

The Ancient Roman Civilization

Tell It Again!™ Read-Aloud Anthology

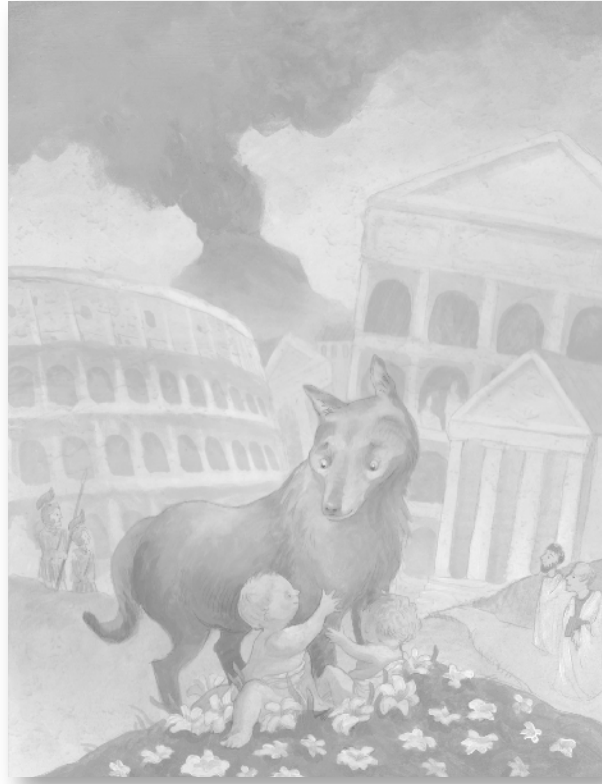
Core Knowledge Language Arts® • Listening & Learning™ Strand



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GRADE 3





The Ancient Roman Civilization

Tell It Again!™ Read-Aloud Anthology

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GRADE 3

Core Knowledge Language Arts®



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Alignment Chart for The Ancient Roman Civilization

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for The Ancient Roman Civilization

	Lesson												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Core Content Objectives													
Explain why ancient Rome was considered a civilization	✓	✓	✓	✓		✓		✓	✓			✓	✓
Identify and locate on a map the following areas: Atlantic Ocean, Mediterranean Sea, Black Sea, Aegean Sea, Europe, the Alps, Italy, Rome, Sicily, Pompeii, Mount Vesuvius, Tiber River, Greece, France (Gaul), Spain, England, Germany, North Africa, Tunisia (Carthage), Egypt, Asia Minor, Turkey, and/or Istanbul (Constantinople)	✓	✓			✓			✓	✓		✓	✓	
Locate the Bosphorous Strait and the Strait of Gibraltar, and explain the purpose of these waterways	✓												
Locate Rome on a map and identify it as the capital of present-day Italy and the approximate area where the ancient Roman civilization began	✓	✓	✓										
Identify the country of Italy as a peninsula	✓												
Define the terms <i>BC/BCE</i> and <i>AD/CE</i>	✓	✓						✓					
Describe how the work of archaeologists has helped us gain information about the ancient Roman civilization	✓												✓
Identify some of the contributions of the ancient Roman civilization, and describe how they have influenced the present	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
Identify the eruption of Mount Vesuvius as the cause of the destruction of the city of Pompeii	✓												
Retell the legend of Romulus and Remus, and explain that this legend is believed to tell the story of the foundation of Rome		✓	✓										
Explain the importance of the Tiber River to the ancient Romans		✓											
Explain that most ancient Romans worshipped many gods and goddesses		✓	✓										
Identify Roman myths as a type of fiction			✓										
Describe the religion and mythology of ancient Rome as similar to that of ancient Greece			✓										
Compare and contrast the three categories of people in ancient Rome: patricians, plebeians, and slaves				✓		✓	✓						

**Alignment Chart for
The Ancient Roman Civilization**

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13
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				✓									
Describe the importance of forums in Roman society and government				✓									
Explain that women did not have as many rights as men in Roman society							✓						
Explain the significance of the Punic Wars between ancient Rome and Carthage					✓								
Describe the role of Hannibal in the Punic Wars					✓								
Describe the everyday life of the ancient Romans						✓	✓						
Describe the life and contributions of Julius Caesar								✓	✓	✓			
Describe the role of Cleopatra of Egypt in the ancient Roman civilization									✓	✓			
Describe the many structures the ancient Romans built, including roads, bridges, aqueducts, and amphitheaters						✓							✓
Describe the life and contributions of Augustus Caesar as first emperor of Rome										✓			
Explain the significance of the <i>Pax Romana</i> and how it affected the life of Romans										✓			
Explain that Rome had favorable and unfavorable emperors, and give a few examples											✓	✓	✓
Identify a few factors that led to the decline of the Roman Empire											✓	✓	✓
Describe the development of Christianity during the Roman Empire, including the persecution of Christians												✓	
Explain why the Roman Empire split into two parts: the Western and the Eastern empires												✓	
Describe the rise of the Byzantine Empire												✓	
Identify Constantine the Great as the first Roman emperor to make laws to end the persecution of Christians, and describe his other contributions												✓	
Identify Justinian as a Byzantine emperor, and describe his contributions												✓	
Identify Latin as the language of ancient Rome and the origin of the Romance languages													✓

**Alignment Chart for
The Ancient Roman Civilization**

Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13
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Reading Standards for Literature: Grade 3

Key Ideas and Details

STD RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.																		
CKLA Goal(s)	Recount fiction read-alouds from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text		✓																
STD RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.																		
CKLA Goal(s)	Describe characters in a fiction read-aloud (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events		✓																
	Identify and express mental states and emotions of self and others, including the narrator and/or characters of a fiction read-aloud		✓																

Integration of Knowledge and Ideas

STD RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).																		
CKLA Goal(s)	Describe images, orally or in writing, and how they contribute to what is conveyed by the words in a fiction read-aloud (e.g., create mood, emphasize aspects of a character or setting)		✓																
	Use images (e.g., maps, photographs) accompanying a fiction read-aloud to check and support understanding		✓																

**Alignment Chart for
The Ancient Roman Civilization**

Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13
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Reading Standards for Informational Text: Grade 3

Key Ideas and Details

STD RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.																		
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when, why, how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud																		
	Ask and answer questions, orally or in writing, that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including asking and answering <i>why</i> questions that require recognizing or inferring cause/effect relationships																		
STD RI.3.2	Determine the main idea of a nonfiction/informational read-aloud; recount the key details and explain how they support the main idea.																		
CKLA Goal(s)	Determine the main idea of a nonfiction/informational read-aloud; recount the key details and explain how they support the main idea																		
STD RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.																		
CKLA Goal(s)	With assistance, create and/or interpret timelines and lifelines related to content in a nonfiction/informational read-aloud	✓			✓	✓				✓	✓								
	Sequence four to six pictures or sentences illustrating/describing events from a nonfiction/informational read-aloud	✓			✓	✓				✓	✓								
	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud, using language that pertains to time, sequence, and cause/effect	✓			✓	✓				✓	✓								
	Distinguish nonfiction/informational read-alouds that describe events that happened long ago from those that describe contemporary or current events																		

**Alignment Chart for
The Ancient Roman Civilization**

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13
Craft and Structure														
STD RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.													
CKLA Goal(s)	Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases	✓		✓			✓	✓	✓	✓		✓		
	Determine the meaning of general academic and domain-specific words and phrases in a nonfiction/informational read-aloud relevant to a Grade 3 topic or subject area													
Integration of Knowledge and Ideas														
STD RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).													
CKLA Goal(s)	Describe images, orally or in writing, and how they contribute to what is conveyed by the words in a nonfiction/informational read-aloud (e.g., where, when, why, and how key events occur)	✓		✓	✓		✓	✓						✓
	Use images (e.g., maps, photographs) accompanying a nonfiction/informational read-aloud to check and support understanding													
	Interpret information from diagrams, charts, graphs, and/or graphic organizers													
STD RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.													
CKLA Goal(s)	Compare and contrast the most important points and key details presented in two nonfiction/informational read-alouds on the same topic		✓	✓	✓		✓	✓	✓	✓	✓			✓

**Alignment Chart for
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Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13
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Writing Standards: Grade 3

Text Types and Purposes: Opinion

STD W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.												
STD W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.												
CKLA Goal(s)	Identify and use parts of a paragraph, including a topic sentence, supporting details, and a concluding statement, in an opinion piece									✓	✓	✓	✓
	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons								✓	✓			
STD W.3.1b	Provide reasons that support the opinion.												
CKLA Goal(s)	Provide examples and reasons that support an opinion									✓	✓	✓	✓
STD W.3.1c	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.												
CKLA Goal(s)	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons									✓	✓	✓	✓
STD W.3.1d	Provide a concluding statement or section.												
CKLA Goal(s)	Provide a concluding statement or section for an opinion piece									✓	✓	✓	✓
Production and Distribution of Writing													
STD W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)												
CKLA Goal(s)	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose, i.e., ideas and paragraphs presented clearly and in a logical order												
STD W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including Grade 3 on pages 28 and 29.)												
CKLA Goal(s)	With guidance and support from peers and adults, use the writing process of plan, draft, edit, and publish to develop and strengthen writing									✓	✓	✓	✓

**Alignment Chart for
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Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13
STD W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.													
CKLA Goal(s)	Share writing with others							✓						
	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others												✓	✓
Research to Build and Present Knowledge														
STD W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.													
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds			✓	✓		✓	✓	✓		✓	✓		✓
	Gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	Categorize and organize facts and information within a given domain	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.													
CKLA Goal(s)	Write responses to fiction and nonfiction/informational read-alouds that demonstrate understanding of the text and/or express/support opinion, using examples from a text and distinguishing own point of view from that of the author, narrator, or characters (short time frame)							✓						
	With guidance and support from peers and adults, use the writing process of plan, draft, edit, and publish to develop and strengthen writing (extended time frame)										✓	✓	✓	✓
	Write sentences to represent the main idea and details from a fiction or nonfiction/informational read-aloud (short time frame)								✓					

**Alignment Chart for
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Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13
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Speaking and Listening Standards: Grade

Comprehension and Collaboration

STD SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.												
STD SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.												
CKLA Goal(s)	Carry on and participate in a conversation with an adult or peer for at least six turns, staying on topic, building on others' ideas, and expressing their own ideas clearly						<input checked="" type="checkbox"/>						
	Demonstrate preparedness for a discussion, having read or studied required material, explicitly drawing on preparation and other information known about the topic to explore content under discussion						<input checked="" type="checkbox"/>						
	Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific read-aloud or topic							<input checked="" type="checkbox"/>					
	Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
STD SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).												
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.						<input checked="" type="checkbox"/>						
STD SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.												
CKLA Goal(s)	Interpret information presented, and then ask questions to clarify information or the topic in a fiction or nonfiction/ informational read-aloud						<input checked="" type="checkbox"/>						
STD SL.3.1d	Explain their own ideas and understanding in light of the discussion.												
CKLA Goal(s)	During a discussion, explain ideas and understanding in relation to the topic						<input checked="" type="checkbox"/>						

**Alignment Chart for
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Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13
STD SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.													
CKLA Goal(s)	Ask and answer questions to clarify directions, exercises, and/or classroom routines and/or what a speaker says about a topic to gather additional information or deepen understanding of a topic or issue													
Presentation of Knowledge and Ideas														
STD SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.													
CKLA Goal(s)	Give oral presentations with appropriate facts and relevant descriptive details (using visual displays when appropriate), speaking fluently about personal experiences, topics of interest, and/or stories using appropriate volume and clear enunciation at an understandable pace			✓						✓	✓	✓	✓	✓
	Summarize (orally or in writing) read-aloud content and/or oral information presented by others					✓	✓							
	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud													
STD SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language Standards 1 and 3 on pages 28 and 29 for specific expectations.)													
CKLA Goal(s)	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification													
Language Standards: Grade 3														
Knowledge of Language														
STD L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.													
STD L.3.3a	Choose words and phrases for effect.*													
CKLA Goal(s)	Choose words and phrases for effect*													

**Alignment Chart for
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Lesson


1	2	3	4	5	6	7	8	9	10	11	12	13
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Vocabulary Acquisition and Use														
STD L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.													
STD L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.													
CKLA Goal(s)	Use sentence-level context as a clue to the meaning of a word or phrase													
STD L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).													
CKLA Goal(s)			✓						✓		✓	✓		
STD L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).													
CKLA Goal(s)	✓	✓		✓			✓	✓						
STD L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.													
STD L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context													
CKLA Goal(s)	Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases	✓		✓			✓	✓	✓	✓		✓	✓	✓
	Distinguish literal language from figurative language as used in a fiction or nonfiction/informational read-aloud	✓		✓			✓	✓	✓	✓		✓	✓	✓
STD L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).													
CKLA Goal(s)	Provide and/or use synonyms and antonyms		✓	✓		✓				✓			✓	
	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>)													

**Alignment Chart for
The Ancient Roman Civilization**

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13
STD L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).													
CKLA Goal(s)	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships	✓			✓	✓			✓	✓	✓	✓	✓	✓
Additional CKLA Goals														
CKLA Goal(s)	Listen to and understand a variety of texts, including myths and legends		✓	✓										
	Draw illustrations, diagrams, charts, and/or graphic organizers to represent the main idea and/or details from a fiction or informative/explanatory read-aloud, to depict a vocabulary word, or to enhance a piece of writing						✓							
	Distinguish the following forms of literature: myths and legends		✓	✓										
	Listen to and understand a variety of texts, including historical narratives and informational texts													

 These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

Skills marked with an asterisk () in Language Standards 1–3 are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.



Introduction to The Ancient Roman Civilization

This introduction includes the necessary background information to be used in teaching *The Ancient Roman Civilization* domain. The *Tell It Again! Read-Aloud Anthology for The Ancient Roman Civilization* contains thirteen daily lessons, each of which is composed of two distinct parts—the Read-Aloud and the Extension—so that the lessons may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of seventy minutes.

In addition to these lessons, there are two Pausing Points in this domain: one after Lesson 7, and one after Lesson 13. These Pausing Points are designed to allow four total days for reviewing, reinforcing, or extending the material taught thus far. One day is included for the Domain Assessment. The remaining days may be devoted to review, reassessment as needed, and extension of the writing process. **You should spend no more than twenty days total on this domain.**

Domain Overview

Here is an overview of the schedule for *The Ancient Roman Civilization*. Please see the Unit 4 Teacher Guide for the corresponding Skills schedule

WEEK ONE									
Min	Day 1	#	Day 2	#	Day 3	Day 4	# ⑩	Day 5	⑩
50	Lesson 1: “What Is Rome?”		Lesson 2: “The Legend of Romulus and Remus”		Lesson 3: “Roman Gods and Goddesses”	Lesson 4: “The Roman Republic”		Lesson 5: “The Punic Wars”	
20	Lesson 1B: Extensions		Lesson 2B: Extensions		Lesson 3B: Extensions	Lesson 4B: Extensions		Lesson 5B: Extensions	

WEEK TWO					
Min	Day 6	Day 7	Day 8 ¹⁰	Day 9 ¹⁰	Day 10 #
50	Lesson 6: “Daily Roman Life in the City, Part I”	Lesson 7: “Daily Roman Life in the City, Part II”	Pausing Point 1, Day 1	Pausing Point 1, Day 2	Lesson 8: “Julius Caesar”
20	Lesson 6B: Extensions	Lesson 7B: Extensions			Lesson 8B: Extensions

WEEK THREE					
Min	Day 11	Day 12	Day 13	Day 14	Day 15
50	Lesson 9: “Julius Caesar: The Later Years”	Lesson 10: “Augustus Caesar and the Roman Empire”	Lesson 11: “The Decline of the Roman Empire”	Lesson 12: “The Western and Eastern Empires”	Lesson 13: “Rome’s Lasting Contributions”
20	Lesson 9B: Extensions; Opinion Writing: Plan	Lesson 10B: Extensions; Opinion Writing: Plan/Draft	Lesson 11B: Extensions; Opinion Writing: Draft/Revise	Lesson 12B: Extensions; Opinion Writing: Edit/ Final Copy	Lesson 13B: Extensions; Opinion Writing: Final Copy/ Publish

WEEK FOUR					
Min	Day 16 ¹⁰	Day 17 ¹⁰	Day 18 ¹⁰	Day 19 ¹⁰	Day 20 ¹⁰
50	Pausing Point 2, Day 1	Pausing Point 2, Day 2	Pausing Point 2, Day 3	Domain Assessment	Domain Assessment
20	Opinion Writing: Publish	Opinion Writing: Publish	Opinion Writing: Publish	Remediate/Reassess as needed	Remediate/Reassess as needed
30				Opinion Writing: Publish	Opinion Writing: Publish

¹⁰ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or *Tell It Again! Flip Book** for *The Ancient Roman Civilization*
- *Tell It Again! Image Cards* for *The Ancient Roman Civilization*

*The *Tell It Again! Poster* for *The Ancient Roman Civilization* is located at the back of the *Tell It Again! Flip Book*.

You may wish to have one notebook/binder readily available for each student to be used for note-taking and other writing opportunities, such as “domain dictionaries.”

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Writing Opportunities, Student Choice/Domain-Related Trade Book Extensions, Instructional Masters, and Assessments are also listed in the information below.

Why The Ancient Roman Civilization Is Important

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

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

What Students Have Already Learned in Core Knowledge Language Arts During Grade 1 and Grade 2

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *The Ancient Roman Civilization*. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy:

Early American Civilizations (Grade 1)

- Describe key components of a civilization

Early World Civilizations (Grade 1)

- Explain the importance of rivers in supporting farming in Mesopotamia and ancient Egypt
- Explain why rules and laws are important to the development of a civilization
- Describe how a leader is important to the development of a civilization
- Describe how a civilization evolves and changes over time
- Locate Egypt on a world map or globe, and identify it as a part of Africa

- Describe key components of a civilization
- Explain that much of what we know about ancient Egypt is because of the work of archaeologists
- Identify the cross as a symbol for Christianity

Early Asian Civilizations (Grade 2)

- Describe key components of a civilization
- Explain the importance of the Indus and Ganges Rivers for the development of civilization in ancient times

Greek Myths (Grade 2)

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

The Ancient Greek Civilization (Grade 2)


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

Immigration (Grade 2)

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

Core Vocabulary for The Ancient Roman Civilization

The following list contains all of the core vocabulary words in *The Ancient Roman Civilization* in the forms in which they appear in the text. The vocabulary words used in the Word Work activities are boldfaced. The multiple-meaning vocabulary words that are used as activities in the Pausing Points are marked with a + sign. The inclusion of the words on this list *does not* mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

 **Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

Lesson 1

arches
architectural*
artifacts
culture
empire*
frescoes
ruins*
vibrant

Lesson 2

alternative
bickering
defied
fortress
instinctively
tender

Lesson 3

boisterous
bountiful
elaborate
inhabitants
rituals
worship

Lesson 4

attributes
consuls*
elite
lowly
rivalries*
surplus

Lesson 5

conflict
disciplined
exotic
harassed
peaks

Lesson 6

amphitheater
aqueduct*
favors+
import
ingenious
sauntering

Lesson 7

brutal
chaos
gladiator*
recline
riots
shortage

Lesson 8

alliance
barbarians*
compromise
crude
feud
negotiate
sophisticated

Lesson 9

conqueror*
dictator*
resolve
siege
uncivilized

Lesson 10

illustrious
influence
parched
predecessor
vast

Lesson 11

decline
hordes
invasion
mercenaries
witnessed

Lesson 12

complex
dominant
persecuted
vision+

Lesson 13

engineering
feats
legacy
thrive

*The words or variations of the words marked with an asterisk are included in the Skills Reader and Vocabulary Cards.

Comprehension Questions

In the *Tell It Again! Read-Aloud Anthology for The Ancient Roman Civilization*, there are three types of comprehension questions: literal questions to assess students' recall of the core content; inferential questions to guide students to infer information from the text and think critically; and evaluative questions to guide students to build upon what they have learned from the text to use their creative, analytical, and application skills. Many of these questions are also labeled as writing prompts and are discussed in more detail in the Writing Opportunities section in this introduction.



The last comprehension question in each lesson prompts students to ask, answer, and/or research any remaining questions they may have about the content; this question may also be expanded upon as an “Above and Beyond” research and/or writing activity. Many of these comprehension questions may also serve as meaningful take-home topics to discuss with family members.

It is highly recommended that students answer all comprehension questions in complete sentences—whether orally or in writing—using domain-related vocabulary whenever possible. You may wish to have students collect written responses in a notebook or folder.

Writing Opportunities

In the *Tell It Again! Read-Aloud Anthology for The Ancient Roman Civilization*, the content is reinforced through an opinion writing piece, which students complete independently in Lessons 9–13 and during the Pausing Point and Domain Genre writing sessions using the formal writing process. Refer to the recommended schedule in this introduction for guidance in planning these days.

Everyday writing opportunities are included in the Comprehension Questions and/or Extensions in Lessons 1–13, as well as in both Pausing Points.

In the Comprehension Questions, shorter writing prompts that assess students' literal recall of the core content and provide practice for the short-answer writing section of the Domain Assessment are indicated by this icon: . Longer writing prompts that encourage students to think critically and expand creatively upon the content are indicated by this icon: . Some of these prompts may serve both purposes and may also

be collected in a notebook or folder to provide source information for students to reference when writing their formal writing piece.

For these writing sessions, it is highly recommended that students take 5–10 minutes of Discussing the Read-Aloud time to write a half to a full page in response to one or more of the prompts, during which time you are encouraged to circulate and provide over-the-shoulder conferencing for a group of students each day. During these daily writing sessions, you may also choose to reinforce what students are learning in the Skills strand by having them practice these skills in their writing. The goal of these extended writing sessions is to provide students with daily, “low-stakes” writing practice and to have them receive immediate feedback on the content, featured skill(s), and clarity and depth of their written expression. You may also choose to publish select pieces of students’ writing to reinforce a particular concept or skill. It is highly recommended that students share their writing on a daily basis as time permits.

Student Choice and Domain-Related Trade Book Extensions

In the *Tell It Again! Read-Aloud Anthology for The Ancient Roman Civilization*, Student Choice and Domain-Related Trade Book activities are suggested in both Pausing Points. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

The Ancient Roman Civilization Image Cards

There are thirty-four Image Cards in the *The Ancient Roman Civilization* domain. These Image Cards include images of Roman leaders, legends, locations, and lasting contributions. The Image Cards will be used in recurring Timeline and Civilization Chart activities. In the *Tell It Again! Read-Aloud Anthology for The Ancient Roman Civilization*, Image Cards are referenced in both Pausing Points and in Lessons 1–6, 8–10, 12, and 13.

The Ancient Roman Civilization Poster

There is one poster for the *The Ancient Roman Civilization*. The poster is a map of the Mediterranean region and includes ancient and modern terms. Geography is discussed in relation to the areas the ancient Roman civilization encompassed throughout history. References to this poster are made in both Pausing Points and in Lessons 1–3, 5, 8–9, and 11–12.

The *Tell It Again! Poster for The Ancient Roman Civilization* is located at the back of the *Tell It Again! Flip Book*.

Instructional Masters and Family Take-Home Letters

Blackline Instructional Masters and Family Take-Home Letters are included at the back of the *Tell It Again! Read-Aloud Anthology for The Ancient Roman Civilization*. Instructional Masters are referenced in the Domain Assessment, in both Pausing Points, and in Lessons 1B–5B, and 7B–13B. The Family Letters are referenced in Lessons 1B and 8B.

Above and Beyond Opportunities

In the *Tell It Again! Read-Aloud Anthology for The Ancient Roman Civilization*, there are numerous opportunities in the lessons and the Pausing Points to challenge students who are ready to attempt activities that are above grade-level. These activities are identified with this icon: ↗.

These opportunities may be found in the following: Comprehension Questions, Extensions, Pausing Point activities, research activities, and writing exercises.

You may also wish to assign some of these and other exercises as homework for students who are ready for a challenge outside of the classroom. Many of the comprehension questions also serve as meaningful take-home topics to discuss with family members.

Additionally, you may choose to coordinate with your school's science and/or social studies teacher(s) to further reinforce the content covered in this language arts block.

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for The Ancient Roman Civilization*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observation opportunities to more formal written assessments and are indicated by this icon: ⑩. There is also a cumulative Domain Assessment. Instructional Masters DA-1, DA-2, and DA-3 are used for this purpose. The correct answers and corresponding statements have been provided on the back of the Answer Key for Part II of the Domain Assessment. You may wish to make a copy of the Answer Key to send

home to family members. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each assessment into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Recommended Resources for The Ancient Roman Civilization

Trade Book List

It is highly recommended that students spend a minimum of twenty minutes each night reading independently or aloud to family members, or listening as family members read to them. You may suggest that they choose titles from this trade book list. These titles may also be put into the classroom book tub for various reading levels.

1. *Ancient Roman Clothes (Ancient Communities: Roman Life)*, by Paul Harrison (The Rosen Publishing Group, 2010) ISBN 9781615323081
2. *Ancient Rome (A Kaleidoscope Kids Book)*, by Avery Hart and Sandra Gallagher (Williamson Publishing Co., 2002) ISBN 1885593600
3. *Ancient Rome (Back to Basics)*, by Loredana Agosta and Anna McRae (McRae Books, 2008) ISBN 9788860980540
4. *Ancient Rome (DK Eye Wonder)*, by Lorrie Mack (DK Publishing, 2009) ISBN 9780756652234
5. *Ancient Rome (Pearson Learning)*, by E. D. Hirsch (Pearson Education Inc., 2002) ISBN 0769050980
6. *Ancient Rome and Pompeii*, by Mary Pope Osborne and Natalie Pope Boyce (Scholastic Inc., 2006) ISBN 9780439895002
7. *Art and Religion in Ancient Rome*, by Daniel C. Gedacht (The Rosen Publishing Group, Inc. 2004) ISBN 0823989445
8. *Classical Kids: An Activity Guide to Life in Ancient Greece and Rome*, by Laurie Carlson (Chicago Review Press, 1998) ISBN 9781556522901
9. *Cleopatra*, by Diane Stanley and Peter Vennema (HarperCollins Publishers, 1994) ISBN 9780688154806
10. *Conquest! Can You Build a Roman City? (Step Into History)*, by Julia Bruce (Enslow Elementary, 2009) ISBN 9780766034785
11. *Explore Ancient Rome!*, by Carmella Van Vleet (Nomad Press, 2008) ISBN 9780979226847

12. *Fifty Famous Stories Retold*, by James Baldwin (ReadaClassic.com, 2010) ISBN 9781611043365
13. *Food and Cooking in Ancient Rome (Cooking in World Cultures)*, by Clive Gifford (The Rosen Publishing Group, 2010) ISBN 9781615323630
14. *G is for Gladiator: An Ancient Rome Alphabet*, by Debbie and Michael Shoulders (Sleeping Bear Press, 2010) ISBN 9781585364572
15. *Inside Ancient Rome*, by L. L. Owens (Perfection Learning Corporation, 2002) ISBN 0789156210
16. *Julius Caesar: The Boy Who Conquered an Empire*, by Ellen Galford (National Geographic, 2007) ISBN 9781426300646
17. *Kids in Ancient Rome*, by Lisa A. Wroble (The Rosen Publishing Group, 1999) ISBN 0823952533
18. *Life and Times in Ancient Rome: Baths, Banquets, and Businesses in Imperial Rome*, by Conrad Mason and Jonathan Stroud (Kingfisher, 2007) ISBN 9780753461518
19. *Life in Ancient Rome*, by Shilpa Mehta-Jones (Crabtree Publishing Company, 2005) ISBN 9780778720645
20. *Pompeii: Lost & Found*, by Mary Pope Osborne (Alfred A. Knopf, 2006) ISBN 0375828893
21. *Pompeii: One Roman City, One House... More Than 2000 Years of Change (Through Time)*, by Richard Platt and Manuela Cappon (Kingfisher, 2007) ISBN 9780753460443
22. *Pompeii. . . Buried Alive!*, by Edith Kunhardt and Michael Eagle (Random House, 1987) ISBN 0394888669
23. *Roman Amphitheaters*, by Don Nardo (Franklin Watts, 2002) ISBN 0531120368
24. *Romans (Children in History)*, by Fiona Macdonald (Sea-to-Sea Publications, 2011) ISBN 9781597712712
25. *Romans (Hands-On History)*, by Fiona Macdonald (QEB Publishing, 2007) ISBN 9781595663535
26. *Romans: How They Made Things Work!*, by Richard Platt (Sea-to-Sea Publications, 2011) ISBN 9781597712903
27. *Rome (Ancient Civilizations)*, by Greg Banks (National Geographic Society, 2007) ISBN 9781426351631

28. *Rome (Civilizations Past to Present)*, by Kevin Supples (National Geographic Society, 2005) ISBN 0792286812
29. *Rome (Stories from Ancient Civilizations)*, by Shahrukh Husain (Smart Apple Media, 2005) ISBN 1583406204
30. *Romulus and Remus (Ready-To-Read)*, by Anne Rockwell (Ready-to-Read Aladdin Paperbacks, 1997) ISBN 9780689812903
31. *Romulus and Remus*, by Melissa Fitzgerald (Teacher Created Materials, Inc., 2010) ISBN 9781433311529
32. *Saint Valentine*, retold by Robert Sabuda (Aladdin Paperbacks, 1999) ISBN 9780689824296
33. *The Best Book of Ancient Rome*, by Deborah Murrell (Kingfisher, 2004) ISBN 0753457563
34. *The Gods of Rome (Dei Romae)*, by Margaret Scollan (Trafford Publishing, 2009) ISBN 9781426918711
35. *The Life of Julius Caesar*, by Dr. Nicholas Saunders (School Specialty Publishing, 2006) ISBN 0769646972
36. *The Planet Gods: Myths & Facts About the Solar System*, by Jacqueline Mitton (National Geographic, 2008) ISBN 9781426304484
37. *Vacation Under the Volcano*, by Mary Pope Osborne (Random House, Inc., 1998) ISBN 9780679890508
38. *Who in the World was The Acrobatic Empress?*, by Robin Phillips (Peace Hill Press, 2006) ISBN 9780972860390
39. *Why Why Why Did Romans Race to the Circus?*, (Mason Crest Publishers, 2009) ISBN 9781422215777

Websites

1. **Birmingham Museum and Art Gallery for Kids: Ancient Rome**
<http://www.schoolsliaison.org.uk/kids/preload.htm>
2. **Construct an Aqueduct**
<http://www.pbs.org/wgbh/nova/lostempires/roman/aqueductjava.html>
3. **Historical Pairs: Ancient Rome (Game)**
<http://www.schoolhistory.co.uk/quizzes/pairs/ancientrome.htm>
4. **Information on Ancient Rome**
<http://www.bbc.co.uk/schools/primaryhistory/romans/technology>
5. **Information on Mount Vesuvius**
<http://www.harcourtschool.com/activity/pompeii/pmpVesu.html>
6. **Interactive Map of the Roman Empire at Its Height**
http://www.eduplace.com/kids/socsci/ca/books/bkf3/imaps/AC_13_427_romheight/AC_13_427_romheight.html
7. **Resources for History: Interactive Map of the Roman Empire**
<http://resourcesforhistory.com/map.htm>
8. **Virtual Roman Colosseum**
<http://dsc.discovery.com/games/colosseum/tour.html>



What Is Rome?

1

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain why ancient Rome was considered a civilization
- ✓ Identify and locate on a map the following areas: Atlantic Ocean, Mediterranean Sea, Black Sea, Aegean Sea, Europe, Italy, Rome, Pompeii, Mount Vesuvius, Greece, France, Spain, England, Africa, Asia, and Turkey
- ✓ Locate the Bosphorous Strait and the Strait of Gibraltar, and explain the purpose of these waterways
- ✓ Identify Rome as the capital of present-day Italy and the approximate area where the ancient Roman civilization began
- ✓ Identify the country of Italy as a peninsula
- ✓ Define the terms *BC/BCE* and *AD/CE*
- ✓ Describe how the work of archaeologists has helped us gain information about the ancient Roman civilization
- ✓ Identify some of the contributions of the ancient Roman civilization, and describe how they have influenced the present
- ✓ Identify the eruption of Mount Vesuvius as the cause of the destruction of the Roman city of Pompeii

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With assistance, create and interpret a timeline to capture the chronology of events during the time of the ancient Roman civilization relative to the ancient civilizations of Egypt and Greece (RI.3.3)

- ✓ Sequence images representing events from the ancient Roman civilization relative to the ancient civilizations of Egypt and Greece (RI.3.3)
- ✓ Describe the temporal relationship among the ancient civilizations of Egypt, Greece, Rome, and the present day, using the terms *BC/BCE* and *AD/CE* (RI.3.3)
- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as “Rome wasn’t built in a day” and “all roads lead to Rome” (RI.3.4) (L.3.5a)
- ✓ Describe an image of a network of roads and how it contributes to what is conveyed by the words in “What Is Rome?” (RI.3.7)
- ✓ Gather information from “What Is Rome?” to create and interpret a class timeline (W.3.8)
- ✓ Categorize and organize facts and information presented in “What Is Rome?” to create and interpret a class timeline (W.3.8)
- ✓ Use a known root word as a clue to the meaning of an unknown word with the same root, such as *architecture* and *architectural* (L.3.4c)
- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *before*, *after*, *first*, *next*, and *then* (L.3.6)

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

arches, n. Curved structures made of stone, brick, or wooden wedges that are constructed over an opening and act as a support for walls or other weights above the opening

Example: Over the years, long strands of ivy had grown up along the stone arches of the bridge.

Variation(s): arch

architectural, *adj.* Related to the art of designing buildings and other structures; describes the style in which buildings and other structures are designed

Example: We see the classical architectural styles of the ancient Greek and Roman in many buildings today, such as Greek columns and Roman arches and amphitheaters.

Variation(s): none

artifacts, *n.* Man-made objects, such as tools or ornamental decorations, that show how a group of people lived and developed their way of life

Example: The archaeologists discovered many artifacts used by Native Americans to hunt and gather food.

Variation(s): artifact

culture, *n.* The characteristics that make up a group of people; a way of life

Example: Respecting and appreciating nature is an important part of Native American culture.

Variation(s): cultures

empire, *n.* A group of countries or regions ruled by one ruler or one government; a large area usually controlled by one emperor

Example: The colonies in America were part of the British empire, and they later gained independence.

Variation(s): empires

frescoes, *n.* Colorful pictures made by painting on wet plaster on a wall or ceiling

Example: Juan and Celia admired Michelangelo's beautiful frescoes painted on the ceiling of the Sistine Chapel in the city of Rome.

Variation(s): fresco

ruins, *n.* The remains of a structure or an old civilization; a destroyed town, city, or building


Example: The ruins of ancient Greece are still studied today to understand the history of the Greek civilization.

Variation(s): none

vibrant, *adj.* Full of life and energy

Example: The Greek city of Athens has always been a vibrant city because of the lively and active population that lives in that busy area.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction		
	Essential Background Information or Terms		
	Where Are We?	Poster 1 (The Mediterranean Region); world map or globe	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	What Is Rome?	Image Cards 1 and 2; Poster 1	20
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Poster 1 [This exercise requires advance preparation.]	15
	Word Work: Ruins		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Rome Wasn't Built In a Day; All Roads Lead to Rome		20
	Ancient Civilizations Timeline	Poster 1; Image Cards 2–5 [This exercise requires advance preparation.]	
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-1 and 1B-2	



What Is Rome?

1
A

Introducing the Read-Aloud

10 minutes

Domain Introduction

Ask students, “Who can tell me what a civilization is?” If students have trouble remembering, explain that a civilization is a group of people living together in a well-organized way. People in civilizations build cities, have writing systems, have leaders and laws, practice religions, grow their own food by farming, and have different people doing different jobs. Tell students that groups of people around the world—in ancient times and modern times—have done these things. Ask students if they remember any ancient civilizations they have learned about, and share some examples from below as necessary.

Note: Students who have participated in the Core Knowledge Language Arts program will be familiar with the concept of a civilization. These students may also be familiar with the ancient civilizations of the Mesopotamians, the Egyptians, the Maya, the Aztec, the Inca, the Chinese, the Indian (on the subcontinent of India), and the Greek.

Ask students, “How have we gained information about these ancient civilizations?” Tell students that they will be hearing about scientists called archaeologists who have found clues to help us better understand these ancient civilizations. Tell students that over the next few weeks they are going to be learning about the ancient Roman civilization, a civilization that is still remembered today.

Explain that many of the ancient Romans’ accomplishments have remained with us. Ask students if they have ever used a calendar. Inform students that the calendar we use today is very similar to one created by a very important ancient Roman leader. (Tell students they will hear more about this leader later.) Ask students if they have ever been to or seen a picture of the White House or the Lincoln Memorial in Washington, D.C. Explain to students that the style of the building, or its architecture, was influenced by ancient Romans and ancient Greeks and their buildings. Ask students if they have ever played the game hopscotch. Tell students that it is similar to a game Roman children used to play. Inform students

that over the next few weeks they will be learning a lot about the significant contributions ancient Romans gave to the world.

Essential Background Information or Terms

Explain to students that as they listen to the read-alouds, they will be hearing some terms to refer to the time when the ancient Roman civilization began: *BC* or *BCE*.

Inform students that *BC* stands for “Before Christ” and *BCE* stands for “Before the Common or Christian Era.” Explain to students that *BC* and *BCE* are two terms used to reference events that came before the birth of Jesus Christ, a teacher who lived a little more than two thousand years ago and who had many followers, later called Christians. The teachings of Jesus Christ became the basis of the Christian religion. Emphasize that the term *BC* therefore comes from the Christian religion but is used by many people today. Tell students that they will hear more about Jesus and Christianity later in the domain.

Tell students that of the ancient civilizations they may remember from previous grades, the ancient Mesopotamian, Egyptian, Asian, and Greek civilizations also began during the *BC/BCE* time period.

Tell students that today we live in the period known as *AD* or *CE*. *AD* stands for *Anno Domini*, which, like *BC*, has a basis in the Christian religion. *AD* means “in the year of the Lord” and describes the time after Jesus Christ was born. *CE* stands for Common or Christian Era and is also used to describe this time. Explain to students that the events they are going to hear about in this domain occurred in both the *BC/BCE* and *AD/CE* time periods. Tell students they will hear more about these terms throughout the domain.

Where Are We?

Show students Poster 1 (The Mediterranean Region). Tell students that long, long ago a large group of people lived together in this area in a well-organized way as a civilization. You may wish to hang this poster in your classroom for quick reference throughout the instruction of this domain.

Tell students that the ancient Roman civilization developed in an area of the world across the Atlantic Ocean on the continent of Europe. Using a world map or globe, have a volunteer point to where your class lives in the United States and then point to the continent of Europe. Have a volunteer locate the present-day country of Italy on Poster 1. (You may

wish to hint that it's a country shaped like a boot.) Have a volunteer locate the Mediterranean Sea. Ask students, "Who can tell me what other civilization was located near the Mediterranean Sea?" Remind students that the ancient Greek civilization spread into some places along the coast of the Mediterranean Sea. Have a volunteer point to present-day Greece on the poster.

Ask students, "Which continents are separated by the Mediterranean Sea?" (Africa and Europe) Point to the Strait of Gibraltar near Spain and the Bosphorus Strait in Turkey on the poster. Explain that a strait is a narrow passage of water that connects two larger bodies of water. Ask students, "Looking at the map, what two larger bodies of water does the Strait of Gibraltar connect?" (the Mediterranean Sea and the Atlantic Ocean) Ask students, "What two larger bodies of water does the Bosphorus Strait connect?" (the Black Sea and Mediterranean Sea/Aegean Sea) Why do you think straits are important? (They are waterways between larger bodies of water for ships to travel along for trade, exploration, etc.) Tell students that they will learn more about the geography that the ancient Roman civilization encompassed.

Purpose for Listening

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.

Note: Students will see a number of photographic images in this domain. Be sure to explain that cameras did not exist during the time of the ancient Roman civilization and that the photographs presented in this domain represent things that either existed long ago or that are similar to the things that would have existed then.



What Is Rome?

← Show image 1A-1: 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.¹

1 If something is vibrant, it is lively and bright.

2 [Point to the Colosseum in the image.]

3 Repeat the word after me:
Colosseum.

Here is something that thousands of people travel to Rome to see every year.² Does anyone know what this is? It's called the Colosseum.³ 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!



← Show image 1A-2: Roman architecture

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

4 Architecture is the design or style of a building. [Point to the arches in the image as you read the following section.]

But as you can see from the beauty of Roman architecture in this photograph, the ancient Romans were also incredibly creative people.⁴ 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.



← **Show image 1A-3: Map of Roman Empire**⁵

5 What do you see in this image?
[Guide students to recognize the continents of Europe, Asia, and Africa, as well as the Atlantic Ocean, Mediterranean Sea, and other locations they may know.]

6 or large area of land controlled by one person or government

7 You will hear about this common saying later.

8 What do you think *architectural* means? (related to architecture, the design or style of a building)

9 [Point back to image 1A-2.] Ruins are the remains of a structure, such as broken-down buildings, roads, or bridges.



← **Show image 1A-4: Mediterranean coast and Italian vineyards**

10 [Point to the vineyard.] Who can name another civilization that highly valued the olive for its many uses? (the ancient Greeks)

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**.⁶ 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.⁷

As their empire spread, the Romans also spread their **culture**, or way of life, including their laws, art, **architectural** influences, language, and knowledge.⁸ Although most ancient Roman buildings are now **ruins** or are completely gone, Roman culture changed the world in ways we continue to experience today.⁹

Before we go further into ancient Roman history, let’s travel outside the city of Rome into the surrounding countryside. Italy is surrounded on nearly all sides by the famous, sparkling blue waters of the Mediterranean Sea. The city of Rome is situated near the Mediterranean coast. Far outside the city limits of Rome, and away from the coast, the lush Italian countryside is home to rolling wheat fields, groves of olive trees, and vineyards where grapes are grown to make vinegar and wine.¹⁰ Like many lands close to the Mediterranean, the climate in Rome is fairly warm and sunny most of the year. Add it all together—the blue waters, the beautiful city, the fertile countryside—and you can see that Italy is really a pretty nice place to call home.



← **Show image 1A-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!¹¹ 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.

11 The walkway in this photograph was built many years later. Remember, there were no cameras during the time of this ancient civilization.



← **Show image 1A-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, 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.



← **Show image 1A-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.

12 What do you think “a door to the past” means? Are we talking about a literal door? [Point to the pottery and other artifacts in the image as you read the next section.]

An artifact is like a “door to the past.”¹² 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.



← **Show image 1A-8: Roman mosaic**

This photograph provides an example of one of those puzzle pieces—an early Roman mosaic. A mosaic is a piece of art made of hundreds and sometimes thousands of colorful little stones carefully arranged to create a design. Sometimes a mosaic also includes small glass or baked clay pieces called ceramics. Wealthy Romans could afford to have mosaics in their homes to decorate their walls and floors. Artifacts such as mosaics teach us many things about ancient people. Looking at this mosaic, you can see that the ancient Romans were very artistic and creative. You can also see what a Roman from that time actually looked like!

The amazing thing about the artifacts of the Roman Empire is that a lot of them have not actually been discovered in the city of Rome. In fact, many artifacts have not been discovered in present-day Italy at all! This mosaic was created by Romans, but was found in the present-day nation of Turkey, which straddles Europe and Asia.¹³ It was found hundreds of miles from Rome, but it was still a Roman mosaic. How is that possible?

Well, as you have heard, the city of Rome is the current capital of Italy, but during the height of the Roman Empire about two thousand years ago, it was the capital of a very large portion of the world. The Romans had powerful armies and, over the course of hundreds of years, they set out to conquer and rule every bit of land they could

13 [Have a volunteer point to present-day Turkey on Poster 1.]

14 From this context, what do you think *conquer* means? (to take over) [Point to the areas mentioned in the next sentence on Poster 1.]



← **Show image 1A-9: Ancient Roman road today**

find.¹⁴ The Roman Empire extended from present-day Italy in every direction: north through present-day France all the way to Britain, south to North Africa, west to Spain, and east across Asia through the present-day country of Turkey all the way to the Middle East.

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 that 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.”¹⁵

15 You will hear more about this saying later. [Show Image Card 1 (Roman Road Network).] Why do you think the word *network* is used to describe road systems and body systems? (They are both organized, interconnected systems.)



← **Show image 1A-10: Pompeii frescoes**

Romans were also known for the **frescoes** they created, colorful pictures made by painting wet plaster on a wall or ceiling. This faded fresco was uncovered in the city of Pompeii in Italy many, many years after the city had been destroyed.¹⁶

In AD 79, Mount Vesuvius suddenly erupted, spewing forth fire, poisonous gases, and giant clouds of ash that fell on the nearby city of Pompeii, burying everything in the volcano’s wake. For more than 1,500 years, the town remained hidden, until in the late 1500s some men found a few ruins of marble and frescoes like this one while digging a canal. As more and more ruins have been unearthed, archaeologists have been able to piece together the story of this lost town and its people.

Archaeologists suspect there are still many ruins and artifacts waiting to be discovered in Pompeii and across all of the surrounding areas where the Romans once ruled and lived. You will continue to learn about the ancient Romans and how their culture, inventions, and many contributions are still a part of our lives today.




16 [Point to Pompeii on Poster 1.] Does anyone know what famous event caused the destruction of Pompeii? [Pause for a few students to answer. Then, show Image Card 2 (Mount Vesuvius over Pompeii Ruins) as you continue reading.]


Comprehension Questions

15 minutes


If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.

1. *Inferential* In what present-day country is the vibrant city of Rome located? (Italy) [Have a volunteer point to Rome, Italy, on the poster.] Italy is called a peninsula. What does that mean? (It is an area of land surrounded on three sides by water.) What body of water surrounds Italy? (the Mediterranean Sea) [Have a volunteer point to the Mediterranean Sea on the poster.]
2. *Literal* On which continent is Rome, Italy, located? (Europe) [Have a volunteer circle with their finger the continent of Europe on the poster.] Which ocean separates the continent of Europe from the United States? (the Atlantic Ocean). [Have a volunteer point to the Atlantic Ocean on the poster.]
3. *Inferential* You heard that one group that settled on the peninsula of Italy before the Roman civilization began was known as the Etruscans. What was another group? (the Greeks) At the time, why did people consider it safer to build a city surrounded by walls on a hill? (It was easier to defend from invaders and people wanting to conquer the land around them.)

4.  *Inferential* You heard the terms *BC* and *BCE* used to describe the time when the ancient Roman civilization began. What do these terms mean? (They mean “Before Christ” or “Before the Common/Christian Era” and describe the time before the birth of Jesus Christ, a teacher upon whose life Christianity is based.) What do the terms *AD* or *CE* mean? (*Anno Domini*—“in the year of our Lord”—or Christian/Common Era describe the time period after the birth of Jesus Christ and the time in which we live today.)
5.  *Evaluative* [Show Image Card 1 (Roman Road Network).] Describe what you see here. (a network of road in ancient Rome) 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 substance) Why was this such 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.)
6. *Inferential* What is an artifact? (An artifact is an object that was created in the past by a person.) List some examples of artifacts that you saw and heard about in the read-aloud. (mosaics, tools, weapons, jewelry, artwork, pottery, ruins, old network of roads, household items such as dishes or pots, etc.) Were all artifacts from the Roman Empire found in Italy? (no) Why not? (The Roman Empire controlled a large area at its height.)
7.  *Inferential* What do you call a person who uncovers these artifacts and studies past human civilizations? (an archaeologist) What does the work of archaeologists help us to understand about the culture of past civilizations? (the way ancient people lived, worked, played, and fought; how people created things; etc.)
8. *Literal* You heard about one Roman city in Italy where many artifacts have been found and continue to be found by archaeologists. What is the name of this city that was destroyed by a volcano and hidden for many years? (Pompeii) What is the name of the nearby volcanic mountain that erupted? (Mount Vesuvius)

9.  *Evaluative* How do we know that a civilization existed in ancient Rome? (through artifacts and the work of archaeologists) How would you describe this ancient civilization from what you know and have heard so far? (Answers may vary but may include some of the following: the ancient Romans were powerful, creative in their art and architectural expressions, ambitious, vibrant, etc.) So, how would you answer the question of today's read-aloud: "What Is Rome?" (Rome is a present-day city in the country of Italy; Rome was the place where the ancient Roman civilization began; Rome became an empire that covered parts of Europe, Asia, and Africa; Rome represents a group of people with a certain culture and many contributions that have been passed down; etc.)

Note: For the next question, have Poster 1 (The Mediterranean Region) readily available. Write the following locations on a piece of chart paper, chalkboard, or whiteboard: the continents of Europe, Asia, and Africa; Greece, Rome, Italy, Pompeii, Mount Vesuvius, France, Spain, Britain, Turkey, Strait of Gibraltar, Bosphorus Strait, Mediterranean Sea, Black Sea, Aegean Sea, and Atlantic Ocean. You may choose to assign a location to each pair of students to ensure that all geographic core content is reviewed.

10. *Evaluative Where? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *where* and includes one of these locations. For example, you could ask, "Where is Italy located?" Turn to your neighbor and ask your "where" question. Listen to your neighbor's response and observe where on the map your partner points. Then your neighbor will ask a new "where" question, and you will get a chance to respond. I will call on several of you to share your questions with the class. I will also call on several of you to point to the locations written out for you.
11. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Ruins

5 minutes

1. In the read-aloud you heard, “Although most ancient Roman buildings are now *ruins* or are completely gone, Roman culture changed the world in ways we continue to experience today.”
2. Say the word *ruins* with me.
3. Ruins are the remains of a structure or of an old civilization, such as a broken-down building, bridge, or road.
4. Many people visit the Machu Picchu ruins in Peru, South America, which are remnants from the ancient Inca civilization.
5. 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 . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *ruins*?

Use a *Making Choices* activity for follow-up. Directions: 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.”

1. destroyed cities or buildings (Those are ruins.)
2. the remains of a very old town (Those are ruins.)
3. new school buildings attended by students (Those are not ruins.)
4. houses destroyed by a tornado (Those are ruins.)
5. newly built skyscrapers (Those are not ruins.)



Complete Remainder of the Lesson Later in the Day



What Is Rome?

1
B

Extensions

20 minutes

Sayings and Phrases: Rome Wasn't Built in a Day; All Roads Lead to Rome

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard anyone say “Rome wasn’t built in a day.” Have the students repeat the proverb. Ask students what they think this phrase means. Remind them that they heard the saying in today’s read-aloud to describe the many structures built by Romans that took many, many years to build. Tell students that they will continue to learn about how over the course of hundreds of years, Rome came to be one of the largest and most powerful civilizations the world has ever known. Explain that this took hundreds of years to develop, not just one day.

Tell students that the figurative meaning of this phrase means that it takes time and patience to accomplish something important. Ask students if they have ever worked on an important project that took them a long time to finish, either at school or at home. 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.”

Ask students if they have ever heard anyone say “All roads lead to Rome.” Have the students repeat the saying. Show students Image Card 1 (Roman Road Network) and remind them that they heard this saying in the read-aloud to describe the amazing network of interconnected roads the Roman built across most of Europe that lead into and out of Rome. Explain that because the roads branched off into many directions, like the branches of a tree, a person could use many different roads to travel 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 figurative meaning of this proverb is that there are often many different ways to think about and work on a problem in order to arrive at the same conclusion or solution. For example, many scientists worked for many, many years to come up with a way to understand and prove that the Earth was a sphere. Other scientists, such as Copernicus and Galileo, studied the notes of other scientists to determine and prove that Earth was not at the center of the universe. These scientists had many different methods, observations, and notes, but eventually many of them arrived at the same interconnected conclusions.

Tell students to listen for times where these phrases are appropriate as they continue learning about the Roman civilization. Try to find other opportunities to use these sayings in the classroom.

Ancient Civilizations Timeline

Remind students that the discoveries of archaeologists have helped us understand past civilizations. Explain that their work has also helped us understand when these civilizations existed. Review the terms *BC/BCE* and *AD/CE* with students as needed. Remind students that the ancient civilizations they may have learned about in previous grades—the Mesopotamian, Egyptian, Chinese, Indian (on the subcontinent of India), and Greek civilizations—began during a time frame referred to as *BC/BCE*.

Tell students that they are going to create an Ancient Civilizations timeline as a class to help remember some important events related to the ancient Roman civilization. Tell students that they will place events on the timeline from both the *BC/BCE* and *AD/CE* time periods. You may want to attach several pieces of chart paper that would accommodate ten image cards used for this recurring timeline activity.

Show students Image Card 3 (Romulus and Remus Statue). Explain that this statue represents the founding of Rome, and that there are many versions of this iconic image—captured in statues and many other forms of art—that exist across Italy and surrounding areas. Tell students they will hear about this wolf and these children in the next read-aloud. Place Image Card 3 on the timeline. You will want to place Image Card 3 far enough to the right on the timeline to accommodate two image cards to the left (representing the civilizations that came before the Roman civilization).

Show students Image Card 4 (Greek Civilization). Point to Greece on Poster 1 and tell students that the ancient Roman civilization they are learning about started developing shortly (a few hundred years) after the ancient Greek civilization, and it continued to develop at the same time as the Greek civilization. Ask students if Image Card 4 should be placed before or after Image Card 3. Have a volunteer place Image Card 4 before Image Card 3 on the timeline.

Show students Image Card 5 (Egyptian Civilization), and ask students what they recall about this ancient civilization. (It developed along the Nile River; the Egyptians built great pyramids; etc.) Point to Egypt on Poster 1 and tell students that the Egyptian civilization is one of the earliest known civilizations, and it was one of the longest lasting in world history. Tell students that the ancient Egyptian civilization started a few thousand years before the ancient Roman civilization existed, and still existed as the Roman civilization grew. Tell students the Egyptians and the Romans interacted with each other and that they will hear about their shared history later in the domain. Ask students, “Should this image card be placed before or after the ancient Greek civilization?” Have a volunteer place Image Card 5 before the ancient Greek and Roman civilizations, at the very beginning of the timeline. Ask a student why Image Card 5 was placed before Image Card 3. (The Egyptian civilization came long before the Greek and the Roman civilizations.)

Remind students that several other civilizations existed at this time in history, but for now the focus will be on how these three are related in time.

Show students Image Card 2 (Mount Vesuvius over Pompeii). Ask students when the city of Pompeii was destroyed. (AD 79) Ask students where this event fits on the timeline. Guide them in understanding that this event occurred hundreds of years after the founding of Rome and seventy-nine years after the birth of Jesus Christ, which is why it is categorized as *AD*. Place Image Card 2 on the far right of the timeline.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-1 and 1B-2.



The Legend of Romulus and Remus

2

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Explain why ancient Rome was considered a civilization
- ✓ Identify and locate on a map the following: the Mediterranean Sea, Italy, Rome, and the Tiber River
- ✓ Identify Rome as the capital of present-day Italy and the approximate area where the ancient Roman civilization began
- ✓ Define the terms *BC/BCE* and *AD/CE*
- ✓ Identify some of the contributions of the ancient Roman civilization, and describe how they have influenced the present
- ✓ Explain that most ancient Romans worshipped many gods and goddesses
- ✓ Retell the legend of Romulus and Remus, and explain that this legend is believed to tell the story of the foundation of Rome
- ✓ Explain the importance of the Tiber River to the ancient Romans

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recount the legend of Romulus and Remus; determine the central events, and explain how they are conveyed through key details in “The Legend of Romulus and Remus” to explain the beginning of ancient Rome (RL.3.2)
- ✓ Describe characters in “The Legend of Romulus and Remus” (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (RL.3.3)

- ✓ Identify and express mental states and emotions of self and others, including the characters in “The Legend of Romulus and Remus” (RL.3.3)
- ✓ Describe an image of Romulus and Remus being carried down the Tiber River by Tiberinus and how it contributes to what is conveyed by the words in “The Legend of Romulus and Remus” (RL.3.7)
- ✓ Use maps accompanying “The Legend of Romulus and Remus” to check and support understanding of the locations of Italy, Rome, the Tiber River, and the seven hills of Rome (RL.3.7)
- ✓ Compare and contrast a legend and a nonfiction account in “The Legend of Romulus and Remus” (RI.3.9)
- ✓ Gather information from “The Legend of Romulus and Remus” to create and interpret a class civilization chart (W.3.8)
- ✓ Categorize and organize facts and information presented in “The Legend of Romulus and Remus” to create and interpret a class civilization chart (W.3.8)
- ✓ Make predictions during “The Legend of Romulus and Remus” about whose eyes are seen in the Tiber River, based on the images and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Use a known root word as a clue to the meaning of an unknown word with the same root, such as *Romulus/Rome* and *Tiberinus/Tiber* (L.3.4c)
- ✓ Provide and use synonyms of the word *defied* (L.3.5b)
- ✓ Listen to and understand a variety of texts, including myths and legends
- ✓ Distinguish the following forms of literature: myths and legends

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

alternative, n. Another possible choice or action that can be made

Example: The Confederacy saw no other alternative, so they surrendered to the North to end the U.S. Civil War.

Variation(s): alternatives

bickering, v. Fighting or arguing in an annoying way

Example: Robert and Ricky were always bickering over who got to sit in the front seat of the car on their way to school.

Variation(s): bicker, bickers, bickered

defied, v. Disobeyed a command; challenged the power of someone or something

Example: The servant defied the order of King Amulius when he refused to kill Romulus and Remus.

Variation(s): defy, defies, defying

fortress, n. A very well-protected structure; a castle or fort

Example: During the U.S. Civil War, the Confederates took control of a U.S. fortress in South Carolina called Fort Sumter.

Variation(s): fortresses

instinctively, adv. Acting in a way that is natural or that comes from instinct or feeling rather than from thinking or learning


Example: Mary felt instinctively that someone was watching her.

Variation(s): none

tender, adj. Gentle; caring

Example: Because she was a tender teacher, Mrs. Tingle always helped her students whenever they needed it.

Variation(s): tenderer, tenderest

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Know?	Ancient Civilizations Timeline	10
	Essential Background Information or Terms	Poster 1 (The Mediterranean Region)	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Legend of Romulus and Remus	Poster 1; Image Card 6; world map (optional)	20
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Poster 1	15
	Word Work: Defied	chart paper, chalkboard, or whiteboard	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	River Review	Poster 1	20
	Civilization Chart	Image Cards 1 and 7–10; Instructional Master 2B-1; chart paper, chalkboard, or whiteboard [This exercise requires advanced preparation.]	



The Legend of Romulus and Remus

2_A

Introducing the Read-Aloud

10 minutes

What Do We Know?

Ask students, “Who can tell me what a legend is?” Explain that a legend is a story about a person or an event from the past that is believed by many people to be true—in part or in whole—but that cannot be proven to be absolutely true. Explain that some events and people in legends may also be greatly exaggerated, or described as larger and/or greater than they really were. Tell students that legends are stories that have been passed down orally or in writing and sometimes offer an explanation of how something came to be.

Point to the image of Romulus and Remus on the Ancient Civilizations Timeline, and tell students that today they are going to hear a legend about two brothers—Romulus and Remus—and how this legend is believed by some to explain how Rome was founded. Tell students that there are many different versions of this legend, and they will be hearing one version of it in today’s read-aloud. You may choose to have students compare and contrast this version with the version in their Skills Reader.

Note: Students who participated in the Core Knowledge Language Arts program in Kindergarten through Grade 2 will be familiar with the concepts of legends and myths. Legends covered in previous grades include the legend of Johnny Appleseed (Kindergarten *Plants* domain), the Native American legend *The Story of Jumping Mouse* (Kindergarten *Native Americans* domain), the legend of George Washington and the cherry tree (Kindergarten *Presidents and American Symbols* domain), and the legend of John Henry (Grade 2 *Fairy Tales and Tall Tales* domain). Students have also been exposed to myths in ancient Greece through the Grade 2 *Greek Myths* and *The Ancient Greek Civilization* domains. Students will hear more legends in Grade 3, such as the legends of the Fountain of Youth and the Seven Cities of Cibola in the *European Exploration of North America* domain.

Essential Background Information or Terms

Tell students that in this legend they will hear about two Roman gods—Mars and Tiberinus. Remind students that one of the components of a civilization is religion, or a set of beliefs and practices. Explain that people in ancient times often developed religions as they sought explanations for how things came to be or how things happened in nature, such as thunder and lightning, the tides of the ocean, or the seasons.

Tell students that the ancient Romans believed in beings called *gods* and *goddesses*. Explain that gods were thought to be male beings, and goddesses were thought to be female beings. Tell students that the ancient Greeks and Romans had beliefs in very similar gods and goddesses. Tell students they will learn in more detail about Roman and Greek gods and goddesses in the read-aloud.

Next, tell students that today they will be hearing about a very important river in Italy called the Tiber River. On the poster, point to the Tiber River in Italy. Tell students that today they will hear about why this river was so important to the founding of Rome.

Note: Students who participated in the Core Knowledge Language Arts program in Grade 2 learned about the gods and goddesses in which the ancient Greeks believed in *The Ancient Greek Civilization* domain. Students have also learned about the gods and goddesses in Hinduism through the *Early Asian Civilizations* domain in Grade 2 and Egyptian gods and goddesses in the *Early World Civilizations* Grade 1 domain. These students have also learned the importance of rivers in the development of civilizations in the Grade 1 *Early World Civilizations* and Grade 2 *Early Asian Civilizations* domains.

Purpose for Listening

Tell students to listen carefully to understand why the legend of Romulus and Remus is so important to the founding of Rome, and to hear more about the gods Mars and Tiberinus.



The Legend of Romulus and Remus

← Show image 2A-1: Romulus and Remus bundled in basket

Early on a chilly spring morning, a man picked his way through the tall grass along a bank of the River Tiber. In his arms he carried a large basket, in which two infant brothers were bundled up in blankets. From the basket, the two infants could see the blue sky dotted with puffy clouds. They could hear the birds singing from perches in the trees. And they could hear the rushing River Tiber, which at the time was full to the brim with the melted snow of the northern mountains.¹

- 1 [Have a volunteer point to the Tiber River on Poster 1 or a map.]



← Show image 2A-2: King Amulius banishing the sons of Mars

The twins were too young to understand that the man carrying them was a servant of their wicked uncle, King Amulius [uh-MYOO-lee-uhs]. Out of jealousy—or perhaps out of fear that one day the handsome twins would become too powerful and try to take his crown—the king had sent his servant to kill the baby boys!²

- 2 According to legend, the twins were the sons of the Roman god of war, Mars. [Point to the god at the top of the image.] Where else have you heard the name Mars?



← Show image 2A-3: Servant carrying boys to the Tiber River

But the servant was a good man. He had a wife and two children of his own. With one look into those boys' eyes, the servant knew that he could never bring himself to kill them. The servant sat there in the grass on the riverbank all morning, thinking about what he should do and knowing that the king would kill *him* if he ever discovered that he had failed to do what the king asked of him.³

- 3 What do you think the servant will do?

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

- 4 [Point to the eyes in the river.]
Whose eyes do you think these are? Listen carefully to find out.



- 5 [Point to Tiberinus in the image.]
These are the eyes you saw earlier. Were your predictions correct? According to myth, which river does Tiberinus rule over?
- 6 From the context, what do you think *tender* means?



- 7 If you do something instinctively, you do it because of a feeling or because it comes naturally, instead of having to think about it or learn how to do it.

Seeing no **alternative**, he placed the basket—babies and all—into the rushing waters of the River Tiber.⁴ He watched as they floated and bobbed slowly along the bank of the river. But a moment later, the basket was caught in the river current and away it went, rocking and reeling out of sight downriver.

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

← **Show image 2A-4: Boys floating down the Tiber River**

The twins remained calm and rather content as they floated downriver. Water splashed on them and soaked them, but thankfully, the basket did not sink. Eventually, the basket wound its way into some tall, strong reeds, and there it sat. Some say it was the river god, Tiberinus, who must have protected and saved them, cradling their basket-boat in his watery hands and gently guiding them to shore, where they fell asleep in the shade.⁵ It so happened that a mama wolf was having a drink of water there at the river. She saw the basket and its precious cargo. The wolf had a **tender** heart and took pity on them.⁶

← **Show image 2A-5: Romulus and Remus with the mother wolf and her pups**

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

When the shepherd saw the wolf, he **instinctively** held up his staff to warn the wolf that he was ready to fight to save his sheep.⁷ But the wolf was not interested in his sheep on this day. Instead, she dragged the basket closer to the shepherd and then darted away. Puzzled, the shepherd went up to the basket, saw the handsome baby boys, and decided to take them home.

8 To overthrow a king means to remove him from power. The king's fear came true!



What does this legend have to do with Rome, you ask? Well, these twin brothers were named Romulus and Remus, and they became quite famous. They were raised by the shepherd, and they grew up to be shepherds themselves. When the boys grew older, they decided to find their home. When they found out that King Amulius had tried to have them killed, they got their revenge by fighting and overthrowing him.⁸

← **Show image 2A-6: Wolf statue**

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

At the time of Romulus and Remus, around 753 BC, the area that is now Italy was broken up into lots of little kingdoms, with lots of kings who were constantly **bickering**, or fighting, with one another. Romulus and Remus had enough of those other kings, so they set off with some friends to build their own city near the River Tiber where they had once been rescued by the she-wolf. Can you guess what that city was named? Perhaps it could have been named Reme, after Remus, but that's not how the story goes. Instead, it was named Rome, after Romulus!



← **Show image 2A-7: Vultures circling Romulus and Remus and their hills**

What happened to Remus? Well, Remus and Romulus could not agree on where exactly to build their new city. They agreed that they needed to build it on a hill.⁹ There are seven large hills in the area that is now Rome. Remus wanted to build the city on one hill, but Romulus wanted to build it on another hill.¹⁰ They bickered for a while and then decided to ask the gods for help.

Each brother went to his preferred hilltop and waited for a sign from the gods. Late in the afternoon, Remus finally got his sign: six

9 Why was it considered safer to build a city on a hill? [Show Image Card 6 (The Seven Hills of Rome) as you continue.]

10 [Point to Aventine Hill and Palatine Hill on the image card.] Remus chose Aventine Hill, and Romulus chose Palatine Hill.

big vultures flew in a circle above his head. Surely, thought Remus, the gods have sent these birds as a sign that we should build our city here!

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



← **Show image 2A-8: Remus stepping over Romulus's wall**

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

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

This is the legend of how the great city of Rome was founded.¹¹ This legend, as sad as it may seem, is what many ancient Roman children may have been told as they were being tucked into bed at night. And this legend is still being told today in its various forms.

11 Sometimes you will hear the word *great* used to describe something very large or long-lasting, such as the Roman Empire or the Great Wall of China. In these contexts, the word *great* is not intended to mean *very good*.



← **Show image 2A-9: Hadrian's Wall**

The story's end had an important message for the Roman people: Romans will protect their beloved city of Rome. For protection, the Romans surrounded themselves with strong walls, not just in Rome, but everywhere they settled. This picture was taken in present-day England, hundreds of miles from the city of Rome. Here you can see the ruins of Hadrian's Wall, a large

12 Hadrian's Wall stretched from coast to coast for seventy-three miles and was about eight feet wide and twelve feet high. Hadrian's Wall was certainly not built in a day!

wall built by Romans to guard against invaders from the north.¹² Romulus's beloved city would become the capital of a very powerful empire. You will hear much more about this memorable city and empire over the new few days.


Discussing the Read-Aloud

20 minutes

Comprehension Questions



15 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.


1. *Inferential* Why did King Amulius banish Romulus and Remus when they were babies, and why did he want them killed? (The king feared that the twins would grow up to threaten his power because they were believed to be the sons of Mars, the god of war.) What contribution from Roman mythology do we have today that is related to astronomy? (Mars, a planet in our solar system, is named after this god of war.)
2.  *Inferential* Why did the servant defy the king's orders to have the boys killed? (He was a good man and had children of his own; he was acting instinctively to do the right thing.) Because he saw no other alternative, or choice, what did the servant do with Romulus and Remus? (He placed the two boys in the basket in the River Tiber and hoped they would float away to safety.)
3. *Literal* Where is the Tiber River? [Have a volunteer point to the river on the poster.] Which Roman god was believed to be the god of this river? (Tiberinus)



← **Show image 2A-4: Boys floating down the Tiber River**

4. *Evaluative* What do you see in this image? What words can you use to describe the setting, characters, and plot of this scene? (Answers may vary but may include some of the following: After the king ordered Romulus and Remus to be killed, a servant spared them and placed them in a basket in the River Tiber. Romulus and Remus floated down the rushing river and were protected by the river god, Tiberinus. A tender mama wolf having a drink of water nearby saw the boys.)
5. *Inferential* What happened to Romulus and Remus next? (They safely reached the riverbank in the basket; a tender mama wolf took Romulus and Remus to her den and cared for them as she would her own baby pups.) Did Romulus and Remus stay with the wolf forever? (no) What happened next? (The wolf left the twins with a shepherd. The shepherd then raised the twin boys as part of his family.)
6. *Inferential* What happened once Romulus and Remus became adults? (They found out what King Amulius had tried to do to them; they overthrew him and decided to build their own city by the Tiber River.)
7.  *Inferential* Did Romulus and Remus agree upon where to build their fortress city, or did they begin bickering? (They began bickering.) What did they decide to do? (They decided to build separate cities upon separate hills.) Why was Rome named after Romulus instead of after Remus? (Remus died, and Romulus is the one whose city remained.)
8.  *Evaluative* Why is the story of Romulus and Remus considered a legend rather than a nonfiction account? (A legend is a story, often greatly exaggerated, about a person or event from the past. It is believed by many people to be true—in part or in whole—but that cannot be proven to be absolutely true. A nonfiction account is generally proven to be true with facts and/or evidence.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9.  *Evaluative* **Think Pair Share:** Why do you think the legend of Romulus and Remus is important to Romans? How does the Tiber River play an important part in that story? (Answers may vary.)

10. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?

✈ You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Defied

5 minutes

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

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



Complete Remainder of the Lesson Later in the Day



The Legend of Romulus and Remus

2_B

Extensions

20 minutes

River Review

Review with students the location of Rome, Italy, the Mediterranean Sea, the continent of Europe, the Atlantic Ocean, and other geographical locations discussed in the previous lesson. Then ask students what river they learned about in today's lesson and how it was important to the ancient Romans. Have a volunteer point out the Tiber River on Poster 1 (The Mediterranean Region).

Remind students that in previous grades, they have learned a lot about the importance of rivers in the development of a civilization. Ask students, "Why was it common for people to settle near rivers?" If students have trouble answering this question, explain that people often settle near rivers to have easy access to drinking water and to grow crops for food. The land around a river is fertile, or rich in nutrients and water, making it easier for plants and animals to survive. Groups of people living around rivers would eventually develop cities. Ask students if they can name any civilizations that developed near rivers. (Mesopotamian civilization near the Euphrates and Tigris Rivers; the Egyptian civilization near the Nile River; early Asian civilizations near the Indus, Ganges, Yellow, and Yangtze Rivers)

Note: Students who participated in the Core Knowledge Language Arts program have learned the importance of rivers in the development of civilizations in the Grade 1 *Early World Civilizations* and Grade 2 *Early Asian Civilizations* domains. In Grade 3, students will learn about the Native American Mound Builders and other groups that developed near the Mississippi River.

Civilization Chart (Instructional Master 2B-1)

Copy Instructional Master 2B-1 onto a piece of chart paper, a chalkboard, or a whiteboard. Be sure to leave enough room in each square to fit several image cards. (This may require several sheets of chart paper.) Tell students that you are going to create a Civilization Chart together to record examples of the five components of the ancient Roman civilization: jobs, government, leaders, religion, and contributions.

Ask students what different jobs in ancient Rome they heard about in today's read-aloud. (shepherd, soldier, servant) Place Image Cards 7 (Shepherd), 8 (Soldier), and 9 (Servant) in the "Jobs" square. Ask students what types of work these different people did. Ask students how the Tiber River may have been a part of these jobs. Tell them to listen for more jobs in upcoming read-alouds that were affected by the Tiber River.

Remind students that today they also heard about a king. Tell students that the type of government ruled by a king or queen is called a monarchy. Place Image Card 10 (King) in the "Government" square. Write the word *monarchy* underneath the image card.

Tell students that they will learn more about Roman gods in the next lesson and that they will be adding more to the chart under the "Religion" section the next time they meet.

Ask students what Roman contribution they have heard about so far. Place Image Card 1 (Roman Road Network) in the "Contributions" square to represent the invention of a particular kind of concrete that allowed Rome to develop a vast network of roads. Emphasize that many of our roads and structures today are made of a similar type of concrete.

Ask students, "How does the information on this chart show that there was a civilization in ancient Rome?" Tell students to listen carefully to the next lesson for other components of the ancient Roman civilization that they can record on their chart.

Note: Depending on your students' needs, you may wish to have some students complete this instructional master on their own, with a partner, or in groups by drawing pictures and/or writing words and/or complete sentences in each square.



Roman Gods and Goddesses

3

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain why ancient Rome was considered a civilization
- ✓ Locate Rome on a map and identify it as the capital of modern-day Italy and the approximate area where the ancient Roman civilization began
- ✓ Retell the legend of Romulus and Remus, and explain that this legend is believed to tell the story of the foundation of Rome
- ✓ Explain that most ancient Romans worshipped many gods and goddesses
- ✓ Identify some of the contributions of the ancient Roman civilization, and describe how they have influenced the present
- ✓ Identify Roman myths as a type of fiction
- ✓ Describe the religion and mythology of ancient Rome as similar to that of ancient Greece

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as “herculean task,” as used in “Roman Gods and Goddesses” (RI.3.4) (L.3.5a)
- ✓ Describe an image of Roman gods and goddesses and how it contributes to what is conveyed by the words in “Roman Gods and Goddesses” (RI.3.7)

- ✓ Compare and contrast legends and myths, and attributes of the ancient Greeks and Romans in “Roman Gods and Goddesses” (RI.3.9)
- ✓ Make personal connections to the creation of myths in “Roman Gods and Goddesses” (W.3.8)
- ✓ Gather information from “Roman Gods and Goddesses” to create and interpret a class civilization chart (W.3.8)
- ✓ Categorize and organize facts and information presented in “Roman Gods and Goddesses” to create and interpret a class civilization chart (W.3.8)
- ✓ Give oral presentations about a created myth with appropriate facts and relevant descriptive details (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace (SL.3.4)
- ✓ Determine the meaning of the new word formed when a known affix is added to a known word, such as *poly-* and *polytheistic* (L.3.4b)
- ✓ Provide and use synonyms and antonyms for the word *elaborate* (L.3.5b)
- ✓ Listen to and understand a variety of texts, including myths
- ✓ Distinguish the following forms of literature: legends and myths

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

boisterous, *adj.* Very noisy; lively; active

Example: Ancient celebrations, such as the Roman Saturnalia, were very boisterous as many people held large parties.

Variation(s): none

bountiful, *adj.* Plentiful; having an abundance of something

Example: Because of the warm, dry Mediterranean climate, the Greeks and Romans had bountiful supplies of grapes and olives.

Variation(s): none

elaborate, adj. Made of many carefully placed or arranged pieces or parts; sophisticated; highly detailed

Example: Many of the artifacts of ancient civilizations are elaborate pieces of art, such as mosaic images created with many carefully placed pieces.

Variation(s): none

inhabitants, n. People or animals who live in a specific place or habitat

Example: The city of Rome is home to many inhabitants as a central city in the present-day country of Italy.

Variation(s): inhabitant

rituals, n. Important ceremonies that are part of specific cultures and traditions


Example: The ancient Greeks and Romans practiced many different rituals as they gave offerings to their gods and goddesses.

Variation(s): ritual

worship, v. To show respect and love to a god or a person

Example: Various cultures worship certain gods and goddesses because they have different beliefs and different things that they value.

Variation(s): worships, worshipped, worshiped, worshipping, worshipping

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	Poster 1 (The Mediterranean Region); Civilization Chart	10
	Essential Background Information or Terms		
	Purpose for Listening		
Presenting the Read-Aloud	Roman Gods and Goddesses	Poster 1; Image Card 12; world map or globe (optional)	20
Discussing the Read-Aloud	Comprehension Questions		15
	Word Work: Elaborate		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Civilization Chart	Image Cards 11–15; Ancient Civilizations Timeline; Instructional Master 2B-1 (optional)	20
	Greek Gods and Goddesses (optional)	Image Cards 13 and 15	
	Writing Prompt: Roman Myth	chart paper, chalkboard, or whiteboard; drawing paper, drawing tools	



Roman Gods and Goddesses

3A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Briefly review the geography of Rome, the importance of rivers, and the legend of Romulus and Remus from the previous lesson. You may also wish to review the information on the Civilization Chart added thus far. To guide this brief review, you may wish to ask some of the questions below or have students do the following:

- Point to Rome, Italy, on the poster.
- Point to the Mediterranean Sea and Tiber River on the poster.
- What is a civilization? Why are rivers important to civilizations?
- What is a legend? How is a legend different from a nonfiction account? How is it similar?
- How would you briefly retell, or summarize the main ideas of, the legend of Romulus and Remus? [You may wish to show the images from Lesson 2.]

Essential Background Information or Terms

Remind students that in the legend of Romulus and Remus, they heard about two Roman gods—Mars and Tiberinus. Remind students that according to Roman mythology, Mars is the god of war, and Tiberinus is the god of the Tiber River.

Ask students, “Who can tell me the difference between a legend and a myth?” If students have trouble explaining, help them understand that a legend usually involves real events or real people in history, such as Romulus and Remus, but that the story about them is often exaggerated and all or parts of it cannot be proven to be absolutely true. Explain that mythology is the collection of myths, or stories, associated with the beliefs of a particular group of people that explain why people act a certain way, how things came to be, or how things happen in nature.

Explain further that although we consider these myths of the god and goddesses to be fictional today, many Romans believed that the gods and goddesses were real and worshipped them as part of their religion. Tell students that the Romans believed these gods and goddesses had supernatural powers or skills and were immortal, or able to live forever. Tell students that many of the gods and goddesses the Romans believed in were similar to those of the ancient Greeks.

Explain to students that people or cultures who believe in many different gods/goddesses are called *polytheistic*. Explain that the prefix *poly-* means “many” and the suffix *-theistic* means having to do with a god. Have students repeat the word *polytheistic* after you. Many Egyptians, Greeks, and Romans were polytheistic because they believed in and worshipped many gods/goddesses.

Note: Students who participated in the Core Knowledge Language Arts program learned about myths in the Grade 1 *Astronomy* domain and Grade 2 *Greek Myths* domain. Students also learned about some groups of people who worshipped many gods/goddesses in the following domains: *Early World Civilizations* (Grade 1), *Early Asian Civilization* (Grade 2), and *The Ancient Greek Civilization* (Grade 2).

Purpose for Listening

Tell students to listen carefully to find out how the Roman beliefs were similar to some of the Greek religious beliefs. Tell students to listen carefully to hear how the names were different between the two cultures and languages.



Roman Gods and Goddesses

← Show image 3A-1: Tiberinus, the Tiber River god

In the legend of Romulus and Remus, you heard about a Roman god named Tiberinus, the god of the Tiber River. Remember, according to ancient Roman mythology, or the collection of myths the people believed, Tiberinus was just one of many gods who ruled the earth.¹

- 1 What word have you learned that means believing in many gods? (*polytheistic*)



← Show image 3A-2: 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.²

- 2 What do you see in this image?

The life of farmers may seem simple to some. They plant seeds, wait for the plants to grow, and then harvest the fruits of their labors. Some farmers work with livestock.³ There is a lot of hard work involved, but even if you are willing to do the hard work, there is a lot of uncertainty in farming. The weather is the biggest uncertainty. For farmers, rain is precious. If farmers' crops don't get the rain they need, then no amount of hard work is going to help them at harvest time. That is when they bring in all the food they have grown that they will need for the coming year.

- 3 [Point to the livestock in the image.]

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.⁴ 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.⁵

- 4 What causes the seasons to change? (the tilt of Earth's axis as it rotates and revolves around the sun) What causes day to turn to night? (the rotation of Earth on its axis in relation to the sun)
- 5 Who can use the context to tell us what *bountiful* means? (above and beyond what is needed; abundant)

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?”



← **Show image 3A-3: Saturn holding a scythe**

A farmer who was living in the area that is now Italy around the time of Romulus and Remus might have had answers to some of these difficult questions, but they were not all based on science. The answers were often based on myths or religious beliefs, which were passed on by parents to their children. These beliefs were shared by neighbors and even by the king.

An ancient Roman farmer would have believed in a god named Saturn, who was—according to myth—the god of the harvest who existed before all the other gods.⁶ 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.⁷

Ancient Romans tried to keep Saturn and the other gods they believed in happy. Romans participated in the yearly Saturnalia Festival in late December to honor Saturn. This was a time of **boisterous** celebration with singing, dancing, and feasting all day and night.⁸

← **Show image 3A-4: Roman temple**



Somewhere nearby, there might have been an **elaborate** temple for Saturn. A temple is a type of religious building in which people **worship** a god.⁹ This picture shows a well-preserved temple that was built by the Romans in what is now the country of France. This temple gives you a good idea of what a temple built to worship a Roman god looked like. Inside the temple there would have been a statue of the Roman god and an altar, or special table, where gifts could be left for the god. Priests were often dedicated to a

6 Who can tell me where else you have heard the name Saturn? Similar to Mars, Saturn is also a planet named for a Roman god.

7 [Point to the scythe in the image.]

8 If a celebration is boisterous, do you think it is calm and quiet, or loud and festive?

9 From this context, what do you think *worship* means? (to demonstrate respect for someone or something)

10 or important ceremonies

11 [Show Image Card 12 (Pantheon) as you read the next sentences.]

particular god. Priests dedicated to Saturn lived in his temple and performed **rituals**¹⁰ to please him. They made offerings to Saturn, sometimes sacrificing a lamb or delivering some other food to the temple, to thank him for helping with the harvest.¹¹

This is a famous temple in Rome called the Pantheon. It was built to honor all of the Roman gods and goddesses and is well-known today for its magnificent dome and oculus, or open “eye” to the sky. The Romans improved upon the architecture of the dome, and this dome is the largest of its type in the world today.



← **Show image 3A-5: Map showing Greece and Italy**

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

12 [Have a volunteer point to Greece in the image.]

13 Why would these two areas have similarities? Can you think of any? (similar location and climate near the Mediterranean; similar foods, including olives; both polytheistic with similar gods and goddesses; both ancient civilizations; etc.)

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.¹² If you compare Greek and Roman culture, you will find many similarities.¹³ In ancient days, it was easier to travel by boat than by land between the areas where Italy and Greece are today. Both of these countries are separated by a fairly narrow body of water that is dotted with dozens of large and small islands. Ancient peoples of Greece and Rome often came into contact with each other on those islands, or on one another’s coastlines, as people searched for new places to settle. This close contact brought lots of trade between people, including the blending and exchanging of ideas and beliefs.



← **Show image 3A-6: Diagram of some Greek and Roman gods**

Many Romans had heard of Zeus, the king of the Greek gods, who was believed to rule over a collection of gods, including Aphrodite (the goddess of love), Apollo (the god of the sun, music,

healing, and knowledge), Ares (the god of war), and Athena (the goddess of wisdom and understanding). Greeks went to Athena's temple and worshipped her when they needed help with tough problems. She was also considered to be the goddess of war, which is why she has a spear and helmet.¹⁴

14 Who can tell me what city in ancient Greece was named after Athena? [Point to Athens, Greece, on the poster.]

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

15 Who can tell me where you have heard this name before? Jupiter is the largest planet in our solar system. What other names do you see that are also planet names?

The Greek goddess of wisdom, Athena, was similar to the Roman goddess Minerva. The Greek king of the gods was named Zeus; the Romans called their king of the gods Jupiter.¹⁵ Instead of the Greek name Ares, the Roman god of war was called Mars. Instead of the Greek name Aphrodite, the goddess of love was called Venus.

16 [Point to Cupid in the image.]

17 The Greeks called their god of love and desire Eros. Do you see one name on the chart that is the same for both the Greeks and Romans? (Apollo, the god of light and music)

Do you know who this is?¹⁶ Maybe you have seen him on a valentine. This is Cupid, the Roman god of love and desire. Cupid was thought to carry love arrows. According to Roman myth, he could shoot people with these arrows and make them fall in love with other people.¹⁷



← **Show image 3A-7: Mount Olympus**

18 [You may wish to show students the location of Mount Olympus on a world map or globe.]

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.¹⁸



← **Show image 3A-8: Hercules wrestling the Nemean lion**

19 Can you think of any famous Greek heroes you may have learned about? Do you remember one from *The Human Body: Systems and Senses* domain? (Achilles) [Point to the image.] Can you remember who this is?

Some of the myths of the ancient Romans were also similar to Greek mythology. Greek and Roman mythology involved lots of fascinating characters, including monsters and famous heroes.¹⁹ Hercules was one such mythical Roman hero. According to both ancient Roman and Greek myths, Hercules was the strongest man

on earth. He was special because he was believed to be part-god and part-human. His father was Jupiter, king of the gods. There wasn't much that Hercules couldn't do. According to several myths, Hercules killed dreaded creatures. One such creature was the Nemean Lion—a vicious, man-eating lion with a magical, protective hide. Hercules was sent out to kill the Nemean Lion to please a certain king. After Hercules successfully killed the Nemean Lion, he kept the lion's hide to protect himself on future adventures.

To many ancient Greeks and Romans, myths helped explain the world. If you take the opportunity to read and study some of these ancient myths, you will begin to understand how important they are to our own language and culture today. For instance, if anyone ever tells you that you will need to complete some sort of “herculean” task, you'd better get ready for some hard work, because it means Hercules himself would barely be able to do it!


Discussing the Read-Aloud

20 minutes

Comprehension Questions

15 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.

1.  *Evaluative* What is a myth? (a story told by ancient cultures to explain how and why something came to be or happen in nature) Are myths fact or fiction? (fiction) 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.)

2. *Inferential* What did some inhabitants of Rome—and inhabitants of other places that had polytheistic beliefs—do to please the gods they believed in? (They would worship the gods, celebrate with boisterous festivals, and perform rituals, such as sacrificing animals and delivering food to the gods’ elaborate temples.)
3. *Inferential* Why were there many farmers in ancient Rome? (Agriculture and farming were very important to the ancient Romans’ way of life.) Why did the ancient Roman farmers want to please Saturn, the god of the harvest? (They believed that a bad harvest would result if he were mad, and they tried to keep Saturn happy so they could have a bountiful harvest.)
4. *Evaluative* Compare and contrast the culture of the ancient Greeks and Romans. (Similarities: They were both polytheistic and believed in many of the same types of gods and goddesses, as well as in many of the same mythological heroes and stories; because the ancient Greeks and Romans lived near each other and came in contact with each other often, they exchanged many ideas and shared similar cultures; they had similar foods, including olives; etc. Differences: They each had their own languages and had different names for most of their gods and goddesses; the Greek civilization existed before the Roman; they each developed different cities and eventually countries; etc.)



← **Show image 3A-6: Diagram of some Greek and Roman gods**

5. *Evaluative* Who can point to a Roman god or goddess and give me a short description of him/her? (Answers may vary.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* If you could create a myth, what would it be about and why? (Answers may vary.)
7. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?

➤ You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Elaborate

5 minutes

1. In the read-aloud you heard, “Somewhere nearby, there might have been an *elaborate* temple for Saturn.”
2. Say the word *elaborate* with me.
3. *Elaborate* means highly detailed or made of many carefully placed or arranged pieces and parts.
4. Asian civilizations have very elaborate forms of writing in which each mark has an important meaning.
5. 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 . . .”]
6. What’s the word we’ve been talking about? 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?” Prompt students to provide words like *complicated, ornate, complex, detailed, sophisticated*, etc. 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*?” Prompt students to provide words and phrases like *straightforward, simple, normal, regular, plain, usual, uncomplicated*, etc. Have students look around the classroom and discuss the things they would not consider elaborate and to give reasons for their opinions. As students discuss synonyms and antonyms, guide them to use the word *elaborate* in a complete sentence: “A synonym of *elaborate* is *complex*.”



Complete Remainder of the Lesson Later in the Day



Roman Gods and Goddesses

3_B

Extensions

20 minutes

Civilization Chart (Instructional Master 2B-1, optional)

Briefly review the Ancient Civilizations Timeline from the previous lessons. Briefly review the information on the Civilization Chart thus far, and remind students that they are filling out the Civilization Chart together to record examples of five components of the ancient Roman civilization: jobs, government, leaders, religion, and contributions. Tell students that today they will be adding more information to the Civilization Chart.

Show students Image Card 11 (Farming), and ask them to describe what they see. Remind students that agriculture and farming were very important to the ancient Romans' way of life, as with many civilizations. Ask students in which section they think the image card should go. Place the image card under the "Jobs" section.

Show students Image Cards 12–14, and ask them to describe what they see. Help students identify the Pantheon, Mars and Tiberinus, and the other gods and goddesses. Have students share what they remember about the images. Ask students in which section they think the images should go. Place the image cards under the "Religion" section.

Tell students to listen carefully to the next lessons for other components of the ancient Roman civilization that they can record on their chart.

Note: Depending on your students' needs, you may wish to have some students complete this instructional master on their own, with a partner, or in groups by drawing pictures and/or writing words and/or complete sentences in each square.

Greek Gods and Goddesses

Note: The following section is an optional review of the Greek gods and goddesses of Mount Olympus covered in the Grade 2 domains *The Ancient Greek Civilization* and *Greek Myths*. Completing this review will give students who did not participate in the Core Knowledge Language Arts program in Grade 2 a brief overview of Greek gods/goddesses and their powers/associations. This will

also help all students understand how Roman religious beliefs and practices were similar to those of the Greeks.

Show students Image Card 15 (Greek Gods and Goddesses on Mount Olympus). Ask students to share any information they may know about the gods' and goddesses' names, or if they know any of their supernatural powers or associations. You may also allow students time to share any specific Greek myths they may know.

The twelve Greek gods/goddesses depicted on Image Card 15 (from left to right) are listed below, along with their powers/associations and Roman correlations. You may also wish to show Image Card 13 again in order to include Eros/Cupid (god of love and pleasure), although this god was not part of the twelve believed to live on Mount Olympus.

- Dionysus: the god of wine—Roman god Bacchus
- Hermes: the messenger of the gods—Roman god Mercury
- Hephaestus: the god of fire and the blacksmith of the gods—Roman god Vulcan
- Aphrodite: the goddess of love—Roman goddess Venus
- Poseidon: the god of the sea—Roman god Neptune
- Hera: Zeus's wife and the queen of all the gods and goddesses; the goddess of women—Roman goddess Juno
- Zeus: the king of all the gods and goddesses; protector of Earth; controller of the wind, rain, and lightning; uses the rain, wind, and lightning as weapons—Roman god Jupiter
- Demeter: the goddess of the harvest and the rain (and mother of Persephone)—Roman goddess Ceres
- Athena: the goddess of wisdom, war, and poetry—Roman goddess Minerva
- Ares: the god of war—Roman god Mars
- Apollo: the god of light and music—Roman god Apollo
- Artemis: the goddess of the hunt—Roman goddess Diana




Writing Prompt: Roman Myth

Note: If time allows, you may wish to complete this Extension activity at this time. You may also choose to have your students complete this activity during Pausing Point 1.

Remind students that they have discussed Roman myths, Roman 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 that tries to explain events in nature and/or teach moral lessons)

Tell students that as a class they will be writing a short myth based on Roman beliefs. Ask students to think of an event in nature they could explain in a myth. Examples may include why lightning occurs, why apples grow on trees, why it snows, etc. Have the class pick one or two Roman gods/goddesses they heard about to include as characters in the myth. Discuss the setting and the supernatural elements you would like to include in the myth. Record the story on a piece of chart paper, a chalkboard, or a whiteboard. Give students the opportunity to illustrate the myth created as a class.

 You may also wish to have some students individually write and illustrate their own myths.



The Roman Republic

4

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain why ancient Rome was considered a civilization
- ✓ Compare and contrast the three categories of people in ancient Rome: patricians, plebeians, and slaves
- ✓ 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
- ✓ Describe the importance of forums in Roman society and government
- ✓ Identify some of the contributions from the ancient Roman civilization, and describe how they have influenced the present

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With assistance, create and interpret a timeline to capture the chronology of events during the time of the ancient Roman civilization relative to the ancient civilizations of Egypt and Greece (RI.3.3)
- ✓ Sequence images representing events from the ancient Roman civilization relative to the ancient civilizations of Egypt and Greece (RI.3.3)
- ✓ Describe the temporal relationship among the ancient civilizations of Egypt, Greece, Rome, and the present day, using the terms *BC/BCE* and *AD/CE* (RI.3.3)

- ✓ Describe an image of a Roman forum and how it contributes to what is conveyed by the words in “The Roman Republic” (RI.3.7)
- ✓ Compare and contrast patricians, plebeians, and slaves in “The Roman Republic” (RI.3.9)
- ✓ Make personal connections to a republic (W.3.8)
- ✓ Gather information from “The Roman Republic” to create and interpret a class civilization chart (W.3.8)
- ✓ Categorize and organize facts and information presented in “The Roman Republic” to create and interpret a class civilization chart (W.3.8)
- ✓ Use a known root word as a clue to the meaning of an unknown word with the same root, such as *public* and *republic* (L.3.4c)
- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *before*, *after*, *first*, *next*, and *then* (L.3.6)

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

attributes, n. Characteristics that someone or something has; qualities; traits; features

Example: Because of the many good attributes that he possessed—perseverance, politeness, and respectfulness—Tony won the award for student of the year.

Variation(s): attribute

consuls, n. Two Roman government officials that were elected every year by the Senate to act as leaders of the government, with authority to choose whether new laws should pass, whether Rome should go to war, etc.

Example: Although they could not make new laws on their own, the Roman consuls were very powerful men who decided whether new laws made by the Senate should pass.

Variation(s): consul

elite, n. An exclusive, upper-class group; a class of people considered to be the richest, most educated, and/or most influential

Example: Only the elite were invited to the Roman senator’s villa for an exclusive dinner party.

Variation(s): none

lowly, adj. Humble; poor; not powerful

Example: The lowly servant’s opinion was no match against the powerful king’s.

Variation(s): lowlier, lowliest

rivalries, n. Oppositions or conflicts between individuals or groups that compete with each other


Example: Brothers and sisters often have rivalries with each other to compete for attention.

Variation(s): rivalry

surplus, n. An extra amount of something that is needed; a bounty

Example: When ancient Roman farmers grew a surplus of food, they thanked Saturn for providing them enough for their families with extra to sell.

Variation(s): surpluses

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Civilization Chart	10
	What Do We Know?		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Roman Republic	Poster 1 (The Mediterranean Region)	20
<i>Discussing the Read-Aloud</i>	Comprehension Questions		15
	Word Work: Attributes		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Civilization Chart and Ancient Civilizations Timeline	Image Cards 16–20; Instructional Master 2B-1 (optional)	20
	Who Am I?	Instructional Master 4B-1; chart paper, chalkboard, or whiteboard [This exercise requires advance preparation.]	



The Roman Republic

4_A

Introducing the Read-Aloud

10 minutes

Note: Students who used the Core Knowledge Language Arts program in Grade 2 will be familiar with some of the information discussed below concerning the topics of citizenship, slavery, and democracy.

What Have We Already Learned?

Briefly review Roman mythology discussed in the previous lesson. You may also wish to review the information on the Civilization Chart added thus far. Ask students, “What is a civilization? How do we know a civilization existed in ancient Rome?” Tell students that in today’s read-aloud, they will be hearing more about changes the Roman civilization experienced with their government. They will also hear more about the people who made up Roman society.

What Do We Know?

Tell students that today they will hear about the citizens of the Roman Republic. Ask students to explain what it means to be a citizen. (Citizens are members of a country who agree to live by that country’s laws.) Ask students, “If someone is born in another country and wants to become a citizen of the United States, what do they have to do?” (live in the United States for at least five years; promise to obey the laws; know certain facts about U.S. history, the Constitution, and Bill of Rights; understand how the U.S. government works; take a test; participate in a special ceremony where you promise to be loyal to your new country)

Tell students that they will also hear about the slaves of ancient Rome in today’s read-aloud. Remind students that a slave is a person who is (unjustly) considered the property of another person. Slaves have to do hard work for no pay, and they do not have the same rights that other citizens have, such as the right to vote. Ask students, “What is the name of the war the United States endured, in which one of the points of conflict was slavery?” (the U.S. Civil War)

Purpose for Listening

Tell students to listen carefully to learn about a new form of government in Rome and how it functioned.



The Roman Republic

← Show image 4A-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 onto power was to be as harsh as possible with their subjects, the people over whom they ruled.



← Show image 4A-2: Roman politicians appealing to the people of Rome

1 What does *BC* mean? So, if Rome was founded around 753 BC, how many years later was 500 BC? (253 years)

2 In a republic, instead of having one person, like a king or queen, hold all the power, the citizens elect many people to speak for them and make decisions. [Write the word *republic* on the board. Circle the word *public*, sharing with students that this means “the people.”]

3 Does this type of government sound familiar?

Around 500 BC, the people living in Rome decided they had had enough!¹ They overthrew their Etruscan king and created a new form of government. Rome’s new form of government was now called a republic.² 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.³



← Show image 4A-3: Senate advising the consuls

4 Does the term *senators* sound familiar to you?

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.⁴ There were three hundred 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 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**⁵ 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.

5 or characteristics or features



← **Show image 4A-4: Patricians**

6 What does it mean to be a citizen?

Not all citizens of Rome were treated equally. In fact, some people living in Rome were not citizens at all.⁶ 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.



← Show image 4A-5: Plebeians

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

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

Plebeians came in all shapes and sizes, including fairly wealthy shopkeepers and traders, hardworking farmers and fishermen, and other poor and **lowly** workers.⁷ Farmers were important because plentiful crops were very necessary for the success of Rome's culture and civilization. That is one of the main reasons why Romans worshiped Saturn, the god of the harvest.

7 *Lowly* means humble or low in wealth and status.



← Show image 4A-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.⁸ 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.⁹ When they had a surplus of harvested crops, ancient Romans also had a surplus of time to honor their gods, which they spent by building temples, going to festivals like Saturnalia, and participating in rituals.

8 We have used the words *surplus* and *bountiful* to talk about crops, but you can use these words anytime you have much more of something than is needed.

9 What does *elaborate* mean?



← Show image 4A-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.¹⁰ 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.¹¹ 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.

10 What are two natural waterways into and out of the Mediterranean Sea? (the Strait of Gibraltar and the Bosphorous Strait) [Have a volunteer point to these areas on Poster 1.]

11 These images show the ruins of Roman forums as they are today. The forum on the left is the Roman Forum. Imagine these large areas filled with many people milling about.



← Show image 4A-8: Roman slaves

Another group of people who lived in Rome were the slaves. Slaves 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. Slaves 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 slaves 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 slaves 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. Slaves 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. Slaves were considered the most lowly people in Roman society—at the other end of the spectrum from the elite class.



← **Show image 4A-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.

Discussing the Read-Aloud


20 minutes

Comprehension Questions

15 minutes


If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.

1. *Literal* You heard in this read-aloud that Rome became a republic. What is a republic? (a form of government that allows the public, or people who are citizens, to vote and elect leaders instead of having one ruler decide everything)
2. *Inferential* Before Rome became a republic, what type of government was in place? (There were many different kingdoms/monarchies, each ruled by different Etruscan kings who were very cruel.) What was the relationship like between those kingdoms? (They fought and had long-standing rivalries with one another.)
3. *Inferential* What happened that caused Rome to change into a republic? (The people of Rome became tired of the harsh kings and overthrew them; they set up a new government.)



4.  *Evaluative* You heard about three main groups of people in Rome. Tell me the name of a group and share two or three facts about that group. (patricians—wealthy citizens, the elite, served as Senators, had slaves, could vote; plebeians—second-class citizens, might be lowly in career or status, could vote, worked as farmers, traders, and merchants; slaves—some received just enough education to help them be better at their jobs, could not vote, were not citizens and had few rights)
5. *Inferential* How many consuls were there, and who elected them? (two; the people) How did the consuls balance out each other's decisions? (through checks and balances and veto power)
6. *Inferential* There were three hundred senators. What was their role? (They debated laws and they advised the consuls.)
7. *Inferential* What is it called when farmers have more food than necessary for their families? (a surplus) What is a synonym of this word? (*bounty, bountiful*) When Romans did not have to farm, what other types of things could they do? (make pottery, weave cloth, blacksmith, create sculptures and mosaics)



← **Show image 4A-7: Ruins of Roman Forums**

8.  *Evaluative* Describe what you see in these images, and name some of the activities and types of people in the ancient Roman forums. (The forums were large, open, busy spaces for markets, temples, businesses, statues, parades, debates, etc. People of all types would go to the forums for a variety of reasons, such as shopping, teaching, entertainment, etc.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9.  *Evaluative* *Think Pair Share:* Would you rather live in a republic where citizens vote and elect their leaders, or in a place where only one person makes all of the decisions? Why? (Answers may vary.)
 10. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Attributes

5 minutes

1. In the read-aloud you heard that the consuls had the *attributes* of being very important and powerful.
2. Say the word *attributes* with me.
3. Attributes are characteristics, features, or traits that someone or something has. Attributes are sometimes described as “positive attributes” or “negative attributes.”
4. Bravery was one of the many great attributes that Lewis, Clark, and Sacagawea possessed when traveling to the West through dangerous and unknown lands.
5. What are some of your attributes that you could use to describe yourself or someone you know? Be sure to use the word *attributes* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “My attributes are . . . ” or “_____ are some of the attributes of . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *attributes*?

Use a *Making Choices* activity for follow-up. Directions: 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.”

1. trying your best and helping others to also succeed (Those are positive attributes.)
2. being rude and cruel (Those are negative attributes.)
3. using good manners and being considerate of others (Those are positive attributes.)
4. being respectful and kind (Those are positive attributes.)
5. being disrespectful and unkind (Those are negative attributes.)



Complete Remainder of the Lesson Later in the Day



The Roman Republic

4B

Extensions

20 minutes

Ancient Civilizations Timeline and Civilization Chart (Instructional Master 2B-1, optional)

Briefly review the Ancient Civilizations Timeline from previous lessons. Point to the image card signifying the founding of Rome by Romulus. Show students Image Card 16 (Roman Forum). Ask students what they see in the picture. Remind students that the Roman Forum was at the heart of the Roman Republic and was where the Senate would meet. Ask students if the Romans overthrew the kings and formed a republic as their new government before or after the founding of Rome. Place the image card on the timeline after the founding of Rome.

Briefly review the information on the Civilization Chart thus far, and remind students that they are filling out the Civilization Chart together to record examples of five components of the ancient Roman civilization: jobs, government, leaders, religion, and contributions.

Tell students that today they will be adding more information to the Civilization Chart. Show students Image Card 17 (Senate Advising Consuls), and ask them what they see. Help students identify the senators and the consuls in the image, and have them share what they remember about Rome as a republic. Ask students in which section they think the image should be placed. Place the image card under the “Government” section. You may also wish to add the phrase *form of government: republic* under the “Contributions” section. Remind students that the United States is also a republic and that we borrowed many ideas about government from both the Romans and the Greeks, including the veto and the process of checks and balances. Explain that these are lasting contributions.

Show students Image Cards 18 (Patricians), 19 (Plebeians), and 20 (Slaves), and ask them what they see. Remind students that people in Roman society had different jobs and were not all treated equally. Remind students that patricians were most likely to become senators and consuls; plebeians generally worked as farmers, fishermen, traders,

and merchants; and slaves were unable to pick their jobs and had to do whatever their owners asked of them, without receiving any pay. Ask students in which section they think the image cards should go. Place the image cards under the “Jobs” section.

Tell students to listen carefully to the next lessons for other components of the ancient Roman civilization that they can record on their chart.

Note: Depending on your students’ needs, you may wish to have some students complete this instructional master on their own, with a partner, or in groups by drawing pictures and/or writing words and/or complete sentences in each square.

10 Who Am I? (Instructional Master 4B-1)

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, a chalkboard, or a whiteboard:

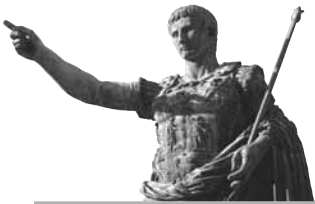
1. senator
2. consul
3. patrician
4. plebeian
5. slave

Tell students that you will read a clue that describes one of these groups. After you read each clue, ask, “Who am I?” Students should raise their hand, holding up the number of fingers that accurately matches the group being described. After sharing the answer, have students write the correct group on Instructional Master 4B-1.

Below are the clues to read to the class:

- I would like to vote, but I cannot. (slave)
- I am a part of the elite in Roman society. (patrician)
- I work as a merchant in the Forum. (plebeian)
- I have slaves who help make my life very comfortable. (patrician/plebeian)
- I was once free, but was taken away from my home after losing a battle. (slave)

- I have the most power in the Senate in the Roman Republic. (consul)
- Although I make up the majority of people in Rome, I still do not have all the rights of the elite. (plebeian)
- I am a part of a group of three hundred men called the Senate. (senator)
- As a farmer helping the Roman civilization to be successful, I belong to this group. (plebeian)
- I sometimes worry that the biggest group in Rome will take over my power. (patrician)
- I was taught to read and count so that I could do my job, but have not received any more education than that. (slave)



The Punic Wars

5

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify and locate on a map the following: Mediterranean Sea, Italy, Sicily, North Africa, Carthage, Spain, and the Alps
- ✓ Explain the significance of the Punic Wars between ancient Rome and Carthage
- ✓ Describe the role of Hannibal in the Punic Wars

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With assistance, create and interpret a timeline to capture the chronology of events during the time of the ancient Roman civilization relative to the ancient civilizations of Egypt and Greece (RI.3.3)
- ✓ Sequence images representing events from the ancient Roman civilization relative to the ancient civilizations of Egypt and Greece; sequence the events of the Punic Wars (RI.3.3)
- ✓ Describe the temporal relationship among the ancient civilizations of Egypt, Greece, Rome, and the present day, using the terms *BC/BCE* and *AD/CE* (RI.3.3)
- ✓ Categorize and organize facts and information presented in “The Punic Wars” to create and interpret a class civilization chart (W.3.8)
- ✓ Summarize facts about the Punic Wars presented in “The Punic Wars” (SL.3.4)
- ✓ Provide and use synonyms and antonyms for the word *conflict* (L.3.5b)

- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *before*, *after*, *first*, *next*, and *then* (L.3.6)

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

conflict, n. A fight or argument, often for power or property

Example: The ancient Romans had a major conflict with Carthage as they fought to gain more power in their empire.

Variation(s): conflicts

disciplined, adj. A manner of behaving that is very controlled

Example: Jose raises his hand before speaking and sits quietly in class when the teacher is speaking, which shows he is a disciplined child.

Variation(s): none

exotic, adj. Unique or unusual; mysterious; interesting

Example: The ancient Romans traded with many exotic lands, such as Persia and India, in order to receive goods that were interesting because they were different from their own.

Variation(s): none

harassed, v. Constantly attacked; hassled; agitated


Example: Wanda did not like camping, because she was always harassed by the many mosquitoes.

Variation(s): harass, harasses, harassing

peaks, n. Tops of mountains; summits; crests

Example: The Alps surround Rome as a line of tall mountains with seven rocky peaks.

Variation(s): peak

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Ancient Civilizations Timeline; Civilization Chart	10
	Where Are We?	Poster 1 (The Mediterranean Region)	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Punic Wars	Poster 1	20
<i>Discussing the Read-Aloud</i>	Comprehension Questions		15
	Word Work: Conflict		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sequence of Events	Poster 1; Instructional Master 5B-1; drawing paper, drawing tools; scissors; glue	20
	Ancient Civilizations Timeline	Image Card 21	



The Punic Wars

5_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that in the previous read-aloud they learned that Romans were no longer ruled by kings, and instead formed a new type of government—a republic. Review the information added to the Civilization Chart as a class. Also review with students the Ancient Civilizations Timeline, pointing to the major events they have learned about so far. Encourage students to use the domain-related vocabulary they have learned when reviewing the facts from both the Civilization Chart and the Ancient Civilizations Timeline.

Where Are We?

Tell students that in today's read-aloud, they are going to hear about the Punic Wars, a series of battles that lasted for more than one hundred years. Tell students that this war was between the Romans and Carthaginians, and in these one hundred years, there were three Punic Wars. Explain that Carthaginians were from an area that was once called Carthage, a part of North Africa that is now the country of Tunisia. Show students this location on Poster 1 (The Mediterranean Region). Explain that Carthage was once a larger and richer area than ancient Rome.

Point to the island of Sicily, and share that this is where the Romans and Carthaginians had one of their battles during the First Punic War. You may wish to point out to students that this island looks like a rock that the boot of Italy is kicking. Ask students, “Why is Sicily categorized as an island rather than a peninsula, like Italy?”

Tell students they will hear about a very famous Carthaginian leader during the Second Punic War. Tell students that a Carthaginian general named Hannibal led his troops from Spain, up and over the Italian Alps, and down toward Rome. Trace this route on the map, explaining that the Italian Alps are a series of very high mountains in Europe that are always cold and covered in snow because of their altitude, or extreme height. Tell students that the First and Second Punic Wars greatly weakened Carthage, and the Third Punic War caused great devastation to the once

powerful Carthage. Tell students that today they will be hearing about these very important wars in Roman history.

Purpose for Listening

Tell students to listen carefully to learn about the events and the results of the Punic Wars between Rome and Carthage.



The Punic Wars

← Show image 5A-1: 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.



← Show image 5A-2: Roman territory and Carthaginian territory

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

Now you are preparing to fight a new enemy. This enemy is not an old king desperately clinging to an old way of life. This enemy comes from across the Mediterranean. They are called the Carthaginians, and their goal is to destroy Rome itself! The Carthaginians, or the people of Carthage, are from North Africa.¹ There, they have built a vast civilization, even larger and richer than the Roman Republic.

1 [Have a volunteer point to North Africa in the image.]



← Show image 5A-3: City of Carthage

Carthage is the trading center of the known world.² By land and by sea, most traded goods from the **exotic**, or unfamiliar, lands to the East—Mesopotamia, Persia, India—pass through

2 What do you think the phrase "of the known world" means?

3 [Point to the following areas on the poster as you read.]

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.³ 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.



← **Show image 5A-4: Roman soldiers training in fighting formation (testudo)**

4 Why do you think this formation was called the turtle?

Imagine you and your legion are preparing for a battle with the Carthaginians. You are practicing a formation called the *testudo* [tess-TOO-doh], or turtle.⁴ 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!



← **Show image 5A-5: Italian Alps**

5 [Point to Spain on the poster.]

This mighty invading army of soldiers from Carthage is led by a general named Hannibal. Hannibal and his troops are coming from Spain.⁵ 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**.⁶ You and your fellow soldiers were wrong, and now you and the Roman Legion must prepare to defend your homeland.

6 [Point to the mountain peaks in the image.]

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

7 What mountains did Hannibal and his men cross?

8 What do you think the terrible monsters might be?



from Carthage will look like, but you know they must be strong if they were able to climb those mountains.⁷ You have heard rumors that, aside from many thousands of soldiers, the Carthaginians are bringing some kind of terrible monsters to the fight!⁸

← **Show image 5A-6: Hannibal with elephants**

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



← **Show image 5A-7: 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.



← **Show image 5A-8: Romans losing to elephants**

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

At first, it seemed as though Hannibal would have no problem marching his army and elephants all the way to Rome. Unfortunately for Hannibal, the Romans were clever. Instead of trying to defeat Hannibal's army in an open battle all at once, the Romans **harassed**, or repeatedly attacked, them in small groups, escaping before the rest of the Carthaginians knew what was happening.



← **Show image 5A-9: 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.



← **Show image 5A-10: 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.⁹

⁹ In the last read-aloud, you heard that Rome was a republic, meaning that the citizens had a voice in the government. An empire, however, has one ruler over all the land. Therefore, this last sentence is foreshadowing, meaning it is a hint of change to come in Rome's government once again.

Comprehension Questions

15 minutes





If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.

1. *Literal* What is the name for the conflict between the Romans and Carthaginians that caused them to battle for more than one hundred years? (the Punic Wars)
2.  *Evaluative* What adjectives would you use to describe Roman legionaries? Explain what part of the read-aloud you would use to support your answer. (Answers may vary, but may include the following: strong, because they practiced a lot; brave, because they fought in battles; loyal, because they fought for Rome; disciplined, because they obeyed their orders; ambitious or overpowering, because they took over other lands; intimidating; etc.)



← **Show image 5A-2: Roman territory and Carthaginian territory**

3. *Inferential* In the beginning of the read-aloud, you heard that Rome had expanded. What areas had become a part of Rome before the Punic Wars? (the majority of the area that makes up present-day Italy) [Have a volunteer point to this area in the image.]
4. *Evaluative* What was the name of the area in North Africa that was larger and richer than the Roman Republic? (Carthage) Where did the Carthaginians try to invade? (Italy) [Have a volunteer point to these locations.] 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.) Where did the First Punic War take place? (on the island of Sicily) [Have a volunteer point to this island.]

5.  *Inferential* Who was Hannibal? (the general that led the Carthaginians over the Alps and into battle against the Romans during the Second Punic War) What “monsters” did Hannibal bring with him? (elephants) Who harassed, or repeatedly attacked, Hannibal and his soldiers? (the Romans)
 6. *Inferential* Why were the Romans surprised to hear that Hannibal and the Carthaginians were going to attack Rome? (They thought the peaks of the Alps would be too difficult for enemy soldiers to cross over, so they felt safe.)
 7.  *Evaluative* Who was the victor, or winner, of the Punic Wars? (the Romans) Why and how did they win? (They had disciplined soldiers and continued to harass Hannibal’s weakened army in northern Italy for sixteen years. Then they went down to Carthage and sacked it.) What areas did the Romans control at the end of the Punic Wars? (They took control of the Mediterranean Sea and all the land surrounding it.) What else did they gain as a result of the war? (They took many Carthaginians as slaves; they took everything of value in Carthage; they gained more power; they gained more access to exotic trade; etc.)
 8.  *Evaluative* *Why? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *why*. For example, you could ask, “Why do you think the Carthaginians wanted to invade Italy?” Turn to your neighbor and ask your “why” question. Listen to your neighbor’s response. Then your neighbor will ask a new “why” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
 9. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Conflict

5 minutes

1. In the read-aloud you heard, “Perhaps a *conflict* between the powers of Rome and Carthage is unavoidable.”
2. Say the word *conflict* with me.
3. A conflict is a fight or argument, sometimes for power or property.
4. The U.S. 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.
5. 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 . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *conflict*?

Use a *Synonyms and Antonyms* activity for follow-up. Ask students, “What does *conflict* mean? What are some synonyms, or words that have a similar meaning?” Prompt students to provide words like *fight*, *argument*, *battle*, *combat*, *war*, etc. Then 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. As students discuss synonyms and antonyms, guide students to use the word *conflict* in a complete sentence: “An antonym of *conflict* is *peace*.”

You may wish to ask students, “If you were having a conflict and wanted it to end in an *agreement* [or use another student-provided word, such as *harmony*], what steps could you take to accomplish this?”



Complete Remainder of the Lesson Later in the Day



The Punic Wars

5_B

Extensions

20 minutes

10 Sequence of Events (Instructional Master 5B-1)

Remind students that they heard about the Punic Wars, a series of conflicts between the Romans and Carthaginians that spanned one hundred years. Ask students to explain what Rome gained from the Punic Wars after they were over. On Poster 1 (The Mediterranean Region), have a volunteer point to the newly controlled areas around the Mediterranean Sea that Rome gained after the wars. (North Africa and across the sea to present-day Spain)

Tell students that they are going to sequence, or put into order, the major events that they learned about today. Give each student a copy of Instructional Master 5B-1. Explain to the students that this worksheet has pictures of events from the Punic Wars. Have students cut out the four pictures. Next, have them think about what is happening in each picture. Students should then arrange the pictures in the correct order to show the proper sequence of events. Have students glue the pictures onto a blank piece of drawing paper once they have been correctly sequenced.

You may also want to have students write one sentence to describe each picture and retell the major events of the Punic Wars with a small group or with a partner. You may wish to have students use Flip Book images from the read-aloud to complete this activity.

Ancient Civilizations Timeline

Review with students what is already on the timeline, and have them discuss what they remember about each image. Show students Image Card 21 (Romans Defeating Carthaginians at Carthage). Ask students if the Romans defeated Carthage and won the Punic Wars before or after Rome became a republic. Have a volunteer place the image card on the timeline after the image card depicting Rome becoming a republic.



Daily Roman Life in the City, Part I

6

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain why ancient Rome was considered a civilization
- ✓ Compare and contrast the three categories of people in ancient Rome: patricians, plebeians, and slaves
- ✓ Describe the everyday life of the ancient Romans
- ✓ Describe the many structures the ancient Romans built, including roads, bridges, aqueducts, and amphitheaters
- ✓ Identify some of the contributions from the ancient Roman civilization, and describe how they have influenced the present

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Determine the main ideas of “Daily Roman Life in the City, Part I”; recount key details, and explain how they support the main ideas (RI.3.2)
- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as “when in Rome, do as the Romans do” as used in “Daily Roman Life in the City, Part I” (RI.3.4) (L.3.5a)
- ✓ Describe an image of a Roman aqueduct and how it contributes to what is conveyed by the words in “Daily Roman Life in the City, Part I” (RI.3.7)
- ✓ Compare and contrast patricians, plebeians, and slaves in “Daily Roman Life in the City, Part I” (RI.3.9)

- ✓ Gather information from “Daily Roman Life in the City, Part I” to create and interpret a class civilization chart (W.3.8)
- ✓ Categorize and organize facts and information presented in “Daily Roman Life in the City, Part I” to create and interpret a class civilization chart (W.3.8)
- ✓ Make personal connections to everyday life in Rome as a child (W.3.8)
- ✓ Make predictions before “Daily Roman Life in the City, Part I” about what daily life was like in ancient Rome, based on the images and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Summarize the main ideas presented in “Daily Roman Life in the City, Part I” (SL.3.4)
- ✓ Use a known root word as a clue to the meaning of an unknown word with the same root, such as *fortune* and *Fortuna* (L.3.4c)
- ✓ Draw illustrations of inventions to depict the word *ingenious*

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

amphitheater, n. An open-air building or area used to hold different events, such as sports, games, or concerts

Example: I love going to the amphitheater to watch games; it reminds me of the Roman Colosseum.

Variations: amphitheaters

aqueduct, n. A raised canal, pipe, or channel that carries water to different places

Example: Rome was well-known for the use of the aqueduct to bring fresh water into the city every day.

Variation(s): aqueducts

favours, v. Gives special treatment to someone or something more than others; prefers


Example: Because Evie loves math, she favors her math class over her other classes.

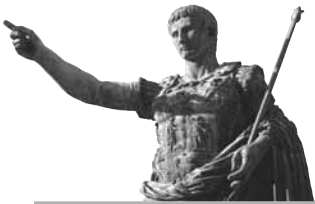
Variation(s): favor, favored, favoring

import, v. To bring something in from another place to sell it
Example: Many countries have to import from other countries items that they do not grow or develop themselves, such as oil and certain types of food.
Variation(s): imports, imported, importing

ingenious, adj. Cleverly inventive; imaginative; resourceful
Example: Mrs. Sparrow is an ingenious teacher because she finds creative ways every day to get her students excited about math.
Variation(s): none

sauntering, v. Walking slowly; meandering
Example: Jack and Suzette enjoyed sauntering down the street and taking their time to look in all the shop windows.
Variation(s): saunter, saunters, sauntered

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Civilization Chart; Ancient Civilizations Timeline	10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Daily Roman Life in the City, Part I	Image Card 22	20
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Image Card 22	15
	Word Work: Ingenious		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: When In Rome, Do As the Romans Do		20
	Civilization Chart	Image Card 22; Instructional Master 2B-1 (optional)	



Daily Roman Life in the City, Part I

6A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Point to the image of the Punic Wars on the Ancient Civilizations Timeline. Ask students to summarize the main facts they have learned about the Punic Wars. Also, reference the Civilization Chart to review with students the information learned thus far. Review the different groups within Roman society: consuls, senators, patricians, plebeians, and slaves.

Remind students that in the last read-aloud, the story ended with, “This was the beginning of one of the most powerful empires in all of history.” Ask, “When stories give clues about what is to come, what is this called? (foreshadowing) Remind students that an empire is a kingdom covering a wide area and consisting of one main ruler. Rome expanded its territory through the Punic Wars, and continued to conquer other areas as well. In today’s read-aloud, Rome is still a republic, but is on its way to becoming an empire.

Making Predictions About the Read-Aloud

Read the title of today’s read-aloud, “Daily Roman Life in the City, Part I,” and point to Rome on the map. Ask students to think about what they have learned about the culture and history of Rome. Ask them to use that information to predict what they think daily life in ancient Rome might have been like. You may encourage students to think about different aspects of daily life, asking them things such as, “How might life for a patrician be different from that of a plebeian? What things might a person have seen in the streets of Rome?” You may record students’ ideas on chart paper, a chalkboard, or a whiteboard, saving them to reference when discussing this read-aloud and the next.

Purpose for Listening

Tell students to find out if their predictions are correct and to listen for the main ideas, or important points, of today’s read-aloud.



Daily Roman Life in the City, Part I

← Show image 6A-1: 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 Roman ports, and in the process Rome became rich beyond compare. The city grew at a rapid rate. It must have been astonishing to be there, to witness all the workers who were involved in building the Colosseum, the Forum, the temples, and all the other buildings you see in this picture.

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.¹ 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.

1 What do we call objects that were created in the past by a person, such as ancient maps? (artifacts)



← Show image 6A-2: Roman family in their apartment²

So, what would it have been like to be born and raised in the city of Rome? Let's imagine that you are a child born into a plebeian family. You live with your mother, father, sister, and brother in a small apartment near the center of the city, not far from the great Colosseum. Your apartment building is crowded and noisy. There is always someone yelling or crying or laughing. There is smoke from

2 [Explain that this is a cut-away image to see inside the apartment.]

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.



← **Show image 6A-3: Children watching their father captain his boat up the Tiber**

On warm summer mornings, you and your friends like to go to the bridge across the Tiber River and wave to your father and the other merchants as they return from the docks on their way back into the city.

Your father dreams of becoming a wealthy merchant one day, but right now he only owns one little boat. Each morning, he and his partners row out to the docks, where the big ships unload their exotic goods.³ Your father buys goods from the merchants on the ships and then he resells the goods in other places in the city. He is a good businessman: He buys goods at the wharf at a low price and then sells them for a higher price to the rich people in the city who are too busy, or lazy, to come out to the wharves themselves.⁴ He doesn't care what kinds of merchandise he gets—pottery, fabric, dried fruits, or whatever else he can find—as long as he gets a good price. After the boats pass, you and your friends hurry home for your daily lessons.

3 If the goods are exotic, what does that mean?

4 A wharf, similar to a dock or pier, is a platform in a harbor where ships can unload and load cargo.



← **Show image 6A-4: Roman children at their lessons**

Like most other plebeian children, you are educated at home by your family instead of going to school. You are taught to read and write in Latin. You are taught good manners and proper behavior. You learn about Roman gods, Rome's history, and what it means to be a proud Roman citizen. You also learn about your culture: the traditional songs, dances, and recipes.

Your sister often goes to music lessons. Your aunt sometimes takes her and other girls for a flute lesson near the temple of Minerva, built to honor the goddess of wisdom and creator of music. The boys exercise and play rough games to become stronger. The parents are responsible for making sure their young boys are strong enough to serve in the Roman army when they are old enough.



← **Show image 6A-5: 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 **favours** 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.⁵ You know from the stories your mother and father have told you that Rome became successful because of many brave Roman citizens who came before you.

Some days, when you walk through the city, you can hear the cheers of the crowd in the Colosseum echoing through the city whenever fights are occurring. The Colosseum is a huge **amphitheater** that seats 50,000 people. Your parents will not let you go see the fights in the Colosseum, but you know what goes on there because you have heard many stories.

5 The word *fortune* refers to Fortuna, the Roman goddess of luck. In other words, “Luck prefers the brave.”



← **Show image 6A-6: Charioteers racing in the Circus Maximus**

Not too long ago, however, your father took you to see your first chariot race at the Circus Maximus. The Circus Maximus is a great big racetrack in the middle of the city. You sometimes see chariots in the city, but mostly they are used by soldiers in battle. When you see them **sauntering** down the city street, you don’t think anything of it—they’re just men standing on two-wheeled wagons being pulled by horses at a slow and relaxing pace. But these chariots seem completely different when you see them racing around the track at the Circus Maximus!

Chariots pulled by horses can move incredibly fast.⁶ They can also be incredibly dangerous! The driver, called a charioteer, stands on a wheeled platform and clings to the reins, hoping that he can keep control. Most of the Roman charioteers are men, but there are a few women, too. As they quickly round the curves in the racetrack, the chariots often look as though they will crash at any moment—and sometimes that is exactly what they do!

6 [Point to the chariots in the image.]



← **Show image 6A-7: Children running through a Roman street**

Rome is a huge, crowded city. You never know what you are going to see on any given day. Just the other day, you saw a man leading lions down the street. You have no idea where he got them, or what he was planning to do with them, but seeing lions in the street is not that unusual in Rome. People from all over the world live here, and many of them follow this saying: “When in Rome, do as the Romans do.”⁷ Of course, many of the people living here are slaves who have been captured as the Roman legions conquered new lands. But many others are merchants, travelers, or just people who have moved here to try to make a better life.

7 You will learn more about this saying later.



← **Show image 6A-8: 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.⁸

8 Who can tell me what *vibrant* means?

Sometimes, you need to relax and get away from the bustle of life in the city. Fortunately, there are quiet places in the city to relax. Your favorite place is on a little patch of grass near the Temple of Apollo on one of the seven hills where Rome got its start. There, you sit and admire the **aqueduct**.⁹ This beautiful structure supported by arches carries fresh, clean water from the mountains into the city. Your father has explained to you that aqueducts depend on gravity and pressurized pipes to help the water flow through them. The water comes from nearby mountains, and because the water source is higher than the location of the city, the water flows downhill through the channels of the aqueducts with the help of gravity.¹⁰ Romans use a lot of water—for fountains, public baths, waterwheels, sewers, and faucets in the streets.

9 [Point to the aqueduct. Then flip back to image 6A-1 and point out the aqueduct that forms a line through the center of the model.]

10 [Show Image Card 22 (Aqueduct Inner Workings).] Who can point to the arches? Why was the arch an important invention?



← **Show image 6A-9: Roman aqueduct**

This is one of the structures that your father has seen in his travels and has told you about—an impressive bridge and aqueduct called the Pont du Gard.¹¹ The aqueduct is just one of many **ingenious** accomplishments—in addition to road networks,

11 You can visit this bridge and aqueduct today in southern France. Some ancient aqueducts still carry water!

12 From this context, what do you think *ingenious* means? (cleverly inventive; imaginative; resourceful)



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.¹²



Discussing the Read-Aloud

20 minutes



Comprehension Questions

15 minutes

1. *Evaluative* Were your predictions correct about daily life in ancient Rome? Why or why not? (Answers may vary.) [Tell students that they have heard the first part about life in the city of ancient Rome and that in the next lesson they will hear the second part. Explain that at that time, they will discuss their predictions again.]
2. *Evaluative* You heard in the read-aloud today that Romans no longer had to worry about growing and producing all of their own food. Why was this? (They could import, or bring in from other areas, food such as wheat, olives, and other basic foods.) What else was imported into Rome? (exotic goods such as pottery, fabric, dried fruits, etc.)
3.  *Evaluative* What adjectives would you use to describe the city and people of ancient Rome? (Answers may vary, but may include the following: *busy, loud, boisterous, exotic, ingenious, crowded, elaborate, prosperous, etc.*)
4. *Inferential* Were plebeian children usually educated at a school? (No, patrician children were usually educated at a school, but plebeian children were usually educated at home.) What did Roman children study? (history, poetry, religion, music, reading, writing, good manners, proper behavior, Roman culture, etc.)
5. *Inferential* If you were sauntering along and you wanted to watch boats dock and unload the exotic goods that were being imported, where would you go? (the Tiber River; the wharf)
6.  *Evaluative* If you wanted to sit with 50,000 other people and watch fights, where would you go? (the Colosseum) If you wanted to watch fast-paced chariot races, where would you go? (the Circus Maximus) Would you favor spending time at the Colosseum or the Circus Maximus? Why? (Answers may vary.)

7.  *Evaluative* [Show students Image Card 22 (Aqueduct Inner Workings).] Describe the purpose of an aqueduct and how it works. (Water flows down from the mountain through the channels of the aqueduct and into the cities. The water source needs to be higher than the location of the city, so the water can flow downhill through the aqueduct with the help of gravity. Pressurized pipes also help push the water along.)
8.  *Evaluative* If you were to summarize the main ideas of today's read-aloud in one or two sentences, what would you say? (Answers may vary, but should involve something like the following: all sorts of people lived in ancient Rome, which was crowded, loud, vibrant, boisterous, and busy with trade; there were many things to entertain people, such as chariot races in the Circus Maximus, fights in the Colosseum, and interesting sights in the streets; there were exotic goods being imported on ships and unloaded at wharves; there were children going to school and being taught at home; there were ingenious aqueducts bringing water into the city; etc.)
9. *Evaluative* In this read-aloud, what ingenious inventions and contributions did you learn about that the ancient Romans gave to the world? (concrete roads, public baths, aqueducts, sewer and heating systems, arches, bridges, architecture such as the Circus Maximus and the Colosseum, mosaics, the poetry of Virgil, etc.) How have these contributions influenced the present? (Answers may vary.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10.  *Evaluative Think Pair Share:* You heard the phrase, "Fortune favors the brave," meaning that if you are brave, good things may come to you. Do you agree that you should be willing to take risks and try new things? Why or why not? (Answers may vary.)
 11. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Ingenious

5 minutes

1. 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.”
2. Say the word *ingenious* with me.
3. If you are ingenious, you are clever and have imaginative ideas that often result in unique inventions.
4. Jeremiah won first place for his ingenious science project about how to best preserve Christmas trees.
5. Can you think of someone who is ingenious? Why is s/he ingenious? Can you think of a time when you were ingenious? Try to use the word *ingenious* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “_____ is ingenious because . . . ” or “One time I was ingenious when . . . ”]
6. What’s the word we’ve been talking about? What part of speech is the word *ingenious*?

Use a *Drawing/Writing* activity for follow-up. 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 invention is ingenious. Allow students to share their drawings and sentences with the class, making sure they use the word *ingenious* in a complete sentence.



Complete Remainder of the Lesson Later in the Day



Daily Roman Life in the City, Part I

6_B

Extensions

20 minutes

Sayings and Phrases:

When In Rome, Do As the Romans Do


5 minutes

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard anyone say “When in Rome, do as the Romans do.” Have the students repeat the proverb. Ask students to guess what the phrase means. Explain that the literal meaning of this phrase is that if you traveled to Rome, you would most likely do what other Romans do in their everyday living and culture. For example, if you had visited ancient Rome years ago, you would have most likely gone to the Colosseum and Circus Maximus to see chariot races and other events. You would not have cooked in your apartment, but would have used a fire in the courtyard instead.

Explain that this phrase may also be used to describe other cultures and ways of living that are different from your own. For example, if you were given a fork in a Chinese restaurant, you might request chopsticks, saying, “When in Rome, do as the Romans do.” This means that you want to follow the customs of how Chinese eat food while dining at their restaurant. Sometime people shorten this saying to just say, “When in Rome . . .” The saying has become so well known that many people will know what you mean just by these few words.

You may wish to ask students the following:

-  Imagine you traveled back in time to ancient Rome and followed this proverb, “When in Rome, do as the Romans do.” What parts of ancient Roman culture would be different from your own? What parts might be similar? (Answers may vary.)

- You have learned that when Romans traveled to other places, they often followed some of the foreign customs. In fact, Romans took the customs they liked back to their homes. What parts of other cultures do you recall that Romans “borrowed” or merged together with their own culture? (The Roman myths, gods, and goddesses were similar to those of the ancient Greeks; Romans also modeled their form of government after the ancient Greeks; they created marble carvings similar to the Etruscans; etc.)
- Would there ever be a time when it would not be wise to do something everyone else is doing? (Answers may vary.)

Tell students to listen for times where this phrase is appropriate as they continue listening to the read-alouds. Try to find other opportunities to use this saying in the classroom.

Civilization Chart (Instructional Master 2B-1, optional)

Have students look at the Civilization Chart and explain how they can tell that Rome was a civilization. Briefly review the information on the Civilization Chart thus far, and remind students that they are filling out the Civilization Chart together to record examples of the five components of the ancient Roman civilization: jobs, government, leaders, religion, and contributions.

Tell students that today they will be adding more information to the Civilization Chart. Show students Image Card 22 (Aqueduct Inner Workings), and ask them what they see. Have students describe this ingenious invention, and have them discuss any other contributions they find interesting based on the read-aloud. Ask students how they think these contributions are still affecting our world today. Have a volunteer place Image Card 22 in the “Contributions” section. Tell students to continue to listen carefully to hear more about Roman contributions.

Note: Depending on your students’ needs, you may wish to have some students complete this instructional master on their own, with a partner, or in groups by drawing pictures and/or writing words and/or complete sentences in each square.



Daily Roman Life in the City, Part II

7

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify some of the contributions from the ancient Roman civilization, and describe how they have influenced the present
- ✓ Explain that women did not have as many rights as men in Roman society
- ✓ Describe the everyday life of the ancient Romans
- ✓ Compare and contrast the three categories of people in ancient Rome: patricians, plebeians, and slaves

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as “when in Rome, do as the Romans do” as used in “Daily Roman Life in the City, Part II” (RI.3.4) (L.3.5a)
- ✓ Describe an image of a model of Rome and how it contributes to what is conveyed by the words in “Daily Roman Life in the City, Part II” (RI.3.7)
- ✓ Compare and contrast ancient Greek and Roman women; and patricians, plebeians, and slaves in “Daily Roman Life in the City, Part II” (RI.3.9)
- ✓ Make personal connections to everyday life in Rome as a child (W.3.8)

- ✓ Gather information from “Daily Roman Life in the City, Part I and II” to take notes and answer questions about daily life in ancient Rome (W.3.8)
- ✓ Categorize and organize facts and information presented in “Daily Roman Life in the City, Part I and II” to take notes and answer questions about daily life in ancient Rome (W.3.8)
- ✓ Make predictions before “Daily Roman Life in the City, Part II” about what daily life was like in ancient Rome, based on the images and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Use a known root word as a clue to the meaning of an unknown word with the same root, such as *family* and *familia* (L.3.4c)

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

brutal, *adj.* Very harsh and unpleasant

Example: Life on the arctic tundra can be extremely brutal.

Variation(s): none

chaos, *n.* A state of complete confusion and disorganization

Example: Fire drills are necessary to help avoid chaos and ensure that everyone knows what to do and where to go.

Variation(s): none

gladiators, *n.* Men from ancient Rome, usually criminals or slaves, who fought other men to provide entertainment for spectators

Example: The crowd cheered in the Colosseum as the gladiators stepped toward each other.

Variation(s): gladiator

recline, *v.* To lean or lie back in a relaxed manner

Example: Dad always likes to recline in his favorite chair to relax after a long day at work.

Variation(s): reclines, reclined, reclining

riots, n. Loud, violent demonstrations or disturbances caused by big groups of people who gather and charge through an area, usually in response to or in protest of something


Example: Many American colonists started loud, violent riots to protest, or argue against, the way the British treated them.

Variation(s): riot

shortage, n. A time when there is not enough of something, such as food, money, or water

Example: The lack of rain caused a shortage of not only water but also of food.

Variation(s): shortages

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Civilization Chart; Ancient Civilizations Timeline	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Daily Roman Life in the City, Part II		20
<i>Discussing the Read-Aloud</i>	Comprehension Questions		15
	Word Work: Chaos		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Note-Taking	Instructional Master 7B-1; chart paper, chalkboard, or whiteboard	



Daily Roman Life in the City, Part II

7A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Show students image 6A-1 and ask them what they see in the image. Prompt them to recall that the model of Rome includes the Colosseum, the Circus Maximus, and an aqueduct. Ask students how we are able to craft models such as this one to show what this ancient city looked like.

You may wish to use the other images from Lesson 6 to review what students learned in the previous read-aloud about what daily Roman life in the city was like for plebeian children. You may also wish to review the information included thus far on both the Civilization Chart and the Ancient Civilizations Timeline.

Purpose for Listening

Tell students to listen carefully to learn more about daily Roman life in the city and to see if their predictions are correct.



Daily Roman Life in the City, Part II

← Show image 7A-1: Patrician family in atrium

Let's imagine that you are a child in a wealthy patrician family. Like most patrician families, you live in a large house known in Latin as a *domus* [DOH-moos]. The *domus* has several stories with enough rooms for your large family: mother, father, children, grandparents, dozens of slaves, 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.¹ The little pool is also a good place to rinse your feet if they are dusty from the streets.

1 Skylights today are often made of glass or plastic, and some can be opened and closed like a window.



← Show image 7A-2: Pater Familias

Whether they were plebeians or patricians, all Roman families were organized in a similar way. While many families consisted only of parents and children, it was also very common to find many relatives living together in the same apartment building, if not in the same house. Everyone—from grandparents to slaves—was considered to be part of the family. The oldest man in the family was called in Latin the *pater familias*, [PAW-tare fah-MEEL-ee-yas], and he was in charge.² By law, the *pater familias* had control over the family's property and money, and he made all the family decisions. He might have arranged whom his children would marry before they were even adults!

2 Listen to this Latin word: *familias*. What word do you recognize? *Pater* is Latin for father, so *pater familias* means father of the family or household.



← Show image 7A-3: Roman patrician woman

Roman women were not allowed to vote or run for the Senate or other offices.³ Women were expected to do whatever the *pater familias* told them to do. Nevertheless, Roman women did have some rights that women in many other civilizations did not have at

3 In the United States, have women always been allowed to vote or run for the Senate or other offices?

4 As you may have learned, women in ancient Greece were not considered citizens; they were also not allowed to own property.

5 Managing slaves usually involved telling them what jobs to do around the house and making sure the job was done correctly. Were slaves allowed to pick the type of work they did? Did they get paid?



6 Wine was loved by many Romans. Grapes were an important crop, as they still are today.

7 If you were dining with patricians or plebeians, you would follow their customs of how to eat. What saying that you have learned applies to this? (“When in Rome, do as the Romans do.”)



8 As you have heard, the ancient Greeks also used olive oil in their everyday lives. Olive oil was—and still is—often used in cooking, as medicine, as fuel for lamps, and in soap. [As you read the following sentences, point to the different foods mentioned.]

the time. Roman women were allowed to own property, so there were many women involved in business.⁴ Roman women were usually deeply involved in important decisions involving the home. Patrician women were often moneylenders or landlords, meaning they owned and managed properties in which others paid to live.

Most plebeian women had their hands full with domestic duties, which included raising children, cooking, and cleaning. They may have also carried on a trade, such as selling food in the market. Wealthy plebeian and patrician women had slaves to do the work for them. Much of their time was spent managing their slaves.⁵ The richest families sometimes had hundreds of slaves to manage.

← **Show image 7A-4: Roman dining and reclining**

Patrician families and friends loved to gather for long, relaxing meals. They would sometimes eat for hours, nibbling at their food, drinking wine, and sharing all the latest stories they had heard around town.⁶ Rich patricians liked to **recline** on dining couches during meals. Sometimes they would lie on their stomachs; at least they didn’t have to worry about spilling food on their laps! People often ate with their fingers—no need for a fork or spoon (unless they were eating soup).

On an average night, however, most plebeian families usually did not have time for long suppers. They probably sat around a table on stools, and their food usually wasn’t very elaborate. A typical plebeian family would eat bread and porridge made of grain, along with small helpings of meat and whatever vegetables they had on hand.⁷

← **Show image 7A-5: Roman foods (olive oil, bread, fish, honey, cheese, fish, oysters, artichokes, and grapes)**

Olive oil was an important part of many meals. Romans used olive oil for cooking and spreading on foods. They loved it so much they sometimes drank it by the glass!⁸ Bread was the most popular and common food in Rome. There were bakeries all over the city selling all sorts of breads and sweet pastries. Romans liked to spread olive oil, honey, or cheese on their bread. Romans also ate

9 Why do you think Romans ate a lot of seafood?



10 A shortage is when there is not enough of something that is needed; it is the opposite of the words you heard earlier—*bounty* and *surplus*.



11 A mob is a large group of people who gather together to protest something. What does it mean to have power in numbers?

12 Who can tell me what *chaos* means?

lots of fish and oysters, as well as all kinds of vegetables.⁹ Local fishermen brought fresh fish to the Roman marketplaces every day. They did not have refrigerators back then, so nearly everything had to be eaten fresh.

← **Show image 7A-6: Romans waiting for grain ships**

As the population living in Rome grew, the city became more and more crowded. Although plebeians had opportunities to make money and own property, life was not easy for most of them. Because Rome relied so much on grain shipments being imported from across the sea, sometimes there was a food **shortage**.¹⁰ War and bad weather sometimes delayed those food shipments from arriving at the wharves, and Rome would suddenly become an angry city of thousands of hungry people. Disease was a big problem, too. Romans worked hard to try to keep the city clean, but it was an impossible situation with so many people. As a result, horrible diseases sometimes spread throughout the population.

← **Show image 7A-7: Worried patrician watching an angry mob**

The life of patricians might have seemed easy compared to the lives of plebeians and slaves, but that doesn't mean the patricians didn't have worries. Patricians were the wealthy elite in Roman society, but there were not as many of them as there were plebeians. As time passed, the ordinary people of Rome—or the “mob” as the patricians called them—began to understand that they had power in their numbers.¹¹

Riots became common. People would rampage through a city, burning and trashing buildings, and generally creating **chaos**.¹² People rioted most often when there were food shortages. Not surprisingly, this always made the patricians very nervous. The patricians always had plenty of food, and the plebeians knew it! The patricians valued their high position in society and felt threatened that the protests of the many plebeians could eventually change their status.



13 Spectacles are impressive things to look at, such as public shows.

← Show image 7A-8: Romans at the Circus Maximus

So, the wealthy Romans came up with a plan that is sometimes called “bread and circuses.” The idea was basically to distract people from their problems by staging amazing spectacles.¹³ 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, fights among people and animals, and circus tricks involving trained animals, acrobats, jugglers, and other entertainers. If you have ever been to a circus under a “big top” tent, you can thank the Romans, because they were one of the first to do it. Of course, our circuses are far tamer than the Roman circuses. Instead of having a lion jump through a hoop, they had lions fighting people!¹⁴

14 Men who fought against animals such as lions were called venatores. [Point to the figure on the right in the next image.]



← Show image 7A-9: Gladiators and venatore

The ultimate spectacles took place in the great amphitheater you have heard about called the Colosseum. Here, **gladiators** would fight each other for the public’s entertainment. Gladiators were often criminals or soldiers that had been captured from enemy armies. Though rare, there were also women fighters called gladiatrices. Believe it or not, some people chose the life of a gladiator for the fame. Gladiators were sometimes forced to fight each other to the death in front of thousands of people. Many gladiators did not live very long; one appearance in the arena was all they got. Roman games were not for the faint of heart!¹⁵

15 If you are “faint of heart” that means you are sensitive, afraid, or easily upset.



← Show image 7A-10: Mosaic of gladiators¹⁶

Think about life in Rome from a Roman’s perspective. They lived in an incredible city, and they had all kinds of opportunities, but life was still very hard. War, disease, and hunger were always life’s obstacles. Medicines and medical care such as we know today did not exist in ancient Rome. The Roman legions marched all over the world, with countless Roman soldiers never to be seen or heard from again. At any moment, a foreign army could invade Roman homes, carrying citizens away to a life of slavery.

16 This is a mosaic depicting two gladiators fighting. How can you tell this is an ancient artifact? (It is faded and falling apart on the right side.)



← **Show image 7A-11: Mosaic of a lion**

Life for most people during Roman times was short and **brutal**. They loved their families, but many Romans did not really expect to live a very long life. For all their inventions and immense power, the Romans could not change the fact that their lives were uncertain and dangerous. Some Romans, therefore, did not feel sorry to see a person thrown into an arena to fight a lion. Perhaps some of them thought, “Too bad for him, but that could be me tomorrow!”




Discussing the Read-Aloud

20 minutes

Comprehension Questions

15 minutes

1. *Evaluative* Were your predictions correct about daily Roman life in the city? Why or why not? (Answers may vary.) [You may wish to reference the notes taken about students’ predictions from the previous lesson.]
2. *Inferential* You heard in the previous read-aloud that plebeians lived in crowded and noisy apartments, which did not have kitchens because people feared that they would start fires. What was the home, or *domus*, of a patrician like? (large homes that fit many family members, including slaves; had atriums with skylights; bright; may have had a shallow pool of water)
3. *Inferential* You heard that the Latin phrase *pater familias* means the father of the family or the head of the household. What did this role mean? (The father was in charge of the family and had control over property, money, and all other family decisions.)
4. *Evaluative* What kind of rights did Roman women have? (They could own property and businesses, lend money, be landlords, manage slaves, etc.) What rights did Roman women not have? (They could not become senators or consuls, and they could not vote.) How was this different from women’s rights in ancient Greece? (Women could not vote or own property or businesses in ancient Greece.)

5.  *Evaluative* Compare and contrast a patrician dinner and a plebeian dinner. (Patricians often reclined while eating, used their fingers to eat their food, and their leisurely meal could last a long time. Plebeians often sat on stools, ate simple foods like bread and porridge with small helpings of meat and vegetables, and did not take as much time to eat and relax.)
 6.  *Evaluative* Describe why life in ancient Rome could be brutal at times. (There was disease; the streets were crowded and busy; sometimes there were shortages of food; mobs of people would riot and create chaos; gladiators would sometimes fight to the death; some men would fight animals; foreign armies might invade homes; there was war; medicine and medical care was not as good as it is today; etc.)
 7. *Evaluative What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What types of races would you like to see in the Circus Maximus?” Turn to your neighbor and ask your “what” question. Listen to your neighbor’s response. Then your neighbor will ask a new “what” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
 8. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Chaos

5 minutes

1. In the read-aloud you heard, “People would rampage through a city, burning and trashing buildings, and generally creating *chaos*.”
2. Say the word *chaos* with me.
3. Chaos is a state of complete confusion and disorganization.
4. When the monkeys escaped their cage at the zoo, there was complete chaos.
5. Have you ever been in a place where there was chaos? Where were you? Be sure to use the word *chaos* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I was _____ and there was chaos . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *chaos*?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some situations. If what I describe is an example of chaos, say, “That is chaos.” If what I describe is not an example of chaos, then say, “That is not chaos.”

1. All of the animals at a zoo escape and are running everywhere, and no one knows what to do. (That is chaos.)
2. Students are sitting silently at their desks reading books. (That is not chaos.)
3. Six ducks are waddling in a straight line down to the pond. (That is not chaos.)
4. A man drops his large stack of papers, and the papers fly everywhere and become mixed up. (That is chaos.)
5. A mob of people are running around screaming, yelling, and rioting. (That is chaos.)



Complete Remainder of the Lesson Later in the Day



Daily Roman Life in the City, Part II

7
B

Extensions

20 minutes

Note-Taking (Instructional Master 7B-1)

Share with students that when they learn new things, whether by reading on their own or listening to someone else speak, taking notes is a skill that can help them remember and organize information. Tell students that you will reread sections from the read-alouds in Lessons 6 and 7 about daily Roman life in the city, and they will practice taking notes. Explain that when taking notes, a person often only writes short phrases rather than complete sentences. Share with students that taking notes is a helpful and important skill and that they will practice this skill together. Tell students they will be taking notes to help them with a writing assignment later in this domain.

Give each student a copy of Instructional Master 7B-1. Point out that the questions listed are based on some of the questions they discussed at the end of the read-alouds the first time they heard them. Before listening to the selection, tell students to write the topic at the top: “Daily Roman Life in the City.”

Explain that keeping notes organized and easy to read is important, or else their notes will not be helpful. Tell students that before you reread the selections from the read-alouds, you are going to read the questions aloud to them while they follow along so they know what information to listen for. Tell students to ask for help if they do not understand a question. Explain that they will not always have questions written out for them before taking notes, but that you are going to guide them in practicing this skill for the first few times. Tell students that they can also create questions on their own that they would like to find the answers to.

As you reread sections from the read-alouds on daily life in Rome, pause to allow students time to write their notes for each question. On a piece of chart paper, a chalkboard, or a whiteboard, model for students how to take notes, reminding them that they should write down key words and phrases instead of complete sentences. If at all possible, model the use of domain-related vocabulary in your note-taking, and encourage students to do the same.


The following is to be read to students:

Like most other plebeian children, you are educated at home by your family instead of going to school. You are taught to read and write in Latin. You are taught good manners and proper behavior. You learn about Roman gods, Rome's history, and what it means to be a proud Roman citizen. You also learn about your culture: the traditional songs, dances, and recipes.

Your sister often goes to music lessons. Your aunt sometimes takes her and other girls for a flute lesson near the temple of Minerva, built to honor the goddess of wisdom and creator of music. The boys exercise and play rough games to become stronger. The parents are responsible for making sure their young boys are strong enough to serve in the Roman army when they are old enough.

Roman women were not allowed to vote or run for the Senate or other offices. Women were expected to do whatever the pater familias told them to do. Nevertheless, Roman women did have some rights that women in many other civilizations did not have at the time. Roman women were allowed to own property, so there were many women involved in business. Roman women were usually deeply involved in important decisions involving the home. Patrician women were often involved moneylenders or landlords, meaning they owned and managed properties in which others paid to live.

Most plebeian women had their hands full with domestic duties, which included raising children, cooking, and cleaning. They may have also carried on a trade, such as selling food in the market. Wealthy plebeian and patrician women had slaves to do the work for them. Much of their time was spent managing their slaves. The richest families sometimes had hundreds of slaves to manage!

 **Note:** If students have any remaining questions, you may wish to give them time to do some research using Internet resources or books from the classroom book tub. This exercise is also encouraged during the Pausing Points.



Pausing Point 1

PP₁

Note to Teacher

Your students have now heard several read-alouds about the ancient Roman civilization. It is highly recommended that you pause here and spend two days reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or 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 and locate on a map the following areas: Atlantic Ocean, Mediterranean Sea, Europe, the Alps, Black Sea, Aegean Sea, Italy, Rome, Sicily, Pompeii, Mount Vesuvius, Tiber River, Greece, France (Gaul), Spain, England, Germany, North Africa, Tunisia (Carthage), Egypt, Asia Minor, and/or Turkey
- ✓ Locate the Bosphorous Strait and the Strait of Gibraltar, and explain the purpose of these waterways
- ✓ Identify Rome as the capital of present-day Italy and the approximate area where the ancient Roman civilization began
- ✓ Identify the country of Italy as a peninsula
- ✓ Define the terms *BC/BCE* and *AD/CE*
- ✓ Describe how the work of archaeologists has helped us gain information about the ancient Roman civilization
- ✓ Identify some of the contributions of the ancient Roman civilization, and describe how they have influenced the present

- ✓ Identify the eruption of Mount Vesuvius as the cause of the destruction of the Roman city of Pompeii
- ✓ Explain that most ancient Romans worshipped many gods and goddesses
- ✓ Retell the legend of Romulus and Remus, and explain that this legend is believed to tell the story of the foundation of Rome
- ✓ Explain the importance of the Tiber River to the ancient Romans
- ✓ Identify Roman myths as a type of fiction
- ✓ Describe the religion and mythology of ancient Rome as similar to that of ancient Greece
- ✓ 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
- ✓ Describe the importance of forums in Roman society and government
- ✓ 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
- ✓ Explain that women did not have as many rights as men in Roman society

Activities

Image Review

Show the images from any read-aloud again, and have students retell the read-aloud using the images.

Image Card Review

Materials: Image Cards 1–22

In your hand, hold Image Cards 1–22 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then give a clue about the picture s/he is holding. For

example, for the Roman Forum, a student may say, “This was at the heart of the Roman Republic and was where the Senate would meet.” The rest of the class will guess which place is being described. Proceed to another card when the correct answer has been given.



Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review the founding of Rome, daily life in ancient Rome, the Punic Wars, and the Roman Republic. Refer to the books listed in the domain introduction. You may also choose to have the students select a read-aloud to be heard again.

If students listen to a read-aloud a second time, you may wish to have them take notes about a particular topic. Be sure to guide them in this important method of gathering information. You may wish to model how to take notes, construct an outline, etc.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *civilization*. Have them brainstorm everything that comes to mind when they hear the word, such as *group of people, organized, living together, have writing systems, have leaders and laws, practice religions, have different people doing different jobs*, etc. Record their responses on a piece of chart paper, a chalkboard, or whiteboard for reference.

Multiple-Meaning Word Activity: Favors

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

1. In “Daily Roman Life in the City, Part I,” you heard this saying from the poet Virgil: “Fortune *favors* the brave.”
2. Say the word *favors* with me.
3. 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.”

4. 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*.
5. Can you think of any other meanings for the word *favors*? The word *favors* can be a noun to mean things someone does to help another, such as in this example: “Piedra was thankful for all the favors Theresa did for her while her arm was in a cast.” Another example using the singular form is “Can you please do me a favor and help straighten the desks?”
6. The word *favors* has a third meaning. It can be a noun to mean small gifts that are given by a host or hostess of a party. Who can come up with a sentence that uses the word *favors* with this meaning? (An example could be “Dayna passed out pencils and flower seeds as party favors when we went to her party.”)
7. What is the word we’ve been talking about? What part of speech is the word *favors*? (noun or a verb)
8. With your neighbor, take turns creating sentences using the word *favors* and then identifying the meaning and part of speech that has been used. For example you might say, “Our dog favors my baby brother because he is always dropping food on the floor.” Your neighbor would say, “*Favors* means prefers in that sentence, and it is a verb.”
9. [You may wish to write examples of the word *favors* on chart paper or the board and/or show images depicting the various meanings of *favors*.]

10 Riddles for Core Content

Ask students riddles such as the following to review core content:

- I am a country that is a peninsula in the Mediterranean Sea and am shaped like a boot. What country am I? (*Italy*)
- I am a river in Italy that was very important to the founding of Rome. What river am I? (*the Tiber River*)
- I am a city that was destroyed by the volcano Mount Vesuvius erupting. What city am I? (*Pompeii*)
- I am elected each year by the people to choose whether new laws should be passed or if Rome should go to war. I am advised by the senators. Who am I? (*a consul*)

- I was taken away from my homeland during a battle, and I receive no pay for my hard work. Who am I? (a slave)
- I am the god of the harvest, and I am often shown holding a sickle in one hand. Roman farmers are especially interested in keeping me happy. Who am I? (Saturn)
- I live in a *domus* and spend a good part of my day supervising slaves. Who am I? (a patrician)
- We are farmers, merchants, and tradesmen. Who are we? (plebeians)
- We are the twins who were sent to be killed by a king. A wolf and a shepherd helped us to live, and one of us later went on to found Rome. Who are we? (Romulus and Remus)
- I surprised everyone when I led troops over the Italian Alps to fight in the Punic Wars. Who am I? (Hannibal)
- I am a large, oval structure where Romans go to watch chariot races and other entertaining spectacles. What am I? (the Circus Maximus)
- I am a large amphitheater where Romans go to watch combat sports, such as gladiator fights. What am I? (the Colosseum)



Class Book: The Ancient Roman Civilization

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about the ancient Roman civilization, including history, religion, mythology, the legend of Romulus and Remus, and daily life in the city. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.



Writing Prompts

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.]

Using a Map

Materials: Poster 1 (The Mediterranean Region); world map or globe

Ask a volunteer to show you where the United States is on the map. Next, ask a volunteer to point to the state where you live. Review the various locations from the read-alouds. Ask questions such as the following:

- On which continent is Italy located? (Europe) Can anyone find the continent of Europe on the map? Can anyone point to the country of Italy on the map? Who can tell us what the climate of Italy allowed people to grow? (grapes and olives, similar to the ancient Greeks)
- What city is the capital of Italy? (Rome) Can anyone find Rome on the map? What river was important to the founding of Rome? (the Tiber River) Can anyone find the Tiber River on the map? Which legend did you learn that involved the Tiber River? (the legend of Romulus and Remus)
- Who can tell us the name of the sea surrounding Italy? (the Mediterranean Sea) Who can locate the Mediterranean Sea on the map? Why was the Mediterranean Sea important to Italy? (The Mediterranean Sea served as a place for fishing and allowed trade with other countries to take place.) What continents are separated by the Mediterranean Sea? (Africa and Europe)
- What are the two natural waterways in and out of the Mediterranean Sea? (the Strait of Gibraltar near Spain, and the 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)

10 Sequencing the Punic Wars

Materials: Instructional Master PP1-1; drawing paper; glue

Ask a volunteer to summarize the main 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.

Note: For differentiated instruction, you may have your students complete this activity either in small groups, with a partner, individually, or as a whole class. For example, you may wish to fill in the sentence blanks as a whole class, but encourage some students to work with a partner to sequence and retell the events of the Punic Wars.

Civilization Chart Review

Materials: Civilization Chart; Instructional Master 2B-1; drawing paper, drawing tools

Review the information added to the Civilization Chart thus far. Remind students that they have been recording examples of the five components of the ancient Roman civilization: jobs, government, leaders, religion, and contributions. Ask students to share one to two facts about each item. You may also ask students to generate their own questions about each item on the chart. Encourage students to add anything missing to the class chart or their instructional master. For example, you may wish to add “fisherman” or “merchant” to the chart in the “Jobs” section. Encourage students to elaborate upon anything written in their charts. Ask students, “How do we know there was a civilization in ancient Rome?”

Ancient Civilizations Timeline Review

Materials: Ancient Civilizations Timeline

Review the information added to the Ancient Civilizations Timeline thus far. Ask students to share one to two facts about each event on the timeline. You may also ask students to generate their own questions

about each item on the timeline. Ask students if there was any information presented in any of the read-alouds that they would like to add to the timeline that is currently not represented.

Famous Quotes from Ancient Rome

Review with students the sayings they have learned related to ancient Rome that are commonly used today in their figurative sense:

- “Rome wasn’t built in a day.”
- “All roads lead to Rome.”
- “When in Rome, do as the Romans do.”

You may wish to have students work independently, in groups, or with a partner to discuss, explain, research, and/or illustrate these sayings and phrases and their literal and figurative meanings. You may wish to show pertinent images from the read-alouds as students discuss.

This activity is also in Pausing Point 2 and includes many more sayings and phrases from the second half of the domain.

- ✍ Using what they have learned about the ancient Roman civilization, have students create their own sayings and phrases and explain the literal meanings in relation to ancient Rome and the figurative meanings in relation to life today.

Retelling of the Legend of Romulus and Remus

Show the images from the read-aloud “The Legend of Romulus and Remus” again, and have students retell the read-aloud using the images. You may also wish to have students act out the story. As students retell the read-aloud, encourage them to use domain-related vocabulary whenever possible.

Venn Diagram

Materials: Instructional Master PP1-2; chart paper, chalkboard, or whiteboard

Tell students that together you are going to compare and contrast two things students have learned about ancient Rome by discussing how they are similar and how they are different. Use Instructional Master PP1-2 to list two things at the top of the diagram and then to capture information provided by students. Choose from the following list or create a pair of your own:

- Mount Olympus and Mount Vesuvius
- Mars and Tiberinus
- Romulus and Remus
- Rome and Carthage
- patrician and plebeian dining

You may wish to create several copies of the Venn diagram to compare and contrast several things. You may also wish to have students use these diagrams as brainstorming information for further writing.

- ✈ You may wish to have some students use Instructional Master PP1-2 to complete this activity independently. You may wish to have some students create a three-way Venn diagram to compare and contrast three things, e.g., a monarchy, republic, and empire; or patricians, plebeians, and slaves.



The Roman Gods and Goddesses

Materials: Drawing paper, drawing tools; Internet access; trade books (optional)

Review with students the Roman gods and goddesses they have learned about. Review how the Roman gods were influenced by Greek beliefs in their gods. You may also wish to review the correlation between certain Roman and Greek gods discussed in Lesson 3.

Tell students to pick out one of the Roman gods or goddesses they have heard about and illustrate him or her. After they draw a picture of the god or goddess, have them write two to three sentences describing that character. Make sure they include a sentence that describes the attributes of the character. For example, Minerva is the goddess of wisdom, so she may have the attribute of being very wise.

After everyone has written their sentences, have students share with a partner the god or goddess they drew and described. If students have any remaining questions about Roman mythology, you may wish to have them do additional research using Internet sources or the trade books in the classroom book tub.

- ✈ You may wish to have some students complete research about both Greek and Roman gods and goddesses and write a paragraph comparing and contrasting them.



Writing Prompt: Roman Myth

Materials: Drawing paper, drawing tools

Remind students that they have discussed Roman myths, gods, and goddesses, and how they were similar to the Greek religious beliefs. Ask students to explain what a myth is. (a fictional story that has supernatural beings and/or heroes as the main characters, and tries to explain events in nature and/or teach moral lessons)

Tell students that as a class they will be writing a short myth based on Roman beliefs. Ask students to think of an event in nature they could explain in a myth. Examples may include why lightning occurs, why apples grow on trees, why it snows, etc. Have the class pick one or two Roman gods/goddesses they heard about to include as characters in the myth. Discuss the setting and the supernatural elements you would like to include in the myth. Record the story on a piece of chart paper, a chalkboard, or a whiteboard. Give students the opportunity to illustrate the myth created as a class. You may also wish to have some students individually write and illustrate a myth of their own.

Dinner Party

Materials: Various foods eaten in ancient Roman times; white sheets or tablecloths (optional)

Tell students that they are going to have a Roman dinner party. You may choose to have students dress up in togas fashioned from bedsheets or tablecloths. Clear a space on your classroom floor. Show students images from Lesson 7 to remind students of how and what Romans ate. Ask students, “If we recline on the floor such as the people in this image, which class of Romans are we imagining to be?” (patricians) Remind students that the ancient Romans enjoyed meeting for long, relaxing meals during which they often shared stories. Remind students that most plebeians ate simple meals that did not last as long as the patrician meals. Have students talk about the things they imagine seeing in the city of Rome, the gods and goddesses, Roman government, and other topics the ancient Romans would have discussed. Provide students with grape juice, cheese, bread, and other foods eaten during ancient Roman times. Encourage students to use domain vocabulary as they engage in this activity.

Note: Be sure to check with your school’s policy regarding food distribution and allergies.



Julius Caesar

8

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain why ancient Rome was considered a civilization
- ✓ Identify and locate on a map the following areas: France (the area formerly known as Gaul), Spain, England, Germany, North Africa, and Egypt
- ✓ Define the terms *BC/BCE* and *AD/CE*
- ✓ Describe the life and contributions of Julius Caesar

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With assistance, create and interpret a timeline to capture the chronology of events during the time of the ancient Roman civilization relative to the ancient civilizations of Egypt and Greece (RI.3.3)
- ✓ Sequence images representing events from the ancient Roman civilization relative to the ancient civilizations of Egypt and Greece; sequence some of the events of Julius Caesar's life (RI.3.3)
- ✓ Describe the temporal relationship among the ancient civilizations of Egypt, Greece, Rome, and the present day, using the terms *BC/BCE* and *AD/CE* (RI.3.3)
- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as “climbing the ladder” to mean moving up into a more powerful position used in “Julius Caesar” (RI.3.4) (L.3.5a)

- ✓ Compare and contrast a monarchy and a republic; and patricians, plebeians, and slaves in “Julius Caesar” (RI.3.9)
- ✓ Make personal connections to the attributes of a good leader (W.3.8)
- ✓ Gather information from “Julius Caesar” to create and interpret a class civilization chart (W.3.8)
- ✓ Categorize and organize facts and information presented in “Julius Caesar” to create and interpret a class civilization chart (W.3.8)
- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *before*, *after*, *first*, *next*, and *then* (L.3.6)

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

alliance, n. An agreement between individuals or groups of people to work together to achieve a common goal

Example: The two countries formed an alliance to help each other defeat the invaders.

Variation(s): alliances

barbarians, n. People who are considered by others to be very rough or improper

Example: My mom always calls my brother and me barbarians when we are loud and forget to use our manners.

Variation(s): barbarian

compromise, v. To make an agreement where all groups involved give up something they want in order to end an argument

Example: Carmen and Kate decided to compromise and get pepperoni on their pizza, which they both liked, instead of toppings that only one of them liked.

Variation(s): compromises, compromised, compromising

crude, adj. Simple; unpolished; uncivilized

Example: The British were used to fancy British culture, so many of them considered the Native Americans’ way of life to be crude in comparison.

Variation(s): cruder, crudest

feud, n. A fight or argument between individuals or groups of people that lasts for a long period of time; a conflict

Example: The two families had been in a feud for so long, no one could remember a time when they had not been fighting.

Variation(s): feuds

negotiate, v. To have a discussion in order to reach an agreement


Example: The two leaders had a meeting to negotiate a fair trade of goods between the two countries.

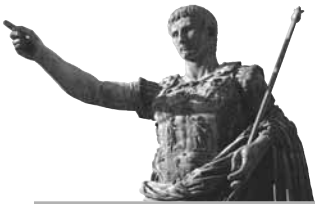
Variation(s): negotiates, negotiated, negotiating

sophisticated, adj. Developed; civilized; complex

Example: A space rocket takes NASA years to develop because it is a very sophisticated machine with many complex parts.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	chart paper, chalkboard, or whiteboard	10
	Essential Background Information or Terms	chart paper, chalkboard, or whiteboard	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Julius Caesar	Poster 1 (The Mediterranean Region)	20
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Poster 1	15
	Word Work: Negotiate		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Retelling the Sequence of Events from Julius Caesar’s Life	chart paper to create sentence strips [This exercise requires advance preparation.]	20
	Ancient Civilizations Timeline and Civilization Chart	Image Cards 23 and 24; Instructional Master 2B-1 (optional)	
<i>Take-Home Material</i>	Family Letter	Instructional Master 8B-1	



Julius Caesar

8A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that in the previous read-alouds, they learned about daily life in the city of ancient Rome. Ask students, “What adjectives would you use to describe daily life in ancient Rome?” Record students’ adjectives on a piece of paper, a chalkboard, or a whiteboard and ask them to provide examples to support their words. Discuss with students the differences among the daily lives of plebeians, patricians, and slaves.

Remind students that they have also learned that the form of government in Rome changed from a monarchy, meaning it was ruled by kings, to a republic. Ask, “What does it mean for a government to be a republic?” (Citizens elect people to represent them in government to work together to make important decisions.) Remind students that the government of the United States is also a republic, and that we borrowed important ideas, such as veto power and the process of checks and balances, from the Roman republic.

Essential Background Information or Terms

Ask students, “In the read-alouds you have heard, has the territory under the control of Rome been expanding, shrinking, or staying the same?” (expanding) Share with students that an empire usually consists of an area of land that is larger than a kingdom. Explain that an empire is a vast area of land, consisting of many different regions ruled by one government.

Tell students that today they will hear about a man who started Rome’s shift from being a republic to an empire. Tell students that an empire is ruled by one leader called an emperor. Share with students that the man who started this change was Julius Caesar. Write his name on a piece of chart paper, a chalkboard, or a whiteboard. Have students repeat the name with you. Ask students to share what they may know about Julius Caesar, or in what context they may have heard his name.

Purpose for Listening

Tell students to listen carefully for information that will tell them about the attributes of Julius Caesar.



Julius Caesar

← Show image 8A-1: 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.¹

His ancestors belonged to one of Rome's oldest patrician families, the Julii [YEWEL-ee]. Julius Caesar was a Roman consul and skilled general who won many battles and greatly expanded Rome's territory.² We know a lot about him because stories about his life and accomplishments have been written and also passed down orally throughout history. In fact, while he was alive, Julius Caesar wrote some stories himself about his own life. Julius Caesar had many impressive accomplishments.³

1 What does *BC* mean?

2 Who can share what a consul's role was in the Roman government? What is the role of a general?

3 If someone writes a story about his or her own life, what is that called? (autobiography)



← Show image 8A-2: 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.⁴ However, a family **feud** erupted between his family and another important patrician family. As a result, Julius Caesar left Rome and joined the army instead.

4 Who remembers what Jupiter's role was as a god? Like the Greek god Zeus, Jupiter was believed to be the king of the Roman gods and goddesses.



← Show image 8A-3: 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.⁵

5 [Point to the crown on Caesar's head.] This is what a Civic Crown looked like. Who can tell me where you may have seen a crown like this before? (The ancient Greeks awarded similar crowns to the winners in the Olympic Games.)



← Show image 8A-4: Young Julius Caesar in politics

6 What powerful, elite group in Roman society was most likely to work in politics, or the government? (patricians)

After a few years in the army, Julius Caesar returned to Rome and became involved in politics.⁶ 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.

7 [Point to Pompey.] Say the name of Caesar's ally with me: *Pompey*.

8 Do you think this means that Julius Caesar literally climbed a ladder? The figurative meaning is that someone can start at the bottom in a lowly position, but through hard work and clever ways can often move up to a higher, more powerful position.

Julius Caesar formed a political alliance with another soldier, a very rich man named Pompey [*POM-pee*].⁷ 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.⁸



← Show image 8A-5: Consuls

9 Who can remember what consuls would say to mean "I forbid" as a part of the checks and balances process if one disagreed with the other? (veto)

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.⁹ 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.¹⁰

10 To negotiate and compromise both involve people talking to one another and reaching an agreement that both can accept.



11 [Point to the areas in the image as they are discussed in the following sentence.]

← **Show image 8A-6: 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.¹¹ 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.



← **Show image 8A-7: 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.¹² 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.¹³

12 Even though they did not have aqueducts or grand forums like Rome, other groups had their own cultures and accomplishments.

13 Do you think these people wanted the Romans to come in and change their culture?



← Show image 8A-8: Gauls

14 [Point to the area of present-day France on Poster 1 (The Mediterranean Region).]

15 or more developed and complex

The people to the north of Rome that the Romans considered barbarians could basically be put into two categories: the Gauls and the Germanic tribes. The Gauls lived in the area of present-day France, and the Germanic tribes were spread across a large area of central and northern Europe.¹⁴ 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**¹⁵ 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.



← Show Image 8A-9: Gallic ironworkers

The Gauls were excellent ironworkers, or blacksmiths. They made impressive weapons and armor. More important, the Gauls were brave warriors. They knew how to fight well and sometimes outnumbered the Romans in some areas that the Romans wanted to conquer.



← Show image 8A-10: 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.

Things went well for Julius Caesar at first. Soon, stories were reaching Rome of how his legions had fought and conquered their way throughout Gaul, destroying towns, taking slaves, and capturing valuable resources such as iron, silver, and excellent

16 [Point to the image.] Julius Caesar is writing about these triumphs in battle in his autobiography.

farmland.¹⁶ But as you will soon hear, not all battles went smoothly for Julius Caesar. The Gallic soldiers also had a brave leader, Vercingetorix [ver-sin-GETT-oh-ricks], who provided a true challenge for Caesar and his legions.

Discussing the Read-Aloud

20 minutes


Comprehension Questions

15 minutes





← Show image 8A-3: Young Julius Caesar wearing Civic Crown

1. *Inferential* What is Caesar wearing on his head? (Civic Crown of oak leaves) What attributes, or characteristics, did Julius Caesar possess that earned him the Civic Crown? Use examples from the read-aloud to support your answer. (Answers may vary, but may include descriptions of bravery, intelligence, and ambition; the desire to conquer many areas; his patrician status; etc.)
2. *Literal* What kind of family did Julius Caesar come from? (the elite Julii family, one of the oldest and most powerful patrician families)
3. *Inferential* Why did Julius Caesar not become a priest of Jupiter after he was nominated, or chosen, for this position? (There was a feud, or conflict, with another patrician family that kept him from being able to take this position. He joined the army instead.)
4. *Inferential* You heard that instead of being a priest, Julius Caesar decided to become a soldier in the army. Was he a successful soldier? (yes) How do you know? (He was awarded a Civic Crown for his bravery.) After serving in the army, what did Caesar do next? (He became a politician, or person who works in the government.)
5. *Inferential* With whom did Julius Caesar form an alliance? (Pompey) Why did they form an alliance? (to gain things they wanted, such as land and power)
6. *Evaluative* You heard today that Caesar served as a consul, and that consuls had to compromise and negotiate at times to reach an agreement. Do you think Julius Caesar was good at compromising and negotiating? Why or why not? (Answers may vary.)
7. *Inferential* After serving as a consul, Caesar became a proconsul. What did he decide to do as a proconsul? (to conquer the land north of Rome, called Gaul)

8.  *Inferential* What did many Romans think of the people living to the north known as Gauls? (They considered the Gauls and the Germanic tribes to be barbarians, and they thought they were crude because their ways were different.) Were the cultures of these groups of people as crude as the Romans thought? (No, they were more sophisticated than the Romans thought.) Who can point to the area formerly known as Gaul on the poster? [Have a volunteer point to the area of present-day France.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9.  *Evaluative* *Think Pair Share:* What are some attributes of a good leader? Based on what you've heard so far, do you think Julius Caesar was a good leader? Why or why not? (Answers may vary.)
10. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Negotiate

5 minutes

1. In the read-aloud you heard about the Roman consuls that “. . . the two of them would have to *negotiate* and compromise and make whatever changes were necessary in order to come to an agreement.”
2. Say the word *negotiate* with me.
3. *Negotiate* means to have a discussion in order to try to reach an agreement.
4. At the end of the U.S. Civil War, General Lee and General Grant met at Appomattox Court House to negotiate the terms of the Confederacy’s surrender to the North.
5. Have you ever had to negotiate with someone? What did you negotiate about? What decision did you reach? Be sure to use the word *negotiate* 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 to negotiate when . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *negotiate*?

Use a *Sharing* activity for follow-up. Directions: Turn to your partner and take turns sharing what positive attributes would help a person be able to negotiate with others. What negative attributes would make it difficult for someone to negotiate with others? I will call on one or two of you to share your answers with the class. Be sure to use the word *negotiate* in a complete sentence when you share.



Complete Remainder of the Lesson Later in the Day



Julius Caesar

8_B

Extensions

20 minutes

Retelling the Sequence of Events from Julius Caesar's Life

Tell students that today they have listened to part of Julius Caesar's biography, or life story. Ask them to orally review the sequence of his life's events. To help jog students' memories, show students the images from the read-aloud. Encourage students to use sequencing words when appropriate, such as *first*, *next*, *then*, etc., as well as any read-aloud vocabulary. As students provide their answers, remember to repeat and expand upon each response using richer and more complex language. Record and display students' answers. Ask students, "Based on what you heard today, what types of things do you think you will hear more about in the next read-aloud?"

Ancient Civilizations Timeline and Civilization Chart (Instructional Master 2B-1, optional)

Briefly review the Ancient Civilizations Timeline from previous lessons. Point to the image card signifying the end of the Punic Wars. Show students Image Card 23 (Proconsul Julius Caesar). Ask students what they see in the picture. Remind students that through his hard work and clever ways, Julius Caesar climbed up the political ladder to a higher, more powerful position. Ask students if Julius Caesar's rise to power in Roman politics came before or after the Punic Wars. Place the image card on the timeline after the Punic Wars.

Ask students, "How do we know ancient Rome was a civilization?" Discuss what attributes make a civilization. Briefly review the information on the Civilization Chart thus far, and remind students that they are filling out the Civilization Chart together to record examples of the five components of the ancient Roman civilization: jobs, government, leaders, religion, and contributions.

Tell students that today they will be adding more information to the Civilization Chart. Show students Image Card 24 (Statue of Julius Caesar), and ask them what they see and what they remember about this leader. Ask students in which section they think the image should go. Have a volunteer place the image card in the “Leaders” section.

Note: Depending on your students’ needs, you may wish to have some students complete this instructional master on their own, with a partner, or in groups by drawing pictures and/or writing words and/or complete sentences in each square.

Take-Home Material

Family Letter

Send home Instructional Master 8B-1.



Julius Caesar: The Later Years

9

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain why ancient Rome was considered a civilization
- ✓ Identify and locate on a map the following areas on a map: Atlantic Ocean, Mediterranean Sea, Italy, Rome, Greece, Italy, France (Gaul), Spain, England, Germany, North Africa, Egypt, Asia Minor, Turkey, and Istanbul (Constantinople)
- ✓ Describe the evolution of government in ancient Rome: monarchy to republic to empire
- ✓ Identify some of the contributions of the ancient Roman civilization, and describe how they have influenced the present
- ✓ Describe the life and contributions of Julius Caesar
- ✓ Describe the role of Cleopatra of Egypt in the ancient Roman civilization

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With assistance, create and interpret a timeline to capture the chronology of events during the time of the ancient Roman civilization relative to the ancient civilizations of Egypt and Greece (RI.3.3)
- ✓ Sequence images representing events from the ancient Roman civilization relative to the ancient civilizations of Egypt and Greece (RI.3.3)
- ✓ Describe the temporal relationship among the ancient civilizations of Egypt, Greece, Rome, and the present day, using the terms *BC/BCE* and *AD/CE* (RI.3.3)

- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as “the die is cast” and “crossing the Rubicon” as used in “Julius Caesar” (RI.3.4) (L.3.5a)
- ✓ Compare and contrast a republic and a dictatorship in “Julius Caesar: The Later Years” (RI.3.9)
- ✓ Use a graphic organizer to brainstorm examples and reasons pertaining to Rome’s most meaningful contribution (W.3.1a)
- ✓ Begin development of an opinion paragraph by providing examples and reasons that support an opinion of why a particular contribution of ancient Rome is the most meaningful to our culture today (W.3.1b)
- ✓ With guidance and support from peers and adults, use the steps of the writing process such as plan, draft, revise, edit, and publish to create an opinion writing piece that will be developed and strengthened over an extended time frame (W.3.5) (W.3.10)
- ✓ Gather information from *The Ancient Roman Civilization* to plan an opinion paragraph (W.3.8)
- ✓ Categorize and organize facts and information presented in *The Ancient Roman Civilization* to plan an opinion paragraph (W.3.8)
- ✓ Give oral presentations about reasons and examples that support one’s opinion regarding the most meaningful contribution of ancient Rome (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace (SL.3.4)
- ✓ Determine the meaning of the new word formed when a known affix is added to a known word, such as *un-* and *uncivilized* (L.3.4b)
- ✓ Provide and use synonyms and antonyms of the word *uncivilized* (L.3.5b)
- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *before*, *after*, *first*, *next*, and *then* (L.3.6)

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

conqueror, n. Someone who takes over countries, lands, or areas belonging to other people

Example: Alexander the Great was a famous conqueror who vastly expanded the Greek empire.

Variation(s): conquerors

dictator, n. A ruler of a country who is not elected by its people and who has absolute power

Example: The ruler made a new law that no one liked, but because he was a dictator, he could create whatever laws he wanted.

Variation(s): dictators

resolve, v. To settle or solve something; to find a solution to a problem

Example: After the rival football teams decided to resolve their differences, the games became more disciplined.

Variation(s): resolves, resolved, resolving

siege, n. An attack of a protected area by an army or group to defeat the people defending it and to gain control of the area


Example: To defeat the enemy, the general planned a siege of the city by having his army surround it to make sure no supplies could get in.

Variation(s): sieges

uncivilized, adj. Having complete disregard for or no knowledge of the proper way to behave; barbaric; crude

Example: You may seem uncivilized if you eat messily with your hands, forget to use a napkin, and talk with food in your mouth during dinner.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Julius Caesar: The Later Years		20
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Poster 1 (The Mediterranean Region)	15
	Word Work: Uncivilized	chart paper, chalkboard, or whiteboard	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Civilization Chart and Ancient Civilizations Timeline	Image Cards 23–25; Instructional Master 2B-1 (optional)	20
	Writing an Opinion Paragraph: Plan	Instructional Masters 7B-1 and 9B-1; Instructional Masters 2B-1 and 9B-2 (optional); Civilization Chart	



Julius Caesar: The Later Years

9_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review what students learned in the previous lesson. You may wish to use the following questions and prompts:

- Fill in the blanks for me: At first, Julius Caesar was to become a _____, but a family feud caused him to be a _____ instead. (priest to Jupiter, soldier)
- After serving in the army, what was Julius Caesar awarded for his bravery? (the Civic Crown)
- With whom did Julius Caesar form an alliance, and what problem did they work to solve together? (Julius Caesar formed an alliance with Pompey to gain things they wanted, such as land and power.)
- Julius Caesar served as a consul, a very powerful position. After that, he went on to serve as proconsul. What area did he hope to conquer as proconsul? (land to the north of Rome—present-day France (Gaul) and Germany—where the people were considered to be barbarians by many Romans)

Purpose for Listening

Tell students to listen carefully to learn more about the life of Julius Caesar.



Julius Caesar: The Later Years

← Show image 9A-1: 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.¹ But the Gauls, led by a powerful Gallic chieftan named Vercingetorix [ver-sin-GETT-oh-ricks], rose up and rebelled against him. Vercingetorix united several powerful Gallic tribes, and for a few months it appeared as though the Gauls might be able to succeed against this Roman **conqueror**.

1 If a group of people are considered uncivilized, it means they are viewed as having a complete disregard for, or no knowledge of, the proper way to behave.

2 Who remembers a Greek conqueror whose men followed him with such loyalty because he always led the charge into battle? (Alexander the Great)

Unfortunately for the Gauls, Julius Caesar and his legions would not be easy to defeat. Caesar's men would follow him anywhere. Julius Caesar was loved by soldiers because he favored being out in front of his army, fighting alongside the common soldiers. His men respected him for it, even though it may have terrified them to see their leader so close to danger.²



← Show image 9A-2: Roman military technology

Aside from being courageous, Julius Caesar was a brilliant commander. He kept up with the latest in Roman technology, and his armies fielded weapons that the Gauls had never imagined. Julius Caesar favored the ballista in battle, which was like a giant catapult or crossbow used to throw weapons. The Gauls were terrified when they faced the ballista on the battlefield.³

3 [Point to the ballista in the image.] This weapon was another one of Rome's ingenious inventions.

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.



← **Show image 9A-3: Statue of Vercingetorix**

Thanks to the ballista and other weapons used in battle, Julius Caesar was able to force the Gallic chieftain Vercingetorix to surrender. Vercingetorix spent several years in jail, and was killed when Caesar finally returned to Rome.



← **Show image 9A-4: 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.⁴ 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!

4 What did these captured Gallic warriors likely become to the Romans? (slaves)



← **Show image 9A-5: 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.⁵ Julius Caesar knew that what he had done would start a civil war.⁶ This meant that Romans were going to fight against each other. When Caesar crossed the Rubicon River, Caesar said, "The die is cast," meaning that he knew exactly what would happen if he crossed the Rubicon, and he was ready to see if Fortuna would favor his bravery.⁷

5 The saying "crossing the Rubicon" is used today to describe an action that is brave, daring, and often reckless.

6 What is a civil war?

7 "The die is cast" means that there is no going back to change one's actions. Dice are cubes used in games of chance; one cube is called a die. Once you cast, or throw, the die, you have to accept what you roll.



← **Show image 9A-6: Pompey**

Caesar's old ally Pompey was now his greatest enemy. Pompey did not like all the power and glory Caesar had. Pompey raised an army of his own to fight Caesar. It was a bloody civil war that lasted several years. Through it all, Julius Caesar remained a hero to most plebeians. During his time in Roman politics, Caesar preferred passing laws that favored the lowly over the rich in Roman society and members of the Senate. In the end, Caesar's army won the civil war, and Pompey was killed. Caesar unexpectedly had mercy on

many of his other enemies within Rome. Rather than kill all of his enemies, as most ancient Roman leaders would have done, Caesar tried to heal the wounds of civil war by trying to unite Romans.

Caesar was now the **dictator** of Rome, meaning he was the main ruler who could make decisions without needing the approval of consuls. This was very different from the process of checks and balances which the Romans had relied upon to control the power of the consuls! Julius Caesar and his armies continued to conquer other lands, extending Rome's influence throughout nearly all of the Mediterranean. After one battle, Caesar famously claimed, "*Veni, vidi, vici*," [pronounced in Caesar's day as *WAY-nee, WEE-dee, WEE-kee*] meaning in Latin, "I came, I saw, I conquered."



← **Show image 9A-7: Caesar in Egypt with Cleopatra**

Julius Caesar wanted to import wheat, among other things, from Egypt into Rome.⁸ Thanks to the lush farmland along the Nile, there was enough wheat in Egypt to feed all of Rome.⁹ 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.¹⁰

← **Show image 9A-8: Caesar's assassination**

Eventually, Caesar's enemies gained the upper hand. They worried that as Caesar became more powerful, he might declare himself king. Many members of the Senate became jealous and wanted to remove Caesar from power. In one of history's most famous deaths, Caesar was killed on the floor of the Roman Senate. It was the Ides of March—March 15th, 44 BC.¹¹

8 [Have a volunteer point to Egypt on Poster 1.]

9 Wheat is a grain that can be used to make flour, which is used to make bread—a popular Roman food.

10 Since Caesar and Cleopatra were helping one another to achieve common goals, what could we say they had with one another? (an alliance)



11 The word *ides* means middle and refers to the middle day of the month. Another famous saying related to ancient Rome is "Beware the ides of March"—a warning to Julius Caesar about his own upcoming death from the play *Julius Caesar* by William Shakespeare.



Sixty Roman senators, led by Junius Brutus, secretly plotted to murder Caesar in the Roman Senate. According to legend, Julius Caesar's last words were "*Et tu, Brute?*" This means, "And you, Brutus?" Caesar was surprised to discover that Brutus, someone he considered an ally, was a part of the plan to murder him. For all the troubles he faced during his time as dictator of Rome, Julius Caesar died a hero in the eyes of most Roman people.

Discussing the Read-Aloud



20 minutes

Comprehension Questions

15 minutes

1. *Literal* You heard that Julius Caesar went to battle with the tribes of the Gauls. Where were they located? (The Gauls were located to the north in the area known today as France.) [Have a volunteer point to this area on the poster.]
2.  *Inferential* How would you describe the Gauls? (brave warriors; excellent iron workers; good at making weapons and armor; cooperated with other tribes; had their own money, religion, traditional stories, songs and dances; called uncivilized barbarians by many Romans, but had a sophisticated culture; etc.)
3. *Inferential* In the beginning of the war between the Gauls and Caesar, which side seemed like it would win? (the Romans) You heard that a chieftain named Vercingetorix led an uprising, and then it looked like the Gauls may have a chance. Who ended up winning the final siege, or battle? (Caesar for Rome)
4. 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.)
5. *Inferential* After conquering the Gauls, what rule did Caesar break? (He crossed the Rubicon River and entered the city of Rome with his legions.) Who became his top enemy after breaking this rule? (his former ally, Pompey)
6.  *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) 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.)

7. *Literal* Where did Caesar travel in order to negotiate a deal to import wheat for Rome? (Egypt) [Have a volunteer point to Egypt on the poster.] Whom did Julius Caesar meet there and form an alliance with? (Cleopatra, the queen of Egypt)
 8.  *Inferential* How was Cleopatra important to the Roman civilization? (Answers may 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.)
 9. *Literal* Julius Caesar continued to expand Rome's territory, becoming more and more powerful. What did the jealous senators do? (They murdered him in the Senate building.) On what famous date did this happen? (the Ides, or 15th, of March)
 10. *Evaluative* *When? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *when*. For example, you could ask, "When did Julius Caesar become a dictator?" Turn to your neighbor and ask your "when" question. Listen to your neighbor's response. Then your neighbor will ask a new "when" question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
 11. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Uncivilized

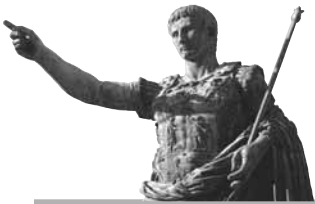
5 minutes

1. 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.”
2. Say the word *uncivilized* with me.
3. *Uncivilized* means having a complete disregard for or no knowledge of the proper ways to behave.
4. Some of the early American colonists from England thought that the Native Americans were uncivilized because their ways were different from their own, and they even referred to them as savages.
5. How do you think someone might act who is considered uncivilized by others? Be sure to use the word *uncivilized* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “It would be uncivilized to . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *uncivilized*?

Use a *Word Parts* activity for follow-up. Write the word *uncivilized* on a piece of chart paper, a chalkboard, or a whiteboard. Have a student volunteer circle the prefix *un-* and define its meaning. Ask students, “What does *uncivilized* mean?” Discuss synonyms such as *savage*, *barbaric*, and *ill-mannered*. Prompt students to realize that the prefix *un-* causes the word to mean the opposite of *civilized*, or *cultured*, *polite*, and *well-mannered*. Ask, “What other words do you know that use the prefix *un-* to cause words to be the opposites, or antonyms, of the word? Share examples such as *unfair*, *unlikely*, *uncommon*, etc.”



Complete Remainder of the Lesson Later in the Day



Julius Caesar: The Later Years

9_B

Extensions

20 minutes

Civilization Chart and Ancient Civilizations Timeline (Instructional Master 2B-1, optional)

Review the events that have already been depicted on the Ancient Civilizations Timeline. Point to Image Card 23 (Proconsul Julius Caesar) on the timeline. Ask students to describe Caesar's life, discussing his accomplishments later in life. Ask students, "Who can tell me the famous quote that Caesar said after he won a battle and conquered land for Rome?" ("*Veni, vidi, vici.*") Show students Image Card 25 (Julius Caesar's Assassination). Ask a volunteer to describe the image, encouraging them to recall the setting (the Senate), the people, (senators), the date (the Ides, or 15th, of March, 44 BC), and Caesar's famous last words ("*Et tu, Brute?*"). Ask students where on the timeline the death of Julius Caesar should go. Have a volunteer place the image card after his rise to power in Roman government, but before the destruction of Pompeii.

Tell students that today they will be adding more information to the Civilization Chart. Point to Image Card 24 (Statue of Julius Caesar) under the "Leaders" section. Have students add more information about this leader based on today's read-aloud. Write the phrase "Julius Caesar as dictator of Rome" in the "Government" section of the chart. Ask students to look at everything in this section and explain the evolution of the Roman government thus far: from many different kingdoms/monarchies, to a republic, and then to a dictatorship. Ask them to predict what phase is coming next for Rome based on what they have heard so far. (empire)

Note: Depending on your students' needs, you may wish to have some students complete this instructional master on their own, with a partner, or in groups by drawing pictures and/or writing words and/or complete sentences in each square.



Writing an Opinion Paragraph: Plan

(Instructional Masters 7B-1 and 9B-1; 2B-1 and 9B-2, optional)

Ask students, "Who can tell me what an opinion is?" Remind them that an opinion is a thought or belief about something. You may wish to share

an opinion of your own about something as an example, and allow a few students to do the same. Remind students that various people may have different opinions. The important thing is to be able to support one's opinion. Remind students that they wrote an opinion piece together in the *Classic Tales: The Wind in the Willows* domain about which character best demonstrates a particular theme in the story.

Tell students that they are each going to write an opinion paragraph about which contribution they think was the most important to the Romans and to present-day civilizations, providing at least three reasons to support their opinion from the texts they have heard. Remind students of the steps of the writing process—plan, draft, revise, edit, and publish—and tell them that today they will complete the first step: planning. Give each student copies of Instructional Masters 7b-1 and 9B-1. Have students think about which contribution from the ancient Romans they believe is most important and why. For example, one very important contribution the ancient Romans made was the invention of a particular type of concrete that is still used today for constructing buildings and roads. Point to the Civilization Chart on display for other examples. If students have been completing Instructional Master 2B-1 independently, have them reference their worksheets.

Tell students to write their chosen contribution in the center oval and their ideas and reasons for their opinion about that contribution in the smaller ovals. You may wish to have students fill out several brainstorm worksheets to help them decide which contribution they would like to use for their opinion paragraph.

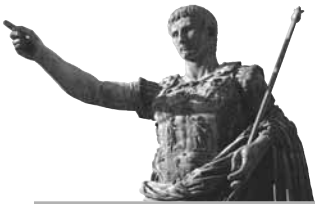
You may also wish to have some students fill out Instructional Master 9B-2 during this time or during the Pausing Point, following up with research as necessary. You may choose to allow students to discuss their ideas in groups or as a class. Remind students that they will need at least three reasons to support their opinion, using examples from the texts they have heard.

You may wish to reread pertinent selections of read-aloud text, create copies of these selections, or write these selections on chart paper, a chalkboard, or a whiteboard to help students extract supporting examples. You may also wish to allow students to look at domain-related trade books in the classroom book tub to find more examples of contributions. If students include information that they find in these sources in their writing piece, be sure to explain that they need to write

this information in their own words in order to avoid plagiarism. Explain that plagiarism is the act of taking other people's work exactly as it is written and using it as your own. You may need to guide students in how to reword information that they may wish to use.

Tell students that they will begin the drafting step in the next lesson. Also, tell students to be thinking of a title for their opinion piece.

Note: You may wish to model this step of the writing process for some students who are not ready to complete it independently. You may also wish to have some students work with partners or in groups.



Augustus Caesar and the Roman Empire

10

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe the evolution of government in ancient Rome: monarchy to republic to empire
- ✓ Identify some of the contributions of the ancient Roman civilization, and describe how they have influenced the present
- ✓ Describe the life and contributions of Julius Caesar
- ✓ Describe the role of Cleopatra of Egypt in the ancient Roman civilization
- ✓ Describe the life and contributions of Augustus Caesar as first emperor of Rome
- ✓ Explain the significance of the *Pax Romana* and how it affected the life of Romans

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Compare and contrast Octavian and Julius Caesar in “Augustus Caesar and the Roman Empire” (RI.3.9)
- ✓ Use the information categorized in the brainstorming graphic organizer to introduce a topic and group related information for an opinion paragraph (W.3.1a)
- ✓ Begin drafting an opinion paragraph about Rome’s most meaningful contribution, clearly stating ideas, facts, and details (W.3.1b)
- ✓ Use linking words and phrases such as *because*, *therefore*, *since*, and *for example* to connect opinion and reasons (W.3.1c)

- ✓ Provide a concluding sentence for an opinion paragraph (W.3.1d)
- ✓ With guidance and support from peers and adults, use the steps of the writing process such as plan, draft, revise, edit, and publish to create an opinion writing piece that will be developed and strengthened over an extended time frame (W.3.5) (W.3.10)
- ✓ Make personal connections to having an influence on surrounding people (W.3.8)
- ✓ Gather information from *The Ancient Roman Civilization* to plan an opinion paragraph (W.3.8)
- ✓ Categorize and organize facts and information presented in *The Ancient Roman Civilization* to plan an opinion paragraph (W.3.8)
- ✓ Give oral presentations about reasons and examples that support one’s opinion regarding the most meaningful contribution of ancient Rome (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace (SL.3.4)
- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *before*, *after*, *first*, *next*, and *then* (L.3.6)

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

illustrious, *adj.* Famous; outstanding; well-known because of one’s accomplishments

Example: George Washington became an illustrious leader because of his actions as a general in the American Revolution and as the first president of the United States.

Variation(s): none

influence, *n.* The power to have a compelling or persuasive effect on people or things

Example: My sister used her influence over Mom to persuade her to take us to the movies.

Variation(s): influences

parched, *adj.* Extremely dry due to heat and lack of rain

Example: During the drought, the land was so parched that no crops could grow.

Variation(s): none

predecessor, *n.* The person who held a position before the current position-holder


Example: When Asuka became the student body president of her school, she made a point to talk to her predecessor to be aware of what he had learned while he had been president.

Variation(s): predecessors

vast, *adj.* Very big in size; gigantic

Example: The Pacific Ocean is so vast that when Victor went fishing, all he could see was water in all directions.

Variation(s): vaster, vastest

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Essential Background Information or Terms		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Augustus Caesar and the Roman Empire		20
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Image Card 26	15
	Word Work: Influence		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Writing an Opinion Paragraph: Plan/Draft	Instructional Masters 7B-1, 9B-1, and 10B-1; chart paper, chalkboard, or whiteboard	20



Augustus Caesar and the Roman Empire

10_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that they have learned about the life of Julius Caesar and how he worked to expand Rome's territory and laid the groundwork for changing the way Rome's government worked. Review with students the progression of Rome's rulers from a king, to a republic of senators and consuls, to a dictator: 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.

Essential Background Information or Terms

Tell students that today they will hear more about the next step in the progression of Rome's government: Rome becoming an empire. Review with students that an empire usually consists of an area of land that is larger than a kingdom. Explain that an empire's vast area of land consists of many different regions ruled by an emperor. Tell students to listen carefully to hear both of these terms, *empire* and *emperor*, in today's read-aloud.

Purpose for Listening

Tell students to listen carefully to learn about the Roman Empire's expansion after Julius Caesar's death and to find out more about the new emperor.



- 1 [Point to Marc Antony on the left.]
- 2 [Point to Octavian on the right.]
- 3 If Marc Antony and Octavian worked together against those enemies, what did they form? (an alliance)

Augustus Caesar and the Roman Empire

← Show image 10A-1: Marc Antony and Octavian busts

During his life, Julius Caesar had a few close friends, the closest of which was Marc Antony.¹ 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 Emperor of Rome. In his will, Julius Caesar adopted his eighteen-year-old great-nephew, Octavian, as his own son.² 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.³



← Show image 10A-2: Map of Roman expansion during Caesar's rule

- 4 [Point to Rome's new borders in the image.]

During Julius Caesar's time, Rome's borders had expanded far beyond Italy, and far beyond the coastlines of the Mediterranean Sea.⁴ By the time of Julius Caesar's death, Rome included a number of provinces, or areas outside of the city of Rome controlled and governed by Roman generals. This map shows in orange and red all the lands that Rome controlled at the time of Julius Caesar's death. The generals in charge of these areas were supposed to take orders from the Roman Senate.



← Show image 10A-3: 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*.

5 What person have you heard about who had a loyal ally that eventually became an enemy?



6 If you have influence over something, you have a powerful effect on how people think or act. You can have both a positive or negative influence on someone or something.

7 or famous and well-known one

8 Remember, a republic has citizens who elect officials who then make decisions for the public, whereas an empire has one leader who is not elected and does not need systems like checks and balances to pass laws.

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. It seems like this is the way things always turned out in Roman politics, isn't it? ⁵ Since the beginning of Roman history, starting with Romulus and Remus, right on through Julius Caesar and Brutus and beyond, allies often became bitter enemies.

← **Show image 10A-4: 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. ⁶ 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**." ⁷ 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. ⁸



← **Show image 10A-5: 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.



← **Show image 10A-6: 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.⁹ 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

9 [Point to the areas as you read the following sentences.]

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.¹⁰

10 Why do you think people feared the Roman legions?



← **Show image 10A-7: Roman art (mosaics, fresco, sculpture)**

11 All of these are considered to be engineering feats. More roads were built under Emperor Augustus Caesar than any other ruler.

Wherever they conquered, the Romans built their roads, bridges, temples, aqueducts, and fortresses.¹¹ 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.¹²

12 For example, we can see what type of clothing Romans wore. Can you think of a few other things art would provide clues about?



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.¹³

13 If Augustus Caesar helped bring about the *Pax Romana*, or two-hundred-year period of peace in the Roman Empire, do you think he had a positive influence or negative influence over Rome?



Comprehension Questions

15 minutes

1. *Inferential* You heard today that Rome's form of government changed once again. Under Augustus Caesar, what was the new form of government? (empire) What types of government did Rome have before this time? (monarchy ruled by king, republic, dictatorship) What was Augustus Caesar's title? (emperor)
2. *Literal* Who took it upon himself to continue the alliance with Queen Cleopatra of Egypt? (Marc Antony) What happened when he met with Cleopatra? (He fell in love with her.)
3. *Inferential* Why did Marc Antony and Octavian become enemies? (They both wanted to have more power.) Were they always enemies? (No, they once had an alliance to fight against Julius Caesar's enemies after his death.)
4. *Evaluative* How was Octavian different from Julius Caesar? (Octavian made more friends than enemies; he wanted peace in Rome.) How was Octavian similar to Julius Caesar? (Octavian served as consul, proconsul, and in a number of other important roles, becoming a true Roman war hero just like his predecessor; he received a Civic Crown; he was wealthy and powerful; etc.)
5. *Inferential* [Show Image Card 26 (Augustus Caesar).] When Octavian became the most powerful man in Rome, what was his name changed to? (Emperor Augustus Caesar) How did Augustus Caesar receive part of the same name as Julius Caesar? (He was Julius Caesar's adopted son, and he decided to take his adopted father's name.) [Have a volunteer place Image Card 26 on the timeline after Julius Caesar but before the destruction of Pompeii.]
6. *Inferential* What were some reasons that Augustus Caesar was the most powerful man in Rome? (He was the emperor; many soldiers and generals were loyal to him; many people respected him; he was rich, and could make those who were loyal to him rich; his name, Augustus, meant *illustrious one*, or one who is famous; etc.)

7.  *Inferential* What does the Latin term *Pax Romana* mean? (Roman Peace, a two-hundred-year period of peace in Rome) In order to create the *Pax Romana*, what did Augustus Caesar believe he had to accomplish first? (He had to conquer the lands around the Roman Empire at the time to lessen the amount of surrounding threats to Rome.)
8.  *Evaluative* How does ancient Roman art give us clues today about Roman daily life? (It shows their culture: how ancient Romans dressed, what they ate, what they did, where they lived, the tools they used, their part in important events in history, etc.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9.  *Evaluative* *Think Pair Share:* Why was the *Pax Romana* such a big change for a lot of Romans? How did it change the Roman way of life? (Answers may vary, but may include that for so long, war was a constant part of Roman life. Boys were expected to join the army as adults, and women were used to having their sons and husbands go off to war to possibly not come back. The big change was learning to live peacefully and to not have to fight to expand Rome. There was more time to focus on the arts during the *Pax Romana*.)
 10. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Influence

5 minutes

1. In the read-aloud you heard about Octavian, “He went on to become the most powerful Roman leader, with *influence* over most of the senators and generals.”
2. Say the word *influence* with me.
3. Influence is the power to have a compelling effect on people or things.
4. In the republic of the United States, politicians use their powerful influence to get elected by the people.
5. Have you ever used your influence or seen someone else use their influence? What happened? Be sure to use the word *influence* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I used my influence when . . .”]
6. What’s the word we’ve been talking about? 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.



Complete Remainder of the Lesson Later in the Day



Augustus Caesar and the Roman Empire

10_B

Extensions

20 minutes



Writing an Opinion Paragraph: Plan/Draft (Instructional Masters 7B-1, 9B-1, and 10B-1)

Remind students of the steps of the writing process—plan, draft, revise, edit, and publish. Remind them that in the previous lesson they started the planning step of their opinion piece. Tell students that today they are going to complete the planning stage and will then move on to the next step in the writing process: draft.

If students haven't already decided on a topic, allow them some time to complete searching through domain-related trade books in the classroom book tub to find more examples of contributions. If students include information in their writing piece that they find in these sources, be sure to explain that they need to write this information in their own words in order to avoid plagiarism. Explain that plagiarism is the act of taking other people's work exactly as it is written and using it as your own. You may need to guide students in how to reword information that they may wish to use in their notes.

Give each student copies of Instructional Masters 7B-1, 9B-1, and 10B-1. Tell students that today they are going to use the words and phrases from their notes and brainstorming plan to create sentences for their draft. Tell students to write any title ideas they may have on their brainstorming plan. Tell them that they will revisit these title ideas when their draft is finished to see if one of them is a fitting choice.

Remind students that the first thing they are going to write in their draft is their topic sentence. Ask students, "Who can tell me what a topic sentence is?" Remind students that a topic sentence is the first sentence in the paragraph that tells the reader the main idea that the writer is going to write about. Remind students that in an opinion paragraph, this sentence includes the writer's opinion about his or her topic. In this case, the topic sentence will state an opinion about an ancient Roman contribution. For example, a topic sentence for this opinion paragraph could be, "I think the invention of Roman concrete was the most important contribution

the ancient Romans made to improve their cities and to pass on to future civilizations” or “Do you realize how important concrete is?”

Next, tell students that they are going to choose from the brainstorming chart they created together the three best reasons that support their opinion. Explain that they may include more than three reasons, but that three is the minimum needed.

As students write these sentences in the middle three rectangles, encourage them to use linking words between these examples, such as *then, as, because, also, for example*, etc. Also, remind students to use capital letters at the beginning of their sentences, punctuation at the end, and commas between things in a list. Explain that even though they will check their grammar and spelling during the editing step, they should try to pay attention to these things as they are writing their drafts as well.

Finally, remind students that the last rectangle is for the concluding sentence. Ask, “Who can tell me what a concluding sentence is?” Remind students that this is the last sentence in the paragraph, and that it wraps up, or concludes, the information and often restates the topic sentence in another way. For example, a concluding statement could be, “These are the reasons why I believe the invention of Roman concrete was the most significant contribution” or “Now you know why concrete is such a major contribution!”

Remind students that the concluding sentence lets the reader know that the writer is finished with the main idea stated in the topic sentence, and that it does not introduce any new supporting information. Remind students that because the concluding sentence often restates the topic sentence, this is a good opportunity to use synonyms, or words that have similar meanings, such as *significant* or *major* instead of *important*.

Have students read over their completed paragraphs. You may also wish to allow students to discuss their paragraphs in groups or as a class. Tell them to look again at their title ideas to see if one of them is a fitting choice. Tell students that they are going to continue to work on their drafts during the next writing session. Encourage students to be thinking of any other title ideas and other changes that they think are needed in their paragraphs. Tell students that you will help them revise, or change, their paragraphs during the next draft.

Note: You may wish to model this step of the writing process for some students who are not ready to complete it independently. You may also wish to have some students work with partners or in groups.



The Decline of the Roman Empire

11

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate on a map the following locations: the Mediterranean Sea, Europe, Italy, Germany, France (Gaul), Spain, North Africa, and Carthage (Tunisia)
- ✓ Describe the evolution of government in ancient Rome: monarchy to republic to empire
- ✓ Identify some of the contributions of the ancient Roman civilization, and describe how they have influenced the present
- ✓ Explain that Rome had favorable and unfavorable emperors, and give a few examples
- ✓ Identify a few factors that led to the decline of the Roman Empire

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as “fiddling while Rome burned” as used in “The Decline of the Roman Empire” (RI.3.4) (L.3.5a)
- ✓ Use the information categorized in the brainstorming graphic organizer to introduce a topic and group related information for an opinion paragraph (W.3.1a)
- ✓ Continue drafting an opinion paragraph about Rome’s most meaningful contribution, clearly stating ideas, facts, and details (W.3.1b)

- ✓ Use linking words and phrases such as *because*, *therefore*, *since*, and *for example* to connect opinion and reasons (W.3.1c)
- ✓ Provide a concluding sentence for an opinion paragraph (W.3.1d)
- ✓ With guidance and support from peers and adults, use the steps of the writing process such as plan, draft, revise, edit, and publish to create an opinion writing piece that will be developed and strengthened over an extended time frame (W.3.5) (W.3.10)
- ✓ Make personal connections to being a citizen of ancient Rome (W.3.8)
- ✓ Gather information from *The Ancient Roman Civilization* to write an opinion paragraph (W.3.8)
- ✓ Categorize and organize facts and information presented in *The Ancient Roman Civilization* to write an opinion paragraph (W.3.8)
- ✓ Make predictions before and during “The Decline of the Roman Empire” about what caused the decline of the empire and about the cause of the smoke in an image, based on the images and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Give oral presentations about reasons and examples that support one’s opinion regarding the most meaningful contribution of ancient Rome (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace (SL.3.4)
- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *before*, *after*, *first*, *next*, and *then* (L.3.6)

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words..

decline, n. The process of becoming worse; a downward movement of something; a decrease in the amount, number, or quality of something

Example: The local steel factory closing down caused a decline in the town’s wealth.


Variation(s): declines

hordes, n. Enormous groups of people; crowds
Example: Hordes of Romans would gather in the Colosseum to watch gladiator games.
Variation(s): horde

invasion, n. The act of entering a place by force to take control or power over it
Example: After successfully dealing with the ant invasion in our kitchen, we decided to keep the kitchen clean more often.
Variation(s): invasions

mercenaries, n. Soldiers who will fight for any person or country that pays them
Example: Many countries pay mercenaries to fight for them in wars.
Variation(s): mercenary

witnessed, v. Saw an action as it was being done; observed
Example: Many people witnessed the eruption of Mount Vesuvius as it destroyed the city of Pompeii.
Variation(s): witness, witnesses, witnessing

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Essential Background Information or Terms		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Decline of the Roman Empire	Poster 1 (The Mediterranean Region)	20
<i>Discussing the Read-Aloud</i>	Comprehension Questions		15
	Word Work: Witnessed		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Writing an Opinion Paragraph: Draft/Revise	Instructional Masters 9B-1, 10B-1, and 11B-1; chart paper, chalkboard, or whiteboard	20



The Decline of the Roman Empire

11A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review with students what they learned in the previous read-aloud about Emperor Augustus Caesar and the new empire form of Roman government. Remind students that Augustus, or Octavian, was Julius Caesar's adopted son who decided to take his adopted father's name of *Caesar*. Ask students to describe Augustus Caesar. (He was the emperor; many soldiers and generals were loyal to him; many people respected him; he was rich, and could make those who were loyal to him rich; his name Augustus meant *illustrious one*, or one who is famous; he enacted the time of Pax Romana, or the two-hundred-year period of peace in Rome.)

Essential Background Information or Terms

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?" Explain that a decline is a downward movement of something (the opposite of *incline*) or a decrease in the amount, number, or quality of something. For example, a hill can be at a decline if it slopes downward, or there can be a decline in a person's health when s/he is sick.

Tell students that in today's read-aloud they are going to learn about the decline of the Roman Empire. Ask students what they think the "decline of the Roman Empire" means and what it would look like on a map.

Purpose for Listening

Ask students to predict what factors contributed to the decline of the Roman Empire. Tell students to listen carefully to learn more about Rome and to determine if their predictions are correct.



The Decline of the Roman Empire

← Show image 11A-1: Proud, sad gentlewoman patrician on veranda

It is time to imagine, once again, that you are a citizen of ancient Rome. Imagine that you are an older Roman, such as this woman in the image, who lived five hundred years after the beginning of the Roman Empire under Emperor Augustus Caesar. You come from a proud Roman family, able to trace your roots to the kings who ruled before the Roman Republic. You live with your family—children, grandchildren, great-grandchildren, nieces, nephews, and slaves—in a large home in the heart of the city.¹

As a wealthy patrician, you are well-educated. You know Rome’s history. You know everything there is to know about Julius Caesar, Augustus Caesar, and the Roman emperors who came after them. Ever since the first Emperor Augustus Caesar, every emperor of Rome has always included the names *Augustus* and *Caesar* in his full name, and you know exactly why: because the names *Caesar* and *Augustus* represent the best of Rome. To you, *Caesar* means law and order, courage and responsibility. As a proud Roman, you still honor and respect the name of *Caesar*, even though you have no respect for the man who currently is the emperor of Rome.²

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.³ 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.⁴

1 If you are from a wealthy family that owns slaves, are you a patrician or plebeian?

2 What dictator originally had the name *Caesar*? (Julius Caesar)

3 [Point to the smoke in the image.] Instead of a sunset, what do you see rising in the air? What do you think that is from? Listen carefully to find out.

4 Does it sound like the period of the *Pax Romana*, or Roman Peace, is still in place?



5 [Point to the Visigoths in the image—the armed soldier on horseback and the soldier atop the stairs.] These are the Visigoths that invaded Rome, another group the Romans referred to as barbarians.

← **Show image 11A-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.⁵ 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 11A-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**.⁶

6 or enormous mobs, or masses, of people



← **Show image 11A-4: Vandals's invasion route**⁷

One of these tribes, the Vandals, had been forced from the Germanic regions. The Vandals invaded parts of the Roman Empire in Gaul, Spain, and then North Africa. They conquered the city of Carthage, and then they turned attention to Rome itself. The Vandals crossed the Mediterranean from Africa and invaded Italy. The Vandals pushed their way deep into the heart of Italy. Thousands of them descended upon the city of Rome, and their only goal was to destroy it.

7 [Point, or have a volunteer point, to the following locations as you read about them.]



← **Show image 11A-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.⁸ 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.⁹ 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."

8 [Have a volunteer point to Sicily on Poster 1 (The Mediterranean Region).]

9 You will hear more about Constantinople in the next read-aloud.



← **Show image 11A-6: Mercenary soldiers**

The sad fact is that you know exactly how this happened. You've expected it for many years. So much has changed since the days of Augustus Caesar. The *Pax Romana*—Roman Peace—brought two hundred years of peace and prosperity throughout the empire, but it also changed the way Romans lived and governed their lands. Maintaining legionaries is expensive; it costs a lot to train, feed, and arm thousands of soldiers all over the vast Roman Empire. To save money, Roman emperors and generals hired **mercenaries**, soldiers who will fight for any country or group for money, and many of these soldiers were not even Roman citizens. Instead of relying on hordes of Roman legionaries, Rome had come to rely on a smaller amount of mercenaries, the very people they thought of as barbarians, to fight for Rome. When Attila the Hun and other invaders threatened the Roman provinces, these mercenaries were not willing to fight and die to protect Rome, because they were not true Roman citizens.¹⁰

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.

10 [Point to the mercenaries in the image.] Here are two mercenaries leaving behind a Roman soldier.



← **Show image 11A-7: Nero fiddling while Rome burns**

This unfortunate time reminds you of a legend that you know well—of an old emperor named Nero. He was ruler of Rome several emperors after Augustus Caesar. Under Nero’s rule, most of Rome was destroyed by what came to be remembered as the Great Fire of Rome. The fire started in the market near the Circus Maximus, but it quickly spread and destroyed most of the city. According to legend, Emperor Nero—a man who greatly favored the arts and music—“fiddled while Rome burned.” Some historians believe this means that Nero may have been singing and playing the lyre [*LIAR*], a harp-like instrument, while Rome burned.¹¹ Some people even believed he started the fire himself! In your mind, this legend is a good symbol for what is happening right now with the Vandals.

11 Is this what you would expect a leader to do if his city was on fire?

12 The term *fiddling* has also come to mean fooling around and wasting time, and the saying “fiddling while Rome burned” is used to describe someone who is fooling around when they should be doing something else that is much more important.

With the **decline** in Roman leadership, it’s not too surprising to see the Vandals climbing the city’s crumbling walls. For years, the barbarian hordes have been gathering in all directions, preparing for invasion. Instead of dealing with Rome’s threats, the last several emperors of Rome have also “fiddled while Rome burned,” meaning they have ignored the real problems of Rome while continuing on with their normal activities as if nothing were wrong.¹²






← **Show image 11A-8: Bread and circuses**

You think to yourself, “What has happened to the citizens of Rome?” The once-mighty citizens of Rome seem weak and lazy now. They only want to watch gladiator games at the Colosseum and wait for the emperor’s bakers to throw them a few loaves of bread.¹³ Children barely learn their history anymore. Rarely do children understand or care about the significant history of Rome and how it came to be so powerful. Therefore, they do not look forward to fighting for the greatness of Rome in battle as their ancestors did. Sometimes you think to yourself that maybe—just maybe—the invasion of the Vandals is for the best. Maybe it is time to tear down Rome and start all over again. Maybe a new, stronger Rome will arise from the ashes.


13 This is referring to the “bread and circuses” you heard about earlier. Who remembers why “bread and circuses” was started?

Comprehension Questions

15 minutes

1. *Evaluative* Where your predictions correct about the factors that led to the decline of Rome? Why or why not? (Answers may vary.)
2. *Inferential* What type of government did Rome have during this time of decline that you heard about? (empire) Were all of Rome's emperors favored by the people? (No, there were some that the people definitely did not favor.)
3.  *Inferential* Was Nero favored or not favored by the people of Rome? (not favored) What does legend say that he did while the city of Rome was burning? (fiddled, or played his lyre)
4. *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 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? (It was evident to outsiders that Rome was in a decline, or becoming weaker. Stronger armies took advantage of this as they sought to expand their territories.)
5. *Inferential* What are mercenaries? (Mercenaries are soldiers who will fight for any country or group for money.) Why did the Romans hire mercenaries? (The Romans hired a smaller group of fighters to save money by not training, feeding, and arming their own citizens and armies.) Were the mercenaries effective in defending Rome? (no)
6.  *Evaluative* What are some things that the character in the read-aloud witnessed that led her to believe that Rome had changed for the worse? (Answers may vary, but should include an understanding of the following: many emperors and senators had become greedy and selfish; real problems were ignored; Rome hired mercenaries instead of having its own army; citizens of Rome seemed weak and lazy; children barely knew the history of Rome's greatness, or power; etc.)
7.  *Evaluative* Who is associated with the saying "fiddling while Rome burned"? (Emperor Nero) What does the saying mean today? (Someone is ignoring the real problems that are going on around them and not doing anything serious to help solve the problem. Instead, they are fooling around or continuing on with their normal activities as if nothing were wrong.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8.  *Evaluative Think Pair Share*: Why do you think the character in the read-aloud says, “Maybe it is time to tear down Rome and start all over again”? (Because Rome had declined as an empire, and many things had changed to make Rome weaker than it used to be, maybe starting over would make a newer, stronger Rome.)
 9. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?
- ➦ You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Witnessed

5 minutes

1. In the read-aloud you imagined being a Roman who *witnessed* many invasions that led to the decline of Rome.
2. Say the word *witnessed* with me.
3. *Witnessed* means saw or observed an action as it was being done or taking place.
4. Using the viewing boxes they made, Pilar and Charlie witnessed a solar eclipse as the moon passed between the sun and Earth.
5. Describe an event that you witnessed recently. Where were you? What happened? Be sure to use the word *witnessed* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “Yesterday I witnessed . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *witnessed*?

As a follow-up, have students discuss times when they have witnessed an exciting event. As students share, make sure they use the word *witnessed* in a complete sentence. You may wish to have students act out this word by witnessing what you or other students are doing. Tell students to listen for other forms of the word in upcoming lessons: *witness*, *witnesses*, and *witnessing*.



Complete Remainder of the Lesson Later in the Day



The Decline of the Roman Empire

11B

Extensions

20 minutes



Writing an Opinion Paragraph: Draft/Revise (Instructional Masters 9B-1, 10B-1, and 11B-1)

Give students their copies of Instructional Masters 9B-1 and 10B-1. Remind students that they have completed the planning step of the writing process and that today they are going to continue working on the drafting step.

Have students reread their drafts. Tell students that they are going to use a Revision Checklist to help them to know what other changes need to be made to the paragraph. Ask, “Who can tell me what *revise* means?” Remind students that the word *revise* means *change* and is a substep of the drafting step. Explain that writers often revise many, many times before they are able to call their final manuscript “finished.” Explain that revising is different from editing: revising often includes making changes to the content and/or the order of the content, whereas editing often includes making corrections to grammar, punctuation, and spelling according to the rules of standard English. Tell students that they will complete the editing step the next time you meet to work on writing.

Give each student a copy of Instructional Master 11B-1. You may also wish to copy Instructional Master 11B-1 onto chart paper, a chalkboard, or a whiteboard and read it aloud to students. Have students look at their drafts again and answer the questions on the Revision Checklist to see if there are any necessary content revisions to be made to their paragraphs.

Remind students that in the opinion paragraph they wrote together in *Classic Tales: The Wind in the Willows*, their supporting example sentences were in chronological order because they followed the plot of the story. Explain that the example sentences in their opinion paragraphs may flow in chronological order according to the historical events of the ancient Romans. Explain, however, that if their sentences are not tied to an order of events, they may be rearranged to flow better. You may wish to have some students write their supporting sentences onto strips and move them around to see which order helps the paragraph flow best.

Once revisions have been decided upon, remind students that the last substep of the drafting step is to rewrite a second draft of the paragraph, incorporating the changes made during the revision substep. Give students a copy of Instructional Master 11B-2. As students rewrite their paragraphs, remind them to use capital letters at the beginning of their sentences and the appropriate punctuation at the end. Tell students that they may wish to use exclamation points somewhere in the paragraphs to emphasize their opinions.

Have students revisit their list of title ideas to see if one of them is a fitting choice. Tell students that they may wish to write a title at the top of their drafts, but that they may keep thinking about other title ideas. You may also wish to allow students to discuss their ideas in groups or as a class. Tell students that they will complete the next step of the writing process, editing, the next time you meet to work on writing, and that they will decide on a final title then.

An example opinion paragraph may follow along these lines:

“Romans: The Road Makers”

Do you know how important concrete is? If you look around, you will see many things made of concrete. The type of concrete used today is similar to the type invented by the ancient Romans. I think Roman concrete was the most important invention by the ancient Romans because it lasted a long time and allowed them to build many roads and expand their empire. Some of those roads are still here today! Also, the invention of concrete allowed the Romans to be able to build many structures with arches, including the Colosseum, the Forum, the Circus Maximus, and the Pont du Gard bridge and aqueduct—some of which, in part or in whole, are still here today, too! Finally, the invention of this type of concrete that lasts a really long time is now used by many cultures to build things that will last for many years to come. This is important because it helps to pass on things to the people who come after us. These are the reasons why I believe that Roman concrete was the most significant contribution of the ancient Romans.

Note: You may wish to model this step of the writing process for some students who are not ready to complete it independently. You may also wish to have some students work with partners or in groups.



The Western and Eastern Empires

12

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain why ancient Rome was considered a civilization
- ✓ Identify some of the contributions of the ancient Roman civilization, and describe how they have influenced the present
- ✓ Identify and locate on a map the following areas: Turkey and Istanbul (Constantinople)
- ✓ Explain that Rome had favorable and unfavorable emperors, and give a few examples
- ✓ Identify a few factors that led to the decline of the Roman Empire
- ✓ Explain why the Roman Empire split into two parts: the Western and the Eastern empires
- ✓ Describe the development of Christianity during the Roman Empire, including the persecution of Christians
- ✓ Describe the rise of the Byzantine Empire
- ✓ Identify Constantine the Great as the first Roman emperor to make laws to end the persecution of Christians, and describe his other contributions
- ✓ Identify Justinian as a Byzantine emperor, and describe his contributions

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as “when in Rome, do as the Romans do” as reviewed in “The Western and Eastern Empires” (L.3.5a)
- ✓ Use the information categorized in the brainstorming graphic organizer to introduce a topic and group related information for an opinion paragraph (W.3.1a)
- ✓ Continue drafting an opinion paragraph about Rome’s most meaningful contribution, clearly stating ideas, facts, and details (W.3.1b)
- ✓ Use linking words and phrases such as *because*, *therefore*, *since*, and *for example* to connect opinion and reasons (W.3.1c)
- ✓ Provide a concluding sentence for an opinion paragraph (W.3.1d)
- ✓ With guidance and support from peers and adults, use the steps of the writing process such as plan, draft, revise, edit, and publish to create an opinion writing piece that will be developed and strengthened over an extended time frame (W.3.5) (W.3.10)
- ✓ With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others (W.3.6)
- ✓ Gather information from *The Ancient Roman Civilization* to write an opinion paragraph (W.3.8)
- ✓ Categorize and organize facts and information presented in *The Ancient Roman Civilization* to write an opinion paragraph (W.3.8)
- ✓ Give oral presentations about reasons and examples that support one’s opinion regarding the most meaningful contribution of ancient Rome (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace (SL.3.4)

- ✓ Determine the meaning of the new word formed when a known affix is added to a known word, such as *mono-* and *monotheistic* (L.3.4b)
- ✓ Provide and use synonyms and antonyms for the word *dominant* (L.3.5b)
- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *before*, *after*, *first*, *next*, and *then* (L.3.6)

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

complex, *adj.* Made up of many related parts and possibly difficult to understand

Example: Maria was confused by the many complex sentences in her novel.

Variation(s): none

dominant, *adj.* More powerful or important than someone or something else; leading

Example: Although the Etruscans had power over Rome at first, the Romans would later become the dominant people.

Variation(s): none

persecuted, *v.* Treated cruelly, often because of religious beliefs, skin color, or political beliefs; mistreated


Example: Christians were persecuted in the Roman Empire because they did not worship the Roman gods.

Variation(s): persecute, persecutes, persecuting

vision, *n.* A mental image of something; a clear idea about how something should be done

Example: Tatiana had a clear vision about how she wanted to rearrange her bedroom.

Variation(s): visions

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Civilization Chart; Ancient Civilizations Timeline	10
	Essential Background Information or Terms		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Western and Eastern Empires	Poster 1 (The Mediterranean Region); Image Cards 27 and 28; world map or globe	20
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Poster 1	15
	Word Work: Dominant		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Civilization Chart	Image Cards 27, 29–31; Instructional Master 2B-1 (optional)	20
	Writing an Opinion Paragraph: Edit/Final Copy	Instructional Masters 11B-2, 12B-1, and 12B-2; chart paper, chalkboard, or whiteboard	



The Western and Eastern Empires

12^A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review the information on the Civilization Chart and Ancient Civilizations Timeline added thus far. To guide this brief review, you may wish to ask the following questions:

- How do we know there was a civilization in Rome in ancient times? (The Romans were a group of people living together in a well-organized way. They built cities, developed writing systems, had leaders and laws, practiced religions, grew their own food by farming, had different people doing different jobs, etc.)
- Who are the main characters in the legend about the founding of Rome? (Romulus and Remus)
- What facts can you remember about Julius Caesar? (accomplished soldier, dictator of Rome, conquered the land of Gaul to the north of Rome, secured the alliance between Rome and Egypt, etc.)
- What facts can you remember about Augustus Caesar? (Julius Caesar's successor; first emperor of Rome; greatly expanded the empire; the empire reached its vastness under his rule; instated the *Pax Romana*; etc.)
- What events contributed to the decline of the Roman Empire? (many emperors and senators became greedy and selfish; real problems were ignored; Rome hired mercenaries instead of asking their own citizens to fight for Rome; citizens of Rome grew weak and lazy; children barely learned the history of Rome's greatness, or power; etc.)

Essential Background Information or Terms

Remind students that titles can provide information or clues about what they will read or hear about in a story. Read the title of today's read-aloud to students. Ask students, "What do you think this title reveals about what you will hear in today's read-aloud?" Explain that today they will learn why the ancient Roman Empire was officially divided into two different areas. Tell students that they will continue to learn more about the decline of the Roman Empire.



← Show image 12A-2: Map of Rome at its largest extent

Show students the map of the Roman Empire. Point to the farthest point on the left of the map and ask students, "Is this on the eastern side or western side of the Roman Empire?" (western) Now point to the farthest point on the right and ask, "Is this on the eastern side or western side of the Roman empire?" (eastern)

Review with students the cardinal directions of north, east, south, and west as needed. You may wish to teach students a mnemonic device such as "Never Eat Soggy Waffles" to help students remember the order of these directions.

Purpose for Listening

Tell students to listen carefully to learn more about Rome and why the empire divided into two parts.



The Western and Eastern Empires

← Show image 12A-1: Mercenary soldiers

1 [Point to the mercenaries in the image.] What is happening in this picture? Who were mercenaries?

2 In other words, these people “fiddled while Rome burned.”

In the previous lesson, you learned about the many invasions that led to the decline of Rome. You learned that the Roman armies had become weak, compared to the days of Julius and Augustus Caesar, and that they relied on paid soldiers, or mercenaries, to protect Rome.¹ You also learned about how the Roman emperors and senators wasted lots of money on “bread and circuses”—gladiator games, chariot races, and other luxuries—but did not spend money on the things that would keep Rome safe.²



← Show image 12A-2: Map of Rome at its largest extent

3 [Point to the areas discussed on the Poster 1 (The Mediterranean Region) as you read.]

The Roman Empire simply became too vast to handle. It was impossible for a single emperor working with senators and proconsuls to control everything that was happening over thousands of miles of Roman territory. And there were many selfish emperors as well! The governors and generals in charge of the Roman provinces could do as they pleased.³ Over the course of many years, Rome itself became less and less important to the people who lived in and ruled the Roman provinces, which stretched from Italy to the surrounding areas of England, France, Spain, North Africa, and the Middle East.

4 What phrase have you learned that means when you travel, you often follow the customs of the foreign places you are visiting? (“When in Rome, do as the Romans do.”)

Roman culture changed in important ways, as well. We know that the Romans always tried to bring their own laws, lifestyle, and culture to the countries or tribes they conquered. At the same time, the Romans ended up adopting, or taking on, parts of the cultures that they conquered. In other words, even though the Romans had their own culture and traditions, they also picked up new ideas and customs from the people they met in faraway places.⁴



← Show image 12A-3: Jesus Christ

One of the biggest changes in Roman culture involved the rise of Christianity, the religion based on the teachings of Jesus Christ. Among other places, the Romans conquered Jerusalem and the surrounding lands, so they were in charge of the area where Jesus

5 [Point to the city of Jerusalem on a world map or globe.]

Christ was born.⁵ In his lifetime, Jesus Christ was known as a teacher: he told parables, which are stories with important lessons about life and about God. Many people, including his twelve apostles who followed him everywhere, believed Jesus Christ was the son of God who had come to the earth to bring a message of peace and hope from God.

6 [Show students Image Card 27 (Cross).]

One of the most important symbols of Christianity is the cross. Jesus Christ was crucified, or killed, upon a cross.⁶ In Roman times, crucifixion was a common punishment for criminals. But Jesus Christ was not a thief or murderer; he was accused of treason against the Roman Empire, meaning many Romans thought he was trying to overthrow their power. Jesus was not, however, found guilty of any crimes by the Roman governor, Pilate.



← Show image 12A-4: Early Christians

Christians believe that after Jesus Christ died, he came back to life and rose from the dead, an event known as the resurrection. Jesus Christ became the central figure in the religion of Christianity, which slowly but steadily spread from Jerusalem in all directions. At first, many Romans did not like the Christians. Christians refused to accept and worship Roman gods, so right away there was conflict between the two groups. However, some Romans understood that different people worshipped and prayed to different gods. So, some Christians were allowed to worship and build churches in Rome and in other parts of the empire. But that does not mean that the Roman emperors favored this. Some, including the fiddling Emperor Nero you have heard about, really hated the Christians and did awful things to stop the spread of Christianity in the Roman Empire. For the first couple hundred years after the start of Christianity, Christians were often **persecuted**, tortured, and harassed throughout the Roman Empire because they would not worship Roman gods and goddesses and the emperor himself. Many Christians worshipped in secret to avoid persecution.⁷

7 To be persecuted is to be treated cruelly, often because of someone's religious or political beliefs, skin color, or social status. Can you think of a group of people you have learned about who have been persecuted?

Eventually, however, many Romans started believing in and following the teachings of Christianity. Rome became a very important center of Christianity, even though most emperors and

senators did not like it. By AD 300, Christianity was spreading, and new churches seemed to dot the landscape as abundantly as the ancient temples to Jupiter and Apollo.



← **Show image 12A-5: Map of Roman Empire divided into the East and West**

8 [Point to the area that made up the Western Roman Empire on the map.]

9 [Point to Constantinople.] Today, Constantinople is called Istanbul, the capital of Turkey. The Bosphorus Strait you have learned about is in Turkey. [Have a volunteer point to the strait.]

Around this same time, the empire itself was going through another big change. The Roman Empire was so vast and so **complex** that it needed to be divided into two parts: the Western Roman Empire, with Rome as its capital; and the Eastern Roman Empire.⁸ The Eastern Roman Empire would be ruled from a new capital city, called Constantinople. Constantinople was named after an important Roman leader. His name was Constantine the Great.⁹



← **Show image 12A-6: Constantine the Great**

Constantine the Great was the first Christian Roman emperor. He made laws ending the persecution of Christians. In fact, Constantine the Great said that individuals should be allowed to worship whichever god or gods he or she chose, so there were no laws against any religion in the Eastern Roman Empire. Because Constantine the Great was a Christian, under his leadership Christianity continued to spread.¹⁰

10 The Founding Fathers of the United States also believed citizens should have religious freedom. Who remembers the group of people who fled to the New World to avoid religious persecution from the king of England? (the Pilgrims)

Constantine brought new hope and confidence to many Romans. His new city of Constantinople was a chance at a fresh start. Even with this new start, politics were just as difficult in the Eastern Empire as they had been in Rome. Under Constantine's rule, there was still conflict and warfare. Meanwhile, the city of Rome remained the center of the Western Roman Empire, as well as the center of Christianity. The political situation in Rome was worse than ever. Emperors came and went, and many politicians could hardly agree on anything.¹¹ Worst of all, wars were breaking out in the north, as more and more surrounding tribes started looking for new homes on Roman land.

11 So, it sounds like there was not much compromise and negotiation among politicians at that time.

Before the Visigoths invaded and sacked Rome for the first time, Christianity had become the official religion of Rome and the Western Empire. Unlike the Eastern Empire, there was only one

12 or most powerful or common

legal religion in Rome. Rome became the center of the Catholic Church, a branch of Christianity, as well as the home of the Pope, the leader of the Catholic Church. But while Christianity was becoming the **dominant**¹² religion in Rome, the people who the Romans considered barbarians were becoming the dominant force along the empire's northern borders. As you have heard, first the Visigoths and then the Vandals sacked Rome, stealing and burning everything in sight.



13 [Point to the image.] The *Hagia Sophia* is architecturally impressive—inside and out. [Show Image Card 28 (Inside the *Hagia Sophia*.)] This structure has an elaborate dome, similar to the Pantheon.



← **Show image 12A-7: *Hagia Sophia***




Eventually, the Eastern Roman Empire completely separated from the Western Roman Empire. Once separated, it wasn't called the Eastern Roman Empire anymore. By AD 410, the Eastern Empire was known as the Byzantine Empire. This photo shows the most famous Byzantine church, the *Hagia Sophia*. The Byzantines built many churches, but none compared to the *Hagia Sophia*, which is still standing today after more than 1600 years.¹³

← **Show image 12A-8: Justinian**

By AD 500, the Western Empire had fallen apart, with most of the provinces falling to one barbarian tribe or another. A Byzantine emperor, Justinian, raised a mighty army and marched west to reconquer the western province, thus waging new wars in the same areas Julius Caesar and Augustus Caesar had been hundreds of years earlier. As emperor, he developed a body of Roman laws called the Justinian Code. The Justinian Code was a collection of past laws from previous emperors, in addition to laws he developed himself. The Justinian Code is one of Justinian's major accomplishments as emperor. Justinian appears in the center of this mosaic, which you can see today in an Italian church. Despite Justinian's and other emperors' efforts, there was no way to keep the Western Roman Empire together. The Byzantine Empire continued for almost a thousand years in the east. 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.

Comprehension Questions

15 minutes

1.  *Inferential* Why was the Roman Empire divided into two parts? (The empire was too vast and complex to be ruled by only one emperor.) Which side of the Roman Empire—the Eastern or the Western—lasted the longest? (the Eastern Roman Empire) After the Eastern Roman Empire completely separated from Rome, what new name did the Eastern Empire have? (the Byzantine Empire)
2.  *Evaluative* Describe how Christianity developed in the Roman Empire. (Jesus Christ, who was born in this region during this time, was the central figure in Christianity. At first the Christians were persecuted, but eventually Christianity spread and became the official religion of the Western Empire. It became common in both the Eastern and Western Empires of Rome.)
3. *Evaluative* Who was the first Christian Roman emperor that ended the persecution of Christians in Rome? (Constantine the Great) What did Constantine the Great do to promote freedom of religion? (He said that individuals could practice whatever religion they wanted. He made sure there were no laws against any religion in the Roman Empire.) Do you think he was a favored emperor or not? Why or why not? (Answers may vary.)
4. *Literal* Which Byzantine emperor had the vision to reconquer the lands of the Western Roman Empire after they had been taken over by rivaling tribes? (Emperor Justinian)
5.  *Evaluative* What was Justinian’s major accomplishment as emperor? (the Justinian Code) What was the Justinian Code? (a collection of past laws from previous emperors, in addition to laws he developed himself during his rule) Do you think he was considered a favored emperor? Why or why not? (Answers may vary.)
6. *Inferential* What city was named after Emperor Constantine? (Constantinople) What is the name for the present-day city of Constantinople, and in which country is it located? (Istanbul, Turkey) [Have a volunteer locate the country of Turkey and point to Istanbul on Poster 1.] Who can name the strait near Constantinople? (the Bosphorus Strait) [Have a volunteer locate the Bosphorus Strait on Poster 1.]

7. *Evaluative Why? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *why*. For example, you could ask, “Why do you think Romans persecuted the Christians?” Turn to your neighbor and ask your “why” question. Listen to your neighbor’s response. Then your neighbor will ask a new “why” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
 8. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?
- You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Dominant

5 minutes

1. In the read-aloud you heard, “While Christianity was becoming the *dominant* religion in Rome, the people who the Romans considered barbarians were becoming the *dominant* force along the empire’s northern borders.”
2. Say the word *dominant* with me.
3. *Dominant* means more powerful or important than someone or something else.
4. Lions are one of the dominant predators in their habitat.
5. Can you think of something or someone that could be described as dominant? Be sure to use the word *dominant* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “_____ is dominant because . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *dominant*?

Use a *Synonyms and Antonyms* activity for follow-up. Ask students, “What does *dominant* mean? What are some synonyms, or words that have a similar meaning?” Prompt students to provide words like *authoritative, bossy, oppressive, strong, powerful*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *dominant*?” Prompt students to provide words and phrases like *weak, powerless, unaggressive, submissive*, etc. Guide them to use complete sentences: “A synonym for *dominant* is *powerful*.”



Complete Remainder of the Lesson Later in the Day



The Western and Eastern Empires

12_B

Extensions

20 minutes

Civilization Chart (Instructional Master 2B-1, optional)

Briefly review the information on the Civilization Chart thus far, and remind students that they are filling out the Civilization Chart together to record examples of the five components of the ancient Roman civilization: jobs, government, leaders, religion, and contributions.

Tell students that today they will be adding more information to the Civilization Chart. Show students Image Card 29 (Nero “Fiddling” While Rome Burns). Ask students to describe what they see in the image, guiding them to remember Nero. Ask students, “What does the phrase “fiddling while Rome burns” mean? (fooling around and ignoring serious problems instead of dealing with them properly) Explain to students that Nero, in addition to other bad emperors, contributed to the general decline of Rome. Ask students in which section they think this image should go. Have a volunteer place the image card under the “Leaders” section. You may wish to write a note under his image card indicating that he was an unfavorable Roman emperor.

Show students Image Card 30 (Constantine the Great). Ask students to identify who they see in the image. Ask students which part of the Roman Empire he ruled after the division. (the Eastern Roman Empire) Have students describe his major contributions to the Roman Empire. (religious freedom, no laws against any religion in the Roman Empire) Ask students in which section they think this image should go. Have a volunteer place the image card under the “Leaders” section. You may wish to write a note under his image card indicating that he was a favored Roman emperor.

Show students Image Card 27 (Cross). Ask students what this image card represents. (Christianity) Remind students that under the leadership of Constantine the Great, Christianity spread throughout the Roman Empire. Ask students in which section they think this image should go. Have a volunteer place the image card under the “Religion” section. Briefly review the information currently in the “Religion” section of the Civilization Chart, emphasizing that the Romans who believed in many

gods were polytheistic. Tell students that the antonym, or opposite, of the word *polytheistic* is *monotheistic*. Tell students that the prefix *mono-* means “single,” and remind students that the suffix *-theistic* means having to do with a god. Explain that *monotheistic* means belief in only one God. Remind students that Christians were persecuted for their belief in the Christian God because they refused to worship the many Roman gods and goddesses. Ask students in which section they think this image should go. Have a volunteer place the image card under the “Religion” section.

Show students Image Card 31 (Justinian). Ask students to identify who they see in the image. Ask students to describe Justinian and what he did while he was in power. (Justinian was a Byzantine emperor; he raised a mighty army and set out to reconquer areas of the Western Roman Empire that had been taken over by rivaling tribes in the area; he developed the Justinian Code.) Ask students in which section they think this image should go. Have a volunteer place the image card under the “Leaders” section. You may also wish to write *Justinian Code* in the “Contributions” section.

Ask students, “How does the information on this chart show that there was a civilization in ancient Rome?” Tell students to listen carefully to the next read-aloud for other components of the ancient Roman civilization that they can record on their chart.

Note: Depending on your students’ needs, you may wish to have some students complete this instructional master on their own, with a partner, or in groups by drawing pictures and/or writing words and/or complete sentences in each square.



Writing an Opinion Paragraph: Edit/Final Copy (Instructional Masters 11B-2, 12B-1, and 12B-2)

Give each student their copies of Instructional Masters 11B-2. Remind students that they have completed the planning and drafting steps of the writing process and that today they are going to complete the editing step. Tell students that this is also the time to decide on a final title.

Tell students that they are going to use an Editing Checklist to help them know if any further corrections are needed. Explain that writers often edit their drafts many, many times before they are able to call their final manuscript “finished.” Remind students that editing is different from revising: revising often includes making changes to the content and/or

order of content, whereas editing often includes making corrections to grammar, punctuation, and spelling according to the rules of standard English.

Give each student a copy of Instructional Master 12B-1. You may also wish to copy Instructional Master 12B-1 onto chart paper, a chalkboard, or a whiteboard and read it aloud to students. Have students read their drafts and answer the questions on the Editing Checklist to know if they need to make any edits to their grammar, punctuation, or spelling.

Tell students that after editing and deciding on a title, the last substep before publishing the paragraph is to create a final copy. Give students a copy of Instructional Master 12B-2. You may wish to have students type this final copy to reinforce keyboarding skills, including spell-check, dictionary, and thesaurus functions.

Tell students that they have now completed the editing step, including the substep of creating the final copy, and that they will complete the publishing step the next time you meet to work on writing. Explain that this means they are going to create a presentation of the final copy, possibly together with illustrations and/or other graphic aids, to display and share with others. Encourage students to be thinking of any illustrations they would like to include with their opinion paragraph during the publishing step. You may also wish to allow students to discuss their ideas in groups or as a class.

Note: You may wish to model this step of the writing process for some students who are not ready to complete it independently. You may also wish to have some students work with partners or in groups.



Rome's Lasting Contributions

13

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Explain why ancient Rome was considered a civilization
- ✓ Identify some of the contributions of the ancient Roman civilization, and describe how they have influenced the present
- ✓ Describe the many structures the ancient Romans built, including roads, bridges, aqueducts, and amphitheaters
- ✓ Identify Latin as the language of ancient Rome and the origin of the Romance languages
- ✓ Describe how the work of archaeologists has helped us gain information about the ancient Roman civilization
- ✓ Explain that Rome had favorable and unfavorable emperors, and give a few examples
- ✓ Identify a few factors that led to the decline of the Roman Empire

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as “Rome wasn’t built in a day” as reviewed in “Rome’s Lasting Contributions” (L.3.5a)
- ✓ Describe an image of the U.S. Supreme Court building and how it contributes to what is conveyed by the words in “Rome’s Lasting Contributions” (RI.3.7)
- ✓ Compare and contrast the Roman, Julian, and Gregorian calendars as presented in “Rome’s Lasting Contributions” (RI.3.9)

- ✓ Use the information categorized in the brainstorming graphic organizer to group related information to draft an opinion paragraph (W.3.1a)
- ✓ Continue drafting an opinion paragraph about Rome’s most meaningful contribution, clearly stating ideas, facts, and details (W.3.1b)
- ✓ Use linking words and phrases such as *because*, *therefore*, *since*, and *for example* to connect opinion and reasons (W.3.1c)
- ✓ Provide a concluding sentence for an opinion paragraph (W.3.1d)
- ✓ With guidance and support from peers and adults, use the steps of the writing process such as plan, draft, revise, edit, and publish to create an opinion writing piece that will be developed and strengthened over an extended time frame (W.3.5) (W.3.10)
- ✓ With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others (W.3.6)
- ✓ Make personal connections to legacies as presented in “Rome’s Lasting Contributions” (W.3.8)
- ✓ Gather information from *The Ancient Roman Civilization* to write an opinion paragraph (W.3.8)
- ✓ Categorize and organize facts and information presented in *The Ancient Roman Civilization* to write an opinion paragraph (W.3.8)
- ✓ Give oral presentations about reasons and examples that support one’s opinion regarding the most meaningful contribution of ancient Rome (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace (SL.3.4)
- ✓ Determine the meaning of the new word formed when a known affix is added to a known word, such as *re-* and *republic*; and *un-* and *uncivilized* (L.3.4b)
- ✓ Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as *before*, *after*, *first*, *next*, and *then* (L.3.6)

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

engineering, n. Work that involves designing and building things; manufacturing

Example: Some famous examples of Roman engineering include aqueducts, bridges, amphitheaters, and roads.

Variation(s): none

feats, n. Acts of courage, strength, or skill

Example: New York City is home to many impressive feats of American engineering, such as the Empire State Building.

Variation(s): feat

legacy, n. Something that is passed down or that remains from someone’s past; inheritance; heritage


Example: The ancient Greeks and Romans have left a legacy of art, architecture, and writing that has been very important to history.

Variation(s): legacies

thrive, v. To develop successfully; to prosper or grow

Example: Miranda was surprised and excited when she discovered that her rare flowers could thrive without natural sunlight.

Variation(s): thrives, thrived, thriving

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	Image Card 32; Civilization Chart; Ancient Civilizations Timeline	10
	Purpose for Listening		
Presenting the Read-Aloud	Rome’s Lasting Contributions		20
Discussing the Read-Aloud	Comprehension Questions		15
	Word Work: Legacy		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Civilization Chart	Image Cards 33 and 34; Instructional Master 2B-1 (optional)	20
	Writing an Opinion Paragraph: Final Copy/Publish	Instructional Masters 12B-1, 12B-2, and 13B-1	



Rome's Lasting Contributions

13_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review with students the Ancient Civilizations Timeline and Civilization Chart, pointing to each card and prompting students to share one to two facts about each leader, event, and Roman contribution.

Tell students that they are going to add to the Ancient Civilizations Timeline. Remind students that in a previous read-aloud, they learned about the division of the Roman Empire into the Western and Eastern Empires. Show students Image Card 32 (Western and Eastern Roman Empires). Ask students why the empire split into two parts. (The empire was too vast and complex to be ruled only by one emperor.) Explain to students that the splitting of the empire is a part of the decline of the Roman Empire. Explain to students that the decline of Rome occurred over the course of a few hundred years. Ask students which part of the empire lasted the longest after the split. (the Eastern Roman Empire, later called the Byzantine Empire) Point to the last event placed on the timeline, the eruption of Mount Vesuvius. Ask students if the decline of Rome took place before or after the eruption of Mount Vesuvius. Remind students that by about AD 500, the Western Empire had fallen. Have a volunteer place Image Card 32 after the image card signifying the eruption of Mount Vesuvius.

Purpose for Listening

Tell students that throughout the domain, they have heard about many people, events, and contributions from thousands of years ago. Despite being developed such a long time ago, many things from the ancient Roman civilization have shaped our own culture today. Tell students to listen carefully to learn more about what Rome's lasting contributions have been to current civilizations, including our own.



Rome's Lasting Contributions

← Show image 13A-1: Roman army

What made the Roman civilization so memorable? That is a fair question to consider as you think back on all the things you have learned about Rome and the Roman Empire. Your first thought might be that their army is what made them so strong. That is true, but it is not the whole truth.



← Show image 13A-2: Roman aqueduct

Roman **engineering**—their ability to invent and build things—also made them memorable. Romans built strong city walls, bridges, and roads; ingenious aqueducts, sewer and heating systems, and public baths; and all sorts of other impressive creations. Without these **feats** of engineering, the Romans would not have been able to hold onto power and expand as much as they did.¹

1 All of these engineering feats took a long time to develop! What is the saying that relates to this? ("Rome wasn't built in a day.")



← Show image 13A-3: Children running through a Roman street

The people of Rome made it memorable, as well. The Romans—with their ingenious inventions that improved everyday life and the Roman military—helped the Roman culture survive and **thrive** even after the fall of the Roman Empire.

While the Romans were by no means the only civilization in the world at the time, they were one of the most advanced and impressive civilizations the world had ever known. The Roman Empire appeared to some like a bright light in a dark, dangerous world. In a time when a farm, village, or city could be invaded and destroyed at any time by any number of terrifying enemies, the Romans brought law, order, and security to many people. They brought technology and knowledge to make life easier, safer, and healthier. They established markets and ports to trade goods from all over the world.



← **Show image 13A-4: Roman children at their lessons**

The Romans' respect for knowledge and history contributed to their success, as well. They were highly creative artists and writers. During the days of the Republic, Roman historians and artists worked to record Rome's story. They wrote in detail about Rome's wars and heroes, as well as its complex and fascinating web of politics.



← **Show image 13A-5: Roman emperors collage**

You only learned about a few Roman leaders and emperors, but there were more than *two hundred* Roman emperors, including those of the Eastern Empire. Every one of those emperors has a unique story.² Some emperors were brave and kind. Some were wicked and greedy. You can also find interesting biographies about famous Roman generals, senators, philosophers, and even enemies. And the best part is that so many of these stories were written by the Romans themselves. You could spend the rest of your life reading about ancient Rome and Romans!

- 2 Who can name these emperors and tell us something about them? (top left to bottom right: Julius Caesar, Augustus Caesar, Nero, Constantine, Justinian)



← **Show image 13A-6: Roman art**

Roman artists left us a wonderful trail of clues about Roman history and culture. There are many artifacts scattered throughout the vast Roman Empire, including sculptures, monuments, temples, mosaics, tools, weapons, and even entire cities, like Pompeii. As you have heard, these remains have helped archaeologists gain a detailed picture of what life was like in ancient Rome.



← **Show image 13A-7: Catholic mass in Cathedral**

Perhaps Rome's most important **legacy**—or contribution to the world—is the spread of the Latin language. The use of Latin continued in Europe long after the fall of the Western Roman Empire. Although no one speaks Latin as an everyday language anymore, it is still the official language of the Roman Catholic Church.³ If you happen to attend a Roman Catholic Church, you may hear a priest saying some prayers in Latin. Latin was also absorbed into other languages. Today, Latin is the foundation of the Romance languages. Romance languages include Italian, Spanish, and French, just to name a few. These languages are similar because they were based on the form of Latin used by the Romans.⁴

- 3 Some call Latin a “dead language” because it is not an everyday spoken language. It is still a useful language to learn, even if it isn't commonly spoken anymore.
- 4 Romance in this context is not related to love. It has to do with the language of the Romans—Latin—and how this old language of the Romans shaped these modern languages.



← **Show image 13A-8: Latin letters**⁵

- 5 What do you see in this image?
- 6 You have been learning some of these Latin words, like the prefix *re-* in the word *republic* and *un-* in the word *uncivilized*.

The English writing system—the very same letters you read and write each day—are based on the Latin writing system. Many English words consist of Latin roots, prefixes, and suffixes.⁶ For centuries, Latin was the language used by scholars, scientists, and other intellectuals. In some cases, Latin is still being used to this day. If you become a doctor or scientist of any kind, you will need to learn some Latin because so many of the special, scientific names you need to know—for everything from body parts to bugs—are based on Latin words.



← **Show image 13A-9: Roman calendar**

- 7 How many months do we count in a year?

We can also thank the Romans for the calendar we follow. As far back as 750 BC, the Romans created the Roman calendar. The Roman calendar had only ten months, and it only counted 304 days.⁷ Here are the months of the Roman calendar. Listen closely and see how many sound familiar to you:

1. Martius [*MAR*-shee-us]
2. Aprilis
3. Maius [*MY*-use]
4. Iunius [*YOU*-nee-use]
5. Quintilis
6. Sextilis
7. September
8. October
9. November
10. December

The names of the months we use now are very similar to the names used by early Romans almost three thousand years ago! Later, the Roman calendar was replaced by the Julian calendar, which received its name from Julius Caesar himself. The Julian calendar includes twelve months, as many as we have now,

8 Can you think of other things named after Roman gods? (the planets in our solar system)

9 [Pause to allow for students' responses.] (Julius Caesar and Augustus Caesar)



10 Who can name a Founding Father? (George Washington, Thomas Jefferson, John Hancock, John Adams, etc.)

11 [Point to the building in the image.] What features of the U.S. Supreme Court building look similar to what you have seen in ancient Roman architecture? (the use of columns and marble)



including January and February. Some of the months are named after important Roman gods. For instance, March is named after Mars, the god of war.⁸ Now we use what is known as the Gregorian calendar, which is very similar to the Julian calendar. This calendar was developed by Pope Gregory XIII, about five hundred years ago in Italy. When the Gregorian calendar was developed, some of the names of the months changed as well. Can you guess where the months of July and August got their names?⁹

← **Show image 13A-10: U.S. Supreme Court building**

The government of the United States of America is a republic, and America's Founding Fathers got a lot of ideas for developing the American government from the Roman Republic and Greek ideas about democracy.¹⁰ One idea the Founding Fathers adopted from the Romans was including a Senate as part of our American government. They also adopted the idea of checks and balances and veto power. If you ever go to Washington, D.C., you may notice that many of the buildings there look very similar to the ancient Greek and Roman buildings. The United States Supreme Court building is one of the best examples.¹¹




Speaking of the Supreme Court, Latin is a very useful language to learn if you ever want to be a lawyer or a judge, because much of the American legal system is based on the very same language and legal traditions used by Roman judges thousands of years ago. Indeed, the word *justice* itself comes from the Latin word *justus*, meaning fair or correct.

← **Show image 13A-11: The ancient Roman roads**



By studying Rome, the Roman Empire, and ancient Roman civilization, we aren't just learning interesting facts about people who lived long ago. The study of Rome actually teaches us about ourselves. Three thousand years after the founding of Rome, two thousand years after Augustus Caesar, and five hundred years after the death of the last Byzantine emperor, Roman culture, language, and history continue to influence our daily lives. Ancient Roman cities may be in ruins, but Roman civilization will continue to impact the world for many years to come.

Comprehension Questions

15 minutes

1.  *Inferential* Why is ancient Rome considered a civilization? (Ancient Rome consisted of a group of people living together in a well-organized way. They built cities, had a writing system, had leaders and laws, practiced religions, grew their own food by farming, and had different people doing different jobs.)
2.  *Literal* What feats of Roman engineering helped the Roman civilization thrive? (concrete roads, aqueducts, sewer and heating systems, public baths, arches, bridges, etc.)
3. *Inferential* What are some of the factors you have learned about that caused the decline of the Roman Empire? (Answers may vary, but should include an understanding of the following: many emperors and senators became greedy and selfish; real problems were ignored; Rome hired mercenaries instead of asking their own citizens to fight for Rome; citizens of Rome grew weak and lazy; children barely learned the history of Rome’s greatness, or power; etc.)
4. *Inferential* What was the language of the ancient Romans? (Latin) Why is the spread of Latin important to the world today? (It influenced many Romance languages like Italian, French, and Spanish, to name a few. The English writing system is based on Latin. Many words, including scientific and legal words that doctors, scientists, and lawyers use, are based on Latin.)
5. *Inferential* What are some of the clues that Romans have left behind that help archaeologists learn about their culture? (sculptures, monuments, temples, mosaics, tools, weapons, entire cities, etc.) What are some things we have learned from Roman ruins and artifacts? (Answers may vary.)
6. *Evaluative* How is the original Roman calendar different from the Julian and Gregorian calendars? (It only had ten months and 305 days, and some of the months had different names.)
7.  *Evaluative* Name a Roman leader that you have learned about, and share something for which he is remembered. Be sure to also talk about whether or not the leader was favored and why or why not. (Answers may vary.) [Have students refer to the “Leaders” section of the Civilization Chart. You may wish to call on several students to answer this question.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8.  *Evaluative Think Pair Share:* What do you think is the most meaningful legacy left behind by the Roman Empire? Why?(Answers may vary.)
 9. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Legacy

5 minutes

1. In the read-aloud you heard, “Perhaps Rome’s most important *legacy*—or contribution to the world—is the spread of the Latin language.”
2. Say the word *legacy* with me.
3. A legacy is a contribution, or something that is passed down or that remains from someone’s past.
4. Ms. Santiago left a legacy for her students of her love of art and literature, and some of her students have gone on to study the arts.
5. Have you or someone you know been left a type of legacy? What is it? Be sure to use the word *legacy* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “_____ left me _____ as a legacy” or “_____ left behind the legacy of . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *legacy*?

Use a *Sharing* activity for follow-up. Directions: Turn to your partner and take turns coming up with things that would be considered a legacy. Discuss the type of legacy that you would like to leave behind for your descendants, or those who come after you. Then I will call on one or two of you to share with the class something that your partner said. Be sure to use the word *legacy* in a complete sentence when you share.



Complete Remainder of the Lesson Later in the Day



Rome's Lasting Contributions

13_B

Extensions

20 minutes

Civilization Chart (Instructional Master 2B-1, optional)

Briefly review the information on the Civilization Chart thus far, and remind students that they are filling out the Civilization Chart together to record examples of five components of the ancient Roman civilization: jobs, government, leaders, religion, and contributions.

Tell students that today they will be adding more information to the Civilization Chart. Show students Image Card 33 (Calendar). Ask students to describe what they see in the image. Ask students, “Why is the Roman calendar important?” (It was the basis for our modern calendar.) Ask students, “Do we currently use the Roman calendar?” Remind students the original Roman calendar was improved upon by Julius Caesar, and then by Pope Gregory XIII. Ask students in which section they think this image should go. Have a volunteer place the image card under the “Contributions” section.

Show students Image Card 34 (Latin Letters). Ask students to describe what they see in the image. Ask students, “What is the language of the ancient Romans, and why is it still important in our modern world?” (Latin influenced many Romance languages like Italian, French, and Spanish, to name a few. The English writing system is based on Latin. Many words, including scientific and legal words that doctors, scientists, and lawyers use, are based on Latin.) Have students identify which Latin letters look exactly like letters in our English writing system. Ask students in which section they think this image should go. Have a volunteer place the image card under the “Contributions” section.

Note: Depending on your students’ needs, you may wish to have some students complete this instructional master on their own, with a partner, or in groups by drawing pictures and/or writing words and/or complete sentences in each square.



Writing an Informational Paragraph: Final Copy/Publish (Instructional Masters 12B-1, 12B-2, and 13B-1)

Give students their copies of Instructional Masters 12B-1 and 12B-2, and remind them that they have been working to complete the editing step of their opinion paragraphs, including the substep of creating the final copy. Allow students to add to their paragraphs any new relevant information heard or reviewed in today's read-aloud. Tell students that they will continue working on their final copies and will then begin the publishing step of the writing process. Remind them that this means they will create a presentation of their opinion paragraphs to share.

Remind students that they have completed the publishing step in other domains. You may wish to refer to one of these published pieces if it is on display. Remind students that there are many ways to publish their writing. For example, some students may wish to use technology to add computer graphics such as illustrations, text boxes, and sidebars to aid in the presentation of information. Some students may wish to create a PowerPoint presentation. Other students may wish to create an artistic format of the paragraph, perhaps with handwritten text and handmade illustrations.

Have students share their published paragraphs with the class. You may wish to share the class paragraph(s) with the school and/or community. You may also wish to use Instructional Master 13B-1 to assess students' formal writing at this time or during Pausing Point 2.

Note: You may wish to model this step of the writing process for some students who are not ready to complete it independently. You may also wish to have some students work with partners or in groups. Time may be taken to complete the publishing step of the writing process during Pausing Point 2. You may also wish to have some students choose another topic and write another paragraph.



Pausing Point 2

PP₂

Note to Teacher

This is the end of the read-alouds for *The Ancient Roman Civilization* domain. Students have studied 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.

You may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Explain why ancient Rome was considered a civilization
- ✓ Identify and locate on a map the following areas: Atlantic Ocean, Mediterranean Sea, Europe, the Alps, Black Sea, Aegean Sea, Italy, Rome, Sicily, Pompeii, Mount Vesuvius, Tiber River, Greece, France (Gaul), Spain, England, Germany, North Africa, Tunisia (Carthage), Egypt, Asia Minor, Turkey, and Istanbul (Constantinople)
- ✓ Locate the Bosphorous Strait and the Strait of Gibraltar, and explain the purpose of these waterways
- ✓ Identify Rome as the capital of modern-day Italy and the approximate area where the ancient Roman civilization began
- ✓ Identify the country of Italy as a peninsula
- ✓ Define the terms *BC/BCE* and *AD/CE*
- ✓ Describe how the work of archaeologists has helped us gain information about the ancient Roman civilization
- ✓ Identify some of the contributions of the ancient Roman civilization, and describe how they have influenced the present

- ✓ Identify the eruption of Mount Vesuvius as the cause of the destruction of the Roman city of Pompeii
- ✓ Explain that most ancient Romans worshipped many gods and goddesses
- ✓ Retell the legend of Romulus and Remus, and explain that this legend is believed to tell the story of the foundation of Rome
- ✓ Explain the importance of the Tiber River to the ancient Romans
- ✓ Identify Roman myths as a type of fiction
- ✓ Describe the religion and mythology of ancient Rome as similar to that of ancient Greece
- ✓ 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
- ✓ Describe the importance of forums in Roman society and government
- ✓ 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
- ✓ Explain that women did not have as many rights as men in Roman society
- ✓ Describe the life and contributions of Julius Caesar
- ✓ Describe the role of Cleopatra of Egypt in the ancient Roman civilization
- ✓ Describe the many structures the ancient Romans built, including roads, bridges, aqueducts, and amphitheaters
- ✓ Describe the life and contributions of Augustus Caesar as first emperor of Rome
- ✓ Explain the significance of the *Pax Romana* and how it affected the life of Romans
- ✓ Explain that Rome had favorable and unfavorable emperors, and give a few examples

- ✓ Identify a few factors that led to the decline of the Roman Empire
- ✓ Describe the development of Christianity during the Roman Empire, including the persecution of the Christians
- ✓ Explain why the Roman Empire split into two parts: the Western and the Eastern empires
- ✓ Describe the rise of the Byzantine Empire
- ✓ Identify Constantine the Great as the first Roman emperor to make laws that ended the persecution of Christians, and describe his other contributions
- ✓ Identify Justinian as a Byzantine emperor and describe his contributions
- ✓ Identify Latin as the language of ancient Rome and the origin of the Romance languages

Activities



Writing an Informational Paragraph: Final Copy/Publish (Instructional Masters 12B-2 and 13B-1)

Give students the opportunity to finish creating and sharing their published paragraphs with the class. You may wish to share the class paragraph(s) with the school and/or community. You may also wish to use Instructional Master 13B-1 to assess students' formal writing.

Note: You may wish to model this step of the writing process for some students who are not ready to complete it independently. You may also wish to have some students work with partners or in groups. You may also wish to have some students choose a different topic and write another paragraph.

Image Review

Show the images from any read-aloud again, and have students retell the read-aloud using the images.

Image Card Review

Materials: Image Cards 1–34

In your hand, hold Image Cards 1–34 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class.

The student must then give a clue about the picture s/he is holding. For example, for Julius Caesar, a student may say, “I was a famous Roman leader. I was a war hero, a consul, proconsul, and a dictator of Rome.” The rest of the class will guess who or what is being described. Proceed to another card when the correct answer has been given.



Civilization Chart Review

Materials: Civilization Chart; Instructional Master 2B-1; drawing paper, drawing tools

Review the information added to the Civilizations Chart thus far. Remind students that they have been recording examples of the five components of the ancient Roman civilization: jobs, government, leaders, religion, and contributions. Ask students to share one to two facts about each item. You may also ask students to generate their own questions about each item on the chart. Encourage students to add anything they heard about that is missing from the class chart or their instructional master. Encourage students to elaborate upon anything written in their charts.

Ancient Civilizations Timeline Review

Materials: Ancient Civilizations Timeline

Review the information added to the Ancient Civilizations Timeline thus far. Ask students to share one to two facts about each event on the timeline. You may also ask students to generate their own questions about each item on the timeline. Ask students if there was any information presented in any of the read-alouds that they would like to add to the timeline that is currently not represented.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review the history of the Roman Empire, its history, and its contributions; refer to the books listed in the domain introduction. You may also choose to have the students select a read-aloud to be heard again.

If students listen to a read-aloud a second time, you may wish to have them take notes about a particular topic. Be sure to guide them in this important method of gathering information. You may wish to model how to take notes, construct an outline, etc.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *legacy*. Have them brainstorm everything that comes to mind when they hear the word, such as, *things left behind, inventions, aqueducts, arches, the Latin language, paintings, sculptures*, etc. Record their responses on a piece of chart paper, a chalkboard, or whiteboard for reference.

Multiple-Meaning Word Activity: Vision

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

1. In “The Western and Eastern Empires” you heard, “The Western Empire in Europe . . . drifted into a long, sad period without leadership and *vision* from the powers of Rome.”
2. Say the word *vision* with me.
3. The word *vision* can mean a number of things. In the sentence you just heard, vision is a metaphor which means an idea about how something might look or be in the near future. For example, the leaders of ancient Rome had a vision of how to make the city expand into a vast empire. Another example is that you might be excited about a soccer game and believe ahead of time that your team will win. You would have a vision of your team winning as you worked on a strategy and practiced with your teammates. [Write “A—Vision: metaphor for an idea of something in the future” on the board.]
4. Who can tell me the literal meaning of the word *vision*? The literal meaning refers to the function of your eyes and their ability to see. A blind person would be without vision. [Write “B—Vision: literal for eyesight” on the board.]
5. A third meaning of the word *vision* is something imagined or dreamed up that may or may not actually happen. Let’s go back to the soccer game example. In addition to working with your teammates toward the vision of winning the game, you may also imagine that someday when you grow up you will be a famous soccer player, playing in the World Cup. [Write “C – Vision: daydream of something that may or may not happen” on the board.]

6. [Write the following sentences on chart paper, a chalkboard, or a whiteboard, and read them aloud to students. For each one, have students select meaning A, B, or C.]
 - Gavin loved playing the drums so much, he had a vision of playing in a famous rock band one day. (C)
 - It was Saturday morning, and Juanita’s vision of a clean room was about to become a reality. (A)
 - A nurse came to school with an eye chart to test the vision of each student. (B)
7. With your neighbor, take turns creating sentences using the word *vision* and identifying the meaning. For example, your neighbor might say, “After I swam in the pool, my vision was a little cloudy.” You would say, “*Vision* literally means eyesight in that sentence.”
8. [You may wish to show images depicting the various meanings of *vision*.]


Famous Quotes from Ancient Rome

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 ideas of March.”
- “fiddling while Rome burned”

You may wish to have students work independently, in groups, or with a partner to discuss, explain, research, and/or illustrate these sayings and phrases and their literal and figurative meanings. You may also wish to show pertinent images from the read-alouds as students discuss. Finally, you may wish to review again these three sayings from the first half of the domain and Pausing Point 1:

- “Rome wasn’t built in a day.”
- “All roads lead to Rome.”
- “When in Rome, do as the Romans do.”

-  Using what they have learned about the ancient Roman civilization, have students create their own sayings and phrases and explain the literal meanings in relation to ancient Rome and the figurative meanings in relation to life today.

10 Riddles for Core Content

Ask students riddles such as the following to review core content:

- I am a famous Roman Emperor who took the name of my adopted father, Julius. Who am I? (Augustus Caesar)
- I tried to gain power after Julius Caesar died, by teaming up with Queen Cleopatra of Egypt against Augustus Caesar. Who am I? (Marc Antony)
- I am an invention of the Romans that carries water from nearby mountains into Rome. What am I? (an aqueduct)
- I am one of Rome's most famous leaders, dictator of Rome, whose last words were "*Et tu, Brute?*" Who am I? (Julius Caesar)
- I am the first Christian emperor of Rome, and the city of Constantinople in the Eastern Roman Empire was named after me. Who am I? (Constantine the Great)
- I am a Byzantine emperor who tried to reconquer the land that had belonged to the Western Roman Empire. Who am I? (Justinian)
- I am a collection of Roman laws from past emperors. What am I? (the Justinian Code)
- I am the language of the Romans and the basis of the Romance languages, such as Spanish, French, and Italian. What language am I? (Latin)
- I was considered a teacher and taught about God and life through parables. I was accused by many people of treason and was crucified. I am the central figure of a religion called Christianity. Who am I? (Jesus Christ)

Class Book: The Ancient Roman Civilization

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have the students brainstorm important information about the

ancient Roman civilization, especially famous people, events, ingenious inventions, and things from ancient Rome still used today. You may also encourage students to write about Roman gods and goddesses, or have them create their own myth based on ancient Roman beliefs. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

Writing Prompts

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 . . .

Research Activity

Remind students that they have learned a lot about the history of ancient Rome. Tell students that they will have the opportunity to research any questions that were left unanswered about the ancient Roman civilization. Using trade books from the classroom book tub, and/or any of the websites provided in the introduction, students should gather information on topics of their choice. Encourage students to present their findings to a group of students or to the class.

Venn Diagram

Materials: Instructional Master PP2-1; chart paper, chalkboard, or whiteboard

Tell students that together you are going to compare and contrast two things students have learned about ancient Rome by discussing how they are similar and how they are different. Copy Instructional Master PP2-1 onto chart paper, a chalkboard, or a whiteboard. List two things at the top of the diagram, and then capture information provided by students to compare and contrast them. Choose from the following list, or create a pair of your own:

- the Western and Eastern Roman empires

- the Roman Empire and the Roman Republic
- how Latin was used in ancient Rome and how it is used today
- *Pax Romana* and periods of Roman conquest
- Julius Caesar and Augustus Caesar
- Constantine the Great and Justinian

You may wish to create several copies of the Venn diagram to compare and contrast several things. You may also wish to have students use these diagrams as brainstorming information for further writing.

- ✈ You may wish to have some students use Instructional Master PP2-1 to complete this activity independently. You may wish to have some students create a three-way Venn diagram to compare and contrast three topics, e.g., Julius Caesar, Augustus Caesar, and Nero; mosaics, frescoes, and sculptures; etc.

You Were There: Ancient Rome

Have students pretend that they are living back in the time of the Ancient Roman Empire. They may wish to be in a battle with Julius Caesar, someone living in Pompeii when Mt. Vesuvius erupted, a citizen of Rome while it was being invaded, someone living during the *Pax Romana*, or someone just walking the streets of Rome in a toga and sandals. Ask students to describe what they see and hear. For example, for the battle alongside Caesar, students may talk about Julius Caesar being a skilled leader, watching the Roman war machines at work, and the differences between the Roman soldiers and those they are fighting. Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are newspaper reporters who have conducted an interview with Julius Caesar, and have them write a group news article describing his thoughts.



Domain Assessment

DA

This domain assessment evaluates each student's retention of the core content targeted in *The Ancient Roman Civilization*.

10 Domain Assessment

Note: You may wish to have some students do the three parts of this assessment in two or three sittings. Some students may need help reading the questions. You may wish to allow some students to respond orally.

Part I (Instructional Master DA-1)

Directions: Look at the numbers on the map of the Mediterranean area. Then, look at the words in the word bank. Write the correct number on the blank beside the correct word. Color the peninsula of Italy green. Color the Mediterranean Sea blue. Finally, draw a line showing where the vast Roman Empire split into the Eastern Roman Empire and the Western Roman Empire.

Note: You may wish to give the option for some students to circle the Strait of Gibraltar and/or the Bosphorus Strait.

Part II (Instructional Master DA-2)

Directions: Listen to the sentence I read. Then, I will read the three words in the row. Circle the name of the person, place, or thing describe in the sentence.

1. I am the Latin term for the two-hundred-year period of Roman Peace. What am I? (*Pax Romana*)
2. Julius Caesar fell in love with me, the queen of Egypt, and imported grain from my country into Rome. Who am I? (Queen Cleopatra)
3. I am the form of government that Rome had after the people overthrew the Etruscan kings and that allowed people to vote. What am I? (republic)
4. I am the name of the series of battles between Rome and Carthage that lasted more than one hundred years. What am I? (Punic Wars)
5. I was the first emperor of Rome. Who am I? (Augustus Caesar)

6. I am a structure that brings water down from the mountains and into the city. What am I? (aqueduct)
7. I discovered artifacts in the city of Pompeii thousands of years after the eruption of Mount Vesuvius. What is the title of my job? (archeologist)
8. I am the term that refers to events that took place “Before Christ.” What am I? (BC)
9. According to legend, I was the emperor who “fiddled while Rome burned.” Who am I? (Nero)
10. I made a law against persecuting Christians in the Roman Empire. Who am I? (Constantine the Great)
11. Many of the Roman myths and gods and goddesses are similar to those from our ancient civilization. Who are we? (Greeks)
12. I was a Byzantine Emperor who tried to reconquer areas of the Western Roman Empire. Who am I? (Justinian)

Part III (Instructional Master DA-3)

Note: You may wish to have some students write more sentences or have some students focus only on responding to one or two questions or statements.

Directions: Read along as I read each sentence. Write two or three complete sentences to respond to each question or statement.

1. What are some contributions that the ancient Romans gave to the rest of the world?
2. Describe why ancient Rome is considered a civilization.
3. Describe the legend of Romulus and Remus. Why is this legend important to Romans?
4. Choose one of the following groups of people and describe what daily life in Rome was like: patricians, plebeians, or slaves.
5. What are some things you learned that led to the Roman Empire’s decline?

For Teacher Reference Only:
Copies of Tell It Again! Workbook





Dear Family Members,

Over the next several weeks, your child will be learning about the ancient Roman civilization, a civilization whose contributions can be seen in many areas of our lives today. Your child will be introduced to the geography and to the gods and goddesses of this civilization. S/he will also learn about the legend of the founding of Rome, the evolution of the Roman government, the Punic Wars, and what daily life was like in the city of Rome.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the ancient Roman civilization.

1. Using a Map

On a world map or globe, have your child locate the continent of Europe and the city of Rome, Italy. Talk with your child about the location of Italy, its shape, and the location of the Mediterranean Sea. Discuss with your child that Italy is called a peninsula because it is surrounded on three sides by water. Have your child look at a world map or globe and have them find other peninsulas. Have your child locate the Tiber River and discuss its significance in the founding of Rome. You may also wish to have your child locate Greece, where another civilization was developing alongside the ancient Roman civilization. You may wish to have your child draw a map of Italy and label Rome and the Tiber River.

2. Draw and Write

Have your child draw and write what s/he is learning about the ancient Roman civilization, such as Roman gods and goddesses or what a scene from the city of Rome might have looked like. Ask questions to help your child use the vocabulary s/he is learning at school. Ask your child to describe what s/he has learned about ancient Roman family life. Ask your child to draw a picture of what s/he thinks an ancient Roman family looked like.

3. Roman and Greek Myths

Your child will be learning about ancient Roman mythology and how much of their mythology was shaped by Greek mythology. Discuss with your child the myths, and the Roman gods and goddesses s/he is learning about. Tell your child that mythology is the collection of myths, or stories, associated with the beliefs of a particular group of people

that explain why people act a certain way, how things came to be, or how things happen in nature. You may wish to have your child write a myth of their own based on ancient Roman myths.

4. Sayings and Phrases: Rome Wasn't Built in a Day/When In Rome, Do As the Romans Do

Your child will be learning the sayings “Rome wasn’t built in a day” and “When in Rome, do as the Romans do.” Talk with your child about the meaning of each phrase. In relation to “Rome wasn’t built in a day,” share with your child an experience or a project that took you a long time to finish, requiring a lot of patience. In relation to “When in Rome, do as the Romans do,” share moments in your life when you followed the traditional customs of a culture different from yours. Find opportunities to use these sayings again and again.

5. Words to Use

Below are several of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *ruins*—Although no one lives in the buildings today and some of the statues have fallen down, the ruins in Rome help us understand this ancient civilization.
- *attributes*—Mrs. Marquez had many good attributes like patience and kindness, and this made her a good teacher.
- *elaborate*—The Morgan’s house by the lake was elaborate because each part of it was carefully placed to make it look like an enormous mansion.
- *conflict*—Collin got in trouble at school today as a result of the conflict between him and Robbie about who could play with the puppets first.
- *defied*—Although his parents told him not to go swimming at night, Keith defied them and went swimming anyway.

6. Read Aloud Each Day

It is very important that you read with your child every day. Set aside time to read to your child and also to listen to your child read to you. I have attached a list of recommended trade books related to the ancient Roman civilization that may be found at the library, as well as a list of informational websites.

Be sure to praise your child whenever s/he shares what has been learned at school.



Recommended Resources for The Ancient Roman Civilization

Trade Book List

1. *Ancient Roman Clothes (Ancient Communities: Roman Life)*, by Paul Harrison (The Rosen Publishing Group, 2010) ISBN 9781615323081
2. *Ancient Rome (A Kaleidoscope Kids Book)*, by Avery Hart and Sandra Gallagher (Williamson Publishing Co., 2002) ISBN 1885593600
3. *Ancient Rome (Back to Basics)*, by Loredana Agosta and Anna McRae (McRae Books, 2008) ISBN 9788860980540
4. *Ancient Rome (DK Eye Wonder)*, by Lorrie Mack (DK Publishing, 2009) ISBN 9780756652234
5. *Ancient Rome (Pearson Learning)*, by E. D. Hirsch (Pearson Education Inc., 2002) ISBN 0769050980
6. *Ancient Rome and Pompeii*, by Mary Pope Osborne and Natalie Pope Boyce (Scholastic Inc., 2006) ISBN 9780439895002
7. *Art and Religion in Ancient Rome*, by Daniel C. Gedacht (The Rosen Publishing Group, Inc. 2004) ISBN 0823989445
8. *Classical Kids: An Activity Guide to Life in Ancient Greece and Rome*, by Laurie Carlson (Chicago Review Press, 1998) ISBN 9781556522901
9. *Cleopatra*, by Diane Stanley and Peter Vennema (HarperCollins Publishers, 1994) ISBN 9780688154806
10. *Conquest! Can You Build a Roman City?* (Step Into History), by Julia Bruce (Enslow Elementary, 2009) ISBN 9780766034785
11. *Explore Ancient Rome!*, by Carmella Van Vleet (Nomad Press, 2008) ISBN 9780979226847
12. *Fifty Famous Stories Retold*, by James Baldwin (ReadaClassic.com, 2010) ISBN 9781611043365
13. *Food and Cooking in Ancient Rome (Cooking in World Cultures)*, by Clive Gifford (The Rosen Publishing Group, 2010) ISBN 9781615323630
14. *G is for Gladiator: An Ancient Rome Alphabet*, by Debbie and Michael Shoulders (Sleeping Bear Press, 2010) ISBN 9781585364572
15. *Inside Ancient Rome*, by L. L. Owens (Perfection Learning Corporation, 2002) ISBN 0789156210
16. *Julius Caesar: The Boy Who Conquered an Empire*, by Ellen Galford (National Geographic, 2007) ISBN 9781426300646
17. *Kids in Ancient Rome*, by Lisa A. Wroble (The Rosen Publishing Group, 1999) ISBN 0823952533
18. *Life and Times in Ancient Rome: Baths, Banquets, and Businesses in Imperial Rome*, by Conrad Mason and Jonathan Stroud (Kingfisher, 2007) ISBN 9780753461518
19. *Life in Ancient Rome*, by Shilpa Mehta-Jones (Crabtree Publishing Company, 2005) ISBN 9780778720645
20. *Pompeii: Lost & Found*, by Mary Pope Osborne (Alfred A. Knopf, 2006) ISBN 0375828893
21. *Pompeii: One Roman City, One House... More Than 2000 Years of Change (Through Time)*, by Richard Platt and Manuela Cappen (Kingfisher, 2007) ISBN 9780753460443
22. *Pompeii...Buried Alive!*, by Edith Kunhardt and Michael Eagle (Random House, 1987) ISBN 0394888669
23. *Roman Amphitheaters*, by Don Nardo (Franklin Watts, 2002) ISBN 0531120368
24. *Romans (Children in History)*, by Fiona Macdonald (Sea-to-Sea Publications, 2011) ISBN 9781597712712

25. *Romans (Hands-On History)*, by Fiona Macdonald (QEB Publishing, 2007) ISBN 9781595663535
26. *Romans: How They Made Things Work!*, by Richard Platt (Sea-to-Sea Publications, 2011) ISBN 9781597712903
27. *Rome (Ancient Civilizations)*, by Greg Banks (National Geographic Society, 2007) ISBN 9781426351631
28. *Rome (Civilizations Past to Present)*, by Kevin Supples (National Geographic Society, 2005) ISBN 0792286812
29. *Rome (Stories from Ancient Civilizations)*, by Shahrukh Husain (Smart Apple Media, 2005) ISBN 1583406204
30. *Romulus and Remus (Ready-To-Read)*, by Anne Rockwell (Ready-to-Read Aladdin Paperbacks, 1997) ISBN 9780689812903
31. *Romulus and Remus*, by Melissa Fitzgerald (Teacher Created Materials, Inc., 2010) ISBN 9781433311529
32. *Saint Valentine*, retold by Robert Sabuda (Aladdin Paperbacks, 1999) ISBN 9780689824296
33. *The Best Book of Ancient Rome*, by Deborah Murrell (Kingfisher, 2004) ISBN 0753457563
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35. *The Life of Julius Caesar*, by Dr. Nicholas Saunders (School Specialty Publishing, 2006) ISBN 0769646972
36. *The Planet Gods: Myths & Facts About the Solar System*, by Jacqueline Mitton (National Geographic, 2008) ISBN 9781426304484
37. *Vacation Under the Volcano*, by Mary Pope Osborne (Random House, Inc., 1998) ISBN 9780679890508
38. *Who in the World was The Acrobatic Empress?*, by Robin Phillips (Peace Hill Press, 2006) ISBN 9780972860390
39. *Why Why Why Did Romans Race to the Circus?*, (Mason Crest Publishers, 2009) ISBN 9781422215777

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1. Birmingham Museum and Art Gallery for Kids: Ancient Rome
<http://www.schoolsliaison.org.uk/kids/preload.htm>
2. Construct an Aqueduct
<http://www.pbs.org/wgbh/nova/lostempires/roman/aqueductjava.html>
3. Historical Pairs: Ancient Rome (Game)
<http://www.schoolhistory.co.uk/quizzes/pairs/ancientrome.htm>
4. Information on Ancient Rome
<http://www.bbc.co.uk/schools/primaryhistory/romans/technology/>
5. Information on Mount Vesuvius
<http://www.harcourtschool.com/activity/pompeii/pmpVesu.html>
6. Interactive Map of the Roman Empire at Its Height
http://www.eduplace.com/kids/socsci/ca/books/bkf3/imaps/AC_13_427_romheight/AC_13_427_romheight.html
7. Resources for History: Interactive Map of the Roman Empire
<http://resourcesforhistory.com/map.htm>
8. Virtual Roman Colosseum
<http://dsc.discovery.com/games/colosseum/tour.html>

Name: _____

Directions: Draw a picture and/or write about what you have learned about each of these components of the ancient Roman civilization.

The Ancient Roman Civilization Chart	
Jobs	Government
Leaders	Religion

The Ancient Roman Civilization Chart

Contributions

Name: _____

Who Am I?

senator	consul	patrician	plebeian	slave
---------	--------	-----------	----------	-------

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

Directions: Write the title of the person next to the matching description.

Who Am I?

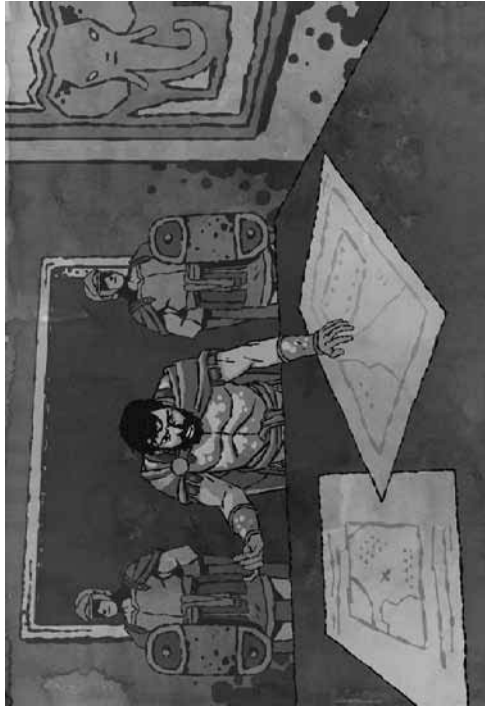
senator	consul	patrician	plebeian	slave
---------	--------	-----------	----------	-------

1. slave I would like to vote, but I cannot.
2. patrician I am a part of the elite in Roman society.
3. plebeian I work as a merchant in the Forum.
4. patrician/
plebeian I have slaves who help make my life very comfortable.
5. slave I was once free, but was taken away from my home after losing a battle.
6. consul I have the most power in the Senate in the Roman Republic.
7. plebeian Although I make up the majority of people in Rome, I still do not have all the rights of the elite.
8. senator I am a part of a group of three hundred men called the Senate.
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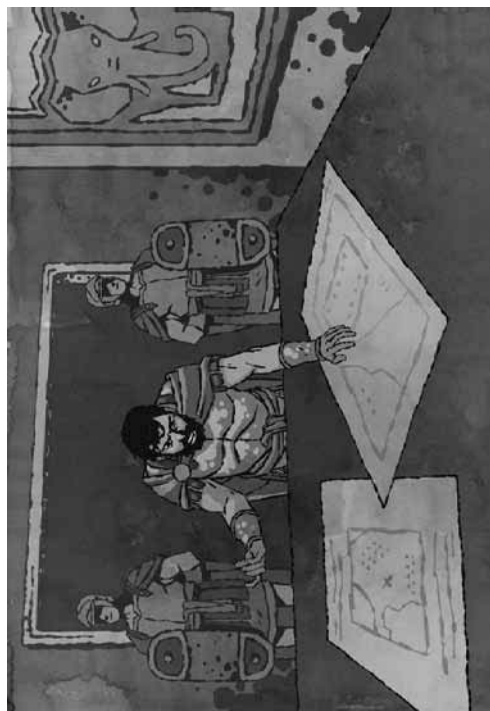
Directions: Write the title of the person next to the matching description.

Name: _____

Directions: These four pictures show events from the Punic Wars. Cut out the four pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events in the Punic Wars. Then, glue them in the correct order onto a piece of paper. Write a sentence about each image.



Directions: These four pictures show events from the Punic Wars. Cut out the four pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events in the Punic Wars. Then, glue them in the correct order onto a piece of paper. Write a sentence about each image.



Name: _____

Note-Taking

Title: _____

1. What did Roman children learn?

2. How were Roman boys and girls taught differently?

Directions: Listen and follow along as your teacher reads the questions. Then, listen carefully to the read-aloud to answer the questions.

3. What rights did Roman women *not* have in society?

4. What rights did Roman women have in society?

5. Do you have any remaining questions?

Name: _____

Directions: Think about the events of the Punic Wars. Fill in the blanks for each sentence using the word bank. Cut out the sentence strips and put them in order. Once you have placed them in the correct order, number the sentences and glue them onto a piece of paper.

Italian Alps	harassed	empire
Carthage	home	slaves



_____ The Romans put together another army and sailed south to invade _____.

_____ Rome became an _____, gaining a lot of land around the Mediterranean Sea.

_____ Hannibal and his troops crossed over the peaks of the _____.

_____ Romans sacked Carthage, taking everything of value, and took many Carthaginians as _____.

_____ Romans _____, or repeatedly attacked, Hannibal's army.

_____ Hannibal left Italy and hurried _____ to protect Carthage.

Answer Key

Name: _____

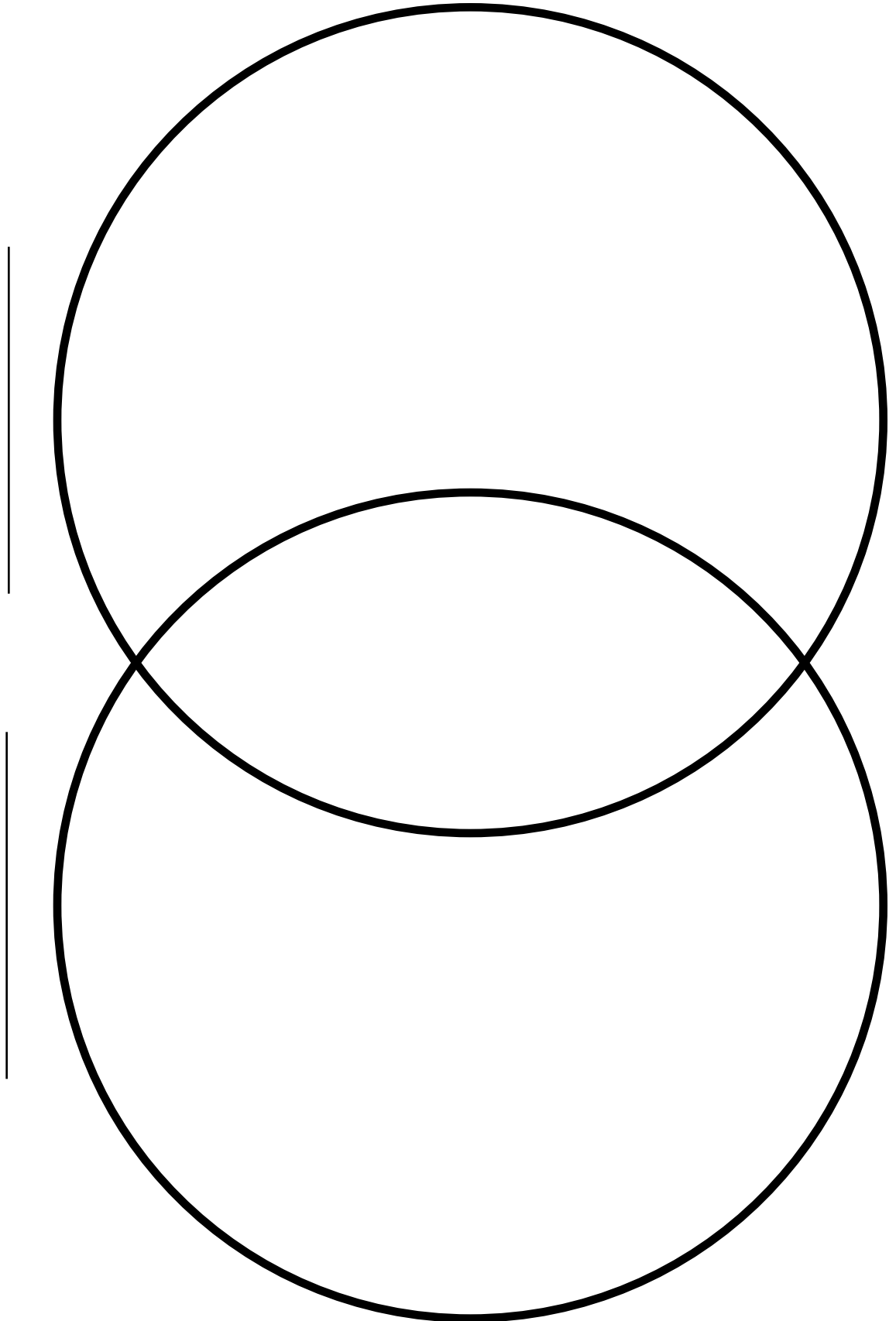
Directions: Think about the events of the Punic Wars. Fill in the blanks for each sentence using the word bank. Cut out the sentence strips and put them in order. Once you have placed them in the correct order, number the sentences and glue them onto a piece of paper.

Italian Alps	harassed	empire
Carthage	home	slaves

- 1 Hannibal and his troops crossed over the peaks of the Italian Alps.
- 2 Romans harassed, or repeatedly attacked, Hannibal's army.
- 3 The Romans put together another army and sailed south to invade Carthage.
- 4 Hannibal left Italy and hurried home to protect Carthage.
- 5 Romans sacked Carthage, taking everything of value, and took many Carthaginians as slaves.
- 6 Rome became an empire, gaining a lot of land around the Mediterranean Sea.

Name: _____

Directions: Write the two topics you have chosen to compare/contrast on the blanks. Write how the two topics are alike in the overlapping part of the Venn diagram. Write how the topics are different in the nonoverlapping part of each circle for each topic.





Dear Family Members,

I hope your child is enjoying learning about the ancient Roman civilization so far. Over the next several days, s/he will learn more about the contributions of this civilization, as well as about the life and contributions of famous Roman leaders—Julius Caesar, Augustus Caesar, Constantine the Great, and Justinian. S/he will be introduced to Rome’s engineering feats, including their network of roads, Roman architecture, and aqueducts. Your child will hear about the eruption of Mount Vesuvius over Pompeii, and will learn some reasons why the powerful Roman Empire declined.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the ancient Roman civilization.

1. Draw and Write

Have your child draw and write about what s/he is learning about the ancient Roman civilization, such as the chariot races or the eruption of Mount Vesuvius over the city of Pompeii, Italy. You may also wish to have your child draw a map of the Mediterranean area. Ask questions to help your child use the vocabulary learned at school.

2. Rome’s Most Important Contribution

Discuss with your child some of Rome’s contributions, such as architecture, the calendar we use today, the invention of a particular type of concrete, our political system, and the use of Latin, just to name a few. Encourage your child to read about Roman contributions and to draw pictures of them. Ask your child which contribution s/he thinks is the most important to our culture today and to explain why. Your child will be writing an opinion paragraph on this topic.

3. Sayings and Phrases: All Roads Lead to Rome

Your child will be learning the saying “All roads lead to Rome.” Talk with your child about the meaning of this phrase. In reference to this saying, have your child tell you about the amazing network of roads leading into and out of Rome. Discuss with your child that there are often many different ways to think about and work on a problem in order to arrive at the same conclusion, which is the figurative way to look at this saying.

4. Words to Use

Below are several of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *negotiate/compromise*—Tim tried to negotiate with his parents about changing his bedtime from 8 pm to 9 pm, and as a compromise, they settled on 8:30 pm.
- *influence*—My mother is the greatest influence on my life, helping to make me the person I am today.
- *ingenious*—Elijah McCoy’s ingenious invention of the lubricating cup made train travel more convenient.
- *witnessed*—Matteo witnessed a fireman getting a cat out of a tree yesterday and couldn’t stop talking about it in class.
- *dominant*—Insects are the most dominant group of animals in the animal kingdom because of their large population.
- *legacy*—The civil rights legacy of Martin Luther King, Jr., still endures today.

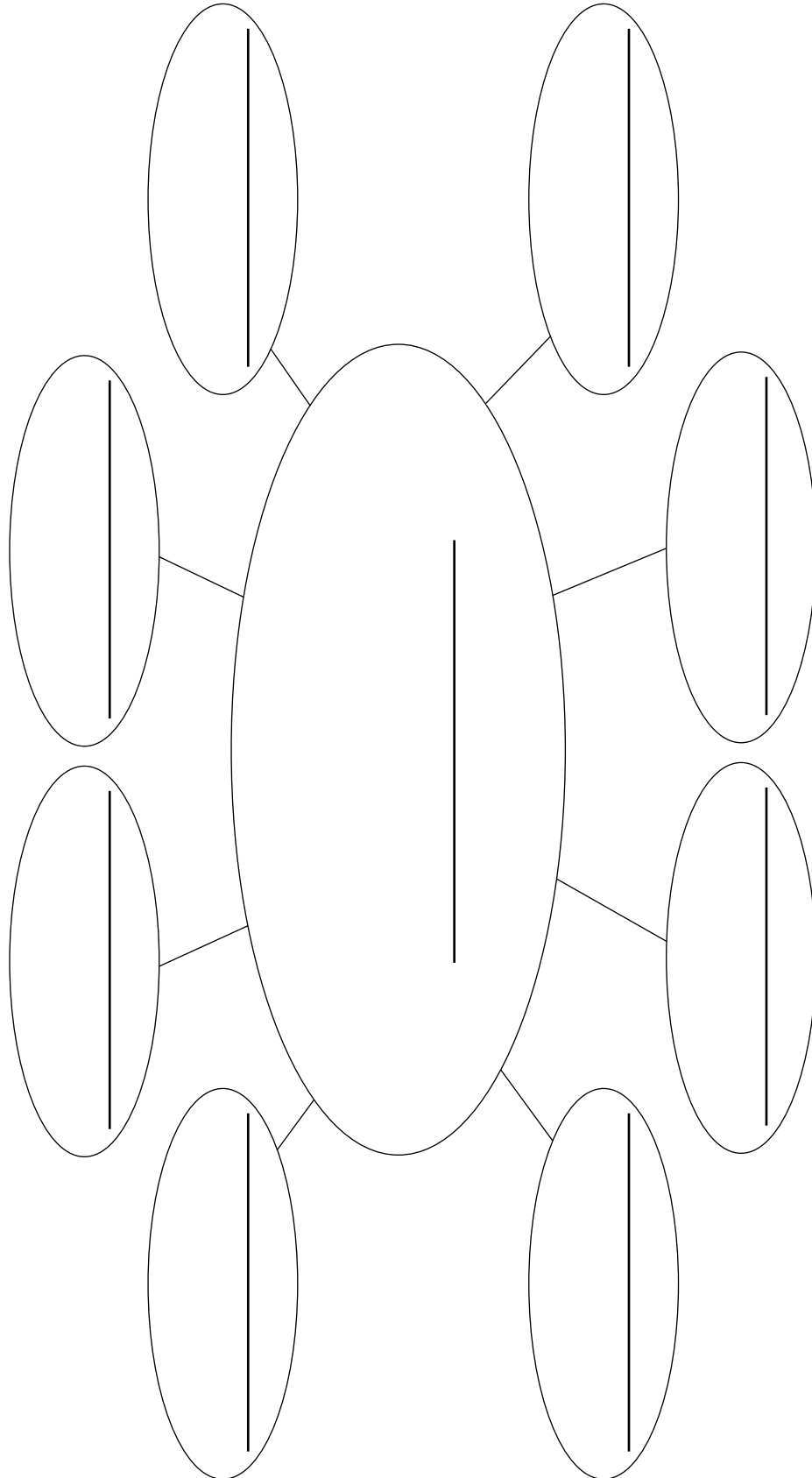
5. Read Aloud Each Day

It is very important that you read with your child each day. Set aside time to read to your child and to listen to your child read to you. Please refer to the list sent home with the previous family letter of recommended trade books related to the ancient Roman civilization that may be found at the library, as well as the list of informative websites.

Be sure to praise your child whenever s/he shares what has been learned at school.

Name: _____

Directions: In the center of the oval, write the contribution on which you are going to write your opinion paragraph. Record facts about your chosen contribution in the surrounding ovals.



Name: _____

Important Contributions from Rome

Directions: Think about the contribution you have chosen. Use the sources you have to answer these questions about the contribution.

The contribution I choose is: _____

What did this contribution do to help Roman society?

How was this contribution improved upon?

How does this contribution still affect us today?

Why do you think this is the most important Roman contribution?

Do I have any more questions about this contribution?

Name: _____

Directions: Write your topic sentence in the first rectangle to introduce the Roman contribution of your choice and your opinion about it. Write at least one complete sentence in the next three rectangles to support your opinion. Write your concluding sentence in the last rectangle to conclude your paragraph.

Topic Sentence
Reason #1
Reason #2
Reason #3
Concluding Sentence

Name: _____

Revision Checklist

Ask yourself these questions as you revise your paragraph.

1.	Do I have a good topic sentence?	
2.	Do I have a good concluding sentence?	
3.	Are there any parts that do not make sense?	
4.	Do my sentences flow well in this order?	
5.	Do I have a good variety of sentence structure?	
6.	Could I combine any of my sentences?	
7.	Do I have a good variety of descriptive words?	
8.	Is my paragraph interesting?	
9.	Is this my best work?	

Name: _____

Editing Checklist

Ask yourself these questions as you edit your paragraph.

1.	Do I have a fitting title?	
2.	Do all of my sentences start with capital letters?	
3.	Do all of my sentences end with the correct punctuation?	
4.	Have I spelled all of my words correctly?	
5.	Have I used correct grammar?	
6.	Does each sentence provide a complete thought?	

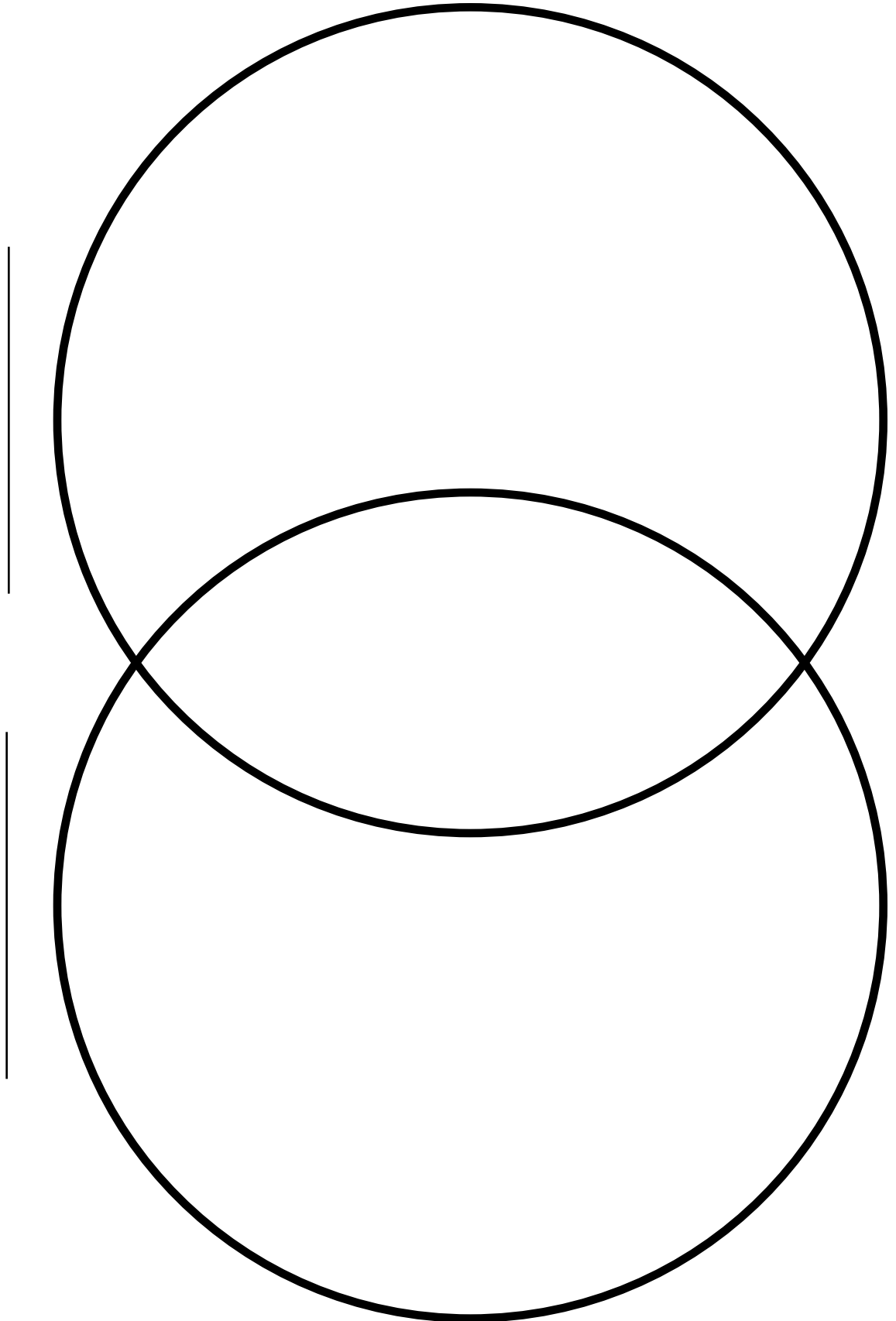
Writing Rubric

4	<p>The paragraph includes a strong topic sentence that is indented.</p> <p>The paragraph has multiple sentences with details supporting the topic sentence.</p> <p>Supporting sentences in each paragraph are organized in a coherent order.</p> <p>The paragraph has a strong concluding sentence.</p> <p>There are no errors in grammar, capitalization, or punctuation.</p>
3	<p>The paragraph includes a topic sentence that is indented.</p> <p>The paragraph has multiple sentences with details supporting the topic sentence.</p> <p>Supporting sentences in each paragraph are organized in a coherent order.</p> <p>The paragraph has a good concluding sentence.</p> <p>There are few errors in grammar, capitalization, or punctuation.</p>

2	<p>The paragraph includes a topic sentence, but it may not have been indented.</p> <p>The paragraph has sentences with some details supporting the topic sentence.</p> <p>Some supporting sentences in the paragraph are not properly sequenced.</p> <p>The paragraph has a weak concluding sentence.</p> <p>There are some errors in grammar, capitalization, or punctuation.</p>
1	<p>The topic sentence is missing or unclear.</p> <p>The paragraph has few sentences with details supporting the topic sentence.</p> <p>Supporting sentences in the paragraph are not properly sequenced.</p> <p>The concluding sentence is missing or unclear.</p> <p>There are many errors in grammar, capitalization, or punctuation.</p>
<p>Teacher Comments:</p>	

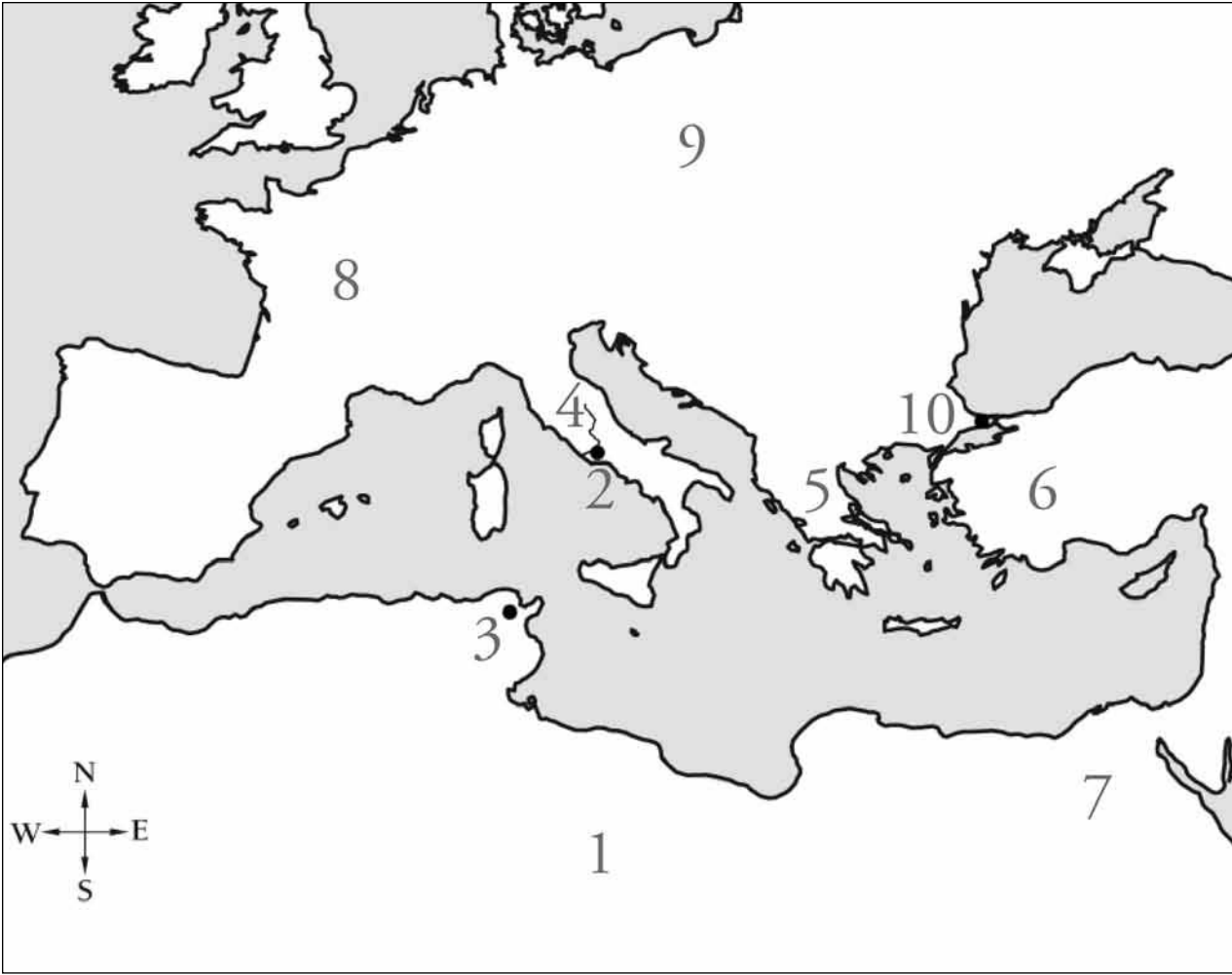
Name: _____

Directions: Write the two topics you have chosen to compare/contrast on the blanks. Write how the two topics are alike in the overlapping part of the Venn diagram. Write how the topics are different in the nonoverlapping part of each circle for each topic.



Name: _____

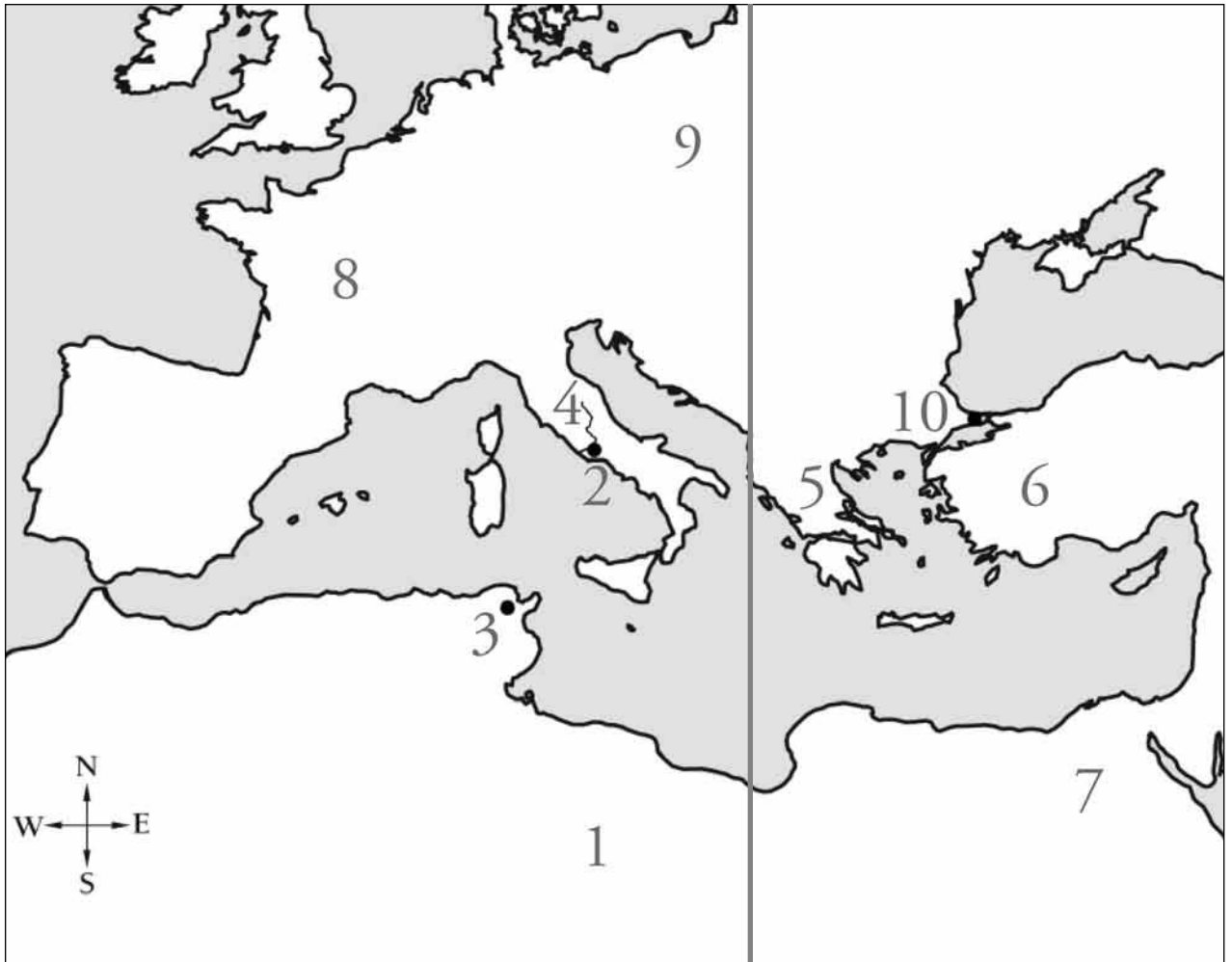
Directions: Look at the numbers on the map of the Mediterranean area. Then, look at the words in the word bank. Write the number on the blank beside the correct word. Color the peninsula of Italy green. Color the Mediterranean Sea blue. Finally, draw a line showing where the Roman Empire split into the Eastern Roman Empire and the Western Roman Empire.



_____ Europe	_____ Africa
_____ Egypt	_____ Carthage
_____ Turkey	_____ Rome
_____ Tiber River	_____ Greece
_____ Constantinople	_____ Gaul

Name: _____

Directions: Look at the numbers on the map of the Mediterranean area. Then, look at the words in the word bank. Write the number on the blank beside the correct word. Color the peninsula of Italy green. Color the Mediterranean Sea blue. Finally, draw a line showing where the Roman Empire split into the Eastern Roman Empire and the Western Roman Empire.



<u>9</u> Europe	<u>1</u> Africa
<u>7</u> Egypt	<u>3</u> Carthage
<u>6</u> Turkey	<u>2</u> Rome
<u>4</u> Tiber River	<u>5</u> Greece
<u>10</u> Constantinople	<u>8</u> Gaul

Name: _____

Directions: Listen to the sentence read by the teacher. Read the three words in the row. Circle the name of the person, place, or thing the teacher has described.

- | | | |
|---------------------------|-----------------------|-----------------|
| 1. <i>Pax Romana</i> | Tiber River | Romulus |
| 2. Justinian | Queen Cleopatra | Nero |
| 3. kingdom | empire | republic |
| 4. Punic Wars | Gauls | barbarians |
| 5. Romulus | Remus | Augustus Caesar |
| 6. slaves | aqueduct | ballista |
| 7. archaeologist | patrician | plebeian |
| 8. BC | AD | CD |
| 9. Julius Caesar | Constantine the Great | Nero |
| 10. Constantine the Great | Augustus Caesar | Remus |
| 11. Asians | Greeks | Egyptians |
| 12. Romulus | Augustus Caesar | Justinian |

Name: _____

Directions: Listen to the sentence read by the teacher. Read the three words in the row. Circle the name of the person, place, or thing the teacher has described.

1.	<u>Pax Romana</u>	Tiber River	Romulus
2.	Justinian	<u>Queen Cleopatra</u>	Nero
3.	kingdom	empire	<u>republic</u>
4.	<u>Punic Wars</u>	Gauls	barbarians
5.	Romulus	Remus	<u>Augustus Caesar</u>
6.	slaves	<u>aqueduct</u>	ballista
7.	<u>archaeologist</u>	patrician	plebeian
8.	<u>BC</u>	AD	CD
9.	Julius Caesar	Constantine the Great	<u>Nero</u>
10.	<u>Constantine the Great</u>	Augustus Caesar	Remus
11.	Asians	<u>Greeks</u>	Egyptians
12.	Romulus	Augustus Caesar	<u>Justinian</u>

1.	Pax Romana	<i>I am the Latin term for the two-hundred-year period of Roman Peace. What am I? _____.</i>
2.	Queen Cleopatra	<i>Julius Caesar fell in love with me, the queen of Egypt, and imported grain from my country into Rome. Who am I?</i>
3.	republic	<i>I am the form of government that Rome had after the people overthrew the Etruscan kings and that allowed people to vote. What am I?</i>
4.	Punic Wars	<i>I am the name of the series of battles between Rome and Carthage that lasted more than one hundred years. What am I?</i>
5.	Augustus Caesar	<i>I was the first emperor of Rome. Who am I?</i>
6.	aqueduct	<i>I am a structure that brings water down from the mountains and into the city. What am I?</i>
7.	archaeologist	<i>I discovered artifacts in the city of Pompeii thousands of years after the eruption of Mount Vesuvius. What is the title of my job?</i>
8.	BC	<i>I am the term that refers to events that took place "Before Christ." What am I?</i>
9.	Nero	<i>According to legend, I was the emperor who "fiddled while Rome burned." Who am I?</i>
10.	Constantine the Great	<i>I made a law against persecuting Christians in the Roman Empire. Who am I?</i>
11.	Greeks	<i>Many of the Roman myths and gods and goddesses are similar to those from our ancient civilization. Who are we?</i>
12.	Justinian	<i>I was a Byzantine Emperor who tried to reconquer areas of the Western Roman Empire. Who am I?</i>

Name: _____

Directions: Read along as your teacher reads each sentence. Write one or two complete sentences to respond to each question or statement.

1. What are some contributions that the ancient Romans gave to the rest of the world?

2. Describe why ancient Rome is considered a civilization.

3. Describe the legend of Romulus and Remus. Why is this legend important to Romans?

4. Choose one of the following groups of people and describe what daily life in Rome was like: patricians, plebeians, slaves.

5. What are some things that led to the Roman Empire's decline?

Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

Tens Conversion Chart

Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

CORE KNOWLEDGE LANGUAGE ARTS

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