

Rome Comes to Third Grade

Grade Level or Special Area: Third Grade

Written by: Michelle Hedge, Platte River Academy, Highlands Ranch, CO

Length of Unit: Thirteen lessons (four weeks)

I. ABSTRACT

This unit introduces the students to the diverse and interesting world of Ancient Rome. Students will participate in lessons that will help them understand the Roman Empire – from its powerful beginning to its pitiful decline. This is a constantly moving, hands-on unit that teaches Rome in an exciting way to children of all abilities.

II. OVERVIEW

A. Concept Objectives

1. Students understand that societies are diverse and have changed over time. (Colorado History Standard 3)
2. Students will recognize what ideals inspire a people's sense of purpose and what images portray their idea of themselves through their myths, legends, values, and beliefs.
3. Students will develop a sense of historical empathy and see through the eyes of people from the past.
4. Students develop knowledge of Earth to locate people, places, and environments (and historical occurrences). (Adopted from Colorado Geography Standard 1.2)

B. Content from the *Core Knowledge Sequence*

1. World History and Geography: Ancient Rome (page 70) (not all content listed in the *Core Knowledge Sequence* under this heading is covered in this unit)
 - a. Geography of the Mediterranean Region
 - i. Mediterranean Sea
 - ii. Greece, Italy (peninsula), France, Spain
 - iii. North Africa, Turkey
 - b. Background
 - i. The legend of Romulus and Remus
 - ii. Worship of the gods and goddesses, largely based on Greek religion
 - iii. The Republic: Senate, Patricians, Plebeians
 - iv. Punic Wars: Carthage, Hannibal
 - c. The Empire
 - i. Julius Caesar
 - a) Defeats Pompey in civil war, becomes dictator
 - b) "Veni, vidi, vici" ("I came, I saw, I conquered")
 - c) Cleopatra of Egypt
 - d) Caesar assassinated in the Senate; Brutus
 - ii. Augustus Caesar
 - iii. Life in the Roman Empire
 - a) The Forum: temples, marketplaces, etc
 - b) The Colosseum: circuses, gladiator combat, chariot races
 - c) Roads, bridges, and aqueducts
 - iv. Eruption of Mt. Vesuvius; destruction of Pompeii
 - v. Persecution of Christians

- d. The “Decline and Fall” of Rome
 - i. Weak and corrupt emperors; legend of Nero fiddling as Rome burns
 - ii. Civil Wars
 - iii. City of Rome sacked, 410 A.D.
- e. The Eastern Roman empire: Byzantine Civilization
 - i. The rise of the Eastern Roman Empire, known as the Byzantine Empire
 - ii. Constantine, first Christian emperor
 - iii. Constantinople (now called Istanbul) merges diverse influences and cultures
 - iv. Justinian; Justinian’s Code
- 2. Language Arts: Fiction (page 68)
 - a. Myths and Mythical Creatures
 - i. More Myths and Legends of Ancient Greece and Rome
 - a) Jason and the Golden Fleece
 - b) Androcles and the Lion
 - c) Horatius at the Bridge
- 3. Visual Arts: Art of Ancient Rome and the Byzantine Civilization (page 75)
 - a. Become familiar with artworks of ancient Rome and the Byzantine civilization, including
 - i. The Pantheon
 - ii. Byzantine mosaics
 - iii. Hagia Sophia

C. Skill Objectives

1. The students will locate the following places on a world map; Rome, Italy, Mediterranean Sea, Greece, France and Spain, Britain, and Germany.
2. The students will compile a list of sensible questions they have in regards to Rome and its surrounding region using a KWL chart.
3. The students will read and then create an accurate cartoon and short story retelling the legend of Romulus and Remus.
4. The students will be able to list the names of the Roman gods and goddesses and match them with what they represent.
5. The students will read several myths. They will then add action and expression to these myths and perform them to an audience of parents and children.
6. The students will name the members of the Roman Republic and be able to describe what part each person or group plays in the Roman Republic (Senate, Consul, Dictator, Patrician, Plebian).
7. The students will read about the three Punic Wars and complete three column notes looking at similarities and differences.
8. The students will locate Carthage on their map and draw the route Hannibal took to get to Rome.
9. The students will read about one important Roman person. They will gather accurate information and compile a character study of the person. They will then share their study with the class.
10. The students will write a one-page paper about the eruption of Mt. Vesuvius and its effect on the city of Pompeii.
11. The students will read about Nero and be able to discuss and write about why he was a weak and corrupt emperor.
12. The students will read about the problems in the Roman Empire and about the man who almost saved Rome; Diocletian.

13. The students will locate the following places on a map; Turkey, Constantinople, (Asia Minor) and the Black Sea.
14. The students will understand that the Byzantine Empire was influenced by many cultures and this is evident through their art.
15. The students will be able to name some of the important buildings in Rome and identify what people did on a daily basis in a Roman city.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *History and Geography* Third Grade, Pearson
 2. *What Your Third Grader Needs to Know* by E.D. Hirsch
 3. *Ancient Rome; A Complete Resource That Helps Kids Learn about This Fascinating Civilization* by A. Harding
- B. For Students
 1. Prior knowledge of the Greek gods from Second Grade is helpful.
 2. Students should be able to write a seven-eight sentences in an informative/narrative paragraph.

IV. RESOURCES

- A. *History and Geography* Third Grade, Pearson (Lessons Two, Three, Five, Six, Seven, Eight, Nine, Ten, Eleven, Twelve, and Thirteen)
- B. *Roman News* by A. Langley (Lessons Three, Six, Seven, Eight, and Thirteen)
- C. *Legacies From Ancient Rome* by A. Ganeri (Lessons Twelve and Thirteen)
- D. *History Detectives The Romans* by P. Ardagh (Lessons Three and Eight)
- E. *Ancient Rome* by S. James (Lesson Twelve)
- F. *Ancient Rome A Complete Resource That Helps Kids Learn About This Fascinating Civilization* by A Harding (Background Information)
- G. *What Your Third Grader Needs To Know* by E.D. Hirsch (Lessons Two, Three, Four, Six, Seven, Nine, Ten, Twelve, and Thirteen)
- H. *The Ancient World* by H. Martell (Lesson Ten)
- I. *Roman Town* by H. Martell (Lesson Thirteen)
- J. *Caesar and Rome* by C. Bernard (Lesson Seven, if needed)
- K. *Julius Caesar* by R. Green (Lesson Seven, if needed)
- L. *Ten Queens: Portraits of Women in Power* by M. Meltzer (Lesson Seven, if needed)
- M. *Cleopatra: Queen of Dreams* by H. Middleton (Lesson Seven, if needed)
- N. *Julius Caesar: The Great Dictator of Rome* by R. Platt (Lesson Seven, if needed)
- O. *Queen Cleopatra* by T. Streissguth (Lesson Seven, if needed)

V. LESSONS

Lesson One: Where in the World is Rome? (60 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students develop knowledge of Earth to locate people, places, environments and historical occurrences. (adapted from Colorado Geography Standard 1.2)
 2. Lesson Content
 - a. Geography of the Mediterranean Region
 - i. Mediterranean Sea
 - ii. Greece, Italy (peninsula), France, Spain

3. Skill Objective(s)
 - a. The students will locate the following places on a world map; Rome, Italy, Mediterranean Sea, Greece, France and Spain, Britain, and Germany.
 - b. The students will compile a list of sensible questions they have in regards to Rome and its surrounding region using a KWL chart.

B. *Materials*

1. Map of the Roman Empire (Appendix A)-one per child
2. Map of the Roman Empire-Teacher Copy (Appendix A #2)-one for teacher reference
3. Large map of the world
4. Pointer to use for map
5. Large piece of white construction paper
6. Several colored sharpie markers
7. A KWL chart for each child (Appendix B)
8. A history folder for each child (any folder works fine)
9. Overhead sheet of the Roman Empire map
10. Overhead projector
11. Overhead markers
12. Lined refill paper – one per child

C. *Key Vocabulary*

1. Empire: a group of countries that have the same ruler

D. *Procedures/Activities*

1. At the beginning of the lesson pull down the world map in the classroom.
2. Ask the children if they can remember from previous years where the city of Rome can be found.
3. Once the location of Rome is clear, ask the children to name any other countries, cities, or bodies of water in the same region.
4. Pass out a copy of the Roman Empire map to each child.
5. Using the large map (or an overhead of a map identical to the children's), locate and label the following places; Mediterranean Sea, Greece, Italy, France and Spain.
6. The children need to keep these maps in their history folders, as they will add to them often throughout the unit.
7. Pass out one KWL chart, Appendix B, to each child. The K stands for *knowledge* the children already have. The W stands for what they *want* to know and the L stands for what they have *learned*. (The L will be filled out at the end of the unit.) Have them write down all the information they can remember about Rome or about the part of the world in which Rome is located in the K column. (Children will do this individually)
8. Then have the children write down at least three questions they have about the subject in the W column.
9. As a class talk about and write the children's questions down on a large sheet of white paper. Hang the paper somewhere visible because it is always fun to refer back to these questions as you continue the unit.
10. Have the children place the KWL chart into their History folders and save it for later in the unit.
11. Finally, hand out a piece of lined paper and have the children write "My Vocabulary List" at the top. The children will then copy the word empire and the definition from the board. This will also be kept in their folder and added to often.

12. Review briefly the information covered in this lesson.
- E. *Assessment/Evaluation*
1. KWL chart will assess prior knowledge of Rome and highlight student's questions.
 2. Students will correctly label map of the Mediterranean region.

Lesson Two: The Legend Of Rome: Romulus and Remus

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize what ideals inspire a people's sense of purpose and what images portray their idea of themselves through their myths, legends, values, and beliefs.
2. Lesson Content
 - a. Background
 - i. The legend of Romulus and Remus
3. Skill Objective(s)
 - a. The students will read and then create an accurate cartoon and short story retelling the legend of Romulus and Remus.

B. *Materials*

1. *What Your Third Grader Needs To Know*, by E.D. Hirsch Jr. (page 89)
2. Cartoon strip for each child (Appendix C)
3. Crayons, markers, colored pencils
4. *History and Geography*, Third Grade, Pearson (page 42-43) for each child if possible
5. The children will need their vocabulary list

C. *Key Vocabulary*

1. Legend: an old, well known story believed by many
2. Symbol: a picture or object that stands for something

D. *Procedures/Activities*

1. Discuss the meaning of the word legend with the students.
2. Write down the word and the definition on the board and have the children copy it into their vocabulary book.
3. Tell the students that today we are going to read about how Rome began. Explain that the story is a legend called Romulus and Remus.
4. Using page 89 in *What Your Third Grader Needs To Know* read the legend to the class.
5. After the first reading of the legend discuss any issues that the children have. They will likely have several questions about the wolf helping them.
6. Have the children get out their maps and locate the Tiber River. Point out where they have already located Rome and mention that the legend tells that Rome was started on the Tiber River.
7. You may choose to read the legend aloud again to help familiarize the children with the story. (The children also have the story in their History book so they can reread it from there if they each have a book.)
8. Pass out one cartoon strip of paper to each child (Appendix C).
9. Tell the children that they need to retell the legend in their own words. They can write one to two complete sentences under each box.
10. Tell the children that after they have written the story in their own words they will draw and color pictures in the boxes. Be sure to remind them to put them in the correct order. Also, they need to plan out the retell as they must use the six boxes on their sheet; no more and no less!

11. Give the children the remainder of the class to work on their cartoons and assign for homework if necessary.
- E. *Assessment/Evaluation*
1. The children will be evaluated on their cartoon and retell (Appendix C #2).

Lesson Three: Calling All Gods and Goddesses (60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will recognize what ideals inspire a people's sense of purpose and what images portray their idea of themselves through their myths, legends, values, and beliefs.
 2. Lesson Content
 - a. Background
 - i. Worship of gods and goddesses, largely based on Greek religion
 3. Skill Objective(s)
 - a. The students will be able to list the names of the Roman gods and goddesses and match them with what they represent.
- B. *Materials*
1. *History and Geography* Third Grade, Pearson (pages 44-45)
 2. *Roman News* A. Langley and P. De Souza (pages 20-21)
 3. Worksheet (Appendix D) one per child
 4. *The Romans History Detectives* P. Ardagh (pages 26-27)
 5. *What Your Third Grader Needs to Know* by E.D. Hirsch Jr. (page 91)
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Make a list on the board or large white paper that reflects what gods and goddesses the children can recall from previous years.
 2. Read *Roman News* pages 20 – 21.
 3. Discuss the difference between the traditional gods and the new gods.
 4. Compare the gods from the book with the list on the board. Which gods did we forget? A complete list of the gods you should focus on can be found on Appendix D.
 5. At this time the children will notice that some of the gods they had recalled were not Roman gods. Tell the children that many of the Roman gods are similar to the Greek gods. Make a new list that shows Roman gods on one side and Greek gods on the other.
 6. Next to the name of the god write down what each Roman god represents.
 7. Pose this question to the children, "Why do you think the Roman people have so many gods?"
 8. The answer should include the fact that so many aspects of our world are unexplainable and that the early people such as the Romans and the Greeks needed gods to help explain certain aspects of their world.
 9. Hand out one worksheet to each child (Appendix D). Give the children the rest of class to successfully complete the worksheet that requires them to match the god/goddess with what they represent.
- E. *Assessment/Evaluation*
1. Worksheet (Appendix D#2)

Lesson Four: Myths and Legends/ Greek and Roman (two days/ lessons)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will learn what ideals inspire a people's sense of purpose and what images portray their idea of themselves through their myths, legends, values, and beliefs.
2. Lesson Content
 - a. Background
 - i. The Legend of Romulus and Remus
3. Skill Objective(s)
 - a. The students will read several myths. They will then add action and expression to these myths and perform them to an audience of parents and children.

B. Materials

1. Copies of the mythological plays (Appendix E); I would suggest assigning roles before handing out the plays to the children
2. *What Your Third Grader Needs To Know* by E.D. Hirsch Jr. (pages 47-57)
3. Several different colored highlighters (one per child or enough to share)

C. Key Vocabulary

None

D. Procedures/Activities

1. Remind the children of the legend of Romulus and Remus. Tell them that today they are going to be introduced to some myths from Greece and Rome. Remind them that yesterday we learned that the Romans and Greeks have some of the same gods. They also share many myths.
2. Using *What Your Third Grader Needs to Know*, read the myth titled *Jason and the Golden Fleece* to the class. Explain that this myth comes from the Greeks. While you are reading the children need to be drawing pictures of what is happening during the myth on plain white paper (not coloring).
3. Give the children time to discuss the myth together and share their pictures if they would like.
4. Next, read the myth on page 55 titled *Androcles and the Lion*. Once again the children will draw as they listen.
5. Allow time for sharing on this myth also.
6. Finally, read the myth on page 56 titled *Horatius at the Bridge*, allowing the children to draw once again.
7. Tell the children that they will be broken into groups and given one of those myths to act out. They will perform their myths at our toga party at the end of the unit.
8. Make sure that each child has a highlighter and then break the children into groups according to which play they are in. You will have three groups; seven children in *Androcles*, seven children in *Jason*, and 10 children in *Horatius*. (These numbers are just suggestions. You can change parts for different class amounts.)
9. Pass out the appropriate play to each child (Appendix E). Label the name of their part on the top of their play.
10. Once each child has their play, instruct them to highlight their parts.
11. Tell each group to read the plays together once through to get an idea of how they sound. The children will keep the plays in their folders.
12. NOTE: These plays will be practiced during language/arts time from now on. I would allow 15-20 minutes a day for practice. During this practice time the

children can discuss the use of props and where they are going to get them or how they are going to make them. This is something they need to do in their own time if they choose to. If more time is available the children can work on the props at school.

E. *Assessment/Evaluation*

1. The children will be assessed on the drawings they completed while listening to the myths.

Lesson Five: The Roman Republic (60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time. (Colorado History Standard 3)
2. Lesson Content
 - a. Background
 - i. The Republic: Senate, Patricians, Plebeians
3. Skill Objective(s)
 - a. The students will name the members of the Roman Republic and be able to describe what part each person or group plays in the Roman Republic (Senate, Consul, Dictator, Patrician, Plebian).

B. *Materials*

1. *History and Geography* Third Grade, Pearson (pages 46 – 48)
2. Lined paper – at least one per child
3. Children will need their individual vocabulary list
4. Appendix F - Quiz

C. *Key Vocabulary*

1. Legion: a group of soldiers
2. Consul: the most important official in the Roman Republic
3. Dictator: a person chosen by the consul to protect the country during war; this person was also responsible for providing the army with everything they need to be successful; a dictator can only serve for six months

D. *Procedures/Activities*

1. Tell the children to get out their History book, if they have one.
2. Turn to page 46 and begin reading about the Roman Republic. The children who would like to read can take turns reading also.
3. Each time you come to one of the vocabulary words, have the children stop and copy the word and its definition into the vocabulary list.
4. After reading pages 46 and 47 hand out a piece of lined paper to each child.
5. Have the children fold their paper in half sideways creating two columns.
6. Draw the two columns on the board and label them Plebeians and Patricians. Have the children label their columns also.
7. Under each title write down all the things we have learned about these groups of people. Discuss the similarities and differences found. Be sure that the children learn that the Patricians had the majority of control over the senate and were very wealthy. The Plebeians on the other hand had little, if any control, and were the poor working families. Most Roman families were Plebeians.
8. At the end of the lesson hand out a short quiz to each child (Appendix F). Give the children 10-15 minutes to complete the quiz.

E. *Assessment/Evaluation*

1. Short Quiz about the members of the Roman Republic (Appendix F)

Lesson Six: Rome Goes to War (60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time. (Colorado History Standard 3)
 - b. Students will develop a sense of historical empathy and see through the eyes of people from the past.
2. Lesson Content
 - a. Background
 - i. Punic Wars: Carthage, Hannibal
3. Skill Objective(s)
 - a. The students will read about the three Punic Wars and complete three column notes looking at similarities and differences.
 - b. The students will locate Carthage on their map and draw the route Hannibal took to get to Rome.

B. *Materials*

1. *History and Geography* Third Grade, Pearson (pages 49 – 51)
2. Children will need their map of the Roman Empire from Lesson One
3. Overhead projector
4. Overhead sheet of Roman Empire map
5. Overhead projector markers
6. Lined paper – one per child
7. Children will need their vocabulary books
8. *What Your Third Grader Needs to Know* by E.D. Hirsch Jr. (pages 93 – 95)
9. Children will need their map of the Roman Empire
10. *Roman News* A. Langley and P. De Souza (page 4)
11. Red pen

C. *Key Vocabulary*

1. Conquer: to win land by fighting a war or battle
2. Peninsula: a piece of land sticking out into the water

D. *Procedures/Activities*

1. The children should get out their copy of the Pearson History book (if available).
2. Tell the children to also get out their vocabulary list and copy down the two words and their definitions. (When they are done they can place the vocabulary list back in their folder.)
3. Tell the children to open their History book to page 49 (if they have one) and get out their map of the Roman Empire.
4. Read aloud the paragraph sub-titled 'The Punic Wars' on page 49. Using the overhead of the Roman Empire map locate and label Carthage. Have the children do the same on their maps.
5. Pass out a sheet of lined paper to each child and then read aloud the paragraph beginning on page 49 sub titled 'The First Punic War'.
6. Tell the children to turn their piece of paper sideways so the holes are at the top. (Place a piece of lined paper on the board and show them what their paper should look like.) Then tell them to make three columns on their page. They can rule the lines or draw them freehand as long as they go from top to bottom.
7. Once every child has their three columns, tell them to label the first column 'Punic War 1', the second column 'Punic War 2' and the third column 'Punic War 3'.

8. As a class, make a list of all the information we learned about the first Punic War. Be sure to look at information pertaining to when the war began, why it began, how long it lasted, and who won.
 9. Repeat this process for the second Punic war. However, after discussing the second war tell the children to use a red pen and draw on their map the route Hannibal took to get to Rome. (See page 50 in Pearson.) Be sure to point out to the children that Hannibal used elephants in battle! Show the children page 4 in *Roman News* as it has a great illustration of Hannibal's army crossing the Alps.
 10. Repeat the process of reading and writing for the third Punic war.
 11. Spend the last few minutes of class discussing the similarities and differences between the wars.
- E. *Assessment/Evaluation*
1. The three column notes will assess the children's knowledge of the Punic Wars.

Lesson Seven: Famous People Throughout Roman History (two day lesson)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop a sense of historical empathy and see through the eyes of people from the past.
 2. Lesson Content
 - a. The Empire
 - i. Julius Caesar
 - a) Defeats Pompey in Civil War, becomes dictator
 - b) "Veni, vidi, vici", ("I came, I saw, I conquered")
 - c) Cleopatra of Egypt
 - d) Caesar assassinated in the Senate; Brutus
 - ii. Augustus Caesar
 3. Skill Objective(s)
 - a. The students will read about one important Roman person. They will gather accurate information and compile a character study of the person. They will then share their study with the class.
- B. *Materials*
1. *History and Geography*, Third Grade, Pearson (52-62)
 2. If *History and Geography*, Pearson is not available see the bibliography for a list of other children's books relevant to the people being studied in this lesson
 3. *What Your Third Grader Needs to Know* by E.D. Hirsch Jr. (pages 97-102)
 4. Plain white construction paper (small) – enough for at least one per child
 5. Crayons, markers, colored pencils
 6. *Roman News* A. Langley and P. De Souza (Caesar Stabbed, page 5)
 7. Several sticky notes for each child
- C. *Key Vocabulary*
1. Province: an area under control of one government
 2. Civil War: war between people of the same country
- D. *Procedures/Activities*
1. Write the two new vocabulary words and their definitions on the board.
 2. Tell the children to get out their 'vocabulary list' and copy the words and their definitions.
 3. Explain to the children that today they will be individually researching a famous person in Roman history, completing a character study, and then teaching the class about that person.
 4. Hand out several sticky notes to each child.

5. Assign six children to each of the following famous people: Julius Caesar, Cleopatra, Marc Antony, and Octavian (Augustus Caesar).
 6. On the board write down the page numbers from *History and Geography*, Pearson, relevant to each famous person so the children know which pages they should read. Julius Caesar pages 53-58, Cleopatra pages 55-57 and 59, Marc Antony pages 58-59, and Octavian pages 58-62. (Or hand out the other books you have collected on these people- see bibliography)
 7. Tell the children that they can use sticky notes to mark important information about their person as they are reading. This information can be about what they did, how they looked, personal qualities or skills, and any other piece of information they want to include in their character study.
 8. When they are done reading they can get a piece of white construction paper. On the paper they need to write the name of their famous person in large print so it can be seen easily (anyway they like). Then they need to write down some of the interesting information they learned. These *do not* need to be written in complete sentences but they do need to be spelled correctly and written in their own words NOT copied directly from the book. These facts can be spread out on the page anywhere the children would like as long as they can be read.
 9. The children can work on this for the rest of the period and the next class time also. They need to color and decorate their character study before they hand it in.
- E. *Assessment/Evaluation*
1. The students will be evaluated on their character study (Appendix G).

Lesson Eight: Mt. Vesuvius Erupts! (60 minutes and homework)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop a sense of historical empathy and see through the eyes of people from the past.
 2. Lesson Content
 - a. The Empire
 - i. Eruption of Mt. Vesuvius; destruction of Pompeii
 3. Skill Objective(s)
 - a. The students will write a one-page paper about the eruption of Mt. Vesuvius and its effect on the city of Pompeii.
- B. *Materials*
1. *History and Geography*, Third Grade, Pearson (pages 75-77)
 2. *Roman News* A. Langley and P. De Souza
 3. *The Romans History Detectives* P. Ardagh (pages 38-39)
 4. Lined paper – at least one per child
- C. *Key Vocabulary*
1. Debris: pieces left after something has been destroyed
 2. Mosaic: artwork made of small pieces of colored stone and tile
- D. *Procedures/Activities*
1. Each child needs to get out their copy of the history book and open to page 75 (if available, otherwise just read aloud).
 2. Read aloud the story of what happened to Pompeii, allowing the children to read if they would like.
 3. Have the children bring out their maps and label the city of Pompeii.
 4. Discuss as a class what they just read about. Pose questions about how you would feel if you were there, what you think you would have done, what sounds you think you would hear, and what smells might you smell.

5. Share with the children the article in *The Roman History Detective*. The book has some very interesting pictures also.
 6. Also point out to the children that *Roman News* another book has two interesting articles they may want to look at.
 7. Tell the children that they are going to write a one-page paper pretending they were in Pompeii when the volcano erupted. They survived but they need to write about how they felt, what happened, where did they go, what did they hear, what did they see, what did they smell, and how the city looked when the eruption was done.
 8. Allow the children time to work on their paper until the end of class and then assign the remainder for homework.
- E. *Assessment/Evaluation*
1. The children will be evaluated on their Pompeii essay using the writing rubric relevant to your school (Step Up, Six Traits...).

Lesson Nine: Emperor Nero (60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time. (Colorado History Standard 3)
 - b. Students will develop a sense of historical empathy and see through the eyes of people from the past.
 2. Lesson Content
 - a. The Decline and Fall of Rome
 - i. Weak and corrupt emperors; legend of Nero fiddling as Rome burns
 - b. The Empire
 - i. Persecution of Christians
 3. Skill Objective(s)
 - a. The students will read about Nero and be able to discuss and write about why he was a weak and corrupt emperor.
- B. *Materials*
1. *What Your Third Grader Needs to Know* by E.D. Hirsch, Jr. (pages 109-110)
 2. *History and Geography* Pearson (pages 80-82) per child, if available
 3. Plain white paper for each child
 4. Crayons, markers, colored pencils
 5. Sticky notes for each child
 6. Large piece of white paper (optional can use board)
- C. *Key Vocabulary*
1. Decline: to grow weaker
 2. Persecute: to treat people cruelly and unfairly
- D. *Procedures/Activities*
1. Read page 109 from *What Your Third Grader Needs to Know* to the children.
 2. Ask the children how they feel about Nero and what he did. Use this question to lead a class discussion about the values a good leader should have. Make a list of these values on the board.
 3. Put the children into partners and have them open their History books to page 80. Tell them they are going to read another story about Nero. When they are done reading they are going to make a list of things that Nero did that made him a weak and corrupt emperor. (If every child does not have access to a book simply read the other story to them aloud and skip steps 4 and 5.)

4. Hand out some sticky notes to each child. Instruct the children to use the sticky notes to mark important information as they read.
 5. Give the children the next 10-15 minutes to read the story and make the list about Nero.
 6. As a class share the ideas that the children came up with that highlight Nero's bad qualities. Write these on the board or a sheet of large white paper.
 7. Once the children have shared about Nero pose this question, "What group of people did Nero treat the worst?" The answer being the Christians.
 8. Ask the children how they would feel if they were living at that time and were Christians. Discuss the fact that many Christians hid their beliefs from Nero and other Roman leaders because they were afraid for their lives.
 9. Hand out a piece of lined paper to each child. Tell them to write a short paragraph (7-10 sentences) pretending they were Christians living at that time. They must write about what their lives would be like including feelings and emotions.
 10. Allow the children the remainder of class to complete the paper and assign it for homework if not done.
- E. *Assessment/Evaluation*
1. The children will be assessed on their list of the weak and corrupt things Nero did.
 2. The children will be evaluated on their paper about living in Rome at that time. (Grade the children according the writing rubrics used by your school.)

Lesson Ten: The Beginning of the End for Rome (60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time. (Colorado History Standard 3)
 2. Lesson Content
 - a. The Decline and Fall of Rome
 - i. Civil Wars
 3. Skill Objective(s)
 - a. The students will read about the problems in the Roman Empire and about the man who almost saved Rome; Diocletian.
- B. *Materials*
1. *History and Geography* Third Grade, Pearson (pages 82-83)
 2. *What Your Third Grader Needs to Know* by E.D. Hirsch (page 111)
 3. *The Ancient World* by H. Martell (page 86)
- C. *Key Vocabulary*
1. Pillage: to steal things using force and violence
 2. Plague: a disaster or an epidemic
- D. *Procedures/Activities*
1. Reminder to Teacher!! Now is a good time to send home letters letting parents know about the toga party and the performance of the myth plays.
 2. Tell the children to get out their history book (if available).
 3. Open the book to page 82 and read aloud the information about the barbarians, and the army. Then stop and discuss the events that were taking place in Rome at this time.
 4. Remind the children that a Civil War is a war between people in the same country. (You can point out that the definition is on their vocabulary list.)

5. Explain that many emperors at this time were murdered, that the government was charging higher taxes to pay for the army, and that the people were losing faith in the Roman Empire.
 6. Read page 111 from *What Your Third Grader Needs to Know* aloud to the children. This paragraph illustrates that there was also a plague at this time that killed many people. This meant that less people were buying and selling goods. Point out that this was an additional problem for Rome.
 7. Read page 83 of the history book about Diocletian aloud to the class.
 8. Also read page 86 of *The Ancient World* which gives a little more information on Diocletian.
 9. Place a large piece of white construction paper on the board. Have the children raise their hands and share some of the good ideas Diocletian had and how they helped Rome. Make a list of these on the paper and then hang it where it can be easily seen for future reference. (Ideas should include Diocletian appointing more than one leader to lead Rome, he reorganized and expanded the army so it would be better, and he made the tax system more efficient.)
 10. Tell the children that although Diocletian had these great ideas the Roman Empire was still in trouble and that tomorrow they will learn about another great leader who tried to help Rome.
- E. *Assessment/Evaluation*
1. The chart will assess what the children have learned about Diocletian.

Lesson Eleven: Constantine Takes Over (60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time. (Colorado History Standard 3)
2. Lesson Content
 - a. The Eastern Roman Empire: Byzantine Civilization
 - i. Constantine, first Christian emperor
 - ii. Constantinople (now called Istanbul) merges diverse influences and cultures
 - b. The “Decline and Fall” of Rome
 - i. City of Rome sacked
3. Skill Objective(s)
 - a. The students will locate the following places on a map; Turkey, Constantinople (Asia Minor), and the Black Sea.

B. *Materials*

1. Each child will need their Roman Empire map
2. Overhead projector
3. Overhead sheet of Roman Empire map
4. Overhead markers
5. *History and Geography* Third Grade, Pearson

C. *Key Vocabulary*

1. Sacked: to steal and destroy things from a city that has been defeated by an army

D. *Procedures/Activities*

1. Remind the children that yesterday they learned about Diocletian, a great emperor. Look at the chart about Diocletian from yesterday and quickly review the changes he made to help Rome.
2. Tell the children that today they will read about another great emperor who ruled Rome about 20 years after Diocletian retired. His name was Constantine.

3. Read page 111 *History and Geography* Pearson, which introduces the children to the fact that Constantine followed in Diocletian's ideas. The one main change he made was that he became a Christian and allowed the people of Rome to practice Christianity. Tell the children that for this reason he is known as Rome's first Christian emperor.
 4. Then read pages 84 and 85 (stop at the Byzantine Empire heading) in *History and Geography*, about Constantine and how he moved the center of the Roman Empire to a city called Constantinople.
 5. Have the children get out their Roman Empire maps and label Constantinople. Ask the children to verify which country Constantinople is located in. On the large class map point out that Constantinople is now called Istanbul and is in the country of Turkey. Have the children label Turkey on their map also. Be sure to use the overhead map so that all the children can see where to label it.
 6. Also at this time have the children label the Bosphorus Strait, the Black Sea and the western part of Asia known as Asia Minor.
 7. Ask the children what direction the city of Constantinople is from Rome? They should be able to answer that it is east.
 8. Tell the children that because of the great location of Constantinople it became a great city of trading for many cultures and is remembered as one of the greatest cities of the world at that time.
 9. Read page 87 from *The Ancient World*, which tells the children that the east became known as the Byzantine Empire, while what used to be the city of Rome was destroyed completely!
 10. Tell the children that although Rome was destroyed, the Byzantine Empire continued to be a successful part of Rome's history and that tomorrow they will learn more about the Byzantine Empire.
- E. *Assessment/Evaluation*
1. The children will be assessed on correctly labeling their maps.

Lesson Twelve: The Byzantine Empire (60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time. (Colorado History Standard 3)
 2. Lesson Content
 - a. The Eastern Roman Empire: Byzantine Civilization
 - i. The Rise of the Eastern Roman Empire; known as the Byzantine Empire
 - ii. Constantinople (now called Istanbul) merges diverse influences and cultures
 - iii. Justinian; Justinian's Code
 - b. Art of Ancient Rome and the Byzantine Civilization
 - i. Become familiar with artworks of ancient Rome and Byzantine civilization, including
 - a) The Pantheon
 - b) Byzantine mosaics
 - c) Hagia Sophia
 3. Skill Objective(s)
 - a. The students will understand that the Byzantine Empire was influenced by many cultures and this is evident through their art.

- B. *Materials*
1. *What Your Third Grader Need to Know* by E.D. Hirsch (pages 112, 114, 166, 167)
 2. Small white pages of white paper
 3. Different colored construction paper cut into small squares (1 inch by 1 inch)
 4. Glue
 5. Scissors
 6. *History and Geography* Third Grade, Pearson (page 85)
 7. *Legacies From Ancient Rome* by A Ganeri (page 27)
 8. *Ancient Rome* S. James (page 45)
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. Tell the children to get out their maps and find the city of Constantinople.
 2. Ask the children to review orally what they have learned about the Byzantine Empire so far. Tell them then after Constantine died a new emperor named Justinian took over. Justinian wanted to preserve the old laws of Rome so he created a book of all the laws and called it the Justinian's Code.
 3. Also ask the children what happened to the city of Rome. Remind them at this time that the city of Rome had been destroyed and that the city of Constantinople had become a great city.
 4. Show the children the picture of the Hagia Sophia page 85 of *History and Geography*. Tell the children that this is one of the most beautiful churches in the world and was built by Justinian. Tell the children also that art in the new Byzantine Empire was influenced by many different cultures. (Remind them of the discussion about trading yesterday and explain that it was easy for many people to come to Constantinople because of it's location. The children can look at their maps to remind them where it is located.)
 5. Show the children some pictures of the Byzantine mosaics. Page 166 and 167 in *What your Third Grader Needs To Know*, page 27 in *Legacies from Ancient Rome* and page 45 in *Ancient Rome*. Point out to the children that the artists have joined very small pieces of tile together to make the picture.
 6. Tell the children that they are going to make their own mosaic just like the Byzantine people did. Tell them that they can make a picture of something special to them. The mosaics in the Byzantine Empire were based largely on Christianity because that was important to them at that time. Be sure to let the children know that they will not have much time to make their mosaics so they need to work quickly and carefully.
 7. Tell the children to first of all draw their picture on the white sheet of paper with a pencil. They may then choose the colors they are going to use. Suggest to the children that their picture be reasonably big because small details will be hard to do.
 8. Allow the children time today to work on their mosaics. They will be given time at the beginning of the next lesson or throughout the day, to complete these. When they are complete the mosaics will be displayed in the room and used as backdrops for the Myth plays.
- E. *Assessment/Evaluation*
1. The children will be assessed on the completion of their mosaic.

Lesson Thirteen: Daily Life in the Roman Empire (60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop a sense of historical empathy and see through the eyes of people from the past.
 - b. Students understand that societies are diverse and have changed over time. (Colorado History Standard 3)
2. Lesson Content
 - a. The Empire
 - i. Life in the Roman Empire
 - a) The Forum: Temples, marketplaces, etc
 - b) The Colosseum: circuses, gladiator combat, chariot races
 - c) Roads, bridges, and aqueducts
3. Skill Objective(s)
 - a. The students will be able to name some of the important buildings in Rome and identify what people did on a daily basis in a Roman city.

B. *Materials*

1. *History and Geography* Third Grade, Pearson (pages 66 – 74)
2. *Roman Town* H. Martell
3. *Roman News* A. Langley (pages 9, 10, 18, 24, 27, 28, and 29)
4. *Legacies from Ancient Rome* A Ganeri
5. *History Detectives The Romans* P. Ardagh

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. This lesson is a time for the children to explore all the resource books on Rome in the class to learn more about regular everyday life in Rome.
2. Put the children into groups of three or four (you should have about four groups).
3. Assign two groups the topic of Entertainment and then the other groups one of the following topics; Food or Buildings.
4. Tell the children to draw pictures of all the things they learn about their topics. Tell them they have about 15 minutes and will then come back and share with the class.
5. Entertainment groups should be able to talk about gladiators, chariot races, and theatres. The Food group should be able to share that the wealthy people ate very strange foods like flamingoes, peacocks, parrots and the poor people ate cheese, bread, and some vegetables/fruits. The building group should be able to mention buildings such as temples, the forum, colosseums, aqueducts, amphitheaters, and the types of house/ apartments the people lived in.
6. After about 15 minutes have the children come back together and share what they found out.
7. Hang the posters of each topic around the room to complement the Roman theme.
8. Have the children get out their KWL charts. The children can individually fill out the column labeled L. They need to write down at least 10 facts they have learned.
9. Have the children hand in their Rome folders, which should include their vocabulary list, KWL chart, and their Roman Empire map.
10. Remind the children that tomorrow will be the Toga Party where they will get to wear their togas (they will need to bring in a small white sheet or piece of material) and pretend to be people living in Rome.

- E. *Assessment/Evaluation*
1. Each group of children will be assessed using the checklist (Appendix G).

VI. CULMINATING ACTIVITY

- A. As a culminating activity the class will have a toga party. Each child will wear a toga (wrapped however it works) and take part in four different centers. Divide the class into four even groups.
- B. Here is a list of the centers that will be included in the toga party;
1. Stick the Helmet on the Gladiator:
 - a. You will need a blown up, laminated picture of a gladiator, a separate laminated gladiator helmet, and a blindfold or scarf.
 - b. The children will take turns trying to stick the helmet onto the gladiator in the correct place.
 2. Chariot Races:
 - a. You will need a large chariot track (see Appendix H), several small plastic horses, dice, and award ribbons (optional).
 - b. The children will take turn throwing the dice and moving their horse piece the appropriate amount of spaces. The player who gets to the end first is the winner.
 3. Catapults:
 - a. See Appendix H for instruction on making the catapults.
 - b. The children will roll up small pieces of paper and place them on the catapult. They will then take turns shooting at targets (ex = a piece of candy can be awarded for easy targets, and a “no homework” pass can be used for more challenging targets).
 4. Let’s Play the Roman Way:
 - a. Trigon (Roman ball game): you will need a ball to play this game. Three children stand in a triangle shape facing each other. Each child gets five points to begin play. The children take turns throwing the ball to each other. If a child drops the ball, they lose one point. The game can continue for as long as you choose, the player with the most points wins the game.
 - b. Discus (popular Roman pastime): you will need a hula-hoop and a Frisbee (discus) to play this game. The object of this game is to throw the Frisbee through the hula-hoop. (The hula-hoop can be held by an adult volunteer or suspended from the ceiling with rope, depending on the space/resources available.
- C. After every group has participated in each of the four centers (listed above), the class will reconvene for the final activity.
1. The children will perform their myth plays for the parent/peer audience gathered at the event. When the plays have finished, the parents and children will enjoy a Roman feast (provided by parent volunteers). Foods might include grapes, olives, breads, cheeses, vegetables, and grape/apple juice.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Map of the Roman Empire (blank)
- B. Appendix A #2: Map of the Roman Empire (teacher key)
- C. Appendix B: KWL Chart
- D. Appendix C: Cartoon Strip
- E. Appendix C #2: Cartoon Rubric

- F. Appendix D: Worksheet – Gods and Goddesses
- G. Appendix D#2: Answer key for Gods and Goddesses Worksheet
- H. Appendix E: Myth Plays
- I. Appendix F: Quiz on Roman Republic
- J. Appendix F #2: Answer key to The Roman Republic Quiz
- K. Appendix G: Character Study Checklist
- L. Appendix H: Toga Party Instructions
- M. Appendix I: Final Checklist

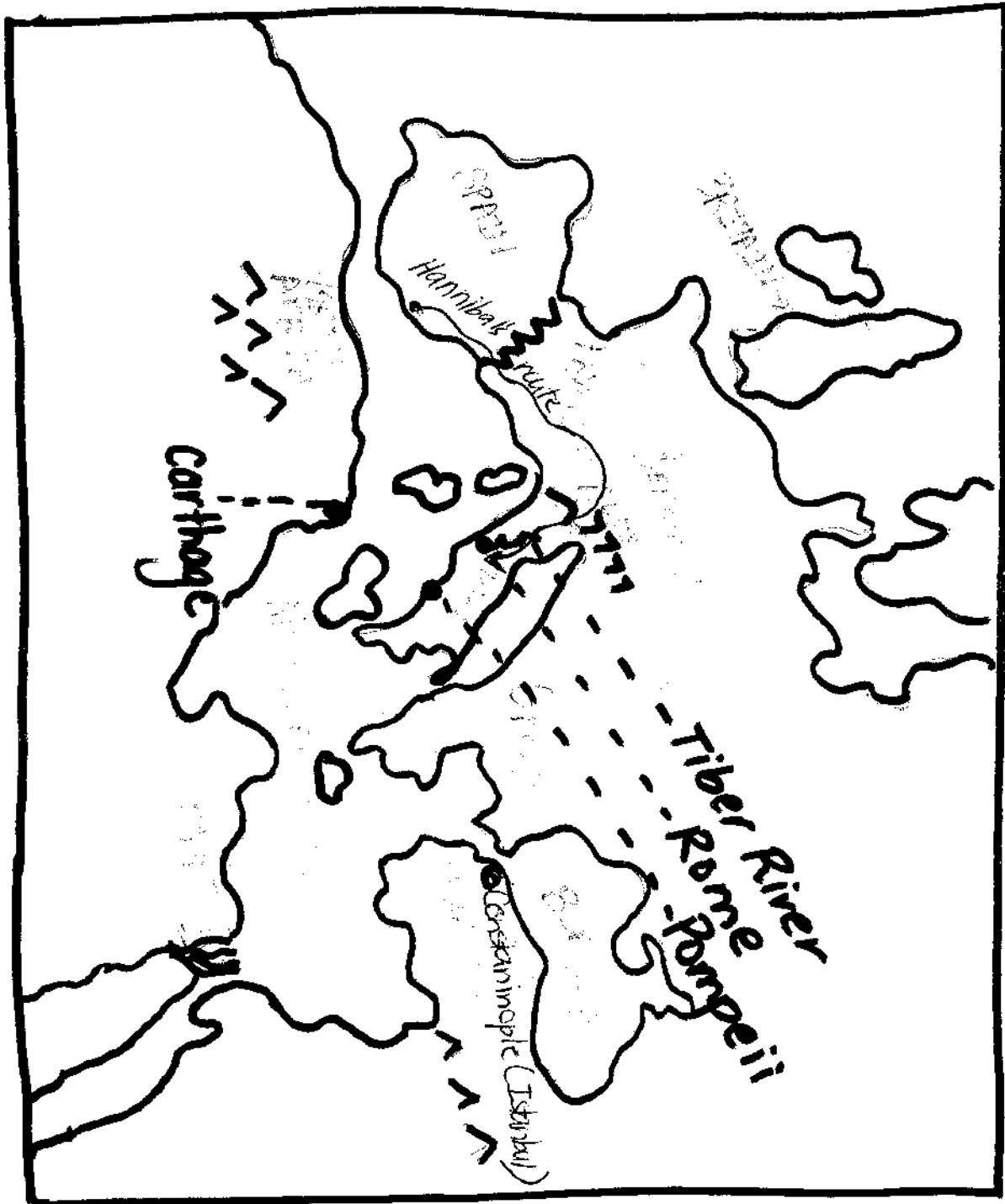
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Appendix A
The Roman Empire Map



Appendix A #2
The Roman Empire Map (Teacher's Key)



Appendix B
KWL Chart

K	W	L

Appendix C-Cartoon Strip-The Legend of Rome: Romulus and Remus





Appendix C #2
Grading Rubric for Romulus and Remus Cartoon

	1	3	5
Sentence Structure	No complete sentences.	Some complete sentences used.	Student completed cartoon using complete sentences with correct punctuation.
Presentation	No color added.	Some pictures colored.	All pictures are colored neatly.
Organization	Retell of story is out of order (no logical sequence).	Some parts of story are in order, but it does not move from beginning to end.	All parts of retell are in the correct order.
Spelling	Many spelling errors distract the reader.	Some spelling errors, but overall written work makes sense.	All words are spelled correctly.
TOTAL POINTS			

Overall Score = ___/20

Appendix D
Worksheet for Lesson Three

Jupiter	Juno	Mars	Mercury	Apollo	Diana
Minerva	Saturn	Pluto	Neptune	Venus	

Write the correct name in each blank space.

1. _____ is the god of war.
2. The goddess of the moon and of hunting is _____.
3. I am the goddess of love and beauty. I am _____.
4. If you are sick, I will help you feel better. I am _____.
5. _____ is the chief of all gods.
6. The god of the dead is _____.
7. I will help your crops grow well. I am _____.
8. All women look to me for help. I am _____.
9. _____ is the messenger of all gods.
10. I am the goddess of wisdom and crafts. I am _____.
11. All oceans and water in the world belong to _____.

Appendix D #2

Answer Key for Lesson Three

1. Mars
2. Diana
3. Venus
4. Apollo
5. Jupiter
6. Pluto
7. Saturn
8. Juno
9. Mercury
10. Minerva
11. Neptune

Appendix E, page 1

Plays for Lesson Three

Horatius at the Bridge

Narrator 1: This is a story about a Roman soldier who becomes one of Rome's greatest heroes. His name is Horatius and he is a hero because he saved Rome from the hands of an evil king.

Narrator 2: Our story begins with Lucius Tarquinius, the King of Rome at his time.

Lucius: I do NOT care about what the people say! I need more money and I want it now!

Narrator 1: As you can already see, Lucius was not a kind king. In fact he was so cruel that the people called him Tarquin the Tyrant.

Person 1: Oh no! Here comes our king, Tarquin the Tyrant! Look out!!

Narrator 2: The people were so tired of being ruled by evil and greedy kings that they made a plan to get rid of Tarquin the Tyrant.

Person 1: We need to get rid of Tarquin before he gets worse.

Person 2: Let us come together as a city and force him out of town.

Narrator 1: That is exactly what they did.

Lucius: I am not through with you people! I shall return and reclaim my city!

Narrator 2: Lucius went directly to Porsena, the king of a land north of Rome.

Lucius: Let us build a huge and strong army and claim Rome as our own.

Porsena: I have a grand and powerful army. We will fight beside you.

Narrator 1: So while Lucius and Porsena were planning their attack, our hero Horatius, was working hard. His job was to guard the bridge over the Tiber River. This was the only way for someone to get in to Rome.

Horatius: I have heard that Lucius is planning to attack. We must think of a way to stop him.

Soldier 1: But what can we do against such a large army?

Horatius: I have a plan that just might work.

Soldier 2: Tell us Horatius.

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Horatius: The three of us will cross the bridge to the other side. We will fight against the army and stop them from crossing the bridge.

Soldier 1: But what good will that do? We are only three soldiers and they are many.

Soldier 2: We will surely die!

Horatius: While we are fighting our friends will chop down the bridge. Lucius and his army will have no way to enter Rome.

Narrator 2: So when Lucius and his army came to attack, Horatius and his brave soldiers were ready for them. They fought long and hard while other soldiers chopped down the bridge. When the bridge was ready to fall....

Horatius: Go now! You two save yourselves!

Soldier 1: No! We will stand with you.

Horatius: You will go and go fast!

Narrator 1: So the two soldiers ran as fast as they could across the bridge. Just as they reached the other side the bridge collapsed and fell into the river.

Narrator 2: Once the bridge had fallen, Horatius took a deep breath and plunged into the icy river. The soldiers watched in horror as their hero disappeared.

Soldier 3: Oh no! He will be swept far down the river.

Soldier 4: Our hero has perished!

All soldiers together: Long live Horatius, our hero!

Narrator 1: As the soldiers watched, Horatius rose out of the water. Their hero had survived after all.

Everyone together: Hooray Hooray!!

Appendix E, page 3

Androcles and the Lion

Narrator 1: This story begins with Androcles. Once a Roman slave, Androcles escaped from his master and found his freedom.

Androcles: What do I do now that I am free? Here is a cave. I will sleep here tonight.

Narrator 2: He quickly fell asleep in the cool dark cave. Some time later he was awoken by a strange sound.

Lion: GGGRRRRROWLLLLLLLLLLLLLLLLL!

Androcles: What was that sound?

Lion: GGGRRRRROWLLLLLLLLLLLLLLLLL!!

Narrator 1: Androcles looked towards the entrance to the cave.

Androcles: I have just found my freedom and now I am going to die!

Lion: GROWL!

Narrator 2: All of a sudden Androcles noticed that the lion was limping and growling in pain. He was not growling because he wanted to eat him after all.

Androcles: Come lion, let me help you.

Narrator 1: The lion took a step towards Androcles and fell to the ground. He gave Androcles a very sad look. Androcles felt very sorry for the lion.

Androcles: I will try to help you if I can. Ah! I see the problem.

Narrator 2: There was a huge thorn stuck in the lion's paw. Androcles began trying to pull it out.

Lion: Growl!!

Androcles: It is almost out. Just one more pull....

Narrator 1: The thorn was out and the lion felt instantly better. Androcles and the lion became great friends. One day Androcles heard a noise outside the cave.

Androcles: What was that? Oh No!! It is the sound of Roman soldiers. They have found me.

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Soldier 1: We have found the runaway slave. He must be punished!

Soldier 2: Yes! Let us take him back to the city where he will meet his death in the Colosseum.

Narrator 2: The soldiers took Androcles back to Rome where he was put in prison.

Androcles: It has been ten days and I have eaten nothing but stale bread and water. When will I get out?

Soldier 1: Your time has come. You will meet your death today.

Soldier 2: Get up. Follow us.

Narrator 1: Androcles was exhausted and hungry. He knew that he was about to fight some strong and wild animal. He knew he was going to be killed.

Androcles: Gods go with me.

Narrator 2: The crowd cheered as Androcles entered the Colosseum.

Crowd: Hooray! Look at the man! There is the lion! The man will die!

Narrator 1: When the man and beast met it was a strange sight. The lion ran to Androcles and rubbed against him. Androcles petted the lion's head.

Crowd: Oh my gosh! Wow! No way!

Androcles: I am glad to see you my friend.

Narrator 2: The crowd was so amazed they started shouting and cheering.

Crowd: Let the man go free! Let the lion go free! Free them! Free them! Free them!

Narrator 1: The emperor agreed and Androcles and the lion were set free. They lived a happy and long life in the city of Rome.

Appendix E, page 5

Jason and the Golden Fleece

Narrator 1: Here is an ancient Greek myth about a hero named Jason.

Jason: That's me!!

Narrator 2: Yeah him. This myth is called *Jason and the Golden Fleece*.

Jason: Me again!

Narrator 1: Let me begin by saying it was many, many years ago. There beside a river sat a centaur (that means half man and half horse). Beside him sat a young and handsome man, Jason.

Centaur: Jason, you are now twenty years old. I believe the time has come.

Jason: The time for what?

Centaur: The time has come for you to reclaim the kingdom that your step uncle stole from your father.

Narrator 2: The centaur had raised Jason since his childhood and he did not want him to go. However, he knew it must be done.

Jason: I will pack and leave right now.

Centaur: May the gods be with you.

Narrator 2: Waving goodbye to the centaur, Jason set off on his mission to reclaim his land.

Jason: First I will need to cross this river. AAAHH! It's freezing!!

Narrator 1: As Jason crossed the chilly river, one of his sandals became loose. It was swept down the river and Jason could not recover it.

Jason: Great! Now I have only one sandal.

Narrator 2: When Jason reached his step uncle's kingdom he came face to face with Pelias (his step uncle). Pelias was instantly worried. Many years ago a wise man had told him that one day a man with one sandal would steal his kingdom.

Narrator 1: Pelias tried to look calmly at Jason. He decided to make a deal with Jason.

Pelias: Sure you can rule this kingdom but first you must bring me the golden fleece.

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Narrator 2: The golden fleece hung from the tallest oak tree in a land far away. Pelias was sure that Jason would never be able to get it.

Jason: I will find the fleece and bring it before you.

Narrator 1: Jason gathered many strong and brave men to help him on his journey.

Jason: We will call our ship the Argo and we shall be known as the Argonauts.

Men: Hooray!!

Narrator 2: They had many exciting adventures at sea until one day they reached the island where the golden fleece hung. The king of the island met them.

King: I will give you the golden fleece but first you must prove your powers.

Jason: What is it I must do?

King: In my fields you will find two brass bulls. Tie these bulls to a plow and sow the teeth of dragons in my fields.

Narrator 1: The king did not think that Jason could succeed. The king knew that the bulls were strong and dangerous. He also knew that if you sowed dragon's teeth into the ground, strong men would jump out of the earth and attack you. He was sure that Jason would die.

Narrator 2: Jason got lucky because the king's beautiful daughter, Medea, was watching from a distance.

Medea: What a handsome man I see before me.

Narrator 1: Medea fell instantly in love with Jason and decided she must help him.

Medea: I must go to him and help him. Here take this magic ointment and rub it on your sword and shield.

Jason: Why must I do this?

Medea: If you do this no harm can come to you. Also be sure to throw a large stone at the strong men who come out of the ground. They will destroy each other instead of you.

Narrator 2: Jason did as Medea had told him. He tamed the bulls and won the battle against the strong men. The king was furious!

Appendix E, page 7

King: The fleece hangs on a tall tree and is guarded by a giant dragon. Go forth and get it for yourself.

Narrator 1: The king did not believe that Jason would succeed. But once again, Medea came to help Jason.

Medea: I will sing to the dragon and put him to sleep. You can grab the fleece while he is sleeping. Lalalalalalalalalalalalalalalalla..... now!

Narrator 1: Jason grabbed the fleece from the tree and they ran as fast as they could back to the Argo. They swiftly sailed back to Jason's new kingdom.

Narrator 2: Pelias was furious and could not believe that Jason had survived.

Jason: Finally I have won back my father's kingdom!

Appendix F, page 1
Lesson Five
The Roman Republic Quiz

1. Match the words with the correct description

- | | | |
|----|--|------------|
| a. | a group of soldiers | consul |
| b. | this person takes care of Rome in the event of war | plebeians |
| c. | the most official person in the Roman republic | legion |
| d. | most Roman families fall into this category | dictator |
| e. | this group of people is responsible for the government | patricians |
| f. | we are the wealthy Roman families | senate |

2. Fill in the blanks in the following paragraph

When Rome went to war a dictator was chosen by the (a)_____. A dictator's job was to (b) _____ Rome. A dictator was also responsible for making sure the (c)_____ had everything they needed to win the war. Dictators were allowed to rule for only (d)_____.

Appendix F, page 2

3. Choose either patrician or plebeian and then write down at two facts you learned about that group of people.

Appendix F #2
Answer Key for Lesson Five

- 1a legion
- 1b dictator
- 1c consul
- 1d plebeians
- 1e senate
- 1f patricians

- 2a consul
- 2b protect
- 2c army
- 2d six months

3 Accept any two of the following facts.

Patricians – wealthy, powerful, controlled government, controlled army, few Roman families were Patricians

Plebeians – poor, hard working, little say about laws, no control over government, no control over army, most Roman families are Plebeians

TOTAL POINTS POSSIBLE = 12

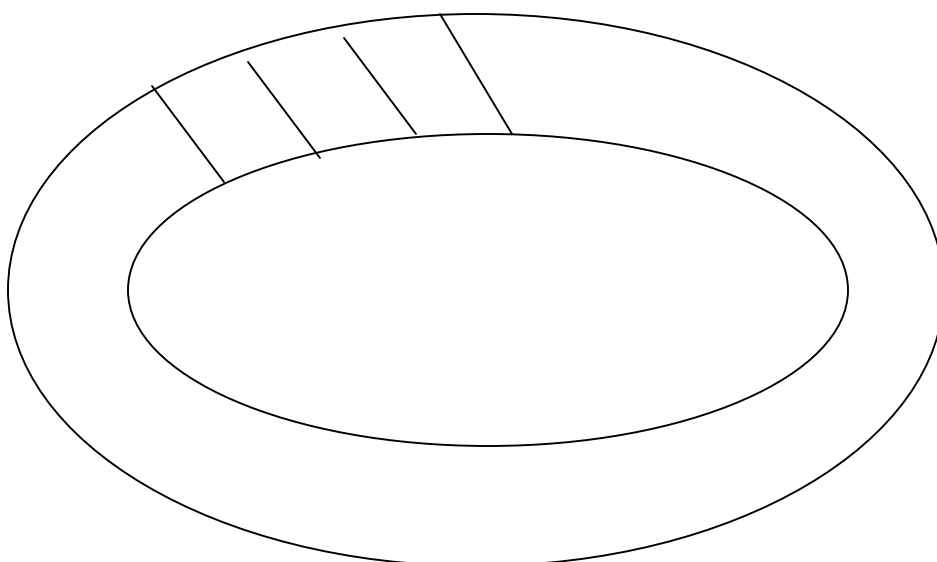
**Appendix G
Lesson Seven
Checklist for Character Study**

Student name:	Yes (2 pts.)	No (1 pt.)
The student has written the name of the person clearly on their paper.		
The student has more than 5 facts about their person written on the page.		
The facts about the character are accurate.		
All the words on the page are spelled correctly.		
The page is neat and colorful.		
TOTAL POINTS OUT OF 10 =		

Appendix H Toga Party Instructions

Chariot Races

- To make this track join four pieces of large construction paper together (any color)
- Draw a large oval track on to the paper with spaces like a board game. You do not need to number the spaces (see below).
- You can decorate the track if you choose.



Catapults

- To make a catapult you will need the corner of a cereal box, plastic spoon, rubber band, and scissors.
- In the center of one side of the cereal box, cut a slit just wide enough to stick a spoon handle in halfway.
- Slide the spoon handle in making sure that the spoon bowl sticks up above the box.
- Place the rubber band on top of the spoon. The children will then place the wadded piece of paper onto the spoon and shoot it.

**Appendix I
Last Checklist**

	YES	NO
Vocabulary list completed		
Participated in myth play		
Completed Roman map		
Finished mosaic		
Group drawings completed		