

Newark Charter School Units/Lessons

ELA ~ Grade 3

Newark Charter School Instructional Unit

Unit Title: Tic-Tac-Toe for Nonfiction

Content Area: ELA

Grade Level(s): Grade 3

Unit Summary:

Any lesson in this unit can be taught individually in conjunction with related Core Knowledge History units (45 minutes each). This unit uses excerpts from What Your 3rd Grader Needs to Know to explore nonfiction through shared readings. Each lesson focuses on a historical figure from the Core Knowledge Sequence.

Pre-reading, during reading, and post reading activities improve comprehension. A "Tic-Tac-Toe" menu of reading response activities, which can be used for ANY nonfiction text, provides opportunities for higher level thinking.

Common Core State Standards:

CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text.

CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Big Idea(s):

There are strategies we can use to successfully read and understand nonfiction text across all domains and content areas.

Authors of nonfiction use conventions we can learn that are common to most nonfiction writing.

Enduring Understandings:

Nonfiction writing has similar form, and there are strategies we can use to get the best understanding of the text we read.

Thinking, talking and writing about nonfiction text we read is important to helping us understand it.

Essential Question(s):

What are some first steps I can take when I begin to read a nonfiction work?

How do pictures and graphic information help me think and understand.

Does it help me when I summarize what I've read?

Knowledge and Skills:**Students will need to know...****Students will be able to...****Content Objectives**

1. Students understand a variety of materials they have read.
2. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

Skill Objectives

1. Students will summarize text passages.
2. Students will apply information and make connections from reading.
3. Students will use comprehension skills and strategies to understand what is read in all content areas (for example, previewing text, activating background knowledge, predicting and confirming unknown words, focusing on constructing meaning from text).

Overview**Content from the Core Knowledge Sequence**

1. Third Grade Language Arts: Reading and Writing: Reading Comprehension and Response (page 65)
 - a. Orally summarize main points from fiction and nonfiction readings.
 - b. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
2. Third Grade Language Arts: Reading and Writing: Writing (page 65)
 - a. Produce a variety of types of writing – such as stories, reports, poems, letters, descriptions – and make reasonable judgments about what to include in his or her own written works based on purpose and type of composition.
3. Third Grade Language Arts: Fiction: Literary Terms (page 68)
 - a. Fiction and nonfiction
4. Third Grade History and Geography: World History and Geography: Ancient Rome (page 70)
 - a. Background
 - i. Punic Wars: Carthage, Hannibal
 - b. The Empire
 - i. Julius Caesar
 - ii. Augustus Caesar

- c. The Eastern Roman Empire: Byzantine Civilization
 - i. Constantine, the first Christian emperor
 - ii. Justinian; Justinian's Code
- 5. Third Grade History and Geography: World History and Geography: The Vikings (page 70)
 - a. Eric the Red and Leif Ericson (Leif "the Lucky")
- 6. Third Grade History and Geography: American History and Geography: Early Exploration of North America (page 71)
 - a. Early Spanish Exploration and Settlement
 - i. Ponce de Leon, legend of the Fountain of Youth
 - ii. Hernando de Soto
- 7. Third Grade History and Geography: American History and Geography: Early Exploration of North America (page 71)
 - a. Exploration and Settlement of the American Southwest
 - i. Coronado and the legend of the "Seven Cities of Cibola" (of Gold)
- 8. Third Grade History and Geography: American History and Geography: Early Exploration of North America (page 72)
 - a. The Search for the Northwest Passage
 - i. Henry Hudson
- 9. Third Grade History and Geography: American History and Geography: The Thirteen Colonies (pages 72-73)
 - a. Southern Colonies
 - i. Virginia
 - a) John Smith
 - b. New England Colonies
 - i. Rhode Island
 - a) Roger Williams

Assessment Evidence

Performance or Transfer Tasks:

- Orally summarize material read
- Answer correctly questions asked regarding nonfiction text read
- Develop questions to ask about nonfiction text read
- Think and write about nonfiction topics after reading text materials on grade level

Rubrics:

Tic-Tac-Toe rubric (see Appendix)

Other Evidence:

Discussion and questioning

Student Self-Assessment/Reflection:

If this lesson is repeated at various time through the year, students could keep a log of their rubric scores on the Tic-Tac-Toe activities.

Learning Plan

Key Learning Events:

Lesson One: Lesson Format (45 minutes)

A. Daily Objectives

1. Concept Objectives

- a. Students understand a variety of materials they have read.
- b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

2. Lesson Content

- a. Third Grade Language Arts: Reading and Writing: Reading Comprehension and Response (page 65)
 - i. Orally summarize main points from fiction and nonfiction readings.
 - ii. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
- b. Third Grade Language Arts: Reading and Writing: Writing (page 65)
 - i. Produce a variety of types of writing – such as stories, reports, poems, letters, descriptions – and make reasonable judgments about what to include in his or her own written works based on purpose and type of composition.
- c. Third Grade Language Arts: Fiction: Literary Terms (page 68)
 - i. Fiction and nonfiction
- d. Third Grade History and Geography: World History and Geography: Ancient Rome (page 70)
 - i. Background
 - a) Punic Wars: Carthage, Hannibal
 - ii. The Empire
 - a) Julius Caesar
 - b) Augustus Caesar
 - iii. The Eastern Roman Empire: Byzantine Civilization
 - a) Constantine, the first Christian emperor
 - b) Justinian; Justinian's Code
- e. Third Grade History and Geography: World History and Geography: The Vikings (page 70)
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 - i. The Search for the Northwest Passage
 - ii. Henry Hudson
- i. Third Grade History and Geography: American History and Geography: The Thirteen Colonies (pages 72-73)
 - i. Southern Colonies
 - a) Virginia
 - 1) John Smith
 - ii. New England Colonies
 - a) Rhode Island
 - 1) Roger Williams

3. Skill Objectives

- a. Students will summarize text passages.
- b. Students will apply information and make connections from reading.
- c. Students will use comprehension skills and strategies to understand what is read in all content areas (for example, previewing text, activating background knowledge, predicting and confirming unknown words, focusing on constructing meaning from text).

B. Materials

- 1. Appendix A – Tic-Tac-Toe (copied back-to-back with Appendix B) - one per student)
- 2. Appendix B – Tic-Tac-Toe Rubric (one per student)
- 3. Appendix C-M (as needed) – choose the reading selection you wish to work with; this lesson is appropriate for all appendices and can be repeated with minor variations as needed (one per student)

C. Key Vocabulary

Vocabulary will be specific to the content lesson being taught and should be considered in advance.

D. Procedures/Activities

- 1. Distribute student copies of your chosen Appendix (C – M).
- 2. Pre-reading: Tell students to look at the title and the pictures. Read the title and any headings.
- 3. Ask the following questions and record answers on the board:
 - a. What do you think the story is about?
 - b. Where do you think this story takes place?
 - c. Do you think this story is fiction or nonfiction?
 - d. What do the pictures tell you?
 - e. What do you already know about the topic?
- 4. "Browse and Find" Vocabulary Building: Invite students to identify unfamiliar words by browsing through the article. Divide students into pairs or small groups so they can talk about the words and exchange ideas. Words that several students have identified can be discussed with the whole class. Write these words and their definitions on the board.
- 5. Explain that this lesson is about an important person in history. Review any previous learning on the topic. (For example, if you are studying Ancient Rome, explain that Hannibal was an important enemy of the Romans and discuss the geography of the region.)
- 6. During Reading: Tell students you want them to follow along as you read the selection. Begin reading aloud, slowly and with expression.
- 7. Stop once or twice during reading and invite students to predict what will happen next. Keep comments brief to avoid having students lose interest in the story.
- 8. After you have finished reading the story, return to the list of student predictions on the board.
- 9. Invite students to confirm or adjust their ideas. Model rereading or scanning the pictures to help find supportive facts.
- 10. Write the adjustments on the board with a different color so they can easily compare their initial predictions with what actually occurred in the story.
- 11. Tell students that you are going to read the selection again. This time, you will ask for volunteers to retell part of the story in their own words, so they need to listen carefully. Encourage students to make mental pictures of what they hear to help them remember.
- 12. Read the first paragraph. Model the Pause-Think-Retell strategy as follows:
 - a. Pause after a brief selection.
 - b. Show students how you stop, think, and then retell in order to monitor how much you recall.
 - c. Give a brief summary of what you read, sharing any mental pictures you used to help

you remember.

d. Point out that thinking and retelling reinforces remembering the text

13. Continue reading the next section aloud. When you pause, ask for a volunteer to retell the important parts of that selection. If appropriate, ask a second volunteer to retell in their own words. Invite students to talk about their mental pictures.

14. Read the rest of the text. If appropriate, you may have volunteers read sections aloud. Pause after each paragraph or section and allow students to practice retelling.

15. Post Reading: Invite students to share comments about the reading. Ask the following questions.

[TEACHER NOTE: This class discussion will prepare students for the Tic-Tac-Toe activity. If your students have enough experience with nonfiction literature to process this information independently, these questions may be optional.]

a. What did you like about the story?

b. What was the most exciting part or the saddest part?

c. Describe one important event – what caused that event to happen?

d. Describe the main character – What do you think he or she looked like?

e. What character traits do you think he or she showed?

f. What was the main problem in the story – How was it solved?

16. Additional extension activities (optional):

a. Invite students to create discussion questions based on the article.

b. Use highlighters to identify the topic sentence (green), supporting details (yellow), and examples or explanations (pink) in each paragraph.

c. Retell the story from a different perspective. (For example, tell the story of Julius Caesar from the point of view of Pompey or Cleopatra.)

d. Draw a map showing the routes and main cities or countries discussed in the article.

E. Assessment/Evaluation

1. Distribute student copies of Appendix A – Tic-Tac-Toe and Appendix B – Tic-Tac-Toe Rubric copied back-to-back.

[TEACHER NOTE: The Tic-Tac-Toe Menu is designed so that students will be answering questions on three different levels of Bloom's Taxonomy in any row.]

2. Explain directions and answer any questions. Encourage students to reread the article as needed to complete the activities.

3. Discuss the Tic-Tac-Toe Rubric and explain grading expectations.

4. Allow ample time for students to complete the activities.

5. Tell students to staple or paperclip completed work to the Tic-Tac-Toe page.

6. Use Appendix B – Tic-Tac-Toe Rubric to evaluate student work

Resources:

A. Hirsch, Jr., E. D. *What Your 3rd Grader Needs to Know*. New York: Doubleday, 2002.

B. Kingore, B. and Kingore, J. *Assessment: Time-Saving Procedures for Busy Teachers*. Austin, TX: Professional Associates Publishing, 1999.

C. Pinnell, G. S. and Scharer, P. L. *Teaching for Comprehension in Reading, Grades K-2*. New York: Scholastic Professional Books, 2003.

D. Robb, L. *Reading Strategies That Work: Teaching Your Students to Become Better Readers*. New York: Scholastic Professional Books, 1996

HANDOUTS/WORKSHEETS

A. Appendix A Tic-Tac-Toe all lessons

B. Appendix B Tic-Tac-Toe Rubric all lessons

C. Appendix C Hannibal Keeps His Promise as needed

D. Appendix D Julius Caesar as needed

- E. Appendix E Augustus Caesar as needed
- F. Appendix F Constantine and Justinian as needed
- G. Appendix G The Vikings, Eric the Red and Leif the Lucky as needed
- H. Appendix H A Fountain of Youth? as needed
- I. Appendix I De Soto's Cruel Quest as needed
- J. Appendix J In Search of the Cities of Gold as needed
- K. Appendix K The Sad Story of Henry Hudson as needed
- L. Appendix L John Smith and Jamestown as needed
- M. Appendix M Roger Williams as needed

Differentiation

Create a list of the strategies for nonfiction reading being taught, with cues and key words highlighted that will remain on display in the classroom throughout the school year. Have students refer to the chart when necessary.

Have students help create a word wall in the classroom by nominating words to go on it from various content lessons. Include definitions as needed.

Technology Integration

Where possible, provide clips of video presentation that support the content instruction, as these questions and strategies taught for understanding and negotiating nonfiction text also transfer to viewing skills.

Content Connections

The connections are numerous as the lessons focus on using content area nonfiction text to learn the best strategies for reading and understanding nonfiction text. The connections will be dependent upon the topic and content chosen for the reading.

Appendix A

Name _____

TIC-TAC-TOE

Directions:

- Choose three activities in a row like tic-tac-toe (across, down, or diagonal).
- Mark your three boxes with "x's" and draw a line on the row you choose.
- Use complete sentences to answer questions.
- Write your answers with your best spelling and your best writing on a separate piece of paper.

Draw a picture or write a sentence to describe each place the main character visited.	Describe the topic and at least three details from this story.	Compare the main character in this story with another character you have learned about. How are they alike? How are they different?
Write a summary of the story explaining "who, what, where, when and why".	Make a sequence chart of events in the story. Include all major events.	Think of something that happened to a person in the story. Describe the situation and what they did about it. Would you have done the same thing or something different? What do you think would have happened?
Make a colorful illustration of an exciting scene in the story. Add a caption or a title to describe your picture.	Tell the main problem in the story. How was the problem solved?	Describe the main character. What does the story say he or she looked like? What character traits do you see in this character?

Appendix B

Name _____

TIC-TAC-TOE RUBRIC

Directions: Make a check mark in one box for each row, in the column that best reflects the student's work. Add up the total points and use the scale below to determine the grade.

	Novice 1 point	Developing 2 points	Proficient 3 points	Advanced 4 points
Appearance	Inadequate, not neat <input type="checkbox"/>	Needs more attention to detail <input type="checkbox"/>	Attractive; neat <input type="checkbox"/>	Eye catching; beyond expectations <input type="checkbox"/>
Connections	Insufficient <input type="checkbox"/>	Limited <input type="checkbox"/>	Critically thinks; makes personal connections <input type="checkbox"/>	Analyzes; supports personal connections to the topic <input type="checkbox"/>
Content depth	Needs more information <input type="checkbox"/>	Needs to add depth or elaboration <input type="checkbox"/>	Accurate; covers topic well <input type="checkbox"/>	Precise; complex content <input type="checkbox"/>
Creativity	Used others' ideas <input type="checkbox"/>	Typical or clichéd response <input type="checkbox"/>	Creative; added to more typical ideas <input type="checkbox"/>	Unique ideas or response; novel, fresh <input type="checkbox"/>
Totals				

Total Score _____

Total Score	% Score	Total Score	% Score
16	100	10	67
15	100	9	60
14	93	8	53
13	87	7	47
12	80	6	40
11	73	5	33

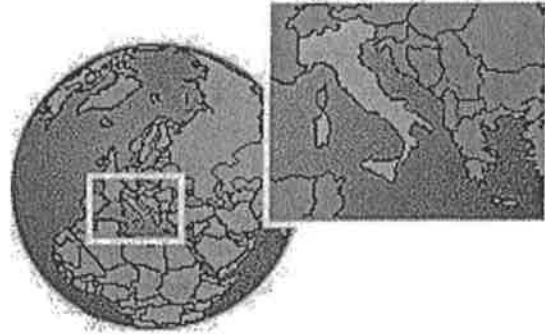
(rubric adapted from *Assessment: Time-Saving Procedures for Busy Teachers*, by Bertie and Jeffrey Kingore)

Name _____

HANNIBAL KEEPS HIS PROMISE

(Excerpts from "What Your 3rd Grader Needs to Know" by E.D. Hirsch, Jr.)

Hannibal was only nine years old when his father, angry over the Roman conquest of Carthage, took him to a temple. "Swear by the gods that you will be the enemy of Rome until the day you die!" he demanded. The young boy agreed, and from that day forward, his life was shaped by the promise. By the age of twenty-five, Hannibal had already led an army of Carthaginians across the Mediterranean and into Spain, capturing a city that was friendly with Rome. That's how the Second Punic War started.



When word arrived in Rome that Hannibal was attacking the city in Spain, the Senate sent soldiers out to find him. It took those soldiers a long time to reach Spain, and when they got there, Hannibal was nowhere to be found.

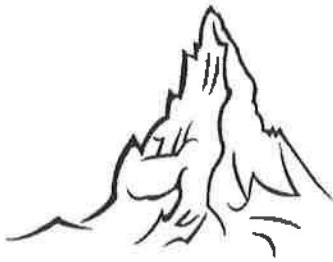
"He's headed east," everyone told them.

"East?" questioned the Romans. "Across the mighty Alps? Even if he were foolish enough to scale those icy slopes, his men would die trying."



The Romans had no idea how courageous Hannibal was. He did lead his army across the Alps – and what an army it was. Hannibal started out with sixty thousand soldiers, marching all the way from Spain, through France (then called Gaul), across the Alps, and into Italy. Along with those men came forty massive beasts – animals that frightened the Romans, who had never seen them before. They were huge and heavy, much taller than a human, with big ears, thundering feet, and long trunks. Elephants!

Appendix C, page 2



Hannibal and his soldiers crossed the Alps on paths not much better than goat tracks. They marched across icy streams, up and down snow-covered slopes. Many soldiers and most of the elephants died, but that didn't stop Hannibal. He was devoted to his boyhood promise.

At last, he and his soldiers made it into Italy. They camped in the villages and countryside outside of Rome. They befriended villagers who hated Rome, and banded together to raid Roman villages. Hannibal stayed in Italy for more than sixteen years, tormenting the Romans but never actually capturing Rome. No matter what tactic they tried, the Romans could not defeat Hannibal.

The Romans finally decided that if they could not defeat Hannibal on their own soil, maybe they could defeat him on his. They sent a mighty army across the Mediterranean to Carthage. They thought that if Hannibal's own city were under siege, he would rush home to defend it.

The plan worked. Hannibal returned to Carthage, but he was too late. In 202 B.C., Rome defeated the Carthaginians again, ending the Second Punic War. The Romans demanded large sums of money, and they made the Carthaginians promise to keep a smaller fleet of ships.



But they still hadn't captured Hannibal. He lived in hiding for years, refusing Roman rule because of his boyhood promise. When it looked like Roman soldiers were going to capture him, Hannibal killed himself, choosing to die rather than to live under Rome.

Name _____

JULIUS CAESAR

(Excerpts from "What Your 3rd Grader Needs to Know" by E.D. Hirsch, Jr.)



Julius Caesar Shows the Pirates who's Boss

Julius Caesar was born in 100 B.C., the son of a wealthy patrician who believed that the goddess Venus was one of his ancestors. In those days, if a rich young man wanted to make a name for himself, he would go off and fight in foreign lands. Julius Caesar did just that.

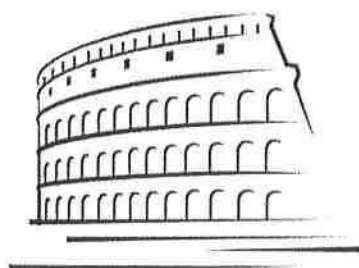
Roman ships carried gold from other territories back to Rome. Young Julius Caesar was assigned to protect the gold from pirates. He was captured and held prisoner. Rome paid a high ransom to make the pirates set him free. Later Caesar tracked down those pirates and killed them.

Julius Caesar became a great hero to the Romans. The consuls and Senate valued his leadership, and they sent him and many soldiers to fight in Gaul. Caesar conquered Gaul and led his soldiers into lands that are now part of Germany and Great Britain.

Pompey, Caesar's Rival

While Julius Caesar was off fighting in foreign lands, a man named Pompey rose in power. Like Caesar, Pompey was a spectacular military leader. He helped put an end to a huge slave rebellion. He led Roman soldiers into Sicily and Africa. He was put in charge of five hundred ships, assigned to control the whole Mediterranean Sea. In only forty days, Pompey managed to destroy thirteen hundred pirate ships and capture four hundred more!

At first, Pompey and Julius Caesar believed they could rule Rome together. But Pompey grew jealous of Julius Caesar's power and popularity. While Caesar was fighting in Gaul, Pompey convinced some senators that Julius Caesar was a dangerous man who might try to take over Rome.



Appendix D, page 2

The Senate declared Pompey “a protector of the state” and called Julius Caesar “a public enemy.” They ordered Caesar to give up his leadership, disband his army, and come home to Rome.

Crossing the Rubicon



Can you imagine how Julius Caesar felt? If he obeyed the Senate’s command, he lost all power. But if he chose not to obey their orders, what was he to do?

Caesar thought over his decision as he and his troops camped along the Rubicon River, on the border between Gaul and Italy. He and his soldiers had left Rome to conquer new territories. If they turned back and crossed the Rubicon, it would be like invading their own country. “The die is cast,” Caesar said. “I have made my decision.” He marched his army across the river and on to Rome. Ever since then, people have used the phrase “crossing the Rubicon” to mean making a decision from which you can never turn back.

Soldiers fought against the approaching army, but Julius Caesar took control of the city and became ruler of the Roman republic. Later he got himself named dictator for life, governing the army and all the provinces. Elections continued, but only people chosen by Julius Caesar stayed in office. The consuls became less important. Rome’s republic was coming to an end.

Caesar Meets Cleopatra

As you can imagine, once Julius Caesar seized power, Pompey decided to get out of Rome. He had turned the Senate against Caesar, after all. First he fled to Greece. Caesar’s troops followed and defeated his army. From there he fled to Egypt, where he hoped the king, Ptolemy XII, would protect him. But Ptolemy’s army met Pompey and killed him. Ptolemy wanted the powerful Julius Caesar on his side.

Caesar invaded Egypt anyway. There he met Ptolemy and his sister, Cleopatra. There was something about Cleopatra – her beauty,



Appendix D, page 3

her power, the way she spoke her mind. Whatever it was, Julius Caesar fell in love with her. He ordered his army to overthrow her brother, making her the one and only ruler of Egypt. She was glad to have a way to unite her country with the powerful city of Rome.

Back home, the Romans got worried. What if their leader, Julius Caesar, married Cleopatra? What if he brought her home and made her queen of Rome? Had Caesar lost his mind? He had even ordered a gold statue of Cleopatra placed in a Roman temple! What would the gods think?

Julius Caesar stayed with Cleopatra in Egypt for a year. Then, when an uprising occurred in an eastern province, Caesar rushed his troops there and defeated the enemies. Back in Rome, Caesar celebrated his victory with a grand parade and a big sign that said, "*Veni, vidi, vici*" (WAY-nee, WEE-dee, WEE-kee). Those words are Latin for "I came, I saw, I conquered." It was Caesar's way of saying, "I'm such a hero, winning that battle was not a problem."



Pride Comes before a Fall

Julius Caesar's behavior as an army general and a dictator scared many Romans. They didn't believe in letting one man rule the city and its territories. They didn't want Julius Caesar to be dictator for life, nor did they want Cleopatra as queen. They like the old system of government, and they wanted their republic back. Some of the senators were so worried they plotted to kill Julius Caesar.



They planned the assassination for the Ides of March, which was the Romans' name for March 15. That day, in the year 44 B.C., as Julius Caesar walked out of the Senate, a group of men jumped out from the shadows and stabbed him twenty-two times. Caesar tumbled down, right at the feet of a statue of Pompey. As he fell, he looked up and saw his old friend Brutus, who had helped plot his death. As he died, Julius Caesar said, "Et tu, Brute?" (et too broo-TAY) – Latin for "You too, Brutus?" That phrase has come down in history as Caesar's famous last words.

Name _____

AUGUSTUS CAESAR

(Excerpts from "What Your 3rd Grader Needs to Know" by E.D. Hirsch, Jr.)

All for Love – and Power

Those who killed Julius Caesar thought they had rescued their republic, but they were in for a big surprise. Many people, including soldiers in the army, did not support the senators' actions. They supported two men who had been close to Julius Caesar: Marc Antony, one of Caesar's best friends, and Octavian, Caesar's grandnephew and adopted son. Marc Antony and Octavian took control of Rome and divided the responsibilities for governing all its territories.

Octavian ruled the west. Marc Antony ruled the east and moved to Alexandria, the capital city of Egypt. There he met the famous Cleopatra. Like Caesar before him, Marc Antony fell in love with her. Soon they were married. Back in Rome, there was a problem. Marc Antony was already married to Octavian's sister! "How dare he?" the Romans cried. That was the end of Octavian's friendship with Marc Antony.



Octavian went to the Roman Senate and warned that Marc Antony planned to make Cleopatra queen of Rome. The senators had heard that story before, and they didn't like it any better the second time.

Marc Antony's army fought Octavian's navy near Greece, and Octavian won. Marc Antony went back to Egypt with Cleopatra. Soon, believing that he had lost all hope of achieving power, Marc Antony killed himself by falling on his sword.

Cleopatra still did not give up her quest to unite Egypt with Rome. Next she tried to make Octavian fall in love with her. But Octavian announced that he would capture Cleopatra, drag her back to Rome, and parade her through the streets like a slave. When she heard that, Cleopatra lifted an asp – a poisonous snake – to her breast, letting it bite her, and she died.



Appendix E, page 2

Octavian becomes Augustus Caesar

When Octavian defeated Marc Antony in 31 B.C., he became the sole ruler of Rome. The senators welcomed him, and soon they gave him a new name of honor. They named Octavian *Augustus*, which was like calling him "Your majesty." From 27 B.C. on, this great Roman leader was known as Augustus Caesar. Because of the power granted him by the Senate and the people, Augustus Caesar is considered Rome's first emperor. His name has stayed with us in another way as well, because the Senate decided to honor him by naming a month after him. Can you guess which month they named after Augustus Caesar?



Pax Romana

We often think of an emperor as someone who is cruel and selfish. Not so with Augustus Caesar. He made many decisions for the benefit of the people. He ruled for more than forty years and established peace and prosperity that lasted two hundred years. Historians call those two hundred years the *Pax Romana*, which means "Roman peace" in Latin.



Augustus made soldiers' lives better by increasing their pay and taking care of them when they retired. He created a strong police force in the city of Rome, which meant less crime and fewer riots. Life in the provinces changed, too. Augustus appointed governors in the provinces and found ways to tax more fairly. He made sure that the tax collectors didn't steal any money, and he insisted that tax money be spent to help the people, by building new roads, bridges, and public buildings.

No big wars upset the government. Cities and roadways were safer than ever. Trade increased, and both Rome and its provinces prospered. Everyone felt the benefits of the *Pax Romana*, but the Romans still worried about letting one man make so many decisions.

Augustus Caesar was also concerned with how people behaved toward each other. Family and marriage were important to him. He encouraged people to participate in religious festivals. He constructed temples and other great buildings. He bragged that he found Rome a city of brick and left it a city of marble. In this time of plenty, Rome was named the Eternal City, because it felt as if the good times might last forever. People still use that name for Rome today.

Name _____

CONSTANTINE AND JUSTINIAN

(Excerpts from "What Your 3rd Grader Needs to Know" by E.D. Hirsch, Jr.)

Constantine Sees a Burning Cross



In A.D. 310, a man named Constantine became emperor of Rome. He grew up worshipping the Roman gods and goddesses. On a night before leading his army to battle, though, Constantine said that he had a vision – something like a waking dream. A flaming cross appeared to him with the words "In this sign you will conquer."

Constantine knew that the cross was a symbol for Jesus. He ordered his soldiers to paint crosses on their shields. When they won the battle, Constantine took it as a sign from the Christian God.

Constantine declared that all religions could be practiced in Rome, and he ordered that Christians should not be persecuted. He may have become a Christian himself, and he is known as the first Christian emperor. Christianity became the official religion of Rome.

Constantinople: A City Full of Art

During his reign, Constantine moved the capital of the empire from Rome to Byzantium, an ancient Greek town. The city became known as Constantinople, which means "Constantine's city" in Greek. Today it is named Istanbul, a city in the country of Turkey.

When you find Istanbul on the map, notice how the city sits right on the Bosphorus Strait, which is a long, narrow water passage between the Black Sea and the Mediterranean Sea. The city was a connecting point between Europe and the western part of Asia, called Asia Minor. It had pleasant weather, good soil, and a safe harbor. Constantinople was a perfect center for trade.



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Constantine divided his empire into two halves: the western half, called the Roman Empire, and the eastern half, called the Byzantine Empire, named after the old city of Byzantium. The people of the Byzantine Empire blended Roman traditions with Greek and Asian culture.



This is the Hagia Sofia (HAY-ja so-FEE-a), the most famous building from the Byzantine Empire. It is in the city of Istanbul, Turkey, which is the modern name for Constantinople. Hagia Sofia was built as a Christian church. Fires and earthquakes damaged it, but the people of Constantinople rebuilt it. Its largest dome is 102 feet across and arches 180 feet above the floor. Later Hagia Sofia became a mosque, a holy building for Muslims. Today it is a museum.

The Byzantine Empire continued for another thousand years. Constantinople became one of Europe's most beautiful cities, its churches and palaces filled with art. It became especially famous for its mosaics, which are artworks made by arranging small colored tiles on walls or ceilings.



Justinian's Code: A Gift from the Byzantine Empire

Although the Roman Empire collapsed, the Byzantine Empire prospered. People built magnificent buildings and made beautiful art, which we still appreciate today. They also wrote important books about philosophy and law. We still use their ideas today as well.

A man named Justinian, who ruled the Byzantine Empire for almost forty years, from A.D. 527 to 565, began with the law of the Romans and organized it into ten books of law, called the Justinian Code. Some of the laws in the Justinian Code were:

1. A person is innocent until proved guilty.
2. Above all, the court should consider the right of the individual.
3. No one should be punished for what he or she thinks.
4. When you are deciding on a punishment, you should consider the guilty person's age and experience.

These ideas, still regarded as important rules of law, were first written down by Justinian in the Byzantine Empire.

Name _____

THE VIKINGS – ERIC THE RED AND LEIF THE LUCKY

(Excerpts from "What Your 3rd Grader Needs to Know" by E.D. Hirsch, Jr.)

Eric the Red

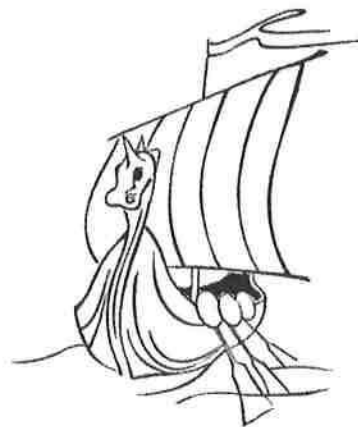


One of the fiercest of all Vikings was Eric the Red, a man named for his red hair, red beard, and possibly his red-hot temper. Eric and his father got into trouble and had to leave Norway. So Eric fled to Iceland, where his temper flared again, and local officials declared him an "outlaw". A person who was declared an outlaw could be killed by anyone without fear of punishment.

So Eric headed west, to an island covered with ice and snow. He lived at the southern tip of the island, where there was a little good pasture. After a few years, Eric wanted to attract settlers to the new place, so he cleverly named it Greenland. Eric knew that a more accurate name, like "Frozen Land," would not attract anyone. His plan must have worked, because in A.D. 982, more Vikings settled in Greenland.

Leif the Lucky

Eric's oldest son, Leif (LEEF) the Lucky, turned out to be an adventurous explorer. Sometime around A.D. 1000, Leif sailed south and west from Greenland. He reported visiting a place with a mild climate. He saw grass for grazing, wild grapes growing on a vine and salmon swimming in the river. Leif named the place Vinland and spend the winter there.



Exactly where was Vinland? Some historians say Newfoundland; others say New England. Still others suggest Florida. Perhaps Leif the Lucky was the first European to come to America. No one knows for sure. In the late 1960's, archaeologists found the ruins of Viking buildings in Newfoundland. So we know that Vikings lived there, but we don't know if that's the place Leif described.

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Leif the Lucky's full name was Leif Ericson. He got that name because he was the "son of Eric." Do you know anybody with a family name that ends in "-son," like "Johnson" or "Jackson" or "Jacobson"? Those names were made up a long time ago for people who were sons of John or Jack or Jacob.



Do you want to know why Leif was called lucky? After the winter in Vinland, he and his crew sailed home. Near the coast of Greenland, Leif spotted survivors of a shipwreck clinging to some rocks. He rescued fifteen people. He took such a chance that people considered him lucky. It seems like the people he rescued were luckier still!

Appendix H

Name _____

A FOUNTAIN OF YOUTH?

(Excerpts from "What Your 3rd Grader Needs to Know" by E.D. Hirsch, Jr.)

King Ferdinand and Queen Isabella of Spain paid for Columbus to make four voyages to the New World. In all of these voyages, Columbus never landed on the continent of North America, though he did visit many islands in the Caribbean Sea, including Puerto Rico and Cuba. Ferdinand and Isabella wanted to claim ownership of the new lands being discovered, even though Native Americans were already living there. The king named one of his men, Juan Ponce de León (hwan PON-suh deh ley-OWN), the governor of Puerto Rico.

Ponce de León found gold in Puerto Rico. It made him rich, but he kept exploring. Some say he believed he could find a "Fountain of Youth" in the West Indies – one drink of its water would keep you young forever. Of course, he never found a Fountain of Youth. What did he find?

Ponce de León thought he had landed on another island. He landed at Easter time, which he and his fellow Spaniards called Pascua Florida. They called the land Florida, which means "full of flowers," and we still call it that today.



A few years later Ponce de León returned to Florida, this time with soldiers and horses, to conquer the land. He was sure he would find cities of gold even greater than the Aztec city that Cortés had conquered. But the Indians were waiting for him. They had seen their people captured or killed by explorers. They shot poisoned arrows at the soldiers. One of the arrows hit Ponce de León in his leg. The Spaniards sailed back to Cuba, where Ponce de León died.

Appendix I

Name _____

DE SOTO'S CRUEL QUEST

(Excerpts from "What Your 3rd Grader Needs to Know" by E.D. Hirsch, Jr.)

The king of Spain made Hernando de Soto (air-NON-doe day SO-toe) the governor of Florida and Cuba. De Soto had already traveled with Pizarro in Peru and had seen the great cities of the Incas. He hoped that he could find cities with just as much gold and silver in Florida. In 1539, he arrived in Florida. One man who went with him said he took a thousand men, 350 horses, and many weapons on the journey. He also had some African slaves and Indian guides with him.



Like Ponce de León, de Soto thought Florida was an island. He traveled north to the mountains we now call the Appalachians, then west. One of the men who traveled with him wrote this description of walking through Florida:

They came at noon of the fourth day to an extensive swamp which was difficult to cross,...and skirting the edge of this swamp, was a jumble of tall, thick trees, intertwined with a great undergrowth of brambles and other low bushes, so dense that they looked like a strong wall. Through this entanglement and mud there was no passage except that of a small footpath made by the Indians, so narrow that two men could hardly walk along it abreast.



De Soto stopped at nothing in his quest for gold. He and his men killed many Native Americans. The Indians fought back, but the Spanish soldiers had guns as well as horses. The Indians set fire to de Soto's camp. The Spanish lost many supplies, but they pushed on, over mountains, through forests, and across rivers, for almost two years. They finally came to the banks of a huge river – the Mississippi. They were the first Europeans to see it. But de Soto still hadn't found gold. His men built boats, crossed the river, and trudged on. But soon de Soto caught a fever. Within a week, he died. His men wanted to bury his body in a place where the Indians would not find it. They carved out a tree trunk and fit his body into it, then they sank it in the waters of the Mississippi.



Appendix J

Name _____

IN SEARCH OF THE CITIES OF GOLD

(Excerpts from "What Your 3rd Grader Needs to Know" by E.D. Hirsch, Jr.)

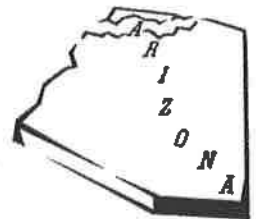
Back in Europe, everyone was buzzing with stories about seven cities of gold. "The people eat off gold plates with gold knives and forks. The streets are paved with gold!"



Many men set off, seeking the legendary Seven Cities of Cibola (SBE-bow-lah). One was Francisco Vasquez de Coronado (co-ro-NAH-doe). The king of Spain had made Coronado governor of Spanish territories in Mexico. Coronado kept hearing that the golden cities lay somewhere to the north, in the area that is now Arizona and New Mexico.

Coronado and about three hundred followers were led by Native American guides to the town that they called Cibola. They expected to find riches, but, as Coronado wrote back to Spain, "The Seven Cities are seven little villages." He found Native American pueblos – "very good houses, three and four and five stories high" – but no gold. So Coronado sent explorers in different directions to continue the search for gold.

One group traveled for many days. Then they came to a river canyon so wide and deep they could not cross. They had found what we now call the Grand Canyon. The sight of it must have taken their breath away. For days, Coronado's men searched for a way to get down to the river, but the canyon walls were too steep and dangerous, so they had to give up.



Another band of Coronado's men marched past a city of pueblo buildings, where they met friendly Native Americans who grew maize, beans, melons, and chickens. Then they came to a big river, which they named Nuestra Señora, which means "Our Lady," in honor of the Virgin Mary. Today we call that river the Rio Grande, which means "big river." Can you find it on a map? It forms the boundary between Texas and Mexico.

Coronado marched as far north as today's state of Kansas, but eventually, the Spanish gave up their search for gold and Coronado returned to the Spanish territories.

Name _____

THE SAD STORY OF HENRY HUDSON

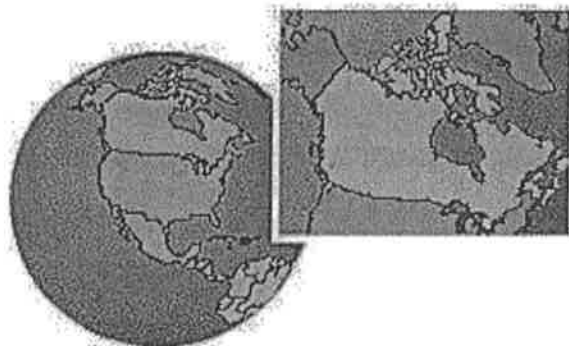
(Excerpts from "What Your 3rd Grader Needs to Know" by E.D. Hirsch, Jr.)

An Englishman named Henry Hudson tried four times to find the Northwest Passage. He died trying.

First, in 1607, he tried sailing north from England. If you look at a globe, you can see what he was trying to do. He understood that the earth was round, and he thought he could sail across the North Pole. He didn't understand that solid ice always covers the Arctic Ocean. "I hoped to have a clear sea," Hudson wrote of this first journey, but "that proved impossible due to the ice surrounding us."



Hudson tried again in 1608. He sailed northeast, and again found icebergs and freezing weather. He turned his boat around and tried sailing northwest. When his crew realized that they weren't heading home, they rebelled against Hudson, saying they wouldn't work unless they sailed to England. And so, home they went.



In 1609, Henry Hudson sailed west. This time he was working for a group of businessmen called the Dutch East India Company. On this trip, he reached North America and claimed land for Holland.

Hudson saw many Native Americans. One man who sailed with him wrote in his journal, "They are well dressed in loose deer skins, and brought green tobacco which they gave us in exchange for knives and beads." The Indians also gave the sailors bread made of maize.

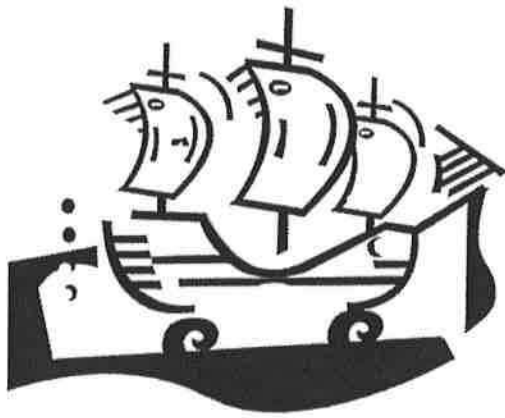
Hudson sailed past "a very good piece of ground and a cliff close by of white-green color...on the side of the river called Manna-hata." It was the island we now call Manhattan

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(the center of New York City today). Next Hudson sailed up a river that still bears his name. You'll find the Hudson River on a map of the state of New York.

In 1610, Henry Hudson tried once more to find a shortcut from Europe to Asia. He sailed a ship called *Discovery* into a wide expanse of water in the northern part of Canada. Today it is named after him: Hudson Bay.

On the map, Hudson Bay looks like a big open body of water. But in many places, the water gets too shallow for sailing. In many other places, it is frozen solid almost all year long. Once again Henry Hudson had sailed into icy waters, just as winter was coming.



Hudson and his crew spent the winter on board the *Discovery*, frozen in the ice. They ran short of food and water. Some of the crew got sick. Some died. The sailors blamed Henry Hudson for caring more about finding the Northwest Passage than about keeping his crew safe and healthy.

When the ice began to melt, the crew rebelled. They forced Hudson, his son, and a few crew members loyal to Hudson to get into a small boat with no oars.

Then they left them behind and sailed the *Discovery* back to England. No one ever heard from Henry Hudson again.

Name _____

JOHN SMITH AND JAMESTOWN

(Excerpts from "What Your 3rd Grader Needs to Know" by E.D. Hirsch, Jr.)



Jamestown: Dreaming Big

Gold, silver, jewels, silk, fine wine – don't those sound like treasures fit for a king? They are what King James I of England hoped to find in the New World. In 1607, King James and many other English people were sure that great treasures awaited them in America. They heard stories about Spanish explorers who found jewels and gold scattered on the ground. As Spain grew rich and powerful, the leaders in England asked, "Why not us? We want our share of the New World!"

So the king of England wrote *charters*, which gave permission to settle in parts of North America. One charter went to a group of business called the Virginia Company. They were willing to pay for a voyage to the New World. They hoped to get much richer in return.

Smith Lays Down the Law

"He who does not work shall not eat!" shouted Captain John Smith. He glared angrily at the men, who scowled back at him. A hardened soldier, Smith meant business. It was the bitterly cold January of 1608, and the colony of Jamestown faced disaster.

Only a year before, the mission had begun with high hopes. The Virginia Company had prepared three ships for the voyage: the *Susan Constant*, the *Discovery*, and the *Godspeed*, with 144 men and boys aboard. From the start, things did not work out as planned. Strong winds forced them back toward London. It took six weeks before the winds changed and the ships could sail away from England.

Once they were on their way, many of the men must have thought those winds were trying to tell them something. Rough seas tossed the little boats. Supplies of food and water ran low. The men grew hungry, tired, and afraid. Some considered mutiny, when a crew rebels against the ship's captain.

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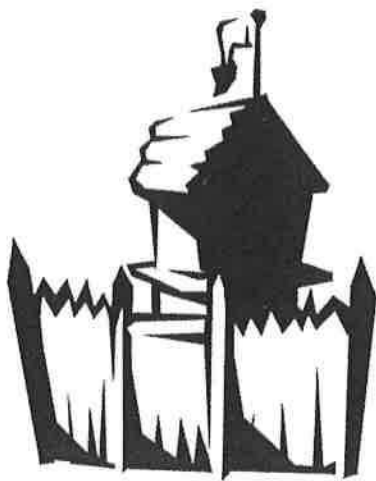
By May 1607, when they finally saw land, just over a hundred sea-weary men stepped ashore. Forty of their crewmates had died on the way.

They found no gold or jewels. "We could find nothing worth the speaking of," wrote one of the men, "but fair meadows and goodly tall trees." They also found fresh water, plenty of oysters, and strawberries "four times bigger and better than ours in England."

They sailed up a river, which they named the James, in honor of the king. Looking for a place to start a colony, they chose a grassy peninsula and called their settlement Jamestown. The spot they picked seemed green, pleasant, and easy to defend.

But it turned out to be a terrible place. It was hard to build on the swampy ground. The stale, dirty water made the men ill. Mosquitoes buzzed all around. And they carried the deadly disease called malaria. Many Jamestown colonists did not survive to see the fall.

Winter came, and still they found no gold. They stored no food; they build no strong shelters. Men were dying of hunger and pneumonia. That's when John Smith took charge, thinking, "There is treasure here, but it's not gold. We've got to concentrate on fish and timber and fur. We must make the Indians fear us or they'll attack. We can't afford to waste time looking for gold."



In the cold and miserable January of 1608, when John Smith took charge of the Jamestown colony, only 38 of the original 144 colonists who had set sail from England remained alive. Smith put them to work. They chopped trees and dug wells. They drove posts into the ground and build forts. Many of the colonists were "gentlemen adventurers," used to having servants. Many had never used an ax in their lives. They complained about having to chop and dig and carry. Smith sternly replied, "He who does not work shall not eat!"

The men grumbled, but they worked. They built forts, fished, and combed the forest for nuts and berries. They had some good luck, too. "It pleased God to move the Indians to bring us

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corn, when we rather expected they would destroy us,” wrote John Smith. He got to know some of the Powhatan (POW-uh-tan) Indians around Jamestown. He traded blankets and tools for food. He gratefully accepted the gift of corn, which would get his hungry men through the winter.

The Powhatans and the English

Relations between the English and the Native Americans were never simple. Sometimes they traded, and at other times they fought. The ruler of the Indians near Jamestown was named Wahunsonacock, though he was honored by the title of “Powhatan.” He ruled over thousands of Indians, called the Powhatan people.



You probably know the story of Powhatan’s favorite daughter, Matoaka, but you know her by her nickname, Pocahontas, which means “playful.” According to John Smith, Pocahontas saved his life. Smith wrote how he was captured by the Powhatan Indians:

Their clubs were raised, and in another moment I should have been dead, when Pocahontas, the King’s dearest daughter, a child of ten years old,...darted forward, and taking my head in her arms, laid her own upon it, and thus prevented my death.

Smith wrote that Pocahontas risked “the beating out of her own brains to save mine.” Is that what happened? Some historians think not, but the story has been told like that ever since. Smith said that the Powhatan Indians treated him “with exceeding great courtesy.” He also wrote that if in that first winter the Indians “had not fed us, we (would have) starved.”

How did the Powhatan people feel about the English? They were both curious and suspicious. They admired the English tools, metal, and swords, and wanted to trade for them. But they did not trust these people who dressed so strangely, talked differently, and built their forts on lands where the Indians once hunted freely. Sometimes the Indians and colonists managed to live in peace. More often they fought, unable to find a way to live together.

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The Starving Time



In the fall of 1609, John Smith was hurt by an explosion of gunpowder. His wounds were so bad that he was sent back to England, never to return.

That winter the colonists suffered even worse than before. There were no gifts of corn from the Indians. In fact, the colonists were so afraid of Indian attacks that they stayed locked inside their fort. Soon hunger and disease began to gnaw at them. By winter's end, they had eaten every horse, dog, cat, and rat they could find. Nearly all of the settlers died during this awful winter, called the Starving Time. There had been about five hundred of them when winter began. Only sixty survived to see the spring.

A Cash Crop

If they couldn't find gold, what else could the colonists do? Some Englishmen said they should plant mulberry trees to feed silkworms and start producing silk in Jamestown. That didn't work. Some merchants said, "Try planting grapes to make fine wines." That didn't work, either.



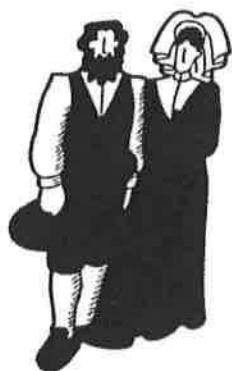
Then in 1614, the colonists found an answer: tobacco. The Indians smoked tobacco in their peace pipes. John Rolfe, the colonist who married Pocahontas, brought premium tobacco from the Caribbean. Europeans enjoyed it, and the Jamestown colonists were happy to grow all they wanted. Soon the colonists were growing tobacco up and down the riverbanks and even in the streets of Jamestown!

King James warned against tobacco. He said smoking was "hateful to the nose, harmful to the brain, (and) dangerous to the lungs." But many people enjoyed smoking it, and many people depended on growing and selling it to make money. Tobacco became the most important crop raised and sold by the settlers of Jamestown.

Name _____

ROGER WILLIAMS

(Excerpts from "What Your 3rd Grader Needs to Know" by E.D. Hirsch, Jr.)



Like most people in their time, the Puritans thought of themselves as people who were following the truth, and they thought there could be only one truth. This caused problems for people who had different beliefs.

One such person was Roger Williams, a Puritan minister who had come to Massachusetts Bay in 1631, just a year after John Winthrop arrived with the original one thousand settlers. Williams was a kind and thoughtful man, but in Massachusetts Bay his thoughts got him in trouble.

For one thing, Roger Williams said that the king of England had no right to grant the settlers of Massachusetts Bay a charter because the land belonged to the Indians. Williams also said that kings had no right to decide the religion of their subjects, and that individuals should be free to decide their own religious beliefs.

These bold ideas worried John Winthrop, the governor of the Massachusetts Bay Colony. First the Puritans just warned Williams that he needed to change his beliefs, but when he wouldn't, they banished him from Massachusetts Bay, which meant he had to leave the colony and never come back. The Puritan leaders planned to send Roger Williams back to England. But Williams, even though he was old and sick, slipped out of Boston and traveled south. He found shelter with the Narragansett Indians, who helped him make it through the winter.



Williams bought some of the land around the beautiful Narragansett Bay from the Indians. He called the land Providence, which is another word for "God." Providence became the capital of Rhode Island.

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Williams was determined to start a colony based on the idea that government should not tell the people how to worship. He believed in *the separation of church and state*, which became one of the most important ideas upon which our country was founded.



Williams practiced religious toleration, accepting people of all religions, even atheists, who didn't believe in God. While the Puritans and Pilgrims were rejecting Quakers and Jews and Catholics, Roger Williams welcomed them to Providence, Rhode Island.