

Unit 4

**Take-Home Pages**

Grade 3

Unit 4

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# **Rise and Fall: Ancient Rome**

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## **Take-Home Pages**

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Grade 3

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# **Rise and Fall: Ancient Rome**

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.1

Take-Home

## Caregiver Letter

**Dear Caregiver,**

Please help your student succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your student to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

### Spelling Words

This week, we will be reviewing the spellings of *r*-controlled vowels. Your student learned to read and spell words with *r*-controlled vowels in first and second grades, so this should be a review. Your student will be assessed on these words.

Students have been assigned two Challenge Words, *above* and *beginning*, to spell this week. Remember that Challenge Words do not follow spelling patterns and need to be memorized.

New this week is the introduction of a Content Word. The Content Word for this week is *Mediterranean*. This word is directly related to the material that we are reading. The Content Word is an optional spelling word for your student. If your student would like to try spelling it but gets it wrong, it will not count against them on the assessment. We encourage all students to stretch themselves a bit to try to spell this word.

The spelling words, including the Challenge Words and the Content Word, are listed below:

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

### Student Reader

This week, we start our new unit about ancient Rome. In this unit, your student will read *Stories of Ancient Rome*, which includes information about the history of Rome, Roman legends and myths, powerful rulers, and wars, as well as the rise of Christianity. Mrs. Teachwell is the narrator who will be guiding your student through the information, some of which is fiction and some nonfiction, as your student learns many new and exciting facts about one of the great civilizations. Be sure to ask your student each evening about what they are learning.

This week, your student will be reading about the building of Rome on the banks of the Tiber River, the legend of Romulus and Remus, and characters in Roman mythology.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.2

Take-Home

## “Rome, Then and Now”

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

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

The students looked confused.

“How can it be both?” Charlie Chatter shouted out.

“I’ll explain,” Mrs. Teachwell said, “but please raise your hand if you would like to speak.”

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

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

“Like Egypt on the Nile?” Charlie asked.

“Yes,” said Mrs. Teachwell, “but let’s see that hand!”

The students giggled.

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

“Then, Rome fought wars with its neighbors. It won most of these wars, **conquering** the Etruscans who lived north of Rome as well as the Greeks who had settled to the south. It wasn’t before Rome controlled most of this piece of land that we call Italy.”

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

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

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

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

“It’s called the **Mediterranean**,” said Rachel.

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

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

“When was all this happening?”

“Rome started growing about 2,500 years ago,” Mrs. Teachwell explained. “It started growing about 500 years before the birth of **Jesus**, in the years we call **BCE**. It was still growing when **Jesus** was born. In fact, **Jesus** was born here, in a part of the Middle East that was controlled by the Romans.”

Tim Timetable made a note of the date.

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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.1

Take-Home

## The Legend of Romulus and Remus

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

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

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

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

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

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

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

Soon, however, the brothers began to fight.

“Let’s build our city here!” said **Romulus**, pointing to a hill.

“No!” said **Remus**. “This hill over here is a much better spot.”

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

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

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

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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.2

Take-Home

## Past, Present, and Future Tenses

*Draw a wiggly line under the verb in each sentence. Remember, future tense has the word will preceding the verb. Write the words present, past, or future on the line after the sentence to show the verb tense.*

1. I wish upon a star. \_\_\_\_\_
2. Luke played video games all day yesterday. \_\_\_\_\_
3. My friends and I ride the bus to school. \_\_\_\_\_
4. Grandpa will come this afternoon to tell us stories. \_\_\_\_\_
5. The mother dog cared for her pups. \_\_\_\_\_

*Fill in the blanks with the correct form of the verb listed.*

1. Bobby \_\_\_\_\_ the dishwasher with the dirty dishes.  
(*fill*, past tense)
2. Mrs. Sanders and Mrs. White \_\_\_\_\_ across the ocean on a ship next summer. (*travel*, future tense)
3. The new refrigerator \_\_\_\_\_ the food much better than the old one. (*cool*, present tense)
4. My brother \_\_\_\_\_ with me all the time.  
(*joke*, present tense)

5. The blue and white blossoms \_\_\_\_\_ soon.  
(*open*, future tense)

*Fill in the following chart:*

<b>Present tense</b>	<b>Past tense</b>	<b>Future tense</b>
<i>She walks.</i>	<i>She walked.</i>	<i>She will walk.</i>
	The dog barked.	
The cat scratches.		
		The bunny will sniff.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.1

Take-Home

## Blank Busters

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

Fill in the blanks in the sentences with one of the spelling words from the chart.

If needed, add a suffix to the end of a word in order for the sentence to make sense:

–s, –es, –ies, –ed, –ing.

1. Many people eat \_\_\_\_\_ for their Thanksgiving dinner.
2. Roman gods were not like human beings because Roman gods were \_\_\_\_\_ and lived forever.
3. Tom has three fractures in his right leg, and his \_\_\_\_\_ said he has to have at least three \_\_\_\_\_.
4. Mercury was the \_\_\_\_\_ of the gods.
5. Everyone in the class saw several \_\_\_\_\_ at the zoo.
6. Blood \_\_\_\_\_ throughout the body delivering oxygen to all body parts.

7. Josh started the note to his teacher, Mr. Davis, saying, “Dear \_\_\_\_\_, Do you think we can have a \_\_\_\_\_ next week with lots of good food for our end of year party?”
8. Some people go to church on Sunday for weekly \_\_\_\_\_ services.
9. When the large silver candlestick \_\_\_\_\_, my mother has to polish it.
10. My younger brother plays with his colorful \_\_\_\_\_ and plastic toy \_\_\_\_\_.

*Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You can use the Challenge Words or the Content Word in your sentences.*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.1

Take-Home

## Word Clues for Suffixes *-er* and *-or*

*Choose a word from the box to answer each question and write the word on the blank.*

inspector    hunter    counselor    governor    player    teacher

1. I am a member of the basketball team and I participate in games for the team, working with my teammates to help the team do its best.  
Who am I? \_\_\_\_\_
2. I chase and kill wild animals for food and sport during the season when this is permitted.  
Who am I? \_\_\_\_\_
3. I look at things very closely to examine them, making sure there are no errors or problems.  
Who am I? \_\_\_\_\_
4. I give advice to people about their problems to try and help them work things out.  
Who am I? \_\_\_\_\_
5. I show students how to do something, like add large numbers, read difficult books, or conduct science experiments.  
Who am I? \_\_\_\_\_

6. I officially control and lead the state government and help lawmakers and others who work to make the state run smoothly.

Who am I? \_\_\_\_\_

*Create your own word clue for the words below.*

1. Word: *sailor*

Clue: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Who am I?

2. Word: *farmer*

Clue: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Who am I?

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.2

### Word Sort

*First, read each word in the line beside the number. Then, circle the letters that have the same sound as the header. Finally, write only the words that follow the r-controlled spelling pattern on the lines immediately below the header. You may not need to use every line.*

1. dollar      remarks      beware      pear      apart      teacher

**'ar' > /ar/**

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2. scorch      board      forget      store      borrowed      correct

**'or' > /or/**

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3. worm      gourd      horror      bore      professor      sorrow

**'or' > /er/**

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4. merit      certify      farmer      sneer      berry      nervous

**'er' > /er/**

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5. purify      turf      concur      eureka      turnip      Taurus

**'ur' > /er/**

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6. squirt      inspire      iron      birch      flair      circus

**'ir' > /er/**

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.1

Take-Home

## Punic Wars in Pictures

*Directions: These four pictures show events from the Punic Wars. Think about what is happening in each one. Put a number by each picture to show the sequence of events in the Punic Wars (1–4). Write a sentence about each image.*

Sequence number	Events	One sentence to explain the event
		
		
		
		



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.1

Take-Home

## Caregiver Letter

**Dear Caregiver,**

Please help your student succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your student to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

### Spelling Words

This week, we will be reviewing two spellings for the sound of /ee/. Your student learned how to read and spell words with these patterns in Grades 1 and 2, so this should be a review. Your student will be assessed on these words.

Students have been assigned two Challenge Words, *except* and *follow*. Challenge Words are words used very often. These Challenge Words do not follow spelling patterns and need to be memorized. These two words will be on the assessment.

The Content Word for this week is *Colosseum*. This word is directly related to the material that we are reading and also follows the vowel patterns your student is reviewing. The Content Word is an optional spelling word for your student. If your student would like to try it but gets it incorrect, it will not count against them on the test. We encourage everyone to stretch themselves a bit and try to spell this word.

The spelling words, including the Challenge Words and the Content Word, are listed below:

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

### Student Reader

The chapters your student will read include the legend of Damocles. Then, they will learn about the early history and government of Rome and historical figures.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.1

Take-Home

## Blank Busters

Greeks	asleep	breed	screech
Venus	agreed	jamboree	scenic
secret	succeeded	speech	tedious
seed	cedar	degree	
meter	create	retail	
<b>Challenge Word:</b> <i>except</i>			
<b>Challenge Word:</b> <i>follow</i>			
<b>Content Word:</b> <i>Colosseum</i>			

Fill in the blanks in the sentences below with one of the spelling words from the chart. If needed, add a suffix to the end of a word in order for the sentence to make sense: -s, -es, -ies, -ed, or -ing.

1. The \_\_\_\_\_, like Romans, had many myths they liked to tell.
2. The \_\_\_\_\_ is a huge amphitheater that seats 50,000 people.
3. Michael and Joe \_\_\_\_\_ a lot of noise last night during the yearly \_\_\_\_\_.
4. Did you hear the owl \_\_\_\_\_ last night in the \_\_\_\_\_ trees?
5. A long time ago, many Romans \_\_\_\_\_ that a republic was the best kind of government their country could have.
6. Many politicians are giving \_\_\_\_\_ for their favorite candidates.

7. Jenna was almost \_\_\_\_\_ when her sister whispered in her ear to tell her two \_\_\_\_\_. Jenna asked, "I can't tell anyone?"
8. My uncle often takes the \_\_\_\_\_ routes so he can stop to enjoy the breath-taking views.
9. Writing our spelling words 50 times would be a \_\_\_\_\_ job.
10. Several \_\_\_\_\_ were scattered by the wind yesterday.

*Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You can use the Challenge Words or the Content Word in your sentences.*

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.1

Take-Home

## Grammar Review

*Complete each sentence with the correct present tense form of the verb in parentheses.*

1. The fish \_\_\_\_\_ in the lake swimming around. (be)
2. The morning \_\_\_\_\_ finally begun. (have)
3. The sun \_\_\_\_\_ up over the treetops. (be)
4. Canoes and rafts \_\_\_\_\_ on the water already. (be)
5. The children \_\_\_\_\_ their friends with them. (have)
6. Today \_\_\_\_\_ a great day at Smith Pond! (be)

*Write sentences using the following verbs:*

1. *fixed* \_\_\_\_\_

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2. *teaches* \_\_\_\_\_

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.2

Take-Home

## Practice Using Suffixes *-ist* and *-ian*

Read each sentence. Decide which word from the box replaces the underlined meaning and write it on the line. Write the part of speech for the word as well.

mathematician    magician    violinists    artist    musician    cartoonist

1. My cousin is a person who makes drawings that are intended to be funny for his college newspaper and he makes really funny images!

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

2. There was a person who is skilled in doing impossible things by saying special words or performing special actions at the neighborhood carnival who did tricks with cards, scarves, and even a bird.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

3. A person who is skilled in the study of numbers, amounts, shapes, and measurements and their relation to each other from the local college came to camp last summer to work with students on hard problems.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

4. During two of the songs at the orchestra concert, the people who play a musical instrument with four strings that is held under the chin and played with a bow sat still and did not play while the rest of the orchestra kept going.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

5. The person who makes something that is skillfully created for others to enjoy or to express ideas who lives next door sometimes works outside on her patio, creating pieces to display in galleries or at festivals.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

6. Aiden is a very talented person who makes sounds by voice or instruments and arranges them in a way that is pleasing to hear who can play many different instruments.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

*Write your own sentence for each word provided using the definition. Underline the definition.*

1. Word: *comedian* Part of Speech: noun

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2. Word: *guitarist* Part of Speech: noun

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.3

Take-Home

## Word Sort

*Read the words in the box and circle the vowels that have the /ee/ sound. Write the words under each header that match the header's spelling pattern.*

**'e' > /ee/**

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**'ee' > /ee/**

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---

---

---

---

decal

metal

leotard

steel

penalize

reeling

scent

fringe

scene

meager

been

weekend

egret

meter

meeting

knock

below



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.1

## Take-Home: Augustus Caesar's diary

*Pretend you are Augustus Caesar. Write two diary entries that include real events from his life as well as his thoughts, ideas, feelings, and/or secrets.*

Dear Diary,	Date:
_____	
_____	
_____	
_____	
	Sincerely,
	Augustus Caesar

Dear Diary,	Date:
_____	
_____	
_____	
_____	
	Sincerely,
	Augustus Caesar



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.1

Take-Home

## Caregiver Letter

**Dear Caregiver,**

Please help your student succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your student to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

### Spelling Words

This week, we will be reviewing four spellings for the sound of /ee/. Your student learned how to read and spell words with these patterns in second grade, so this should be a review. Your student will be assessed on these words.

Students have been assigned two Challenge Words, *again* and *often*. Challenge Words are words used very often. These Challenge Words do not follow spelling patterns and need to be memorized.

The Content Word for this week is *Caesar*. This word is directly related to the material that we are reading and is a rare spelling that your student is reviewing. The Content Word is an optional spelling word for your student. If your student would like to try it but gets it incorrect, it will not count against them on the test. We encourage all students to stretch themselves a bit and try to spell this word.

The spelling words, including the Challenge Words and the Content Word, are listed below:

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

### **Student Reader**

This week, students will be reading about the Second Rome and the story of Androcles and the lion.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.1

Take-Home

## Take-Home Work

### The Second Rome: From Constantine to Justinian

Constantine was the first Roman emperor to support Christianity. He issued an order that made it **illegal** to put Christians to death, or even throw them in jail.

Constantine built churches all over the empire. He built one in Bethlehem, where Jesus was born. He built another in Jerusalem, where Jesus died. He built churches in Rome and in the ancient city of **Byzantium**, in present-day Turkey. **Byzantium** was Constantine's favorite city. He adopted it and renamed it **Constantinople**. His goal was to turn the city into a "new Rome," a sort of Rome away from Rome.

Constantine did not want **Constantinople** to replace Rome. He hoped that **Constantinople** would take its place beside Rome and that the two cities would survive, side by side, for many years. He wanted Rome and **Constantinople** to be like two mighty **pillars** supporting the Roman Empire. But, in the end, one of those **pillars collapsed**.

One of the emperors who came after Constantine decided his job was just too big. He felt that the Roman Empire was too large to be ruled by any one man. So, he split the empire into two parts. He declared that the western half of the Empire would be ruled by one emperor, based in Rome; the eastern half would be ruled by a second emperor, based in **Constantinople**.

Not long after the empire was divided, invaders from the North began attacking the Western Empire. Things got worse and worse. The invaders even attacked Rome itself. Finally, the western part of the Roman Empire collapsed.

The **Eastern Empire**, based in **Constantinople**, had better luck. It lived on, and for a while, even got stronger.

Most historians agree that the **Eastern Empire** was at its best during the reign of **Justinian**. **Justinian** came into power in the year 527 CE. That is, he became emperor 527 years after the birth of Jesus and about 200 years after Constantine decided to support Christianity.

Like Constantine before him, **Justinian** was a Christian. He spent lots of money building churches. In **Constantinople**, he built the church of **Hagia Sophia** [ho-GEE-ə Soe-FEE-yə], with its magnificent, soaring dome.

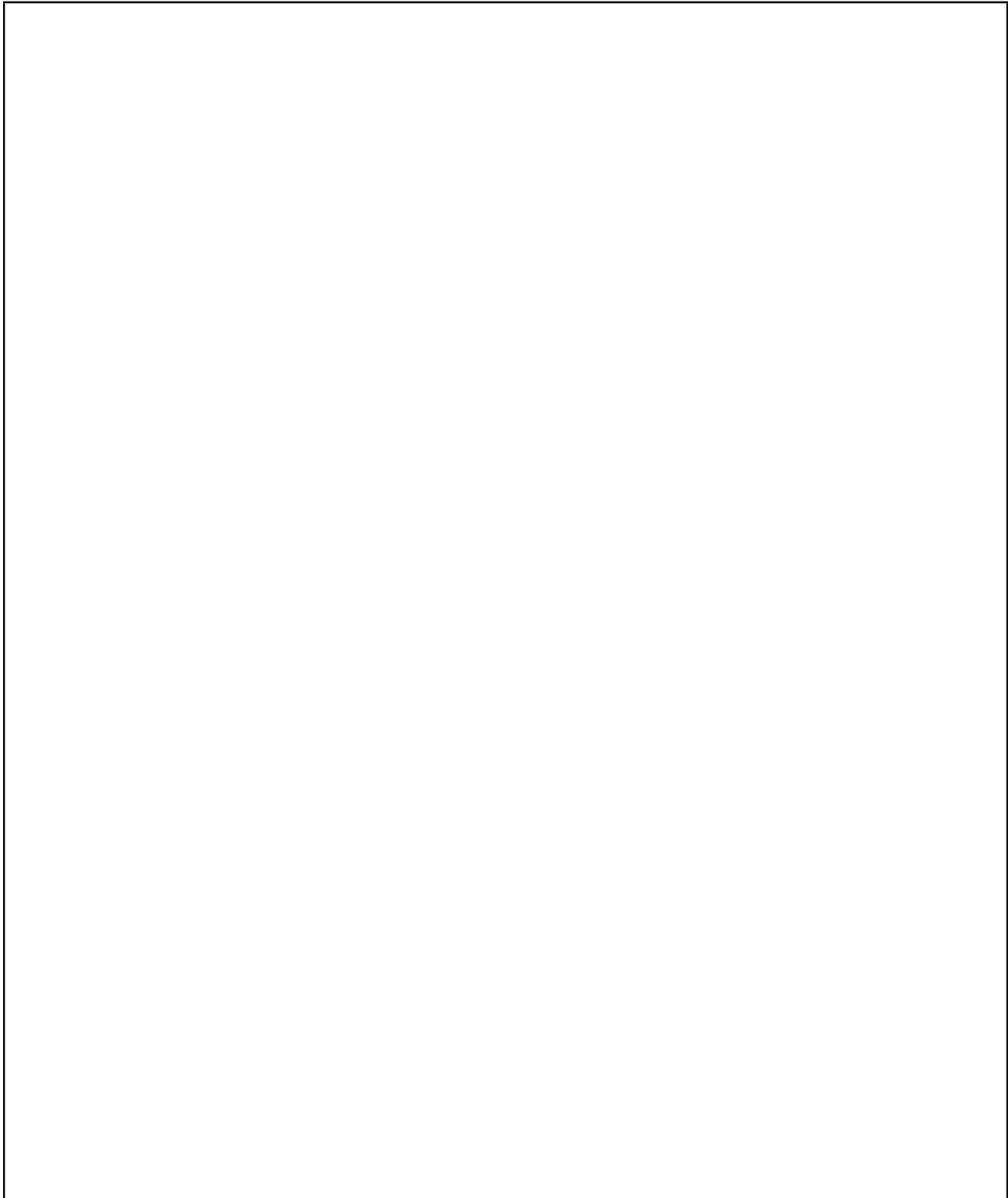
**Justinian** also completed an important book project. He had **scholars** gather up all the laws that had been passed in the Roman Empire over the years. What the **scholars** found was a big mess. There were so many laws, nobody could possibly keep track of them all. There were old laws that no longer made sense. There were even laws that seemed to be the opposite of one another. One law might say, “It is **illegal** to do X.” Then, another law might say, “It’s perfectly fine to do X.” **Justinian** had his **scholars** gather up all the laws, sort them out, and organize them. When they were done, they published the laws. The new, organized laws filled several books. The new organized laws were known as the **Justinian Code**.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.1  
CONTINUED

*Create an image that goes with the text on the previous page.*





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.1

Take-Home

## Blank Busters

gladiator	shriek	experience	teacher
grief	leader	grease	zombie
chariot	each	Julius	chief
stadium	increase	barbarian	
eager	rookie	atrium	
<b>Challenge Word: <i>again</i></b>			
<b>Challenge Word: <i>often</i></b>			
<b>Content Word: <i>Caesar</i></b>			

Fill in the blanks in the sentences below with one of the spelling words from the chart. If needed, add a suffix to the end of a word in order for the sentence to make sense: -s, -es, -ies, -ed, or -ing.

1. \_\_\_\_\_ Caesar was a great fighter and warrior.
2. Make sure to fill in \_\_\_\_\_ blank in order to get credit.
3. The \_\_\_\_\_ races were held in a very large \_\_\_\_\_.
4. The excited children were \_\_\_\_\_ for their \_\_\_\_\_ to make them ice cream cones.
5. The \_\_\_\_\_ did not like Caesar's poems.
6. Even the men \_\_\_\_\_ when the alligators chased us.

7. The plants and flowers in the \_\_\_\_\_ are all different colors.
8. Doing all of your work \_\_\_\_\_ your chance of doing well on the test.
9. Hayley dressed up as a \_\_\_\_\_ for Halloween and scared everyone.
10. Sawyer said, “Good \_\_\_\_\_” when I told him I could not go to the championship game with him.

*Write three sentences using spelling words of your choice that were not used above. Make sure to use correct capitalization and punctuation. You can use the Challenge Words or the Content Word in your sentences.*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.2

Take-Home

*Directions: Reread the passages we read in class today. Highlight or underline important details in both texts.*

## **Roman Architecture Is All Around**

Architecture is one important contribution of the Roman Empire to our world. Architecture is the design or style of a building. People go to Rome just to see its ancient buildings. Many of the old building elements are also seen in American buildings. The Colosseum, arches, and aqueducts of the ancient Romans remain today.

The Roman Colosseum was like a big sports stadium. Roman fans watched people fighting each other or animals. Sometimes, the fighters or animals died! Even so, modern football stadiums are built much like the Colosseum. They are round in shape and seat many fans.

Romans were one of history's most creative people. They used arches in many of their buildings and bridges. The arch is a rounded shape at the top of windows or doorways that allows them to be very wide. The curved stone wedges in an arch offer strong support. Arches are seen today in churches, libraries, and government buildings.

People in many places had been building and using aqueducts for hundreds of years, but Roman engineers figured out how to make better ones. Romans invented aqueducts that would last longer and carry water farther. The aqueduct consists of a channel supported by arches. It uses gravity and pipes to move water from high in the mountains to the city that lies on lower ground. The United States has some of the world's largest aqueducts. They supply water to the country's biggest cities. The Colorado River Aqueduct provides the Los Angeles area with water carried from the Colorado River, more than 701.5 miles away!

Take a look around, and you might see the influence of the Roman Empire on the buildings in the place you live. Arches, aqueducts, and Colosseum-like stadiums may be present in your very own community!

## **Let's Learn Latin!**

The greatest contribution of the Roman Empire is the Latin language. Ancient Romans conquered many new lands and people. As they did, the Latin language spread quickly. Defeated tribes in Italy took on Latin because it was the dominant language. Some features of the Latin language are still present today. Many countries in Europe speak a mixed version of Latin. The English language uses the Latin writing system.

As the Latin language spread, various forms were spoken around the western world. Latin mixed with other languages. It quickly became known as the language of the educated. Today, people in Italy, Spain, France, Portugal, and Romania use languages that are tied directly to Latin.

The English language also has ties to Latin. Many English language root words, prefixes, and suffixes come from the language. Many medical words have Latin origins. Students can use their knowledge of root words to help decode new vocabulary words, such as medical terms and other unknown words.

The Roman Empire made many lasting contributions to the modern world. The Latin language is clearly the greatest contribution because it is still used today.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

15.1

Take-Home

## Rome in Review

*Answer the following questions about ancient Rome.*

1. The most interesting thing I've learned in the unit about Rome is

\_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. If I could meet any of the ancient Roman leaders, I would want to meet

\_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. My favorite story we read about ancient Rome was \_\_\_\_\_

\_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Grade 3

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# **Answer Key**

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## TAKE-HOME ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.2 Take-Home

### Past, Present, and Future Tenses

Draw a wiggly line under the verb in each sentence. Remember, future tense has the word will preceding the verb. Write the words present, past, or future on the line after the sentence to show the verb tense.

1. I wish upon a star. present
2. Luke played video games all day yesterday. past
3. My friends and I ride the bus to school. present
4. Grandpa will come this afternoon to tell us stories. future
5. The mother dog cared for her pups. past

Fill in the blanks with the correct form of the verb listed.

1. Bobby filled the dishwasher with the dirty dishes.  
(fill, past tense)
2. Mrs. Sanders and Mrs. White will travel across the ocean on a ship next summer. (travel, future tense)
3. The new refrigerator cools the food much better than the old one. (cool, present tense)
4. My brother jokes with me all the time.  
(joke, present tense)

Unit 4 Take-Home Pages

9

5. The blue and white blossoms will open soon.  
(open, future tense)

Fill in the following chart:

Present tense	Past tense	Future tense
<i>She walks.</i>	<i>She walked.</i>	<i>She will walk.</i>
<i>The dog barks.</i>	<i>The dog barked.</i>	<i>The dog will bark.</i>
<i>The cat scratches.</i>	<i>The cat scratched.</i>	<i>The cat will scratch.</i>
<i>The bunny sniffs.</i>	<i>The bunny sniffed.</i>	<i>The bunny will sniff.</i>

10

Unit 4 Take-Home Pages

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.1 Take-Home

### Blank Busters

tarnish	marbles	immortal	barbecue
portion	motor	messenger	slurp
circulate	servant	giraffe	mirth
turkey	doctor	sir	
worship	surgery	sword	

Challenge Word: *above*  
Challenge Word: *beginning*  
Content Word: *Mediterranean*

Fill in the blanks in the sentences with one of the spelling words from the chart. If needed, add a suffix to the end of a word in order for the sentence to make sense: -s, -es, -ies, -ed, -ing.

1. Many people eat turkey for their Thanksgiving dinner.
2. Roman gods were not like human beings because Roman gods were immortal and lived forever.
3. Tom has three fractures in his right leg, and his doctor said he has to have at least three surgeries.
4. Mercury was the messenger of the gods.
5. Everyone in the class saw several giraffes at the zoo.
6. Blood circulates throughout the body delivering oxygen to all body parts.

Unit 4 Take-Home Pages

11

7. Josh started the note to his teacher, Mr. Davis, saying, "Dear Sir, Do you think we can have a barbecue next week with lots of good food for our end of year party?"
8. Some people go to church on Sunday for weekly worship services.
9. When the large silver candlestick tarnishes, my mother has to polish it.
10. My younger brother plays with his colorful marbles and plastic toy swords.

Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You can use the Challenge Words or the Content Word in your sentences.

1. Answers may vary.
2. Answers may vary.
3. Answers may vary.

12

Unit 4 Take-Home Pages

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## 4.1 Take-Home

### Word Clues for Suffixes *-er* and *-or*

Choose a word from the box to answer each question and write the word on the blank.

inspector    hunter    counselor    governor    player    teacher

- I am a member of the basketball team and I participate in games for the team, working with my teammates to help the team do its best.  
Who am I? player
- I chase and kill wild animals for food and sport during the season when this is permitted.  
Who am I? hunter
- I look at things very closely to examine them, making sure there are no errors or problems.  
Who am I? inspector
- I give advice to people about their problems to try and help them work things out.  
Who am I? counselor
- I show students how to do something, like add large numbers, read difficult books, or conduct science experiments.  
Who am I? teacher

Unit 4 Take-Home Pages

13

- I officially control and lead the state government and help lawmakers and others who work to make the state run smoothly.  
Who am I? governor

Create your own word clue for the words below.

- Word: *sailor*  
Clue: Answers may vary.  
\_\_\_\_\_  
\_\_\_\_\_. Who am I?
- Word: *farmer*  
Clue: Answers may vary.  
\_\_\_\_\_  
\_\_\_\_\_. Who am I?

14

Unit 4 Take-Home Pages

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## 4.2 Take-Home

### Word Sort

First, read each word in the line beside the number. Then, circle the letters that have the same sound as the header. Finally, write only the words that follow the r-controlled spelling pattern on the lines immediately below the header. You may not need to use every line.

1. dollar    remaks    beware    pear    apart    teacher

'ar' > /ar/

remarks

apart

2. scorch    board    fooget    store    borrowed    coorrect

'or' > /or/

scorch store

correct

board

forget

3. worm    gourd    horror    bore    professor    sorrow

'or' > /er/

worm

professor

horror

Unit 4 Take-Home Pages

15

4. merit    certify    farmer    sneer    berry    nervous

'er' > /er/

certify

farmer

nervous

5. purify    turf    concur    eureka    tunip    Taurus

'ur' > /er/

turf

concur

turnip

6. squir    inspire    iron    burch    flair    circus

'ir' > /er/

squirt

birch

circus

16

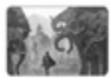
Unit 4 Take-Home Pages

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.1 **Take-Home**

### Punic Wars in Pictures

Directions: These four pictures show events from the Punic Wars. Think about what is happening in each one. Put a number by each picture to show the sequence of events in the Punic Wars (1–4). Write a sentence about each image.

Sequence number	Events	One sentence to explain the event
4		Answers may vary but may include information that the Romans defeated the Carthaginians.
1		Answers may vary but may include that Hannibal crossed the Alps with elephants.
2		Answers may vary but may include information on Romans being terrified by the elephants.
3		Answers may vary but may include information on war lasting sixteen years.

Unit 4 Take-Home Pages

17

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.1 **Take-Home**

### Blank Busters

Greeks	asleep	breed	screech
Venus	agreed	jamboree	scenic
secret	succeeded	speech	tedious
seed	cedar	degree	
meter	create	retail	
<b>Challenge Word: except</b>			
<b>Challenge Word: follow</b>			
<b>Content Word: Colosseum</b>			

Fill in the blanks in the sentences below with one of the spelling words from the chart. If needed, add a suffix to the end of a word in order for the sentence to make sense: -s, -es, -ies, -ed, or -ing.

- The Greeks, like Romans, had many myths they liked to tell.
- The Colosseum is a huge amphitheater that seats 50,000 people.
- Michael and Joe created a lot of noise last night during the yearly jamboree.
- Did you hear the owl screech last night in the cedar trees?
- A long time ago, many Romans agreed that a republic was the best kind of government their country could have.
- Many politicians are giving speeches for their favorite candidates.

Unit 4 Take-Home Pages

21

- Jenna was almost asleep when her sister whispered in her ear to tell her two secrets. Jenna asked, "I can't tell anyone?"
- My uncle often takes the scenic routes so he can stop to enjoy the breath-taking views.
- Writing our spelling words 50 times would be a tedious job.
- Several seeds were scattered by the wind yesterday.

Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You can use the Challenge Words or the Content Word in your sentences.

- Answers may vary but should include Venus, meter, breed, degree, or retail.
- Answers may vary but should include Venus, meter, breed, degree, or retail.
- Answers may vary but should include Venus, meter, breed, degree, or retail.

22

Unit 4 Take-Home Pages

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

9.1 **Take-Home**

### Grammar Review

Complete each sentence with the correct present tense form of the verb in parentheses.

- The fish are in the lake swimming around. (be)
- The morning has finally begun. (have)
- The sun is up over the treetops. (be)
- Canoes and rafts are on the water already. (be)
- The children have their friends with them. (have)
- Today is a great day at Smith Pond! (be)

Write sentences using the following verbs:

- fixed Answers may vary.
- teaches Answers may vary.

Unit 4 Take-Home Pages

23

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

9.2 Take-Home

**Practice Using Suffixes -ist and -ian**

Read each sentence. Decide which word from the box replaces the underlined meaning and write it on the line. Write the part of speech for the word as well.

mathematician magician violinists artist musician cartoonist

1. My cousin is a person who makes drawings that are intended to be funny for his college newspaper and he makes really funny images!

Word: cartoonist Part of Speech: noun

2. There was a person who is skilled in doing impossible things by saying special words or performing special actions at the neighborhood carnival who did tricks with cards, scarves, and even a bird.

Word: magician Part of Speech: noun

3. A person who is skilled in the study of numbers, amounts, shapes, and measurements and their relation to each other from the local college came to camp last summer to work with students on hard problems.

Word: mathematician Part of Speech: noun

4. During two of the songs at the orchestra concert, the people who play a musical instrument with four strings that is held under the chin and played with a bow sat still and did not play while the rest of the orchestra kept going.

Word: violinist Part of Speech: noun

5. The person who makes something that is skillfully created for others to enjoy or to express ideas who lives next door sometimes works outside on her patio, creating pieces to display in galleries or at festivals.

Word: artist Part of Speech: noun

6. Aiden is a very talented person who makes sounds by voice or instruments and arranges them in a way that is pleasing to hear who can play many different instruments.

Word: musician Part of Speech: noun

Write your own sentence for each word provided using the definition. Underline the definition.

1. Word: comedian Part of Speech: noun

Answers may vary.

2. Word: guitarist Part of Speech: noun

Answers may vary.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

9.3 Take-Home

**Word Sort**

Read the words in the box and circle the vowels that have the /ee/ sound. Write the words under each header that match the header's spelling pattern.

'e' > /ee/

decal

leotard

penalize

egret

meter

scene

'ee' > /ee/

steel

reeling

weekend

meeting

d@al	m@ger
metal	been
leotard	weekend
steel	@gret
penalize	m@er
reeling	me@ting
scent	knock
fringe	below
sc@e@	

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

10.1 Take-Home

**Take-Home: Augustus Caesar's diary**

Pretend you are Augustus Caesar. Write two diary entries that include real events from his life as well as his thoughts, ideas, feelings, and/or secrets.

Dear Diary,

Date: \_\_\_\_\_

Answers may vary.

Sincerely,

Augustus Caesar

Dear Diary,

Date: \_\_\_\_\_

Answers may vary.

Sincerely,

Augustus Caesar

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

12.1 Take-Home  
CONTINUED

Create an image that goes with the text on the previous page.

Answers may vary.

Unit 4 Take-Home Pages

35

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

14.1 Take-Home

### Blank Busters

gladiator	shriek	experience	teacher
grief	leader	grease	zombie
chariot	each	Julius	chief
stadium	increase	barbarian	
eager	rookie	atrium	
Challenge Word: <i>again</i>			
Challenge Word: <i>often</i>			
Content Word: <i>Caesar</i>			

Fill in the blanks in the sentences below with one of the spelling words from the chart. If needed, add a suffix to the end of a word in order for the sentence to make sense: -s, -es, -ies, -ed, or -ing.

1. \_\_\_\_\_ Julius \_\_\_\_\_ Caesar was a great fighter and warrior.
2. Make sure to fill in \_\_\_\_\_ each \_\_\_\_\_ blank in order to get credit.
3. The \_\_\_\_\_ chariot \_\_\_\_\_ races were held in a very large \_\_\_\_\_ stadium \_\_\_\_\_.
4. The excited children were \_\_\_\_\_ eager \_\_\_\_\_ for their \_\_\_\_\_ teacher, leader, or chief \_\_\_\_\_ to make them ice cream cones.
5. The \_\_\_\_\_ barbarians \_\_\_\_\_ did not like Caesar's poems.
6. Even the men \_\_\_\_\_ shrieked \_\_\_\_\_ when the alligators chased us.

Unit 4 Take-Home Pages

37

7. The plants and flowers in the \_\_\_\_\_ atrium \_\_\_\_\_ are all different colors.
8. Doing all of your work \_\_\_\_\_ increases \_\_\_\_\_ your chance of doing well on the test.
9. Hayley dressed up as a \_\_\_\_\_ zombie \_\_\_\_\_ for Halloween and scared everyone.
10. Sawyer said, "Good \_\_\_\_\_ grief \_\_\_\_\_" when I told him I could not go to the championship game with him.

Write three sentences using spelling words of your choice that were not used above. Make sure to use correct capitalization and punctuation. You can use the Challenge Words or the Content Word in your sentences.

1. Answers may vary. \_\_\_\_\_  
\_\_\_\_\_
2. Answers may vary. \_\_\_\_\_  
\_\_\_\_\_
3. Answers may vary. \_\_\_\_\_  
\_\_\_\_\_

38

Unit 4 Take-Home Pages

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

15.1 Take-Home

### Rome in Review

Answer the following questions about ancient Rome.

1. The most interesting thing I've learned in the unit about Rome is \_\_\_\_\_ because \_\_\_\_\_  
Answers may vary, but students should identify textual evidence to support their opinion. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. If I could meet any of the ancient Roman leaders, I would want to meet \_\_\_\_\_ because \_\_\_\_\_  
Answers may vary, but students should identify textual evidence to support their opinion. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Unit 4 Take-Home Pages

41

3. My favorite story we read about ancient Rome was \_\_\_\_\_  
\_\_\_\_\_ because \_\_\_\_\_

Answers may vary.

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# Acknowledgements

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