

Domain-Based Unit Overview

Title of Domain: Ancient Rome, Grade 3

Learning Time: 35 days

Big Idea

The city of Rome expanded from humble origins to rule much of Europe and the Mediterranean. (p. 118)

What Students Need to Learn (p.118)

- Geography of the Mediterranean region
 - Mediterranean Sea, Aegean Sea, and Adriatic Sea
 - Greece, Italy (peninsula), France, Spain
 - Strait of Gibraltar, Atlantic Ocean
 - North Africa, Asia Minor (peninsula), Turkey
 - Bosphorus (strait), Black Sea, Istanbul (Constantinople)
 - Red Sea, Persian Gulf, Indian Ocean
- Background of the founding and growth of Rome
 - The definitions of BC and AD and of BCE and CE
 - The legend of Romulus and Remus
 - Latin as the language of Rome
 - The worship of deities based on Greek religion
 - The republic: Senate, patricians, plebeians
 - The Punic Wars: Carthage, Hannibal
- The Roman Empire
 - Julius Caesar (defeats Pompey and becomes dictator; “Veni, vidi, vici”—“I came, I saw, I conquered”; associated with Cleopatra of Egypt; assassinated in the Senate by Brutus)
 - Caesar Augustus
 - Life in the Roman Empire (the Forum; the Colosseum; roads, bridges, and aqueducts)
 - The eruption of Mount Vesuvius and the destruction of Pompeii
 - The persecution of Christians
- The decline and fall of Rome, including corrupt emperors, civil wars, and the sacking of Rome by the Visigoths in 410 CE
- Constantinople merges diverse influences and cultures as the seat of the empire

MN Academic Standards

3.4.1.2.1- Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent.

3.4.1.1.2- Create timelines of important events in three different tie scales- decades, centuries and millennia.

3.4.2.5.1- Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.

3.4.3.9.1- Compare and Contrast daily life for people living in ancient times in at least three different regions of the world.

3.4.1.2.2- Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions.

3.4.3.7.1- Explain how the environment influenced the settlement of ancient peoples around the world.

3.4.2.3.1- Explain how an invention of the past changed life at that time including positive, negative and unintended outcomes.

3.4.1.1.1- Reference different time periods using correct terminology, including the terms decade, century and millennium.

Pre-Assessment

Pre-assessment will be composed of 3 parts - Content (multiple choice/short answer/essay), vocabulary matching, and labeling a map of the Roman Territory. This layout will be in a similar (but shorter) style to the post-assessment.

Domain Lesson 1	Romulus and Remus
MN Academic Standards	3.4.1.2.1 3.4.1.1.2 3.4.1.1.1 3.4.1.2.2
Objectives	Big Question: According to legend, how did the city of Rome begin? <ul style="list-style-type: none"> - Retell the legend of Romulus and Remus (RL.3.2) - Explain how the city of Rome began? (RI.3.3) - Explain the meanings of BCE, CE, BC and AD (RI.3.4) - Read a map to learn the geography of the Mediterranean region of Roman control. (RI.3.7) - Understand the meaning of the following domain- specific vocabulary: capital, legend, king and representative.
Vocabulary	capital, legend, king, representative
Procedure	<ol style="list-style-type: none"> 1. Introduce the <i>Ancient Rome</i> CKHG Student Reader by doing a picture walk, looking at glossary, and table of contents 2. Create a KWL chart for what students know and wonder about ancient Rome

	<ol style="list-style-type: none"> 3. Introduce Charter 1 “Romulus and Remus” in <i>Ancient Rome</i> CKHG Student Reader 4. Read aloud Chapter 1 and call attention to vocabulary 5. Answer objective question, “According to legend, how did the city of Rome begin?” with a partner (Turn and Talk) 6. Review vocabulary 7. Complete Enrichment activities
Support	Guided Reading Supports on TP 24-26
Enrichment	<p>World Geography (AP 1.1, 1.2) Geography of the Mediterranean Region (AP 1.3,1.4) Romulus and Remus Comic (AP 1.5) BCE and CE Timeline activity</p>
Fiction/ Read Aloud	<i>Ancient Rome</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	Roman Gods and Goddesses , 1 Day
MN Academic Standards	3.4.1.1.2
Objectives	<p>Big Question: What does this story tell you about the importance of gods in the lives of Romans?</p> <ul style="list-style-type: none"> - Describe the role of gods and goddesses in the Roman belief system. (RI.3.2) - Identify Juno, Mars, Vesta and Janus as Roman gods. (RI.3.2) - Understand the meaning of the following domain- specific vocabulary: god, goddess, holy, temple, sacred, symbol, ember and charcoal. (RI.3.4)
Vocabulary	god, goddess, holy, temple, sacred, symbol, ember, charcoal
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards 2. Introduce Charter 2 “Roman Gods and Goddesses” in <i>Ancient Rome</i> CKHG Student Reader 3. Read aloud Chapter 2 and call attention to vocabulary 4. Answer objective question, “What does this story tell you about the importance of gods in the lives of Romans?” with a partner (Turn and Talk) 5. Review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports TP 32-35
Enrichment	The Solar System - chart (AP 2.1)

Fiction/ Read Aloud	<i>Ancient Rome</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	The Di Consentes - making informational posters for each god

Domain Lesson 3	The Roman Republic, 1 Day
MN Academic Standards	3.4.3.9.1 3.4.1.1.2
Objectives	The Big Question: In ancient Rome, what was the difference between patricians and plebeians? <ul style="list-style-type: none"> - Identify patricians and their role in Roman society. (RI.3.2) - Identify plebeians and their role in Roman society. (RI.3.2) - Explain the role of the Senate in the Roman Republic. (RI.3.2) - Understand the meaning of the following domain-specific vocabulary: chariot, patrician, senator, citizen, plebeian, republic, assembly, Senate, consul, dictator and Forum. (RI.3.4)
Vocabulary	chariot, patrician, senator, citizen, plebeian, republic, assembly, Senate, consul, dictator and Forum
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards 2. Introduce Charter 3 “The Roman Republic” in <i>Ancient Rome</i> CKHG Student Reader 3. Read aloud Chapter 3 and call attention to vocabulary 4. Answer objective question, “In ancient Rome, what was the difference between patricians and plebeians?” by creating a venn diagram 5. Review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP 40-43
Enrichment	The Roman Republic - Social Status Diagram (AP 3.1)
Poetry	<i>T.B. Macaulay’s Horatius at the Bridge</i>
Fiction/ Read Aloud	<i>Ancient Rome</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>City Life During the Roman Republic - Venn Diagram into writing (AP 3.2)</i>

Domain Lesson 4	The Punic Wars. 2 Days
MN Academic Standards	3.4.1.1.1

Objectives	<p>The Big Question: What bold attack did Hannibal make in the second Punic War?</p> <ul style="list-style-type: none"> - Identify Latin as the language spoken by the ancient Romans. (RI.3.1) - Identify the Punic Wars as a struggles between ROME and Carthage. (RI.3.2) - Identify Hannibal and understand his role in the Punic Wars. (RI.3.2) - Understand the meaning of the following domain-specific vocabulary: conquer, peninsula, nation, formation and barrier. (RI.3.4)
Vocabulary	conquer, peninsula, nation, formation and barrier
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards 2. Introduce Charter 4 “The Punic Wars” in <i>Ancient Rome</i> CKHG Student Reader 3. Read aloud Chapter 4 and call attention to vocabulary 4. Answer objective question, “What bold attack did Hnnibal make in the second Punic War?” with an ‘illustration’ exit ticket. 5. Review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP 46-49
Enrichment	<i>Domain Vocabulary: Chapters 1-4 (AP 4.1)</i> <i>The Punic Wars (Videos)</i>
Fiction/ Read Aloud	<i>Ancient Rome</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 5	Julius Caesar, 3 days
MN Academic Standards	3.4.2.5.1 3.4.1.1.2
Objectives	<p><i>The Big Question: Why did some Romans think Julius Caesar was a hero?</i></p> <ul style="list-style-type: none"> - <i>Understand how Roman armies increased the area under Rome’s control. (RI.3.2)</i> - <i>Recognize that the Greeks influenced Roman culture. (RI.3.2)</i> - <i>Explain why some wealthy people in the Roman Republic become richer while many poor people become poorer. (RI.3.2)</i> - <i>Identify Julius Caesar and describe his role in adding more provinces to Rome’s control. (RI.3.2)</i> - <i>Understand the meaning of the following domain-specific vocabulary: province, governor, tax, border and civil war. (RI.3.4)</i>
Vocabulary	<i>province, governor, tax, border and civil war.</i>

Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards 2. Introduce Charter 5 “Julius Caesar” in <i>Ancient Rome</i> CKHG Student Reader 3. Read aloud Chapter 5 and call attention to vocabulary 4. Answer objective question, “Why did some Romans think Julius Caesar was a hero?” with a turn and talk. 5. Review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP 52-55
Enrichment	<ol style="list-style-type: none"> 1. Domain Vocabulary (AP 5.1) 2. Interactive Game: Building Jamestown (online access) 3. The Jamestown Story in Words and Pictures <ol style="list-style-type: none"> a. Copies of “Write your own adventure” and “Pocahontas” coloring pages 4. The First Official Thanksgiving (online access) (video to watch) <ol style="list-style-type: none"> a. Follow-up with questions on TG page 50
Visual Arts	<i>What did Caesar Look Like? (images of busts of Julius Caesar)</i>
Fiction/ Read Aloud	<i>Ancient Rome</i> CKHG Student Reader <i>The True Story of Pocahontas: The Other Side of History</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>Julius Caesar Campaign Poster Making</i>

Domain Lesson 6	Cleopatra, Queen of Egypt, 2 days
MN Academic Standards	3.4.1.2.1 3.4.1.1.2
Objectives	<p><i>The Big Question: What did Julius Caesar do in order to protect Cleopatra?</i></p> <ul style="list-style-type: none"> - Describe how Julius Caesar met Cleopatra. (RI.3.2) - Identify several examples that indicate that Cleopatra wanted to be a good ruler. (RI.3.2) - Understand the meaning of the following domain-specific vocabulary: barge and descendant. (RI.3.4)
Vocabulary	barge and descendant
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards 2. Introduce Chapter 6 “Cleopatra, Queen of Egypt” in <i>Ancient Rome</i> CKHG Student Reader 3. Read aloud Chapter 6 and call attention to vocabulary 4. Answer objective question, “What did Julius Caesar do in order to protect Cleopatra?” with a quick exit ticket. 5. Review vocabulary 6. Complete Enrichment activities 7. Complete the enrichment activities
Supports	Guided Reading Supports on TP 58-59

Enrichment	Cleopatra's Egypt (AP 1.1, 1.3, 6.1)
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>Ancient Rome CKHG Student Reader</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>Cleopatra Diary</i>

Domain Lesson 7	Julius Caesar Dies, 3 days
MN Academic Standards	3.4.1.1.2 3.4.2.5.1
Objectives	<p><i>The Big Question: What were the reasons behind the actions taken against Julius Caesar and Marc Antony?</i></p> <ul style="list-style-type: none"> - <i>State the meaning of Veni, Vidi, Vici. (RI.3.4)</i> - <i>Describe the circumstances under which Julius Caesar became a dictator.</i> - <i>Describe why Julius Caesar was assassinated. (RI.3.2, RI.3.3)</i> - <i>Describe the civil war that followed Caesar's death. (RI.3.3)</i> - <i>Identify Brutus, Marc Antony and Octavian and their roles in Caesar's assassination and its aftermath. (RI.3.2)</i> - <i>Understand the meaning of these domain- specific vocabulary words: assassinate, toga, empire, foreigner, supplies and noble. (RI.3.4)</i>
Vocabulary	<i>assassinate, toga, empire, foreigner, supplies and noble.</i>
Procedure	<ol style="list-style-type: none"> 1. Review timeline and vocabulary from previous lessons 2. Introduce Chapter 7 -"Julius Caesar Dies" from Ancient Rome CKHG student readers. 3. Read aloud Chapter 7 while calling attention to vocabulary 4. Answer objective questions "What were the reasons behind the actions taken against Julius Caesar and Marc Anthony?" with a turn and talk. 5. Add new dates to class timeline and review vocabulary 6. Complete Enrichment activities
Supports	Guided Reading Supports on TP 62-65
Enrichment	Antony and Octavian (AP 7.1) Domain Vocabulary: Chapters 5-7 (Ap 7.2)
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>Ancient Rome CKHG Student Reader</i>
Saying and Phrases	<i>If Applicable</i>
Writing	

Domain Lesson 8	Caesar Augustus, 1 day
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MN Academic Standards	3.4.2.5.1 3.4.1.1.2
Objectives	<p><i>The Big Question: What are some of Caesar Augustus’s many accomplishments?</i></p> <ul style="list-style-type: none"> - <i>Identify Octavian and Caesar Augustus as the same person, known by two different names. (RI.3.2)</i> - <i>Identify the accomplishments of Caesar Augustus. (RI.3.2)</i> - <i>Describe Caesar Augustus’s behavior toward the Senate. (RI.3.2)</i> - <i>Understand the meaning of the following domain- specific vocabulary: aqueduct, patron and emperor and the phrase “religious ceremony.” (RI.3.4)</i>
Vocabulary	<i>aqueduct, patron and emperor</i>
Procedure	<ol style="list-style-type: none"> 1. Review timeline and vocabulary from previous lessons 2. Introduce Chapter 8 -”Caesar Augustus” from Ancient Rome CKHG student readers. 3. Read aloud Chapter 8 while calling attention to vocabulary 4. Answer objective questions “What were some of Caesar Augustus’s many accomplishments?” with a mini whiteboard. 5. Add new dates to class timeline and review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP 68-71
Enrichment	Comparing Sources about Augustus (AP 8.1)
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>Ancient Rome CKHG Student Reader</i> <i>BBC’s “World History: Head Emperor Augustus”</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 9	Roman Lands, 2 days
MN Academic Standards	3.4.3.7.1 3.4.1.1.2
Objectives	<p><i>The Big Question: How did the Mediterranean Sea and Roman Roads help the Romans manage their empire?</i></p> <ul style="list-style-type: none"> - <i>Locate the Roman Empire on a world map. (RI.3.7)</i> - <i>Identify the countries that occupy that area today. (RI.3.7)</i> - <i>Identify the dominant natural features of the Roman Empire. (RI.3.7)</i> - <i>Understand the meaning of the following domain- specific vocabulary: continent, mountain range, strait and kingdom. (RI.3.4)</i>
Vocabulary	<i>continent, mountain range, strait and kingdom</i>

Procedure	<ol style="list-style-type: none"> 1. Review timeline and vocabulary from previous lessons 2. Introduce Chapter 9 -"Roman Lands" from Ancient Rome CKHG student readers. 3. Read aloud Chapter 9 while calling attention to vocabulary 4. Answer objective questions "How did the Mediterranean Sea and Roman roads help the Romans manage their empire?" with an exit ticket 5. Add new dates to class timeline and review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP 73-75
Enrichment	Geography of the Roman Empire (AP 9.1) Then and Now (AP 9.1 and 9.2) Rome's Ancient Highways (online video)
Poetry	"First Thanksgiving of All" Nancy Turner
Fiction/ Read Aloud	<i>Ancient Rome</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 10	Roads, Bridges, and Aqueducts, 3 days
MN Academic Standards	3.4.2.3.1 3.4.1.1.2
Objectives	<i>The Big Question: How did Roman engineering skills help the Roman Empire become so successful?</i> <ul style="list-style-type: none"> - Recognize the network of roads, bridges, and aqueducts as an important strength of the Roman Empire. (RI.3.2) - Understand the technology used to build these structures. (RI.3.2) - Explain how aqueducts were used. (RI.3.2) - Understand the meaning of the following domain-specific vocabulary words: scroll, gravel, surface, valley, pillar, stake and arch. (RI.3.4)
Vocabulary	<i>scroll, gravel, surface, valley, pillar, stake and arch</i>
Procedure	<ol style="list-style-type: none"> 1. Review timeline and vocabulary from previous lessons 2. Introduce Chapter 10 -"Roads, Bridges, and Aqueducts" from Ancient Rome CKHG student readers. 3. Read aloud Chapter 10 while calling attention to vocabulary 4. Answer objective questions "How did Roman engineering skills help the Roman Empire become so successful?" with an illustrated exit ticket prompt. 5. Add new dates to class timeline and review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP 79-82

Enrichment	Roads and Bridges (AP 10.1) Virtual Field Trip: Pont du Gard
Poetry	
Fiction/ Read Aloud	<i>Ancient Rome</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>How to Brochures</i>

Domain Lesson 11	The Building of Rome, 1day
MN Academic Standards	3.4.2.5.1 3.4.1.1.2
Objectives	<i>The Big Question: How was Rome similar to a modern city?</i> <ul style="list-style-type: none"> - Describe ancient Rome as a crowded and busy city. (RI.3.2) - Explain what the Temple of Jupiter is and the significance of its location in Rome. (RI.3.2) - Describe the activities that took place in Rome’s markets and the Forum. (RI.3.2) - Understand the meaning of these domain- specific vocabulary words: gladiator and marble.
Vocabulary	gladiator and marble
Procedure	<ol style="list-style-type: none"> 1. Review timeline and vocabulary from previous lessons 2. Introduce Chapter 11 -"The Buildings of Rome" from Ancient Rome CKHG student readers. 3. Read aloud Chapter 11 while calling attention to vocabulary 4. Answer objective questions “How was Rome similar to a modern city?” with a venn diagram. 5. Add new dates to class timeline and review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP
Enrichment	Visit the Pantheon (AP 11.1) What Did the Forum Look Like? (Photo) Domain Vocabulary (AP11.2)
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>Ancient Rome</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 12	Gladiators and Chariot Races, 2 day
MN Academic Standards	3.4.2.3.1 3.4.1.1.2

Objectives	<p><i>The Big Question: How were the Colosseum and Circus Maximus similar, and how were they different?</i></p> <ul style="list-style-type: none"> - Recognize the Colosseum and understand its structure. (RI.3.2) - Describe how the Colosseum was used. (RI.3.2) - Describe the structure and uses of the Circus Maximus. (RI.3.2) - Understand the meaning of the following domain-specific vocabulary: Colosseum, arena, and chamber. (RI.3.4)
Vocabulary	<i>Colosseum, arena, and chamber</i>
Procedure	<ol style="list-style-type: none"> 1. Review timeline and vocabulary from previous lessons 2. Introduce Chapter 12 -"Gladiators and Chariot Races" from Ancient Rome CKHG student readers. 3. Read aloud Chapter 12 while calling attention to vocabulary 4. Answer objective questions "How were the Colosseum and Circus Maximus similar, and how were they different?" with a venn diagram. 5. Add new dates to class timeline and review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP
Enrichment	Androcles and the Lion (AP 12.1) (Fiction) Virtual Field Trip: The Colosseum
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>Ancient Rome CKHG Student Reader Androcles and the Lion (FE 1)</i>
Saying and Phrases	<i>"We shall be as a city upon a hill"</i>
Writing	<i>Have students create their own 'hornbook' ABC lesson</i>

Domain Lesson 13	Pompeii, 1 day
MN Academic Standards	3.4.1.1.2
Objectives	<p><i>The Big Question: What do the ruins of Pompeii tell us about life in ancient Rome?</i></p> <ul style="list-style-type: none"> - Explain the effect of the eruption of Mount Vesuvius in 79 CE on the people of Pompeii. (RI.3.2) - Explain how the eruption of Mount Vesuvius has aided our understanding of daily life in the Roman Empire. (RI.3.2) - Describe daily life Pompeii in 79 CE. (RI.3.2.) - Understand the meaning of the following domain-specific vocabulary: ruin, pollution, preserve, volcano, Earth's crust, debris, archaeologist, trade, mosaic and amphitheater.
Vocabulary	<i>ruin, pollution, preserve, volcano, Earth's crust, debris, archaeologist, trade, mosaic and amphitheater</i>
Procedure	<ol style="list-style-type: none"> 1. Review timeline and vocabulary from previous lessons

	<ol style="list-style-type: none"> 2. Introduce Chapter 13 -"Pompeii" from Ancient Rome CKHG student readers. 3. Read aloud Chapter 13 while calling attention to vocabulary 4. Answer objective questions "What do the ruins of Pompeii tell us about life in ancient Rome?" with a turn and talk. 5. Add new dates to class timeline and review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP
Enrichment	Virtual Field Trip: Pompeii Pompeii Diary From Pliny the Younger's, <i>Letters to Tacitus</i>
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>Ancient Rome</i> CKHG Student Reader Primary Source Documents: "From Pliny the Younger's Letters to Tacitus" (NFE 1) and "The Justinian Code -abridged" (NFE 2)
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>
Art	Students will create mosaic tiles using ceramic tiles and glueing pieces of colored tiles on to it.

Domain Lesson 14	The Romans and Christians, 2 days
MN Academic Standards	3.4.1.2.2 3.4.1.1.2
Objectives	<p><i>The Big Question: Why was Christianity considered to be dangerous to Rome?</i></p> <ul style="list-style-type: none"> - Identify what Pax Romana was (RI.3.4) - Explain why the Romans persecuted the early Christians. (RI.3.2) - Describe the effects of persecution of the early Christians. (RI.3.2) - Understand the meaning of the following domain-specific vocabulary: persecute and then phrase "religious belief".
Vocabulary	persecute
Procedure	<ol style="list-style-type: none"> 1. Review timeline and vocabulary from previous lessons 2. Introduce Chapter 14 -"The Romans and the Christians" from Ancient Rome CKHG student readers. 3. Read aloud Chapter 14 while calling attention to vocabulary 4. Answer objective questions "Why was Christianity considered to be dangerous to Rome?" with a turn and talk. 5. Add new dates to class timeline and review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP
Enrichment	Domain Vocabulary: Chapter 12-14 (AP 14.1)

Visual Arts	Early American Quilts (introduced with enrichment activity)
Fiction/ Read Aloud	<i>Ancient Rome</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 15	The Decline of the Roman Empire, 1 day
MN Academic Standards	3.4.2.5.1 3.4.1.1.2
Objectives	<p><i>The Big Question: What did Diocletian do to help prevent the total collapse of the Roman Empire?</i></p> <ul style="list-style-type: none"> - <i>Identify some of the causes that led to the decline of the Roman Empire. (RI.3.2)</i> - <i>Describe the barbarians and understand their role in the decline of the Roman Empire. (RI.3.2)</i> - <i>Identify diocletian. (RI.3.2)</i> - <i>Understand the meaning of the following domain-specific vocabulary: assignments, decline, corrupt, pillage and collapse. (RI.3.4)</i>
Vocabulary	<i>assignments, decline, corrupt, pillage and collapse</i>
Procedure	<ol style="list-style-type: none"> 1. Review timeline and vocabulary from previous lessons 2. Introduce Chapter 15 -"The Decline of the Roman Empire" from <i>Ancient Rome</i> CKHG student readers. 3. Read aloud Chapter 15 while calling attention to vocabulary 4. Answer objective questions "What did Diocletian do to help prevent the total collapse of the Roman Empire?" with a turn and talk. 5. Add new dates to class timeline and review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP
Enrichment	N/A
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>Ancient Rome</i> CKHG Student Reader
Saying and Phrases	<i>"Freedom of Religion"</i>
Writing	<i>If Applicable</i>

Domain Lesson 16	East and West, 1 day
MN Academic Standards	3.4.3.7.1 3.4.1.1.2

Objectives	<p><i>The Big Question: Why did the Western Empire collapse but the Eastern Empire survive for much longer”</i></p> <ul style="list-style-type: none"> - <i>Identify Constantine as the first Christian emperor. (RI.3.2)</i> - <i>Identify the areas of the Eastern and Western Empires on a map and name their capitals. (RI.3.2)</i> - <i>Describe the fall of the Western EMpire and the continuation of the Eastern Empire. (RI.3.2)</i> - <i>Understand the meaning of the following domain- specific vocabulary: practice and sack.</i>
Vocabulary	<i>practice and sack</i>
Procedure	<ol style="list-style-type: none"> 1. Review timeline and vocabulary from previous lessons 2. Introduce Chapter 16 -"East and West" from Ancient Rome CKHG student readers. 3. Read aloud Chapter 16 while calling attention to vocabulary 4. Answer objective questions “Why did the Western Empire collapse but the Eastern Empire?” with mini whiteboards. 5. Add new dates to class timeline and review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP
Enrichment	Domain Vocabulary Chapter 15-16 (AP 16.1) Virtual Field Trip: Hagia Sophia (online image) Byzantine Mosaic (Visual Art) Making a Mosaic (Creating Art)
Visual Arts	<i>If Applicable</i>
Fiction/ Read Aloud	<i>Ancient Rome CKHG Student Reader</i> <i>The Justinian Code (NFE 2)</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Roman Party- Students are able to wear togas. Food is donated like grape juice, swiss cheese, french bread, olive oil, olives, grapes, honey and blue cheese crumbles. All of third grade gets together. We talk about what they learned during this unit and we ask what role they are playing during the dinner patrician or plebeian.

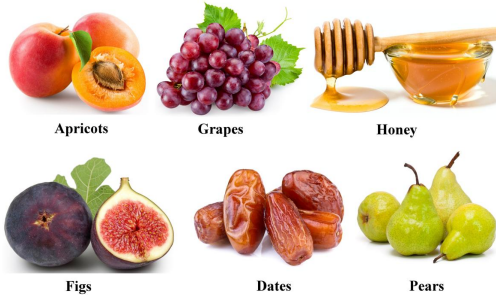
Post-Assessment
<p><i>Post assessment test will be comprised of 4 parts. They may be taken on separate dates.</i></p> <ol style="list-style-type: none"> 1. <i>22 multiple choice content questions (TG 127-122)</i> 2. <i>10 vocabulary matching questions (TG 131)</i> 3. <i>1 Essay questions (cause and effect growth and decline)</i> 4. <i>Label a map of Roman Territory (TG 139)</i>

Cross-Curricular Connections

Art	<ul style="list-style-type: none"> ● Become familiar with artworks of ancient Roman and Byzantine civilization including Le Pont du Gard, The Pantheon, Byzantine mosaics, Hagia Sophia ● ART PRODUCTION: Create a mosaic image using geometric shapes. Project lesson two, the students create a fresco painting on a plaster slab.
Media	<ul style="list-style-type: none"> ● Read and discuss “Magic Tree House: Vacation Under the Volcano,” “Pompeii and Herculaneum,” “Panic in Pompeii,” “Fallen Empires,” “See You Later, Gladiator,” “The Roman Colosseum,” “Kids in Ancient Rome,” “Rome: A Fold-Out History of the Ancient Civilization,” “Rich and Poor in Ancient Rome,” Rome & Romans,” “Ancient Rome”
Music	<ul style="list-style-type: none"> ● Explore the roles of music in Ancient Roman life. ● Dramatize an Ancient Roman myth with sound effects using instruments. ● Discuss different types of Ancient Roman instruments.
P.E.	<ul style="list-style-type: none"> ● Games similar to hockey and volleyball, Knuckle Bones (Jacks), Jumping exercises. chariot races, racing, handball, Tic-Tac-Toe



Mosaics
Dressing up



Roman Feast

Frescos

Student made Busts

PE: Games similar to hockey and volleyball, Knuckle Bones (Jacks), Jumping exercises. chariot races, racing, handball, Tic-Tac-Toe