



Grade 3

Unit 4 | Activity Book

The Ancient Roman Civilization

Grade 3

Unit 4

The Ancient Roman Civilization

Activity Book

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

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

ISBN 978-1-64383-737-6

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

You are free:

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

to Remix—to adapt the work

Under the following conditions:

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

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

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

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

With the understanding that:

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

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

© 2020 Amplify Education, Inc.
amplify.com

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

Printed in Mexico
01 XXX 2021

Unit 4

The Ancient Roman Civilization

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 4 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.






NAME: _____




DATE: _____

Virtual Museum

Use this handout as you view the images of ancient Rome. Write your answers to the questions below in the *My Thoughts* box for each image. Think about the answers to these questions when looking at each image:

- What objects, people, or buildings do you see in the image?
- What questions do you have about the image?
- What is the one thing that you will remember most about this image?

My Thoughts	Images	Read-Aloud Notes
		
		
		

My Thoughts	Images	Read-Aloud Notes
		
		
		

NAME: _____

DATE: _____

“Rome, Then and Now”

1. What was Rome like in the beginning?
 - A. Rome started out as a large city.
 - B. Rome started out as a few houses on the banks of the Tiber River.
 - C. Rome started out as a few houses along the Nile River.
 - D. Rome started out as a small country.

page _____

2. How long ago did Rome start growing?
 - A. Rome started growing about 500 years after the birth of Jesus.
 - B. Rome started growing about 500 years before the birth of Jesus.
 - C. Rome started growing about 500 years ago.
 - D. Rome started growing about 1,000 years ago.

page _____

3. Label the map of ancient Roman civilization. (Atlantic Ocean, Mediterranean Sea, Black Sea, Tiber River, Rome)



4. Circle the areas or countries that ancient Rome took over.

France	Spain
Germany	China
Ireland	Turkey
Egypt	Northern Africa
South America	Greece
the Balkans	Middle East

page _____

NAME: _____

DATE: _____

Vocabulary:

5. Complete the chart below.

Vocabulary word	My definition
civilization	
Mediterranean	
conquer	

6. Why is ancient Rome considered a civilization?

NAME: _____

DATE: _____

Spelling Patterns

'ar' > /ar/

'or' > /or/

'er' > /er/

'ur' > /er/

'ir' > /er/

NAME: _____

1.4

TAKE-HOME

DATE: _____

Family Letter

Dear Family Members,

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

Spelling Words

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

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

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

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

1. tarnish	12. sword
2. marbles	13. messenger
3. portion	14. barbecue
4. motor	15. giraffe
5. circulate	16. slurp
6. servant	17. sir
7. turkey	18. mirth
8. doctor	Challenge Word: <i>above</i>
9. worship	Challenge Word: <i>beginning</i>
10. surgery	Content Word: <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, legends, Roman gods and goddesses, myths, powerful rulers, and wars, as well as the rise of Christianity. Mrs. Teachwell is the narrator who will be guiding your student through the information, some of which is fiction and some nonfiction, as your student learns many new and exciting facts about one of the great civilizations. Be sure to ask your student each evening about what they are learning.

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

“Rome, Then and Now”

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

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

The students looked confused.

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

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

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

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

“Like Egypt on the Nile?” Charlie asked.

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

The students giggled.

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

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

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

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

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

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

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

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

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

“When was all this happening?”

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

Tim Timetable made a note of the date.

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

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

NAME: _____

DATE: _____

The Legend of Romulus and Remus

Vocabulary	Definition
empire	
historian	
threat	
taunt	
legendary	

True or False: Circle the correct answer.

1. King Amulius was the father of Romulus and Remus. (True/False)
2. The servant saw the twins as a threat and tried to have them drowned. (True/False)
3. The wolf found and cared for the twins after they washed up on the river bank. (True/False)
4. Romulus and Remus started fighting because they could not agree on where to build their new city. (True/False)
5. The government of Rome made two statues to honor Romulus and Remus. (True/False)

6. (Extended Response) Why is the story of Romulus and Remus considered a legend?

NAME: _____

DATE: _____

What We Know and Learned

	What we know from reading	What we've learned from listening
Characters	<p>Romulus had a twin brother (Remus) killed his brother (Remus) named Rome after himself</p> <p>Remus had a twin brother (Romulus) taunted his brother (Romulus)</p> <p>servant placed twins in basket and put them in the river</p> <p>King of Latium brother of Rhea Silvia (twins' mother) ordered servant to drown twins</p> <p>she-wolf found the twins and took them to her cave fed the twins milk</p>	
Setting (time and place)	Rome, when the city got started Tiber River in Rome	
Theme (or lesson)	You should not let competition get the best of you.	

<p>Plot (sequence of events)</p>	<p>The King of Latium told a servant to drown the twins.</p> <p>The servant put the boys in a basket and set it down in the river.</p> <p>A she-wolf found them and took care of them.</p> <p>Romulus and Remus decided to create a city.</p> <p>They fought about where to build it.</p> <p>Remus died.</p> <p>Romulus built Rome and named it after himself.</p>	
---	--	--

NAME: _____

DATE: _____

The Legend of Romulus and Remus

Clarify: In the space below, record any questions you might have or questions that came up during the discussion with your partner.

Respond: (Evaluative) Why do you think the legend of Romulus and Remus is important to Romans? How does the Tiber River play an important part in that story?

NAME: _____

DATE: _____

Past, Present, and Future Tenses

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

1. We learned about ancient Rome earlier this year. _____
2. The frog will turn into a handsome prince at the end of the fable.

3. Our class studied spelling after grammar. _____
4. At 6:00 this evening, we will eat supper. _____
5. At the end of this year, we will become fourth graders!

6. I wish upon a star. _____
7. Luke played video games all day yesterday. _____
8. My friends and I ride the bus to school. _____
9. Yesterday, Grandpa told me stories of when he was a little boy.

10. Thomas Edison invented many things in his lifetime. _____

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

11. Bill _____ the birdcage. (*clean*, past tense)
12. Mark and Robin _____ checkers over the weekend. (*play*, future tense)
13. Mrs. Watkins _____ on each student this morning to spell a word. (*call*, past tense)
14. The talented photographers _____ the animals without disturbing them. (*film*, past tense)
15. That pencil _____ to me! (*belong*, present tense)

Fill in the following chart:

Present tense	Past tense	Future tense
<i>Sally plays.</i>	<i>Sally played.</i>	<i>Sally will play.</i>
	The boys jumped.	
I hope.		
	We studied.	
		The kitten will yawn.
The fire damages.		
	The children gathered.	
		Mother will use.
Grandma visits.		

The Legend of Romulus and Remus

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

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

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

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

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

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

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

Soon, however, the brothers began to fight.

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

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

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

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

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

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

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

NAME: _____

DATE: _____

Past, Present, and Future Tenses

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

1. I wish upon a star. _____
2. Luke played video games all day yesterday. _____
3. My friends and I ride the bus to school. _____
4. Grandpa will come this afternoon to tell us stories.

5. The mother dog cared for her pups. _____

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

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

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

Fill in the following chart:

Present tense	Past tense	Future tense
<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

ACTIVITY PAGE

Gods and Goddesses Three-Column Graphic Organizer

Greek and Roman name	God/Goddess of ____	Details

NAME: _____

DATE: _____

Roman Life and Beliefs

Word Box

polytheistic

worship

rituals

myths

temple

Saturn

harvest

What key ideas did you learn about Roman life and the ancient Romans' beliefs? What details in the story help support what you learned?

Word Shelf

The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Then write those words and their definitions on the table on the following page.

<p><i>-er</i> means a person who</p>	
teacher	
farmer	
painter	
hunter	

NAME: _____

DATE: _____

Suffixes *-er* and *-or*

List eight words that have the *-er* suffix.

1.	5.
2.	6.
3.	7.
4.	8.

Write the correct word to complete the sentence.

hunter	singer	teacher	farmer	painter	player
--------	--------	---------	--------	---------	--------

9. The star _____ on the soccer team was chosen to take the penalty kick in hopes of winning the game for his team.
10. After heavy rain for a few days, the _____ checked to see how many of his fields were flooded.
11. The band had to find someone to replace the _____ because none of the other band members had a good voice.
12. A _____ came to school to paint the walls in the cafeteria after they were repaired.
13. My grandmother's neighbor is a _____ who hunts deer and certain birds.

3.3
CONTINUED

NAME: _____

DATE: _____

Write your own sentence using the one word left in the box.

14. _____

NAME: _____

DATE: _____

Word Shelf

The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Then write those words and their definitions on the table on the following page.

<p>-or means a person who</p>	
<p>actor</p>	
<p>inspector</p>	
<p>governor</p>	
<p>counselor</p>	

NAME: _____

DATE: _____

List eight words that have the *-or* suffix.

1.	5.
2.	6.
3.	7.
4.	8.

Write the correct word to complete the sentence.

governor	actor	visitor	counselor	inspector	sailor
----------	-------	---------	-----------	-----------	--------

9. My brother's _____ at school gave a presentation about how to handle bullies, which he shared with us at home.
10. An _____ that my mom really likes has been in movies and television shows.
11. The _____ has to come several times to see how construction of our new house is coming along to determine if everything is being done as it should be.
12. The _____ is coming to tour our school and give a presentation next month about his plan to improve education in the state.
13. One of the activities my sister tried at summer camp was learning to be a _____ on a small boat at the lake.

NAME: _____

DATE: _____

Write your own sentence using the one word left in the box.

14. _____

NAME: _____

DATE: _____

Blank Busters

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

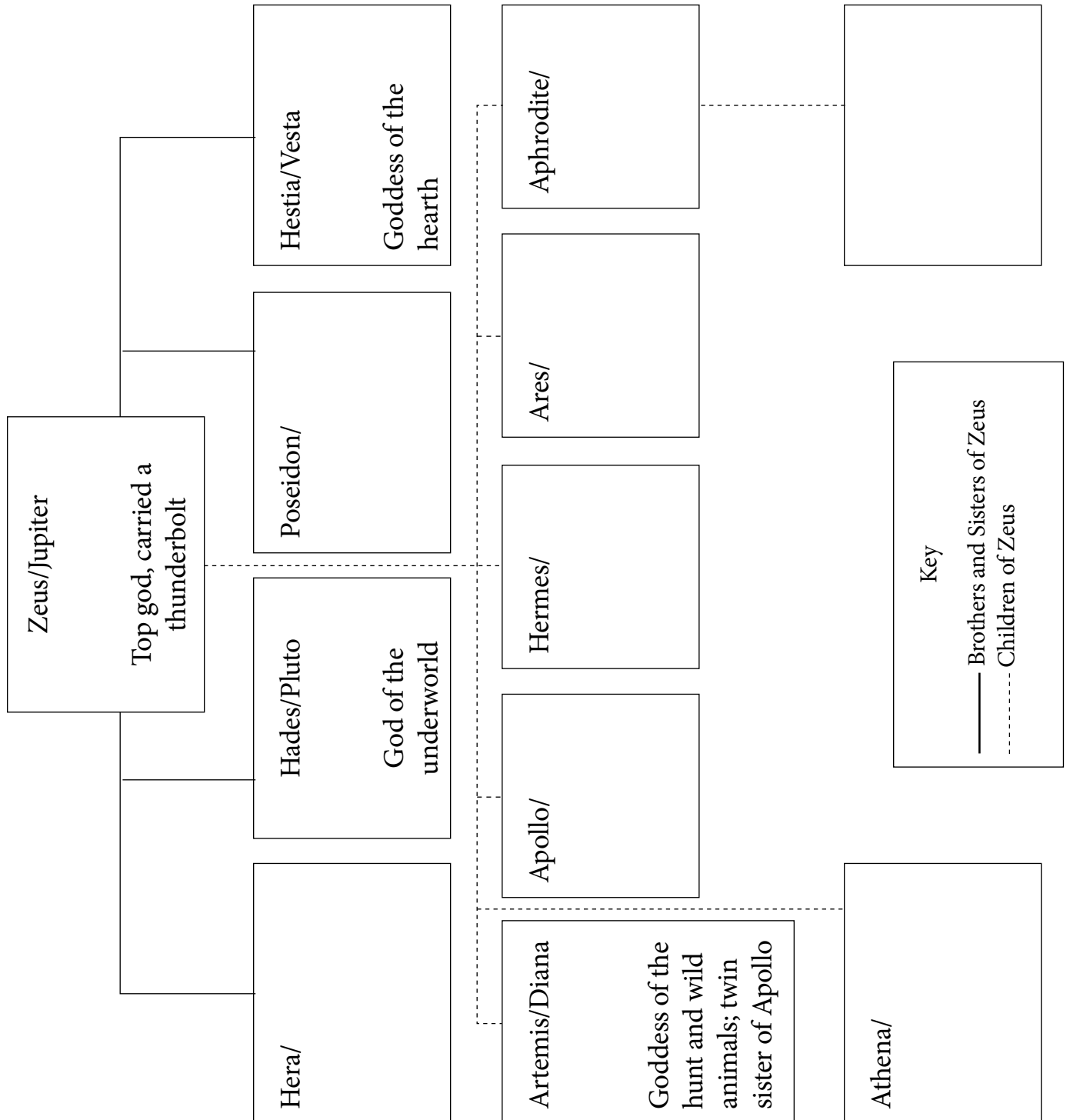
3. _____

NAME: _____

DATE: _____

Gods and Goddesses Family Tree

Help finish the family tree of Greek and Roman gods and goddesses. What additional information can you add from your reading?



NAME: _____

DATE: _____

Image Box Recording Sheet

<p>Image 1: Write one word that summarizes the topic of the paragraph.</p>	<p>Image 2: Write down key words.</p>
<p>Image 3: Draw a picture to summarize the Roman government.</p>	<p>Image 4: Describe patricians.</p>
<p>Image 5: Describe plebeians.</p>	<p>Image 6: One fact I learned is _____.</p>

Image 7: Explain the Roman forum.

Image 8: Describe enslaved Romans.

Image 9: What is the key idea of the Read-Aloud?

NAME: _____

DATE: _____

Compare and Contrast Patricians, Plebeians, and Roman Enslaved People

Patricians

Plebeians

Roman enslaved people

How are they alike?

How are they different?



NAME: _____

DATE: _____

Roman Empire Extended Response

The Roman government changed over time from one person holding all the power to a republic. Which type of government do you think is the best? Why? Write your opinion and give a reason to support it.

NAME: _____

DATE: _____

The Verb *to be*

Using the present tense forms of the verb *to be*, fill in the blanks in the following story. You may use the words more than once.

am
is
are

Oh, To Be a Prince Again!

Once upon a time an ugly, green creature named Fred the Frog sat hopeful that his princess would come along and give him a magic kiss, so he could once again be a handsome prince. He sat all day looking up and down the road awaiting his princess! “I _____ SO ugly!” he moaned. “Why won’t my princess come to give me a kiss?” Fred the Frowning Frog looked at the other frogs in the pond and said, pitifully, “All of you _____ hideous!” He then turned his back on the other frogs and fretted.

Fred the Fretting, Frowning Frog shouted to the trees, the flowers, and anything else that would listen, “A prince should not have to wait so long! You trees and flowers _____ not helpful at all! Can’t you send for my princess? This _____ taking too long!”

Just then, along came a grand carriage carrying his princess. Fred the Faithful, Forward-Looking Frog hopped to the middle of the road and stood up tall and important (and hopefully regal) as he said, “Oh my princess, you _____ just in time! The other frogs in this pond _____ driving me crazy! Come give me a kiss so I can change back into your handsome prince.”

Paula the Pretty Princess kissed Fred the Festive Frog and he magically transformed into Peter the Proud Prince. They lived happily ever after.

The End

Write a short story using your imagination and the forms of the verb to be (am, is, are). Add a title to your story.

NAME: _____

DATE: _____

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

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

inspector hunter counselor governor player teacher

1. I am a member of the basketball team and I participate in games for the team, working with my teammates to help the team do its best.

Who am I? _____

2. I chase and kill wild animals for food and sport during the season when this is permitted.

Who am I? _____

3. I look at things very closely to examine them, making sure there are no errors or problems.

Who am I? _____

4. I give advice to people about their problems to try and help them work things out.

Who am I? _____

5. I show students how to do something, like add large numbers, read difficult books, or conduct science experiments.

Who am I? _____

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

Who am I? _____

Create your own word clue for the words below.

1. Word: *sailor*

Clue: _____

_____ Who am I?

2. Word: *farmer*

Clue: _____

_____ Who am I?

NAME: _____

DATE: _____

Word Sort

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

1. dollar remarks beware pear apart teacher

'ar' > /ar/

2. scorch board forget store borrowed correct

'or' > /or/

3. worm gourd horror bore professor sorrow

'or' > /er/

4. merit certify farmer sneer berry nervous

'er' > /er/

5. purify turf concur eureka turnip Taurus

'ur' > /er/

6. squirt inspire iron birch flair circus

'ir' > /er/



NAME: _____

DATE: _____

Rubric

Determine the key ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Read-Aloud: The Roman Republic

Key Idea and Supporting Details Rubric

Points given	Determine the key idea	Identify supporting details
3 points	Clearly and accurately identifies the key idea(s) of the Read-Aloud	Includes relevant supporting details from the Read-Aloud in all image boxes
2 points	Loosely identifies the key idea(s) from the Read-Aloud	Includes few/no supporting details from the Read-Aloud or uses irrelevant details; Contains incomplete image boxes
1 point	Attempts to identify the key idea(s); however, the key idea might be stated incorrectly or missing information	Might include few, incorrect, or irrelevant supporting details from the Read-Aloud; Contains many incomplete image boxes



NAME: _____

DATE: _____

Key Ideas Chart

<p>Rome, Then and Now (Lesson 1)</p>	<p>The Legend of Romulus and Remus (Lesson 2)</p>
<p>The Roman Gods and Goddesses (Lesson 3)</p>	<p>The Roman Republic (Lesson 4)</p>

The Punic Wars (today's lesson)

NAME: _____

DATE: _____

The Punic Wars

The Punic Wars (Read-Aloud)	Hannibal Crosses the Alps

1. The Punic Wars were fought between _____ and

page _____

2. How did the Romans win the Second Punic War?

page _____

3. Who won the Third Punic War? How do you know?

page _____

4. What happened to Carthage as a result of the Punic Wars?

5. What happened to Rome as a result of the Punic Wars?

Student Self-Reflection

6. Did your notes during the Read-Aloud (front side) help you complete questions 1–5? Yes or No.

7. Next time you take notes during a Read-Aloud, what will you do the **same** way?

8. What will you do **differently**?

NAME: _____

DATE: _____

Dictionary Skills

Read the guide words in the box. Circle the words from the list below the box that would go on the same page as the guide words.

1.	servant	surgery
----	---------	---------

savor shortcut

silver slurp

tarnish sir

reserve swimmer

2.	servant	sword
----	---------	-------

sturdy scarf

sarcastic snarl

suffer stammer

squirm symbol

3.	tarnish	turkey
----	---------	--------

Thor tumbler

torch thorax

tailor twirl

temper typewriter

NAME: _____

DATE: _____

Spelling Assessment

As your teacher calls out the words, write them under the correct header.

'or' > /or/

'ir' > /er/

'ar' > /ar/

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

'ur' > /er/

'or' > /er/

'er' > /er/

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Challenge Word: _____

Challenge Word: _____

Challenge Word: _____

Dictated Sentences

1.





2.

NAME: _____

DATE: _____

Punic Wars in Pictures

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

Sequence number	Events	One sentence to explain the event
		
		
		
		

NAME: _____

6.1

ACTIVITY PAGE

DATE: _____

Picture Pause: Daily Roman Life, Part 1

1. What would it have been like to be born and raised in a plebeian family?

2. What did Roman children learn? How were Roman girls and boys taught differently?

3. Describe what you would see if you were walking around ancient Rome.

4. Big Picture: Summarize the key ideas of today's Read-Aloud in one or two sentences.

NAME: _____

DATE: _____

Anticipation Guide: Cupid and Psyche

Before reading the chapter, fill in the boxes in the "Before Reading" column of the guide with yes or no. If you think the statement is true, write yes. If you think the statement is not true, write no. If you are having trouble deciding, write I don't know.

After reading, go back and fill in the boxes in the "After Reading" column. If the statement is true, write yes. If the statement is not true, write no and then write what really happened.

Before Reading	Questions	After Reading
	Venus and Psyche were friends who got along well.	
	Cupid used his bow and arrow to shoot people so they would fall in love.	
	Psyche went to the Tiber River to meet Cupid.	
	Cupid and Psyche spent every day together.	
	Cupid left Psyche because she did not trust him.	
	Venus asked Psyche for help.	
	Venus asked Psyche to complete two different tasks.	
	Psyche listened to Proserpina and did not look inside the box.	
	Cupid saved Psyche from the spell.	
	Psyche and Cupid never saw each other again.	



NAME: _____

DATE: _____

6.3

ACTIVITY PAGE

Futbol for All

Did you know the game of futbol is very old? Different forms of it have been played in ancient China, Japan, Greece, and Rome. Today, it is played in many countries and is the most popular sport in the world. Futbol is the best sport because it is fun, anyone can play it, and it is played all year long.

People have enjoyed kicking balls around with their feet for thousands of years because it is fun! In futbol, the idea is to get the ball into a net mainly by kicking it without using your hands. This is not always easy to do, but players have fun trying. When they score, they feel happy, and so do the fans. Everyone has a good time!

Anyone—rich kids or poor, city kids or country, big kids or little—can play futbol. All they need is a ball and something to mark the goals. The game can be played anywhere as long as the ground is flat and the weather is good.

Futbol is played somewhere in the world all year long. Futbol leagues everywhere have their own seasons and championships. The most important championship in the world is the World Cup. It is played every four years. The winner of the World Cup is considered the best team in the whole world, which is quite an honor, wouldn't you say?

Futbol is the favorite sport of millions of children and adults around the world. Fans and players like the game because it is fun. Anyone can play it. Futbol is played all year long. No wonder futbol is the best sport!



NAME: _____

DATE: _____

Futbol for All: Opinion Map

Introduction:
(Position)

1. Evidence:

2. Evidence:

3. Evidence:

4. Conclusion:
(Restate your position.)

Roman Gods or Goddesses Statue: Opinion Map

Which Gods or Goddesses should have a statue built in modern Rome?

Introduction:
(Position)

1. Evidence:

2. Evidence:

3. Evidence:

4. Conclusion:
(Restate your position.)

NAME: _____

DATE: _____

Spelling Sound /ee/

'e' > /ee/

'ee' > /ee/

Words that do not follow the pattern:

NAME: _____

6.6

TAKE-HOME

DATE: _____

Family Letter

Dear Family Members,

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

Spelling Words

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

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

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

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

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

Student Reader

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

NAME: _____

6.7

TAKE-HOME

DATE: _____

Write a Response to “Cupid and Psyche, Part 1”

Reading Excerpt from “Cupid and Psyche, Part 1”

Venus went to her son, Cupid.

“My son,” she said, “punish that girl! Shoot her with one of your arrows. Make her fall in love with the ugliest man on Earth.”

Cupid set off to do his mother’s bidding. He took his bow and arrow and flew down to Earth. He took aim at Psyche. At the last minute, though, his finger slipped. Instead of shooting Psyche, he pricked himself. So Cupid fell in love with Psyche.

Cupid came up with a plan that would let him visit Psyche in secret. He sent a message to Psyche’s family. It said that the gods had chosen a husband for Psyche. Psyche was ordered to climb to the top of the mountain, where she would meet her husband. She was also told that her husband was not a man but a terrible monster.

Writing Prompt:

Explain why Cupid had to visit Psyche in secret. Include exact details to show why you think he had to visit Psyche in secret or why he didn't need to visit her in secret but did so anyway.

NAME: _____

DATE: _____

Picture Pause: Daily Roman Life, Part 2

1. What would it have been like to be born and raised in a patrician family?

2. List rights that women **did not have** in ancient Roman society. List rights that ancient Roman women **did have** in society.

3. How did the Roman government try to solve some of the problems of city life?

4. Big Picture: If you were to summarize the key ideas of today's Read-Aloud about Roman life in one to two sentences, what would you write?

NAME: _____

DATE: _____

Damocles: Character Analysis

**Key details about Damocles
(physical and emotional):**

**What were the major events in
the story?**

**How did Damocles react to
seeing the sword above his
head?**

NAME: _____

DATE: _____

Practicing the Verb *to have*

Write the correct word on the blank in each sentence.

1. Carl and Dan _____ a woodworking shop together.
(have, has)
2. Carl _____ the ability to build beautiful furniture.
(have, has)
3. Their shop _____ many rooms and showcases of wooden tables, chairs, and shelves.
(have, has)
4. My family and I _____ taken many trips to see their shop.
(have, has)
5. _____ you ever seen Carl and Dan's shop before?
(Have, Has)

Rewrite the five sentences above in past tense.

1. _____

2. _____

3. _____

4. _____

5. _____

NAME: _____

DATE: _____

Julius Caesar—Comparing Two Texts

Write down the key ideas from each text. Draw lines to show points that are related.

“Julius Caesar: Great Fighter, Great Writer” Part 1	Read-Aloud: Julius Caesar Part 2

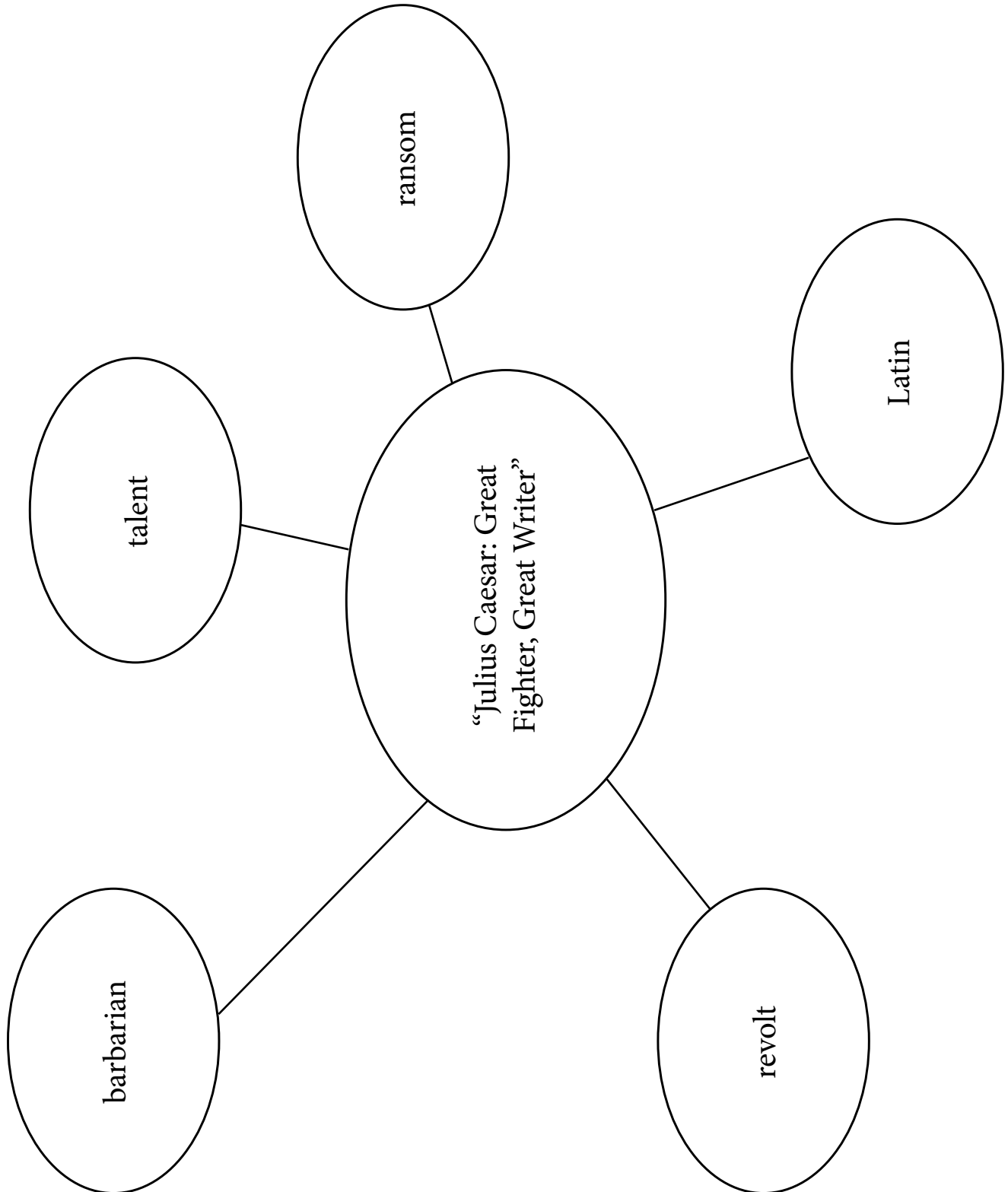
NAME: _____

8.2

ACTIVITY PAGE

DATE: _____

Julius Caesar: Great Fighter, Great Writer Vocabulary Web





NAME: _____

DATE: _____

Self-Reflection

Assignment: Opinion Essay

Use the chart to reflect on the strengths and weaknesses of your rough draft.

Rough draft	Self-reflection: strengths	Self-reflection: weaknesses
I introduced my topic.		
I stated my opinion.		
I used strong reasons and clear details to support my opinion.		
I wrote a conclusion.		

Make a list of things you want to ask your teacher or another adult to help you with before you revise your paper:

NAME: _____

DATE: _____

Opinion Essay: Peer Feedback

Author: _____

Partner: _____

What is the purpose of the essay?

1. Evidence:

2. Evidence:

3. Evidence:

List one thing the author did well.

List one thing the author can improve on in his or her writing.

The suffix *-ist* means *a person who plays or makes*.

The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Make sure to include the definition for the new words you brainstorm.

organist —(noun) a person who plays a musical instrument similar to a piano but larger and with more keyboards	
novelist —(noun) a person who makes or writes fictional books	
cartoonist —(noun) a person who makes drawings that are intended to be funny	
violinist —(noun) a person who plays a musical instrument with four strings that is held under the chin and played with a bow	

Write the correct word to complete each sentence.

violinist	guitarist	artist	novelist	organist	cartoonist
-----------	-----------	--------	----------	----------	------------

1. The _____ who drew Snoopy and Charlie Brown was named Charles Schulz.
2. My cousin's band has a lead singer, a drummer, a bassist, and a _____.

3. Carla's favorite _____ is working on a new book with characters she has written about before.
4. The music department at the small college in my town offers music lessons given by a _____ who likes teaching children how to use the bow to make music.
5. The _____ at the theater played songs using both keyboards before the show started.

Write your own sentence using the one word left in the box.

6. _____

NAME: _____

DATE: _____

The suffix *-ian* means *a person who is skilled in*.

The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Make sure to include the definition for the new words you brainstorm.

pediatrician —(noun) a person who is skilled in the branch of medicine dealing with babies and children	
magician —(noun) a person who is skilled in doing impossible things by saying special words or performing special actions	
comedian —(noun) a person who is skilled in doing things that make people laugh	
politician —(noun) a person skilled in activity involved with government	

Write the correct word to complete each sentence.

magician musician pediatrician politician comedian mathematician

1. The _____ won a prize for his solution to the math problem that others had struggled with for a long time.
2. During the party, a _____ did magic tricks in the backyard to the amazement of all the children there.

3. One famous _____ did a few shows for people who had lost their homes to floods to give them something funny to think about for a little while.
4. One _____ accused another of lying about his fund-raising record while he served in office.
5. The _____ said my brother has strep throat and has to stay home from school.

Write your own sentence using the one word left in the box.

6. _____

NAME: _____

8.5

TAKE-HOME

DATE: _____

Blank Busters

Greeks	asleep	breed	screech
Venus	agreed	jamboree	scenic
secret	succeeded	speech	tedious
seed	cedar	degree	
meter	create	retail	
Challenge Word: <i>except</i>			
Challenge Word: <i>follow</i>			
Content Word: <i>Psyche</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 the Romans, had many myths they liked to tell.
2. Venus was jealous of _____ and her beauty.
3. Michael and Joe _____ a lot of noise last night during the yearly _____.
4. Did you hear the owl _____ last night in the _____ trees?
5. A long time ago, many Romans _____ that a republic was the best kind of government their country could have.
6. Many politicians are giving _____ for their favorite candidates.

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

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

1. _____

2. _____

3. _____

NAME: _____

DATE: _____

Julius Caesar—Comparing Two Texts

Write down the key ideas from each text. Draw lines to show points that are related.

“Julius Caesar: The Later Years” Part 1	“Julius Caesar: Crossing the Rubicon” Part 2



NAME: _____

DATE: _____

Julius Caesar Debate Web

Julius Caesar is a hero.

Julius Caesar is a traitor.

Is Julius Caesar a traitor or a hero?



NAME: _____

DATE: _____

Organizing the Debate

In complete sentences, complete the graphic organizer.

In one sentence, what is your position on the issue? Do you think Julius Caesar is a traitor or a hero?

Give three reasons that support your position.

1.

2.

3.

List all the topics that someone on the other side of the argument might say and your responses.

Opposite side's argument:	Your response:
In one sentence, sum up all the reasons that support your position.	

NAME: _____

DATE: _____

Grammar Review

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

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

Write sentences using the following verbs:

1. *fixed* _____

2. *teaches* _____

NAME: _____

DATE: _____

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

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

mathematician magician violinists artist musician cartoonist

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

Word: _____ Part of Speech: _____

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

Word: _____ Part of Speech: _____

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

Word: _____ Part of Speech: _____

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

Word: _____ Part of Speech: _____

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

Word: _____ Part of Speech: _____

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

Word: _____ Part of Speech: _____

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

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

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

NAME: _____

DATE: _____

Word Sort

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

'e' > /ee/

'ee' > /ee/

decal	meager
metal	been
leotard	weekend
steel	egret
penalize	meter
reeling	meeting
scent	knock
fringe	below
scene	



NAME: _____

DATE: _____

Leader: Julius Caesar

Would you want Julius Caesar to be the leader of our country? Explain why or why not.

How are today's battles different from battles in the time of the Roman empire? (Stretch Question)

NAME: _____

DATE: _____

Rome's Rulers

Use the words in the box below to show the sequence of Rome's rulers.

dictator	king	republic of senators and consuls	empire
----------	------	----------------------------------	--------



NAME: _____

10.3

ACTIVITY PAGE

DATE: _____

Bingo with a Twist: Find a classmate who can explain what's asked for in the box. Ask the classmate to initial your box and tell you the answer. Summarize what your peer said in your box.

Who was Octavian's ally but later became his enemy? Initials _____	Under Augustus Caesar, what was the new form of government? Initials _____	Against whom did Octavian win a war? Initials _____
What award did Augustus Caesar receive for his bravery? Initials _____	How did Pax Romana change the Roman way of life? Initials _____	How did Augustus Caesar receive part of the same name as Julius Caesar? Initials _____
Why was Augustus Caesar the most powerful man in Rome? Initials _____	What does the Latin term Pax Romana mean? Initials _____	What did Augustus Caesar believe he had to accomplish to create the Pax Romana? Initials _____

Using the information from the previous page, summarize Augustus Caesar's life.

NAME: _____

DATE: _____

Sequence the Lives of Julius and Augustus Caesar

Date	Event
100 BCE	Julius Caesar is born.
76 BCE	
74 BCE	Julius Caesar assembled a private army to attack the Roman Empire.
59 BCE	Julius Caesar was elected to the consul.
55 BCE	
49 BCE	
48 BCE	
44 BCE	Julius Caesar is killed. Octavius is adopted in Caesar's will.
42 BCE	
32 BCE	Rome declares war on Egypt and puts Octavian in charge of the military.
31 BCE	
29 BCE	Octavian celebrates a triumph in Rome and receives the title Augustus.
2 BCE	
14 CE	Augustus dies.

Add these events to the timeline:

1. Caesar's forces invade Gaul.
2. Marc Antony and Octavian join forces.
3. Julius Caesar is captured by pirates and held for ransom.
4. Octavian defeats Marc Antony.
5. Augustus becomes father of his country.
6. Caesar crosses the Rubicon River with his army.
7. Caesar defeats Pompey, follows him to Egypt, and meets Cleopatra.

NAME: _____

DATE: _____

Spelling Assessment

As your teacher calls out the words, write them under the correct header.

'ee' > /ee/

'e' > /ee/

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences:

1. _____

2. _____

NAME: _____

DATE: _____

Take-Home: Augustus Caesar's diary

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

Dear Diary,	Date:

	Sincerely,
	Augustus Caesar

Dear Diary,	Date:

	Sincerely,
	Augustus Caesar

NAME: _____

11.1

ACTIVITY PAGE

DATE: _____

After Caesar: Augustus and the Roman Empire

True or False: Circle the best answer and include the page number where you found your answer.

1. After Julius Caesar was killed, a civil war broke out. (True/False)
page _____
2. Augustus was Julius Caesar's brother and the new emperor after Caesar.
(True/False)
page _____
3. Augustus made himself emperor and got rid of the Senate and consuls.
(True/False)
page _____
4. Romans went to the Colosseum to see people and animals battle one another. (True/False)
page _____
5. Augustus said that he "found Rome in marble and left it in brick."
(True/False)
page _____

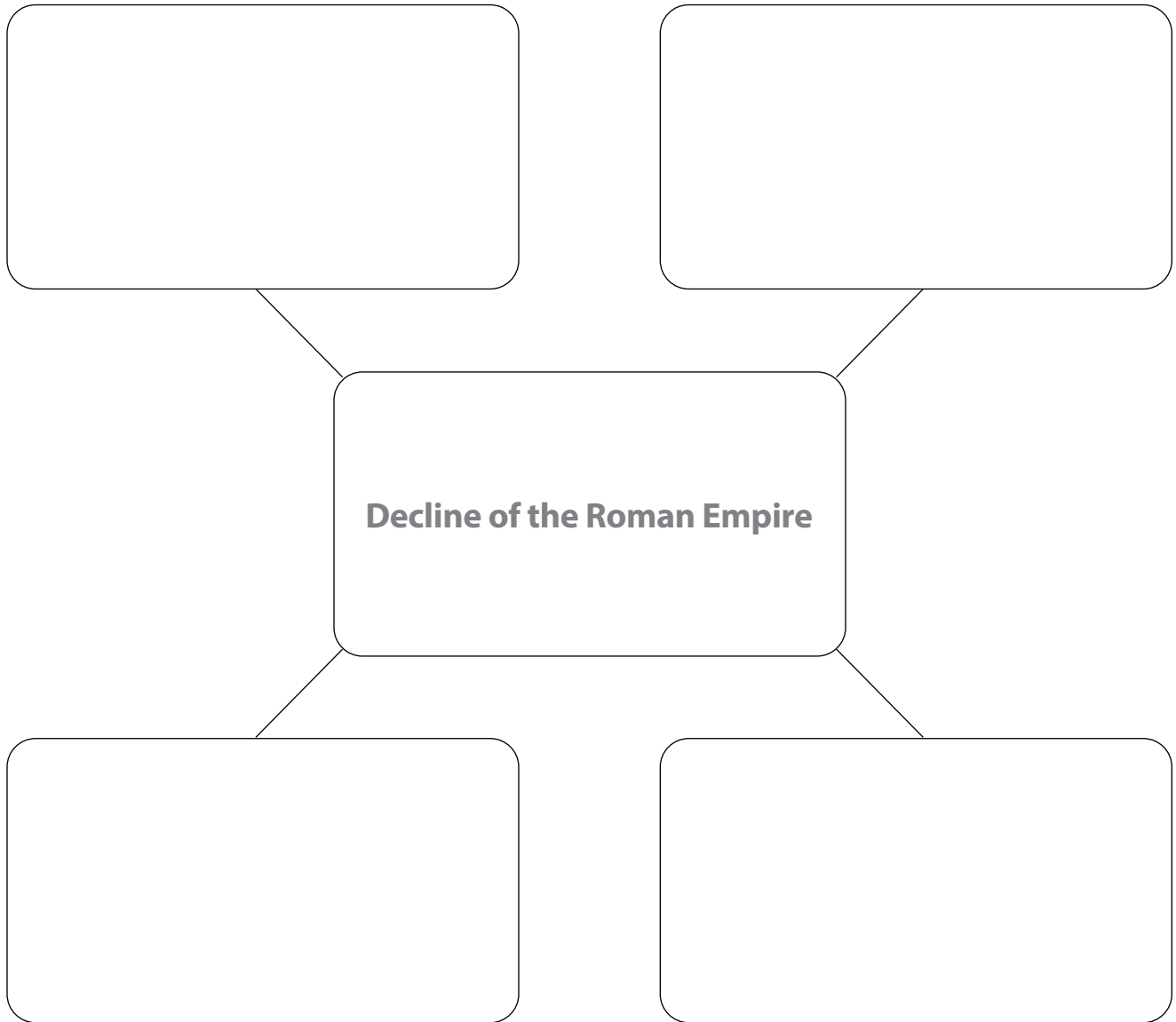
NAME: _____

11.2

ACTIVITY PAGE

DATE: _____

Decline of the Roman Empire





NAME: _____

DATE: _____

11.3

ACTIVITY PAGE

Pompeii

Pompeii is the worst natural disaster in the history of the world. On August 24th in the year 79 CE, the people of Pompeii woke up and went to work. In the distance, the people of Pompeii could see the top of Mount Vesuvius. The mountain was like an old friend. But this friend had a terrible secret. The people of Pompeii did not know that Mount Vesuvius was actually a volcano. Around midday, the ground began to tremble and shake. Boom! Flames and smoke burst from the top of Mount Vesuvius. Flakes of ash and bits of rock called *pumice* showered down. Many people tried to run away. The people of Pompeii could not outrun it. It swept over them and wiped out the city. The volcano erupted for 19 hours. The city of Pompeii was buried. For more than 1,500 years, the city lay beneath the ash. Today, much of Pompeii has been excavated, or dug up. The eruption of Mount Vesuvius was a disaster for the people who lived in Pompeii. But it was a marvelous thing for historians who study the past. By visiting Pompeii and studying the city, historians have learned a great deal about life in ancient Rome.

1. What is the author's point of view about Pompeii? How can you tell?

2. Do you agree with the author? Why or why not?

3. What are two facts in the article?

4. What is one opinion in the article?

NAME: _____

DATE: _____

Spelling Sound /ee/

'ea' > /ee/

'ie' > /ee/

'i' > /ee/

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

NAME: _____

11.5

TAKE-HOME

DATE: _____

Family Letter

Dear Family Members,

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

Spelling Words

This week, we will be reviewing 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	Challenge Word: <i>again</i>
9. eager	Challenge Word: <i>often</i>
10. teacher	Content Word: <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.

Picture Review



Explain the picture above by answering the questions below. Write one sentence explaining why the Roman Empire split into two parts.

1. What does the image show?

2. Why do you think the image was included?

3. Do you think this image is important in the text?

4. Write one sentence explaining why the Roman Empire split into two parts.

Justinian Image Comparison

Look at the two images of the emperor Justinian from our listening and reading today. Compare the different images used to support the text.

“The Western and Eastern Empires”



The Byzantine emperor of the Eastern Roman Empire, Justinian, raised a mighty army and marched west to reconquer the western province. As emperor, he developed Roman laws called the Justinian Code. The Justinian Code was a collection of past laws from previous emperors, in addition to laws he developed himself. The Justinian Code is one of Justinian’s major accomplishments as emperor. The Byzantine Empire continued for almost 1,000 years in the east.

Justinian appears second from the left in this mosaic, which you can see today in an Italian church.

“The Second Rome: From Constantine to Justinian”



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

1. Reread the paragraph from “The Western and Eastern Empires.” How does the image help support your understanding?

2. What other image(s) could the author use to support the text?

3. Reread the paragraph from “The Second Rome: From Constantine to Justinian.” How does the image help support your understanding?

4. What other image(s) could the author use to support the text?

NAME: _____

DATE: _____

5. How are the two images alike? How are the two images different?

6. If you were to draw a picture of Justinian, what else would you include in a picture? (Stretch Question)



NAME: _____

DATE: _____

12.3

ACTIVITY PAGE

How Horatius Held the Bridge

In the early days of the Roman Republic, Rome was in danger. King Tarquin's son, Sextus, went into an area north of Rome. He helped an Etruscan king raise a huge army. Then, the two of them set off to attack Rome. The men of Rome had a meeting. They decided there was only one way to save the city: tear down the bridge over the Tiber River. If the Romans could tear the bridge down, the Etruscans would not be able to cross the river and enter the city. The consul spoke to the people. "Which of you," he asked, "will stand forth against the Etruscans while we tear down the bridge?" The bravest man in the history of the Roman Empire stepped forward, Horatius. Two more men came forward to join Horatius. The Etruscans laughed when they saw the three Romans blocking their way on the bridge. They sent their best warriors into battle. The Romans tossed the Etruscans off the bridge. The bridge began to totter. Horatius tried to cross, but the bridge fell before he could get across. Then, he jumped into the river. He nearly drowned. But, in the end, he made it across the river, back to Rome, where he was welcomed as a hero. The people of Rome made a statue of Horatius to honor him. His statue is probably the most famous statue in all of Rome.

1. What is the author's opinion about Horatius? How can you tell?

2. Do you agree with the author? Why or why not?

3. What are two facts in the article?

4. What are two opinions in the article?

Irregular Verbs (*say, make, go, take, and come*)

Fill in the correct forms of the verbs in the blanks in the following story.

Haste Makes Waste

It does a person good to learn from past mistakes. Yesterday, as I was getting ready for school, Mother _____ (say) to me, “Remember to get your homework from the kitchen table and put it in your backpack.” I always try to _____ (say), “Yes, Mother,” when she speaks to me but I forgot. So, after I _____ (make) my peanut butter and jelly sandwich to _____ (take) to school, I got ready to _____ (go) wait for the bus. My friend, Pat, _____ (come) by to pick me up so we could walk together to the bus. In my haste, guess what? I forgot to _____ (take) my homework to school!

Today is a new day! My homework is, once again, on the kitchen table. Mother calls out my name and _____ (say) to me, “Remember that homework today!” I answer her and immediately _____ (take) my homework sheet and put it in my backpack. While in the kitchen, I _____ (make) my lunch so I can _____ (take) it to school. I hear the doorbell and it is Pat. As always, she _____ (come) to pick me up so we can walk to the bus stop together. Off we _____ (go)! It’s going to be a much better day!

Create sentences.

1. **subject:** Brian

verb: *make*, present tense

2. **subject:** We

verb: *say*, future tense

3. **subject:** The black and white skunk

verb: *come*, past tense

Take-Home Work

The Second Rome: From Constantine to Justinian

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

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

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

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

Not long after the empire was divided, invaders from the North began attacking the **Western Empire**. Things got worse and worse. The invaders

even attacked Rome itself. Finally, the western part of the Roman Empire **collapsed**.

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

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

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

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

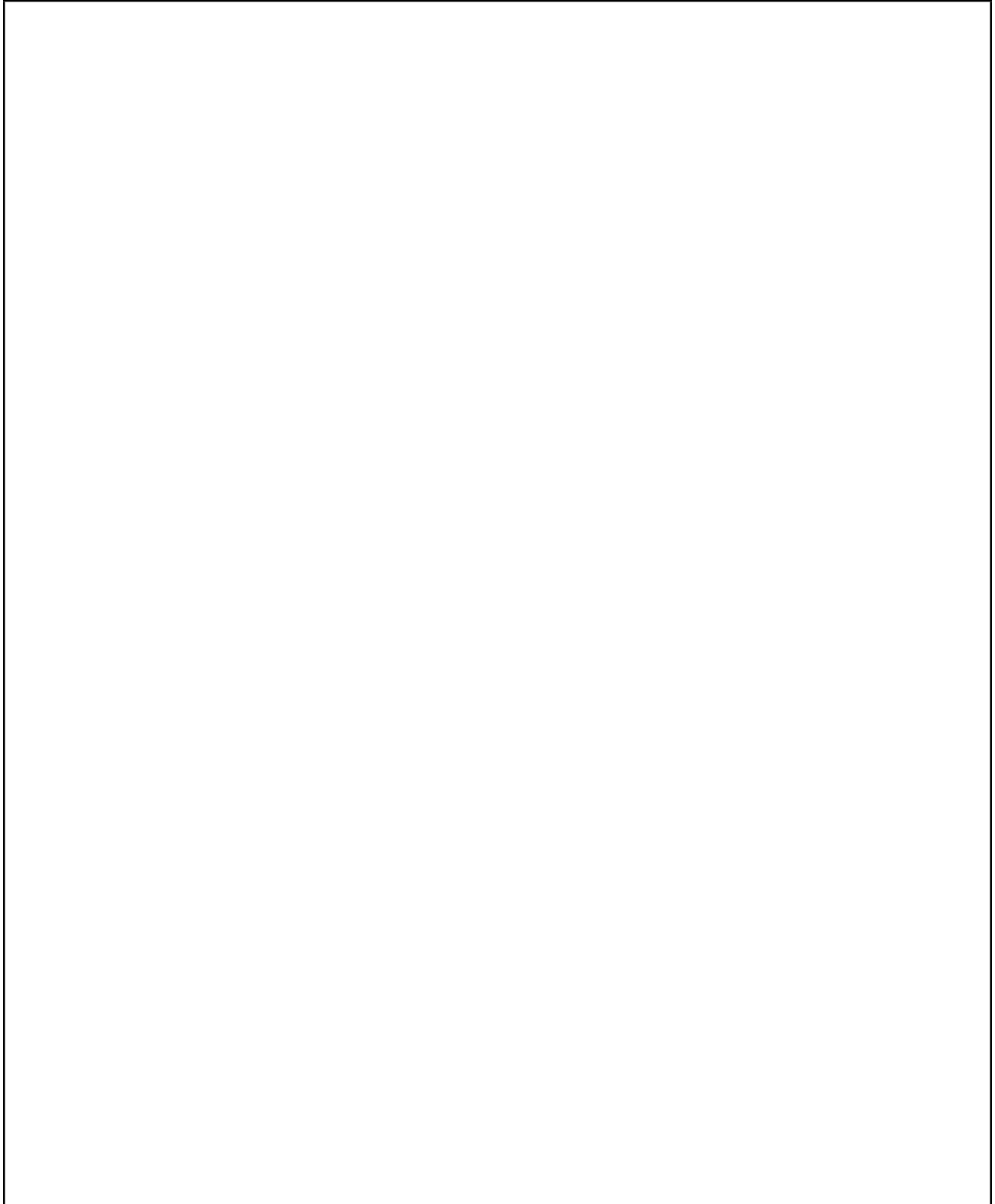
NAME: _____

DATE: _____

12.5
CONTINUED

ACTIVITY PAGE

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



NAME: _____

DATE: _____

Androcles and the Lion

	Characters	Setting	Problem or goal
Event 1			
Event 2			
Event 3			

Stretch Questions:

1. How does Androcles change throughout the fable?

2. How does the lion change throughout the fable?

3. What would happen if Event 1 was left out?

4. What would happen if the fable was in reverse order starting with Event 3-2-1?

NAME: _____

13.2

ACTIVITY PAGE

DATE: _____

Androcles and the Lion

Reader's Theater

Cast

Narrator 1

Narrator 2

Androcles

Lion

Crowd

Man (in the Crowd)

Woman (in the Crowd)

Emperor

Scene 1—In a cave in the forest

Narrator 1

Thousands of years ago, there was an enslaved person named Androcles who lived in ancient Rome. Every day, Androcles was sent by his master out to the fields with the other enslaved people. There, they spent the entire day in the blistering hot sun, tending the master's crops. Only when dusk fell at the very end of the day did they return to the enslaved quarters where they lived. Each night, after a meal of stale bread and water, they fell exhausted on the hard floor and went to sleep.

Narrator 2

One day when it was time to return from the fields, Androcles did not follow the other enslaved people. As the others went back to their quarters, Androcles hid at the edge of the field. When it was dark, he ran as fast as he could, far into the forest. When he could run no more, he happened upon a small cave. He crept inside into the cool darkness and fell asleep.

Lion (*roaring several times, but then whimpering in pain*)

Rrrrrroarrrr . . . Rrrrrroarrrr . . . Rrrrrroarrrr . . . owowowow!

Androcles (*voice shaking*)

Who's there? Where are you?

Lion (*roars two more times in pain*)

Help me! Help me—here!

Androcles (*voice still shaking*)

Whoa! How can I help you?

Lion (*limps toward Androcles and lifts his front paw*)

Just help me. My paw, my paw—please help me.

NAME: _____

DATE: _____

13.2
CONTINUED

ACTIVITY PAGE

Androcles (*crouches carefully next to the lion, lifting his paw*)

Well, let me take a look. Aha! I see what the problem is. There is a very large thorn stuck in your paw. Hold very still and I will pull it out.

(Androcles gently pulls the thorn out of the lion's paw.)

Lion

Oooooowww . . . ahhhhhhh—that's much better. Thank you.

(Lion rubs up against Androcles and purrs.)

Narrator 1

That was the beginning of a warm friendship between Androcles and the lion. They lived together in the cave. They slept side by side, keeping each other warm.

Narrator 2

Then one day, a group of Roman soldiers on patrol stumbled upon the cave where they discovered Androcles. Roman law said that runaway enslaved people must be punished. So, the soldiers dragged Androcles out of the cave and back to the city of Rome.

Narrator 1

Androcles was taken to jail. He was left alone in a cell for ten days with little to eat or drink. On the tenth day, the jailer came to tell him that he

would be taken to the Colosseum that afternoon. Androcles knew that could mean only one thing: he would be forced to fight to death against gladiators or vicious, wild animals.

Scene 2—The Colosseum

(The emperor and crowd stand in a circle as if seated at the Colosseum. Androcles enters the center of the circle from one side.)

Crowd *(chanting Androcles' name as he enters the circle)*

Androcles! Androcles! Androcles!

Lion *(shakes mane and roars loudly as he enters the circle from the other side)*

Rrrrrroarrrr . . . Rrrrrroarrrr . . . Rrrrrroarrrr!

Crowd *(turns and looks at the lion and cheers loudly)*

Emperor

Let the games begin!

(Androcles and the lion approach each other with heads down, ready to fight. Then, both look up and stare into each other's eyes.)

Lion *(purrs loudly and rubs up against Androcles' leg)*

Purrrrr . . . rrrrrr . . . rrrrr.

Androcles *(bends forward to hug the lion)*

My friend, my friend—it's you!

NAME: _____

DATE: _____

Crowd (*cheers loudly*)

Man in the crowd

Free Androcles! Free Androcles!

Woman in the crowd

Free the lion! Free the lion!

Crowd (*all chanting*)

Free Androcles! Free the lion! Free Androcles! Free the lion!

Emperor (*waves both arms to quiet the crowd; holds out his right hand with his thumb to the side and then tilts his thumb up*)

Crowd (*all chanting*)

They're saved! They're both saved! Hooray!

Narrator 1

So, Androcles and the lion were both set free. They lived a long life and their friendship never faltered.

NAME: _____

DATE: _____

“Androcles and the Lion” T-Chart

Everyone should read “Androcles and the Lion.”

**Logical appeals
(Facts)**

**Emotional appeals
(Opinions)**

Logical appeals (Facts)	Emotional appeals (Opinions)

Case 1: Core Task

Directions: Read the article “Roman Architecture Is All Around,” then follow your teacher’s directions.

Roman Architecture Is All Around

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

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

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

The Romans invented the aqueduct. The aqueduct consists of a channel supported by arches. It uses gravity and pipes to move water from high in the mountains to the city that lies on lower ground. The United States has some of the world’s largest aqueducts. They supply water to the country’s biggest cities. The Colorado River Aqueduct provides the Los Angeles area with water carried from the Colorado River, more than 701.5 miles away!

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

NAME: _____

DATE: _____

(Option A)

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

1. What is the author’s opinion about the greatest Roman contribution? How can you tell?
2. Do you agree with the author? Why or why not?
3. What are two facts in the article?
4. What are two opinions in the article?

Case 2: Core Task

Directions: Read the article “Let’s Learn Latin!” and then follow your teacher’s directions.

Let’s Learn Latin!

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

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

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

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

NAME: _____

DATE: _____

(Option A)

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

1. What is the author's opinion of Latin? How can you tell?
2. Do you agree with the author? Why or why not?
3. What are two facts in the article? How do you know these are facts?
4. What are two opinions in the article? How do you know these are opinions?

NAME: _____

DATE: _____

(Option B)

Directions: Complete the chart below. Write your opinion about the Roman Empire's greatest contribution, the author's opinion about the Roman Empire's greatest contribution, and three facts about Latin from the passage.

My opinion about the Roman Empire's greatest contribution	The author's opinion about the Roman Empire's greatest contribution	Three facts about Latin
		1. 2. 3.

Suffixes *-y* and *-al*

The left-hand side of the table contains words that use the suffix *-y*. Use the blanks on the right side to record additional words that use the same suffix. Make sure to include the definition for the new words you brainstorm.

leaky —(noun) full of holes that let something in or allow something to escape	
dirty —(noun) full of soil	
rusty —(noun) full of a reddish brown substance that forms on certain metals when they are exposed to moisture	
salty —(noun) full of a natural white substance used to flavor and preserve food	

Write the correct word to complete each sentence.

rusty	lucky	leaky	salty	dirty	messy
-------	-------	-------	-------	-------	-------

1. There were _____ nails sticking out of the boards that Grandpa took out of the old barn, and he told us not to touch them.
2. Our dog was so _____ from digging holes in the muddy yard that Mom said we had to give him a bath outside.
3. Some people like their popcorn to have a _____ taste while others prefer a more buttery taste.
4. The _____ faucet in the kitchen dripped all night and needed to be fixed right away.

5. I found a penny on the ground that was facing heads up, so I called it my _____ penny and carried it with me all week.

Write your own sentence using the one word left in the box.

6. _____

NAME: _____

DATE: _____

-al: Suffix Meaning “Related to”

The left-hand side of the table contains words that use the suffix -al. Use the blanks on the right side to record additional words that use the same suffix. Make sure to include the definition for the new words you brainstorm.

coastal —(adjective) related to the land near the sea or ocean	
traditional —(adjective) related to a custom or belief handed down from one generation to the next	
nutritional —(adjective) related to the process of eating the right kind of food so you can be healthy and grow properly	
magical —(adjective) related to a power that allows people to do impossible things by saying special words or performing special actions	

Write the correct word to complete each sentence.

traditional musical cultural fictional coastal nutritional

1. Fruits and vegetables are _____ snacks that I eat after school instead of candy and chips.
2. Even though the characters are _____, the author says some of the experiences they have in the book are based on real events.

3. Sometimes moving from one country to another can cause _____ changes.
4. I like visiting small, _____ towns where the ocean plays an important role in people's everyday lives.
5. The _____ way my grandmother hosts Thanksgiving dinner includes a very strict order in which the family does things that day.

Write your own sentence using the one word left in the box.

6. _____

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. _____ 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. _____

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

Roman Architecture Is All Around

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

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

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

The Romans invented the aqueduct. The aqueduct consists of a channel supported by arches. It uses gravity and pipes to move water from high in the mountains to the city that lies on lower ground. The United States has some of the world's largest aqueducts. They supply water to the country's biggest cities. The Colorado River Aqueduct provides the Los Angeles area with water carried from the Colorado River, more than 701.5 miles away!

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

Let's Learn Latin!

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

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

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

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

Case 3: Core Task

Directions: Read the article “Rome’s Lasting Contributions,” and then follow your teacher’s directions.

Rome’s Lasting Contributions

Roman army

What made the Roman civilization so memorable? You might think that it was their army. That is partly true. The army did expand the Roman Empire to include many different lands and groups of people. But it is not the whole truth.

Roman aqueduct

Engineering also made the Romans memorable. Engineering is the ability to invent and build things. Romans built strong city walls, bridges, and roads. They built aqueducts, sewers, heating systems, and public baths. They also made other impressive creations. These Roman feats of engineering helped them hold on to their power and expand their empire.

Children running through a Roman street

The people of Rome made it memorable, too. The Romans were one of the most advanced civilizations in the world at the time. This was in a time when farms, villages, or cities could be destroyed at any time by terrifying enemies. Instead, the Romans brought law, order, and security to many people. Roman technology and knowledge made everyone’s lives easier and healthier. The Romans set up markets and ports to trade goods from all over the world. These actions helped Roman culture thrive even after the fall of the Roman Empire.

Roman children at their lessons

The Romans had a strong respect for knowledge and history. Roman artists and writers worked hard to record Rome’s history in art and words. Historians wrote about Rome’s wars and heroes. They wrote about its interesting politics.

A collage of Roman emperors

You learned about a few Roman leaders and emperors. Yet, there were more than 200 emperors. Each one had his own story. Some were brave and kind. Some were wicked and greedy. There are also stories about famous Roman generals, senators, philosophers, and even enemies. The best part is that so many of these stories were written by the Romans themselves. You could spend the rest of your life reading about ancient Rome and Romans!

Roman art

Roman artists left many clues about Roman history and culture. There are remains of sculptures, monuments, temples, mosaics, tools, weapons, and even entire cities such as Pompeii. These are scattered throughout the old Roman Empire. They have helped scientists get a good picture of what life was like in ancient Rome.

Catholic mass in cathedral

Perhaps Rome's most important legacy is the spread of the Latin language. A legacy is an important contribution to the world. The use of Latin continued in Europe long after the fall of the Western Roman Empire. No one speaks Latin as an everyday language today. However, it is still the official language of the Roman Catholic Church. If you attend a Roman Catholic mass, you might hear a priest say some prayers in Latin. Latin was also blended into the Romance languages. These languages include Italian, Spanish, and French, just to name a few. They are alike because they are all based on Latin.

Latin letters

The English writing system is based on the Latin writing system. It includes the very same letters you read and write each day. Many English words are made of Latin roots, prefixes, and suffixes. For hundreds of years, Latin was spoken by scholars, scientists, and others. In some cases, Latin is still being used to this day. If you become a doctor or scientist, you will need to know some Latin. Many scientific names—for everything from body parts to bugs—are based on Latin words.

NAME: _____

DATE: _____

Roman calendar

We can also thank the Romans for our modern calendar. They created their calendar as early as 750 BCE. It had only 10 months and 304 days in a year. Here are the months of the Roman calendar. Listen closely and see how many sound familiar to you:

Martius [*mar-shee-us*]

Aprilis

Maius [*my-use*]

Iunius [*you-nee-use*]

Quintilis

Sextilis

September

October

November

December

The names of the months we use now are similar to the names used by Romans almost 3,000 years ago! Later, the Roman calendar was replaced by the Julian calendar. It was named after Julius Caesar himself. This calendar had 12 months. It included January and February. Some of the months were named after important Roman gods. March was named after Mars, the god of war. Now we use the Gregorian calendar. It is very close to the Julian calendar. Pope Gregory XIII created it about 500 years ago in Italy. When this happened, some of the names of the months changed. Can you guess where the months of July and August got their names?

NAME: _____

DATE: _____

(Option A)

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

1. What fact from "Rome's Lasting Contributions" might explain why architecture was the greatest contribution of the Roman Empire?
2. What fact from "Rome's Lasting Contributions" might explain why Latin was the greatest contribution of the Roman Empire?
3. Does the author of "Rome's Lasting Contributions" think architecture or Latin was the ancient Romans' greatest contribution?
4. Do you agree with the author of "Rome's Lasting Contributions"? Why or why not?

NAME: _____

DATE: _____

(Option B)

Directions: Use information from all three passages to complete the chart.

Why is architecture important today?	Supporting facts from "Architecture Is All Around" and "Roman's Lasting Contributions"
1.	1.
2.	2.

NAME: _____

DATE: _____

Case 4: Core Task

Extended Writing Prompt

Directions: Review the texts and review your notes and responses for the earlier parts of this task. Respond to this prompt in the space below.

Think about all of the contributions of the Roman Empire that you have learned about. Which contribution is more beneficial to you: architecture or Latin? Why?

Write an essay to explain why architecture or Latin is more beneficial to you. Be sure to include reasons and facts to support your opinion.

Be sure that your response

- clearly states which contribution is beneficial to you;
- uses facts from all of the passages;
- includes several paragraphs; and
- has a clear beginning, middle, and end.

Introduction:
(Position)

1. Evidence:

2. Evidence:

3. Evidence:

Conclusion:
(Restate your position.)

NAME: _____

DATE: _____

Practice Irregular Verbs

Create sentences.

1. **subject:** the famous artist

verb: *draw*, past tense

2. **subject:** freshly picked tomatoes, peppers, and corn

verb: *make*, future tense

3. **subject:** my science teacher

verb: *speak*, present tense

4. **subject:** a new friend

verb: *come*, past tense

5. **subject:** we

verb: *see*, present tense

6. **subject:** the postal carrier

verb: *bring*, past tense

NAME: _____

DATE: _____

Spelling Assessment

As your teacher calls out the words, write them under the correct header.

'ea' > /ee/

'ie' > /ee/

'i' > /ee/

Challenge Word: _____

Challenge Word: _____

Content Word: _____

Dictated Sentences

1. _____

2. _____

NAME: _____

DATE: _____

Rome in Review

Answer the following questions about ancient Rome.

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

_____ because _____

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

_____ because _____

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

NAME: _____

DATE: _____

Congratulations!

You are officially a Roman Detective.

**You have completed all the CASES.
The Roman Empire thanks you!**

Name: _____

Date: _____

NAME: _____

DATE: _____

Choice Menu: Independent Pausing Points

<input data-bbox="186 346 284 451" type="checkbox"/> Class Book: The Ancient Roman Civilization: Choose one idea from the ancient Roman unit to draw a picture of, and write a caption for the picture.	<input data-bbox="625 346 722 451" type="checkbox"/> Writing Prompts: Respond to one of the writing prompts on page PP1.	<input data-bbox="1057 346 1154 451" type="checkbox"/> Sequence the Punic Wars: Put in order the events from the Punic Wars using page PP2.
<input data-bbox="186 808 284 913" type="checkbox"/> Famous Quotes: Using what you have learned about ancient Rome, create your own sayings and phrases about the time period. Be sure to explain the literal meaning in relation to ancient Rome and the figurative meaning in relation to life today.	<input data-bbox="625 808 722 913" type="checkbox"/> Roman Gods and Goddesses: Pick one god or goddess and draw a picture of him or her. Write two to three sentences describing the god or goddess.	<input data-bbox="1057 808 1154 913" type="checkbox"/> Myth: Write a short myth based on Roman beliefs.
<input data-bbox="186 1438 284 1543" type="checkbox"/> Practice the Verb to have: Complete page PP3.	<input data-bbox="625 1438 722 1543" type="checkbox"/> Word Clues for Suffixes –er and –or: Complete page PP4.	<input data-bbox="1057 1438 1154 1543" type="checkbox"/> Practice the Verb to be: Complete page PP5.

NAME: _____

DATE: _____

Writing Prompts

Respond to one of the writing prompts below:

- The most interesting thing I've learned thus far is _____.
- The Roman Republic was important to ancient Roman civilization because _____.
- A day in the city of ancient Rome was _____.
- Some things I wonder about the ancient Roman civilization are _____. [You may wish to have students conduct research on their remaining questions.]

NAME: _____

DATE: _____

Directions: Sequence, or put in order, the events from the Punic Wars. First, fill in the blank for each sentence using the word bank at the top. Next, cut out each of the sentence strips and put them in order. Once the events are in order, number the sentences and glue them on a piece of paper.

Italian Alps	harassed	empire
Carthage	home	enslaved people

_____ The Romans put together another army and sailed south to invade _____.

_____ Rome became an _____, gaining a lot of land around the Mediterranean Sea.

_____ Hannibal and his troops crossed over the peaks of the _____.

_____ The Romans sacked Carthage, taking everything of value, and took many Carthaginians as _____.

_____ The Romans _____, or repeatedly attacked, Hannibal's army.

_____ Hannibal left Italy and hurried _____ to protect Carthage.

NAME: _____

DATE: _____

Practice the Verb *to have*

Write the correct word on the blank in each sentence.

1. Dave and Don _____ fun playing basketball together.
(have, has)
2. Dave _____ the ability to slam dunk the basketball.
(have, has)
3. Watching them play _____ been very entertaining for me.
(have, has)
4. My sister and I _____ played against them and never won.
(have, has)
5. _____ you ever seen Dave and Don play basketball?
(Have, Has)

Rewrite the five sentences above in the past tense.

1. _____

2. _____

3. _____

4. _____

5. _____

Review: Fill in the blanks with the correct form of the verb.

1. *be:*

Today I _____ queen for a day. My sister _____
also queen for a day. Together we _____ twin queens!

2. *have:*

My goldfish _____ orange scales. If I were a goldfish I
would _____ pink scales. My brother says he would
_____ green scales.

NAME: _____

DATE: _____

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

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

painter

actor

visitor

singer

sailor

farmer

1. I grow crops for food, like corn and wheat, and farm the land.
Who am I? _____
2. I go to a city I have never been to before for a certain period of time to explore, learn, and experience somewhere different from where I live.
Who am I? _____
3. I make pictures by using a brush to put a liquid-like substance on paper or canvas to make an image with lots of colors.
Who am I? _____
4. I make musical sounds with my voice to entertain people and make music with my band.
Who am I? _____
5. I pretend to be a character, and I get in front of a camera to act like that character to make movies and TV shows.
Who am I? _____

6. I travel on water by boat, and I like to wait for windy days so my boat will go farther.

Who am I? _____

Create your own word clue for the words below.

1. Word: *player*

Clue: _____

_____ Who am I?

2. Word: *inspector*

Clue: _____

_____ Who am I?

NAME: _____

DATE: _____

Practice the Verb *to be*

Write a short story using your imagination and the forms of the verb to be (am, is, are). Add a title to your story.

NAME: _____

DATE: _____

Choice Menu: Independent Pausing Points

<input type="checkbox"/> Famous Quotes from Ancient Rome: On PP6, explain, research, and/or illustrate one of the listed sayings and phrases. Be sure to explain the literal and figurative meanings.	<input type="checkbox"/> Class Book: The Ancient Roman Civilization: Choose one idea from the ancient Roman unit to draw a picture of, and write a caption for the picture.	<input type="checkbox"/> Writing Prompts: Respond to one of the writing prompts on page PP7.
<input type="checkbox"/> You Were There: Ancient Rome: Pretend you are a newspaper reporter who has conducted an interview with Julius Caesar. Write a news article describing his thoughts.	<input type="checkbox"/> Grammar Review: "What is it? What was it? Riddles" on page PP8.	<input type="checkbox"/> Irregular Verbs: Complete PP9.
<input type="checkbox"/> Practice Using Suffixes -y and -al: Complete PP10.	<input type="checkbox"/> What did you learn? Write the top 10 facts you learned about ancient Rome.	<input type="checkbox"/> Create a survey: Design a survey to find out how much other students liked learning about ancient Rome. Make up five questions, and ask five people your questions. Show the results of your survey on a graph.

NAME: _____

DATE: _____

Writing Prompts

Respond to one of the writing prompts.

- The most interesting thing I've learned thus far is _____ because _____.
- The Romans were ingenious because _____.
- If I could meet any of the ancient Roman leaders, I would want to meet _____ because _____.

NAME: _____

DATE: _____

Grammar Review

See the “What is it? What was it? Riddles” below. In each case, change the verb tense of each sentence of the riddle to be either present tense or past tense, depending on which is missing.

Example:

What is it? Riddle (present tense)	What was it? Riddle (past tense)
It is in my bedroom. It has blankets and pillows on it. I sleep on it. I make it in the morning before school. It is comfortable.	It was in my bedroom. It had blankets and pillows on it. I slept on it. I made it in the morning before school. It was comfortable.
What is it? and What was it?	<u>a bed</u>

What is it? Riddle (present tense)	What was it? Riddle (past tense)
I kick it with my feet. It flies into the goal. It is black and white and round. I am not allowed to touch it with my hands. I play with it on Saturdays.	_____ _____ _____ _____ _____
What is it? and What was it?	_____

What is it? Riddle (present tense)	What was it? Riddle (past tense)
<hr/> <hr/> <hr/> <hr/> <hr/>	<p>It had four tires and a steering wheel.</p> <p>It was red with a white racing stripe.</p> <p>My family rode in it every day.</p> <p>It had a front seat and a back seat.</p> <p>My mother was the driver.</p>
<p>What is it? and What was it?</p>	<hr/>

Complete each sentence with the correct present tense form of the verb in parentheses. Write completed sentences on the blank.

1. The turtle _____ in the lake floating around. (be)

2. The day _____ finally begun. (have)

NAME: _____

DATE: _____

Circle the correct form of the verb for each sentence.

1. In math class, we (add, adds) three-digit numbers.
2. Students (talk, talks) excitedly as addition (am, is, are) a favorite topic.
3. John (want, wants) to add four-digit numbers.

Write a sentence using the following verb:

1. *mixed*

Irregular Verbs (*see, bring, mean, speak, and draw*)

Write the correct form of the verb in the blank. Then, rewrite the sentence using a different verb tense of the same verb. You will need to change other words in the sentence. Finally, circle whether each sentence is present tense, past tense, or future tense.

Example: Last Friday, we saw (see) **past** present future
the clowns perform at the circus.

Tomorrow, we will see the clowns perform at
the circus. past present **future**

1. One week from today, I _____ (speak) in front of the class. past present future

_____ past present future

2. Last week, I _____ (bring) cupcakes to school for my birthday. past present future

_____ past present future

3. Today, I am taking my spelling assessment, and I _____ (mean) to try hard. past present future

_____ past present future

4. Mary opens her eyes and _____ past present future
(see) the sun shining.

_____ past present future

5. You _____ (draw) pictures to past present future
go with your story tomorrow.

_____ past present future

NAME: _____

DATE: _____

Practice Using Suffixes *-y* and *-al*

Choose the best word to complete the sentence. Write it on the line.

1. The _____ towns in this area are known for fishing, especially crabs, which are very popular at restaurants this time of year.
(musical, coastal)
2. When it rains, my sister's hair is very _____ .
(curly, leaky)
3. I feel _____ that I did not get hurt very badly when I fell off my bike at the park.
(dirty, lucky)
4. During our trip to New Mexico, we saw some _____ Native American ceremonies and dances.
(traditional, coastal)
5. My brother has more _____ talent than I do, because he can play three instruments, and I can only play one.
(magical, musical)
6. The _____ faucet on the sink in our classroom dripped all afternoon and was very distracting.
(leaky, dirty)

Write a sentence using each word given.

1. *dirty*

2. *nutritional*

Illustration and Photo Credits

1.1A (Colosseum aerial view): Shutterstock; 1.1B (Colosseum front): Shutterstock; 1.1C (Europe map Rome): Shutterstock; 1.1D (Road to Rome): Shutterstock; 1.1E (Grain wagon): Shutterstock; 1.1F (Rome stoned road): Shutterstock; 3.3A (-er Word Shelf): Staff; 3.3B (-or Word Shelf): Staff; 5.5A (Cesar war surrender): Jacob Wyatt; 5.5B (Cesar battlefield elephants): Jacob Wyatt; 5.5C (Elephants Rome): Jacob Wyatt; 5.5D (Cesar Punic Wars): Jacob Wyatt; 12.1 (Europe map): Shutterstock; 12.2 (Emperor Justinian): Shutterstock

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Soffia Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg



Amplify.
TEXAS

ELEMENTARY LITERACY PROGRAM
LECTOESCRITURA EN ESPAÑOL

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.



Grade 3 | Unit 4 | Activity Book
The Ancient Roman Civilization

ISBN 9781643837376



9 781643 837376