

Unit 3

The Heritage of Ancient Greece and Rome

Teacher Guide





Unit 3

The Heritage of Ancient Greece and Rome

Teacher Guide

GRADE 6

Core Knowledge Language Arts®



Core Knowledge®

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Alignment to the Common Core State Standards

The following chart indicates which lessons in the unit address content from the Common Core State Standards (CCSS).

Unit 3: The Heritage of Ancient Greece and Rome		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
Reading Standards for Literature												
Key Ideas and Details												
STD RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.											
STD RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.											
STD RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.											
STD RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.											
STD RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.											
STD RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.											
STD RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.											
STD RL.6.8	(Not applicable to literature)											
STD RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.											
Range of Reading and Level of Text Complexity												
STD RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.											

Unit 3: The Heritage of Ancient Greece and Rome		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
Reading Standards for Informational Text												
STD RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
STD RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
STD RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
STD RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
STD RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	✓	✓	✓		✓	✓	✓	✓	✓		✓
STD RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.			✓	✓			✓		✓		✓
STD RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	✓								✓		
STD RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.				✓							
STD RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).											
STD RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.											
Writing Standards												
Text Types and Purposes: Argument												
STD W.6.1	Write arguments to support claims with clear reasons and relevant evidence.											
STD W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.											
STD W.6.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.											
STD W.6.1.c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.											
STD W.6.1.d	Establish and maintain a formal style.											
STD W.6.1.e	Provide a concluding statement or section related to the opinion presented.											

Unit 3: The Heritage of Ancient Greece and Rome		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
Text Types and Purposes: Informative/Explanatory												
STD W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.											✓
STD W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.				✓	✓						
STD W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.					✓	✓	✓				✓
STD W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.						✓			✓		
STD W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.					✓			✓	✓		✓
STD W.6.2.e	Establish and maintain a formal style.								✓	✓		
STD W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.						✓		✓	✓		
Text Types and Purposes: Narrative												
STD W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.											
STD W.6.3.a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.											
STD W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.											
STD W.6.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.											
STD W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.											
STD W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.											
Production and Distribution of Writing												
STD W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Unit 3: The Heritage of Ancient Greece and Rome		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
STD W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)		✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.										✓	
Research to Build and Present Knowledge												
STD W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		✓	✓	✓	✓		✓	✓	✓	✓	
STD W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.			✓	✓	✓	✓	✓	✓	✓		
STD W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.						✓					
STD W.6.9.a	Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).											
STD W.6.9.b	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).											
Range of Writing												
STD W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.						✓					
Speaking and Listening Standards												
Comprehension and Collaboration												
STD SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓		
STD SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Unit 3: The Heritage of Ancient Greece and Rome		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
STD SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.			✓	✓	✓	✓	✓	✓	✓	✓	
STD SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.										✓	
STD SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.											
Presentation of Knowledge and Ideas												
STD SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.										✓	
STD SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.										✓	
STD SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)										✓	
Language Standards												
Conventions of Standard English												
STD L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			✓						✓	✓	
STD L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).											
STD L.6.1.b	Use intensive pronouns (e.g., myself, ourselves).											
STD L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.*											
STD L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*											
STD L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*									✓	✓	
STD L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		✓		✓		✓			✓	✓	
STD L.6.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*		✓		✓		✓					
STD L.6.2.b	Spell correctly.								✓	✓	✓	

Unit 3: The Heritage of Ancient Greece and Rome		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
Knowledge of Language												
STD L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		✓								✓	
STD L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.*											
STD L.6.3.b	Maintain consistency in style and tone.*											
Vocabulary Acquisition and Use												
STD L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD L.6.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓	✓		
STD L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).			✓		✓		✓	✓	✓		
STD L.6.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD L.6.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.											
STD L.6.5.a	Interpret figures of speech (e.g., personification) in context.											
STD L.6.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.											
STD L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, un wasteful, thrifty</i>).											
STD L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Reading Standards for Literacy in History/Social Studies												
Key Ideas and Details												
STD RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
STD RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	✓		✓	✓	✓	✓	✓	✓	✓		✓

Unit 3: The Heritage of Ancient Greece and Rome		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
STD RH.6-8.3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).		✓			✓	✓	✓				✓
Craft and Structure												
STD RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
STD RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).						✓	✓	✓			✓
STD RH.6-8.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).		✓		✓			✓	✓			✓
STD RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	✓									✓	
STD RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.				✓							
STD RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.											
Range of Reading and Level of Text Complexity												
STD RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.											
Reading Standards for Literacy in Science and Technical Subjects												
STD RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.											
STD RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.											
STD RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.											
STD RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .											
STD RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.											
STD RST.6-8.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.											
Integration of Knowledge and Ideas												
STD RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).											

Unit 3: The Heritage of Ancient Greece and Rome		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
STD RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.											
STD RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.											
STD RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.											
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects												
STD WHST.6-8.1	Write arguments focused on discipline-specific content.											
STD WHST.6-8.1.a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.											
STD WHST.6-8.1.b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.											
STD WHST.6-8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.											
STD WHST.6-8.1.d	Establish and maintain a formal style.											
STD WHST.6-8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.											
STD WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.											
STD WHST.6-8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			✓	✓				✓			
STD WHST.6-8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.					✓	✓	✓	✓			
STD WHST.6-8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.						✓		✓			
STD WHST.6-8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.								✓			✓
STD WHST.6-8.2.e	Establish and maintain a formal style and objective tone.						✓		✓			
STD WHST.6-8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.						✓		✓			

Unit 3: The Heritage of Ancient Greece and Rome		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
STD WHST.6-8.3	(See note; not applicable as a separate requirement) Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/ social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.											
Production and Distribution of Writing												
STD WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			✓	✓	✓	✓	✓	✓	✓	✓	✓
STD WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.			✓	✓	✓	✓	✓	✓	✓	✓	
STD WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.										✓	
Research to Build and Present Knowledge												
STD WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.			✓	✓	✓	✓	✓	✓	✓	✓	
STD WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			✓		✓	✓	✓	✓			
STD WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.					✓	✓	✓				
Range of Writing												
STD WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.											

Introduction

Unit 3: *The Heritage of Ancient Greece and Rome*

WELCOME

This introduction includes the necessary background information to teach the Grade 6 *The Heritage of Ancient Greece and Rome* unit in the Core Knowledge Language Arts® (CKLA) program. **For detailed information about the CKLA approach to instruction, including reading, writing, grammar, morphology, spelling, fluency, speaking and listening, differentiation of instruction, and resources available in Grade 6 CKLA, see the Introduction to CKLA on pages 10–23 of the Unit 1 Teacher Guide.**

Lessons and activities address various aspects of a comprehensive language arts curriculum aligned to the Common Core State Standards–English Language Arts (CCSS–ELA): reading, writing, spelling, grammar, and morphology. Where applicable, this unit also covers Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects (CCSS–RH and CCSS–RST). Lesson 11 contains a Unit Assessment that assesses all of the skills taught in the unit. **Unit 3 contains 11 lessons, each of which will require a total of 90 minutes, i.e., in schools in which 45 minutes daily is allocated for English instruction, teachers will typically need to allocate two instructional days for each lesson.**

This unit contains two Pausing Points that may be used for differentiated instruction and have been included on the Pacing Guide on page 14. We have included an optional Mid-Unit Comprehension Check, which can be given at the end of Lesson 6 (PP.1), and an optional End-of-Unit Comprehension Check (PP.2), which could be included at the end of the unit as part of the Pausing Point Activities. These assessments allow you to assess students’ general comprehension of the reading and help to inform your decisions about grouping and support. If you decide to administer these assessments, be sure to allocate an additional 45 minutes for each of these assessments. Following the completion of the lessons in *The Heritage of Ancient Greece and Rome* unit, several culminating activities are suggested from which teachers may choose.

It is recommended that you spend no more than 23 instructional days total on this unit. Please refer to the Pacing Guide on page 14 for guidance.

Why Ancient Greek and Roman History Is Important

This informational unit is included to provide context for the literature unit that precedes it (Unit 4, *The Iliad, the Odyssey, and Other Greek Stories*) and the literature unit that follows it (Unit 5, William Shakespeare’s *The Tragedy of Julius Caesar*). Together, Units 3–5 are designed to give students a nuanced view of ancient Greek and Roman culture.

Note to Teacher: The CKLA Student Reader for this unit, *The Heritage of Ancient Greece and Rome*, uses portions of the Grade 6 Core Knowledge History and Geography (CKHG) student text, *Ancient Greece and Rome*. If you are also using CKHG in addition to CKLA, you may want to omit CKHG Unit 2, *Ancient Greece and Rome*.

While influenced to some extent by these same ideas, Sparta contrasted with Athens in its focus on militarism. These two city-states had a complicated relationship, mostly adversarial, but at times united in opposition to a common enemy. The ancient Greek civilization peaked with the 300-year Hellenistic Period, during which its culture infused much of the region between the Eastern Mediterranean and India.

The Roman Republic further shaped the democratic principles that define our present government in the United States. Our nation’s founders paid particularly close attention to the structures of both Greek and Roman governments when laying out our constitution.

In terms of language skills, students will focus on differentiating sentence structures, correct sentence punctuation, and Greek and Roman roots and affixes in the English language. Students will also write a research essay in this unit.

Advance Preparation for Unit 3

This timeline provides an overview of key events related to the content of this unit, as well as related content in CKLA Units 4 and 5.

Review the Map of the Mediterranean Region on page 148 in the Teacher Resources section of this guide, and consider enlarging it to display for the class. Take note of the following:

- For centuries, the Mediterranean served as a major route for commerce and cultural diffusion among Europe, North Africa, the Middle East, and elsewhere in Asia.
- Of the four large European countries around the Mediterranean Sea, Greece is the farthest to the east. Greece is mostly situated on the Balkan Peninsula, which juts out into the Mediterranean Sea. Approximately one-fifth of Greece is comprised of islands. Crete, which marks the southern end of the Aegean Sea, is the largest Greek island. About 75 percent of Greece—mainland and islands—is mountainous.
- By 1600 BCE, Crete was the seat of the Minoan civilization, named after its legendary king, Minos.

c. 800–700 BCE	The Greek epic poet Homer is said to have told the tales of the <i>Iliad</i> and the <i>Odyssey</i> .
500 BCE	By 500 BCE, there were hundreds of Greek city-states.
500 BCE	Athens is considered the birthplace of the democratic form of government.
500 BCE	The city-state of Sparta emphasized highly disciplined military training.
400s BCE	Rome consisted of a few thousand farmers living beside the Tiber River.
490 BCE	Athens (and Plataea) defeat a Persian force at the Battle of Marathon.
480–479 BCE	The Spartans joined the Athenians to defeat the Persians during the battles at Thermopylae, Salamis, and Plataea.

469–399 BCE	Socrates, found guilty of misleading the young men of Athens, was sentenced to death.
447–432 BCE	Under Pericles's leadership, the Parthenon was built as part of the Acropolis on a hill in Athens to honor the goddess Athena.
431–404 BCE	Sparta and Athens battled one another for more than twenty-five years during the Peloponnesian War.
427–322 BCE	The writings of Plato and his student Aristotle are still read and studied today.
333 BCE	At the Battle of Issus, Alexander the Great defeated the Persians.
275 BCE	By 275 BCE, the city of Rome governed all of Italy.
264–146 BCE	Rome battled the city of Carthage in the Punic Wars, eventually destroying the city and enslaving all the survivors.
100 BCE	Greek culture spread during the Hellenistic Period after Alexander's death, as evidenced by the library in Alexandria.
58–51 BCE	Julius Caesar led the Roman armies in conquering Gaul, the area we now know as France.
49 BCE	After Caesar crossed the Rubicon, civil war broke out, with Caesar fighting his former ally Pompey.
44 BCE	Julius Caesar was assassinated.
410 CE	The Visigoths attacked and plundered Rome.
476 CE	The fall of Rome

The island was at the crossroads of a trading network that joined ancient Egypt in North Africa with Mesopotamia in the Middle East. In addition to its warm, sunny climate, one of the reasons that tourists visit Crete today is the palace at Knossos, the one-time capital of the Minoan civilization. The palace is famed for its frescoes, watercolor murals painted on wet plaster. The paintings chronicle Minoan life, their religious practices and their clothes, hairstyles, and activities, and indicate the importance of the sea in the lives of the Minoans. By around 1400 BCE, the Minoan civilization had disappeared. An earthquake or a volcanic eruption on a nearby island might have destroyed it, or invaders might have conquered the island.

- Italy was easier to unite than Greece because Italy's Apennine Mountains have a lower elevation than the mountains in Greece. They also run north and south along the boot and do not break the peninsula up into isolated valleys. The fertile coastal plain provided a geographic and economic base for the Romans as they moved outward to seize control of the peninsula and the territory beyond it.
- To the west of Italy are the lands of present-day France and Spain, two areas conquered by the Romans. More than half of France's terrain consists of lowlands. The remainder consists of hills, plateaus, and mountains, the latter making up less than one-quarter of the terrain. Spain, in contrast, is primarily a plateau about 2,300 feet above sea level. The coastal areas have a Mediterranean climate. Spain's southern coast has the highest temperatures in Europe during the winter months.
- Asia Minor is a peninsula in Southwest Asia that forms most of the modern country of Turkey. Turkey is divided geographically between Europe and Asia, and the Asian end of the Roman Empire is on the peninsula of Asia Minor. The ancient city of Troy, described in Homer's epic poems the *Iliad* and the *Odyssey*, was situated along the coast of Asia Minor. The Romans were among the ancient peoples who conquered Asia Minor.

- When the Roman Empire in the west ended, Asia Minor became the seat of the Byzantine Empire. In the 1400s CE, the Ottoman Turks seized the area and made it the base of their own vast empire. Although the size and power of the Ottoman Empire eroded over time, it continued to exist until after World War I, when the modern state of Turkey was founded in 1923.

Core Content Objectives Addressed in Core Knowledge Language Arts During Previous Grades

Students who have participated in Core Knowledge Language Arts (CKLA) instruction in Grades 2–3 will already have some background knowledge of Greek myths and Roman civilization, as noted below.

The Ancient Greek Civilization (Grade 2)

- A civilization is “a society, or group of people, with similar religious beliefs, customs, language, and form of government.”
- The ancient Greeks worshipped many gods and goddesses.

The Ancient Roman Civilization (Grade 3)

- Ancient Rome is considered a civilization because it meets the definition above.
- Formerly, scholars in Christian parts of the world divided history into *BC* (before Christ) and *AD* (*anno Domini*, which is Latin for “in the year of the Lord”). Today, however, we use the terms *BCE* (before the common era) and *CE* (common era).
- The Romans are remembered for many things, including their accomplishments in the areas of construction and architecture. Many of these achievements, including roads, bridges, aqueducts, and amphitheaters, were so well constructed that they are still in existence nearly 2,000 years later.

Pacing Guide

The following is an overview and pacing guide to teaching the eleven lessons of this unit. If possible, we encourage teachers to allocate additional time to administer the optional Mid-Unit and End-of-Unit Comprehension Checks.

Lesson 1		Lesson 2		Lesson 3
Day 1	Day 2	Day 3	Day 4	Day 5
Core Connections 45 min Read-Aloud: Chapter 1, “The Heritage of Ancient Greece and Rome”	Reading 45 min Read-Aloud: Chapter 2, “The Ancient Greek City-States” Word Work: <i>Unified</i>	Reading 45 min Whole Group: Chapter 3, “Athens” Word Work: <i>Term</i>	Reading 45 min Small Group: Chapter 4, “Sparta” Word Work: <i>Hostile</i>	Reading 45 min Close Reading: Chapter 5, “The Golden Age of Athens” Word Work: <i>Raucous</i>

Lesson 3		Lesson 4		Lesson 5
Day 6	Day 7	Day 8	Day 9	Day 10
Grammar 15 min Introduce Punctuation in Compound Sentences	Reading 45 min Partners: Chapter 6, “Greek Philosophy and Socrates” Word Work: <i>Adversity</i>	Morphology 15 min Introduce Greek and Latin Roots: <i>ante</i> , <i>astron</i> , <i>bios</i> , <i>ge</i> Writing 30 min Research Essay: Plan	Writing 45 min Research Essay: Plan	Morphology 15 min Practice Greek and Latin Roots: <i>ante</i> , <i>astron</i> , <i>bios</i> , <i>ge</i> Writing 30 min Research Essay: Draft

Lesson 6		Lesson 7		Lesson 8
Day 11	Day 12	Day 13	Day 14	Day 15
Reading 45 min Read Aloud: Chapter 7 “Alexander and the Hellenistic Period” Word Work: <i>Successor</i>	Grammar 5 min Introduce/Practice (Punctuation in Non Restrictive and Restrictive Clauses) Writing 30 min Research Essay: Draft	Reading 45 min Independent: Chapter 8, “The Roman Republic” Word Work: <i>Station</i>	Morphology 15 min Introduce Prefixes <i>mega-</i> , <i>mini-</i> , <i>micro-</i> and Suffix <i>-en</i> Writing 30 min Research Essay: Draft	Reading 45 min Small Group: Chapter 9, “Julius Caesar: A Great Roman” Word Work: <i>Professional</i>

Lesson 8		Lesson 9		Lesson 10
Day 16	Day 17	Day 18	Day 19	Day 20
Spelling 15 min Introduce Spelling Words Writing 30 min Research Essay: Draft	Reading 5 min Whole Group: Chapter 10, “The Fall of the Roman Empire” Word Work: <i>Barbarian</i>	Morphology 15 min Practice Prefixes <i>mega-</i> , <i>mini-</i> , <i>micro-</i> and Suffix <i>-en</i> Spelling 15 min Practice Spelling Words Writing 15 min Research Essay: Edit	Writing 45 min Research Essay: Edit and Publish	Writing 30 min Research Essay: Publish Spelling 15 min Spelling Assessment

Lesson 11	
Day 21	
Unit Assessment	35 min
Unit Feedback Survey	10 min

Pausing Points	
Day 1	Day 2
Culminating Activity 45 min	Culminating Activity 45 min

Core Connections

Core Connections in Lesson 1 provides a broad overview of relevant background knowledge for *The Heritage of Ancient Greece and Rome*. Considering prior knowledge needed for comprehension is consistent with the CCSS three-part model concerning text complexity (specifically with regard to the qualitative dimension of knowledge demands). Students who had CKLA in earlier grades have had exposure to some of this relevant background knowledge (see section titled Core Content Objectives Addressed in Core Knowledge Language Arts During Previous Grades). For those students, Core Connections will serve largely as a review of important related content. Students who did not have CKLA in earlier grades might not have prior knowledge of this related content. For those students, Core Connections provides foundational background knowledge about topics addressed in this unit. Starting with Core Connections ensures that all students have adequate background knowledge for the unit.

During Core Connections for Unit 3, students will discuss the heritage of ancient Greece and Rome. This overview will cover the influence of those civilizations on American culture, law, government, science, language, and architecture.

Reading

The Heritage of Ancient Greece and Rome

Unit 3 reading lessons include comprehensive instruction in reading comprehension, vocabulary, and word work. For detailed information about these components, including reading groupings and comprehension question types, see the Introduction to CKLA on pages 15–19 of the Unit 1 Teacher Guide.

This unit is one of eight CKLA Grade 6 units. It includes complex text and prepares students in Grade 6 for the increased vocabulary and syntax demands aligned texts will present in later grades.

The Heritage of Ancient Greece and Rome is a nonfiction reader. It is thematically linked with historical fiction in CKLA Unit 4, *The Iliad, the Odyssey, and Other Greek Stories*, as well as with CKLA Unit 5, *The Tragedy of Julius Caesar*. In the context used here, the fiction and nonfiction texts are meant to support one another, providing both fact and nuance for the period under study.

The CKLA Grade 6 materials are designed to address all CCSS ELA standards at this grade level. While the selections that students will read are each relatively short, they include complex ideas and text that prepare students for the increased demands and vocabulary of later Grade 6 units and beyond. If you find that your students complete a particular day's reading activities in less than the allotted time, consider having your students practice rereading the selections aloud, read additional selections not included in this unit, and/or use the remaining time to devote to the writing lesson, as needed.

Writing

In this unit, students develop a research question, conduct research, and write and publish a research essay.

For detailed information about the CKLA approach to Writing and the writing process, see pages 19–20 of the Introduction to CKLA in the Unit 1 Teacher Guide.

Grammar

In this unit, students will work on grammar skills involving the punctuation of compound sentences and nonrestrictive clauses.

Students are expected to apply these grammar skills to the unit writing project, and other writing throughout Grade 6.

Morphology

In this unit, students will study Greek and Latin roots and affixes used in English.

Students are expected to apply these morphology skills to oral activities, the unit writing project, and other writing throughout Grade 6.

Spelling

During this unit's spelling lessons, students will practice spelling words related to the content of *The Heritage of Ancient Greece and Rome*, as well as words related to the morphology features identified and taught in the Core Knowledge Sequence.

Lesson 8 introduces spelling words and provides definitions for context. Students will not be responsible for identifying the meaning of each word on the spelling assessment. However, it is important that students know the definitions as they practice spelling so they have context for the words. After Lesson 8, students will take home Activity Page 8.3 listing the spelling words. The Activity Page includes an activity to practice writing the spelling words to help learn their meanings. In Lesson 9, students will practice spelling the words by writing sentences that use the words.

In Lesson 10, students will complete a spelling assessment. In addition to writing the words during the assessment, students will write a dictated sentence related to one or more of the words. The lessons include guidelines for administering the assessment and for analyzing spelling errors.

Speaking and Listening

This unit allows for numerous speaking and listening opportunities, including read-alouds, class discussions, and small-group and partner activities. **For detailed information about the CKLA approach to Speaking and Listening, see pages 20–21 of the Introduction to CKLA in the Unit 1 Teacher Guide.**

Fluency

While many students will have achieved adequate fluency by Grade 6, CKLA continues to provide resources to help students improve automaticity and fluency for better reading comprehension.

CKLA provides three opportunities for teachers to assess fluency during the year to determine which students can benefit from additional fluency support—in the Beginning-of-Year Assessment at the end of Unit 1, in the Unit Assessment at the end of Unit 3, and in the Unit Assessment at the end of Unit 8.

For students requiring additional fluency support, the optional Fluency Supplement, consisting of a variety of reading selections, is provided online at <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-sixth-grade/>. You may choose and use the selections at your discretion in any order or frequency.

For additional information about fluency resources in Grade 6 CKLA, see page 21 of the Introduction to CKLA in the Unit 1 Teacher Guide.

Assessment

This unit includes a variety of assessment tools, including formative and summative assessments and progress-monitoring assessments targeting specific skills. **For an overview of assessment in CKLA, see pages 21–22 of the Introduction to CKLA in the Unit 1 Teacher Guide.**

Activity Book

The Unit 3 Activity Book provides additional practice for students in reading comprehension, writing, grammar, spelling, and morphology, as well as student resources, enrichment pages, and opportunities for you to conduct formative assessments. Students may complete some Activity Pages in class and other Activity Pages for homework.

The Activity Book also includes Student Resources, which contain a glossary of words in the Unit 3 reading selections, the Individual Code Chart, and resources for the unit writing project including the Writing Process Diagram and editing symbols.

For detailed information about resources in the Activity Book, see pages 12–13 of the Introduction to CKLA in the Unit 1 Teacher Guide.

Teacher Resources

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section, information is included about the following:

- Glossary for *The Heritage of Ancient Greece and Rome*
- World Map
- Map of the Mediterranean Region

- The Writing Process
- Research Essay Rubric
- Peer Review Checklist for a Research Essay
- Research Essay Editing Checklist
- Speaking and Listening Rubric
- Proofreading Symbols
- Optional Fluency Assessment Guide
- Fluency Assessment Scoring Sheet
- Activity Book Answer Key

Recommended Resources

You should consider various times throughout the day when you might infuse the curriculum with authentic domain-related literature. If you are able to do so, you may recommend students select books from this trade book list.

You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

- Bernard, Charlotte. *Caesar and Rome*. New York: Henry Holt, 1995.
- Deckker, Zilah. *Ancient Rome: Archaeology Unlocks the Secrets of Rome's Past*. National Geographic Investigates Ancient Rome. National Geographic, 2007.
- Ford, Michael. *You Wouldn't Want to Be a Greek Athlete!* London: Franklin Watts, 2014.
- James, Simon. *Ancient Rome*. DK Eyewitness Books. London: Dorling Kindersley, 2015.
- Johnson, Terri. *A Child's Geography: Explore the Classical World*. Gresham: Knowledge Quest, Inc., 2013.
- Macaulay, David. *City: A Story of Roman Planning and Construction*. Boston: HMH Books for Young Readers, 1983.
- MacDonald, Fiona. *You Wouldn't Want to Be a Slave in Ancient Greece!* London: Franklin Watts, 2013.
- Malam, John. *You Wouldn't Want to Be a Roman Gladiator! Gory Things You'd Rather Not Know*. London: Franklin Watts, 2012.
- McGee, Marni. *Ancient Greece: Archaeology Unlocks the Secrets of Ancient Greece*. National Geographic Investigates Ancient Greece. National Geographic, 2006.
- Pearson, Anne. *Ancient Greece*. DK Eyewitness Books. London: Dorling Kindersley, 2014.
- Time-Life, eds. *What Life Was Like at the Dawn of Democracy: Classical Athens, 525 B.C.–322 B.C.* Alexandria, VA: Time-Life, 1997.

- Weiss, Jim. *Courage and a Clear Mind: True Adventures of the Ancient Greeks*. Charles City: The Well-Trained Mind Press, 2016. (Audio Recording) *Greek Myths* (Weiss). Charles City: The Well-Trained Mind Press, 2015. (Audio Recording) *William Shakespeare's Julius Caesar & The Story of Rome* (Weiss). Charles City: The Well-Trained Mind Press, 2015. (Audio Recording)

Lesson 1

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Core Connections	45 min	Read-Aloud: Chapter 1, "The Heritage of Greece and Rome"	World Map Map of the Mediterranean Region Images of Greek and Roman Culture <i>The Heritage of Ancient Greece and Rome</i> Student Dictionaries Activity Pages 1.1, 1.2, 1.3, 1.4
DAY 2: Reading	40 min	Read-Aloud: Chapter 2, "The Ancient Greek City-States"	<i>The Heritage of Ancient Greece and Rome</i>
	5 min	Word Work: <i>Unified</i>	Activity Page 1.5
Take-Home Material	*	Reading	Activity Pages 1.1, SR.1

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objectives

Describe the classical influence of ancient Greece and Rome on modern society.

Locate ancient Greece and Rome on a map.

Describe what a Greek *polis* is.

Reading

Summarize main ideas and information in the text. (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.7; RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.7)

Speaking and Listening

Follow rules for classroom discussion. (SL.6.1.b)

Ask and answer questions about the text. (SL.6.1, SL.6.1.a, SL.6.1.c, SL.6.1.d)

Language

Determine the meaning of unknown words using context and reference materials. (L.6.4, L.6.4.a, L.6.4.c, L.6.4.d)

Academic Vocabulary

Academic vocabulary words support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, general academic words are used throughout the unit, as they refer to all subjects—reading, writing, grammar, morphology, and spelling. They may appear in directions, assessments, spelling lists, Activity Pages, and discussion questions, among other places.

These words are underlined in lessons the first time they are included. You may wish to define these words and use them intentionally throughout the unit so students hear them used in multiple ways; it is not necessary to teach the words ahead of time.

Following the word list is a chart of applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

1. **affix**, *n.* a word part that is attached to a root to alter its meaning
2. **caption**, *n.* a title or brief explanation attached to an image in a body of text
3. **compound sentence**, *n.* a sentence made by combining two independent clauses
4. **draft**, *n.* an early version of a written text
5. **heading**, *n.* a short, descriptive line of text that introduces part of an essay
6. **informational text**, *n.* factual text that provides knowledge
7. **nonrestrictive clause**, *n.* a clause, separated by commas, that adds information to a sentence without changing its meaning
8. **prefix**, *n.* word or part of a word placed at the start of another word or root that changes its meaning
9. **publish**, *v.* to present written work to an audience
10. **punctuation**, *n.* marks used in writing to clarify the meaning of text
11. **research question**, *n.* the question that a research or exploratory essay seeks to answer
12. **root**, *n.* word or word part from which other words are formed by adding a prefix or suffix
13. **source**, *n.* a book, document, or person from which a writer obtains research information for a text
14. **suffix**, *n.* word or part of a word placed at the end of another word or root that changes its meaning
15. **text structure**, *n.* the way in which a text's information is organized in order to clearly connect its ideas

Spanish Cognates for Academic Vocabulary in <i>The Heritage of Ancient Greece and Rome</i>	
cláusula no restrictiva	puntuación
estructura del texto	texto informativo

Core Connections

- Enlarge and display the maps on Activity Pages 1.2 and 1.3 or on pages 147 and 148 of the Teacher Resources section of this guide.
- Gather images from Greek and Roman culture to share with students when you introduce the unit. Use this link to download the Online Resources where links to the following images may be found: <https://www.coreknowledge.org/language-arts/>
 - o the Greek Parthenon
 - o the Nike of Samothrace (Winged Victory)
 - o the Mask of Agamemnon
 - o the Vatican Amphora by Exekias
 - o the Arch of Constantine
 - o the Column of Marcus Aurelius
 - o the Four Tetrarchs
- Write the Core Connections purpose for reading for Day 1 on the board/chart paper: *Explain ways in which modern American culture is influenced by the cultures of ancient Greece and Rome.*

Reading

- Find out the population of the city or town where students live. You will use this information on Day 2 of Lesson 1.
- Write the purpose for reading for Day 2 on the board/chart paper: *Summarize information about the ancient Greek city-states, including their different forms of government.*
- Make copies of SR.1 for students to take home.

Fluency (Optional):

- Choose and make copies of a text selection from the Online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

CORE CONNECTIONS

45 minutes

Read Aloud: Chapter 1 “The Heritage of Greece and Rome” [pages 2–7]

Review Prior Knowledge

5 minutes

- Have students turn to Activity Pages 1.2 and 1.3, as you display enlarged versions of these maps. Help students place the map of the Mediterranean in the context of its position on the world map. Then identify your own location on the world map. Visually illustrate and verbally describe your geographic relationship to Greece and Rome.

Introduce the Book and Chapter

15 minutes

- Ensure each student has a copy of *The Heritage of Ancient Greece and Rome*.
- Read the title with students and explain that this Reader is an informational text about two significant ancient civilizations. Explain that a civilization is a society, or group of people, with similar religious beliefs, customs, language, and form of government.
- Have students turn to the table of contents. Either read several chapter titles aloud or have students read them. Ask students to name something specific that they think they might learn in selected chapters.
- Tell students they will read Chapter 1 aloud. Explain that this chapter will introduce students to some of the ways the heritage of ancient Greece and Rome influence our culture today.

Core Vocabulary

- Have students turn to page 2.
- Preview the core vocabulary words before reading the chapter.

Note to Teacher: *The Heritage of Ancient Greece and Rome* contains vocabulary words in red type that are defined in boxes on the pages where they occur in the text. Additional Core Vocabulary words are listed in each unit of the Teacher Guide and in the Student Activity Book. Some teachers prefer to introduce vocabulary word(s) just before students read the page(s) on which the word(s) occur, rather than preview all of the words at once before reading the chapter.

- Begin by telling students that the first Core Vocabulary word they will encounter in the selection is *civilizations*. Remind students that they just learned that a civilization is a society, or group of people, with similar religious beliefs, customs, language, and form of government.
- Have students find the word on page 2 of the Reader.
- Explain that a glossary contains definitions of all the Core Vocabulary words in this unit. Have students refer to the glossary on Activity Book page SR.1. Point out that these words are listed in alphabetical order. Have students find the word. Ask a student to read its definition aloud.

- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
 - Then have students reference Activity Page 1.4 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.
1. **civilization, *n.*** a society, or group of people, with similar religious beliefs, customs, language, and government (**civilizations**) (2)
 2. **influence, *v.*** to have an effect on (**influenced**) (2)
 3. **architecture, *n.*** the art of designing and constructing buildings (3)
 4. **inherit, *v.*** to receive something from a former owner or someone who came before (**inherited**) (7)

Vocabulary Chart for Chapter 2 “The Ancient Greek City-States”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	architecture civilization	influence inherit
Spanish Cognates for Core Vocabulary	arquitectura civilización	influencia heredar
Sayings and Phrases	tip of the iceberg	

- Read the purpose for reading from the board/chart paper:

Explain ways in which modern American culture is influenced by the cultures of ancient Greece and Rome.

Read Chapter 1: “The Heritage of Greece and Rome”

20 minutes

- Have students turn to Chapter 1 (page 2) in *The Heritage of Ancient Greece and Rome*. Read the chapter title, “The Heritage of Greece and Rome,” and explain that the word *heritage* refers to aspects of culture that have been passed on to us across thousands of years. Point out that the word *heritage* is related to the word *inherit*, which students previewed in the Core Vocabulary.

- Read the first paragraph aloud, and then have students take turns reading aloud subsequent paragraphs of the chapter (pages 2–8).
- Pause periodically to use the following guided reading prompts for Chapter 1.

Note to Teacher: Chapter 1 “The Heritage of Greece and Rome” and Core Connections serve to introduce and get students thinking about the topics and concepts that they will read about and discuss throughout Unit 3. The notes in this lesson are intended to support students’ general comprehension of the subjects, ideas, and terms that they will encounter again in greater detail in subsequent lessons.

[Read pages 2–3.]

SUPPORT: Provide the following supports for page 2.

- Ask students what they think the word *legacy* means in the first paragraph. Make sure students understand that a legacy is something inherited or handed down through time.
- Ask students if they know the meaning of the idiom *tip of the iceberg*. If necessary, explain that when an iceberg floats in the ocean, only the tip of it is visible above the water; most of the iceberg is below the water. So when someone says something is “the tip of the iceberg,” they mean that it is only a small part of something that is much bigger.

[Have students look at the pictures of the Parthenon and Supreme Court building on pages 2–3 and read the captions silently.]

SUPPORT: Point out that the word *architecture* in the caption is a Core Vocabulary word, and have students review the definition on Activity Page 1.4. Explain that architecture is one of the elements of a civilization. Every civilization has its own particular kind of architecture. Ask students to think about how the architecture of their home or school building is the same as or different from the photos showing Greek architecture.

Literal Compare the photograph of the Supreme Court building on page 3 to the picture of the Parthenon on page 2. What similarities do you notice?

- o Students may observe the square symmetrical shape and columns.

[Ask different volunteers to read aloud the paragraphs on page 4–5.]

SUPPORT: Use the following supports for pages 4 and 5.

- Point out the term *city-states* in the first paragraph on page 4. Explain that ancient Greece was made up of city-states—cities and their surrounding territories that functioned independently, somewhat like the states that make up the United States today. Students will learn more about city-states on Day 2 of Lesson 1.
- Have students list and describe the three branches of the American government:
 - o Legislative—Makes laws (Congress, comprised of the House of Representatives and Senate)
 - o Executive—Carries out laws (president, vice president, Cabinet, most federal agencies)

- o Judicial—Evaluates laws (Supreme Court and other courts)

Literal What ideas does the United States government borrow from Greece and Rome?

- o From Rome, we borrow the idea of a senate. From Greece, we borrow the idea of democracy, i.e, majority rule, literally “rule of the people.”

SUPPORT: Explain that the phrase *majority rule* refers to making decisions as a group according to what the majority of the group agrees to. The word *majority* means “more than half.” When a decision such as electing a leader is decided by a vote, that is an example of majority rule.

Literal How are our modern calendar and time influenced by Roman culture?

- o Several of our months are named after Roman gods and leaders. The way we divide our day into a.m. and p.m. comes from the Romans and Latin, the language that was spoken there.

[Have students read the paragraph on page 5 under the heading “Greek and Latin Words” and look through the lists of English words from Greek and Latin on pages 5 and 6. Remind students that they have been learning about words with Greek and Latin roots, prefixes, and suffixes in their CKLA Morphology lessons.]

CHALLENGE: Challenge students to work with a partner to think of three more words they know that they think evolved from Greek or Latin words. Invite students to share their ideas with the class. Students can check their words by looking them up in a dictionary. This is a good opportunity to show students how to look up a word’s etymology—where it comes from—in a dictionary entry. Point out that a word may have more than one language of origin listed in its etymology. For instance, the word *lemon* comes from both French and Latin. Explain that this is because much of the French language (as well as Spanish and Italian) is derived from Latin.

[Have students take turns reading aloud to the end of the chapter on page 7.]

Note to Teacher: Students will read more in later chapters about the ancient Greek city-states, as well as the battles that Greece and Rome fought with other civilizations. For the purpose of Core Connections, students mainly need to understand that ancient Greece and Rome influence our culture today because they were able to remain in power (as opposed to being overthrown by other cultures) for a long time.

Turn and Talk: Have students turn to a partner and summarize in their own words the events that could have caused Greece and Rome to lose power and change the course of history if they had turned out differently. Have one partner tell about Greece and one partner tell about Rome. Then call on a few pairs to share with the class what they discussed.

- Students may share that the ancient Greek city states of Sparta and Athens defeated Persia during the Persian Wars. Rome fought the city-state of Carthage for over 100 years and emerged victorious.

[Ask a student to read aloud the definition of *heritage* in the vocabulary box on page 7. Then read aloud the last paragraph on the page.]

SUPPORT: Explain that the term *Greco-Roman* is used to refer to things that relate to ancient Greece and Rome.

Inferential Based on what you already know about the meaning of the words *culture* and *heritage*, what do you think *cultural heritage* is?

- o Students should be able to infer that *cultural heritage* refers to ideas, customs, and achievements passed on from one culture to another culture that comes after it.

Wrap Up

5 minutes

Remind students of the purpose for reading:

Explain ways in which modern American culture is influenced by the cultures of ancient Greece and Rome.

Wrap up by discussing the following questions.

Literal Where can we see influences from ancient Greek and Roman architecture in the United States today?

- o Many public buildings are influenced by this architectural style.

Evaluative How did ancient Greece and Rome influence the type of government in the United States?

- o The founders of the United States wanted to avoid having too much power in the central government, but they took many democratic ideas from Greece and the Roman Republic.

Literal What are some other areas of our culture that were greatly influenced by ancient Greece and Rome?

- o Possible answers include engineering, architecture, law, government, history, philosophy, literature, medicine, and science have all been influenced by ancient Greece and Rome. We use a Roman calendar to divide a year's time into months, a Roman concept of time during the day, and many abbreviations and words from Greek and Latin.

Evaluative How do you think modern society would be different without the contributions from ancient Greece and Rome?

- o Answers will vary but should reference specific examples from the text of contributions from ancient Greece and Rome

DAY 2

READING

45 minutes

Read Aloud: Chapter 2 “The Ancient Greek City-States” [pages 8–13]

Introduce Chapter

20 minutes

- Tell students you will read Chapter 2 aloud. Students should follow along in their book as you read.

Core Vocabulary

- Have students turn to page 8.
- Preview the core vocabulary words before reading the chapter.

Note to Teacher: Some teachers prefer to introduce vocabulary word(s) just before students read the page(s) on which the word(s) occur, rather than preview all of the words at once before reading the chapter.

- Begin by telling students that the first vocabulary word they will encounter in the selection is *misleading*.
 - Have students find the word on page 8 of the Reader.
 - Explain that a glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Book page SR.1. Point out that these words are listed in alphabetical order. Have students find the word. Ask a student to read its definition aloud.
 - Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
 - Then have students reference Activity Page 1.5 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.
1. **misleading, *adj.*** tending to cause people to believe the wrong thing **(8)**
 2. **unified, *adj.*** whole, united, acting as one **(8)**
 3. **fresco, *n.*** a watercolor painting on plaster **(9)**
 4. **frieze, *n.*** a wide, sculpted wall decoration **(10)**
 5. **groundbreaking, *adj.*** never done before **(11)**
 6. **unity, *n.*** the state of being whole or in agreement **(13)**

Vocabulary Chart for Chapter 2 “The Ancient Greek City-States”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	fresco frieze	groundbreaking misleading unified unity
Spanish Cognates for Core Vocabulary	civilización fresco	

- Read the purpose for reading from the board/chart paper:

Summarize information about the ancient Greek city-states, including their different forms of government.

Read Chapter 2: “The Ancient Greek City-States”

30 minutes

Read the chapter aloud as students follow along in their Readers, pausing to read and discuss the corresponding guided reading supports. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Throughout this lesson and other lessons in the Teacher Guide, you will see certain questions or activities labeled either SUPPORT or CHALLENGE. These questions and activities are not intended to be used in all situations. The items labeled SUPPORT provide additional scaffolding and should be used with classes that would benefit from additional support. The items labeled CHALLENGE should be used with classes that would benefit from additional enrichment opportunities.

Note to Teacher: In the interest of time, you may have students read portions of the selection silently and then discuss the questions.

[pages 8–9]

[Ask students to review the term *city-state* and describe what it means. Have students name any forms of government with which they are familiar. Write their responses on the board, along with a short definition of each. Tell students that they will learn more about this from the section of text that follows the heading “Different Governments.”]

Inferential What can you infer about the city-states being described as “independent”?

- Each city-state had its own government and made its own decisions; it was not controlled by other city-states.

SUPPORT: Point out that page 8 states that “Most Greek city-states had a population of no more than twenty thousand.” To give students some context, compare this number to the population of the city where students live or go to school.

Evaluative Think about the population of your own city or town. How does the typical Greek city-state compare? How do you think it would affect life to live in a city-state with a population of about twenty thousand?

- o Answers will vary.

SUPPORT: Review the definition of *peninsula* (a piece of land almost completely surrounded by water). Tell students that Asia Minor was originally a province of the Roman Empire. It was initially simply called Asia. Later, the term *Asia* came to apply to the entire continent, and people started calling the peninsula “Asia Minor,” which means “little Asia.”

Inferential The Spanish word for *bull* is *toro*. What hint does that give about the fresco on page 9, known as *The Toreador*?

- o A toreador is a bullfighter; the image is of a bull and bullfighter.

[pages 10–11]

[Read to the heading “Different Governments” on page 11.]

Literal What are three examples of things that the Greek city-states had in common?

- o They had a common language, worshipped many of the same gods, and interacted with one another for athletic competitions.

[Read the section “Different Governments.”]

Literal What does the Greek word *polis* mean? What modern English words are derived from *polis*?

- o *Polis* is the Greek word for state. The modern English words *police* and *politics* are derived from *polis*.

Literal Under which form of government did most Greek city-states first take shape?

- o Most of them formed as monarchies, ruled by kings.

[page 12]

[Examine the map with students.]

Literal Where were the Greek city-states in relation to the continent of Europe? Where were they in relation to Africa?

- o The Greek city states were south of most of the continent of Europe and north of Africa.

Inferential Why might the map include an insert showing greater detail of the region containing Athens and Sparta?

- o Showing greater detail of the region containing Athens and Sparta suggests that this region and these city-states were particularly important.

SUPPORT: Tell students that Athens and Sparta were the two most historically significant Greek city-states and that they will study both of them more closely in this unit.

[page 13]

[Read the concluding three paragraphs of “Different Governments.”]

Inferential Why might democracy have become the most widespread form of government in ancient Greece?

- o It allowed for the greatest amount of citizen participation in how they were governed.

Evaluative Which form of government used by the ancient Greek city-states do you think is most similar to our own?

- o The United States has a representative government, based on democracy, although it is not restricted to males as Greek democracies were.

[Read “Lack of Unity.”]

Literal What was one disadvantage of the Greek city-states’ independence from one another?

- o They tended to see one another as rivals, and conflict often resulted.

Summarize Chapter 2 and Wrap Up the Lesson

10 minutes

- Refer students back to the purpose for reading:

Summarize information about the ancient Greek city-states, including their different forms of government.

- Remind students that a summary is an account of the main points of a text. A good summary includes all the main ideas but does not include minor details or personal opinions.
- Point out that one way to summarize informational text is to use the text structure and paragraphs. The headings are a good indication of the main ideas that the summary needs to include. Each paragraph also usually includes at least one point that could be included in the summary.
 - o Write the title of each section heading of the chapter on the board or chart paper.
 - o Have students name one important fact or idea from each paragraph under each heading.
 - o After each suggestion, discuss whether it would belong in a summary of the chapter and why.
 - o Write the accepted contributions on the board.

Turn and Talk: To wrap up, have students turn to a partner and use the points on the board to orally summarize in their own words what they learned about ancient Greek city-states and their forms of government.

Word Work: *Unified*

5 minutes

1. In the chapter, you read, “Ancient Greece was not a unified country.”
2. Say the word *unified* with me.
3. *Unified* means “whole, united, acting as one.”
4. The United States is a *unified* nation of fifty states that have agreed to act together.
5. What are some things that are *unified*? Use the word *unified* in your answer. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “A _____ country is one that acts as a whole.”]
6. What part of speech is the word *unified*?
 - o adjective

Synonyms and Antonyms

What are some synonyms of, or words and phrases with a similar meaning to, *unified*? [Prompt students to provide words such as *whole* and *united*.] What are some antonyms of, or words and phrases that have a different meaning from, *unified*? [Prompt students to provide words such as *separate* and *independent*.]

Take-Home Material

Reading

- Have students take home the Letter to Family on Activity Page 1.1.
- Have students take home the glossary on Activity Page SR.1 for use as a reference during this unit. It is recommended that you make extra copies of the glossary so that students can keep one copy of the glossary to use at home and another to use at school.

Fluency (optional)

- For students who need extra fluency support, have them take home the optional fluency selection.

Lesson 2

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	40 min	Whole Group: Chapter 3, "Athens"	<i>The Heritage of Ancient Greece and Rome</i>
	5 min	Word Work: <i>Term</i>	Activity Page 2.1
DAY 2: Reading	40 min	Small Group: Chapter 4, "Sparta"	<i>The Heritage of Ancient Greece and Rome</i> Activity page 2.3
	5 min	Word Work: <i>Hostile</i>	Activity Pages

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objectives

Differentiate between different types of rule in ancient Greece.

Understand Athenian democracy, including the Assembly and suffrage.

Articulate how the modern American government has its basis in Athenian democracy.

Explain Spartan culture and Sparta's role in ancient Greece.

Reading

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; identify key steps in a text's description of a process related to history/social studies. (RI.6.1, RI.6.3, RI.6.4, RI.6.6; RH.6-8.1, RH.6-8.3, RH.6-8.4, RH.6-8.6)

Describe Spartan culture, and identify the text structures used to present this information.

Speaking and Listening

Follow the rules of classroom discussion. (SL.6.1.b)

Ask and answer questions about the text. (SL.6.1, SL.6.1.a, SL.6.1.c, SL.6.1.d)

Language

Determine the meaning of unknown words using context and reference materials. (L.6.4, L.6.4.a, L.6.4.c, L.6.4.d)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Describe how Athenian democracy worked and whether the democratic principles applied to all Athenians.*
- Write the purpose for reading for Day 2 on the board/chart paper: *Describe Spartan culture, and identify the text structures used to present this information.*
- Prepare to display the Text Structures Chart on page 43 of the Reading Lesson.

Fluency (Optional)

- Choose and make copies of a text selection from the Online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

DAY 1

READING

45 minutes

Whole Group: Chapter 3, “Athens” [pp. 14–21]

Introduce the Chapter

5 minutes

Discuss the following questions as a review of the information from the previous lesson:

- Ancient Greece was a collection of city-states. What is a city-state? (A city-state is a city that is an independent political state with its own ruling government.)
- In early times, most Greek city-states were governed by monarchies, aristocracies, or oligarchies. Describe each type of government. (Monarchies are governments in which a king or queen holds the power; aristocracies are governments in which the upper or noble class holds government power; oligarchies are governments in which a small group of people has total control.)
- The city-state of Athens was the first democracy. What is a democracy? (A democracy is a government in which the people hold the powers of governing.)
- The United States is what is known as a *representative democracy*. What is a representative democracy? (People in this country elect others to represent them in government. The U.S. government is organized this way because the country is too big for everyone to directly participate in the government.)

Tell students they will read Chapter 3, “Athens.”

Core Vocabulary

- Have students turn to page 14 of *The Heritage of Ancient Greece and Rome* reader. Preview the core vocabulary words before reading the chapter.

Note to Teacher: Some teachers prefer to introduce vocabulary word(s) just before students read the page(s) on which the word(s) occur, rather than preview all of the words at once before reading the chapter.

- Begin by telling students that the first vocabulary word they will encounter in the selection is *debate*. Have students find the word on page 14 of the book.
 - Explain that the glossary contains definitions of all the vocabulary words in this unit. Have students refer to the glossary on Activity Book page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
 - Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
 - Then have students reference Activity Page 2.1 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the chapter.
1. **debate, v.** to formally discuss or argue multiple views about a topic **(14)**
 2. **proposal, n.** an idea or plan put forward for discussion with others **(14)**
 3. **council, n.** a group of people who meet regularly to make decisions **(16)**
 4. **term, n.** a set amount of time that a person spends in a certain position in a government **(16)**
 5. **bribery, n.** the act of giving money or something of value to illegally influence a person in power **(17)**

Vocabulary Chart for Chapter 3, "Athens"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	bribery council term	debate proposal
Spanish Cognates for Core Vocabulary		debate propuesta
Multiple-Meaning Core Vocabulary Words	council term	
Sayings and Phrases	chosen by lot	

- Read the purpose for reading from the board/chart paper:

Describe how Athenian democracy worked and whether the democratic principles applied to all Athenians.

Read Chapter 3, "Athens"

30 minutes

Have individual students take turns reading the chapter aloud. You may also alternate between having students read aloud and read silently. Occasionally pause to ask questions in order to check for understanding and draw students' attention to key vocabulary and concepts. Use the guided reading supports listed below for this purpose.

[page 14]

Inferential What general statement can you make about the different types of government mentioned in the text and the number of people each puts in authority?

- Possible answer: Monarchy has only one person in authority, while democracy has the greatest number of people in authority.

Literal Who was allowed to participate in the Athenian Assembly?

- All male citizens were allowed to participate.

Inferential Why is the Assembly considered democratic?

- All male citizens were allowed to participate in the making of laws, instead of a monarch or small ruling group.

Stop and Jot: Have students stop and jot the answer to the question, *Is Athenian democracy a true democracy if only male citizens are allowed to take part? Explain your reasoning.* Tell students they will revisit this question later in the chapter as they learn more about Athenian democracy.

CHALLENGE: What is a problem that might have arisen with the way in which the Assembly decided issues?

- o Possible answer: If too many people attended the Assembly, it might have become difficult to conduct a debate or accurately count the raised hands.

[page 16]

SUPPORT: Review the vocabulary term *ostracize*. To check comprehension of the modern definition of the word, ask students to share a sentence using this definition of *ostracize*.

Think-Pair-Share: Have students examine the voting process of ostracism as described in the first paragraph. Organize students into pairs to answer the question: *What aspects of this voting procedure are similar to some used in our country today?* As time allows, invite volunteers to share their answers with the class.

- Possible answers: The procedure let individual citizens decide a specific matter, which is similar to the referendum votes sometimes held today. Also, those who were ostracized were given a specific penalty and had some of their rights protected, which are both features of our legal system.

Literal What happened to Athenians who were ostracized?

- o They were forced to stay away from Athens for ten years but could keep their property.

Inferential Why do you think Athenians created the Boule?

- o Answers will vary, but students may infer that the Assembly is so large that it needs a smaller group to manage its business.

Evaluative Which body—the Boule or the Assembly—do you think had more power in the Athenian government, and why?

- o Students may answer that the Boule had more power, since it decided which issues would come up for a vote. Or students may think that the Assembly had more power, since it made the final decisions on the issues presented to it.

Stop and Jot: Have students examine the photograph of the ostrakon and caption on page 16. Then, have students stop and jot a brief sentence describing the ostrakon that took place. Students can use one of these sentence frames as a guide:

- o An Athenian voter wanted _____.
- o An Athenian citizen named Themistocles _____.

(Sample sentences: *An Athenian voter wanted someone named Themistocles to be ostracized; An Athenian citizen named Themistocles was being considered for ostracism.*) Have a few students read their sentences.

The Legal System [pages 16–17]

Literal What were the two types of Athenian law?

- o The two types were public law and private law.

SUPPORT: Point out to students that our own legal system is divided into criminal law and civil law. Criminal laws cover crimes such as murder, arson, and theft. Civil laws govern areas such as civil and property rights and are often applied when someone sues another person. Ask students to draw parallels between our system and the one described on this page. (*Athenian public law was similar to our criminal law, and Athenian private law was similar to our civil law.*)

Literal Why did Athenians use large juries to decide cases involving personal law? Use evidence from the text to support your answer.

- o The text states, “The idea behind these giant juries was to reduce the risk of bribery and corruption.”

Turn and Talk: Allow students a brief period to turn to a classmate and summarize what they have learned thus far about the structure of the Athenian government and legal system. Have students state aloud terms used to describe the Athenian government (*Possible answers include democracy, Assembly, Boule, citizen, ostracize.*) and Athenian law (*Possible answers include democracy, citizens, public law, private law, jury, Assembly, Boule, strategoi.*). Write their responses on the board, and clarify terms as needed before continuing.

Limits of Athenian Democracy [pages 17–19]

Literal Which groups of people were not allowed to participate in the Athenian Assembly? Why?

- o Women, young people, enslaved people, and people without two Athenian parents were not considered to be citizens and thus were not allowed to participate in the Assembly.

Literal What were at least two civic functions granted only to Athenian citizens?

- o Students’ answers should mention voting in the Assembly and serving on juries.

Literal What were two areas in which Athenian women had a degree of influence and authority?

- o Women had a degree of influence and authority in religious affairs and family matters.

Literal What options were there for Athenian women who wanted an education?

- o Some Athenian women were educated at home. They were not sent to school.

Literal Who were the metics, and what was their status in Athens?

- o Metics were foreign residents—many of them artisans, craftspeople, and merchants—who played an important role in Athenian society but rarely became citizens.

Literal What types of labor did enslaved workers perform in Athens?

- o Students’ answers may include performing manual labor, such as cleaning, cooking, washing clothes, etc., raising children, and providing musical entertainment.

Stop and Jot: Have students revisit their answer to the stop and jot question, *Is Athenian democracy a true democracy if only male citizens are allowed to take part?* Ask students to add a sentence or two of evidence for their answer based on what they have read in this chapter.

CHALLENGE: Ask students how they think the limits of Athenian democracy compare to what they know about democracy in the United States today. As time allows, students can research American democracy, such as who is allowed to be a citizen, who can vote, and who can serve in government positions. Invite students to share their findings and comparisons with the class.

- Students may note that citizens participate(d) politically in both Athens and the United States. However, today, many more Americans are considered citizens and have more political rights than Athenian citizens, such as women and anyone over the age of eighteen. In addition, citizenship is possible for foreigners in the United States, but it was not for foreigners in Athens.

Athenian Education [page 19–21]

Evaluative Why do you think the skills of rhetoric and logic were important to Athenian citizens?

- o Citizens took part in debating and voting on issues at the Assembly. They therefore needed to be good at speaking effectively and making well-reasoned arguments.

SUPPORT: Draw attention to the vocabulary term epic poems on this page. Tell students that they will read the *Iliad and the Odyssey*, mentioned here as examples of epic poems, in Units 4 and 5 of CKLA Grade 6. Explain that even though the *Iliad and the Odyssey* are tales about monsters, gods, and other supernatural beings, they also provide a sense of the history of this time period. Both are fictional tales, based on the Trojan War, which may have occurred sometime in the 13th century BCE. Stories of that conflict were passed down orally for centuries before being written down, but reliable details about the conflict are mostly lost to time.

Inferential Judging from the images on the painted vase, how are students today similar to those of ancient Greece?

- o Students' answers might include: Students took notes, sat and listened to an instructor while working on a task, and so on.

Inferential Why might Athenian males have been expected to take military instruction and keep themselves physically fit?

- o Students should infer from this and earlier text in the lesson that Athens maintained an active military force and that young men should be prepared for war.

SUPPORT: Note that athletic competitions among men were also a feature of ancient Greek city-states in addition to Athens. These contests eventually grew in scope, with city-states competing against one another. Those activities were the precursors of today's Summer and Winter Olympic Games, in which many of the world's nations compete every four years. Like the games in Greek city-states, today's competitions include a variety of different sports and activities. Unlike those early games, both men and women participate.

Literal What did attendees do at an Athenian symposium?

- o They ate, drank, listened to musicians, socialized, and discussed and shared their thoughts on chosen themes.

Inferential What can you infer about the people who attended symposiums?

- o Students' answers may include: they were educated, they were adults, they were males, and they were citizens.

Inferential What aspects of modern education are similar to the Athenian symposiums? (Hint: Think about colleges and universities.)

- o Students' answers may include: lectures, college classes, listening to guest speakers on campuses. Answers should convey that symposiums were a type of adult education.

SUPPORT: Note that the word *symposium* is still in use today as a synonym for *conference* or *convention*.

Stop and Jot: Have students stop and jot a *who*, *what*, *when*, *where*, *why*, or *how* question about education in the city-state of Athens. As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes students will need to keep reading in order to find an answer.

Evaluative How would you describe the tone the author uses to describe Athenian society in this paragraph? Is it positive or negative? Give some examples.

- o Students should note that the writer's point of view is positive toward Athenian culture and society. Examples of words conveying this might include *loyal*, *cultured*, *well-rounded*, and *solid*.

Note to Teacher: If students are unsure about what is meant by *tone*, remind them that it refers to the writer's attitude toward the subject.

Discuss Chapter 3 "Athens" and Wrap Up the Lesson

5 minutes

Bring students back together, and review the purpose for reading:

Describe how Athenian democracy worked and whether the democratic principles applied to all Athenians.

Use the following questions to further discuss the chapter. For each question, have students cite the specific passage in the text that provides the information needed to answer the question. If students have difficulty responding to the questions, reread pertinent passages of the chapter and/or refer to specific images or graphics. If students give one-word answers and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses. It is highly recommended that students answer at least one question in writing and that several students share their writing as time allows.

1. **Evaluative** Do you think that Athens deserves the title of the “birthplace of democracy”? Support your answer using the text.
 - o Accept supported answers. Athens is the first known government in which decisions were based on input from everyday citizens.
2. **Literal** What were the qualifications for full citizenship in Athens?
 - o To be a citizen, an Athenian had to be a free male over eighteen years of age, with two Athenian parents.
3. **Literal** How did the Athenians prepare young men to become good citizens?
 - o Sample answer: Boys were taught rhetoric, logic, reading, writing, arithmetic, and music. They were also required to serve in the military for two years and to stay physically fit.

Think-Pair-Share: Have partners revisit the purpose for reading. Have partners answer the question together and then share their ideas with the class. List students’ answers on the board or chart paper, and keep it displayed throughout the unit.

Word Work: *Term*

5 minutes

1. In the chapter, you read, “Each member served a year-long term, and no citizen could serve more than two terms.”
2. Say the word *term* with me.
3. A *term* is a set amount of time that a person spends in a certain position of government.
4. A United States senator serves a term of two years.
5. What is an example of a term? Be sure to use the word *term* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “The length of time a government official spends in office is their _____.”]
6. What part of speech is the word *term*?
 - o noun

Multiple-Meaning Word

[Use a *Multiple-Meaning Word* activity for follow-up. Tell students that the word *term* is a word with multiple meanings. Share the following with students.]

Meaning #1: *term*—a set amount of time that a person spends in a certain position in government

Meaning #2: *term*—one of the periods of the year during which school takes place

Meaning #3: *term*—a word or phrase used to describe something or express a concept

I am going to read several sentences. Listen to the context, or the text surrounding *term* in the sentence, for clues as to which meaning is being used. When you think a sentence is an example of Meaning #1, hold up one finger. When you think a sentence is an example of Meaning #2, hold up two fingers. When you think a sentence is an example of Meaning #3, hold up three fingers.

1. Our math class will learn about multiplying fraction next term.
 - o 2
2. The president of the United States may serve a second four-year term if they are elected by the people.
 - o 1
3. The word *simile* is a term that describes a comparison of two things using the words *like* or *as*.
 - o 3

Day 2

READING

45 minutes

Small Group: Chapter 4, “Sparta” [pp. 22–29]

Review

5 minutes

- Remind students that they learned about the city-state of Athens and its form of government in the last chapter. Ask students to describe the Athenian form of government, and the Athenian culture. Students should note that a democratic government was practiced in Athens and that its citizens could be described as loyal, cultured, and wellrounded.

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 4, “Sparta” which was another city-state in Ancient Greece.
- Have students turn to page 22 of *The Heritage of Ancient Greece and Rome*.
- Read the purpose for reading from the board/chart paper:

Describe Spartan culture, and identify the text structures used to present this information.

- Tell students that writers of informational texts use different structures to organize and present information. These text structures are also called organizational structures. Here are four text structures used in this chapter:

Text Structures	
Sequence	Information is presented as a process or a series of events in a specific order.
Compare and Contrast	Information is presented in terms of similarities and differences between things, places, or events.
Main Idea and Supporting Details	Information is presented as a general concept (main idea) along with facts (details) that support the main idea.
Cause and Effect	Information is presented as causes and the effects of those causes.

- Tell students that different sections within the same informational text may use different text structures to organize the text. In addition, while a text structure is typically mostly one type, it may also have some characteristics of another type. For example, information can be presented as cause and effect, but within that structure, the information may also be presented as a sequence, or in a series of events.
- Remind students that writers of informational texts also use text features such as headings and captions to organize information.
 - o A heading is a title given to a particular section of text. It signals to the reader what kind of information is included in that section.
 - o A caption is a short statement attached to a visual image in a text. It describes the image or provides context for it.
- Have students skim the text of Chapter 4. Guide students in identifying the three headings and four captions contained in the chapter. Ensure students understand the purposes of headings and captions.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter.

Note to Teacher: Some teachers prefer to introduce vocabulary word(s) just before students read the page(s) on which the word(s) occur, rather than preview all of the words at once before reading the chapter.

- Begin by telling students that the first vocabulary word they will encounter in the selection is *emphasize*. Have students find the word on page 22 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this reader. Have students refer to the glossary on Activity Book page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*

- o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
 - Then have students reference Activity Page 2.2 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the chapter.
1. **emphasize, v.** to stress strongly, give special importance to (**emphasized**) (22)
 2. **disciplined, adj.** self-controlled (26)
 3. **extravagant, adj.** more than necessary, excessive (27)
 4. **biased, adj.** unfair toward a person, group, or viewpoint (27)
 5. **hostile, adj.** unfriendly toward someone or something, in opposition to (28)
 6. **excel, v.** to be very good at knowing or doing something (29)
 7. **rivalry, n.** a competition between groups for the same goals (29)
 8. **fateful, adj.** having significant and negative results (29)

Vocabulary Chart for “Sparta”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		biased emphasize excel extravagant fateful hostile rivalry
Spanish Cognates for Core Vocabulary		disciplinada/disciplinado extravagante hostil rivalidad
Multiple-Meaning Core Vocabulary Words		disciplined

Establish Small Groups

Before reading the selections, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text and completing Activity Page 2.3 together. This is an excellent time to make notes in your anecdotal records.
- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 2.3. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 2.3 correctly. You may choose to do one of the following to address this:
 - o Collect the Activity Pages and correct them individually.
 - o Provide an answer key for students to check their own or a partner's work after they have completed the Activity Page.
 - o Confer with students individually or as a group at a later time.

Read Chapter 4 "Sparta"

25 minutes

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. After students read several lines of text, ask students if they have any questions, if anything was confusing, or if anything was hard to understand.

[pages 22–23]

Literal Which text structure best describes the opening paragraph? How do you know?

- o The paragraph is an example of a compare-and-contrast text structure. It describes differences in the cultures of Athens and Sparta.

Literal How many more years of military training did Sparta require than Athens?

- o Sparta required 21 more years of military training than Athens. (Sparta required 23 years, and Athens required two.)

Inferential What is the meaning of the phrase *from the cradle to the grave* in describing Spartan training?

- o *From the cradle to the grave* means from the moment a Spartan was born until he died.

Inferential What seems to have been Spartan society's strongest value?

- o Sparta seems to have valued military strength above everything else.

Evaluative What do you think it would have been like to be a child in a Spartan household?

- o Answers will vary but may include that being a Spartan child would have probably been joyless and unpleasant.

Think-Pair-Share: Have students examine the images of Spartans on pages 22 and 23. Organize students into pairs to answer these questions: *What text feature accompanies the images on these pages? How does this text feature help the reader understand the information better?* As time allows, invite volunteers to share their answers with the class.

- Possible answers: The images on the pages have captions. Those captions describe and give context for the images.

[page 24]

Evaluative What text structure does the writer use to present information about the military training of Spartan males? Why is this effective?

- o That information is presented as a sequence, or series of events. Accept reasonable responses.

SUPPORT: Review the vocabulary term *barracks*. Invite students to think about what they have read so far and share their impressions of what it must have been like to live in those buildings.

Literal With whom did Spartan boys share their daily lives?

- o They lived with other boys their age and adults who trained and instructed them.

Inferential Page 24 of the Reader contains this text: *In Sparta, little time was spent teaching reading, writing, and poetry. Instead, physical fitness was king.*

What can you infer about the use of the word *king*?

- o Students should infer from context that the use of *king* indicates that physical fitness was the most significant aspect of a Spartan boy's education.

CHALLENGE: What was one difference between how married Spartan soldiers lived and how soldiers in our country live today?

- Possible answer: Spartan soldiers did not live with their families. In the American military today, there is no restriction on living with spouses and children.

Literal How were Spartan women a part of that city-state's military culture, even though they did not fight?

- o They were expected to support the culture by raising their sons to be good warriors and by keeping physically fit themselves.

[page 25–26]

SUPPORT: Revisit the main idea and supporting details text structure explained earlier in this lesson. After ensuring students understand the structure, guide a short discussion on the text structure of the first two complete paragraphs on this page. Have students identify the main idea of this text, along with two details.

- The main idea of this text is: The Spartans placed a great deal of emphasis on military skill and bravery.
- The first detail is: They did this to protect themselves against foreign enemies.
- The second detail is: They did this to maintain control over the helots.

Inferential Why did Lycurgus believe that a wall around Sparta was unnecessary?

- o He felt that Sparta's military force was sufficient protection.

Literal Who were the helots, and what was their role in Spartan society?

- o Helots were enslaved people. Their role was to tend state-owned farms.

Literal How did the number of helots in Sparta compare to the number of citizens?

- o It is estimated that there were twenty times more helots than there were Spartan citizens.

SUPPORT: Point out the word *coddling* in the fourth paragraph on page 25. Ask students to use context clues to infer the meaning of the word. Then, if needed, have students check its meaning by looking it up in the dictionary, or tell them that it means “to pamper, spoil, or treat in an overprotective way.”

Evaluative Page 25 of the reader contains this text: *Despite the harsh rules (or perhaps because of them), the helots sometimes rose in revolt. That was another reason the Spartans forced all male citizens to be warriors.*

Which type of informational text structure is this an example of? How do you know?

- o It is an example of cause-and-effect text structure because it explains how one thing caused another thing to happen.

Literal What were Spartans expected to place above their own well-being?

- o Spartans were expected to place the state above themselves.

Spartan Government [pages 26–27]

Literal Identify the type of text feature represented by the red words “Spartan Government” at the beginning of this section. What purpose does it serve?

- o The text feature is a heading. It tells the reader what the following text is going to be about.

SUPPORT: Identify and examine the caption on this page. Discuss how the caption helps the reader interpret the image. (Sample observation: The caption describes Spartan soldiers as “more than a match for other armies,” which helps the reader identify which army of the two in the image is Spartan.)

SUPPORT: Write the terms *oligarchy*, *monarchy*, *aristocracy*, and *democracy* on the board. Review the definitions of each:

- *oligarchy*: rule by a small number of people
- *monarchy*: rule by a king or queen

- *aristocracy*: rule by a privileged class
- *democracy*: rule by citizens

[Examine the first sentence in the section “Spartan Government” while referencing these definitions. Tell students that this first sentence states the main idea of this section. As you read pages 26 and 27 of the Reader, use the following three questions to identify and clarify the supporting details for this main idea. You may want to make notes on the board to track the connections between the main idea and supporting details.]

Literal What part of the Spartan government showed an element of monarchy?

- o Sparta had two kings.

Literal What body within the Spartan government showed elements of oligarchy and aristocracy?

- o Sparta had an aristocratic council of elders.

Literal What body within the Spartan government showed an element of limited democracy?

- o Sparta had an Assembly in which citizens participated. Citizenship was not open to all.

Evaluative Do you think a Spartan election would have resulted in an accurate vote count? Why or why not?

- o Sample answer: Probably not. It would have been very hard to tell how many people were shouting for each candidate.

Contrasting Lifestyles [page 27]

Inferential Read the heading on this page. What will probably be true of the text that follows the heading?

- o Sample answers may include: It will probably be about how Athens and Sparta were alike and different; it will probably be an example of a compare-and-contrast organization type.

Literal Why did the mostly strict and stern Spartan elders permit dancing?

- o They believed that dancing helped a soldier improve his footwork.

Evaluative Why might Athens’s information about Sparta not always be entirely fair or accurate?

- o Possible answer: The two city-states had very different cultures and low opinions of each other. One’s opinion of the other would probably not have been objective.

Stop and Jot: Have students stop and jot a *who*, *what*, *when*, *where*, *why*, or *how* question about an advantage or disadvantage of living in either Athens or Sparta. As time allows, invite a few students to share their questions and discuss answers.

[page 28]

Literal How did Athens and Sparta differ in their attitude toward foreigners?

- o Athens welcomed foreigners and interacted with other cultures. Sparta preferred to isolate itself as much as it could.

Literal How did Athens and Sparta differ in their attitudes toward art and literature?

- o Athens had a high regard for art and literature. Sparta had little use for either, believing that it made a culture “soft.”

Inferential How did the location of Sparta influence the size of its navy?

- o Sparta was far from any significant body of water. It seldom did battle at sea and therefore had no practical need for a navy.

Evaluative Which city-state—Athens or Sparta—do you think had a culture most similar to ours today, and why?

- o Students’ answers will vary. Answers might cite the fact that the United States is a strong military power, that it is a culturally diverse nation, or both.

SUPPORT: Review the vocabulary term *landlocked*. Have students discuss whether the state or other political division they live in is landlocked. Is the United States landlocked? How did students determine the answers to these questions?

SUPPORT: Review the vocabulary term *phalanx*. Ask for a show of hands from students who have heard the word before. Invite students to examine the definition and offer ideas of things to which they would compare a phalanx. (Examples: a moving wall; a solid shield of metal)

[page 29]

Inferential What does the writer mean by the sentence, “The phalanx in many ways defined Spartan society”?

- o The answer to that question can be found in the previous sentence: *The success of this formation in battle depended greatly on constant drilling, discipline, courage, patriotism, and the idea of equality*. The writer is saying that the phalanx could only have arisen from an intensely military culture such as Sparta.

Evaluative How would you compare the armies and navies of Athens and Sparta?

- o Possible answer: Athens had a very strong navy, while Sparta had none. Sparta had the stronger army because its entire culture was devoted to building and maintaining one.

Literal According to the writer, what did the differences between Athens and Sparta eventually bring about?

- o Possible answer: The writer states that their differences eventually brought about both cooperation and warfare.

Have small groups return to the purpose for reading:

Describe Spartan culture, and identify the text structures used to present this information.

Ask the groups to name the text structures used by the author in the chapter. Give students a minute to identify some examples in the text. Remind students that they can refer to the Informational Text Structures Chart you displayed at the beginning of the lesson. Then bring the class together, and have groups share their findings.

Use *because*, *but*, *so* sentence frames to further wrap up the lesson. Remind students that “because” sentences explain why, “but” sentences show a change in direction, and “so” sentences tell what happens as a result. Give students two minutes to write on their own. Then ask students to share their answers.

The Spartans were harsh to their male children because _____.

The Spartans were harsh to their male children, but _____.

The Spartans were harsh to their male children, so _____.

Sparta was mostly an oligarchy because _____.

Sparta was mostly an oligarchy, but _____.

Sparta was mostly an oligarchy, so _____.

Possible answers include:

- The Spartans were harsh to their male children because they wanted them to be warriors.
- The Spartans were harsh to their male children, but they rewarded them with citizenship.
- The Spartans were harsh to their male children, so they were well prepared for military service.
- Sparta was mostly an oligarchy because it was ruled primarily by the wealthy.
- Sparta was mostly an oligarchy, but its government also had elements of monarchy, aristocracy, and limited democracy.
- Sparta was mostly an oligarchy, so the poor and lower class had little voice in public affairs.

Word Work: *Hostile*

5 minutes

1. In the chapter, you read, “Once a Greek from a hostile city-state told a Spartan, ‘If we defeat you, we will destroy your city.’”
2. Say the word *hostile* with me.
3. *Hostile* means “unfriendly toward someone or something” or “in opposition to.”

4. Cindy's hostile comment brought an early end to the meeting.
5. What are some other examples of situations that might make a person or animal hostile? Use the word *hostile* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "A wild animal can become _____ if it feels threatened."]
6. What part of speech is the word *hostile*?
 - o adjective

Synonyms and Antonyms

What are some synonyms, or words and phrases that have a similar meaning, of *hostile*? [Prompt students to provide words such as *mean*, *unfriendly*, and *unpleasant*.] What are some antonyms, or words and phrases that have the opposite meaning, of *hostile*? [Prompt students to provide words such as *friendly*, *pleasant*, and *nice*. As students discuss synonyms and antonyms, guide them to use the target word in a complete sentence such as: "A synonym of *hostile* is *unfriendly*."]

Wrap Up

5 minutes

Have several students share their research questions with the class.

Take-Home Material

Fluency (optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

Lesson 3

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	40 min	Close Reading: Chapter 5, “The Golden Age of Athens”	<i>The Heritage of Ancient Greece and Rome</i>
	5 min	Word Work: <i>Raucous</i>	Activity Pages 3.1, 3.2
DAY 2: Grammar	15 min	Introduce Punctuation in Compound Sentences	Activity Page 3.3
Writing	30 min	Write a Research Essay: Plan	Research Topic Chart Activity Page 3.4
Take-Home Material	*	Grammar	Activity Page 3.3

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objectives

Explain what the “Golden Age” of Athens was.

Reading

Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text; Identify aspects of a text that reveal an author’s point of view or purpose. (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.6, RI.6.8; RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.8)

Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4)

Conduct short research projects. (W.6.7)

Speaking and Listening

Follow rules of classroom discussion. (SL.6.1.b)

Ask and answer questions about the text. (SL.6.1, SL.6.1.a, SL.6.1.c, SL.6.1.d)

Language

Determine the meaning of unknown words using context and reference materials. (L.6.4, L.6.4.a, L.6.4.c, L.6.4.d)

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (L.6.2, L.6.2.a)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Describe what the Golden Age of Athens was, as well as the author's point of view about this period in history and how the point of view is expressed.*
- Draw a timeline and write the following events to provide students this background information before they begin reading:
 - Mid-500s BCE—Persia took control of the Greek city-states in Asia Minor.
 - Around 500 BCE—Athens sent troops to the city-state of Miletus to drive the Persians out. They were successful, but afterwards the Persians regained control.
 - In 490 BCE—The Persians attacked Athens. Although the Athenians were greatly outnumbered, they defeated the Persians at the Battle of Marathon.
 - In 480 BCE—The Persians returned, determined to take over all of Greece. Although Athens and Sparta were rivals, they banded together with other city-states and successfully drove the Persian army out of Greece once and for all.

Grammar

- Prepare in advance the Sentence Types Chart on Grammar Lesson page 64.

Writing

- Prepare to display a copy of the Research Topic Chart on page 66.
- Collect resources for students to use during class to conduct preliminary research. These may include relevant books or printouts of online articles. Alternatively, you may schedule a time for your class to conduct research at the school library or media center.

Fluency (Optional)

- Choose and make copies of a text selection from the Online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

READING

45 minutes

Close Reading: Chapter 5 “The Golden Age of Athens” [pp. 30–41]

Review

5 minutes

Ask students the following questions to review what they have already learned about ancient Greek city-states:

- How was ancient Greece organized politically? (Ancient Greece was a collection of independent city-states.)
- What were the two largest and most powerful city-states in ancient Greece, and how did they interact with each other? (Athens and Sparta were the two largest and most powerful city-states. Their cultures were very different, and a rivalry existed between them.)
- Which city-state is remembered today as the “Birthplace of Democracy”? (Athens is remembered today as the “Birthplace of Democracy.”)
- How did the cultures of Sparta and Athens differ? (Sparta’s culture was extremely militaristic. Athens was a culturally rich city.)

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 5, “The Golden Age of Athens.”
- Display the map of ancient Greece that you first displayed in Lesson 1 (Teacher Resources p. 165).
- Display the timeline you prepared before the lesson, and read through the events, pointing out on the map the various locations mentioned in the timeline.
 - o Point out Athens and Sparta.
 - o Point out the Greek city-states in Asia Minor.
 - o Explain that an enemy of ancient Greece, Persia, controlled much of Asia Minor to the east of Greek territory.
- Have students preview Activity Page 3.1. Tell students that they will use the graphic organizer as they read to record text evidence that supports the author’s opinion about this time period in Athens.

Core Vocabulary

- Have students turn to page 30.
- Preview the core vocabulary words before reading the chapter.

Note to Teacher: Some teachers prefer to introduce vocabulary word(s) just before students read the page(s) on which the word(s) occur, rather than preview all of the words at once before reading the chapter.

- Begin by telling students that the first vocabulary word they will encounter in the selection is *alliance*.
 - Have students find the word on page 32 of the Reader.
 - Explain that the glossary contains definitions of all the vocabulary words in this reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
 - Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
 - Then have students reference Activity Page 3.2 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the chapter.
1. **alliance, *n.*** a group of city-states (or countries or people) who agree to help one another **(32)**
 2. **influential, *adj.*** having a great deal of control **(32)**
 3. **victorious, *adj.*** having won a fight or battle **(33)**
 4. **campaign, *n.*** a military operation intended to achieve a particular objective (**campaigns**) **(33)**
 5. **complex, *n.*** a group of similar buildings **(34)**; ***adj.*** having many connected parts **(38)**
 6. **recruit, *v.*** to obtain the services of (**recruited**) **(36)**
 7. **contemporary, *adj.*** existing at the same time **(39)**
 8. **urn, *n.*** a ceramic vase that has a base (**urns**) **(40)**
 9. **rite, *n.*** a ceremony, usually religious (**rites**) **(40)**
 10. **raucous, *adj.*** wild and noisy **(41)**

Vocabulary Chart for “The Golden Age of Athens”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	urn	alliance campaign contemporary influential raucous rite victorious
Spanish Cognates for Core Vocabulary	urna	compleja/complejo contemporánea/ contemporáneo influyente victoriosa/victorioso rectangular
Multiple-Meaning Core Vocabulary Words		campaign complex recruit

- Read the purpose for reading from the board/chart paper:

Describe what the Golden Age of Athens was, as well as the author’s point of view about this period in history and how it is expressed.

Close Reading

The practice of close reading involves directing students’ attention to specific aspects of a text. The guided reading supports in this close reading of Chapter 5, “The Golden Age of Athens,” are intended to provide this focus and are labeled as follows:

- VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- COMP** indicates questions or comments that focus on students’ understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect, such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

SUPPORT: If students forget the meanings of any of the vocabulary terms discussed at the beginning of Lesson 3, refer them to Activity Page 3.2 or the glossary on Activity Page SR.1.

Read Chapter 5, “The Golden Age of Athens”

25 minutes

Have students read aloud or read silently. Pause at each point indicated to explain or clarify the text.

[Have students read page 30.]

COMP/Inferential How does the author introduce the chapter, and why?

- o The author introduces the chapter with a summary of events that preceded the period covered in the chapter. The reason for this is to provide context for the information that is to follow.

[Have students examine the images and caption on pages 30–31.]

COMP/Literal What is the significance of the battle portrayed in the image on page 31?

- o This image shows the Battle of Marathon, which was a turning point in the Persian Wars. Athens defeated the Persians even though Persia had more soldiers.

[Have students read the first two paragraphs on page 32.]

COMP/Inferential What had Greece experienced that prompted the formation of the Delian League?

- o The Greek city-states had recently fought an attempted takeover by the Persians.

CHALLENGE: Give one modern-day example of a league.

- Possible answers: the United Nations, a sports league, the Justice League, etc.

COMP/Literal Which city-state chose not to be an ally of Athens?

- o Sparta did not join the Delian League.

[Have students read the second two paragraphs on page 32.]

LIT/Inferential What metaphor does the writer apply to the city-states other than Athens in the third paragraph of page 32?

- o The writer compares the other city-states to colonies, not equal members of the Delian League.

Pericles

[Have students read the section heading “Pericles” and the rest of page 32.]

COMP/Inferential What does the heading on this page tell you about the next section of text?

- o The next section of text is about Pericles.

[Have students read the first two paragraphs of page 33.]

VOC/Inferential What does the verb *orate* most likely mean?

- o It means “to speak” or “to give a speech.”

COMP/Inferential What personal qualities does the writer imply led to Pericles’s leadership of Athens?

- o Answers may vary but may include his oratory skill, his hard work, and his dedication.

[Have students read the rest of page 33 and examine the image on that page.]

COMP/Literal What examples does the writer give to describe Pericles’s military talent?

- o Examples include: He successfully led armies; he managed the Delian League well; he established colonies for Athens; he prompted the construction of walls to protect Athens from attack.

COMP/Inferential Who or what does the image’s caption suggest is the subject of the image on this page?

- o The caption suggests that the image is of Pericles.

[Have students read the first paragraph of page 34.]

COMP/Evaluative What do you think is one way that Pericles made Athenian democracy more similar to that of the United States?

- o He convinced Athenians to pay people who held government positions, which made it possible for poor people to take them.

[Have students read the second and third paragraphs on page 34.]

SUPPORT: Ask students to explain what a dramatist and architect are; call their attention to the parts of each word.

Hint: What is a drama? (a play) So a dramatist is someone who . . . (writes plays).

What is an arch? (part of a building; something that is built) So an architect is someone who . . . (designs and/or builds arches and buildings).

SUPPORT: Tell students that you want to make sure they understand the meanings of the words *dramatist* and *architect*. Say: “William Shakespeare wrote some of the most famous plays in Western history, and a man named James Hoban designed the White House.” Then ask students to name the profession of each of them. (*dramatist, architect*) Ask students to name other dramatists or architects they have heard of.

COMP/Literal What talents of Pericles does the author believe made it possible for him to rebuild the Acropolis?

- o The author credits Pericles’s oratorical and military abilities.

The Parthenon

[Have students read the section heading “The Parthenon” and the text in that section through page 35, including the caption beneath the image of the Parthenon.]

COMP/Literal Who inspired both the Parthenon and the name of its location?

- o Both were inspired by Athena, the Greek goddess of wisdom.

COMP/Literal How long did it take for the Athenians to build the Parthenon?

- o It took them about 15 years.

LIT/Inferential What is a phrase the author uses to express an opinion about the Parthenon?

- o Possible answers include “the greatest of all Greek buildings”; “one of the treasures of human culture.”

COMP/Inferential What fact does the author include to support the statement that the Parthenon is famous?

- o The author notes that thousands of tourists come to see it each year.

[Have students examine the image/caption on page 36 and read the first two paragraphs.]

COMP/Literal Where in the United States is there another building that resembles the Parthenon?

- o There is a reconstruction of the Parthenon in Nashville, TN.

COMP/Literal According to the author, what were Pericles’s two purposes for building the Parthenon?

- o It was built to honor the goddess Athena and to symbolize the wealth, power, and prosperity of Athens.

SYN/Inferential What appositive phrase does the author use to define the word *colonnade*?

- o The author uses the appositive phrase “or row of columns.”

SYN/Inferential What appositive phrase gives the reader a synonym for *style* when used to identify Greek columns?

- o The author uses the appositive phrase “or orders.”

[Have students read the rest of the section “The Parthenon” on pages 36 and 37.]

COMP/Literal What three styles, or orders, of Greek columns are described and shown on these two pages?

- o The Doric, Ionic, and Corinthian orders (styles) of Greek column are described and shown.

VOC/Inferential What does the context of the word *ornate* tell you about that word’s meaning?

- o The text and images indicate that *ornate* means “fancy.”

VOC/Inferential What does the context of the word *sculptor* tell you about that word’s meaning?

- o The context indicates that a sculptor is someone who creates artistic carvings.

Greek Drama

[Have students read the first two paragraphs of the section “Greek Drama” on pages 37 and 38.]

SUPPORT: Tell students that Dionysus was the Greek god not only of wine, but of celebration in general. Make certain students understand that as Athenian drama evolved, Dionysus came to be considered its patron.

COMP/Literal What was the most important theater in Athens, and how many people did it seat?

- o The most important theater was the Theater of Dionysus, which seated 15,000 people.

COMP/Literal According to the author, how did theater evolve?

- o It began as a chorus of Greek men singing in honor of the god Dionysus. This gradually became a more complex production. Eventually, it changed into a presentation that told a story.

[Have students read the rest of the section “Greek Drama” on pages 38 and 39.]

COMP/Evaluative In your opinion, what are some features of Greek theater that are similar to modern theater?

- o Possible answers: People gathered to watch a performance on a stage; the performances were scripted (written ahead of time); people on a stage acted, or pretended to be someone else.

COMP/Literal Into what two broad categories could Athenian theater be classified, and what distinguished them?

- o Athenian plays were either comedies (plays with happy endings that are often funny) or tragedies (serious plays with sad endings).

VOC/Inferential What does the author’s use of the word *contemporary* imply about the content of Athenian comedies?

- o Possible answer: The plays probably addressed political and social issues that were important to the Athenians at the time.

SUPPORT: Ask students whether they have ever seen the “happy and sad masks” that symbolize the theater. Display images of these masks, or have a volunteer sketch the images on the board. Point out that this symbol dates back to the time of the Greeks (and is still widely known today). Use this link to download the Online Resources where a link to the Happy and Sad, or Comedy and Tragedy, masks can be found: <https://www.coreknowledge.org/language-arts/>.

Stop and Jot: Have students stop and jot a *who*, *what*, *when*, *where*, *why*, or *how* question about Athenian theater, how it came into existence, or its connection to our world today. As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes students will need to keep reading in order to find an answer.

The Big Four

[Have students read the section “The Big Four” on pages 39 and 40 and examine the image of Sophocles.]

COMP/Literal Who was the first major Athenian dramatist, and what were his two most famous plays about?

- o Aeschylus wrote a play about the Persian Wars and a three-part drama called *Oresteia*, about murder and revenge.

SUPPORT: Tell students that the title *Oresteia* is taken from the name of one of the drama’s characters. The story concerns the murder of a king named Agamemnon by his wife after his victorious return from the Trojan War. Agamemnon’s son Orestes responds by murdering the wife (at the urging of the god Apollo). Angry spirits called Furies then chase Orestes, who hides at Apollo’s temple. The goddess Athena steps in and organizes a trial for Orestes. The jury is evenly divided, Athena breaks the tie, and Orestes is acquitted.

COMP/Inferential What can you infer from the author’s decision to include an image of Sophocles on this page?

- o Possible answer: The author may consider Sophocles the most significant of the Athenian dramatists, perhaps because he was also active in public affairs.

COMP/Literal Who were the final two playwrights of Athenian theater’s “Big Four,” and what kinds of plays did they write?

- o Euripides wrote tragedies, and Aristophanes wrote comedies.

COMP/Inferential What can be inferred by the fact that plays by Athens’ “Big Four” are still performed today?

- o Possible answers: They are historically significant; they are very well-written and entertaining even today.

Other Cultural Achievements

[Have students read the first two paragraphs of “Other Cultural Achievements” on page 40.]

COMP/Inferential According to the author, what is the significance of Athenian pottery today?

- o Possible answers: Museums display it to demonstrate the achievements of Athens’ Golden Age; scholars study it to learn about everyday life in ancient Athens.

[Have students read the rest of “Other Cultural Achievements” on page 41, along with the image and caption on that page.]

COMP/Literal Which Athenians are remembered today as two of the world’s first historians, and what did they accomplish?

- o Herodotus is remembered for writing the history of the Persian Wars. Similarly, Thucydides documented the Peloponnesian War.

COMP/Literal What connection does the Athenian Hippocrates have to today’s world?

- o Hippocrates is remembered as the “Father of Medicine.” He authored the Hippocratic oath defining medical ethics that is still taken by doctors today.

COMP/Inferential What can you infer from the chapter’s final paragraph about the author’s point of view about the Golden Age of Athens?

- o The author has a very high opinion of the Athenian Golden Age.

Discuss Chapter 5 and Wrap Up the Lesson

10 minutes

Bring students back together, and remind them of the purpose for reading:

Describe what the Golden Age of Athens was, as well as the author’s point of view about this period in history and how it is expressed.

Display the following questions to guide discussion of the chapter and the purpose for reading:

- o What was the Golden Age of Athens?
- o What is the author’s opinion about the Golden Age of Athens, and how is it expressed?
- Reiterate that the Golden Age of Athens was a period in history in which the citizens of Athens made many extraordinary cultural contributions in art, architecture, drama, science, and medicine. The author thinks quite highly of the Golden Age of Athens. Invite volunteers to read aloud text from the chapter that supports this observation of the author’s opinion. An example is: *Athenian drama was an astonishing achievement. The plays are so powerful and so well written that they are still admired and performed today.*
- Provide the following sentence frames.

Since the author _____, they think highly of the Athenians.

Because the Athenian plays are described as _____,
I know that the author is impressed by the Athenian Golden Age.

After describing Pericles, the author praises the Golden Age of Athens by saying
_____.

Allow students two or three minutes to complete the sentence frames in writing. Then invite students to share and discuss their answers. Possible answers may include:

Since the author uses words such as “beautiful,” “groundbreaking,” and “truly one of the greatest periods in the history of human culture.” they think highly of Athenians.

Because the Athenian plays are described as powerful and well-written, I know that the author is impressed by the Athenian Golden Age.

After describing Pericles, the author praises the Golden Age of Athens by saying it was truly one of the greatest periods in the history of human culture.

Word Work: *Raucous*

5 minutes

1. In the chapter, you read, “When one considers all the achievements of this era—beautiful temples and theaters, raucous comedies and heartbreaking tragedies, stylish vases and urns, groundbreaking historical writings, and important medical advances—it is hard not to agree.”
2. Say the word *raucous* with me.
3. *Raucous* means “wild and noisy.”
4. The raucous crowd cheered wildly when Stephan scored the winning touchdown.
5. What are some other things that might be raucous, and what makes them that way? Be sure to use the word *raucous* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “The news report described the _____ behavior of the sports fans.”]
6. What part of speech is the word *raucous*?
 - o adjective

Antonyms

[Use an *Antonyms* activity for follow-up.] What are some antonyms, or words and phrases that have the opposite meaning, of *raucous*? [Prompt students to provide words such as *orderly*, *calm*, and *dull*. As students discuss antonyms, guide them to use the target word in a complete sentence such as: “An antonym of *raucous* is *quiet*.”]

Punctuation in Compound Sentences

Introduce Punctuation in Compound Sentences

15 minutes

- Remind students that they learned about sentence types in Unit 2. Briefly discuss these definitions:
 - o A clause is a series of words that contains a subject and a predicate.
 - o A subject is the person or thing that a clause or sentence is about, often performing an action.
 - o A predicate is the part of the sentence that contains the verb and is about the subject.
 - o An independent clause has both a subject and a predicate and can stand alone as a sentence.
 - o A dependent clause has both a subject and a predicate but cannot stand alone as a sentence.
 - o A conjunction is a word that can be used to connect clauses.
 - o The seven coordinating conjunctions are *and*, *but*, *or*, *for*, *nor*, *so*, and *yet*.
 - o A compound sentence is a sentence with more than one independent clause.
 - o A complex sentence combines an independent clause and dependent clause.

Note to Teacher: If some students need extra practice with sentence types in order to support their understanding of this lesson, you may review the Unit 2 Grammar Lessons 2 and 4 and Unit 2 Activity Page PP.3.

- Use the chart below to review the differences between a simple, compound, and complex sentence.

Simple Sentence: an independent clause, with a single subject and a single predicate
Example: Joseph (subject) ran down the block (predicate).
Compound Sentence: two independent clauses, connected by a comma and conjunction or a semicolon
Example: Joseph ran down the block, but he walked across the street.
Example: Joseph ran down the block; he walked across the street.
Complex Sentence: one independent clause and at least one dependent clause
Example: Because Joseph was late for school, he ran down the block.

- Explain that the two independent clauses in a compound sentence can be combined in two ways:
 - o with a semicolon (;) (Circle the semicolon in the second compound sentence example in the chart.)
 - o with a comma followed by a conjunction such as those listed below (Circle “, but” in the first compound sentence example in the chart.)
 - o , but
 - o , and
 - o , or
- Explain that using a comma or no punctuation at all in a compound sentence is incorrect. Provide the following examples, and ask students to identify which are correct and which are incorrect.
 - o Lia fed the dog, and Matt took it for a walk that afternoon. (correct)
 - o Lia fed the dog; Matt took it for a walk that afternoon. (correct)
 - o Lia fed the dog and Matt took it for a walk that afternoon. (incorrect)
 - o Lia fed the dog, Matt took it for a walk that afternoon. (incorrect)
 - o Point out that when a comma is used without a conjunction in a compound sentence, as in this last example, it is called a comma splice and is incorrect.
- Explain that the most common conjunctions used to connect independent clauses in compound sentences are *and*, *but*, and *or*.
 - o The conjunction *and* is used when you mean “in addition to.”
 - o The conjunction *but* is used when your second sentence disagrees with something expressed in your first.
 - o The conjunction *or* is used when your two independent clauses (sentences) present a choice between two alternatives.
- Have students turn to Activity Page 3.3. Briefly review together the directions and the first completed example. Tell students to complete the next item. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the Activity Page for homework.

Write a Research Essay: Plan

Review

25 minutes

- Explain to students that the purpose of research is to build knowledge and understanding so that any conclusions are based on facts.
- Ask students to reflect on research that they have done in the past. Have students share ways in which their research helped them think differently or more deeply about a topic.
- Explain to students that they will be writing a five- to six-paragraph research essay about a person, place, or event in Greek history.
- Have students turn to the Research Topic Chart on Activity Page 3.4.

Person	Place	Event
Alexander the Great	Temple of Olympian Zeus	Trojan War
Archimedes	Parthenon	Olympic Games
Aristotle	Temple of Hera	Coin currency established
Pericles	City-state of Athens	Second Peloponnesian War
Plato	City-state of Sparta	Battle of Issus
Socrates	Great Theater of Epidaurus	Roman invasion of Greece

- As a class, brainstorm additional related topics. Students may add these topics to their Research Topic Chart. Students may also choose to add topics from the board.
- Ask each student to circle up to five items on the Research Topic Chart.

Note to Teacher: Provide resources for students to use in class to research their chosen topics. These can be books or printouts of online articles. As students continue their research in subsequent lessons, you may choose to schedule a time for your class to visit the school library or media center to conduct their own research. Depending on your students' experience with research, you or the school librarian may need to discuss with them how to locate print resources in the library or how to search for and find reliable sources on the Internet.

- Invite students to conduct quick research online or use other provided sources to find some brief information about each of their identified topics.
- Based on this quick research, have each student choose one topic and generate a research question beginning with the word *what*, *why* or *how*.
- Model forming a research question based on a topic not on the list. Example: If my topic is the library at Alexandria, my research question might be "How was the library at Alexandria created?" or "What happened to the library at Alexandria?"

SUPPORT: Work with individual students or with a small group, focusing on students who may not have completed the planning phase of the writing procedure. Help students develop research questions with prompts such as: What about this topic do you find interesting? What would you like to know more about?

Wrap Up

5 minutes

Have several students share their research questions and source notes with the class.

Take-Home Material

Grammar

- Have students take home Activity Page 3.3 and complete it for homework.

Fluency (optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

Lesson 4

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	40 min	Partners: Chapter 6, “Greek Philosophy and Socrates”	<i>The Heritage of Ancient Greece and Rome</i>
	5 min	Word Work: <i>Adversity</i>	Activity Pages 4.1, 4.2
DAY 2: Morphology Writing	15 min	Introduce Greek and Latin Roots: <i>ante, astron, bios, ge</i>	Activity Page 4.3
	30 min	Write a Research Essay: Plan	Activity Page 4.4
Take-Home Material	*	Morphology, Writing	Activity Page 4.3
			Activity Page 4.4

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objective

Describe early Greek philosophy and how Socrates differed from these earlier philosophers.

Reading

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5; RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4)

Writing

Write a historical research essay. (W.6.2.a, W.6.4, W.6.5, W.6.7, W.6.8, WHST.6-8.2.a, WHST.6-8.4, WHST.6-8.5, WHST.6-8.7, WHST.6-8.8)

Speaking and Listening

Follow classroom rules for discussion. (SL.6.2.b)

Ask and answer questions about the text. (SL.6.1, SL.6.1.a, SL.6.1.b, SL.6.1.c, SL.6.1.d)

Language

Determine the meaning of unknown words using context and reference materials. (L.6.4, L.6.4.a, L.6.4.c, L.6.4.d)

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (L.6.2, L.6.2.a)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Use content-area words learned from the text to describe early Greek philosophy and how Socrates differed from these earlier philosophers.*

Morphology

- Prepare the Greek and Latin Roots Chart on page 76 of the Morphology Lesson.

Writing

- Gather a variety of research resources, such as encyclopedias and nonfiction books on related topics, or make time for students to go to the school library to gather their own resources.
- Prepare to display the same answers in the Research Question Source Chart on page 77 of the Writing Lesson.

Fluency (Optional)

- Choose and make copies of a text selection from the Online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

DAY 1

READING

45 minutes

Partners: Chapter 6 “Greek Philosophy and Socrates” [pp. 42–51]

Review

5 minutes

Use the following questions to review what students have learned so far about ancient Greece:

- What role did Athens and Sparta play in ancient Greece? (Athens and Sparta were two of the largest and most powerful city-states. Their cultures were very different, and a rivalry existed between them. Sparta and its allies formed the Peloponnesian League.)
- What caused the Peloponnesian War, and what was its result? (During the 430s BCE, diplomatic relations between Athens and the Peloponnesian League worsened, resulting in war. The war brought about the end of the Athenian Empire.)

- Tell students they will read Chapter 6, “Greek Philosophy and Socrates.”
- Explain that the word *philosophy* is Greek for “love of wisdom.” Ensure student understanding that the definition includes “the study of ideas about knowledge, life, and truth.” Point out that students will be learning about ideas associated with Greek philosophy.
- Have students turn to page 42 to begin Chapter 6.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter.

Note to Teacher: Some teachers prefer to introduce vocabulary word(s) just before students read the page(s) on which the word(s) occur, rather than preview all of the words at once before reading the chapter.

- Begin by telling students that the first vocabulary word they will encounter in the selection is *adversity*.
 - Have students find the word on page 42 of the Reader.
 - Explain that the glossary contains definitions of all the vocabulary words in this reader. Have students refer to the glossary on Activity Book page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
 - Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
 - Then have students reference Activity Page 4.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.
1. **adversity, *n.*** hardship or misfortune **(42)**
 2. **urgency, *n.*** a state of extreme importance **(42)**
 3. **contradiction, *n.*** the state when two things oppose one another (**contradictions**) **(45)**
 4. **excerpt, *n.*** a short piece from a larger body of work **(45)**
 5. **shortcoming, *n.*** a fault in someone’s personality or character (**shortcomings**) **(47)**
 6. **mislead, *v.*** to purposefully cause someone to form a wrong idea (**misled**) **(47)**
 7. **hemlock, *n.*** a highly poisonous plant **(49)**

Vocabulary Chart for Chapter 6 “Greek Philosophy and Socrates”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	hemlock	adversity excerpt misled shortcomings urgency
Spanish Cognates for Core Vocabulary		urgencia

- Read the purpose for reading from the board/chart paper:

Understand and use content-area words learned from the text to describe early Greek philosophy and how Socrates differed from these earlier philosophers.

Read Chapter 6 “Greek Philosophy and Socrates”

25 minutes

Pair students to read the selections together. You may wish to use any or all of the following pairings: strong readers with readers who need more support, readers of similar skill levels, or English learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress. You may use the supports and questions below to interact with pairs of students as you circulate.

Explain to students that for this lesson they will both read each page silently, then they will take turns reading each page in the chapter aloud. Students can ask their partner for help with sounding out or defining words as necessary. As students read, they should each fill out their own copy of Activity Page 4.2 to help them learn the material. Tell students that they may discuss the Activity Page answers with each other as they complete them.

Philosophy and Adversity [pages 42–44]

SUPPORT: Read the purpose for reading aloud once more, and ensure student understanding of the terms *philosophy* and *philosopher*. Guide a brief discussion of what students know about philosophy and philosophers.

Inferential What connection does the author make between conditions in a culture and the popularity of philosophy?

- The author says that during hard times, people may be more interested in exploring questions about the meaning of life.

Inferential How do you think the artist who made the illustration knew what Athens once looked like?

- o Possible answer: The image is probably based on the artist's interpretation of photographs of the remains of historic sites; the artist may have done historical research.

Literal Who were the three most significant Athenian philosophers?

- o The three most significant Athenian philosophers were Socrates, Plato, and Aristotle.

Early Greek Philosophy [pages 44–46]

Literal When did the early Greek philosophers gain prominence?

- o They gained prominence during the last years of the Peloponnesian War and in the decades that followed.

Think-Pair-Share: Have students read the first paragraph beneath the heading “Early Greek Philosophy.” Have students work in pairs to formulate a question that might have been addressed by a myth. As time allows, invite the pairs to share with other pairs or with the class.

Inferential How did early Greek thinking and truth seeking change beginning around 500 BCE?

- o The Greeks began to replace mythical explanations with those based on reason, or the ability of the mind to figure things out.

Literal According to the author, what marked the beginning of philosophy?

- o The author states that the use of reason, rather than myths, to explain things marked the beginning of philosophy.

Inferential What analogy did the philosopher Heraclitus use to illustrate that everything is always changing?

- o He compared the world to a flowing river.

Evaluative How were the ideas of Thales, Anaximenes, and Empedocles similar?

- o All three believed that everything on Earth comes from the same substance or substances.

Evaluative How were the ideas of Thales, Anaximenes, and Empedocles different from one another?

- o Thales believed that everything came from water. Anaximenes believed that everything came from air. Empedocles believed that everything was a combination of earth, air, fire, and water.

SUPPORT: Tell students that even though these three philosophers were wrong in their assumptions, the basic idea that everything is made of elements turned out to be true. Scientists began discovering these substances in the mid-1600s CE, and to date at least 118 of them have been identified.

Socrates [pages 46–47]

Literal What Athenian historical periods/events did the philosopher Socrates live through?

- o Socrates lived through both the Golden Age of Athens and the Peloponnesian War.

Literal Why do we know so much about Socrates, even though he never wrote down his ideas?

- o The philosopher Plato was a student of Socrates, and Plato wrote down much of what Socrates taught.

Turn and Talk: Allow students a brief period to turn to a classmate other than their partner and examine the second paragraph beneath the heading “Socrates.” Tell students to come up with two ethical questions Socrates might have asked. (*Possible questions include: Why should people be good? What makes people happy? What do people owe each other? What makes life worth living?*) Write some of their questions on the board, and have students respond to the questions as time permits.

Literal What was new about how Socrates approached philosophy?

- o Possible answer: Instead of writing down his ideas, he discussed them with other Athenians.

Inferential What do you think Socrates meant by the statement “The unexamined life is not worth living”?

- o Possible answer: He meant that people should think about how they live and find ways to improve.

The Socratic Method [pages 47–49]

Literal What was unique about the Socratic method?

- o Instead of making direct statements, Socrates asked questions that made people examine their own thoughts and beliefs. He would then point out how what they said contradicted how they lived.

Literal How did Socrates differ from the sophists?

- o Possible answer: He did not want to be paid for his teaching or ideas.

Literal What did Socrates believe about his own wisdom?

- o He said the only thing that he knew was that he knew nothing.

Inferential On what two principles did Socrates base his philosophical questions?

- o He believed it was important to never do wrong, directly or indirectly. He also believed that people will always do the right thing when they know what it is.

Inferential How did Athenians respond to Socrates’ teachings?

- o Some liked him. Others did not appreciate having their faults examined, and they did not like him.

Literal Why was Socrates arrested?

- o He was charged with corrupting the young men of Athens by teaching them to be disrespectful of older people and of the gods. Many thought he was partly responsible for corruption in the Athenian government.

Stop and Jot: Have students stop and jot a *who, what, when, where, why, or how* question about Socrates, his methods, and his arrest. As time allows, invite a few students to share their questions and discuss possible answers. Explain that sometimes students will need to keep reading in order to find an answer.

The Death of Socrates [pages 50–51]

Literal What was the outcome of Socrates’s trial?

- o He was convicted and sentenced to death.

Literal What was Socrates’s reaction to his sentence?

- o He did not attempt to fight or escape it.

Inferential What did Socrates mean when he said, “One must obey the commands of one’s city and country, or persuade it as to the nature of justice”?

- o Possible answer: A person is obliged to either obey the government or peacefully convince it to change its rules.

SUPPORT: Have students examine the painting on this page. Tell students that the painting is a famous one and that it was painted about 2,000 years after the event. Ask students to identify Socrates in the painting and make observations about how he and the other men are portrayed in the painting.

Literal How did Socrates die?

- o He was made to drink hemlock, a poison.

Literal How did Plato want Socrates to be remembered?

- o Plato wanted Socrates to be remembered as the finest man of his time.

Evaluative What do you think makes Socrates important in the history of philosophy?

- o Possible answer: He expanded the role of philosopher to include the idea of examining how people live their lives.

Discuss Chapter 6 and Wrap Up the Lesson

5 minutes

Bring students back together, and revisit the purpose for reading:

Understand and use content-area words learned from the text to describe early Greek philosophy and how Socrates differed from these earlier philosophers.

Have partners share and discuss their answers to Activity Page 4.2.

Read each question, and call on students to answer using the following sentence frames:

- Before philosophy, Greeks explained natural phenomena by _____. In time, this approach was replaced by _____.
- Even though there were philosophers before Socrates, he was _____.

Allow students two to three minutes to complete the sentence frames in writing. Then invite students to share and discuss their answers. Possible answers may include the following:

- Before philosophy, Greeks explained natural phenomena by telling stories called myths. In time, this approach was replaced by reason.
- Even though there were philosophers before Socrates, he was one of the first to study ethics.

Ask students how writing the sentence frames helped them to think about or better understand what they read.

Word Work: *Adversity*

5 minutes

1. The chapter you read contains the header, “Philosophy and Adversity.”
2. Say the word *adversity* with me.
3. *Adversity* means “hardship or misfortune.”
4. The lives of the first settlers were filled with adversity.
5. What are some other examples of adversity? Use the word *adversity* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “People often overcome _____ to live productive and fruitful lives.”]
6. What part of speech is the word *adversity*?
 - o noun

Synonyms

What are some synonyms, or words and phrases that have a similar meaning, of *adversity*? [Prompt students to provide words such as *difficulty*, *danger*, and *obstacle*.] As students discuss synonyms, guide them to use the target word in a complete sentence, such as: “A synonym of *adversity* is *difficulty*.”]

DAY 2

MORPHOLOGY

15 minutes

Greek and Latin Roots: *ante*, *astron*, *bios*, *ge*

Introduce Greek and Latin Roots *ante*, *astron*, *bios*, *ge*

15 minutes

- Review the concept of roots with students. Tell students that, in language, a root is the base part of a word (in other words, a word without prefixes or suffixes).

- Remind students that they are studying ancient Greece and Rome and that many of the words (and parts of words) that we use in English today come from those cultures. Tell students that you are going to show them some examples. Display the chart shown here. Explain that Latin was the language used in ancient Rome.

Root	Origin	Meaning	Examples
<i>ante</i>	Latin	before	<i>antecedent</i> : a thing that existed before something else
<i>astron</i>	Greek	star	<i>astronomy</i> : the study of the stars
<i>bios</i>	Greek	life	<i>biodiversity</i> : the variety of life in an ecosystem
<i>ge</i>	Greek	earth	<i>geology</i> : science that studies the earth's physical structure

- Have students turn to Activity Page 4.3. Briefly review the directions, and complete the first row of each chart together. Have students complete the Activity Page for homework.

Note to Teacher: Provide students with access to dictionaries so that they can verify possible definitions.

WRITING

30 minutes

Write a Research Essay: Plan

Review

5 minutes

- Remind students that in Lesson 3 they generated research questions for a research essay. Have them refer to their Activity Page 3.4.

Research

20 minutes

Have students turn to Activity Page 4.4.

Note to Teacher: Provide the print and online resources you gathered in Lesson 3 or make sure students have access to resources from the school library or media center.

- Instruct students to write their research question into the appropriate cell of the chart.
- Ask students to use provided sources to locate three possible answers to their questions, recording each in the first column of the chart.
 - Explain that because different sources have different information, it is important to get information from more than one source to answer a research question.
 - Suggest that students use two or three different sources to answer their question.
- In the second column, have students note the title, author (if listed), and page number or URL of each source.
- In the third column, students should record any new questions that occur to them in response to their answers. Students should return to their sources to answer these new questions.

- As necessary, model this process by displaying the chart and filling it in with a sample topic such as the one below:

Research Question: How was the library of Alexandria created?		
Answer	Source	Additional Questions
King Ptolemy provided a large budget (money) to collect written works for a library. He wanted “all the books in the world.”	<u>Encyclopedia Britannica</u> , “Library of Alexandria” by Mostafa El-Abbadi. https://www.britannica.com/topic/Library-of-Alexandria	How many books were in the library of Alexandria?
Ptolemy and later his son collected more than seven hundred thousand scrolls.	<u>The Legacy of Ancient Greece and Rome</u> , p. 61	How were works collected for the library?
Some scrolls were bought from markets. Others were found on ships or obtained from foreign lands, and then copies were made by hand.	<u>The Library of Alexandria</u> by George Antanaitis, p. 152	What happened to the library?

- Once students have found three possible answers to their research question, they can look for answers to the additional questions they asked.

SUPPORT: Work with individual students or small groups as needed. Point out where to find the author and URL if students are using online sources.

- Students may work on recording their answers and sources in class and finish for homework.

Wrap Up

5 minutes

Have several students share their research questions and source notes with the class.

Take-Home Material

Morphology

- Have students take home Morphology Activity Page 4.3 and complete it for homework.

Writing

- If students do not finish recording answers and sources in class, they can complete Activity Page 4.4 for homework.

Fluency (optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

Lesson 5

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Writing	45 min	Write a Research Essay: Plan	<i>The Heritage of Ancient Greece and Rome</i> Sample Outline, Activity Page 5.1
DAY 2: Writing	45 min	Write a Research Essay: Draft	Activity Page 5.3 Writing Journal
Take-Home Material	*	Morphology	Activity Page 5.2 Writing Journal

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objectives

Describe early Greek philosophy and how Socrates differed from these earlier philosophers.

Reading

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5; RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4)

Writing

Describe the process of outlining as preparation for writing a draft and why it is important. (W.6.2.a, W.6.4, W.6.5, W.6.7, W.6.8, WHST.6-8.2.a, WHST.6-8.4, WHST.6-8.5 WHST.6-8.7)

Draft a historical research essay. (W.6.2.b, W.6.2.d, W.6.5, W.6.7, W.6.8, WHST.6-8.2.b, WHST.6-8.4, WHST.6-8.5, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9)

Speaking and Listening

Follow classroom rules for listening and speaking. (SL.6.1.b)

Ask and answer questions about the text. (SL.6.1, SL.6.1.a, SL.6.1.c, SL.6.1.d)

Language

Determine the meaning of unknown words using context and reference materials. (L.6.4, L.6.4.a, L.6.4.c, L.6.4.d)

Use common, grade-appropriate Greek or Latin roots as clues to the meaning of a word. (L.6.4.b)

Advance Preparation

Writing

- Prepare to display an outline for a sample research topic as shown on page 80 of the Teacher Guide.
- Write the purpose for reading on the board/chart paper: *Use content-area words learned from the text to describe early Greek philosophy and how Socrates differed from these earlier philosophers.*

Fluency (Optional)

- Choose and make copies of a text selection from the Online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

Day 1

WRITING

30 minutes

Write a Research Essay: Plan

Introduce Outlining

10 minutes

- Introduce students to the importance of outlining before drafting. Tell students that an outline provides a writer with a framework from which to write a draft.
- Display the following outline, and have students follow along on Activity Page 5.2.

Outline

Introduction (paragraph 1): An action, dialogue, or thought that will get readers interested in reading my essay: _____

One-sentence explanation of my research question: _____

Answer #1 (paragraph 2): _____

Ways in which this answer ties to my question: _____

Answer #2 (paragraph 3): _____

Ways in which this answer ties to my question: _____

Answer #3 (paragraph 4): _____

Ways in which this answer ties to my question: _____

- Explain that an outline is like a map that can help a writer draft an informational text. It lists the big ideas the writer wants to explain, in the order that they will occur in the text.
- Model completion of the outline using a sample topic.

Practice Outlining

15 minutes

- Have students use Activity Page 5.1 to begin outlining their topic.

SUPPORT: Work with individual students or small groups to help them focus on developing their outlines. Make sure students understand that each part of their outline correlates with a part of their research paper that they will flesh out later when they write their draft.

Wrap-Up

5 minutes

- Have volunteers share what they have for their outlines so far.
- Discuss good examples and suggestions for improvement.
- Tell students they can complete their outlines for homework.

DAY 2

WRITING

30 minutes

Write a Research Essay: Draft

Explain Plagiarism

5 minutes

- Remind students that so far, they have completed Activity Pages, collected sources, and created an outline that they will use to help them complete a first draft of their research essay.

- Explain to students that plagiarism is when a writer takes someone else’s written work and presents it as their own.
- Discuss the dangers of plagiarism with students. Tell students that the written work they will be using as sources is copyrighted. Taking it without permission or without citing where it came from is wrong and sometimes illegal. Being caught plagiarizing the work of others can also ruin the writer’s reputation. College students who plagiarize are usually severely punished and often expelled.

Introduce Summarizing and Paraphrasing

10 minutes

- Explain that one way to avoid plagiarism is to summarize or paraphrase the ideas students want to use from their sources.
 - A summary is a brief account of the main points of a text.
 - A paraphrase is a rewording of something written by someone else.
- Have students turn to Activity Book Page 5.2. Introduce the strategies to avoid plagiarism. Read through the example.
- Then give students five minutes to complete the second example to practice summarizing and paraphrasing.

SUPPORT: Circulate around the room as students work. Offer additional suggestions or examples if students are still copying from the text or having difficulty summarizing and paraphrasing.

Introduce Quoting from Sources

10 minutes

- Tell students that if they want to use the author’s exact words in a short portion of their essay, they can use a quotation, sometimes called an embedded quotation, in their essay.
- Have students turn to Activity Page 5.3.
 - Read through the example. Point out the text from the source and the information about the source.
 - Then point out how to quote the source in the text, using quotation marks around the text from the source and providing the name of the source in parentheses after the quote.
- Have students practice by completing the Activity Page.

SUPPORT: Make sure students are using quotation marks correctly. Some students may need help identifying what information to include about the source in parentheses.

Draft

10 minutes

- Have students begin their draft in their Writing Journal.
- Tell students that they should write three or four paragraphs about their topic.
- Remind students to use what they learned about summarizing, paraphrasing, and using embedded quotations as they complete their drafts.

- Students may continue drafting for homework.

SUPPORT: Provide support for students who need help with paragraph construction.

- Each paragraph should focus on one topic or idea. The topic or idea should be stated clearly in the first sentence of the paragraph—the topic sentence.
- The body of the paragraph should consist of two to four sentences that give more facts or details about the topic sentence.
- When you switch to a new topic or idea, start a new paragraph.

Take-Home Material

Writing

- If students did not complete Writing Activity Page 5.1 during the Writing Lesson, have them complete it for homework.
- Students may continue drafting in their Writing Journals for homework.

Fluency (optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

Lesson 6

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	40 min	Read-Aloud: Chapter 7, "Alexander and the Hellenistic Period."	<i>The Heritage of Ancient Greece and Rome</i>
	5 min	Word Work: <i>Successor</i>	Activity Page 6.1
DAY 2: Grammar	15 min	Introduce Punctuation with Nonrestrictive Clauses	Restrictive and Nonrestrictive Clauses Chart Punctuation Used to Separate Nonrestrictive Clauses Chart Activity Page 6.2
	30 min	Write a Research Essay: Draft	Writing Journal Activity Page 6.3
Take-Home Material	*	Grammar, Writing	Activity Page 6.2 Activity Page 6.3
Optional	*	Mid-Unit Comprehension Check	Activity Page PP.1

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objectives

Explain who "Alexander the Great" was and his role in classical history.

Describe how the spread of Hellenistic culture occurred.

Reading

Determine a central idea of a text and how it is conveyed through particular details. (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5)

Writing

Draft a concluding statement for a research essay. (W.6.2.b, W.6.2.c, W.6.2.f, W.6.4, W.6.5; WHST.6-8.2.b, WHST.6-8.2.c, WHST.6-8.2.e, WHST.6-8.2.f, WHST.6-8.4, WHST.6-8.5, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9)

Speaking and Listening

Follow rules for classroom discussion. (SL.6.1.b)

Ask and answer questions about the text. (SL.6.1, SL.6.1.a, SL.6.1.c, SL.6.1.d)

Language

Determine the meaning of unknown words using context and reference materials.

(L.6.4, L.6.4.a, L.6.4.c, L.6.4.d)

Practice using punctuation in compound sentences and nonrestrictive clauses. (L.6.2, L.6.2.a)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Explain how Alexander the Great's accomplishments contributed to the expansion and influence of Greek culture.*

Grammar

- Prepare the Restrictive and Nonrestrictive Clauses Chart on page 92 and Punctuation Used to Separate Nonrestrictive Clauses Chart on page 93 of the Teacher Guide.

Fluency (Optional)

- Choose and make copies of a text selection from the Online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

DAY 1

READING

45 minutes

Read Aloud: Chapter 7, "Alexander and the Hellenistic Period" [pp. 52–61]

Review

5 minutes

Ask students the following questions to review previous content:

- Who was Socrates? (Socrates was the first Greek philosopher who was more interested in how people should behave than in abstract questions about the nature of the material world.)
- What is the Socratic method? (The Socratic method uses debate and discussion to uncover truth.)

- Tell students that Aristotle was another Athenian philosopher. He is remembered for being the first to scientifically classify plants and animals. This led philosophy in the direction of modern science.
- Tell students they will read aloud Chapter 7, “Alexander and the Hellenistic Period.” Explain that the word *Hellenistic* means “after the death of Alexander the Great.” Point out that Alexander was one of Aristotle’s students.

Core Vocabulary

- Preview the core vocabulary words and pronunciation guide using the routine established in the Core Vocabulary section of Reading Lessons 1–5 of this unit.
 - Begin with *disorganized* on page 54 of the Reader.
 - Use the routine established in Lessons 1–4 to introduce the Core Vocabulary.
 - Have students reference the core vocabulary words on Activity Page 6.1.
1. **disorganized, *adj.*** not under sufficient control (54)
 2. **stronghold, *n.*** a strong, secure shelter (56)
 3. **extraordinary, *adj.*** unusual and amazing (58)
 4. **successor, *n.*** a person or thing that follows another person or thing (59)
 5. **papyrus, *n.*** in ancient times, a material used to write on (61)

Vocabulary Chart for Chapter 7, “Alexander and the Hellenistic Period”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	papyrus	disorganized extraordinary stronghold successor
Spanish Cognates for Core Vocabulary	papiro	extraordinaria/extraordinario, sucesora/sucesor
Sayings and Phrases	broke ranks cutting the Gordian knot	

- Read the purpose for reading from the board/chart paper:

Explain how Alexander the Great’s accomplishments contributed to the expansion and influence of Greek culture.

SUPPORT: Ensure student understanding of the terms *expansion* and *influence*. Tell students that *expansion* in this context means “a growth in an empire’s territory” and that *influence* means “the power to change or affect something.”

Read Chapter 7 “Alexander and the Hellenistic Period”

25 minutes

Read the chapter aloud as students follow along in their readers, or have students take turns reading sections aloud. Pause to read and discuss the corresponding guided reading supports. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Note to Teacher: In the interest of time, you may have students read portions of the selection silently and then discuss the questions.

[page 52]

Literal Who was Alexander, and why is he called “Alexander the Great?”

- o Alexander was the son of King Philip II of Macedonia. He was called “Alexander the Great” because he conquered more land than anyone else before him had ever done. He also collected more wealth than anyone before him and ruled more people than any previous king.

SUPPORT: Review the vocabulary term *prominence*. To check comprehension, invite students to name people who are now prominent in politics, technology, and the arts.

Inferential When Philip II was assassinated, Alexander became king of what kingdom?

- o Alexander became king of Macedonia when Philip II (Alexander’s father) was assassinated.

Evaluative What do you think is a difference between the way in which Alexander assumed power and the way in which leaders assume power in the United States?

- o Possible answer: In the United States, a person does not inherit a position of leadership from their parent. The United States has a constitutional process in which new leaders assume power.

CHALLENGE: How might Aristotle have contributed to Alexander’s talents as a leader?

- Possible answer: Aristotle likely exposed Alexander to a great deal of knowledge, as well as effective ways of thinking about things and planning strategies.

[pages 53–54]

SUPPORT: Call students’ attention to the image on page 53. Read the caption aloud, and have students examine how the creator portrays the Battle of Issus. Help students note details that show how battles were fought in the time of Alexander the Great.

Think-Pair-Share: Have students examine the description of Alexander in the first paragraph of page 54. Organize students into pairs to answer the question: *Why did Alexander’s participation in battle make his troops loyal to him?* As time allows, invite volunteers to share their answers with the class.

- Possible answer: The troops saw that Alexander was fighting alongside them. This proved to them that Alexander was as committed to winning the battle as he expected his men to be.

Literal What conditions in the city-states helped Philip II conquer Greece?

- o The Greek city-states were disorganized and not united.

Inferential Why do you think the Greek city-states’ disorganization contributed to their conquest by Alexander’s father?

- o Possible answer: They were probably not able to assemble an effective military force or effectively plan a military response to Philip II’s attack.

Alexander and the Persian Empire [pages 54–56]

SUPPORT: Explain the phrase *broke ranks*. Explain that in military battles, soldiers fight in groups or formations. When an army is being defeated, the soldiers may leave their formations, or “break ranks,” and retreat.

Inferential Why might Alexander have decided to attack Persia shortly after he assumed power?

- o Possible answers: Persia was an enemy of Greece, which Alexander controlled; the Persian Empire was large, and controlling it would make Alexander wealthier and more powerful.

Literal Why did Alexander refuse to end his conquest of Persia when Darius III offered him a peace agreement?

- o Alexander had already successfully conquered half of the Persian Empire, and he saw no reason not to conquer the other half.

SUPPORT: Call students’ attention to the image and caption on page 55. Tell students that the battle between Darius and Alexander at Issus occurred in 333 BCE. It marked Alexander’s destruction of the Persian army and the final defeat of the Persian Empire. Have students speculate about why the artist would choose that battle as a subject for art.

Literal Why did the Persian nobles oppose Darius III, and how did they express their opposition?

- o The Persian nobles thought Darius was weak and cowardly. They arrested and murdered him, hoping to take on Alexander themselves.

Turn and Talk: Allow students a brief period to turn to a classmate and summarize what they have learned thus far about Alexander the Great. Have students put together a short list of words and phrases to describe him. (*Possible answers include:* intelligent, strong, capable, a good leader, a strong warrior, successful) Write their responses on the board, and clarify as needed the material that has been covered in this lesson so far.

Evaluative Into what two or three phases could the conflict between Alexander and Persia be divided?

- Students' answers may differ but should reference the following:
 - o the conquest of the first half of the Persian Empire
 - o the conquest of the other half of the Persian Empire
 - o the defeat of the Persian nobles

Conqueror of the World [pages 56–58]

Literal What eventually prompted Alexander to end his campaign of conquests?

- o After one particularly difficult battle, and with an even tougher battle looming, Alexander's men decided they did not want to fight anymore.

Literal What was one fearsome weapon of battle that Alexander's army faced as the expansion of his empire drew to a close?

- o The Indian army they faced near the end used trained elephants in battle.

CHALLENGE: Call students' attention to the map of Alexander's empire on page 57. Invite students to use the map's scale to estimate the dimensions of the empire from north to south (*roughly 1,500 miles at its peak*) and from east to west (*roughly 3,500 miles at its peak*). Count the number of cities named "Alexandria" or some variation thereof (12).

Literal Which city did Alexander establish as the capital of his empire, and where was that city located?

- o Alexander established the city of Babylon as his empire's capital. That city was in Mesopotamia (in present-day Iraq).

Literal What ended Alexander the Great's rule?

- o He died from a fever at age 33.

Tales About Alexander [pages 58–59]

Inferential How did the expansion of Alexander's empire likely change the cultures of the regions he conquered?

- o Students' answers may vary. Students may say that the conquered regions probably absorbed aspects of Greek customs, law, scientific thought, and language.

Inferential Page 58 of the Reader contains this text: "Whenever history produces a larger-than-life character, tales about that person spring up. Alexander the Great was no exception. Tall tales were repeated about him throughout the centuries."

What can you infer about the meaning of the terms *larger-than-life* and *tall tales*?

- o Students should infer from context that *larger-than-life* is a way of saying that someone is remarkable or unique. Students should also infer from context that *tall tales* are exaggerated or fantasy-type stories about Alexander and his life.

SUPPORT: Point out that "tall tales" appear in the cultures of virtually every civilization throughout history. For example, folk tales from the United States and Canada gave rise in the

last half of the 1800s to a character named Paul Bunyan. Bunyan was said to have been a tall, powerful lumberjack, capable of superhuman feats and even responsible for various geographic features in the Pacific Northwest and elsewhere.

The Hellenistic Period [pages 59–60]

SUPPORT: Discuss with students the term *Hellenic* in the first full paragraph of this page and the term *Hellenistic* in the vocabulary box. Tell students that the terms are based on the original word that ancient Greeks used for themselves. Today, scholars use *Hellenic* to refer to Greek influences before and during the life of Alexander the Great. The term *Hellenistic*, on the other hand, is used to describe the influences of Greek culture after Alexander’s death.

Inferential Why had Alexander most likely not chosen an heir before he became ill?

- o He was still young and physically strong, and he did not expect to die for many years. The fever that killed him took him by surprise.

Inferential What were two results of Alexander’s failure to choose an heir before his death?

- o The empire was divided among five of Alexander’s generals. This resulted in widespread confusion and disorder. These generals also spread Greek culture into new regions.

Literal What had Alexander’s plan been for his empire at the time of his death?

- o He had wanted to establish the Greek system of education throughout his empire. He also wanted to improve old cities, build new ones, and give the empire’s people a high standard of life.

Literal What were some ways in which Hellenistic culture spread throughout Alexander’s empire, which included the Mediterranean region, the Middle East, and Asia Minor?

- o Students’ answers could include examples of the Hellenistic Period’s influence on military thinking, philosophy, art, poetry, learning, and science.

Alexandria [pages 60–61]

Evaluative What do you think made Alexandria, Egypt, a model of Hellenistic culture?

- o Students’ answers should show an understanding that Alexandria was planned and built in the Greek style, governed in Greek fashion, and maintained as a center of Greek learning and culture for nearly a thousand years.

Literal What significant cultural contribution did King Ptolemy make during the time he ruled Alexandria?

- o Ptolemy established an enormous library that was the envy of the Mediterranean world.

SUPPORT: Draw students’ attention to the illustration on page 60. Read aloud the illustration’s caption, and invite students to make observations about the image. Guide a short discussion on the fact that the caption, as short as it is, clarifies the content of the image by providing context of the image. If that descriptive text did not accompany the illustration, the image would be less useful to the reader.

Stop and Jot: Have students stop and jot a *who, what, when, where, why, or how* question about the expansion of Greek culture during the Hellenistic Period. As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes students will need to keep reading in order to find an answer.

Literal How was knowledge stored in Alexandria’s library?

- o The library contained hundreds and thousands of scrolls, which were sheets of papyrus rolled up and kept on shelves.

SUPPORT: Note that the astronomer Ptolemy was not the same person as either King Ptolemy or his son. Claudius Ptolemy the astronomer lived years after the Hellenistic Period, from about 100 to 170 CE. Tell students that by that time, Egypt was a part of the Roman Empire, about which they will learn later in this unit.

Literal What eventually became of the library at Alexandria?

- o It was destroyed by a series of robberies, fires, and foreign invasions.

Inferential What can you infer about Alexander’s empire from the fact that the library at Alexandria was eventually destroyed?

- o At some point, Alexander’s empire came to an end.

Discuss Chapter 7 and Wrap Up the Lesson

5 minutes

- Have students recall the purpose for reading:

Explain how Alexander the Great’s accomplishments contributed to the expansion and influence of Greek culture.

- To wrap up, guide the class to brainstorm a list of ideas or simple sentences about Alexander’s contributions to the expansion and influence of Greek culture.
- Write these thoughts on the board. (*Sample ideas/sentences: Alexander built the largest empire in history; he acquired more wealth than anyone ever had; his government spread Greek customs and culture; he conquered most of the known world; his successors spread Greek education; Greek military ideas spread; Greek ideas about philosophy spread; Greek ideas about architecture spread; Greek ideas about art spread; Greek ideas about science spread.*)
- Call on volunteers to combine three of these brainstorming results into a single sentence. Explain that there is usually more than one way to combine ideas in a sentence. Ask students to Turn and Talk to say one sentence to a partner that combines three ideas from the list. Then have the class come together to share their sentences.

Word Work: Successor

5 minutes

1. In the chapter, you read, “When Alexander died so unexpectedly, he left neither an heir nor directions as to how his empire was to be governed. On his deathbed, he was asked to name his successor.”
2. Say the word *successor* with me.
3. *Successor* means “a person or thing that follows another person or thing.”

4. When the mayor suddenly resigned, there was an emergency vote for her successor.
5. What are some other examples of a successor? Use the word *successor* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "When the king died, his chosen _____ took the throne."]
6. What part of speech is the word *successor*?
 - o noun

Making Choices

[Use a *Making Choices* activity for follow-up.] I am going to read several sentences. If the sentence I read is about a person or thing that follows another person or thing, say that I am talking about a successor. If the sentence I read is not about a person or thing that follows another person or thing, say that I am not talking about a successor.

1. The relay race runner handed the baton to the next runner on his team.
 - o You are talking about a successor. [The second runner is a successor to the first.]
2. The students held a going-away party for the school's retiring basketball coach.
 - o You are not talking about a successor.
3. What new music format will arise to take the place of streaming services?
 - o You are talking about a successor. [The question is asking what the successor to streaming services will be.]
4. Cave paintings are among the earliest known types of art.
 - o You are not talking about a successor.

DAY 2

GRAMMAR

15 minutes

Punctuation with Nonrestrictive Clauses

Introduce Punctuation with Nonrestrictive Clauses

15 minutes

- Remind students that in Lesson 3, they learned about punctuating compound sentences. Explain that students will now learn more ways to use punctuation in sentences to communicate clearly.
- Begin by explaining the difference between restrictive and nonrestrictive clauses. Display the chart.

Restrictive and Nonrestrictive Clauses
A restrictive clause contributes needed information to a sentence.
Example: The clerk who worked at the front desk has quit her job.
A nonrestrictive clause contributes information to the sentence, but it is not necessary to understand the sentence.
Example: Claudia, who works at the grocery store after school , has quit her job.

- Read the definition and example of a restrictive clause.
 - Explain that the restrictive clause in bold type is needed to identify who the woman is.
- Read the definition and example of a nonrestrictive clause.
 - Explain that the nonrestrictive clause in bold type describes the subject Claudia, but it is extra information not needed to understand the sentence.
 - Reread the sentence without the nonrestrictive clause to show that the sentence still makes sense.
 - Circle the commas that set off the nonrestrictive clause. Explain that a nonrestrictive clause is always set off by punctuation.
- Leave the chart on display, and ask students to state whether each of the following sentences contains a restrictive clause or a nonrestrictive clause. Demonstrate what type of sentence each is by restating it without the bolded clause:
 - The person **who invented the printing press** was named Johannes Gutenberg. (restrictive)
 - People **who don't get enough sleep** are likely to do their jobs poorly. (restrictive)
 - The car in front of our house, **which was parked there last night**, was gone this morning. (nonrestrictive)
 - The author's first book—**published in 1974**—was his first successful novel. (nonrestrictive)
- Explain that commas are not the only punctuation used to set off a nonrestrictive clause. Display the following Punctuation Used to Separate Nonrestrictive Clauses Chart, and discuss the three kinds of punctuation—commas, dashes, and parentheses—that are used to set off a nonrestrictive clause.

Punctuation Used to Separate Nonrestrictive Clauses in a Sentence
With commas: Claudia, who worked at the grocery store after school, has quit her job.
With dashes: Claudia—who worked at the grocery store after school—has quit her job.
With parentheses: Claudia (who worked at the grocery store after school) has quit her job.

- Have students turn to Activity Page 6.2. Briefly review the directions, and do the first exercise together. Tell students to complete the Activity Page for homework.

WRITING

30 minutes

Write a Research Essay: Draft

Introduce a Concluding Statement

5 minutes

- Tell students that their research essays will need concluding statements. Remind students that an essay's conclusion is its final paragraph.
- Explain that a good conclusion sums up the main points and findings of the research. It should connect the reader to the content of the essay.
- Have students turn to Activity Page 6.3.
- Read aloud and discuss the sample concluding statement.

Draft a Concluding Statement

20 minutes

- Explain to students that the conclusion is their opportunity to offer readers some insight regarding the significance or importance of their subject. Tell students to consider these questions as a focus for their conclusion:
 - o What did you learn from writing their essay?
 - o How has that information affected your thinking about the Greeks, the Romans, and your own culture?
- Have students choose a sentence starter for a concluding statement on Activity Page 6.3.
- Have students begin to draft their concluding statements.

Wrap Up

5 minutes

- Have several students share their ideas for their concluding statements.
- For homework, students can complete their concluding statements and add them to their drafts in their Writing Journal.

Take-Home Material

Grammar

- Have students take home Grammar Activity Page 6.2 to complete for homework.

Writing

- If students did not complete Writing Activity Page 6.3 during the Writing Lesson, have them complete it for homework.

Fluency (optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

Mid-Unit Comprehension Check

- You may wish to pause one day before proceeding to Lesson 7 so you can assess students' comprehension of the content presented in reading in the first half of this unit.
- During your next ELA period, administer the Mid-Unit Comprehension Check on Activity Page PP.1. This assessment will take approximately 30–45 minutes for students to complete.
- You may choose to collect the assessments so a grade can be assigned, and/or you may review the answers with students after they complete the assessment. This is a good opportunity to use the Tens scoring system to gather formative assessment data. Information about the Tens scoring system appears in the Teacher Resources section of this Teacher Guide.
- You may use the remainder of the period for remediation and/or enrichment, including having students reread reading passages or making use of the Pausing Point activities in this Teacher Guide.

Lesson 7

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	40 min	Independent: Chapter 8, "The Roman Republic"	<i>The Heritage of Ancient Greece and Rome</i>
	5 min	Word Work: <i>Station</i>	Activity Pages 7.1, 7.2
DAY 2: Morphology	15 min	Introduce Prefixes <i>mega-</i> , <i>mini-</i> , <i>micro-</i> and the Suffix <i>-en</i>	Activity Page 7.3 Prefix and Suffix Charts
	30 min	Write a Research Essay: Draft	Writing Journal Activity Page 7.4
Take-Home Material	*	Morphology, Writing	Writing Journal Activity Page 7.3

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objectives

Describe the beginnings of the Roman Republic and how it built upon Greek and classical ideals.

Understand Roman class and status: patricians and plebeians, slaves.

Understand the makeup of the Roman government: consuls, tribunes, and senators.

Reading

Describe how a central idea is developed throughout the text, providing examples of evidence from the text to support ideas. (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6; RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6.8.6)

Writing

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.6.2.b, W.6.4, W.6.5, W.6.7, W.6.8; WHST.6-8.2.b, WHST.6-8.4, WHST.6-8.5, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9)

Speaking and Listening

Follow rules for classroom discussion. (SL.6.2.b)

Ask and answer questions about the text. (SL.6.1)

Language

Determine the meaning of unknown words using context and reference materials. (L.6.4.a, L.6.4.c, L.6.4.d)

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. (L.6.4.b)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Describe the growth and success of the Roman Republic.*

Morphology

- Prepare and display the Prefix and Suffix Charts on page 102–103.

Fluency (Optional)

- Choose and make copies of a text selection from the Online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

READING

45 minutes

Independent: Chapter 8 “The Roman Republic” [pp. 82–89]

Review

5 minutes

- Guide a general summary of what students have learned so far from *The Heritage of Ancient Greece and Rome* reader. Elicit recall of the main ideas of the previously covered chapters. Main ideas might include the following:
 - o Ancient Greece was a collection of independent city-states.
 - o The two most significant city-states were Athens and Sparta.
 - o Athens had a flourishing artistic culture.
 - o Sparta was very militaristic in nature.

- o Athens and Sparta were rivals who fought the Peloponnesian War during the 400s BCE. Sparta emerged from this war as the most powerful city-state.
- o Socrates and Aristotle were important ancient Greek philosophers.
- o Greece reached its height as an empire under the rule of Alexander the Great.
- Explain that when they move on to CKLA Unit 5, students will read the famous play *The Tragedy of Julius Caesar* by William Shakespeare about the Roman emperor. The play is an example of historical drama (a fictional narrative based on true events). Tell students that what they learn about Roman history during the next few lessons will help them to better understand Shakespeare’s play.

Introduce the Chapter

10 minutes

- Tell students they will read independently Chapter 8, “The Roman Republic.”
 - Preview the map on page 67. Point out that the modern country of Italy covers roughly the same territory as shown in the map, with the addition of the islands of Sicily and Sardinia. (Sardinia is the lower, larger island of the two to the west of continental Italy.)
 - Have students turn to page 62 of *The Heritage of Ancient Greek and Rome* reader.
 - Preview the core vocabulary words and pronunciation guide using Activity Page 7.1 and the routine established in the Core Vocabulary section of Lessons 1–5 of this unit.
 - Begin with the word *legend* on page 62 of the book.
1. **legend, *n.*** a story that has been handed down from person to person over a long period of time; the story may or may not be true (62)
 2. **found, *v.*** to establish or build (**founded**) (62)
 3. **modest, *adj.*** small or limited (63)
 4. **revolt, *n.*** an attempt to put an end to a ruling power (64)
 5. **distinction, *n.*** category or grouping (66)
 6. **station, *v.*** to place someone or something, especially military, in a certain place (**stationed**) (67)
 7. **career, *n.*** a job (69)
 8. **ambitious, *adj.*** wanting to succeed (69)

Vocabulary Chart for Chapter 8, “The Roman Republic”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	stationed	ambitious career distinction founded legend modest revolt
Spanish Cognates for Core Vocabulary	estación	ambiciosa/ambicioso carrera distinción modesta/modesto
Sayings and Phrases	crushed under the heel	

- Read the purpose for reading from the board/chart paper:

Explain the growth and success of the Roman Republic.

Read Chapter 8 “The Roman Republic”

20 minutes

Have students read the selection independently and complete Activity Page 7.2.

You may choose this time to work with individuals or small groups who need extra support using the guided reading supports below. Have these students read small chunks of text silently before pausing to ask questions below. If students’ answers indicate that they are comprehending the text, allow them to read longer chunks before pausing. If students’ answers indicate difficulty in comprehension, have them read aloud. If students have trouble decoding words, you may have them refer to the Decoding and Encoding Remediation Supplement in the Teacher Resources section of this Teacher Guide.

The Beginnings of Rome [pages 62–66]

[Read the first paragraph.]

Inferential What do the first two words of the paragraph (“Legend says”) tell the reader about the text that follows?

- The story of how Rome was founded told here is probably not true.

Inferential What are the images on these two pages probably based on, and how do they contrast with the Romulus and Remus legend?

- o The images are likely based on historical research. They are almost certainly a more accurate representation of how early Rome was founded than the legend.

[Continue reading through the first paragraph on page 64.]

Inferential What word in the first sentence of page 64 is a synonym for *legend*? What is another synonym of those words?

- o *Myth* is a synonym for *legend*. Others might include *fable* or *folktale*.

Evaluative How do you think Rome’s civilization during the 400s BCE contrasted to that of the Greek city-states?

- o Rome was a loose collection of simple farming villages. Athens in particular was very advanced, with a rich, developed culture.

[Read the remainder of page 64 to the top of page 65.]

Turn-and-Talk: Allow students a brief period to turn to a classmate and summarize the history of Rome during the 400s BCE. Supervise their interaction, and ensure their understanding that Rome formed from small farming villages, developed into a city ruled by a monarchy, and threw off that monarchy in favor of an aristocratic republic.

[Read the remainder of page 65.]

SUPPORT: Ensure understanding of the terms *aristocratic*, *republic*, *patrician*, *plebian*, and *tribune*. Remind students that they learned the term *limited democracy* in an earlier chapter. Explain that early Rome was a democracy of people from the privileged class. Point out that the author presents the evolution of Roman government as a process of expanding into a more inclusive representative democracy.

Literal How does the author use a cause-and-effect text structure to explain how Rome became great?

- o The author states that conflict between plebians (who wanted more rights) and patricians (who wanted to keep their power) resulted in social changes that improved Rome.

Literal How did the plebians force the patricians to relinquish some of their power?

- o The plebians left the cities; they organized; they elected their own leaders (tribunes).

CHALLENGE: Have students examine the graphic at the top of page 66. Guide students to an understanding of the author’s purpose for including this graphic.

- The author includes the graphic to help the reader visualize how different groups participated in the Roman government.

Inferential What can you infer about the meaning of the word *republic* from the information the author presents in the graphic and its caption?

- o A republic is marked by representational democracy, and it derives its authority from at least some of the people.

[Read the first paragraph on page 66.]

Inferential Who held political power in Rome once the plebian and patrician classes faded away?

- o Only adult male citizens held political power.

The Roman Republic Grows [pages 66–67]

Inferential How can the expansion of Rome be broken into three phases?

- o The author states that Rome began as a small area defending itself against outside enemies. Then, it began pushing those enemies back. Finally, it began conquering other lands and other people.
- o The Roman army conquered southern Italy, then northern Italy, and then most of the land around the Mediterranean Sea.

Literal What does the author say Roman society was based on from the time of the formation of its republic?

- o From the beginning, Roman society was based on its army.

[Have students examine the map on page 67]

Literal What was the extent of Roman territory by 275 BCE?

- o Rome was in control of all of the Italian peninsula.

How Romans Governed [pages 67–68]

[Read page 67.]

Inferential How did Romans evolve from poor farmers to proud soldiers?

- o At first, Romans were forced to fight to defend themselves. Over time, the Roman government rewarded them for conquering others. As Rome became more powerful, being a Roman soldier became a source of pride and a way to better oneself.

Literal How did Rome organize the lands it conquered?

- o It divided those lands into provinces, ruled by a governor who answered to Rome. Soldiers were stationed in these provinces to help maintain Roman control.

[Read the remainder of “How Romans Governed” on page 68.]

Literal How did the way Rome treated conquered people differ from other conquering forces of ancient times?

- o Most forces in ancient times enslaved the people they defeated or forced them to pay tribute. The Romans brought the defeated into their republic and even made many of them citizens.

Inferential Why did Rome’s leaders treat those it conquered as they did?

- o By treating conquered people as citizens, Rome inspired loyalty. This helped Rome become a strong, unified society.

The Republic Faces the Future [pages 68–69]

Literal How did the Roman republic’s government change as it grew?

- o The Senate grew to include wealthy plebians, and it became the republic’s chief governing body.

Inferential According to the author, what effect did Rome’s military success have on the structure of its society?

- o Rome became more reliant on constant military success to remain wealthy and powerful.

Inferential What problems does the author imply would later arise from the military nature of the Roman republic?

- o The author implies that the army would eventually threaten the Roman government.

Discuss Chapter 8 and Wrap Up the Lesson

5 minutes

Bring students back together, and have them share their answers to Activity Page 7.2.

Refer students back to the purpose for reading: *Describe the growth and success of the Roman Republic*. Ask individuals to share their own explanations. Prompt students to point to examples in the text that support their ideas.

- Answers will vary. Students may say that the army kept up a constant string of conquests, which led to growing Roman wealth and power; the Republic ruled conquered lands in ways that did not strongly oppress those they conquered.

Word Work: Station

5 minutes

1. In the chapter, you read, “The Romans also *stationed* troops in each province to keep order and to carry out decisions made by the government in Rome.”
2. Say the word *station* with me.
3. To *station* is “to place someone or something in a position.”
4. The general *stationed* his troops where they could see the enemy approach.
5. What are some things or people that could be *stationed*? Be sure to use the word *station* or *stationed* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “The mayor said he would _____ police at the airport when the governor arrived.”]
6. What part of speech is the word *station*?
 - o verb

Multiple-Meaning Word

[Use a *Multiple-Meaning Word* activity for follow-up. Tell students that the word *station* is a word with multiple meanings. Share the following with students.]

Meaning #1: *station*—to place someone or something in a position.

Meaning #2: *station*—a place with a specific purpose; established stopping place on a transportation route

I am going to read several sentences. Listen to the context, or the text surrounding *station* in the sentence, for clues as to which meaning is being used. When you think a sentence is an example of Meaning #1, hold up one finger. When you think a sentence is an example of Meaning #2, hold up two fingers.

3. He took the bus to the *station* closest to the bank.
o 2
4. Marsha saw that a police officer had been *stationed* next to the subway entrance.
o 1
5. The class took a field trip to the radio *station*.
o 2
6. Devron quit his job at the gas *station* to go to college full-time.
o 2
7. She wondered whether she should *station* her sister at the front door to watch for guests.
o 1

DAY 2

MORPHOLOGY

15 minutes

Prefixes *mega-*, *mini-*, *micro-* and the Suffix *-en*

Introduce Prefixes *mega-*, *mini-*, *micro-* and the Suffix *-en*

15 minutes

- Tell students that, in language, an affix is a word part placed at the beginning or end of a word to modify its meanings. Review the concept of prefixes (affixes placed at the beginning of a word) and suffixes (affixes placed at the end of a word) with students.
- Remind students that they are studying ancient Greece and Rome and that many of the words (and parts of words) that we use in English today come from those cultures. Tell students that you are going to show them some examples, along with one example from the German language (which came to us through the Romans). Display the chart shown here.

Prefix	Meaning	Affixed word	Meaning
<i>mega-</i>	large or great	Megalopolis	a large city in ancient Greece
<i>mini-</i>	small or smaller	minimize	to make smaller
<i>micro-</i>	small or smaller	microcomputer	a small computer

Suffix	Meaning	Affixed word	Meaning
-en	made of (adjective) to make or become (verb)	golden weaken	made of gold to become weaker

- Have students turn to Activity Page 7.3. Briefly review the directions, and do the first row of the chart together. Tell students to complete the Activity Page for homework.

WRITING

30 minutes

Write a Research Essay: Draft

Introduce Source Citation

10 minutes

- Remind students that when writing a research essay, it is important to keep track of and to cite their sources. Source citation means giving credit to the authors and texts students consult in the writing of their essays.
- Sources are generally cited both in the text where the quotation or paraphrase appears and at the end of the essay in a document called a works cited page.
- Explain that students must include at the end of their papers a list of sources (works cited) that they use during the writing of their essays. By citing these sources correctly, students help protect themselves from charges of plagiarism.
- Explain that students must also cite their sources at point of use with a parenthetical citation.
- Review the basic MLA citation formats using Activity Page 7.4.
- Include further explanation regarding the relationship between these entries and the parenthetical in-text citations that students should include with quotations or paraphrases.
- Introduce students to a favored citation website that can help them with their entries. Use this link to download the Online Resources for this unit, where a link to a citation website may be found: <https://www.coreknowledge.org/language-arts/>.

Draft a Works Cited Page

20 minutes

- Have students consult the Activity Page 7.4 to prepare their works cited pages either in class or as homework.
- Students may also continue drafting in their Writing Journals in class or for homework.
- You may refer students back to this information at any time during the unit when you think students need extra practice citing sources.

Take-Home Material

Morphology

- Have students take home Activity Page 7.3 to complete for homework.

Writing

- Encourage students to continue working on their draft in their Writing Journals for homework.
- Have students take home Activity Page 7.4 for homework if not completed in class.

Fluency (optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

Lesson 8

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	40 min	Small Group: Chapter 9, "Julius Caesar: A Great Roman"	<i>The Heritage of Ancient Greece and Rome</i>
	5 min	Word Work: <i>Professional</i>	Activity Pages 8.1, 8.2
DAY 2: Spelling	15 min	Introduce Spelling Words	List of spelling words Activity Page 8.3
Writing	30 min	Write a Research Essay: Share, Evaluate, Revise	Research Essay Rubric Writing Journals Activity Pages 8.4, 8.5
Take-Home Material	*	Spelling	Writing Journals Activity Page 8.4

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objectives

Explain who Julius Caesar was and articulate his role in the rise and fall of the Roman Empire.

Reading

Explain how an individual and ideas about that individual are introduced and elaborated by providing examples from the text. (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5; RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5, RH.6.8.6)

Writing

Share, evaluate, and revise a research essay. (W.6.2.d, W.6.2.e, W.6.2.f, W.6.4, W.6.5, W.6.7, W.6.8; WHST.6-8.2.a-f, WHST.6-8.4, WHST.6-8.5, WHST.6-8.7)

Speaking and Listening

Follow rules for classroom discussion. (SL.6.1.b)

Ask and answer questions about the text. (SL.6.1, SL.6.1.a, SL.6.1.c, SL.6.1.d)

Language

Use phonics and syllabication to spell words correctly. (L.6.2.b)

Determine the meaning of unknown words using context and reference materials. (L.6.4, L.6.4.a, L.6.4.c, L.6.4.d)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Describe Julius Caesar's rise to and fall from power.*

Spelling

- Write the list of spelling words on page 114 on the board or chart paper.

Writing

- Prepare and display a copy of the Research Essay Rubric on page 150 of the Teacher Resources.

Fluency

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

DAY 1

READING

45 minutes

Small Group: Chapter 9, “Julius Caesar: A Great Roman” [pages 70–79]

Review

5 minutes

- Ask students about the different kinds of leaders and leadership qualities they have learned about in *The Heritage of Ancient Greece and Rome* so far. Ask students what they think makes a good or bad leader, why some leaders become successful, and why some leaders fall from power. List students' responses and observations on the board.
- Tell students that, as alluded to in the last chapter they read, the Roman Republic engaged in many wars during its early days. Victories in these wars led to the further expansion of the Roman Republic and to the rise of military heroes. One of these heroes was a military leader named Julius Caesar.

Introduce the Chapter

5 minutes

- Tell students they will read in small groups, Chapter 9, “Julius Caesar: A Great Roman.”
- Have students turn to page 70 of *The Heritage of Ancient Greece and Rome* reader.
- Let students know that, in CKLA Unit 5, they will read a play, *The Tragedy of Julius Caesar* written by William Shakespeare. The play is historical drama; it is inspired by the real figure of Julius Caesar and some of the events in his life. This chapter will help provide background.

Core Vocabulary

- Preview the core vocabulary words using Activity Page 8.1 and the routine established in the Core Vocabulary section of Lessons 1–5 of this unit.
 - Begin with the word *professional* on page 70 of the Reader.
1. **professional, *adj.*** done as a career or profession (70)
 2. **status, *n.*** position in society (72)
 3. **charming, *adj.*** pleasant, attractive, likable (72)
 4. **arrogant, *adj.*** having a pushy, snobbish attitude (73)
 5. **public figure, *n.*** someone the public in general knows about (76)
 6. **tirelessly, *adv.*** with a lot of effort and energy (76)
 7. **convulsion, *n.*** a violent, unwilling muscle contraction (77)
 8. **chaos, *n.*** a state of complete confusion (77)
 9. **betrayal, *n.*** the act of violating a friendship (78)

Vocabulary Chart for “Julius Caesar: A Great Roman”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		arrogant betrayal chaos charming convulsion professional public figure status tirelessly
Spanish Cognates for Core Vocabulary		arrogante caos figura publica professional
Sayings and Phrases	crossing the Rubicon paved the way the die is cast	

- Read the purpose for reading from the board/chart paper:

Describe Julius Caesar's rise to and fall from power.

- Have students paraphrase the purpose for reading. Ensure student understanding that Caesar worked his way up to the leadership of Rome (rose to power) and then was no longer the leader of the Roman Empire (fell from power).

Read Chapter 9 "Julius Caesar: A Great Roman"

25 minutes

Establish Small Groups

Before reading the selection, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text and completing Activity Page 8.2 together. This is an excellent time to make notes in your anecdotal records.
- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 8.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 8.2 correctly. You may choose to do one of the following to address this:
 - o Collect the pages, and correct them individually.
 - o Provide an answer key for students to check their own or a partner's work after they have completed the Activity Page.
 - o Confer with students individually or as a group at a later time.

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. After students read several lines of text, ask students if they have any questions, if anything was confusing, or if anything was hard to understand.

Hail to the Conqueror! [pages 70–73]

Literal What career did Julius Caesar choose as a way to better himself?

- o He chose a career in the Roman military.

Literal What changes were taking place during this time in the Roman military and government?

- o Possible responses: Governors in the provinces were not always just and forced people to pay higher taxes; the people in the army were not ordinary citizens; the military became a professional army; the army generals became more and more powerful.

Think-Pair-Share: Have students examine the image of Caesar’s statue on page 99. Organize them into pairs to examine and note details about the statue. Ask: *What features of the statue communicate aspects of Caesar’s character? What impression do you get about Caesar from the way he is presented?* As time allows, invite volunteers to share their observations with the class.

- Possible comments: Caesar is presented as a strong, calm person. He looks like someone of intelligence and authority.

The Rise to Power [pages 72–74]

Inferential What was changing about the relationship between the Roman army and the Roman government during the time of Caesar?

- o Possible answer: The Roman army was becoming more powerful than the government.

Inferential What is the author’s opinion of Caesar’s character?

- o The author has a mostly positive opinion of Caesar.

Literal What was Caesar’s plan for becoming powerful?

- o He planned to be victorious in battle and to form political alliances.

Literal How did Caesar become part of the Roman government?

- o He was elected consul.

Inferential What had Caesar done that made it hard for him to become consul a second time?

- o He had upset many people the first time he was consul, including his allies Pompey and Crassus.

Literal What decision faced Caesar when he was invited to Rome to become consul the second time?

- o He could go to Rome alone and almost certainly be arrested, or he could break the law by bringing along at least part of his army.

Dictator for Life [pages 74–76]

Literal What did Caesar mean when he said, “The die is cast”? What does that phrase mean when people use it today?

- o “The die is cast” refers to rolling dice, as in a game. Once a player rolls the die (singular) or dice (plural), they have to accept whatever the results of that roll will be. Caesar meant that once he had decided to go to Rome with his army, he was taking a big risk. He knew that his decision meant he was breaking the law and that there would be consequences to his actions.
- o When people use the phrase “the die is cast” today, it means that someone has made a decision to act.

Inferential Which two groups of Romans fell into conflict with each other when Caesar brought his army to Rome?

- o people who supported the idea of Caesar becoming consul and people who opposed him

Literal What happened as a result of the conflict sparked by Caesar's return to Rome?

- o Caesar became the dictator of Rome.

Out of Touch [pages 76–78]

SUPPORT: Focus on the images and captions on pages 76 and 77. Note that earlier in the page, there is mention that Caesar's wreaths were made of laurel leaves and branches. Laurel is a type of evergreen plant that gives off a pleasant scent. It is associated with the Greek/Roman god Apollo. Ensure student understanding that a laurel wreath was a sign of authority in ancient Rome.

Inferential What character trait did Caesar display once he became dictator of Rome, and what were some signs of this?

- o He had a hunger for power and attention. He put his own image on Roman coins and renamed the month of July in his own honor.

Inferential How did Caesar's actions support the idea that he wanted to be a great leader?

- o Possible answer: He worked constantly to stay in power and improve the lives of the Roman people.

Stop and Jot: Have students stop and jot a *who*, *what*, *when*, *where*, *why*, or *how* question about the rise to power of Julius Caesar. As time allows, invite a few students to share their questions and discuss answers.

The Betrayal [pages 78–79]

Literal What happened to Caesar about a month after he was made dictator for life?

- o Caesar was assassinated, and Rome was left in chaos, without a real leader.

Inferential What action of Caesar's most likely led to his assassination?

- o He had the Roman senate declare him dictator for life.

Literal How long did Caesar serve as dictator before he was assassinated?

- o He served for about a month.

Literal Who led the assassination plot against Caesar, and how many members of the senate were involved in the plot?

- o The assassination plot was led by Cassius and Brutus. About 60 senate members were involved in it.

Evaluative Describe how you think the nature of Rome changed as a result of Julius Caesar's reign.

- o Possible answer: Before Caesar, Rome was a republic. After Caesar was assassinated, it was not clear who would lead Rome or what form of government it would be ruled by.

Bring students back together, and review the purpose for reading:

Describe Julius Caesar's rise to and fall from power.

Have students share their answers from Activity Page 8.2 and complete the following sentence frames to address the purpose for reading and wrap up the lesson:

Caesar chose a career in the Roman military, because _____.

Caesar proved to be a good soldier, so _____.

Caesar did not want to step down from power, because _____.

Caesar did not want to step down from power, but _____.

Caesar did not want to step down from power, so _____.

Remind students that “because” sentences explain why, “but” sentences show a change in direction, and “so” sentences tell what happens as a result. Give students two minutes to write on their own. Then ask them to share their answers. Possible answers include the following:

- Caesar chose a career in the Roman military, because it was a way for him to better himself.
- Caesar proved to be a good soldier, so he rose through the ranks and gained power.
- Caesar did not want to step down from power, because he wanted to control Rome.
- Caesar did not want to step down from power, but he did not have the full support of the Senate.
- Caesar did not want to step down from power, so he had himself declared dictator for life.

Word Work: Professional

5 minutes

1. In the chapter, you read, “The Roman army had changed, too. It was no longer manned by ordinary citizens. It had become a *professional* army.”
2. Say the word *professional* with me.
3. *Professional* means “done as a career or profession.”
4. Since childhood, Gabrielle had wanted to be a *professional* politician.
5. What are some other examples of *professional*? [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “My dad couldn’t clear the drain in our bathtub, so he called a _____ plumber.”]
6. What part of speech is the word *professional*?
 - o adjective

Synonyms and Antonyms

What are some synonyms, or words and phrases that have a similar meaning, of *professional*? [Prompt students to provide words such as *qualified*, *expert*, *skilled*, and *full-time*.] What are some antonyms, or words and phrases that have the opposite meaning, of *professional*? [Prompt students to provide words such as *part-time*, *amateur*, and *unskilled*. As students discuss synonyms and antonyms, guide them to use the word target word in a complete sentence, such as: “A synonym of *professional* is *skilled*.”]

DAY 2

SPELLING 15 minutes

Introduce Spelling Words 15 minutes

- Explain that students will practice 15 words. Some are related to the Reader, *The Heritage of Ancient Greece and Rome*, and others contain the roots *ante*, *astron*, *bios*, *ge*, the prefixes *mega-*, *mini-*, *micro-*, or the suffix *-en*. These words do not follow a single spelling pattern. Tell students they will be assessed on these words and will write a dictated sentence including one or more of these words in Lesson 10.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

1. ante meridiem	9. megalopolis
2. astronomy	10. microbiology
3. biographer	11. miniature
4. Britain	12. minimum
5. dependent	13. peasant
6. geography	14. possess
7. golden	15. weaken
8. gymnasium	

Pronunciation/Syllabication Chart

The following chart includes pronunciation and syllabication information for the spelling words. The first column lists the words. The second column breaks the words into decodable sounds based on the Core Knowledge code approach to decoding words. The third column lists syllable types in each word. This information is provided so you can present new, unfamiliar spelling words in a way that calls upon and reinforces the manner in which students were taught to decode and encode in the earlier grades.

Remind students they can refer to the Individual Code Chart, which lists each sound in the English language, followed by all the possible ways that the given sound could be spelled; the spellings for each sound are listed in the order of frequency with which they occur in English, from most frequent to least frequent spelling. The Individual Code Chart is located in the Activity Book (Activity Page SR.4) and in the Yearlong Teacher Resources, in the Grade 6 Ancillary Materials.

As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart. For example, you might note that the word *gymnasium* includes a less common spelling for /ae/ in the second syllable of the word (i.e., the second syllable is pronounced /nae/ but spelled “na”) and then point out the “a” spelling for /ae/ that is included on the Individual Code Chart.

If you are unfamiliar with the CKLA phonics approach and/or have limited phonics training, you may also find the following materials in the Yearlong Teacher Resources helpful: “Using Chunking to Decode Multisyllable Words” and “Sound and Spelling of Schwa.” CKLA uses a sound-spelling notation that follows linguistic and dictionary conventions, making each notation easier to see and read. For example, the word *costly* is notated as /kost*lee/.

Word	CK Code	Syllable Type
ante meridiem	/an*tee/ /mə*rid*ee*əm/	closed*open schwa*closed*open*schwa
astronomy	/ə*stron*ə*mee/	schwa*closed*schwa*open
biographer	/bie*og*rə*fer/	open*closed*schwa*r-controlled
Britain	/brit*ən/	closed*schwa
dependent	/də*pen*dənt/	schwa*closed*schwa
geography	/jee*o*grə*fee/	open*closed*schwa*open
golden	/goel*dən/	open*schwa
gymnasium	/jim*nae*zee*əm/	closed*open*open*schwa
Megalopolis	/meg*ə*lop*ə*lis/	closed*schwa*closed*schwa*closed
microbiology	/mie*kroe*bie*ol*ə*jee/	open*open*open*closed*schwa*open
miniature	/min*ee*ə*cher/	closed*open*short*r-controlled
minimum	/min*ə*mum/	closed*schwa*closed
peasant	/pez*ənt/	closed*schwa
possess	/pə*zes/	schwa*closed
weaken	/wee*kən/	open*schwa

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Spelling Word	Definition	Example Sentence
ante meridiem	before noon (a.m.)	A 24-hour day contains 12 hours that are <u>ante meridiem</u> , or “before noon.”
astronomy	the study of objects in space	The ancient Greeks invented <u>astronomy</u> when they first studied the stars.
biography	a written account of someone’s life	The president’s <u>biography</u> was the best-selling book in the country for a year.
Britain	the island that contains England, Scotland, and Wales	Our tour of <u>Britain</u> took us over the whole island.
dependent	determined by	Your success as an adult is largely <u>dependent</u> on how educated you are.
geography	the study of Earth’s surface	The science of <u>geography</u> studies the physical features of our planet.
golden	made of gold; the color of gold	A “ <u>golden</u> age” is a time of peace, prosperity, and happiness.
gymnasium	a building dedicated to exercise	The school’s track team exercises at the <u>gymnasium</u> every Thursday.
Megalopolis	a city in ancient Greece (literally: “very large city”)	The ancient Greek city of <u>Megalopolis</u> still exists today.
microbiology	the study of very small living things	One branch of <u>microbiology</u> concentrates on the study of germs.
miniature	much smaller than normal	The art student made a six-inch <u>miniature</u> model of the Eiffel Tower.
minimum	the smallest amount of something	She made it through her classes with a <u>minimum</u> of study.
peasant	a poor person of low social status	The average medieval <u>peasant</u> was a farmer or merchant.
possess	have or own	He wondered whether he would ever <u>possess</u> his own car.
weaken	to become more weak	The longer he went without sleep, the more he felt himself <u>weaken</u> .

- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students take home Activity Page 8.3 to practice the spelling words.

WRITING

30 minutes

Write a Research Essay: Share, Evaluate, Revise

Introduce Research Essay Rubric

5 minutes

- Display the Research Essay Rubric on Activity Page 8.4, and review each criterion.
- Explain that students will use this rubric as they evaluate, edit, and revise their drafts.

Evaluate

20 minutes

- Have students turn to the Peer Review Checklist on Activity Page 8.5. Call on students to read the items on the checklist.
- Ask peer review partners to read each other's essays and complete the Peer Review Checklist.
- As students share their essays and complete the activity, circulate around the room, and provide assistance as needed.

Revise

5 minutes

- After students have completed their peer reviews and exchanged suggestions, have them revise their drafts in their Writing Journals. Students can begin their revisions in class and complete them for homework.
- Remind students to use the feedback from their partners, the Peer Review Checklist, and the Research Essay Rubric as they revise their research essays.

Note to Teacher: Students should finish revising their drafts for homework.

Take-Home Material

Spelling

- Have students complete Activity Page 8.3 for homework.

Writing

- Have students complete their revisions of their research essays in their Writing Journals for homework.

Fluency (optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

Lesson 9

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	40 min	Whole Group: Chapter 10, "The Fall of the Roman Empire"	<i>The Heritage of Ancient Greece and Rome</i> Roman Empire Map
	5 min	Word Work: <i>Barbarian</i>	Activity Pages 9.1, 9.2
DAY 2: Morphology Spelling Writing	15 min	Practice Affixes	Prefix and Suffix Charts Activity Page 9.3
	15 min	Practice Spelling Words	Activity Page 9.4
	15 min	Research Essay: Edit	Writing Journals Activity Pages 9.5, SR.3
Take-Home Material	*	Morphology, Spelling, Writing	Writing Journals Activity Pages 9.3, 9.4, 9.5

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Determine the causes of the fall of the Roman Empire. (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7; RH.6-8.1, RH.6-8.2)

Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4, W.6.5, W.6.7, W.6.8; WHST.6-8.4, WHST.6-8.5, WHST.6-8.7; L.6.1, L.6.1.e, L.6.2, L.6.2.b)

Speaking and Listening

Follow rules for classroom discussion. (SL.6.2.b)

Ask and answer questions about the text. (SL.6.1, SL.6.1.a, SL.6.1.c, SL.6.1.d)

Language

Use the rules of phonics and syllabication to spell correctly. (L.6.2.b)

Determine the meaning of unknown words using context and reference materials. (L.6.4, L.6.4.a, L.6.4.c, L.6.4.d)

ADVANCE PREPARATION

Reading

- Display The Roman Empire map that appears on page 81 of *The Heritage of Ancient Greece and Rome*.
- Write the purpose for reading on the board/chart paper: *Explain the causes of the decline and fall of the Roman Empire*.

Reading

- Display the Prefix and Suffix Chart from Lesson 7.

Fluency (Optional)

- Choose and make copies of a text selection from the Online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

READING

45 minutes

Whole Group: Chapter 10, “The Fall of the Roman Empire” [pages 80–89]

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 10, “The Fall of the Roman Empire.”
- Have students turn to page 80 of *The Heritage of Ancient Greece and Rome*.
- Have students preview the headings, images, and captions in the chapter. Ask students to use these features to write a sentence that predicts what they think caused the fall of the Roman Empire. Tell students that as they read, they will find out whether their predictions are correct.
- Preview the core vocabulary words and pronunciation guide using Activity Page 9.1 and the routine established in the Core Vocabulary section of Reading Lessons 1–5 of this unit.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *wrongs*.
- Have students find the word on page 80 of the book.

1. **wrong, *n.*** an illegal action (**wrongs**) (80)
2. **prosperity, *n.*** the state of being materially successful (80)
3. **declare, *v.*** to state something as a truth (**declaring**) (82)
4. **adequate, *adj.*** enough to meet a need (85)
5. **barbarian, *n.*** a person, often foreign, considered inferior and violent (**barbarians**) (85)
6. **grandeur, *n.*** the state of being remarkable, very impressive, or special (88)

Vocabulary Chart for Chapter 10, “The Fall of the Roman Empire”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	barbarian	adequate declare grandeur wrongs
Spanish Cognates for Core Vocabulary	bárbara/bárbara	adecuada/adecuado declarer grandeza

- Read the purpose for reading from the board/chart paper:

Explain the causes of the decline and fall of the Roman Empire.

SUPPORT: Ensure student understanding of the terms *decline* and *fall*. Tell students that when an empire or country declines, it loses power and its standard of living decreases. A fall is when an empire or country no longer exists. In this lesson, students will be learning about what caused the Roman Empire to begin to lose power and eventually brought the Roman Empire to an end.

Read Chapter 10 “The Fall of the Roman Empire”

20 minutes

Have individual students take turns reading the chapter aloud. You may also alternate between having students read aloud and read silently. Occasionally pause to ask questions in order to check for understanding and draw students’ attention to key vocabulary and concepts. Use the guided reading supports listed below for this purpose.

Strengths and Weaknesses [page 80]

Literal Describe the lives of citizens during the period the Roman Empire was expanding.

- o Life was peaceful and prosperous. The government was strong and ensured the rights of its citizens. New cities and roads were continually being built, and the people had access to good food and clean water.

Literal What happened to the expansion of the Roman Empire by the 200s CE? How did this affect the Roman Empire?

- o The Roman Empire had stopped expanding by the 200s CE. This meant there were no new sources of trade and no new sources of riches and tax money.

The Roman Empire Map [page 81]

Literal What does the map of the Roman Empire on page 81 show?

- o The map shows the expansion of the Roman Empire between Julius Caesar's death and 117 CE.

SUPPORT: Direct students' attention to the caption below the map. Explain that the phrase "at its height" means at the time the Roman Empire was at its most prosperous and stable.

Evaluative How does the map help your understanding of the information in the text?

- o Answers will vary. The map gives additional visual detail about the size of the Roman Empire and where it was located.

Money Troubles [page 82]

SUPPORT: After reading the first paragraph, review the meaning of the words *economic*, *recession*, and *inflation*, as explained in the text. Guide students in paraphrasing definitions (examples: *economic* means "having to do with money"; a *recession* is "when few people are buying or selling anything"; *inflation* is "when things in general become very expensive").

Inferential How did the Roman people react to their emperors' failed efforts to end recession and inflation?

- o They probably became angry with their rulers and felt less loyalty to Rome.

Literal How did recession and inflation contribute to the fall of the Roman Empire?

- o Recession and inflation caused joblessness. Joblessness created poverty. Poverty created crime and disease.

Stop and Jot: Have students stop and jot a brief sentence about the image and caption on this page. Students may use one of these sentence frames as a guide:

- The emperor _____ is wearing a wreath, which signifies _____.
- Coins like this were _____'s attempt to end Rome's _____ and _____.

(Sample sentences: *The emperor Constantine is wearing a wreath, which signifies power/ authority/accomplishment; Coins like this were Constantine's attempt to end Rome's recession and inflation.*) Have volunteers read their sentences.

Gap Between Rich and Poor [pages 83–84]

Evaluative How did the situation between Rome’s rich and poor change as the empire declined?

- o The wealthy aristocrats became wealthier, and the poor had fewer avenues to improve their lives.

Literal How did Rome’s generals contribute to Rome’s decline?

- o The generals and their armies fought one another for power, creating a constant state of civil war.

Inferential On page 129, it states that “between 180 and 270 CE there were eighty emperors—almost one a year” Why do you think there were so many new emperors? How might the frequent change in emperors have contributed to Rome’s decline?

- o Like the generals and their armies, the emperors were fighting each other for power. The text also says that emperors “poisoned their enemies and neglected affairs of the empire.” They cared only about their own personal power and wealth.

The frequent change in who was leading the Roman empire probably means that the people didn’t know whom to trust or what they could count on.

Turn and Talk: Allow students a brief period to turn to a classmate and discuss the question *What issues in America’s current politics do you think have the potential to cause widespread social conflict?* Then have volunteers state their thoughts, and write their responses on the board.

The Germanic Tribes [pages 84–85]

Literal Who were the barbarians?

- o The people of the Germanic tribes that Julius Caesar conquered in northern Europe were referred to by the Romans as barbarians because they were different than the people who lived around the Mediterranean, closer to Rome. They moved frequently, did not build large cities, and often went to war.

Goths and Vandals [pages 85–86]

Literal Who were the two most significant Germanic tribes, and why did they become a threat to Rome over time?

- o The two most significant groups were the Goths and Vandals. Their attacks on Rome became a larger threat as Rome’s military power declined.

SUPPORT: Guide a discussion comparing King Alaric’s 410 CE invasion of Rome to Julius Caesar’s 49 BCE military takeover of Rome. Point out that both incidents marked the end of a Roman government—Caesar’s act was the beginning of the end of the Roman Republic, and Alaric’s attack marked the beginning of the end of the Roman Empire. Both events provide examples of a leader and his army successfully attacking (and permanently changing) the government of Rome.

Literal What happened to Rome and the western part of the Roman Empire?

- o Germanic tribes attacked and took over the city of Rome and the western portion of the Roman Empire.

The Rise of Islam [pages 86–88]

Literal What remained of the Roman Empire after the Germanic takeover of Rome?

- o The eastern part of the Roman Empire, which had its own capital city and emperor, remained strong. It became known as the Byzantine Empire.

Literal What effect did the rise of the religion of Islam have on the Byzantine Empire?

- o Islam grew among the Arab people, many of whom eventually united as Muslims. Muslims believed that it was lawful to make war on non-Muslims. As such, they began attacking parts of the Byzantine Empire, often successfully.

Literal What was the last part of the Roman/Byzantine Empire to fall, and how and when did that happen?

- o The city of Constantinople was finally conquered by Muslim armies in 1453 CE. This marked the end of the Roman Empire.

The Grandeur That Was Rome [pages 88–89]

Literal What organization arose over time to rule what had been the Western Roman Empire?

- o The (Catholic) Church assumed power throughout Western Europe.

Evaluative How did the Roman Empire remain influential after its decline and fall?

- o European kings came to base their laws on Roman laws. Roman history, art, culture, and learning were preserved in European universities. The power and influence of the Roman Empire lived on after its decline and fall and continues to do so today.

SUPPORT: Tell students that the government that existed during the height of the Roman Empire influenced our nation’s founders when they wrote the United States Constitution. We are a democratic republic. We vote for the representatives who make our laws. Our government is divided into branches that keep a check on one another’s power. One difference in the American system is that our democracy includes both rich and poor, both male and female.

Discuss Chapter 10 and Wrap Up the Lesson

10 minutes

Revisit the purpose for reading:

Explain the causes of the decline and fall of the Roman Empire.

As a class, complete Activity Page 9.2 to wrap up the lesson.

1. In the chapter, you read, “The peoples of northern Europe, however, were not like the familiar peoples of the Mediterranean. The Romans referred to northern Europeans as *barbarians*.”
2. Say the word *barbarian* with me.
3. A *barbarian* is “a person, often foreign, considered inferior and violent.”
4. Joelle didn’t go to the event, because she thought the crowd there was “a pack of *barbarians*.”
5. What is an example of a *barbarian*? Be sure to use the word *barbarian* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “If you _____, you’re acting like a *barbarian*.”]
6. What part of speech is the word *barbarian*?
 - o noun

Appositive Sentences

[Use an *Appositive* activity for follow-up. Explain to students that an appositive can be a phrase in a sentence that defines a person, place, or thing. Show the following example of a sentence with the appositive phrase underlined: The barbarian, a truly savage person, set fire to the vacant building.] The appositive phrase “a truly savage person” defines the noun *barbarian*. [Point out the commas] It is separated from the rest of the sentence by commas. [Cover or cross out the phrase, and read aloud the sentence without the phrase.] It can be removed from the sentence without making the sentence incomplete. [Provide the following sentence frame for the word *barbarian*, and have students fill in the appositive phrase: “The Romans considered the barbarians, _____, to be their chief threat.” Invite students to share their answers.]

Challenge: Students who have a solid understanding of appositives may benefit from being challenged to complete the activity without a sentence frame.

DAY 2

MORPHOLOGY

15 minutes

Prefixes *mega-*, *mini-*, *micro-* and Suffix *-en*

Practice Prefixes *mega-*, *mini-*, *micro-* and Suffix *-en*

15 minutes

- Remind students that they are studying ancient Greece and Rome and that many of the words we use in English today come from those cultures.

- Display the Prefix and Suffix Charts from Lesson 7. Revisit the prefixes *mega-*, *mini-*, and *micro-*, along with the suffix *-en*. Ask students to identify the meaning and origin of these affixes:
 - o *mega-* (large or great)
 - o *mini-* (small or smaller)
 - o *micro-* (small or smaller)
 - o *-en* (made of (adj.); to make or become more (v.))
- Assign Activity Page 9.3 for take-home work.

SPELLING

15 minutes

Practice Spelling Words

15 minutes

- Tell students they will practice the spelling words.
- Have students turn to Activity Page 9.4. Explain that students will work with a partner to complete sentences for each of these words.
- Remind students that they will complete their spelling assessment during Lesson 10.
- If students do not complete Activity Page 9.4, they should do so for homework.

WRITING

15 minutes

Write a Research Essay: Edit

Edit a Research Essay

15 minutes

- Remind students that the editing process consists of checking their drafts for errors.
- Have students use Activity Pages 9.5 Editing Checklist and SR.3 Proofreading Symbols as guides for spotting and fixing errors in their drafts.
- Tell students that as they edit, they will incorporate what they have learned in this unit about punctuation in compound sentences and nonrestrictive clauses, roots, prefixes and suffixes, and spelling.
- Stress that the areas listed on the page are not the only ones students should look for; the goal is to spot and correct any spelling or grammar errors.
- Remind students that this will be their final draft. Students are to create a final draft that is ready to publish. If computers are available to students, arrange for them to type their final drafts.

Note to Teacher: You might choose to have students work on their revisions as time permits and then complete the revision process as homework. When students finish editing, they may prepare to publish their work. Publishing is addressed in the next lesson.

Take-Home Material

Morphology

- Have students complete Activity Page 9.3 for homework.

Spelling

- Have students complete Activity Page 9.4 for homework.

Writing

- Have students finish editing their final draft of their research essay using Activity Page 9.5 as a guide.

Fluency (optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

Lesson 10

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Writing	45 min	Research Essay: Edit and Publish	Activity Page 10.1
DAY 2: Writing	30 min	Research Essay: Publish	Activity Page 10.1
Spelling	15 min	Spelling Assessment	Activity Page 10.2

Primary Focus Objectives

By the end of this lesson, students will be able to:

Writing

Edit and publish a research essay (W.6.4, W.6.5, W.6.6, W.6.7; WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7; L.6.1, L.6.1.e, L.6.2, L.6.2.b)

Speaking and Listening

Listen and respond to an oral presentation. (SL.6.1, SL.6.1.b, SL.6.1.c, SL.6.2)

Give an oral presentation of a research essay. (SL.6.4, SL.6.6)

Incorporate multimedia into an oral presentation. (SL.6.5)

Language

Demonstrate command of the conventions of standard English grammar when writing and speaking. (L.6.1)

Use rules of phonics and syllabication to spell words correctly. (L.6.2, L.6.2.b)

Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3)

ADVANCE PREPARATION

Writing

- Prepare to instruct students in multimedia presentations.
- If students will need recording or viewing equipment for their presentations, arrange to have it available for class.

WRITING

45 minutes

Research Essay: Edit and Publish

Edit and Incorporate Multimedia

15 minutes

- Allow students time to finish editing or typing the final draft of their research essays, if needed.
- When students' final drafts are complete, explain that they will be publishing their completed work by reading it aloud to the class.
- Explain that students can enhance their presentation by incorporating a multimedia element into their presentation.
 - o Provide students with several multimedia examples to stimulate thinking. Use this link to download the Online Resources for this unit, where a link to a multimedia site can be found: <https://www.coreknowledge.org/language-arts/>.
 - o Students may also choose to use multimedia equipment to record their presentations to be viewed or listened to at a later date.
- Students may only have time to identify their multimedia element in class. Students can finish adding their multimedia element or recording their presentation for homework.

Practice Speaking and Listening

30 minutes

- Before students begin presenting their research essays, review Activity Page 10.1 (Speaking and Listening Rubric). Make sure students understand that the “Speaking” section of the rubric is a list of things they should do when they presenting and the “Listening” section of the rubric is a list of things they should do while they are listening to others’ presentations.
- Allow students time to practice their presentations with small groups.
 - o At the end of each practice presentation, members should give feedback using the Speaking and Listening Rubric, explaining where the speaker’s presentation was strong and where they need to focus their practice before their final presentation.
 - o At the end of the practice round, all group members should also rate themselves as listeners. Have students circle the section that best represents how they listened. Students can use this information to consciously focus on specific areas of their listening as they listen to presentations.

WRITING**30 minutes****Research Essay: Publish****Publish and Evaluate****30 minutes**

- Have students orally present their research essays to the class.
- Provide some questions for students to help them evaluate multimedia in their peers' presentations. Display these questions for students to think about before they listen to their peers' presentations. Examples:
 - Was I able to see and hear everything in the presentation?
 - Were facts and information presented clearly?
 - What did I like about the presentation?
 - How did multimedia elements enhance the presentation?
 - What questions would I like to ask the presenter?
- Give students time to ask questions and share what they liked after each presentation. Remind students that questions should be relevant and comments about the presentations should be respectful.
- After the presentations, ask the class to share and discuss the ways in which they think multimedia enhanced the presentations.

SPELLING**15 minutes****Assessment****15 minutes**

- Have students turn to Activity Page 10.2 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

1. ante meridiem	A 24-hour day is contains 12 hours of <u>ante meridiem</u> , or “before noon.”
2. astronomy	The ancient Greeks invented <u>astronomy</u> when they first studied the stars.
3. biography	The president’s <u>biography</u> was the best-selling book in the country for a year.
4. Britain	Our tour of <u>Britain</u> took us over the whole island.
5. dependent	Your success as an adult is largely <u>dependent</u> on how educated you are.
6. geography	The science of <u>geography</u> studies the physical features of our planet.
7. golden	A “ <u>golden</u> age” is a time of peace, prosperity, and happiness.
8. gymnasium	The school’s track team exercises at the <u>gymnasium</u> every Thursday.
9. Megalopolis	The ancient Greek city of <u>Megalopolis</u> still exists today.
10. microbiology	One branch of <u>microbiology</u> concentrates on the study of germs.
11. miniature	The art student made a six-inch <u>miniature</u> model of the Eiffel Tower.
12. minimum	She made it through her classes with a <u>minimum</u> of study.
13. peasant	The average medieval <u>peasant</u> was a farmer or merchant.
14. possess	He wondered whether he would ever <u>possess</u> his own car.
15. weaken	The longer he went without sleep, the more he felt himself <u>weaken</u> .

- After reading all of the words, review the list slowly, reading each word once more.
- Have students write the following sentence as dictated.

He resolved to visit the gymnasium a minimum of three times a week.

- Repeat the sentence slowly several times, reminding students to check their work for appropriate capitalization and punctuation.
- Collect all spelling assessments to grade later. Use of the template provided below is highly recommended to identify and analyze students’ errors.

Spelling Assessment Analysis chart

[illegible]

- It may be helpful to refer back to the Pronunciation/Syllabication Chart.

Word	CK Code	Syllable Type
ante meridiem	/an*tee/ /mə*rid*ee*əm/	closed*open schwa*closed*open*schwa
astronomy	/ə*stron*ə*mee/	schwa*closed*schwa*open
biographer	/bie*og*rə*fer/	open*closed*schwa*r-controlled
Britain	/brit*ən/	closed*schwa
dependent	/də*pen*dənt/	schwa*closed*schwa
geography	/jee*o*grə*fee/	open*closed*schwa*open
golden	/goel*dən/	open*schwa
gymnasium	/jim*nae*zee*əm/	closed*open*open*schwa
Megalopolis	/meg*ə*lop*ə*lis/	closed*schwa*closed*schwa*closed
microbiology	/mie*kroe*bie*ol*ə*jee/	open*open*open*closed*schwa*open
miniature	/min*ee*ə*cher/	closed*open*short*r-controlled
minimum	/min*ə*mum/	closed*schwa*closed
peasant	/pez*ənt/	closed*schwa
possess	/pə*zes/	schwa*closed
weaken	/wee*kən/	open*schwa

- Students might make the following errors:
 - Britain: using “un” for /ən/
 - dependent: using “dunt” for /dənt/
 - gymnasium: using “jim” for /jim/; using “nay” for /nae/.
- Also, examine the dictated sentence for errors in capitalization and punctuation.
- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the ends of the words?
 - Is the student consistently making errors in multisyllable words but not single-syllable words?

Take-Home Material

Writing

- If needed, tell students to continue to practice and incorporate multimedia elements into their presentations for homework.

Lesson 11

AT A GLANCE CHART

Lesson	Time	Activity	Materials
Unit Assessment	35 min	Assessment	Activity Page 11.1
Unit Feedback Survey	10 min	Survey	Activity Page 11.2

UNIT ASSESSMENT

45 minutes

- Make sure each student has a copy of Activity Page 11.1. You may have collected this Activity Page from students at the beginning of the unit.
- Tell students they will read two selections, answer questions about each, and respond to a writing prompt. In the next sections, students will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.
- This is a good opportunity to use the Tens scoring system to gather formative assessment data.

Reading Comprehension

The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is an informative text titled “The First Persian War.” The second selection is an informative text titled “Ancient Greece’s Third Great Philosopher.”

These texts were created using guidance from the Common Core State Standards (CCSS) and recommendations from Student Achievement Partners (AchieveTheCore.org). These texts are considered worthy of students’ time to read and meet the expectations for text complexity at Grade 6. The texts feature core content and domain vocabulary from the unit that students can draw on in service of comprehending the text.

The questions pertaining to these texts are aligned to the CCSS and are worthy of students’ time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might address multiple standards. In general, the selected-response items address Reading standards, and the constructed-response item addresses Writing standards. To prepare students for CCSS-aligned

assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and SmarterBalanced, some items replicate how technology may be incorporated in those assessments, using a paper-and-pencil format.

UNIT ASSESSMENT ANALYSIS

Quantitative and Qualitative Analysis of Text

The texts used in the reading comprehension assessment, “The First Persian War” (informative text) and “Ancient Greece’s Third Great Philosopher” (informative text), have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, “New Research on Text Complexity,” (CoreStandards.org/resources). Both selections fall within the Common Core Grades 5–6 Band.

Reading Comprehension Item Annotations and Correct Answer and Distractor Rationales

* To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)	Standards
1 Part A <i>Literal</i>	C	RI.6.1; RH.6-8.1
2 <i>Inferential</i>	The Asia Minor city-state of Miletus was under harsh rule by Persia. Around 499 BCE, it rebelled. It asked for assistance from the other city-states, but at first only Athens agreed. The Athenian army successfully freed Miletus and returned home, which prompted other city-states to rebel as well. Afterward, the Persians retook Miletus and attacked Athens to punish it.	RI.6.2, RI.6.3; RH.6-8.2, RH.6-8.3
3 <i>Literal</i>	A	RI.6.2; RH.6-8.2
4 <i>Evaluative</i>	Students’ answers will vary. Students may say that as fellow city-states, they saw the advantage of uniting to oppose a common enemy.	RI.6.1; RH.6-8.1
5 Part A <i>Inferential</i>	Students will likely say that the author portrays Greece more positively.	RI.6.6; RH.6-8.6
5 Part B <i>Inferential</i>	Student answers will vary. Sample answer: The author begins the passage with a description of Persian rulers as “harsh tyrants.”	RI.6.1; RH.6-8.1

6 Part A Literal	The author uses a “main idea and details” text structure.	RI.6.5; RH.6-8.5
6 Part B Literal	The author uses headers to signify main ideas and places details beneath each header. For example, the section that follows the header “A Keen Observer” tells about Aristotle’s observational methods, which contributed to the development of the scientific method.	RI.6.1; RH.6-8.1
7 Part A Literal	Student answers should note that Aristotle was well educated.	RI.6.1; RH.6-8.1
7 Part B Literal	Students will likely point out that Aristotle grew up in the court of the Macedonian king, where his father was a doctor. He was also a student of Plato, who studied under Socrates. Aristotle also started a school of his own.	RI.6.1; RH.6-8.1
8 Inferential	D	RI.6.4; RH.6-8.4
9 Inferential	Students’ answers will vary. Sample answer: Later philosophers found out that there were things Aristotle was wrong about.	RI.6.5
10 Evaluative	Students’ answers will include: He thought men were superior to women; he thought the upper classes were better than the lower classes; he believed slavery was acceptable.	RI.6.1; RH.6-8.1
11 Literal	He added to the world’s knowledge by applying reason to the world around him.	RI.6.1; RH.6-8.1

Writing Prompt Scoring

The writing prompt addresses CCSS W.6.2.a–f, W.6.4; L.6.1, L.6.2, L.6.3.

Score	4	3	2	1
Criteria	Description is accurate, thorough, and includes at least two relevant examples from each text. The answer includes transitional words, precise language, a formal style, and a concluding statement deployed effectively.	Description is accurate, limited, and includes at least two relevant examples from each text. The answer includes transitional words, precise language, a formal style, and a concluding statement deployed somewhat effectively.	Description is mostly accurate but includes few supporting examples from the texts or focuses on information from one text. The answer includes few examples of transitional words, precise language, a formal style, or a concluding statement.	Description lacks accuracy and fails to incorporate information from both texts. The answer includes no examples of transitional words, precise language, a formal style, or a concluding statement.

Grammar Answer Key

The grammar assessment addresses CCSS L.6.2.

1. Answers will vary but should include a comma followed by the conjunction *but* and an independent clause.
2. Answers will vary but should include a comma followed by the conjunction *or* and an independent clause.
3. Answers will vary but should include a comma followed by the conjunction *and* and an independent clause.
4. Student should write a semicolon after the word *sunny*.
5. Student should write a semicolon after the word *beach*.
6. correct
7. incorrect
8. incorrect
9. correct
10. incorrect

Morphology Answer Key

The morphology assessment addresses CCSS L.6.4.b.

1. before
2. star
3. life
4. made of
5. to become more
6. earth
7. large, great
8. small, smaller
9. small, smaller

Optional Mid-Year Fluency Assessment

The following is the student text for the Optional Fluency Assessment, titled “Life in Rome.” Turn to this copy of the selection each time you administer this assessment. On the following pages you will also find a Recording Copy of the text for doing a running record of oral reading for each student you assess, as well as a Fluency Scoring Sheet. Make as many copies of the Recording Copy and the Fluency Scoring Sheet as you need, having one for each student you assess.

Life in Rome

Rome was one of the largest cities of its time. What was it like to live in this ancient city?

For one, the city was very crowded and busy. At the center of Rome was a street called the *Via Sacra*. The *Via Sacra* led to the Forum, the center of Roman life. During the republic, the northern corner of the Forum was used for government business. The rest of the Forum was used for shops and markets. The Forum was busiest in the middle of the day. Businesspeople made deals. Courts held trials. Government officials met and debated.

Most Romans were plebeians. Many plebeians lived together in different rooms or apartments in buildings in an area east of the Forum. These buildings did not have plumbing or running water. They were hot in summer and cold in winter. They filled with smoke from cooking fires. The plebeian parts of the city were known for their narrow streets. These narrow passages made it easier for fire to spread. They also made it easier for thieves to steal from passersby.

The patricians of Rome were a small part of the population, but they had a lot of living space. They lived in large, private homes. These homes had several rooms arranged around a courtyard.

For clothing, Roman men of all ranks wore a tunic. This is a kind of long shirt without sleeves. A man’s tunic went down to about the knees and was worn with a belt. Over the tunic, male citizens often wore togas. Different colors, stripes, and decorations on clothing helped show a man’s rank or position.

Recording Copy

Life in Rome

Rome was one of the largest cities of its time. What was it like to live in this ancient city?	20
For one, the city was very crowded and busy. At the center of Rome was a street called	38
the <i>Via Sacra</i> . The <i>Via Sacra</i> led to the Forum, the center of Roman life. During the	55
republic, the northern corner of the Forum was used for government business. The rest of	70
the Forum was used for shops and markets. The Forum was busiest in the middle of the	87
day. Businesspeople made deals. Courts held trials. Government officials met and debated.	99
Most Romans were plebeians. Many plebeians lived together in different rooms or	111
apartments in buildings in an area east of the Forum. These buildings did not have	126
plumbing or running water. They were hot in summer and cold in winter. They filled with	142
smoke from cooking fires. The plebeian parts of the city were known for their narrow	157
streets. These narrow passages made it easier for fire to spread. They also made it easier for	174
thieves to steal from passersby.	179
The patricians of Rome were a small part of the population, but they had a lot of living	197
space. They lived in large, private homes. These homes had several rooms arranged around	211
a courtyard.	213
For clothing, Roman men of all ranks wore a tunic. This is a kind of long shirt without	231
sleeves. A man's tunic went down to about the knees and was worn with a belt. Over the	249
tunic, male citizens often wore togas. Different colors, stripes, and decorations on clothing	262
helped show a man's rank or position.	269

Word Count: 269

Administration Instructions

- Make a Student Copy and a Recording Copy of the fluency passage for each student you wish to assess. You will create a running record as you listen to each student read orally.
- Explain that the student will read a selection aloud while you take some notes. Encourage the student not to rush and to read at their regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy of the text using the following guidelines:

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an "X" above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an "SC."
Teacher-supplied words	Write a "T" above the word (counts as an error).

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark the student's place in the text at that point. Allow the student to finish reading the selection aloud.
- Assess the student's comprehension of the selection by asking them to respond orally to the questions provided in the *Fluency Supplement*.

Scoring Instructions

- Use one Fluency Assessment Scoring Sheet for each student taking the assessment.
- To calculate a student's W.C.P.M. (Words Correct per Minute) score, use the information you recorded on the Recording Copy, and follow these steps. You may wish to have a calculator available.

1. Count Words Read in One Minute. This is the total number of words that the student read or attempted to read in one minute. It includes words that the student read correctly as well as words that the student read incorrectly. Write the total in the box labeled Words Read in One Minute.
2. Count the Uncorrected Mistakes in One Minute. You noted these in the running record. They include words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the scoring sheet. (A mistake that the student self- corrects is not counted as a mistake.)
3. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from the Recording Copy for anecdotal purposes.

As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms for Grade 6 obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year.

Oral Reading Fluency Norms for Grade 6

Percentile	Fall W.C.P.M.	Winter W.C.P.M.	Spring W.C.P.M.
90	177	195	204
75	153	167	177
50	127	140	150
25	98	111	122
10	68	82	93

Reference

Hasbrouck, Jan and Tindal, Gerald A. "Oral reading fluency norms: A valuable assessment tool for reading teachers." *The Reading Teacher* 59 (2006): 636-644.

Fluency Assessment Scoring Sheet

Words read in one Minute

Uncorrected Mistakes in one Minute

W.C.P.M

Percentile	Winter W.C.P.M.
90th	195
75th	167
50th	140
25th	111
10th	82
comprehension Questions total correct _____/4	

UNIT FEEDBACK SURVEY

10 minutes

At the conclusion of the unit, have students complete the Unit Feedback Survey on Activity Page 11.2.

Pausing Point

Culminating Activities

The following activities are offered should you choose to pause at one or two points during the teaching of this unit. During that time we recommend that you use one or more of the Culminating Activities described below or an activity you create.

End-of-Unit Comprehension Check

Use the first day of the Pausing Point to administer the assessment of general comprehension and content knowledge acquired by reading selections in Lessons 7–9 on the Roman Empire. Make sure each student has a copy of Activity Page PP.2. You may have collected this Activity Page from students at the beginning of the unit.

- Allow students as much time as they need to complete the assessment during the first Pausing Point day. In most cases, this assessment will take approximately 30 to 45 minutes.
- Tell students to read and answer the questions about what they have learned about the heritage of ancient Greece and Rome. Encourage students to do their best and review their work once they have finished.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually.
- Answers to the End-of-Unit Comprehension Check are provided on page 185 of the Activity Book Answer Key in this guide.

Use the following Remediation and Enrichment suggestions to plan activities for the remainder of the first Pausing Point day.

Pausing Point for Differentiation of Instruction

Please use the final two days of this unit to address results of the Unit Assessment (for reading comprehension; fluency, if applicable; grammar; and morphology) and spelling assessments. Use each student's scores on the Unit Assessment to determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

Remediation

Reading Comprehension

It is important to understand that poor performance on the Reading Comprehension section of the Unit Assessment may be attributable to any number of factors. To ascertain which remediation efforts will be most worthwhile, it is highly recommended that you ask

any student who performed poorly on this section to read at least one of the assessment passages aloud to you orally, one on one. As the student reads, make note of any words the student struggles with or reads incorrectly. If the student occasionally misreads words in the text, analyze the types of errors in code knowledge, and consult the CKLA *Decoding and Encoding Remediation Supplement*. This online publication provides further guidance in assessing, analyzing, and remediating specific decoding skills so targeted remediation can be provided. If the student frequently misreads words in the text, this is indication of a more global decoding problem that may require further assessment and remediation by a reading specialist. The *Decoding and Encoding Remediation Supplement* can be accessed online in the Grade 6 Ancillary Materials at: [https:// www.coreknowledge.org/free-resource/ckla-ancillary-materials-sixth-grade/](https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-sixth-grade/).

If the student does not misread words but reads haltingly, a lack of fluency may impede comprehension. Administer the optional fluency assessment to verify whether the student's reading rate is below the norm. If so, remediation efforts should be targeted at building fluency.

Once the student finishes reading the passage(s) aloud, ask the comprehension questions orally. Analyze whether the student makes errors on the same questions answered incorrectly on the written assessment, as well as the types of questions answered incorrectly. Does the student have difficulty answering particular types of questions? If so, guided rereading of specific chapters in a small-group setting with other students who are struggling may be helpful. Choose chapters that were not already used for small-group instruction, and provide specific guidance as to how to use clues in the text to arrive at the correct answer.

Good performance on the informational passage requires that students make use of the domain-specific vocabulary and knowledge presented throughout the unit. Students who performed poorly on the informational passage may benefit from rereading chapters from the unit, with more intensive focus on the domain vocabulary.

Fluency

Students who struggle with fluency will benefit from having multiple opportunities to reread a particular text. If students demonstrate a need for remediation related to fluency, you may either have them reread selections from the Reader or choose an excerpt from the Online Fluency Supplement.

Grammar and Morphology

For additional practice with the grammar and morphology skills taught in this unit, you may wish to have students complete the Grammar and Morphology Pausing Point Activity Pages provided in the Activity Book (PP.3–PP.6).

If students demonstrate a need for remediation in the foundational grammar and morphology skills required for the lessons in Grade 6, consult the CKLA Grade 5 Skills Strand materials for additional grammar and morphology lessons and activities. Alternatively, for students who demonstrate a general proficiency in grammar and morphology but who demonstrate a need for remediation in connection with specific skills covered in this unit, you may provide a more targeted remediation by reteaching only the lessons for those skills.

Spelling

If students demonstrate a need for remediation in spelling but they exhibit general proficiency in code knowledge, have them use the Individual Code Chart to assist in spelling unfamiliar words, syllable by syllable.

If students exhibit specific code knowledge problems, as revealed by the spelling assessment analyses, they may benefit from remediation to target specific letter-sound correspondences. See the *Decoding and Encoding Remediation Supplement* online in the Grade 6 Ancillary Materials at: <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-sixth-grade/>.

Writing

Redirect students to Activity Page 8.6 (Peer Review Checklist), Activity Page 8.5 (Research Essay Rubric), Activity Page 9.5 (Research Essay Editing Checklist), and their completed research essay. Provide time during the Pausing Point for students to revise and rewrite their essay using all of the above tools. The Research Essay Rubric and Research Essay Editing Checklist are included in the Teacher Resources section of this Teacher Guide for your reference.

If possible, meet briefly with each student to review their plans for revision and provide additional guidance.

Evaluate students' work after revisions are complete using the Research Essay Rubric and Research Essay Editing Checklist. Meet briefly with each student to provide feedback.

Enrichment

If students have mastered the skills in *The Heritage of Ancient Greece and Rome*, their experience with the unit concepts may be enriched by the following activities. Please preview in advance any third-party resources, i.e., links to websites other than the Core Knowledge Foundation, to determine suitability for the students with whom you work.

- As an additional “Publish” activity for Writing: Create a classroom “library” by making student research essays available in print in the classroom or online. Invite students to “check out” and read their classmates’ research. Students may wish to compare and contrast how research papers on the same topic can differ due to a different approach to the research question or different resources used.
- Have students create an illustrated timeline for a segment of Greek or Roman history.
- Students can collaborate on writing a story or play about an event in Greek or Roman history and perform it as Reader’s Theater.
- Students can research an aspect of Greek or Roman historical dress, such as Roman soldiers, Spartans, Greek women, or peasant dress, and draw or recreate a historical costume.

Teacher Resources

In this section you will find:

- Glossary for *The Heritage of Ancient Greece and Rome* (pages 145–146)
- World Map (page 147)
- Map of the Mediterranean Region (page 148)
- The Writing Process (page 149)
- Research Essay Rubric (page 150)
- Peer Review Checklist for Research Essay (page 151)
- Research Essay Editing Checklist (page 152)
- Speaking and Listening Rubric (page 153)
- Proofreading Symbols (page 154)
- Optional Fluency Assessment Guide (pages 155–156)
- Fluency Assessment Scoring Sheet (page 157)
- Activity Book Answer Key (pages 158–171)

Glossary for *The Heritage of Ancient Greece and Rome*

A

adequate, *adj.* enough to meet a need

adversity, *n.* hardship or misfortune

alliance, *n.* a group of city-states (or countries or people) who agree to help one another

ambitious, *adj.* wanting to succeed

arrogant, *adj.* having a pushy, snobbish attitude

B

barbarian, *n.* a person, often foreign, considered inferior and violent (**barbarians**)

betrayal, *n.* the act of violating a friendship

biased, *adj.* unfair toward a person, group, or viewpoint

bribery, *n.* the act of giving money or something of value to illegally influence a person in power

C

campaign, *n.* a military operation intended to achieve a particular objective (**campaigns**)

career, *n.* a job

chaos, *n.* a state of complete confusion

charming, *adj.* pleasant, attractive, likable

civilization, *n.* a society, or group of people, with similar religious beliefs, customs, language, and form of government

complex, *n.* a group of similar buildings;
adj. having many connected parts

contemporary, *adj.* existing at the same time

contradiction, *n.* the state when two things oppose one another (**contradictions**)

convulsion, *n.* a violent, unwilling muscle contraction

D

debate, *v.* to formally discuss or argue multiple views about a topic

declare, *v.* to state something as a truth (**declaring**)

disciplined, *adj.* self-controlled

disorganized, *adj.* not under sufficient control

distinction, *n.* category or grouping

E

emphasize, *v.* to stress strongly, give special importance to (**emphasized**)

excel, *v.* to be very good at knowing or doing something

excerpt, *n.* a short piece from a larger body of work

extraordinary, *adj.* unusual and amazing

extravagant, *adj.* more than necessary, excessive

F

fateful, *adj.* having significant and negative results

found, *v.* to establish or build (**founded**)

fresco, *n.* a watercolor painting on plaster

frieze, *n.* a wide, sculpted wall decoration

G

grandeur, *n.* the state of being remarkable, very impressive, or special

groundbreaking, *adj.* never done before

H

hemlock, *n.* a highly poisonous plant

hostile, *adj.* unfriendly toward someone or something, in opposition to

I

influence, *v.* to have an effect on (**influenced**)

influential, *adj.* having a great deal of control

inherit, *v.* to receive something from a former owner or someone who came before (**inherited**)

L

legend, n. a story that has been handed down from person to person over a long period of time; the story may or may not be true

M

mislead, v. to purposefully cause someone to form a wrong idea (**misled**)

misleading, adj. tending to cause people to believe the wrong thing

modest, adj. small or limited

P

papyrus, n. in ancient times, a material used to write on

professional, adj. done as a job or profession

proposal, n. an idea or plan put forward for discussion with others

prosperity, n. the state of being materially successful

public figure, n. someone the public in general knows about

R

raucous, adj. wild and noisy

recruit, v. to obtain the services of

revolt, n. an attempt to put an end to a ruling power

rite, n. a ceremony, usually religious

rivalry, n. a competition between groups for the same goals

S

shortcoming, n. a fault in someone's personality or character (**shortcomings**)

station, v. to place someone or something in a position (**stationed**)

status, n. position in society

stronghold, n. a strong, secure shelter

successor, n. a person or thing that follows another person or thing

T

term, n. a set amount of time that a person spends in a certain position in a government.

tirelessly, adv. with a lot of effort and energy

U

unified, adj. whole, united, acting as one

unity, n. the state of being whole or in agreement

urgency, n. a state of extreme importance

urn, n. a ceramic vase that has a base

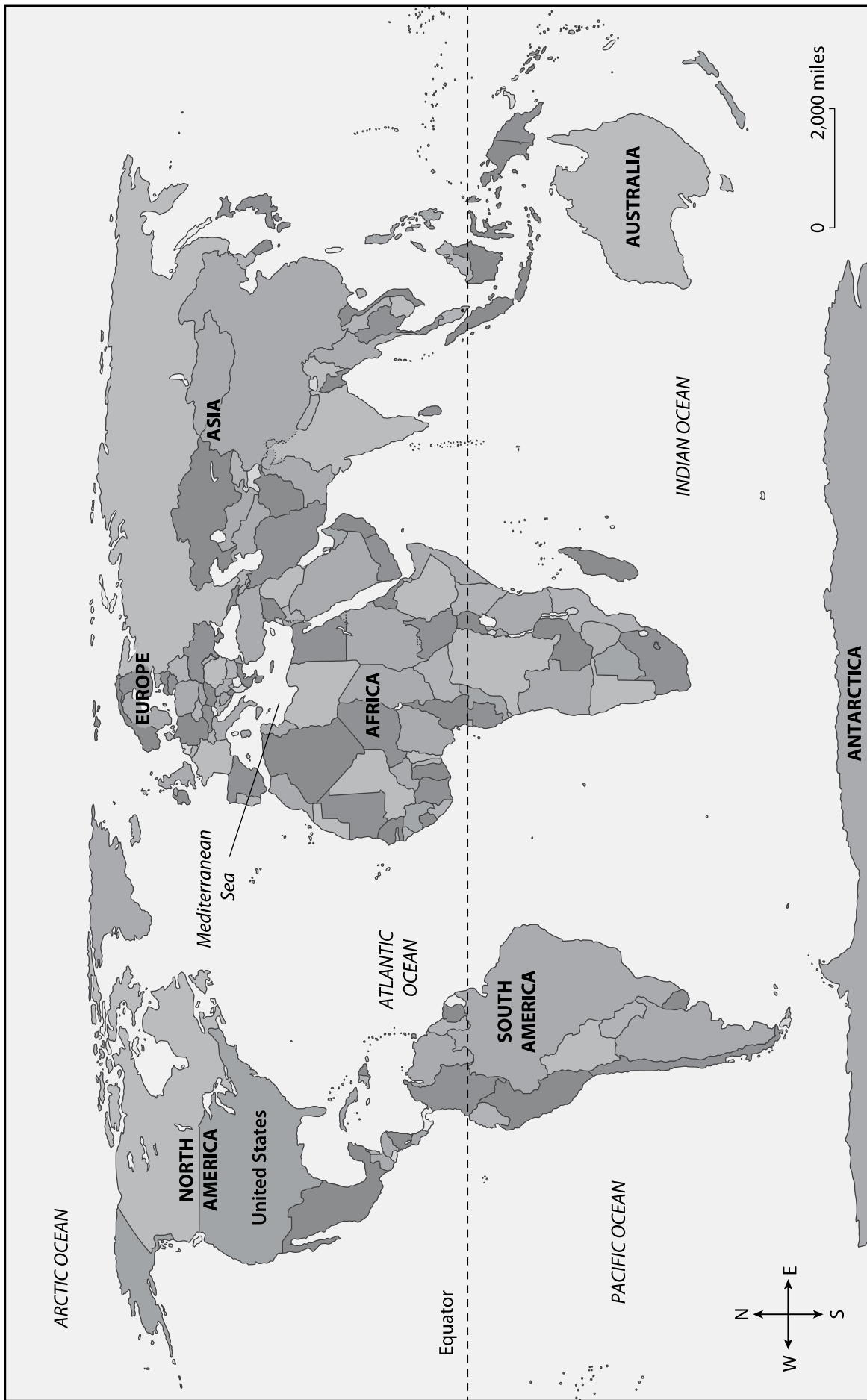
V

victorious, adj. having won a fight or battle

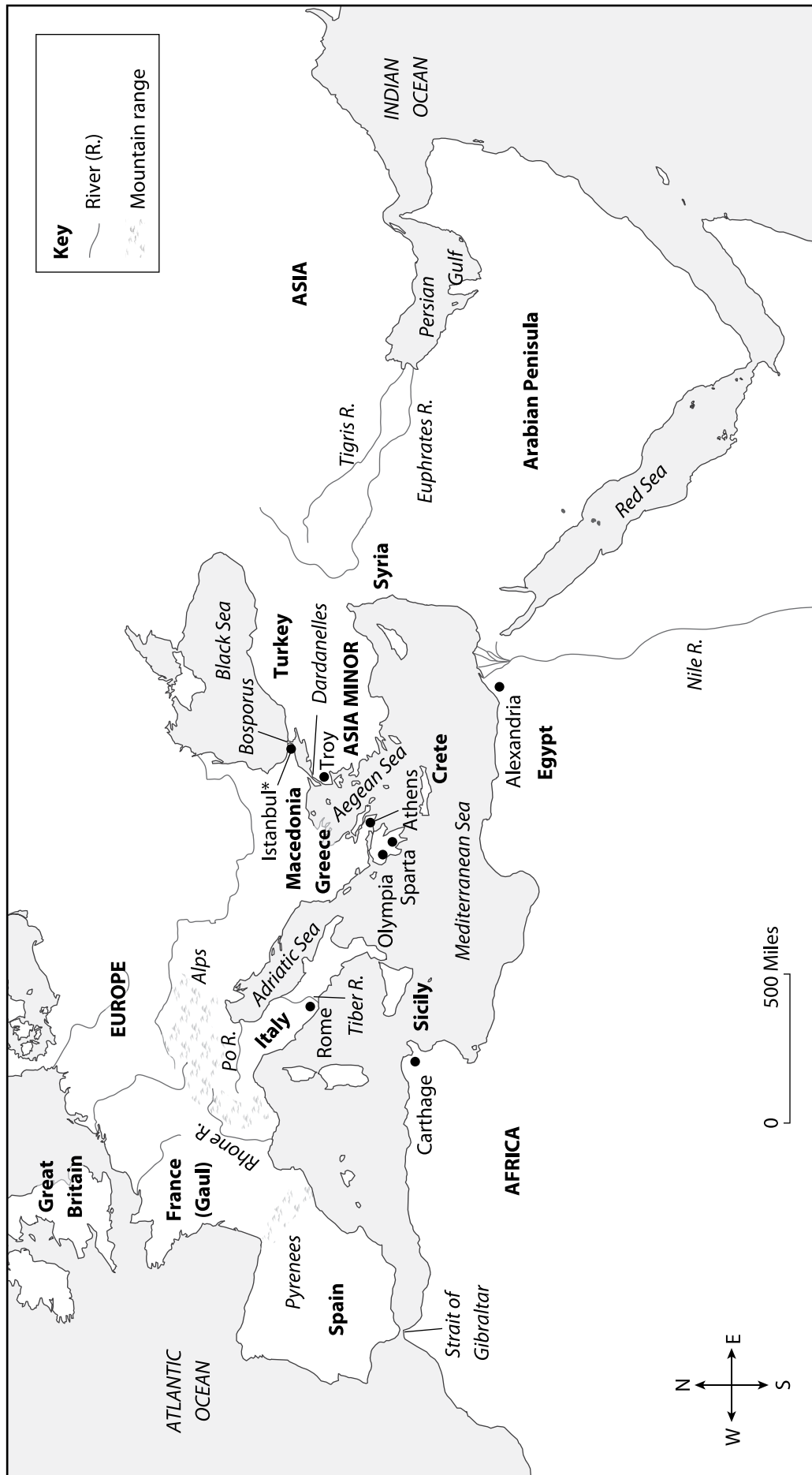
W

wrong, n. an illegal action (**wrongs**)

World Map

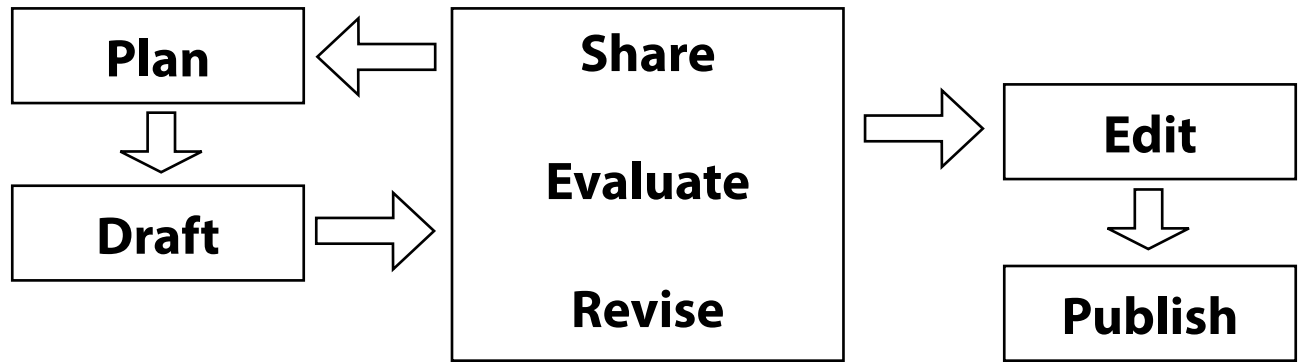


Map of the Mediterranean Region



*Note: Modern-day Istanbul was known as Byzantium and Constantinople during ancient Greek and Roman times.

The Writing Process



Research Essay Rubric

	Exemplary	Strong	Developing	Beginning
Introduction	Includes an engaging introductory statement to get readers interested in the topic.	Includes an introductory statement that is linked to the topic.	Introductory statement is included but may be unclear or not clearly linked to the topic.	Does not include an introductory statement to get readers interested in the topic.
	Research question is clearly presented.	Research question is presented.	Research question is presented but may be unclear.	Research question is not presented.
Body	Body includes 3–4 paragraphs that present information from two or more sources that answers the research question; transitions between paragraphs are clear and effective.	Body includes 3–4 paragraphs that present information from two sources that answers the research question; uses adequate transitions.	Body includes information from 1–2 sources that attempts to answer the research question; paragraphs and transitions may be unclear.	Body may present inadequate information or information not related to the topic; little attempt to use paragraph structure.
Conclusion	Essay conclusion effectively summarizes content and answers research question.	Essay conclusion acceptably summarizes content and answers research question.	Essay conclusion insufficiently summarizes content and answers research question.	Essay conclusion fails to summarize content or address research question.
Research	Quoting and paraphrasing are used effectively to communicate information and avoid plagiarism; includes a complete and accurate works cited page of all sources.	Quoting and paraphrasing are used to avoid plagiarism; includes a works cited page of all sources with few or no errors.	Quoting or paraphrasing is used but includes errors or occasionally copies from the source text without quoting; works cited page may be incomplete or have significant errors.	Quoting or paraphrasing is minimally used; sentences and phrases are copied directly from the source text; works cited page is missing or has significant errors.

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

Peer Review Checklist for Research Essay

Complete this checklist as you read the draft of the research essay written by a classmate.

Y = yes N = no SW = somewhat

Author’s Name: _____ Reviewer’s Name: _____

- _____ The research essay includes a clear introduction that introduces the research question.
- _____ The research essay includes 3–4 paragraphs that answer the research question.
- _____ The research essay uses information from at least two sources.
- _____ The research essay uses quotes and paraphrasing to avoid plagiarizing research sources.
- _____ The research essay includes a works cited page that properly cites all sources.
- _____ The research essay has a conclusion that sums up the research.
- _____ The research essay uses a consistent formal style throughout.

Ways in Which Your Business Communication Meets the Requirements of the Assignment	Ways in Which You Can Better Meet the Requirements of the Assignment

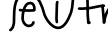
Research Essay Editing Checklist

Research Essay Editing Checklist	After reviewing for each type of edit, place a check mark here.
Vocabulary	
- I have used academic and domain-specific vocabulary correctly. - I have provided my readers with context clues to help them understand the meaning of potentially unfamiliar language.	
Format	
- I have titled my writing. - I have included the proper heading, including my name, my teacher's name, the class title, and the date. - My essay answers a research question using sources. - Each paragraph focuses on a part of the answer to my research question. - I have made sure to paraphrase, summarize, and use quotations in order to avoid plagiarism. - I have used in-text notations and a works cited page to cite sources.	
Grammar	
I have checked my work to make sure I have used correct grammar.	
Spelling	
- I have checked my work for spelling errors. - I have correctly spelled words with the roots <i>ante</i>, <i>astron</i>, <i>bios</i>, <i>ge</i>, <i>mega</i>, <i>mikros</i>, and <i>minus</i>. - I have correctly spelled words with the prefixes <i>mega-</i>, <i>mini-</i>, <i>micro-</i> and the suffix <i>-en</i>.	
Punctuation	
- I have punctuated simple, compound, and complex sentences correctly. - I have correctly used semicolons/commas with <i>and</i>, <i>but</i>, or <i>or</i> in compound sentences. - I have used commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.	

Speaking and Listening Rubric

	Exemplary	Strong	Developing	Beginning
Speaking	Claims and findings are clearly stated.	Claims and findings are stated.	Claims and findings are stated but unclear.	Claims and findings are not stated.
	Ideas are effectively sequenced.	Ideas are partially sequenced.	Ideas are vaguely sequenced.	Ideas are not sequenced.
	Descriptions, facts, and details are effectively presented to support main ideas and themes.	Descriptions, facts, and details are presented with some effectiveness in supporting main ideas and themes.	Descriptions, facts, and details are presented with little effectiveness in supporting main ideas and themes.	Descriptions, facts, and details are not presented.
	Content is presented with exemplary eye contact, adequate volume, and consistently clear pronunciation.	Content is presented with an adequate level of eye contact and volume and mostly clear pronunciation.	Content is presented with poor eye contact and inadequate volume and pronunciation.	Content is presented with no appreciable eye contact and poor volume and pronunciation.
Listening	Audience consistently listens attentively, asks relevant questions, waits for others to finish before speaking, and allows others to speak.	Audience mostly listens attentively, asks relevant questions, waits for others to finish before speaking, and allows others to speak.	Audience intermittently listens, asks few relevant questions, and is mostly inattentive to fellow students.	Audience pays little or no attention, asks no questions, and does not interact with fellow students.

Proofreading Symbols

	Insert
	Insert period
	Insert comma
	Insert apostrophe
	Insert space
	New paragraph
	No new paragraph
	Close up the space
	Capitalize
	Make lowercase (small letter)
	Delete
	Reword
	Move according to arrow direction
	Transpose
	Move to the left
	Move to the right
	Add a letter

Optional Fluency Assessment Guide

If you wish to assess a student's fluency at any time during the year, you may select a reading passage from the *Fluency Supplement* provided online at <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-sixth-grade/fluency-supplement/>.

Administration Instructions

- Print out the student copy of your selected fluency passage. Students will read from this copy.
- Print out the Recording Copy of your selected fluency passage for each student you wish to assess. You will create a running record as you listen to each student read orally.
- Explain that the student will read a selection aloud while you take some notes. Encourage the student not to rush and to read at their regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy of the text using the following guidelines:

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an "X" above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an "SC."
Teacher-supplied words	Write a "T" above the word (counts as an error).

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark the student's place in the text at that point. Allow the student to finish reading the selection aloud.
- Assess the student's comprehension of the selection by asking them to respond orally to the questions provided in the *Fluency Supplement*.

Scoring Instructions

- Use one Fluency Assessment Scoring Sheet for each student taking the assessment.
- To calculate a student's W.C.P.M. (Words Correct per Minute) score, use the information you recorded on the Recording Copy, and follow these steps. You may wish to have a calculator available.

1. Count Words Read in One Minute. This is the total number of words that the student read or attempted to read in one minute. It includes words that the student read correctly as well as words that the student read incorrectly. Write the total in the box labeled Words Read in One Minute.
2. Count the Uncorrected Mistakes in One Minute. You noted these in the running record. They include words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the scoring sheet. (A mistake that the student self- corrects is not counted as a mistake.)
3. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from the Recording Copy for anecdotal purposes.

As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms for Grade 6 obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year.

Oral Reading Fluency Norms for Grade 6

Percentile	Fall W.C.P.M.	Winter W.C.P.M.	Spring W.C.P.M.
90	177	195	204
75	153	167	177
50	127	140	150
25	98	111	122
10	68	82	93

Reference

Hasbrouck, Jan and Tindal, Gerald A. "Oral reading fluency norms: A valuable assessment tool for reading teachers." *The Reading Teacher* 59 (2006): 636-644.

Fluency Assessment Scoring Sheet

Words read in one Minute

Uncorrected Mistakes in one Minute

W.C.P.M

Percentile	Winter W.C.P.M.
90th	195
75th	167
50th	140
25th	111
10th	82
comprehension Questions total correct ___/4	

Activity Book

Answer Key

NAME: _____
DATE: _____

2.3 ACTIVITY PAGE

“Sparta”

As you read “Sparta,” answer these questions.

- What does the author compare and contrast in the first paragraph? (Page 22)
The paragraph compares and contrasts the cultures of Athens and Sparta.
- How many years of military training did Sparta require? (Page 22)
Sparta required twenty-three years of military training.
- What text feature does the author use with the image on page 23?
The author uses a caption.
- What text structure does the author use to describe the military training of Spartan males? (Page 24)
The author uses a sequence, or series of events.
- How did Spartan women contribute to Sparta’s military culture? (Page 24)
They contributed by keeping fit and raising their sons to be warriors.
- Who were the helots? (Page 25)
Helots were a class on Sparta, between citizens and slaves.
- What text features appear on page 26?
That page contains a heading, an image, and a caption.

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Activity Book | Unit 3 15

- What does the heading “Contrasting Lifestyles” hint about the text structure that follows? (Page 27)
The heading hints that the following text uses a compare-and-contrast structure.
- Why did the Spartan elders permit Spartan soldiers to dance? (Page 27)
It was believed that dancing helped a soldier’s footwork.
- Which city-state (Athens or Sparta) do you think had a culture most like ours? Why?
Students may choose Sparta, citing the fact that the United States is a strong military power, or Athens, citing the fact that it is a culturally diverse nation, or both.

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Grade 6 | Core Knowledge Language Arts

NAME: _____
DATE: _____

3.1 ACTIVITY PAGE

Identifying an Author’s Viewpoint (Opinion)

Fill in the chart with the author’s opinion about “The Golden Age of Athens.” Then record three examples of text evidence that support this opinion.

Author’s Opinion	Text Evidence
Sample answer: The author believes that Athens was a remarkable civilization during its “Golden Age.”	Example 1: Sample answer: The Golden Age lasted seventy-five years, from the end of the Persian Wars in 479 BCE until the end of the Peloponnesian War in 404 BCE. During this time, Athens produced some of the greatest artistic and cultural achievements the world has ever known. Example 2: Sample answer: The Parthenon is a temple to Athena, the Greek goddess of wisdom, for whom the city of Athens is named. Built between 447 and 432 BCE, the Parthenon is considered the greatest of all Greek buildings and one of the treasures of human culture. Example 3: Sample answer: The Golden Age of Athens was truly one of the greatest periods in the history of human culture.

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Now write an opinion of your own. Be sure to support it with an example from the text.

My Opinion	Text Evidence
Answers will vary.	Answers will vary but should provide support for the student’s opinion.

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NAME: _____
DATE: _____

3.3 ACTIVITY PAGE

Punctuation in Compound Sentences

Complete each compound sentence as indicated, using a semicolon or a comma followed by the conjunction in parentheses.

Answers will vary. Correct answers should include either a semicolon or a comma followed by the given conjunction and an independent clause.

- (but) Sofia doesn't enjoy soft drinks, but she likes orange juice.
- (;) Shelby missed her favorite show last night _____
- (or) I need to find a new wheel for my bike _____
- (;) Martin loves to exercise _____
- (and) My cousin's dog ran away _____
- (but) The class wasn't interested in taking a field trip _____
- (but) Give me a call tonight _____

NAME: _____
DATE: _____

3.3 TAKE-HOME CONTINUED

Practice Punctuation in Compound Sentences

Examine each compound sentence. If it is written correctly, write "correct" on the line that follows. If it is not, rewrite the sentence correctly.

- Christine likes to dance, and she does so whenever she can.
correct
- Janine is very smart, she is writing a novel.
Possible answers: The sentence needs a conjunction after the comma. The comma should be replaced with a semicolon.
- The soldier slept for sixteen hours; it had been a long day.
correct
- I'm looking forward to going but I need to borrow some money.
The sentence needs a comma after "going."

- Arjun could spend the weekend at Cam's house he also could stay home.

The sentence needs a semicolon after the word house.

- The girls chased the rabbit; but they did not catch it.

The semicolon should be replaced with a comma.

- Should I stay, or should I go?

correct

- My brother went home early but, I stayed for another hour.

The comma should be after "early" instead of after "but."

NAME: _____
DATE: _____

4.2 ACTIVITY PAGE

"Greek Philosophy and Socrates"

As you read "Greek Philosophy and Socrates," answer these questions.

- What connection does the text make between the Peloponnesian War and the blossoming of philosophy in Greece? (Page 44)
That difficult period caused Greeks to consider life's deeper questions.
- What replaced myths as the method the Greeks used to examine life? (Page 44)
The Greeks replaced myths with reason.
- What does the word *soul* refer to? (Page 45)
It refers to the nonphysical part of a person.
- How did Socrates differ from earlier Greek philosophers? (Page 46)
He explored how people should behave. Earlier philosophers wondered about where everything came from.
- Why did Socrates ask people questions? (Page 47)
He wanted them to examine what they believed about life.

6. What was a sophist? (Page 48)

A sophist taught philosophy and rhetoric.

7. Who wrote about the death of Socrates? (Page 50)

Socrates's pupil Plato wrote about both Socrates' life and his death.

8. Why was Socrates executed? (Page 49)

He was convicted of teaching the young men of Athens to be disrespectful, selfish, and power-hungry.

NAME: _____

DATE: _____

4.3 TAKE-HOME

Greek and Latin Roots *ante*, *astron*, *bios*, *ge*

Fill in this chart with the origin and meaning of each root.

ROOT	ORIGIN	MEANING
<i>ante</i>	Latin	before
<i>astron</i>	Greek	star
<i>bios</i>	Greek	life
<i>ge</i>	Greek	earth

Write a definition for each using a meaning from the chart above. You can check the meaning of your definitions in a dictionary.

WORD	DEFINITION
ante meridiem	before noon
astronomer	someone who studies the stars
biology	the study of physical life
antebellum	before a war; before the Civil War
geography	the study of the Earth's features
biography	a written account of someone's life
geocentric	with the Earth in the center
anterior	positioned in the front
astronaut	someone who travels in space (among the stars)

NAME: _____
DATE: _____

4.3 TAKE-HOME
CONTINUED

Greek and Latin Roots *ante*, *astron*, *bios*, *ge*

Use your knowledge of the roots you've learned to match each term with its definition.

- | | |
|---------------------------|---|
| 1. <u>A</u> ante meridiem | A. before noon |
| 2. <u>D</u> antebellum | B. someone who studies the stars |
| 3. <u>G</u> anticipate | C. the study of physical life |
| 4. <u>I</u> antique | D. before a war |
| 5. <u>J</u> astronaut | E. the study of Earth's features |
| 6. <u>B</u> astronomer | F. a written account of someone's life |
| 7. <u>F</u> biography | G. to look forward to or to prepare for something before it happens |
| 8. <u>C</u> biology | H. with Earth in the center |
| 9. <u>H</u> geocentric | I. from a time before the present |
| 10. <u>E</u> geography | J. someone who travels among the stars |

5. What kind of government eventually developed in the Roman Republic? (Page 66)

The Roman Republic eventually developed into a form of democracy.

6. How did the Roman Republic organize and rule the lands it conquered? (Page 67)

Conquered lands were organized into provinces and ruled by governors.

7. How did the Roman Republic often treat those it conquered? (Page 68)

Often, they made conquered peoples citizens of Rome.

8. What problem arose as the Roman army assumed greater power? (Page 69)

The army became a threat to the power of the government.

NAME: _____
DATE: _____

6.2 TAKE-HOME
CONTINUED

Punctuation with Nonrestrictive Clauses

Complete these two sentences to describe the difference between a restrictive clause and a nonrestrictive clause.

1. A restrictive clause contributes necessary information to a sentence.
2. A nonrestrictive clause contributes information to a sentence, but it can be removed without changing the sentence's meaning.

Read each sentence. Determine whether the underlined clause is restrictive or nonrestrictive. Write the type on the line. If the clause is nonrestrictive, rewrite the sentence using correct commas, dashes, or parentheses. Use each type of punctuation at least once.

1. Cynthia who is from California just bought a car.
nonrestrictive, should be punctuated
2. Michael who plays basketball did not join the drama club.
nonrestrictive, should be punctuated
3. The woman who drives our school bus got married last week.
restrictive

4. Apples which come in many varieties are my favorite fruit.

nonrestrictive, should be punctuated

5. The store at which Mrs. Anders works is closed on Tuesdays.

restrictive

6. The movie that I want to see is playing at eight o'clock.

restrictive

NAME: _____
DATE: _____

6.2 TAKE-HOME
CONTINUED

Practice Punctuation with Nonrestrictive Clauses

Examine each pair of sentences, and place an "X" after the one that is punctuated correctly.

1. My dad who is wearing the blue coat is waiting for the bus. _____
My dad, who is wearing the blue coat, is waiting for the bus. X
2. The car that I got for my birthday already needs repairs. X _____
The car, that I got for my birthday, already needs repairs. _____
3. I want to tell our coach whose name is Duane Murdock that I appreciate his efforts. _____
I want to tell our coach, whose name is Duane Murdock, that I appreciate his efforts. X
4. Marcia had to eat fast food, which was all she could afford. X _____
Marcia had to eat, fast food which was all she could afford. _____
5. Denver which is where my parents were born, is the largest city in Colorado. _____
Denver, which is the largest city in Colorado, is where my parents were born. X
6. The book, which took me a month to find, was worth the wait. X _____
The book which took me a month to find was worth the wait. _____

NAME: _____
DATE: _____

73 ACTIVITY PAGE

Greek and Latin Affixes mega-, mini-, micro-, -en

Review the information on these two charts.

PREFIX	MEANING	AFFIXED WORD	MEANING
mega-	large or great	Megalopolis	a large city in ancient Greece
mini-	small or smaller	minimize	make smaller
micro-	small or smaller	microcomputer	a small computer

SUFFIX	MEANING	AFFIXED WORD	MEANING
-en	made of (adjective) to make or become (verb)	golden weaken	made of gold to become weaker

Write a definition for each using the chart above and checking your meaning in a dictionary.

WORD	DEFINITION
megalomaniac	one who thinks oneself to be very important (great)
enliven	to make livelier
megalith	a large stone monument
sharpen	to make or become sharper
miniseries	a short (small) television series

Activity Book Answer Key

earthen	made of dirt (earth)
microchip	a tiny (small) wafer that holds circuitry
straighten	to make or become straighter
minicam	a small camera
microsurgery	surgery performed with very small instruments

NAME: _____
DATE: _____

8.2 ACTIVITY PAGE

Small-Group Questions: "Julius Caesar: A Great Roman"

- What career did Julius Caesar choose as a way to better himself?
He chose a career in the Roman military.
- In what ways had the Roman government and army changed by Caesar's time?
Possible answers: Governors in the provinces were not always just and forced people to pay higher taxes; the people in the army were not ordinary citizens; the military became a professional army; the army generals became more and more powerful.
- What was Caesar's plan for gaining power?
He planned to be victorious in battle and to form political alliances.
- How and when did Caesar become part of the Roman government?
He was elected consul in 59 BCE.
- What decision faced Caesar when he was invited to Rome to become consul the second time?
He could go to Rome alone and almost certainly be arrested, or he could break the law by bringing along at least part of his army.

- What happened as a result of the conflict sparked by Caesar's return to Rome?
Caesar became Rome's dictator.
- How did Caesar's actions support the idea that he wanted to be a great leader?
Possible answer: He worked constantly to stay in power and improve the lives of the Roman people.
- What action of Caesar's most likely led to his assassination?
He had the Roman Senate declare him dictator for life.
- Who led the assassination plot against Caesar, and how many members of the Senate were involved in the plot?
The assassination plot was led by Cassius and Brutus. About 60 senate members were involved in it.
- What happened to Caesar and Rome about a month after he was made dictator for life?
He was assassinated, and Rome was left without a leader.

NAME: _____
DATE: _____

8.3 TAKE-HOME

Spelling Words

Write the correct word to complete each sentence. Words will not be used more than once; some words will not be used.

dependent	gymnasium	Britain
possess	biographer	weaken
astronomy	microbiology	ante meridiem
geography	golden	Megalopolis
peasant	minimum	miniature

- The runners felt themselves weaken as the afternoon grew warmer.
- The terms *England* and Britain are often confused.
- The Latin phrase ante meridiem is where we get our abbreviation for "morning."
- He had grown dependent on her company and did not want her to leave.
- The class went to a planetarium, where they learned about astronomy.
- Cameron wanted to learn about different countries, so he bought a geography book.
- Robert Caro is a famous biographer who wrote about former president Lyndon Johnson.
- Farmers know that when wheat turns golden, it is ready to harvest.
- Everybody said that Shanice was a miniature version of her mother.

Activity Book Answer Key

NAME: _____
DATE: _____

9.4 ACTIVITY PAGE

Practice Spelling Words

Complete a sentence for each of the spelling words. Each sentence should show the meaning of the underlined spelling word.

Answers will vary but should demonstrate the meaning of the underlined word.
Sample answers shown.

- The biographer wrote a book about Julius Caesar's life.
- Astronomy is the study of stars and planets.
- Geography is the study of the Earth.
- Microbiology is the study of very small life-forms.
- The miniature house looked just like the original, only much smaller.
- We go to the gymnasium to play sports.
- If you possess something, you have it or own it.

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- A peasant was someone such as a poor farmer who worked the land.
- If you are dependent on something, you need it or rely on it.
- Megalopolis was an ancient Greek city.
- Britain is a country that is part of the European continent.
- An example of something that is golden is the sun.
- If you ask for the minimum of something, you want the smallest or least possible amount.
- To weaken something means to make or become it less strong.
- If you woke up in the ante meridiem, you woke up in the morning.

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Grade 6 | Core Knowledge Language Arts

NAME: _____
DATE: _____

10.2 ASSESSMENT

Spelling Assessment

Write the spelling words as your teacher calls them out.

- ante meridiem
- astronomy
- biographer
- Britain
- dependent
- geography
- golden
- gymnasium
- Megalopolis
- microbiology
- miniature
- minimum
- peasant
- possess
- weaken

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Activity Book | Unit 3 81

NAME: _____
DATE: _____

11.1 ACTIVITY PAGE

Questions

- Which sentence is the best description of this text?
 - It is a primary source written by an ancient Greek historian.
 - It is a primary source based on documents and artifacts of the period.
 - It is a secondary source based on historical research and scholarship.
 - It is a secondary source written by scholars who studied original Greek drama.
- What sparked the first Persian War?

The Asia Minor city-state of Miletus was under harsh rule by Persia. Around 499 BCE, it rebelled. It asked for assistance from the other city-states, but at first only Athens agreed. The Athenian army successfully freed Miletus and returned home, which prompted other city-states to rebel as well. Afterward, the Persians retook Miletus and attacked Athens to punish it.
- Which of these correctly describes the 490 BCE battle between the Athenians and Persians on the plain at Marathon?
 - Although the Athenians were greatly outnumbered, they won.
 - Although the Persians were greatly outnumbered, they won.
 - The battle resulted in the withdrawal of the Persians from Asia Minor.
 - The battle resulted in a truce between the Persians and Athenians.

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4. What do you think prompted Athens and Sparta to set aside their rivalry? Use evidence from the text to support your reasoning.

Students' answers will vary. Students may say that as fellow city-states, they saw the advantage of uniting to oppose a common enemy.

5. PART A: Which side does the author portray more positively, Persia or Greece?

Students will likely say that the author portrays Greece more positively.

PART B: What evidence from the text supports your answer in Part A?

Student answers will vary. Sample answer: The author begins the passage with a description of Persian rulers as "harsh tyrants."

NAME: _____
DATE: _____

11.1
CONTINUED

ACTIVITY PAGE

Questions

6. PART A: What is the main text structure that the author uses in this passage?

The author uses a "main idea and details" text structure.

PART B: What evidence from the text supports your answer in Part A?

The author uses headers to signify main ideas and places details beneath each

header. For example, the section that follows the header "A Keen Observer" tells

about Aristotle's observational methods, which contributed to the development of the scientific method.

7. PART A: What sort of education did Aristotle receive?

Student answers should note that Aristotle was well educated.

PART B: What evidence from the text supports your answer in Part A?

Students will likely point out that Aristotle grew up in the court of the Macedonian king, where his father was a doctor. He was also a student of Plato, who studied under Socrates. Aristotle also started a school of his own.

8. What does the term "golden mean" refer to?

- A. It refers to a system of classification.
- B. It refers to a method of forming theories.
- C. It refers to a political ideal.
- ☒ D. It refers to a properly balanced life.

9. What resulted from Aristotle's failure to test out his ideas?

Students' answers will vary. Sample answer: Later philosophers found out that there were things Aristotle was wrong about.

NAME: _____
DATE: _____

11.1
CONTINUED

ACTIVITY PAGE

10. What ideas of Aristotle's would most people find unacceptable today?

Students' answers will include: He thought men were superior to women; he thought the upper classes were better than the lower classes; he believed slavery was acceptable.

11. Why is Aristotle admired today despite his flaws?

Possible answer: He added to the world's knowledge by applying reason to the world around him.

Reading Comprehension Score: _____ of 11 points.

Activity Book

Answer Key

NAME: _____
DATE: _____

11.1
CONTINUED ASSESSMENT

Grammar

Complete the following sentence stems to create a compound sentence using the correct punctuation and the conjunction in parentheses.

Answers will vary but should complete each sentence with a comma followed by the conjunction and an independent clause.

- (but) Rhonda's favorite sport is running _____

- (or) I can take the bus to school _____

- (and) Jake finished his homework _____

Correctly add a semicolon (;) between the two independent clauses in each compound sentence.

- Yesterday it was sunny; today it rained.
- We went to the beach; it was a great trip.

Read each sentence. Find the nonrestrictive clause. If it is punctuated correctly, circle "correct." If it is punctuated incorrectly, circle "incorrect."

- My house (the blue one on the corner) is easy to find.

☒ correct ☐ incorrect

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- Jaime, my best friend is a very good listener.

correct ☐ incorrect ☒

- Friday the last day of the school week—is when we leave for vacation.

correct ☐ incorrect ☒

- Did you know that Rodrigo, my friend from camp, is a great guitar player?

☒ correct ☐ incorrect

- (Sparta) an ancient Greek city-state, had very well trained soldiers.

correct ☐ incorrect ☒

Grammar Score: _____ of 10 points.

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NAME: _____
DATE: _____

11.1
CONTINUED ASSESSMENT

Morphology

Write the meaning of each Greek or Latin root, prefix, or suffix.

- ante _____ before
- astron _____ star
- bios _____ life
- en (adj.) _____ made of
- en (v.) _____ to make or become more
- ge _____ earth
- mega- _____ large, great
- micro- _____ small, smaller
- mini- _____ small, smaller

Morphology Score: _____ of 9 points.

Total Score for Unit Assessment: _____ of 34 points.

Core Knowledge Language Arts | Grade 6

Activity Book | Unit 3 95

NAME: _____
DATE: _____

PP.1
ASSESSMENT

Mid-Unit Comprehension Check—*The Heritage of Ancient Greece and Rome*

- The Greek city-state of Athens is known as which of these?
 - the birthplace of freedom
 - the birthplace of civilization
 - ☒ the birthplace of democracy
 - the birthplace of corruption
- What did Athenians teach their sons to make them good debaters?
 - ☒ rhetoric and logic
 - ostracism and patriotism
 - heroism and bribery
 - citizenship and leadership
- Which choice names the two types of law used to govern ancient Athens?
 - oligarchy and democracy
 - the Assembly and the Boule
 - the *Iliad* and the *Odyssey*
 - ☒ public and private
- Which of these most strongly shaped the culture of ancient Sparta?
 - the arts
 - ☒ the military
 - religion
 - helots

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Activity Book | Unit 3 99

5. How many kings ruled Sparta at any given time?
 - A. one
 - ☒ B. two
 - C. three
 - D. four
6. In ancient Greece, which word was a synonym for *Spartan*?
 - ☒ A. laconic
 - B. aristocratic
 - C. patriotic
 - D. athletic
7. Which of these emerged as the strongest member of the Delian League?
 - A. Persia
 - B. Sparta
 - C. Dionysus
 - ☒ D. Athens
8. Who is credited with bringing about the Golden Age of Athens?
 - A. Aristophanes
 - B. Sophocles
 - ☒ C. Pericles
 - D. Pheidias
9. What were the two types of dramatic performance that developed in ancient Athens?
 - A. conversation and discussion
 - ☒ B. comedy and tragedy
 - C. conversation and comedy
 - D. discussion and tragedy

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Grade 6 | Core Knowledge Language Arts

NAME: _____
DATE: _____

PP.1
CONTINUED ASSESSMENT

10. How did the ancient Greeks explain the world before the development of philosophy?
 - ☒ A. They used myth.
 - B. They used reason.
 - C. They used logic.
 - D. They used phenomena.
11. Who is considered the most significant of the ancient Greek philosophers?
 - A. Heraclitus
 - B. Thales
 - ☒ C. Socrates
 - D. Anaximenes
12. What is the practice of seeking truth by asking questions called?
 - ☒ A. the Socratic method
 - B. the Sophist method
 - C. the Platonic method
 - D. the Athenian method
13. Which leader's death marked the beginning of the Hellenistic Period?
 - A. Darius III
 - B. King Ptolemy
 - C. King Gordius
 - ☒ D. Alexander the Great

Core Knowledge Language Arts | Grade 6

Activity Book | Unit 3 101

14. At what point did Alexander's army decide they didn't want to fight anymore?
 - A. when they reached the Mediterranean Sea
 - ☒ B. when they reached western India
 - C. when they reached Asia Minor
 - D. when they reached Alexandria, Egypt
15. For what is Alexandria, Egypt, most remembered today?
 - A. its use of attack elephants
 - B. its victories over the Persian Empire
 - C. its alliance with Babylon
 - ☒ D. its extensive library
16. What were the two most significant city-states of ancient Greece, and what were some similarities and differences between them?
The two most significant city-states were Athens and Sparta. Student observations will vary but may include: Athens was culturally rich, while Sparta was militaristic; both worshipped the Greek gods; both practiced a limited degree of democracy (although Athens's system was more inclusive); both participated in the Olympic Games; education was far more important to Athens than it was to Sparta.
17. What were some of the distinguishing features of the Golden Age of Athens?
Students' answers will vary but may include: Athens had a strong and victorious army and navy; poor people gained greater access to the government; the arts, theater in particular, developed and flourished; there were many innovations in architecture, evidenced by the Parthenon, the Theater of Dionysus, and other structures; there were significant developments in science, medicine, and education.

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PP.1
CONTINUED ASSESSMENT

18. What was Plato's connection to Socrates?
Students' answers will vary but should touch upon the fact that Plato was a student of Socrates. He wrote extensively about Socrates, particularly his trial, final days, and death.
19. Where did Alexander the Great come from, and what was his influence on the history of Greece?
Students' answers should mention: Alexander was the son of Philip II, the king of Macedonia. Upon the death of his father, he took firm control of the government and created an empire that extended from Macedonia to Egypt and from Greece to India. His military successes spread Greek culture and learning throughout the areas he conquered.

Mid-Unit Comprehension Check Score: _____ of 19 points.

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PP.2 ASSESSMENT

End-of-Unit Comprehension Check— *The Heritage of Ancient Greece and Rome*

- According to legend, who founded Rome?
 - Julius Caesar
 - Romulus Augustulus
 - ☒ Romulus and Remus
 - Pompey and Crassus
- Which of these was true of very early Rome?
 - ☒ It was ruled by kings.
 - It was an autocratic republic.
 - It was ruled by plebians.
 - It was a dictatorship.
- Which group constituted the Roman aristocracy?
 - plebians
 - tribunes
 - generals
 - ☒ patricians
- How did the Roman Republic treat most of the people it conquered?
 - It enslaved them.
 - ☒ It made them citizens.
 - It wiped them out.
 - It forced them to pay tribute.

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- What had changed about the Roman army by the time of Julius Caesar?
 - It allowed plebians to serve.
 - ☒ It had become professional.
 - It had become poorly trained.
 - It was run by Roman governors.
- What happened when Julius Caesar led his army into Rome?
 - ☒ Civil war erupted.
 - Rome became a republic.
 - Caesar was elected consul.
 - Caesar became Rome's first emperor.
- How was Julius Caesar's dictatorship different from that of earlier dictators?
 - He stepped down after six months.
 - He had been elected to his position by the Senate.
 - He shared his power with two other generals.
 - ☒ He refused to step down after six months.
- How did the reign of Julius Caesar end?
 - He was voted out of office.
 - He stepped down.
 - ☒ He was assassinated.
 - He was arrested and imprisoned.
- Who was the first Christian Emperor of Rome?
 - Nero
 - Augustus
 - Diocletian
 - ☒ Constantine

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PP.2 CONTINUED ASSESSMENT

- How had the Roman economy changed by 200 CE, and what resulted from those changes?
 Students' answers should indicate an understanding of the following: The Roman Empire had stopped growing by then, and it experienced significant recession and inflation as a result. This led to joblessness, which led to poverty, which led to crime and disease.
- How did Emperors Diocletian and Constantine try to strengthen Rome's economy?
 Emperor Diocletian tried to repair the economy by declaring what prices should be. Emperor Constantine took gold from pagan temples and made more money. (Neither effort was effective.)
- How did Rome's government change as the empire declined?
 Students' answers should touch upon most of the following: Generals began fighting among one another. Corruption spread among government officials. Most emperors were incompetent.

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- What was the Byzantine Empire?
 Students' answers should indicate an understanding that the Byzantine Empire was the eastern part of the Roman Empire and that the capital of the Byzantine Empire was Constantinople.
- How long did the Roman and Byzantine Empires last, and what brought about their fall?
 Students' answers should mention: The Roman Empire lasted until 493 CE, when it was finally overthrown by the barbarians. The Byzantine Empire thrived for several more centuries until it was finally overthrown by Muslims armies in 1453 CE.

End-of-Unit Comprehension Check Score: _____ of 14 points.

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PP.3 ASSESSMENT

Grammar: Punctuation in Compound Sentences

The following compound sentences are incorrect. Rewrite each sentence with the correct punctuation.

- I lost my notebook but I found it later.
I lost my notebook, but I found it later.
- Raina and Selena will go to the park before lunch or they will go later.
Raina and Selena will go to the park before lunch, or they will go later.
- Rondo is the top student in math he is also very good at English.
Rondo is the top student in math; he is also very good at English.
- I will meet Avery at the library and we will study for our test.
I will meet Avery at the library, and we will study for our test.
- Is Shawna going to the dance or is she playing basketball tonight?
Is Shawna going to the dance, or is she playing basketball tonight?

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- I'm in the drama club my brother Luis is in the band.
I'm in the drama club; my brother Luis is in the band.
- The old building has a hole in its roof and it is leaking.
The old building has a hole in its roof, and it is leaking.
- Do you want pepperoni pizza or do you prefer mushroom?
Do you want pepperoni pizza, or do you prefer mushroom?

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PP.4 ASSESSMENT

Grammar: Punctuation with Nonrestrictive Clauses

The following sentences contain nonrestrictive clauses but don't include any punctuation. Find the nonrestrictive clause in each sentence. Then rewrite the sentence using commas, dashes, or parentheses around the nonrestrictive clause.

- The box of crackers which doesn't cost a lot at the grocery store was twice as expensive at Convenience Mart.
Student should include punctuation around "which don't cost a lot."
- Tiffany who hates rainy weather got caught in a thundershower without her umbrella.
Student should include punctuation around "who hates rainy weather."
- That kitten the one with the black spots is the cutest.
Student should include punctuation around "the one with the black spots."
- The road race which occurs every year will take place the day after Thanksgiving.
Student should include punctuation around "which occurs every year."
- Marcus a really funny guy I know made me laugh so hard that my sides hurt.
Student should include punctuation around "a really funny guy I know."

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- The identical twins Ellie and Lynne are difficult to tell apart.
Student should include punctuation around "Ellie and Lynne."
- The ocean which is a shade of blue-green looks beautiful in the sunlight.
Student should include punctuation around "which is a shade of blue-green."

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PP.5 ASSESSMENT

Morphology: Roots *ante*, *astron*, *bios*, *ge*

Use what you know about roots *ante*, *astron*, *bios*, and *ge* to complete each sentence so that it shows the meaning of the underlined word. If you are not sure of the meaning, check your answer in a dictionary.

1. Mark is an astronomer who Sample answer: studies the stars

2. In my biology class, Sample answer: we study life science

3. We used a geographic map to Sample answer: find the location of the park

4. A biohazard is dangerous to Sample answer: life and the environment

5. An astronomic price is Sample answer: a price that is very high

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6. The geologist was interested Sample answer: in finding out about the earth.

7. A geophysicist studies the physics of Sample answer: the earth

8. The astronauts Sample answer: flew into outer space

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PP.6 ACTIVITY PAGE

Morphology: Prefixes *mega-*, *mini-*, *micro-*; Suffix *-en*

Use what you know about prefixes *mega-*, *mini-*, *micro-* and suffix *-en* to complete each sentence so that it shows the meaning of the underlined word. If you are not sure of the meaning, check your answer in a dictionary.

1. The scientist used a microscope to Sample answer: see very small particles

2. The minuscule amount of rain Sample answer: was not enough to ease the drought

3. Microbes are living things Sample answer: that are too small to see

4. The roller coaster has a minimum height requirement of 50 inches for passengers, so Sample answer: you need to be at least 50 inches tall to ride it

5. You can lighten the load in your backpack by Sample answer: removing some books

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6. If you speak into a megaphone, Sample answer: it will make your voice louder

7. The woolen sweater is Sample answer: made of wool

8. The song was a megahit because Sample answer: it was so popular

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Unit 3

The Heritage of Ancient Greece and Rome

Teacher Guide

GRADE 6

