, traveling long distances was extremely difficult. Most people rarely traveled outside of their home cities. There were no well-built roads. Instead, there were only dirt trails used mostly for walking.

- **Read-Aloud Pause:** Think about life without roads. How would life be different without them?

- Model thinking aloud to present how to arrive at a few one-word options that summarize the first part of this text. Using box 1 of Activity Page 11.1, students will write a few words or a sentence to summarize the first part of this text.



**Show Image U4.L11.2:
All roads lead to Rome**

When the Romans conquered a country, they built roads. The roads were built to be very strong, sometimes including concrete. They were much easier to travel on than

the previous dirt trails. The roads were made to connect to each other throughout the empire. Since they were all connected, it could be said that all roads lead to Rome. These roads allowed Romans to travel great distances to trade goods, and it allowed the Roman Empire to move their army when needed.



Check for Understanding

How were Roman roads important to the empire?

- » Answers may vary but should include that they helped transport the Roman army, goods, people, and ideas over long distances.



Show Image U4.L11.3: Roman roads

Because the roads helped people to travel farther than ever before, ideas could spread faster, too. This included the ideas of early Christians. The primary idea spread by those Christians was that Jesus died and was resurrected in order to forgive people for their sins, or harmful behaviors that separate a person from God. Roman religious beliefs focused on the idea that individuals must worship many different gods, depending on what the individuals needed at different points in their lives. While Christianity was spreading on the roads of the Roman Empire, many people with different religious beliefs disagreed with these Christian ideas and **persecuted** early Christians.

- Using box 2 of Activity Page 11.1, students will write a few words or a sentence to summarize this part of this text. Model thinking aloud to present how to arrive at a few one-word options that summarize this part of this text.

Several texts of the New Testament of the Christian Bible were written about or by a man who came to be known as Paul. According to the Bible, Paul was a formal citizen of Rome and traveled often on Roman roads.

Support

Locate Syria and Damascus on a current map or globe and on the map on Image U4.L10.1.

The Christian Bible explains that when he was a young man, Paul believed that Christians should be **persecuted** for their beliefs. Paul traveled on Roman roads to find, arrest, and punish Christians. Many Christians feared him. Roman roads were a key tool to allow Paul and others like him to impose Roman power and culture, as well as certain religious beliefs, on people all over the Empire. One day, Paul was traveling on the road to Damascus. Damascus was a major city in that part of the Roman Empire, and it was, and still is, the capital of Syria.

- Ask students to turn to a partner to determine a few words to summarize this section of the text. Using box 3 of Activity Page 11.1, students will write a few words or a sentence to summarize this part of this text.

According to the Christian Bible, Paul experienced a vision from Jesus on the road to Damascus, was blinded, and then was able to see again. From that point forward, the entire focus of his life became to spread the message of Christianity.



Show Image U4.L11.4: *The Apostle Paul, Rembrandt*

The Christian Bible describes Paul as a changed man, traveling from city to city along many different Roman roads, and sometimes by boat. He

would meet with new groups of people in towns far from where he began. He would travel to cities in the empire where the Romans had constructed beautiful temples to various Roman gods, but he would preach the messages of Christianity. Many people in the Empire ended up becoming a Christian as a result. Before his vision on the road to Damascus, he would persecute Christians, but now, he traveled far and wide and was himself persecuted, even spending time in Roman jails because of his new religious beliefs. He wrote several letters detailing his experiences, many of which became parts of the New Testament of the Christian Bible. But, when he could, he

Challenge

How would this story have been different if Rome's road system was not in place?

continued to travel, even making it to Rome. All roads did indeed lead to Rome, and it was along these roads that the ideas of Christianity would travel and ultimately transform the empire.

- Ask students to turn to a partner to determine a few words to summarize this section of the text. Using box 4 of Activity Page 11.1, students will write a few words or a sentence to summarize this part of this text.

DISCUSSING THE READ-ALoud (5 MIN.)

1. **Inferential.** How did Paul change from the beginning of the story to the end?

- » At the beginning of the story, Paul persecuted Christians for their beliefs. Paul changed when he had a vision from Jesus, was blinded, and then healed of blindness. He stopped persecuting Christians and instead traveled all over to spread the word of Christianity.

2. **Literal.** How did Rome's elaborate road system impact Paul's journey?

- » Paul was able to travel easily on well-maintained roads. This helped him travel faster and farther than if the roads had been made of dirt.

Which sentence from the text supports your answer?

- » "Because the roads helped people to travel farther than ever before, ideas could spread faster, too."

3. **Inferential.** You read, "All roads did indeed lead to Rome, and it was along these roads that the ideas of Christianity would travel and ultimately transform the empire." What does "transform the empire" mean?

- » The spread of Christianity changed the Roman Empire because many people now changed to believing in one God instead of many gods. They would no longer need the beautiful Roman temples to many gods.

4. **Inferential.** Why was Paul important in terms of impacting Rome, and how is he still important today?

- » He traveled extensively along Roman roads to share the messages of Christianity, leading to many Romans becoming Christians. He also wrote many letters that became some of the books of the New Testament that is still read by Christians today.

**EMERGENT
BILINGUAL
STUDENTS**



**Speaking and Listening
Supporting Opinions**

Beginning

Have students give an oral summary of the text 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 summary of the text.

ELPS 4.1

5. **Evaluate.** Were any of the predictions you made before reading correct? Were any incorrect?

» Answers will vary. Students can refer to their sticky notes on the prediction chart.

- Have students complete the bottom portion of Activity Page 11.1 independently.
- Provide support for students to write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words on all assignments in this unit. **TEKS 3.2.D**

WORD WORK: RENOWNED (5 MIN.)

1. Write the word *renowned* on the board in cursive. Provide an opportunity for students to apply decoding skills prior to the word being discussed. Review syllable division patterns at this time if necessary.
2. In the Read-Aloud, you heard, “The Roman Empire was *renowned* for its architecture, engineering, and technology.” If something is renowned, it is well-known.
3. Think-Pair-Share: Can you think of a person, place, or thing that is *renowned*? Why would you consider that person, place, or thing *renowned*?
4. What part of speech is the word *renowned*?
5. **Use a Drawing/Writing activity for follow-up.** Pass out blank white paper to the class. Have students work in pairs to think of a person, place, or thing that is renowned. Give students time to draw a picture of what they choose. Optional: Ask students to write the name of the person, place, or thing on the back of the paper. Hang the papers up in class and when time allows students can take a gallery walk to guess the renowned person, place, or thing in the drawings.



TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

Lesson 11: “The Road to Damascus”
and “From Augustus to Constantine”

Reading



Primary Focus: Students will explain why the Roman Empire split in two using information from the text. **TEKS 3.6.G; TEKS 3.6.H; TEKS 3.7.E**

VOCABULARY FOR THE SECOND READ OF “FROM AUGUSTUS TO CONSTANTINE”

The following are vocabulary words used in this lesson. Preview the words with 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.

luxuries, n. items that are very nice to have but are not absolutely necessary
convened, v. came together or assembled

Vocabulary Chart for “From Augustus to Constantine”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words
Vocabulary	convened	luxuries
Multiple-Meaning Core Vocabulary Words		
Spanish Cognates for Core Vocabulary	<i>convocar</i>	

INTRODUCING THE READING (5 MIN.)

- Tell students that they will continue to read about the Roman Empire, specifically about the time period after the reign of Augustus Caesar. As they read, they will answer three questions on Activity Page 11.2. Have students open their Reader to the table of contents and locate today’s chapter, “From Augustus to Constantine.” Have students turn to the first page of the chapter.

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.

INDEPENDENT READING (20 MIN.)

Student Reader Pages 116–120

- Explain that today students will be reading independently. While you read, you will be looking for answers to three questions: 1. How was the reign of Augustus Caesar different from the reign of those who came before him? 2. What happened to the Roman capital city during the reign of Emperor Nero? 3. How did the Roman Empire change once Constantine became emperor?
- Have students take out Activity Page 11.2. Students will complete Activity Page 11.2 independently while they read. Remind students to write their answers using complete sentences.
- Provide support for students to write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words on all assignments in this unit. **TEKS 3.2.D**

Activity Page 11.2



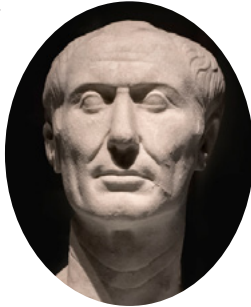
 **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

Chapter

15 From Augustus to Constantine



For 500 years before Julius Caesar, the Roman Republic was almost always at war. The Republic expanded and so did Roman roads. After the death of Julius Caesar, Augustus Caesar became emperor. Rome officially became an empire. He built up the Roman military and weakened Rome's opponents. Roads were strengthened. He brought in a time of relative peace. And during his reign, Jesus of Nazareth was born at the edge of the empire, marking the beginning of what would become the Christian religion.



Roman leader

For the next few centuries after Augustus, different emperors came and went. Some of them were good leaders, and some were not. Roman emperors would sometimes spend large amounts of money on chariot races or gladiator games and other **luxuries**. Many would not spend enough on things that made the Romans safe. For hundreds of years, most continued to actively persecute Christians.

One example was the emperor Nero. Nero came to power about 40 years after the death of Augustus. Under Nero's rule, most of the capital city was destroyed. It was remembered as the Great Fire of Rome. The fire started in the market near the Circus Maximus. It quickly spread and destroyed most of the city. Emperor Nero was known



to spend large amounts on the arts and music. According to legend, he “fiddled while Rome burned.” Some people even believed he started the fire himself!

No matter who was emperor, the large size of the empire created problems. The Roman Empire simply became too vast to handle, even with the roads. It was impossible for one emperor to control everything that was happening over thousands of miles of territory. The governors and generals in charge of the Roman provinces could do as they pleased.

The Roman Empire was so vast and complex that it needed to be divided into two parts: the Western Roman Empire, with Rome as its capital; and the Eastern Roman Empire.



Map of Roman *Empire* divided into the East and West

The Eastern Roman Empire would be ruled from a new capital city, called Constantinople. Constantinople was named after Constantine the Great.

Constantine brought new hope and confidence to many Romans. His new city of Constantinople was a chance at a fresh start for the entire empire. There was still conflict and warfare, but Constantine successfully united the Eastern and Western Empires for his lifetime. He credited his success to God and became a Christian.

Christianity became formally supported by the government of the Roman empire. Before Constantine, the Christian faith spread by word of mouth from travelers on Roman roads. They would sometimes carry hand-written copies of texts written by early followers of Jesus. In 325 AD,

Constantine **convened** a special council of church leaders, called the Council of Nicaea, to discuss and define key beliefs about Jesus. Many Roman laws were changed, informed by the values of the



Constantine the Great

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Constantine the Great

new faith. The empire remained complex and would experience decline, but Christianity would remain a key part of Rome from Constantine to today.



Council of Nicaea

DISCUSSING THE READING (5 MIN.)

- When students finish reading, have them turn to a partner and share their responses to the three questions.
- As students share, circulate and provide immediate, corrective feedback as necessary.
- Call on several students to share their answers with the class.

Support

Students can refer to the samples of scored student writing when completing the self-reflection.

Challenge

Ask students to think of ways to improve their writing score.

**EMERGENT
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Writing
Supporting Opinions

Beginning

Work collaboratively with students to help them publish their essays. Dictate parts of the essay as needed.

Intermediate

Work collaboratively with students to help them publish their essays. Dictate, or have a peer dictate, parts of the essay as needed.

Advanced/Advanced High

Be available to answer questions or provide clarity as students independently publish their essays.

ELPS 4.F; ELPS 5.G

Activity Page 11.3



Lesson 11: “The Road to Damascus” and “From Augustus to Constantine” Writing

30M

Primary Focus: Students will publish their opinion essays.

TEKS 3.2.D; TEKS 3.11.E; 3.12.C

PUBLISHING ESSAYS (30 MIN.)

- Students will publish their essays.
- Remind students to pay attention to the revisions they made in the previous lesson.
- Provide support for students to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words on all assignments in this unit. **TEKS 3.2.D**
- **Optional:** Students can publish their essays by typing them in the preferred campus platform.
- When students are finished writing their published pieces, they will complete Activity Page 11.3 with a partner.

Note: Students will have an opportunity to score a partner’s paper using the Extended Constructed Response Rubric. Teachers may want to place students in strategic partner groups based on ability level and discuss the importance of giving both positive and constructive feedback when scoring someone else’s paper.



Check for Understanding

Ask students to explain how someone would receive a 0, 1, and 2 on conventions according to the rubric.

End Lesson

TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.11.E** Publish written work for appropriate audiences; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

12

“The Decline of the Roman Empire” and “The Second Rome”

PRIMARY FOCUS OF LESSON

Speaking and Listening

Using a graphic organizer, students will identify factors that led to the decline of the Roman Empire. **TEKS 3.4; TEKS 3.6.C; TEKS 3.8.C**

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 3.2.D; TEKS 3.9.E.i

Language

Students will be able to use and identify verbs in the past, present, and future tense. **TEKS 3.11.D.ii**

FORMATIVE ASSESSMENT

Activity Page 12.2 Justinian Image Comparison Compare the different images used to support the text.

TEKS 3.6.H; TEKS 3.12.C

TEKS 3.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **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 3.6.H** Synthesize information to create new understanding; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **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.	<input type="checkbox"/> Flip Book U4.L12.1-U4.L12.8 <input type="checkbox"/> Activity Page 12.1 <input type="checkbox"/> chart paper <input type="checkbox"/> Timeline (Digital Projections)
Presenting the Read-Aloud	Whole Group	20 min.	
Discussing the Read-Aloud	Whole Group	10 min.	
Word Work: <i>Witnessed</i>	Whole Group	5 min.	
Reading (60 min.)			
Introducing the Reading	Whole Group	10 min.	<input type="checkbox"/> sticky note (one per student) <input type="checkbox"/> <i>Stories of Ancient Rome</i> <input type="checkbox"/> Activity Pages 12.2, 12.3 <input type="checkbox"/> 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.	<input type="checkbox"/> chart paper <input type="checkbox"/> Activity Page 12.4
Take-Home Material			
Irregular Verbs			<input type="checkbox"/> Activity Pages 12.4, 12.5
“The Second Rome: From Constantine to Justinian”			

ADVANCE PREPARATION

Speaking and Listening

- Identify the following Digital Flip Book Images to project during the Read-Aloud: U4.L12.1–U4.L12.8.

Reading

- Print or prepare for digital use an image of Emperor Justinian and his Retinue mosaic.
- Prepare or display DP.U4.L12.1 after Image U4.L12.7.

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

- Show images of Constantine and Justinian.
 - You may wish to create a timeline of rulers: Julius Caesar (59 BC—44 BC) → Augustus (27 BC—14 AD) → Constantine (306 AD—337 AD) → Justinian (527 AD—565 AD).
- Talk about laws and why we have laws.
 - You may wish to do this in the context of your classroom rules or state laws, such as wearing a seatbelt and not littering.
- 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 12: “The Decline of the Roman Empire” and “The Second Rome”

Speaking and Listening



Primary Focus: Using a graphic organizer, students will identify factors that led to the decline of the Roman Empire.

 **TEKS 3.4; 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.

CORE VOCABULARY

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 “After Caesar: Augustus and the Roman Empire”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words
Vocabulary	horde invasion mercenary	decline witness
Multiple-Meaning Vocabulary Words		decline witness
Spanish Cognates for Core Vocabulary	<i>horda</i> <i>invasión</i> <i>mercenario/a</i>	
Sayings and Phrases	fiddled while Rome burned Great Fire of Rome powerful Roman legions of old	

 **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **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.)

- 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 a 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 12.1. Explain that during the Read-Aloud, students should be listening for reasons that led to the decline of the Roman Empire.
- Be prepared to present DPU4.L12.1.
- During the Read-Aloud, model appropriate rate and prosody (expression).
 - 🇹🇽 At the end, ask students what they noticed about your reading. **TEKS 3.4**

Activity Page 12.1



🇹🇽 **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Show Image U4.L12.1
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 a hundred years after Constantine the Great and five hundred years after 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, Constantine the Great, and so many of the great Roman emperors.

It is the year 455 AD. 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?



EMERGENT BILINGUAL STUDENTS

Speaking and Listening
Listening Actively

All

Pause throughout the Read-Aloud and 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 2.1

Support

Explain that *warfare* includes the activities of war. A synonym for *warfare* is *fighting* or *war*.



Show Image U4.L12.2 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.L12.3 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.L12.4 **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. Then, they pushed their way deep into the heart of Italy. Thousands of Vandals descended upon the city of Rome, and their only goal was to destroy it.

- Have students add notes to Activity Page 12.1.



Show Image U4.L12.5 **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?

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, Rome did not train Roman citizens to fight. When the mercenary soldiers left, no one in the country was ready or prepared to fight.



Show Image U4.L12.6

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. 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**.

- Have students add notes to Activity Page 12.1.



Show Image U4.L12.7 **Nero fiddling while Rome burns**

Constantine had united the empire, restoring the glory of Rome as it had been under Augustus. But since his death, the empire has split apart

again, after years of emperors who focused only on themselves. Constantinople was still strong, but it was an empire all to itself in the east. It was far from your home city, and its armies would not fight to defend the city of Rome in an empire that had been split in half. With the decline in Roman leadership in the Western Empire, 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 seemed more like the hated emperor Nero. They've all "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.

- Have students add notes to Activity Page 12.1.



Show Image U4.L12.8 **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 want

only 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

Challenge

The Read-Aloud discusses four reasons why Rome fell. Research other factors that led to the fall of Rome.

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.

- Have students add notes to Activity Page 12.1.
- Display DP.U4.L12.1, and review the timeline of events in this text. Explain to students that although the text references Nero to highlight an example of Rome's consistently poor leadership and high turnover, he was actually emperor well before these invasions by the Visigoths, Attila the Hun, and the Vandals.


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 Nero did while the city of Rome was burning?
 - » fiddled, or played his lyre
4. **Literal.** 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 as armies.
6. **Inferential.** Were the mercenaries effective in defending Rome?
 - » no
7. **Evaluative.** You heard about the invasions of three hordes, or large groups of people, in today's Read-Aloud that invaded the Roman Empire during this

Support

Pull students aside in a small group and review Activity Page 12.1. Reread text for images U4.L12.4, U4.L12.6, U4.L12.7, and U4.L12.8.

Whole Group: Discuss the factors that led to the decline of the Roman Empire.

 **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

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 12.1 independently.
- Think-Pair-Share: Have students pair up and review Activity Page 12.1. 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. Write the word *witnessed* in cursive on the board. Direct students to apply decoding skills to read the word. Ask students to share the syllable division patterns they notice.
2. Remind students that in the Read-Aloud, they imagined being a Roman who *witnessed* many invasions that led to the decline of the Roman Empire. *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.
3. Ask the students to describe an event that they witnessed recently. Where were they? What happened? They should be sure to use the word *witnessed* when they talk about it. Call on two or three students. If necessary, guide and/or rephrase the students' responses to make complete sentences: "Yesterday, I witnessed..."
4. Ask students, "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. 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*.

Lesson 12: “The Decline of the Roman Empire” and “The Second Rome”

Reading



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 3.2.D; TEKS 3.9.E.i**

VOCABULARY FOR “THE SECOND ROME: FROM CONSTANTINE TO JUSTINIAN”

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.

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

vision, n. the ability to plan for the future with imagination or wisdom

Vocabulary Chart for “The Second Rome: From Constantine to Justinian”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words
Vocabulary	Justinian’s Code mosaic	collapse illegal pillar
Multiple-Meaning Vocabulary Words	vision	collapse
Spanish Cognates for Core Vocabulary	<i>visión</i>	
Sayings and Phrases	Hagia Sophia issued an order present-day Turkey	

🗺️ **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 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.9.E.i** Recognize characteristics and structures of argumentative text by identifying the claim.

INTRODUCING THE READING (10 MIN.)

- Ask students what they can remember about the Read-Aloud and the decline of the Roman Empire. Have them share with a partner two things they remember. Call on several students to share.
- Tell students that the title of today’s chapter is “The Second Rome: From Constantine to Justinian.”
- After reading “Augustus Caesar and the Decline of the Roman Empire,” ask, “What do you think ‘the second Rome’ means?” Have students share with a partner.
- 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.

PARTNER READING: “THE SECOND ROME” (15 MIN.)

- For small group instruction, use the Guided Reading Supports.



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.

Challenge

Students may read and identify one important point from the text independently.

Support

For students that need support, form a small group where the teacher provides support and assists with writing one important point learned from the text on their sticky note.

Chapter

16 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**, including the completion of an enormous church called *The Basilica Nova*.

He built one in Bethlehem, where Jesus was born. He built another in Jerusalem, where Jesus died. He built churches 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



Constantine created many buildings, including The Basilica Nova.

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**.

121

122

GUIDED READING SUPPORTS

Pages 121–122

- Read the title of the chapter together as a group, "The Second Rome: From Constantine to Justinian."
- Ask students to read **pages 121–122** to themselves to find the answer to the question, "What was Constantine'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 122**.



Constantine created many buildings, including The Basilica Nova.

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**.

122

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.



*Map of Roman **Empire** and Byzantine **Empire***

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 AD, the Eastern **Empire** was known as the Byzantine **Empire**.

123

Pages 122–123

- Ask students to read **pages 122–123** 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.)
- What happened to the Western Empire?
 - » It was attacked and collapsed.
- What happened to the Eastern, Byzantine Empire?
 - » It lived on and got stronger for a while.
- Point out the map on page 123 to students, and discuss the size of each part

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. By 500 **AD**, the Western Empire had **collapsed**, with most of the provinces falling to one **barbarian** tribe or another.

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.

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 **AD**. That is, he became **Emperor** of Byzantium 527 years after the birth of Jesus and about two hundred years after Constantine decided to support Christianity. It was also about this time that years began by some to be formally marked as **AD** – *Anno Domini*, Latin for “in the year of the Lord.”



Justinian

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 that is still standing today.

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.

and the size of the original Roman empire.

Pages 124–125

- Ask students to read **page 124** 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.



The inside of the Hagia Sophia in Constantinople

126

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**. 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.



A mosaic of Justinian who built the Hagia Sophia

127

- Have students examine the image and read the caption on **page 125**.

Pages 126–127

- Have students read **page 127** 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 126**.

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.

Activity Page 12.2



Support

Have students work in pairs to complete Activity Page 12.2.

- Have the small groups 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.
- Direct students to independently 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 by asking:
 - 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 showings 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 student responses: The authors wanted to show Justinian close up to show his clothing and the halo around his head. This might be missed in the larger

mosaic.

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.
- ✚ • Provide support for students **TEKS 3.2.D** complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words on all assignments in this unit.
- Whole Group: Discuss answers on Activity Page 12.3.

Activity Page 12.3



**EMERGENT
BILINGUAL
STUDENTS**

Reading
Reading/Viewing

Beginning

Have students complete the activity page in small groups. Highlight text related to the image and other portions that are key points. Prompt students to think of ideas for alternate images.

Intermediate

Have students complete the activity page in partners or small groups. Provide hints to portions of text related to the image. Prompt students to find other portions that are key points and to 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, and to think of ideas for alternate images. Challenge students to give reasons why alternate images may fit better.

ELPS 4.F; ELPS 4.I

✚ **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

Lesson 12: “The Decline of the Roman Empire” and “The Second Rome”

Language



Primary Focus: Students will be able to use and identify verbs in the past, present, and future tense. **TEKS 3.11.D.ii**

EMERGENT BILINGUAL STUDENTS



Language
Using Verbs and
Verb Phrases

Beginning

Point out the words/phrases in the sentence that provide clues about the 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

INTRODUCE IRREGULAR VERBS (15 MIN.)

- 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.
- 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 in present tense, two fingers if the sentence is past tense, and three fingers if the sentence is future tense.

TEKS 3.11.D.ii Edit drafts using standard English conventions, including past, present, and 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: “For 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 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 (to 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 made 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 or form the past tense but rather a new word (made) was said. Point out that *make* is the same for present and future tense but has *will* added before it to show future tense.
- **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 Decline of the Roman Empire” and “The Second Rome”

Take-Home Material

Activity Pages
12.4 and 12.5



- Students will finish Activity Page 12.4 and complete Activity Page 12.5.


13

Unit Assessment

PRIMARY FOCUS OF LESSON

Reading

Students will independently read a text and answer comprehension questions.

 **TEKS 3.6.F; TEKS 3.6.G; TEKS 3.7.C; TEKS 3.10.A**

Writing

 Students will write an extended constructed response.

TEKS 3.2.D; TEKS 3.12.C; TEKS 3.13.E; TEKS 3.13.H


Language

Students will form and use irregular verbs in sentences and use spelling

 patterns in writing /ee/ words. **TEKS 3.2.B.i; TEKS 3.2.D; TEKS 3.11.D.ii**

Students will determine the meaning of words formed when *-y* and *-al* are

 added to a known root word. **TEKS 3.3.C**

 **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.10.A** Explain the author's purpose and message within a text; **TEKS 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.13.E** Demonstrate understanding of information gathered; **TEKS 3.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results; **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; **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 (40 min.)			
Silent Reading Assessment	Independent	40 min.	<input type="checkbox"/> Activity Page 13.1
Writing (40 min.)			
Extended Constructed Response	Independent	40 min.	<input type="checkbox"/> Activity Page 13.2
Language (40 min.)			
Spelling Assessment	Independent	20 min.	<input type="checkbox"/> Activity Pages 13.3, 13.4, 13.5
Grammar: Suffixes <i>-y</i> and <i>-al</i>	Whole Group/ Independent	10 min.	
Form and Use Irregular Verbs	Whole Group	10 min.	
Take-Home Material			
Rome in Review			<input type="checkbox"/> Activity Page 13.6

Universal Access

- Provide 1:1 prompting and support during Reading and Writing.

OVERVIEW OF THE UNIT ASSESSMENT

To conclude the Ancient Rome unit, students will use their Roman history knowledge to read a text and answer comprehension questions and write an extended constructed response about what they think is the most influential contribution of the Roman Empire on the world today. They will establish their opinion and support the opinion with reasons and evidence from previous readings.

Primary Standards Alignment

Standard	Standard Description
TEKS 3.6.F	Make inferences and use evidence to support understanding
TEKS 3.7.C	Use text evidence to support an appropriate
TEKS 3.12.C	Compose argumentative texts, including opinion essays, using genre characteristics and craft

Lesson 13: Unit Assessment

Reading



Primary Focus: Students will independently read a text and answer comprehension questions. **TEKS 3.6.F; TEKS 3.6.G; TEKS 3.7.C; TEKS 3.10.A**

SILENT READING ASSESSMENT (40 MIN.)

- Tell students that today they will take the Unit Assessment for the *Ancient Rome* unit. This is a valuable time to pause and reflect on the progress that students have made and plan to address any misconceptions that may be appearing at this point in the year.
- Tell students to turn to Activity Page 13.1.
- Tell students that there are multiple parts to this assessment, but that they will begin with the Silent Reading Assessment. Tell students that they will have 30 minutes to read the passage “Roman Architecture Is All Around” and answer the questions that follow.
- Remind students to take their time, work carefully, and check their work.
- Tell students to work until you tell them to stop. You may wish to display a timer for students to keep track of the time remaining while reading.
- Collect Activity Page 13.1 at the end of the 40 minutes.

Activity Page 13.1



Support

Circulate throughout the room providing encouragement as students work, but do not assist students with the assessment.

TEKS 3.6.F Make inferences and use evidence to support understanding; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.10.A** Explain the author’s purpose and message within a text.

Lesson 13: Unit Assessment

Writing




Primary Focus: Students will write an extended constructed response.


 **TEKS 3.2.D; TEKS 3.12.C; TEKS 3.13.E; TEKS 3.13.H**

EXTENDED CONSTRUCTED RESPONSE (40 MIN.)

Activity Page 13.2



- Have students turn to Activity Page 13.2.
- Tell students that the next section of the Unit Assessment is an extended constructed response. Remind students that they have written an Extended Constructed Response during the unit, so this is a chance to demonstrate their understanding of writing an opinion essay.
- Tell students that they will have 40 minutes to write their response to the prompt on Activity Page 13.2.
- Provide support for students to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words on all assignments in this unit.  **TEKS 3.2.D**
- Tell students to work until you say stop. You may wish to display a timer for students to keep track of the time remaining while writing.
- Collect Activity Page 13.2 at the end of the 40 minutes.

 **TEKS 3.2.D** Write words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.13.E** Demonstrate understanding of information gathered; **TEKS 3.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Lesson 13: Unit Assessment

Language



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 3.2.D; TEKS 3.11.D.ii**

Students will determine the meaning of words formed when *-y* and *-al* are added to a known root word. **TEKS 3.3.C**

SPELLING ASSESSMENT (20 MIN.)

- Have students turn to Activity Page 13.3 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.”
- Provide support for students to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words on all assignments in this unit. **TEKS 3.2.D**
- 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.

Activity Page 13.3



1. gladiator	12. grease
2. grief	13. Julius
3. chariot	14. barbarian
4. stadium	15. atrium
5. eager	16. teacher
6. shriek	17. movie
7. leader	18. chief
8. each	Challenge Word: <i>again</i>
9. increase	Challenge Word: <i>often</i>
10. rookie	Challenge Word: <i>Caesar</i>
11. experience	


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 3.2.D** Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words; **TEKS 3.11.D.ii** Edit drafts using standard English conventions, including past, present, and future verb tense; **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.

- Read the spelling words once more.
- As students to write the following sentences in cursive as you dictate them:
 - He bravely stepped into the stadium.
 - The tour leader guided the group through the museum.
- 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**

Spelling Analysis Directions

Unit 4, Lesson 13

- 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?

 **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.

GRAMMAR: SUFFIXES -Y AND -AL (10 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 / / + /l/.
- 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 13.4 and complete independently.

FORM AND USE IRREGULAR VERBS (10 MIN.)

- Have students take out Activity Page 13.5 and complete independently.

Activity Page 13.4



Activity Page 13.5



Lesson 13: Unit Assessment

Take-Home Material

Activity Pages 13.6



- Have students take home Activity Page 13.6. Ask students to share their responses with a family member.

Teacher Resources

In this section, you will find:

- Glossary
- Decodable Passages
- Activity Book Answer Key
- Measures of Text Complexity
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

Glossary

A

advisor—a person who offers advice and help

alliance—a group of people who share common goals and agree to work together (**alliances**)

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

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

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

banquet—a large, fancy, and formal feast

barbarian—a person who is wild, sometimes violent, and does not behave the right way (**barbarians**)

BC—Before Christ (alternatively, **BCE** for before the Common Era)

beautiful—very pretty, lovely

beauty—being pretty

blacksmith—a person who molds hot iron into metal objects

boisterous—very noisy; lively; active

bountiful—plentiful; having an abundance of something

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**)

census—a record of an official count of every person in a city, state, or country

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.

Christian Bible—a collection of books, organized as the Old and New Testaments, that serves as the core text of the Christian faith

Christianity—a religion based on the belief that Jesus of Nazareth is the Son of God (**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

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**)

convened—came together or assembled (**convene, convening**)

counter-attack—a military response to an attack

crude—uncivilized; not knowing how to act appropriately (**crudeness, crudely**)

cruel—mean, causing pain on purpose

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

customs—traditions or ways of life

D

Damocles—a friend of Dionysius who wanted to be king and have Dionysius's life

dangle—to hang loosely (**dangling**)

decline—a drop in number or quality

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

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

disciples—followers

disciplined—obeying the rules; controlled

dominant—most powerful; ruling or controlling

downfall—a sudden fall from power

E

eager—showing great interest in something

Eastern Empire—the eastern half of the Roman Empire

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

elect—to choose through votes (**elected**)

elite—a small group of wealthy, powerful people

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

engineering—the work of designing and creating useful items

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; a small gift; the state of being supported or liked (**favours, favored, favoring**)

feud—a fight between people or families that lasts for a long time (**feuds**)

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

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**)

Hebrew Bible—also called the Tanakh, a collection of ancient texts that serve as the core text of the Jewish faith

historian—a person who writes about or is an expert in 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

horde—a large crowd

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**)

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—wanting what someone else has, wanting complete attention (**jealous**)

Jesus of Nazareth—a religious teacher born in the Judea region of the Roman Empire, also called Jesus Christ; believed by Christians to be the Son of God

Jewish—any person whose religion is Judaism. In a broader sense of the term, a Jew is a person who is connected, through descent or conversion, to the ancient Hebrew tribes of Israel.

Judaism—the monotheistic religion of the Jewish people based on the teachings of the ancient Hebrew Bible

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

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

luxuries—items that are nice to have but are not absolutely necessary (**luxury**)

M

magnificent—impressive and beautiful

manger—a long wooden or stone box used for horses and cattle to eat animal feed

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

mercenary—a soldier who will fight for any country that pays him

messenger—someone who delivers messages back and forth

Messiah—an anointed or chosen one set apart for a special purpose

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—home of the mythical Roman gods and goddesses

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 mythical 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 (**peaks**)

persecute—to treat someone badly for their beliefs or characteristics

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**)

plotted—secretly planned something that is harmful (**plot, plots, plotting**)

predecessor—someone who comes before (**predecessors**)

preserve—to save in its original form so that it remains the same (**preserved**)

priestess—a woman who performs special duties to honor and communicate with the mythical 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

renowned—to be known for

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**)

resurrection—to rise from the dead

revolt—riot or revolution against a ruler or government

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

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

shortage—a lack of something, such as food, money, or water (**shortages**)

shrine—a place where people honor someone or something, typically for religious purposes

siege—a closure of a city, fort, or base by surrounding it and cutting off supplies into that area (**sieges**)

stable—a type of barn where animals are kept

subjects—people who are ruled by a king or emperor

surplus—an extra amount of something that is needed

T

talent—a unit of measurement in ancient Rome, equal to about 71 pounds, used to measure gold and silver (**talents**)

Tanakh—also called the Hebrew Bible, a collection of ancient texts that serve as the core text of the Jewish faith

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—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

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

vibrant—full of life and energy

vicious—dangerous; violent; mean (**viciousness, viciously**)

victorious—having won a battle, war, or contest

vision—the ability to plan for the future with imagination or wisdom; an image seen in a dream-like state

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

witness—to see something happen

worship—to show respect and love to a mythical god or person

Grade 3 | Unit 4

Decodable Passages

Lesson 1: “The Founding of Rome”

Lesson 5: “What Did Ancient Romans Eat?”

Lesson 9: “All About the Pantheon”

The Founding of Rome

Skill: R-Controlled Vowels

started
forced
survived
shepherd
storm

How did the city of Rome get its start? One story is that Rome was founded, or started, by the twins Romulus and Remus.

According to the myth, Princess Rhea Silvia gave birth to twin boys named Romulus and Remus. Their father was the mythical Roman god of war, Mars. You might also know him by his Greek name, Ares.

Rhea was the daughter of Numitor, the king of Alba Longa. Numitor had been forced from his throne by his brother Amulius. Amulius was afraid that the twins would grow up and take control of the kingdom. The boys were put in a basket and sent down the Tiber River. Miraculously, they survived!

The river's waters carried them to a fig tree growing on the river bank. There, a she-wolf and a woodpecker fed the boys. The twins were rescued by a shepherd, who raised them.

When they grew up, Romulus and Remus returned to Alba Longa. They helped their grandfather Numitor become king again. Later, they built the city of Rome at the place where they had been rescued from the river. The Tiber River still runs through Rome today.

Unfortunately, this story doesn't have the happiest ending. Romulus wanted more power. He built a city wall to get rid of Remus. For a while, Romulus ruled with the leader of a nearby group of people called the Sabines. Then, he disappeared in a storm. Some people say that he became the immortal Roman god Quirinus.

It's hard to know for sure which parts of this story might be true. The story of brother against brother is common in many Greek and Roman myths. So is the story of the fearful ruler who tries to protect their power. Over the years, people who retold the stories of real historical figures may have added their own details, so we may never know the true story of how Rome got its start.

What Did Ancient Romans Eat?

Skill: /ee/ > 'e' and 'ee'

plebeian
cheese
beef
recipes
sweets

What were daily mealtimes like in ancient Rome? A plebeian might eat vegetables with cheese and bread. The bread would have been made from wheat or barley, like today's multigrain bread. Protein would usually come from peas, beans, or seafood. Beef was expensive, so it wasn't in every dish.

Dishes might be spicy or salty. The Romans liked fresh herbs and pepper. Many people seasoned their food with a fish sauce called garum. It might have tasted a bit like anchovies. The Romans wrote down some of these recipes. We can still see the old recipes today.

Wealthy patrician Romans ate differently. Their meals included poultry and even songbirds. Would you like to taste peacock or flamingo? The wealthiest patricians did! They also liked to eat dormice, or tiny rodents. The Romans stuffed them with sausage and spices. For them, this was a delicacy, or luxurious treat.

The Romans liked sweets too, just as we do. The taste of sweetness often came from honey or fruits, like dates or grapes. Little cakes or cookies with sesame seeds were both sweet and nutty.

Some people ate at home. Others bought food at street vendors or bakeries in the city. Two things they didn't eat were pizza and spaghetti. We now think of those as typical foods that come from Italy, where modern-day Rome is located. However, tomatoes did not come to Rome until about the 1400s. The ancient Romans didn't eat them at all.

All About the Pantheon

Skill: /ee/ > 'e,' 'i,' 'ea,' 'ie'

cities
seawater
Pantheon
removed
married

You might think of concrete as something modern. After all, it's in many cities. But it's actually ancient! The Romans made concrete many centuries—or hundreds of years—ago. Roman concrete was made from a mix of seawater, lime, and ash from volcanoes.

Roman concrete can be seen in an ancient temple called the Pantheon. Its concrete dome is the largest in the world. You might think all that concrete would be heavy, and you would be right. The dome weighs nearly 5,000 tons. The concrete coffers, or building blocks, were carefully placed in rings so that the blocks pressed against each other to stay in place.

Inside the Pantheon, there is more beauty to behold. The marble floor and walls are decorated with paintings and small nooks which hold statues. The domed ceiling used to be covered in bronze, but now it is bare. In the 1600s, the bronze was removed and used to make weapons and decorations.

The Pantheon does not have windows. At the top of the dome is the oculus, a round hole. It lets light into the building. It also lets in rain, so the floor has a cleverly built drain. During the day, a circle of light creeps around the inside.

Many of the magnificent buildings of ancient Rome are ruins now. The Pantheon is not. This is partly because it has been used since it was built. It became a church. It is also a place where great artists and saints of the past are buried. People still get married there today. The Pantheon can feel quite empty. Even in a crowd, you might feel as though you are alone with the circle of sky you can see through the oculus.

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.		

Grade 3 Activity Book | Unit 4 1

My Thoughts	Images	Read-Aloud Notes
Answers may vary.		
Answers may vary.		
Answers may vary.		

2 Unit 4 | Activity Book Grade 3


NAME: _____ DATE: _____ **1.2** ACTIVITY PAGE

“Rome, Then and Now”

- What was Rome like in the beginning?
 - Rome started out as a large city.
 - Rome started out as a few houses on the banks of the Tiber River.
 - Rome started out as a few houses along the Nile River.
 - Rome started out as a small country.
 page 4
- How long ago did Rome start growing?
 - Rome started growing about 500 years after the birth of Jesus.
 - Rome started growing about 500 years before the birth of Jesus.
 - Rome started growing about 500 years ago.
 - Rome started growing about 1,000 years ago.
 page 8

Grade 3 Activity Book | Unit 4 3

- Label the map of ancient Roman civilization. (Atlantic Ocean, Mediterranean Sea, Black Sea, Tiber River, Rome)



- Circle the areas or countries that ancient Rome took over.

<input checked="" type="checkbox"/> France	<input checked="" type="checkbox"/> Spain
Germany	China
Ireland	<input checked="" type="checkbox"/> Turkey
<input checked="" type="checkbox"/> Egypt	<input checked="" type="checkbox"/> Northern Africa
South America	<input checked="" type="checkbox"/> Greece
<input checked="" type="checkbox"/> the Balkans	<input checked="" type="checkbox"/> Middle East

page 7

4 Unit 4 | Activity Book Grade 3

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.

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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*.

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NAME: _____ DATE: _____ **1.3** ACTIVITY PAGE

Spelling Patterns

'ar' > /ar/ 'or' > /or/ '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

Grade 3 Activity Book | Unit 4 7

 NAME: _____ DATE: _____ **2.1** ACTIVITY PAGE

Characters in Mythology Three-Column Graphic Organizer
 Answers may include:

Greek and Roman name	Type of Power	Details
Zeus/Jupiter	father of immortals	top mythical god carried a thunderbolt lived on Mount Olympus
Hera/Juno	marriage and the protector of wives	Jupiter's wife
Poseidon/Neptune	mythical god of the seas and oceans	Jupiter's brother holds a three-pronged spear or trident can stir up a storm
Aphrodite/Venus	mythical goddess of love	beautiful sent Cupid on missions
Eros/Cupid	love	Venus's son shot people with arrows and they fell in love

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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?

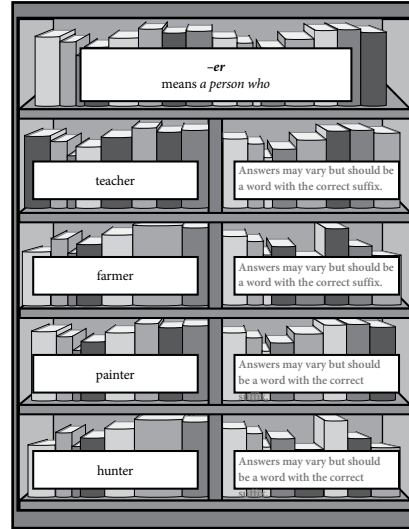
Answers may vary but should include one word from the

Word Box above.

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. 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

- The star player on the soccer team was chosen to take the penalty kick in hopes of winning the game for his team.
- After heavy rain for a few days, the farmer checked to see how many of his fields were flooded.
- The band had to find someone to replace the singer because none of the other band members had a good voice.
- A painter came to school to paint the walls in the cafeteria after they were repaired.
- My grandmother's neighbor is a hunter who hunts deer and certain birds.

NAME: _____
DATE: _____

Write your own sentence using the one word left in the box.

14. Answers may vary but should include the word teacher.

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.

-or means a person who	
actor	Answers may vary but should be a word with the correct suffix.
inspector	Answers may vary but should be a word with the correct suffix.
governor	Answers may vary but should be a word with the correct suffix.
counselor	Answers may vary but should be a word with the correct suffix.

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

- My brother's counselor at school gave a presentation about how to handle bullies, which he shared with us at home.
- An actor that my mom really likes has been in movies and television shows.
- 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.
- The governor is coming to tour our school and give a presentation next month about his plan to improve education in the state.
- One of the activities my sister tried at summer camp was learning to be a sailor on a small boat at the lake.

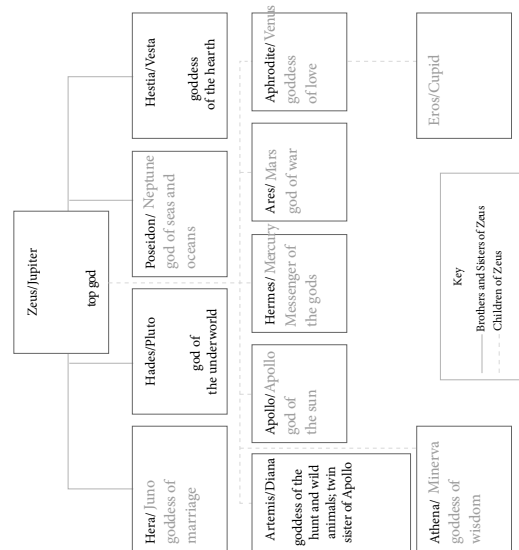
Write your own sentence using the one word left in the box.

14. Answers may vary but should include the word visitor.

NAME: _____
 DATE: _____

Greek and Roman Mythology Family Tree

Help finish the family tree of gods and goddesses from the mythology of ancient Greece and Rome. What additional information can you add from your reading?



NAME: _____
DATE: _____

Image Box Recording Sheet

<p>Image 1: Write one word that summarizes the topic of the paragraph. Answers may vary but may contain information on kings.</p>	<p>Image 2: Write down key words. Answers may vary but may contain information on a new form of government, republic, democracy, and people had a voice.</p>
<p>Image 3: Draw a picture to summarize the Roman government. Answers may vary.</p>	<p>Image 4: Describe patricians. Answers may vary but may contain the words <i>elite</i>, <i>powerful</i>, <i>smallest</i>, and <i>wealthy</i>.</p>
<p>Image 5: Describe plebeians. Answers may vary but may contain the words <i>second-class citizens</i>, <i>did not have all the rights and privileges</i>, <i>could not vote</i> and <i>own property</i>.</p>	<p>Image 6: One fact I learned is ____. Answers may vary.</p>

<p>Image 7: Explain the Roman forum. Answers may vary but may contain the words <i>goods were sold in markets located in large, open gathering places called forums</i> and <i>Roman forums</i>.</p>	<p>Image 8: Describe enslaved Romans. Answers may vary but may contain the words <i>not citizens</i>, <i>could not vote</i>, <i>could not choose where to live or work</i>, <i>could not receive an education</i>, etc.</p>
---	--

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: _____

Compare and Contrast Patricians, Plebeians, and Slaves

Patricians	Plebeians	Slaves
------------	-----------	--------

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 <i>patricians—wealthy citizens, the elite, served as senators, had slaves, could vote.</i>	Answers may vary but may include <i>plebeians—second-class citizens, might be lowly in career or status, could not vote, worked as farmers, traders, and merchants.</i>	Answers may vary but may include <i>slaves—some received just enough education to help them be better at their jobs, could not vote, were not citizens, and had few rights.</i>
---	---	---



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.

Answers may vary but should include support for the claim in _____
the form of details about the type of government they prefer.

NAME: _____
DATE: _____

3.5 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

Unit 4 Ancient Rome

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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.

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Grade 3

NAME: _____
DATE: _____

3.6 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

Grade 3

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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?

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Grade 3

NAME: _____
DATE: _____

3.7 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 foorget store borrowed coorrect

'or' > /or/

scorch store
correct
board
forget

3. worm gourd horor bore professor sorrow

'or' > /er/

worm
professor
horror

Grade 3

Activity Book | Unit 4 37

4. mert 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

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Grade 3



NAME: _____
DATE: _____

4.1 ACTIVITY PAGE

Key Ideas Chart

<p>Rome, Then and Now (Lesson 1)</p> <p>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.</p>	<p>Roman Mythology (Lesson 2)</p> <p>Answers may vary but should refer to the fact that the mythical Roman gods and goddesses were immortal but acted like people. Each had special strengths. Most were related to each other.</p>
<p>The Roman Republic (Lesson 3)</p> <p>Answers may vary but should refer to the fact that a republic is ruled by elected officials.</p>	<p>The Punic Wars (today's lesson)</p> <p>Answers may vary but should refer to the Roman expansion and battles with Carthage.</p>

Grade 3

Activity Book | Unit 4 41

NAME: _____
DATE: _____

4.2 ACTIVITY PAGE

The Punic Wars

<p>The Punic Wars (Read-Aloud)</p> <p>Answers may vary but should refer to the Roman expansion and battles with Carthage, the enemy from across the Mediterranean.</p>	<p>Hannibal Crosses the Alps</p> <p>Answers may vary but should refer to Hannibal as the leader of the Carthaginian army, who was eventually defeated by the Romans.</p>
---	---

Grade 3

Activity Book | Unit 4 43

1. The Punic Wars were fought between Romans and Carthaginians.
page 25

2. How did the Romans win the Second Punic War?
They repeatedly attacked the Carthaginians in small groups.
page 38

3. Who won the Third Punic War? How do you know?
Rome did. Answers about how may vary.
page 40

4. What happened to Carthage as a result of the Punic Wars?
The Romans sacked Carthage and took many slaves.

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.

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NAME: _____ **4.3** ACTIVITY PAGE
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

Grade 3 Activity Book | Unit 4 45

NAME: _____ **4.5** TAKE-HOME
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
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.

Grade 3 Activity Book | Unit 4 49

NAME: _____ **5.1** ACTIVITY PAGE
DATE: _____

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 is it similar and different from what you are taught today?
Answers may vary but may include information about being taught to read and write in Latin and being taught good manners.

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3. What would it have been like to be born and raised in a patrician family?

Answers may vary but may contain information about living in a domus, such as having many rooms and an atrium.

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 and patrician family life and some of the activities involving trade, entertainment, or the way the city is built, including the aqueducts.

NAME: _____

DATE: _____

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: _____

Spelling Sound /ee/

'e' > /ee/

Venus _____

secret _____

meter _____

cedar _____

create _____

retail _____

scenic _____

tedious _____

Colosseum _____

'ee' > /ee/

Greeks _____

seed _____

asleep _____

agreed _____

succeeded _____

breed _____

jamboree _____

speech _____

degree _____

screach _____

Words that do not follow the pattern:

except _____

follow _____

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

Answers may vary but may refer to Caesar's ambition, confidence, skill in battle, or skill as a writer.

Read-Aloud: Julius Caesar
Part 2

Answers may vary but should refer to Caesar's life in politics.

NAME: _____
DATE: _____

6.4 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

- The cartoonist who drew Snoopy and Charlie Brown was named Charles Schulz.
- My cousin's band has a lead singer, a drummer, a bassist, and a guitarist.

Grade 3

Activity Book | Unit 4 67

- Carla's favorite novelist is working on a new book with characters she has written about before.
- 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.
- 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.

- Answers may vary but should include the word artist.

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Grade 3

NAME: _____
DATE: _____

6.5 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: Colosseum			

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.

- The Greeks, like the Romans, had many myths they liked to tell.
- The Colosseum is a huge amphitheater that seats 50,000 people.
- Michael and Joe created a lot of noise last night during the yearly jamboree.
- Did you hear the owl screech last night in the cedar trees?
- A long time ago, many Romans agreed that a republic was the best kind of government their country could have.
- Many politicians are giving speeches for their favorite candidates.

Grade 3

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- Jenna was almost asleep when her sister whispered in her ear to tell her two secrets. Jenna asked, "I can't tell anyone?"
- My uncle often takes the scenic routes so he can stop to enjoy the breath-taking views.
- Writing our spelling words 50 times would be a tedious job.
- 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.

- Answers may vary but should include Venus, meter, breed, degree, or retail.

- Answers may vary but should include Venus, meter, breed, degree, or retail.

- Answers may vary but should include Venus, meter, breed, degree, or retail.

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Grade 3

NAME: _____ **7.1**
 DATE: _____

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.	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.

Grade 3

Activity Book | Unit 4 **73**

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?

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Grade 3

NAME: _____ **7.2**
 DATE: _____

ACTIVITY PAGE

Practicing the Verb to have

Write the correct word on the blank in each sentence.

1. Carl and Dan have a woodworking shop together.
(have, has)
2. Carl has the ability to build beautiful furniture.
(have, has)
3. Their shop has many rooms and showcases of wooden tables, chairs, and shelves.
(have, has)
4. My family and I have taken many trips to see their shop.
(have, has)
5. Have you ever seen Carl and Dan's shop before?
(Have, Has)

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.

Grade 3

Activity Book | Unit 4 **75**

NAME: _____ **7.4**
 DATE: _____

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

Grade 3

Activity Book | Unit 4 **79**

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.

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NAME: _____ DATE: _____ **7.5** 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/

<u>decal</u>	<u>steel</u>
<u>leotard</u>	<u>reeling</u>
<u>penalize</u>	<u>weekend</u>
<u>egret</u>	<u>meeting</u>
<u>meter</u>	
<u>scene</u>	

d@ral	m@ger
metal	been
le@tard	w@k@nd
st@l	@gret
p@nalize	m@er
r@eeling	m@eting
scent	knock
fringe	below
s@n@	

Grade 3 Activity Book | Unit 4 81

 NAME: _____ DATE: _____ **8.1** 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.

Grade 3 Activity Book | Unit 4 83

NAME: _____ DATE: _____ **8.2** 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
----------	------	----------------------------------	--------

```

graph TD
    A[king] --> B[republic of senators and consuls]
    B --> C[dictator]
    C --> D[empire]
  
```

Grade 3 Activity Book | Unit 4 85

NAME: _____
DATE: _____

8.3 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? Marc Antony Initials _____	Under Augustus Caesar, what was the new form of government? empire Initials _____	Against whom did Octavian win a war? Marc Antony and Cleopatra Initials _____
What award did Augustus Caesar receive for his bravery? Civic Crown Initials _____	How did Pax Romana change the Roman way of life? There were no threats to Roman rule. Initials _____	How did Augustus Caesar receive part of the same name as Julius Caesar? He took the last name from Julius Caesar, his adoptive father. Initials _____
Why was Augustus Caesar the most powerful man in Rome? He was emperor; many soldiers and generals liked him, he was rich, people respected him, etc. Initials _____	What does the Latin term Pax Romana mean? Roman peace Initials _____	What did Augustus Caesar believe he had to accomplish to create the Pax Romana? He had to conquer lands around the Roman Empire. Initials _____

Grade 3

Activity Book | Unit 4 87

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.

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Grade 3

NAME: _____
DATE: _____

8.4 TAKE-HOME

Sequence the Lives of Julius and Augustus Caesar

Date	Event
100 BC	Julius Caesar is born.
76 BC	Julius Caesar is captured by pirates and held for ransom.
74 BC	Julius Caesar assembled a private army to attack the Roman Empire.
59 BC	Julius Caesar was elected to the consul.
55 BC	Caesar's forces invade Gaul.
49 BC	Caesar crosses the Rubicon River with his army.
48 BC	Caesar defeats Pompey, follows him to Egypt, and meets Cleopatra.
44 BC	Julius Caesar is killed. Octavius is adopted in Caesar's will.
42 BC	Marc Antony and Octavian join forces.
32 BC	Rome declares war on Egypt and puts Octavian in charge of the military.
31 BC	Octavian defeats Marc Antony.
29 BC	Octavian celebrates a triumph in Rome and receives the title Augustus.
2 BC	Augustus becomes father of his country.
14 AD	Augustus dies.

Grade 3

Activity Book | Unit 4 89

NAME: _____
DATE: _____

8.5 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: _____ Colosseum _____

Grade 3

Activity Book | Unit 4 91

NAME: _____ 9.1 ACTIVITY PAGE
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.

- After Julius Caesar was killed, a civil war broke out. (True/False)
page 124
- Augustus was Julius Caesar's brother and the new emperor after Caesar. (True/False)
page 124
- Augustus made himself emperor and got rid of the Senate and consuls. (True/False)
page 124
- Romans went to the Colosseum to see people and animals battle one another. (True/False)
page 127
- Augustus said that he "found Rome in marble and left it in brick." (True/False)
page 125

Grade 3 Activity Book | Unit 4 93

NAME: _____ 9.2 ACTIVITY PAGE
DATE: _____

Spelling Sound /ee/

'ea' > /ee/	'ie' > /ee/	'i' > /ee/
<u>eager</u>	<u>grief</u>	<u>gladiator</u>
<u>leader</u>	<u>shriek</u>	<u>chariot</u>
<u>each</u>	<u>rookie</u>	<u>stadium</u>
<u>increase</u>	<u>zombie</u>	<u>experience</u>
<u>grease</u>	<u>chief</u>	<u>Julius</u>
<u>teacher</u>		<u>barbarian</u>
		<u>atrium</u>

Grade 3 Activity Book | Unit 4 95

NAME: _____ 9.3 TAKE-HOME
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: _____

Answers may vary.

Sincerely,
Augustus Caesar

Dear Diary, Date: _____

Answers may vary.

Sincerely,
Augustus Caesar

Grade 3 Activity Book | Unit 4 97

NAME: _____ 11.2 ACTIVITY PAGE
DATE: _____

From Augustus to Constantine

Question		Answer
<p>How was the reign of Augustus Caesar different from the reigns of those who came before him?</p>	→	<p>Answers may vary but could include that Augustus Caesar's reign was more peaceful, Rome officially became an empire, the Roman military was strengthened, and the road system was improved.</p>
<p>What happened to the Roman capital city during the reign of Emperor Nero?</p>	→	<p>Under Emperor Nero, a fire destroyed most of the capital city of Rome.</p>
<p>How did the Roman Empire change once Constantine became emperor?</p>	→	<p>The Roman Empire changed under Constantine by uniting the Eastern and Western Empires and the official religion of the Roman Empire became Christianity.</p>

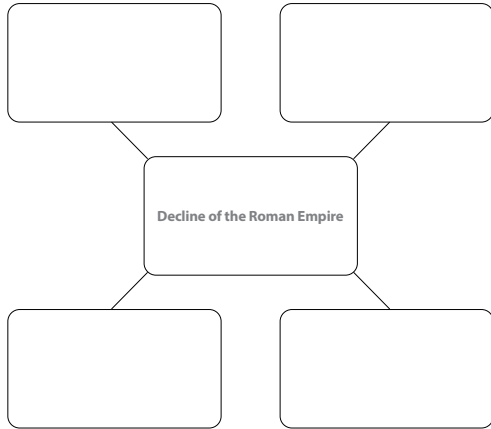
Grade 3 Activity Book | Unit 4 107

NAME: _____
DATE: _____

12.1 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.



Grade 3

Activity Book | Unit 4 111

1. Reread the paragraph on the left. How does the image help support your understanding?

Answers may vary but could include that it helps to be able to see an image of Justinian as a reference to who the paragraph is about.

2. What other image(s) could the author use to support the text?

Answers may vary.

3. Reread the paragraph on the right. How does the image help support your understanding?

Answers may vary but could include that it makes it more clear as to which person Justinian is in the mosaic because this one is focused only on him, whereas the other image had four people.

4. What other image(s) could the author use to support the text?

Answers may vary.

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Grade 3

NAME: _____
DATE: _____

12.2 ACTIVITY PAGE
CONTINUED

5. How are the two images alike? How are the two images different?

Both images contain an image of Justinian. The image on the left contains four people, while the image on the right only has one.

6. If you were to draw a picture of Justinian, what else would you include in a picture? (Stretch Question)

Answers may vary.

Grade 3

Activity Book | Unit 4 115

1. What is the author's opinion about Horatius? How can you tell?
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?

Answers may vary.

3. What are two facts in the article?

Answers may vary but may include information about a statue and the Tiber River.

4. What are two opinions in the article?

Answers should include information about Horatius being the bravest man and about how his statue is probably the most famous in Rome.

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Grade 3

NAME: _____ **12.4** ACTIVITY PAGE
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 _____ 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!

Grade 3

Activity Book | Unit 4 119

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.

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Grade 3

NAME: _____ **13.1** ASSESSMENT
DATE: _____

1. What is the author's purpose for writing "Roman Architecture Is All Around?"
 - a. To describe where tourists go when they visit Rome
 - b. To explain important Roman contributions
 - c. To persuade the reader to visit Rome
 - d. To tell a story about the inventor of the Colosseum
2. Why did the author claim that "the Romans were one of history's most creative people?"
 - a. Because they performed theater
 - b. Because they created a lot of beautiful sculptures
 - c. Because they used arches in the buildings
 - d. Because they built buildings that looked like art
3. What is the Roman Colosseum similar to in today's world? Why?
 - a. A football stadium because they are round in shape and seat many people.
 - b. A library because it has rounded arches in the doorways.
 - c. Schools because they have many seats for people.
 - d. The Colosseum is not similar to anything because it has a unique shape and structure.
4. What is an aqueduct?
 - a. An aqueduct is a series of rivers that connect at a large body of water.
 - b. An aqueduct is a large sports stadium.
 - c. An aqueduct is a system that carries water from a higher place to lower ground, using gravity.
 - d. An aqueduct is a government building designed by the Romans.

Grade 3

Activity Book | Unit 4 127

5. What text evidence supports the idea that the Romans were influential?
 - a. "Arches, aqueducts, and Colosseum-like stadiums may be present in your very own community!"
 - b. "Sometimes, the fighters or animals died!"
 - c. "Architecture is the design or style of a building."
 - d. "They used arches in many of their buildings and bridges."
6. What can you infer about the Romans based on their invention of the aqueduct?
 - a. They were clever and resourceful.
 - b. They were confused.
 - c. They were artistic and creative.
 - d. They were not interested in architecture.
7. Which of these is **not** a key idea of the text?
 - a. The Romans were creative because they used arches in their buildings.
 - b. The Romans invented an aqueduct that is currently used in the United States.
 - c. The Romans built the Colosseum which is similar to sports stadiums today.
 - d. The Colorado River Aqueduct supplies Los Angeles with water.

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Grade 3

NAME: _____
DATE: _____

13.1 ASSESSMENT

8. Which sentence from the text describes an arch?
- "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."
 - "Arches are seen today in churches, libraries, and government buildings."
 - "The curved stone wedges in an arch offer strong support."
9. Why do you think the author said, "Architecture is the most important contribution of the Roman Empire to our world"?
- Because the Romans created building design and elements that are still used today.
 - Because the Romans created the strongest and sturdiest buildings.
 - Because the Romans had the best architects to design their buildings.
 - Because the Romans created the most detailed architect plans.
10. Why do you think the Romans used arches in their building designs?
- Because they were a beautiful design feature
 - Because the Romans liked to design things that were unique
 - Because the curved stone wedges offered structural support
 - Because the Romans did not have any straight stones

Grade 3

Activity Book | Unit 4 129

NAME: _____
DATE: _____

13.2 Assessment

Extended Constructed Response

Directions: Respond to the prompt in the space below.

Some people believe that the Roman Empire was very influential, even in today's modern world.

Write an essay to explain which of the Roman Empire's contributions was the most influential.

Write a well-organized informational essay that uses specific evidence from the text to support your answer.

Remember to:

- clearly state your central idea
 - organize your writing
 - develop your ideas in detail
 - use evidence from the selection in your response
 - use correct spelling, capitalization, punctuation, and grammar
- Record your answer on the lines below.

Answers may vary.

Unit 4 Answer Key

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NAME: _____
DATE: _____

13.4 ASSESSMENT

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

- 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.
- Our dog was so dirty from digging holes in the muddy yard that Mom said we had to give him a bath outside.
- Some people like their popcorn to have a salty taste while others prefer a more buttery taste.

Grade 3

Activity Book | Unit 4 135

- The leaky faucet in the kitchen dripped all night and needed to be fixed right away.

- 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.

- Answers may vary but should include the word *messy*.

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Grade 3

NAME: _____
DATE: _____

13.4 ASSESSMENT
(CONTINUED)

-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.

Grade 3

Activity Book | Unit 4 137

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.

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Grade 3

NAME: _____
DATE: _____

13.5 ASSESSMENT

Past, Present, and Future 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.

Grade 3

Activity Book | Unit 4 139

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: *decide*, past tense
Answers may vary.

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Unit 4 Ancient Rome

NAME: _____
DATE: _____

13.6 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.

Grade 3

Activity Book | Unit 4 141

3. My favorite story we read about ancient Rome was _____ because _____
Answers may vary.

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Grade 3

NAME: _____
DATE: _____

PP.1 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.

Grade 3

Activity Book | Unit 4 145

NAME: _____
DATE: _____

PP.2 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	slaves

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 slaves.

2 The Romans harassed, or repeatedly attacked, Hannibal's army.

4 Hannibal left Italy and hurried home to protect Carthage.

Grade 3

Activity Book | Unit 4 147

NAME: _____ **PP.3** ACTIVITY PAGE
 DATE: _____

Practice the Verb *to have*

Write the correct word on the blank in each sentence.

- Dave and Don _____ ^{have}_(have, has) fun playing basketball together.
- Dave _____ ^{has}_(have, has) the ability to slam dunk the basketball.
- Watching them play _____ ^{has}_(have, has) been very entertaining for me.
- My sister and I _____ ^{have}_(have, has) played against them and never won.
- _____ ^{Have}_(Have, Has) you ever seen Dave and Don play basketball?

Rewrite the five sentences above in the past tense.

- Dave and Don had fun playing basketball together.

- Dave had the ability to slam dunk the basketball.

Grade 3 Activity Book | Unit 4 149

- Watching them play had been very entertaining for me.

- My sister and I had played against them and never won.

- Had you ever seen Dave and Don play basketball?

Review: Fill in the blanks with the correct form of the verb.

- be*:
 Today, I _____ am _____ queen for a day. My sister _____ is _____ also queen for a day. Together, we _____ are _____ twin queens!
- have*:
 My goldfish _____ has _____ orange scales. If I were a goldfish, I would _____ have _____ pink scales. My brother says he would _____ have _____ green scales.

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NAME: _____ **PP.4** ACTIVITY PAGE
 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

- I grow crops for food, like corn and wheat, and farm the land.
 Who am I? _____ farmer
- 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
- 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
- I make musical sounds with my voice to entertain people and make music with my band.
 Who am I? _____ singer
- 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

Grade 3 Activity Book | Unit 4 151

- 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.

- Word: *player*
 Clue: Answers may vary.
 _____ Who am I?
- Word: *inspector*
 Clue: Answers may vary.
 _____ Who am I?

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NAME: _____

PP.5

ACTIVITY PAGE

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.

Answers may vary.

NAME: _____

PP.6

ACTIVITY PAGE

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

Answers may vary.

NAME: _____

PP.7

ACTIVITY PAGE

DATE: _____

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: _____

PP.8

ACTIVITY PAGE

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.	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?	<u>a bed</u>

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?	<u>a soccer ball</u>

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.

- The turtle _____ is _____ in the lake floating around. (be)
The turtle is in the lake floating around.
- The day _____ has _____ finally begun. (have)
The day has finally begun.

NAME: _____
DATE: _____

Circle the correct form of the verb for each sentence.

- In math class, we (add) adds three-digit numbers.
- Students (talk) talks excitedly as addition (am, is) are a favorite topic.
- John (want, wants) to add four-digit numbers.

Write a sentence using the following verb:

- mixed

Answers may vary. _____

NAME: _____ **PP.9** ACTIVITY PAGE
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) (past) present future
the clowns perform at the circus.

Tomorrow, we will see the clowns perform at the circus. past present (future)

- One week from today, I will speak (speak) in front of the class. past present (future)

Answers may vary. _____

_____ past present future

- Last week, I brought (bring) (past) present future
cupcakes to school for my birthday.

Answers may vary. _____

_____ past present future

- Today, I am taking my spelling assessment, and I mean (mean) to try hard. past (present) future

Answers may vary. _____

_____ past present future

- Mary opens her eyes and sees (see) the sun shining. past (present) future

Answers may vary. _____

_____ past present future

- You will draw (draw) pictures to go with your story tomorrow. past present (future)

Answers may vary. _____

_____ past present future

NAME: _____
DATE: _____

PP.10

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.

Grade 3

Activity Book | Unit 4 167

Write a sentence using each word given.

1. *dirty*

Answers may vary.

2. *nutritional*

Answers may vary.

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Grade 3

MEASURES OF TEXT COMPLEXITY

Read-Aloud and Additional Texts

Text Title & Author	Text Complexity (Quantitative & Qualitative Measures)
"What is Rome?"	<ul style="list-style-type: none">• 1,095 words• Vocabulary includes more unit-specific words related to history• The text introduces abstract ideas and encourages deeper understanding• Includes questions or prompts at the end of sections to encourage reflection
"Roman Mythology"	<ul style="list-style-type: none">• 1,036 words• Graphics, charts, and maps are used to support and explain the text• The text includes both familiar and new vocabulary, with some words requiring context clues• Clear, bold headings or labels to organize content
"The Roman Republic"	<ul style="list-style-type: none">• 1,394 words• Illustrations complement the text, helping to explain and expand ideas• The text explores more complex situations• The text introduces early concepts of the Roman Republic

Student Reader Texts

Text Title & Author	Text Complexity (Quantitative & Qualitative Measures)
"Chapter 1: Rome, Then and Now"	<ul style="list-style-type: none">• 704 words• The text introduces factual information alongside the narrative• Topics include historical events, presented in a simple, understandable way• The text includes both familiar and new vocabulary, with some words requiring context clues
"Chapter 2: Roman Mythology"	<ul style="list-style-type: none">• 975 words• Graphics, charts, or diagrams are used to support and explain the text• The structure includes multiple storylines, requiring greater focus• Vocabulary includes more unit-specific words related to history and literature
"Chapter 3: The Punic Wars"	<ul style="list-style-type: none">• 1,239 words• The text introduces abstract ideas and encourages deeper understanding• Themes can be implied and explored through various examples throughout the text• The text often requires students to draw inferences from context
"Chapter 4: Hannibal Crosses the Alps"	<ul style="list-style-type: none">• 604 words• The text introduces concepts that require more in-depth understanding• Illustrations support the text but requires some interpretation• The text includes both familiar and new vocabulary, with some words requiring context clues

<p>“Chapter 5: Daily Roman Life”</p>	<ul style="list-style-type: none"> • 1,586 words • The text is longer with more detailed sentence structures • Sentences incorporate more complex punctuation, such as commas and quotation marks • Vocabulary includes more unit-specific words related to science and history
<p>“Chapter 6: The Sword of Damocles”</p>	<ul style="list-style-type: none"> • 349 words • Some content requires readers to interpret symbolism or underlying themes • The text includes short paragraphs that encourage independent reading • The text often requires students to draw inferences from context
<p>“Chapter 7: Julius Caesar: Great Fighter, Great Writer”</p>	<ul style="list-style-type: none"> • 535 words • Illustrations include simple captions to identify characters • Story explores more complex emotions or situations • The text includes both familiar and new vocabulary, with some words requiring context clues
<p>“Chapter 8: Julius Caesar”</p>	<ul style="list-style-type: none"> • 1,071 words • The text covers familiar topics with the introduction of new details and ideas • Graphics, charts, or diagrams are used to support and explain the text • The text introduces abstract ideas and encourages deeper understanding
<p>“Chapter 9: Julius Caesar, The Later Years”</p>	<ul style="list-style-type: none"> • 1,082 words • The text includes varying sentence lengths and structures to create a more engaging rhythm • Story explores more complex situations • The text introduces early concepts of Early Roman Civilization
<p>“Chapter 10: Julius Caesar, Crossing the Rubicon”</p>	<ul style="list-style-type: none"> • 553 words • Some illustrations depict sequences of events • Slightly longer passages with plain fonts and moderate spacing • The text includes short paragraphs that encourage independent reading
<p>“Chapter 11: Augustus Caesar and the Roman Empire”</p>	<ul style="list-style-type: none"> • 1,077 words • The text includes short excerpts from primary sources or other references to support learning • Sentences incorporate more complex punctuation, such as commas and quotation marks • Graphics, charts, or diagrams are used to support and explain the text
<p>“Chapter 12: After Caesar: Augustus and the Roman Empire”</p>	<ul style="list-style-type: none"> • 583 words • Illustrations support the text but requires some interpretation • The text covers familiar topics with the introduction of new details and ideas • Vocabulary includes more unit-specific words related to science and history
<p>“Chapter 13: Christianity and the Roman Empire”</p>	<ul style="list-style-type: none"> • 1,412 words • Themes can be implied and explored through various examples throughout the text • The text includes varying sentence lengths and structures to create a more engaging rhythm • The text is longer with more detailed sentence structures

<p>“Chapter 14: The Road to Damascus”</p>	<ul style="list-style-type: none"> • 624 words • The text introduces characters or concepts that require more in-depth understanding • The text includes both familiar and new vocabulary, with some words requiring context clues • Story involves moral lessons or themes that require deeper thinking and discussion
<p>“Chapter 15: From Augustus to Constantine”</p>	<ul style="list-style-type: none"> • 518 words • The text introduces basic comparisons or contrasts to deepen understanding • Illustrations are less frequent but more detailed, sometimes requiring interpretation • Photographs and maps are used to support and explain the text
<p>“Chapter 16: The Second Rome: From Constantine to Justinian”</p>	<ul style="list-style-type: none"> • 682 words • The text often requires students to draw inferences from context • The text includes short excerpts from primary sources or other references to support learning • Story explores more complex situations
<p>“Chapter 17: Monarchy vs. Republic”</p>	<ul style="list-style-type: none"> • 598 words • Graphics, charts, or diagrams are used to support and explain the text • The text introduces basic comparisons or contrasts to deepen understanding • The text often requires students to draw inferences from context

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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	p. 144, p. 152, p. 236, p. 239, p. 241, p.254, p.257
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) demonstrate 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	p. 34, p. 57, p. 110, p. 134, p. 144, p. 145, p. 163
TEKS 3.2.A.vii	identifying and reading high-frequency words from a research-based list	

(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	p. 8, p. 30, p. 110, p. 134, p. 186, p. 202, p. 206, p. 227, p. 236, p. 252, p. 296, p. 301, p. 302
TEKS 3.2.B.ii	spelling homophones	
TEKS 3.2.B.iii	spelling compound words, contractions, and abbreviations	p. 8, 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	p. 86, p. 105, p. 106

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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	p. 86, p. 105
TEKS 3.2.C	alphabetize a series of words to the third letter	p. 86, p. 105
TEKS 3.2.D	write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	p. 4, p. 8, p. 13, p. 14, p. 34, p. 49, p. 56, p. 60, p. 83, p. 86, p. 90, p. 91, p. 105, p. 106, p. 110, p. 131, p. 144, p. 160, p. 166, p. 182, p. 186, p. 189, p. 193, p. 200, p. 202, p. 236, p. 241, p. 250, p. 252, p. 253, p. 254, p. 258, p. 264, p. 266, p. 270, p. 272, p. 284, p. 291, p. 296, p. 300, p. 301
(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	p. 110, p. 116, p. 122, p. 123
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	p. 144, p. 145, p. 163, p. 296, p. 301
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	p. 8, p. 13, p. 14, p. 34, p. 49, p. 51, p. 60, p. 72, p. 74, p. 86, p. 90, p. 92, p. 110, p. 116, p. 118, p. 144, p. 152, p. 154, p. 166, p. 168, p. 170, p. 186, p. 193, p. 195, p. 236, p. 241, p. 243, p. 254, p. 258, p. 259, p. 272, p. 275, p. 276
(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	p. 60, p. 63
TEKS 3.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	p. 110, p. 116
TEKS 3.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structure	p. 236, p. 239, p. 241, p. 254, p. 257, p. 258, p. 272, p. 275, p. 282
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	p. 110, p. 116, p. 254, p. 257
TEKS 3.6.F	make inferences and use evidence to support understanding	p. 206, p. 209, p. 296, p. 298, p. 299

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Unit 4		Correlation—Teacher’s Guide
TEKS 3.6.G	evaluate details read to determine key ideas	p. 8, p. 13, p. 14, p. 34, p. 38, p. 49, p. 60, p. 63, p. 72, p. 86, p. 89, p. 99, p. 110, p. 116, p. 144, p. 147, p. 152, p. 166, p. 168, p. 186, p. 189, p. 193, p. 206, p. 209, p. 219, p. 236, p. 239, p. 241, p. 254, p. 258, p. 265, p. 296, p. 299
TEKS 3.6.H	synthesize information to create new understanding	p. 60, p. 72, p. 144, p. 147, p. 166, p. 176, p. 254, p. 265, p. 272, p. 284
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	p. 34, p. 49, p. 56, p. 60, p. 83, p. 254, p. 255, p. 258
TEKS 3.7.C	use text evidence to support an appropriate response	p. 8, p. 21, p. 206, p. 209, p. 219, p. 220, p. 236, p. 241, p. 254, p. 296, p. 298, p. 299
TEKS 3.7.D	retell and paraphrase texts in ways that maintain meaning and logical order	p. 186, p. 193, p. 236, p. 239
TEKS 3.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	p. 8, p. 13, p. 34, p. 38, p. 86, p. 90, p. 99, p. 236, p. 241, p. 254, p. 265
TEKS 3.7.F	respond using newly acquired vocabulary as appropriate	p. 8, p. 11, p. 144, p. 147, p. 236, p. 241, p. 254, p. 258
TEKS 3.7.G	discuss specific ideas in the text that are important to the meaning	p. 86, p. 90, p. 236, p. 239, p. 241, p. 254, p. 258
(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	p. 110, p. 125
TEKS 3.8.C	analyze plot elements, including the sequence of events, the conflict, and the resolution	p. 272, p. 275
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	p. 34, p. 49, p. 50, p. 110, p. 125, p. 126
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	

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(D) recognize characteristics and structures of informational text, including:		
TEKS 3.9.D.i	the central idea with supporting evidence	p. 110, p. 116, p. 120
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	
(E) recognize characteristics and structures of argumentative text by:		
TEKS 3.9.E.i	identifying the claim	p. 272, p. 284
TEKS 3.9.E.ii	distinguishing facts from opinion	p. 110, p. 131
TEKS 3.9.E.iii	identifying the intended audience or reader	p. 110, p. 131
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	p. 296, p. 299
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	p. 60, p. 63, p. 65
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	p. 8, p. 13, p. 34, p. 38
(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 to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	p. 236, p. 251

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 3

Unit 4	Correlation—Teacher’s Guide	
(D) edit drafts using standard English conventions, including:		
TEKS 3.11.D	edit drafts using standard English conventions	
TEKS 3.11.D.i	complete simple and compound sentences with subject-verb agreement	p. 60, p. 83, p. 206, p. 224
TEKS 3.11.D.ii	past, present, and future verb tense	p. 166, p. 184, p. 272, p. 292, p. 296, p. 301
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	p. 206, p. 224
TEKS 3.11.D.x	punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series	p. 206, p. 224
TEKS 3.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	p. 206, p. 224
TEKS 3.11.E	publish written work for appropriate audiences	p. 254, p. 270
(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 information about 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	p. 60, p. 83, p. 110, p. 131, p. 144, p. 160, p. 166, p. 182, p. 186, p. 189, p. 200, p. 254, p. 270, p. 272, p. 284, p. 296, p. 298, p. 300
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	
TEKS 3.13.C	identify and gather relevant information from a variety of sources	p. 34, p. 49, p. 110, p. 131, p. 166, p. 182, p. 186, p. 200
TEKS 3.13.D	identify primary and secondary sources	
TEKS 3.13.E	demonstrate understanding of information gathered	p. 296, p. 300

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 3**Unit 4****Correlation—Teacher's Guide**

Unit 4		Correlation—Teacher's Guide
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	p. 166, p. 182, p. 186, p. 200, p. 296, 300

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	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	p. 81, p. 161
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)	p. 201, p. 218
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	p. 14
ELPS 1.F	use accessible language and learn new and essential language in the process	
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	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	p. 21

(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	p. 50

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	p. 56, p. 201, p. 218
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	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	p. 92, p. 153, p. 170, p. 199, p. 248, p. 260
<p>(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:</p>		
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	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	p. 14, p. 130
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	p. 39, p. 50, p. 240
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	p. 19, p. 124, p. 193
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	p. 124
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	
<p>(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:</p>		
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	p. 292
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	p. 130, p. 148, p. 258
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	p. 251, p. 270, p. 291
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	p. 30, p. 31, p. 63, p. 153, p. 189, p. 201, p. 218

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 3

Unit 4		Correlation—Teacher's Guide
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
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	p. 19, p. 83, p. 92, p. 124, p. 148, p. 153, p. 170, p. 199, p. 264, p. 291
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	p. 19, p. 81, p. 83, p. 132
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	p. 19
<p>(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:</p>		
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	
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	p. 83, p. 84, p. 184
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	p. 57, p. 83, p. 90, p. 132, p. 159, p. 161, p. 183, p. 270

ISBN 979-8-89072-677-3

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Printed in the USA



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