



Language Studio

Activity Book

Grade 3

Volume 1

Grade 3

Language Studio 1–4

Volume 1

Activity Book



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ISBN 979-8-88576-585-5

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Language Studio 1

Classic Tales: The Wind in the Willows





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1.1

ACTIVITY PAGE

LANGUAGE STUDIO 1: CLASSIC TALES

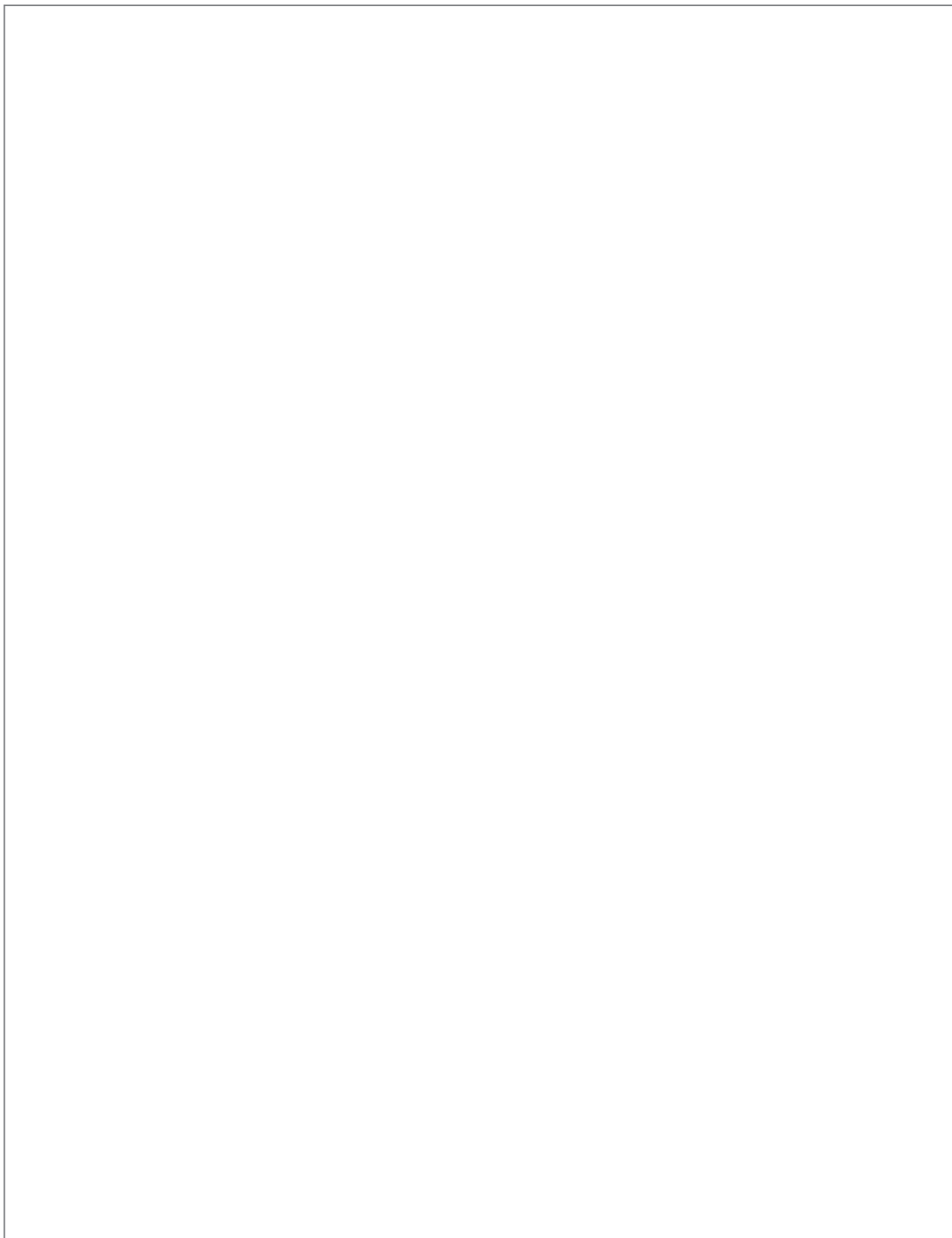
Adventure Anticipation Guide

Directions: Circle Yes or No for the following statements about an adventure.

1. Adventures are always fun! Yes No
2. You have to leave home to have an adventure. Yes No
3. Write some words that describe adventures.

4. Have you ever had an adventure? Write or draw a picture about it.

5. If you could have an adventure now, what would it be? Write or draw a picture about it.

A large, empty rectangular box with a thin black border, intended for a student to write or draw a picture about their adventure.



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1.2

ACTIVITY PAGE

LANGUAGE STUDIO 1: CLASSIC TALES**Mole Cleans House**

The Wind in the Willows

The Mole had been working very hard all the morning spring-cleaning his little home: first with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a pail



of whitewash. He did this until he had dust in his throat and eyes, and splashes of whitewash all over his black fur. Spring was moving in the air above and the earth below, and around him and his dark and lowly little house. Any wonder he suddenly flung down his brush on the floor, said “Bother!” and “O blow!” and also “Hang spring-cleaning!” and bolted out of the house without even waiting to put on his coat.

**LANGUAGE STUDIO 1: CLASSIC TALES****Messing about in Boats**

The two animals stood and regarded each other cautiously.

“Hullo, Mole!” said the Water Rat.

“Hullo, Rat!” said the Mole.

“Would you like to come over?” enquired the Rat.

“Oh, it’s all very well to ask,” said the Mole, rather grumpily, he being new to a river and riverside life and its ways.

The Rat said nothing, but stooped and unfastened a rope and hauled on it; then lightly stepped into a little boat which the Mole had not observed. It was painted blue outside and white within, and was just the size for two animals; and the Mole loved it immediately.

The Rat sculled across. Then he held up his forepaw as the Mole stepped gingerly down. “Lean on that!” he said. “Now then, step lively!” and the Mole to his great delight found himself actually seated in the stern of a real boat.





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LANGUAGE STUDIO 1: CLASSIC TALES

“This has been a wonderful day!” said he, as the Rat shoved off and took to the sculls again. “Do you know, I’ve never been in a boat before in all my life.”

“What?” cried the Rat, open-mouthed: “Never been in a—you never—well I—what have you been doing, then?”

“Is it so nice as all that?” asked the Mole shyly, though he was quite prepared to believe it as he leant back in his seat and surveyed the cushions, the oars, and all the fascinating fittings.

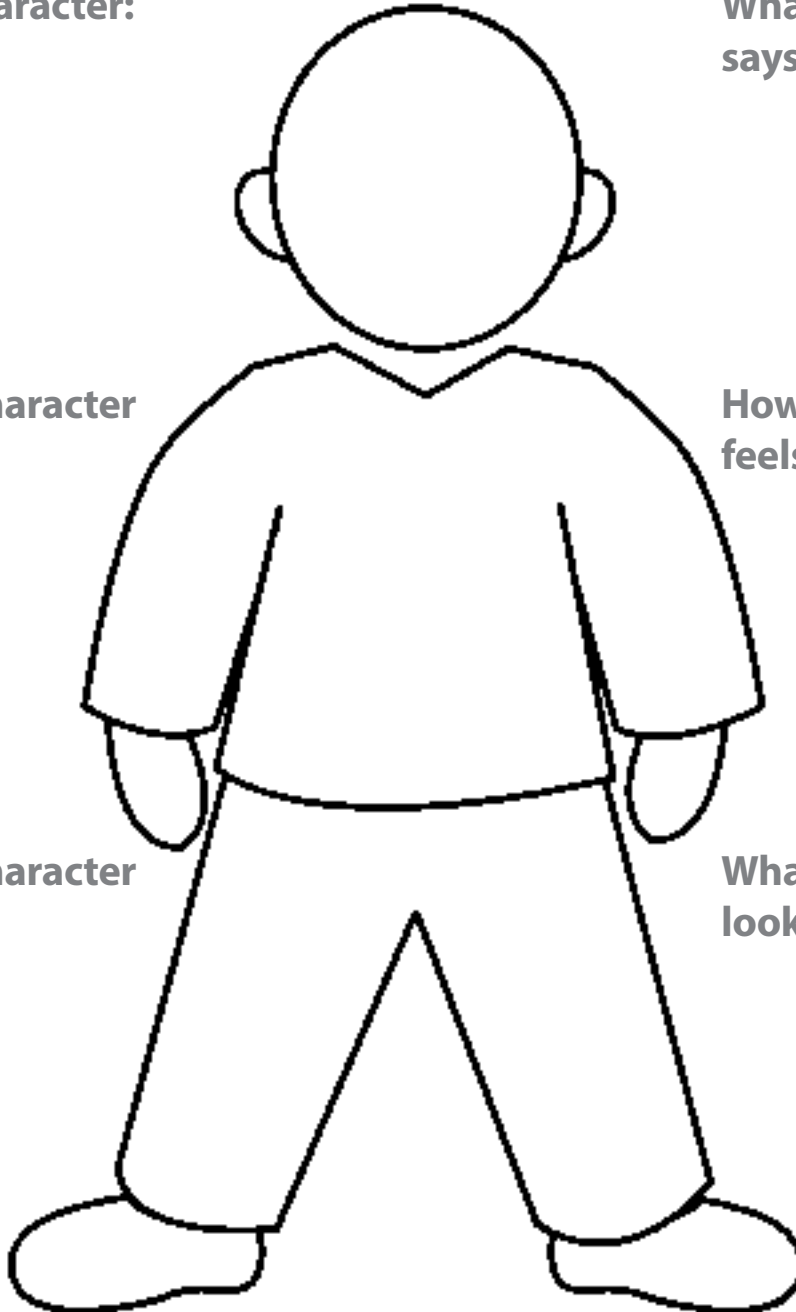
“Nice? It’s the only thing,” said the Water Rat solemnly, as he leant forward for his stroke. “Believe me, my young friend, there is nothing—absolutely nothing—half so much worth doing as simply messing about in boats. Simply messing,” he went on dreamily: “messing—about—in—boats; messing—”

“Look ahead, Rat!” cried the Mole suddenly. It was too late. The boat struck the bank full tilt. The oarsman lay on his back at the bottom of the boat, his heels in the air.

~~~~~

**LANGUAGE STUDIO 1: CLASSIC TALES****My Favorite Character**

*Directions: Fill in the characteristics of your favorite character from the story.*

**Name of character:****What the character  
says:****What the character  
says:****How the character  
feels:****What the character  
does:****What the character  
looks like:**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**4.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 1: CLASSIC TALES****Sequence Graphic Organizer for *The Wind in the Willows***

*Directions: All stories have a beginning, a middle, and an end. Fill in the chart below by summarizing the events in The Wind in the Willows. Write in complete sentences. When you are finished, you may illustrate each part.*

|                  |
|------------------|
| <b>Beginning</b> |
| <b>Middle</b>    |
| <b>End</b>       |

**LANGUAGE STUDIO 1: CLASSIC TALES****The River**

~~~~~

“I beg your pardon,” said the Mole, pulling himself together with an effort. “You must think me very rude; but all this is so new to me. So—this—is—a—River!”



“The River,” corrected the Rat.

“And you really live by the river?
What a jolly life!”

“By it and with it and on it and in it,” said the Rat. “It’s brother and sister to me, and aunts, and company, and food and drink, and (naturally) washing. It’s my world, and I don’t want any other.”

“But isn’t it a bit dull at times?” the Mole asked. “Just you and the river, and no one else to pass a word with?”

“No one else to—well, I mustn’t be hard on you,” said the Rat. “You’re new to it. The bank is so crowded nowadays that many people are moving away altogether. O no, it isn’t what it used to be, at all. Otters, kingfishers, dabchicks, moorhens, all of them about all day long and always wanting you to do something—as if a fellow had no business of his own to attend to!”



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CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 1: CLASSIC TALES



“What lies over there?” asked the Mole, waving a paw towards a background of woodland that darkly framed the water-meadows on one side of the river.

“W-e-ll,” replied the Rat hesitantly, “that’s the Wild Wood. We don’t go there too often.”

“Are there scary creatures there?” Mole asked, trying not to tremble.

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LANGUAGE STUDIO 1: CLASSIC TALES

Role Play: Rat and Mole

Directions: Write your character’s name at the top of the chart. Then fill in details about your character’s opinions about home and adventures.

Character: _____

Home	Adventure



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8.1

ACTIVITY PAGE

LANGUAGE STUDIO 1: CLASSIC TALES**Presentation Rubric and Reflection**

	Participation	Content	Speaking
3	Student actively participated.	Student stayed in character and spoke on the topics of home and adventure.	Student spoke clearly and expressively.
2	Student let their partner do most of the talking.	Student did not always stay in character or contribute information on both home and adventure.	Student was not always clear or expressive.
1	Student was not prepared to present or participate.	Student did not stay in character or contribute much, if any, information.	Student was unclear or hard to understand and spoke with little or no expression.

What I learned from the presentation:

My favorite part of the presentation:

**LANGUAGE STUDIO 1: CLASSIC TALES*****Wind in the Willows Script***

Directions: Write your script about home or an adventure below.

Topic 1: How do the characters feel about the comforts of home?

Rat:

Mole:

Rat:

Mole:



NAME: _____

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8.2
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 1: CLASSIC TALES

Topic: How do the characters feel about the adventures they've had together?

Rat:

Mole:

Rat:

Mole:

Language Studio 2

Animal Classification





NAME: _____

DATE: _____

1.1

ACTIVITY PAGE

LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

Grouping Animals by Characteristics

Directions: Work with partners to group animals according to certain characteristics.

Characteristic

Animals with this characteristic:

Characteristic

Animals with this characteristic:

**LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION****What Is Animal Classification?**

Directions: Work with partners to answer the following questions:

What is animal classification?	How does animal classification help scientists?
What does <i>characteristics</i> mean?	What are some examples of characteristics?



NAME: _____

DATE: _____

2.1

ACTIVITY PAGE

LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

Key Ideas

Directions: Listen to the following paragraphs being read aloud to to identify key ideas about animal classification.

Paragraph 1

In the mid-1700s, more than 250 years ago, a Swedish scientist named Carolus Linnaeus became fascinated by the many different ways scientists grouped animals. Some grouped animals by how they look; others grouped animals by their habits; and still others grouped animals according to where they live. Because it was all very confusing, Linnaeus decided to create a worldwide system to classify, or group, animals based on their shared characteristics. This science of classifying organisms is called *taxonomy*. Using new ideas and tools, scientists continue to study organisms and the ways they are similar and different.



Key Ideas:



NAME: _____

DATE: _____

2.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

Paragraph 3

Let's think about other ways scientists might classify animals. It is important to consider animals' habitats, or where they live. What is their habitat: Do they live in water or on land, or in warm climates or cold climates? What covers their bodies—feathers, scales, fur, or hair? Do they lay eggs or do they give birth to live creatures that look like smaller versions of themselves? What kinds of food do they eat—plants, animals, or both? These are all important questions for scientists to ask as they group animals into categories.

Key Ideas:



LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

Domain-Specific Vocabulary

Directions: Use Activity Page 2.1 to find the word and its definition. Write the definition below. Then add two new words from the reading and use context clues to find what they mean.

Classify	
Taxonomy	
Vertebrate	
Habitat	



NAME: _____

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2.3

ACTIVITY PAGE

LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

Prefixes that Mean “Not”

Directions: Part A: Read the following sentences. Use what you know about the prefixes un–, im–, and in– to write the meaning of each bold word.

1. More than 95 percent of all animals on Earth are **invertebrates**.

The word **invertebrates** means _____

2. Scientists continue to discover new species in **unexplored** areas of the earth.

The word **unexplored** means _____

3. Some birds are **unable** to fly.

The word **unable** means _____.

4. All animals are **incapable** of living without food and water.

The word **incapable** means _____.

5. Many animals are born in an **immature** state and need to be cared for by their parents for a long time.

The word **immature** means _____.

Directions: Part B: Think of other words that have the prefix un–, im–, or in–. Write them in the chart.

Prefix	Word	Sentence Using the Word
<i>un–</i>		
<i>im–</i>		
<i>in–</i>		



NAME: _____

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3.1

ACTIVITY PAGE

LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

Identifying Verbs

Directions: Circle the verb(s) in the following sentences from Animal Classification.

1. The body temperature of a cold-blooded animal changes according to the surroundings, or environment, of that animal.
2. A warm-blooded animal maintains about the same temperature all the time.
3. In order to stay warm in colder climates, some snakes huddle, or crowd together.
4. Your spine protects your spinal cord.
5. Fish live in water.
6. Cats, dogs, and many other animals walk.
7. Snakes slither on the ground.
8. How do you move?



LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

Past Tense of Regular Verbs

Rules for Forming Past Tense of Regular Verbs		
If the verb ends in ...	Then ...	Examples
e	add <i>-d</i>	breathe → breathed
consonant + y	Change y to i, then add <i>-ed</i>	try → tried
one vowel + consonant (except w, x, or y)	double the consonant, add <i>-ed</i>	slip → slipped
anything else (two-syllable words, double vowels, verbs ending in w, x, or y)	add <i>-ed</i>	snow → snowed pull → pulled

Directions: Form the past tense of the present-tense verbs from Activity Page 3.1. Use the chart above to help you. Then use the verb in a sentence.

Present Tense	Past Tense	Sentence
change		
maintain		
huddle		
protect		
live		
walk		
slither		
move		



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4.1

ACTIVITY PAGE

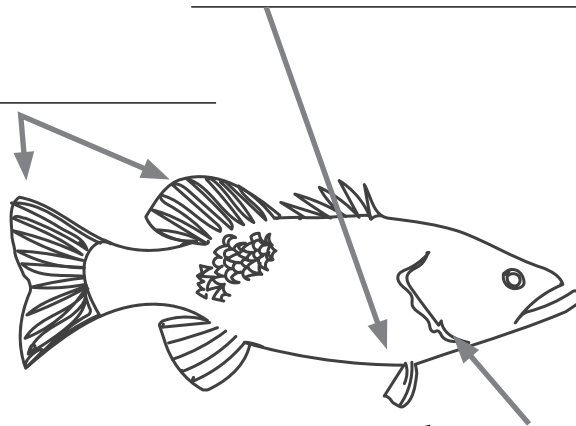
LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION**Something's Fishy***Directions: Read the following paragraph to identify details about fish.*

Fish make up the largest group of vertebrates on Earth. Most fish are cold-blooded. All fish have gills. They take water in through their mouths and the water passes over their gills. The gills take in oxygen from the water, allowing them to breathe. *You* will die quickly if you don't get enough air because you draw oxygen out of the air. But fish will die quickly if they do not have water, because their oxygen comes from water. A fish has fins—all kinds of fins! It has fins on the sides of its body for steering, fins at the back for powerful speed, and fins at the top and bottom to help keep balance. Fish have scaly skin to help protect them and help them move more easily through the water. These hard overlapping scales are rounded and smooth. And fish have more than one layer of skin—just like you!

Directions: Fill in the blanks with the right word.

The _____ protect the fish and help them swim.

Fish have _____ that help them swim.



The _____ allow fish to breathe.



LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

Form Past-Tense Irregular Verbs

To go from present to past tense the verb . . .	Examples Present → Past
Changes its vowel(s)	swim → swam
Changes its ending	send → sent
Refuses to change	put → put
Doesn't follow rules	eat → ate

Directions: Use the chart above to form the past tense of the following verbs:

To go from present to past tense the verb . . .	Examples Present → Past
Changes its vowel(s)	swim → swam take → _____ run → _____ drink → _____
Changes its ending	send → _____ have → _____ see → _____
Refuses to change	put → _____ read → _____
Doesn't follow rules	eat → _____ is → _____ are → _____ fly → _____



NAME: _____

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5.1

ACTIVITY PAGE

LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION**Amphibians and Reptiles****Amphibians**

Most amphibians spend part of their lives in water and part on land. They start out their lives in water and



have gills. Later, they develop lungs. Because these cold-blooded vertebrates depend on moisture to live, many of them live in tropical rainforests or near rivers, lakes, and streams.

In order to study amphibians better, scientists classify them into three separate groups. Frogs and toads are the largest group of amphibians. Scientists classify salamanders and their close relatives, newts, as a second, separate category of amphibians. The third and smallest group of amphibians lives deep underground. These tube-like creatures belong to the group of amphibians known as caecilians [sih-SILL-yuhns], or slowworms.

Skin is one of the amphibians' most important organs. Toads have skin that is dry and leathery. Other amphibians have slimy skin because their skin needs to stay moist in order for them to breathe. Amphibians use their lungs to breathe on land, but also draw oxygen in through their skin. In order for this process to work properly, the skin of most amphibians must be kept moist.

Reptiles

Reptiles include snakes, crocodiles, alligators, lizards, turtles, and tortoises. Reptiles are all vertebrates because they all have backbones, and they are all cold-blooded because their internal temperatures change with their surroundings. Most reptiles can adjust their body temperatures by basking in the sun to stay warm, or by hiding under a rock to stay cool.

Reptiles' skin is waterproof, and is hard, thick, and scaly. Their type of scaly skin protects them from overheating, and because their skin is waterproof, it keeps water *inside* their bodies. Because reptiles' skin is very sensitive to—or easily affected by—temperature, it becomes hot or cold very quickly when exposed to sun or shade.



Comparing Reptiles and Amphibians

Like amphibians, reptiles live on land and in water. However, these two groups do—of course—have their differences. Amphibians depend upon water to stay alive much more so than reptiles. Amphibians' thin, wet, slimy skin needs moisture to absorb oxygen from the air, but reptiles' skin is waterproof. Unlike toads and salamanders, reptiles do not breathe through their skin,



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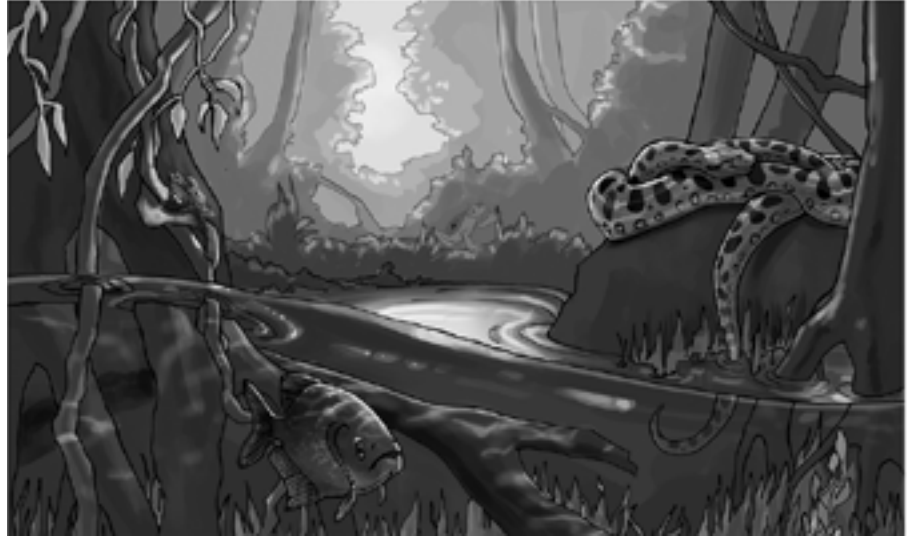
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LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

which is hard, dry, and scaly. They use only their lungs to breathe air, which means they are able to withstand very harsh dry weather, conditions under which amphibians



would not be able to survive. Of course, because they have lungs, this also means that reptiles cannot stay underwater very long without coming to the surface to breathe.

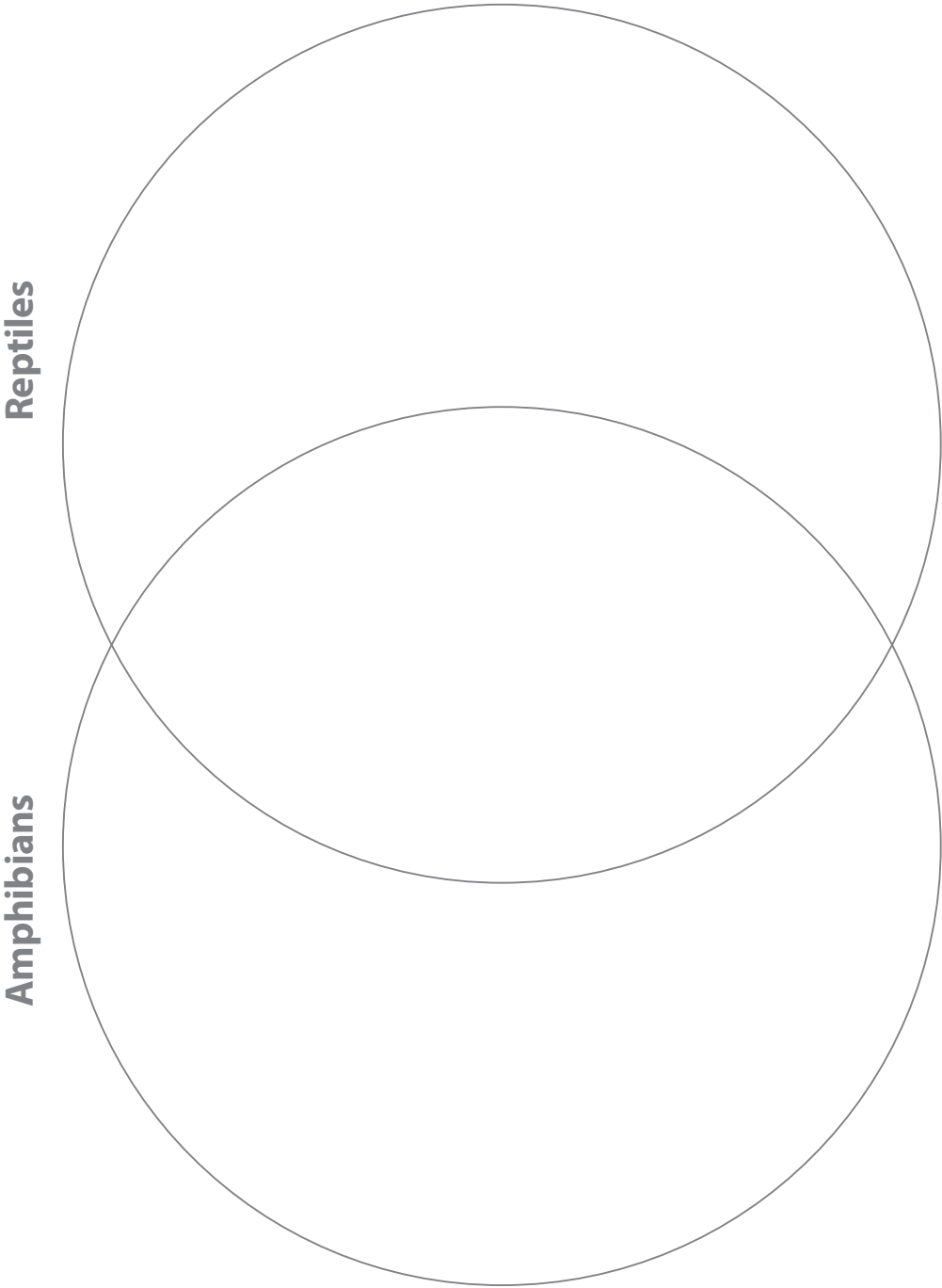
Like amphibians, reptiles live all over the world. They prefer hot, low areas like rainforests, prairies, deserts, and oceans, but they can be found everywhere except near the cold South Pole.



LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

Amphibians vs. Reptiles

Directions: Use the Animal Characteristics list your teacher provided to identify similarities and differences between amphibians and reptiles. Cut out the words and paste them on the appropriate section of the Venn diagram.





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LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

Directions: Transfer the information from the Venn Diagram into the appropriate column.

Reptiles circle							
Intersecting space of Venn diagram							
Amphibians							



LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

Birds and Verbs

Scientists classify birds as warm-blooded, because their internal body temperature remains constant no matter where they fly. Birds have several characteristics that enable them to fly. They have a very high metabolism as only warm-blooded animals do. Metabolism is the process which produces energy in most animals' bodies. Birds have a steady flow of energy that helps them maintain the high levels of activity required by flight. They need lots of food to maintain that energy.

The shape of a bird's wings determines how far and high a bird can fly, in addition to its lightweight bones. Look at this picture of an American bald eagle. His long, broad, wings are built so that he can glide, or move smoothly and continuously. He can soar great distances, traveling up to 65





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LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

miles per hour. Compare the eagle's wings to the tiny, tapered wings of the hummingbird, one of the smallest birds on Earth. His wings beat rapidly, 20 or more beats per second, as he hovers, or floats and flutters, in midair.

What else helps birds fly? Feathers are a great help, serving as lightweight coverings for their wings. All birds have feathers. No other animals do, so if you spot a feathered friend, you may assume that it's a bird. Because their precious feathers take quite a beating, birds take good care of them, and often preen them with their beaks to keep them clean, waterproof, and in the right position.



LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

Identifying Pronouns

A pronoun takes the place of a noun.

Subjective	I	You	he	she	it	we	you	they
Possessive	my	your	his	her	its	our	your	their
Objective	me	You	him	her	it	us	you	them

Example: I like my book. Please give *it* to me.

Directions: Part A: Find the pronouns in the following paragraphs.

Mammals are covered in hair or fur. Some of us are hairier than others. Hippopotamuses don't look so hairy, do they? But you might remember that they do have a little bit of hair. Hippopotamuses have hair around their mouths and on the tips of their ears and tails.

Giraffes are my favorite mammals. I love their stately long necks. If I were as tall as a giraffe, I could spot my enemies more quickly.

Directions: Part B: Replace the underlined nouns with the correct pronoun.

1. Yaks need yaks' shaggy hair and woolly undercoats to help keep yaks warm. Yaks live in cold climates.
2. Look at the giant panda. The giant panda loves the giant panda's bamboo.



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CONTINUED

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LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

3. Flying squirrels don't really fly. Skin on the sides of flying squirrels' bodies let flying squirrels take great leaps.
4. Bats may seem like birds, but bats are mammals.

Challenge

Write a sentence about one of the mammals in these pictures. Use a pronoun in your sentence.





LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

The Places Animals Live

A. Sonoran Desert

Look at the first picture to see some examples of animals you may find in this North American desert: the western diamondback rattlesnake, the Gila [HEE-luh] woodpecker, the desert bighorn sheep in the background, the roadrunner, the banded Gila monster, the bobcat, and the turkey vulture. Just by looking at these animals, are you able to classify them? The bobcat and the sheep are both covered in fur, so we know they are mammals. What about the Gila monster? It's a reptile. What kind of animal is this rattlesnake, which is also covered in scales? Yes, it is a reptile!



B. Rainforest

Native to the rainforest are the spotted jaguar, the green anaconda, the three-toed sloth, the red-bellied piranha, the blue-and-yellow macaw, the pink-toed tarantula, and the caiman, which looks like a small crocodile. The jaguar and sloth both belong to the same group. Who can name that group? Great—they're mammals; we know that because they are covered in fur. Does this dark, hairy spider belong to one of the vertebrate groups we've studied? No, the pink-toed tarantula is an invertebrate. It's cold-blooded, has an exoskeleton, and is a member of the arachnid group.





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LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

C. Alpine Mountains

A bird called the rock ptarmigan [TAHR-miguhn] lives in the Alps. So does the black Alpine salamander, the marmot, the golden eagle, the Apollo butterfly, and the pine marten. The black Alpine salamander shares characteristics with both a lizard and a frog. It's a moist-skinned amphibian but an unusual one that lives only on land and gives birth to fully developed live young.



D. The Ganges Delta

The Ganges [GAN-jeez] Delta of India is home to swamps, forests, and creeks. The animals that live there include the black-crowned night heron, the wild boar, the Olive Ridley turtle, the Ganges River dolphin, the Indian python, the blue-eared kingfisher, the mugger crocodile, and the chital. Can you spot the cold-blooded reptiles here? You bet—the crocodile, the turtle, and the python are all members of the reptile group. Which ones are warm-blooded mammals? Yes, the boar, or wild pig, and the chital, a common deer of the area.



E. African savanna

I bet you've seen pictures of the many large game animals that make their homes in the savannas of Africa. They include the giraffe, the elephant, the hyena, the wildebeest, the lion, the zebra, and the impala. All of these animals belong to the same group of vertebrate animals. What are they? Yes, mammals! Birds, reptiles, and snakes live there as well.



F. Coral reef

The Great Barrier Reef of Australia is home to many different sea animals. Animals here include the bottlenose dolphin, the anemone fish, the blue spotted stingray, the box jellyfish, the black-tipped reef shark, and the leatherback sea turtle.

The anemone fish is a fish that is also called the clown fish because it has such colorful markings. The sea turtle belongs to the reptile group, and the dolphin is a mammal that breathes with its lungs. How about the shark? It is a fish. It breathes through gills, and unlike the dolphin, does not provide milk for its young. The stingray is a relative of the shark.





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8.1
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ACTIVITY PAGE

LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

G. Antarctic ice shelf

Antarctica is one of the coldest places on Earth. Emperor penguins live in its icy waters along with blue whales and humpback whales. Leopard seals, skua, and snow petrels spend half the year in darkness in this frozen coastal region. Only two vertebrate groups—mammals and birds—live on this continent. Mammals and birds are both warm-blooded. The energy in the food they eat keeps their bodies warm. As you can imagine, living in the extreme cold of Antarctica is very challenging for cold-blooded animals. A few fish have adapted to the cold water surrounding Antarctica in interesting ways. The body of the icefish has a special chemical that keeps it from freezing! A few invertebrates have found other interesting ways to survive the cold temperatures of Antarctica. Some mites survive by living in the fur of mammals or in the feathers of birds.



**LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION****Picture It! Where Animals Live**

Directions: Draw a picture of one of the animals discussed in today's lesson. Then write about where your animal lives and what group it belongs to.



NAME: _____

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8.3

ACTIVITY PAGE

LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION**Formal vs. Informal Language**

Directions: Follow the rules of formal and informal language to write your own examples.

Informal Language	Formal Language
uses contractions (don't)	does not use contractions (do not)
uses slang (my bad!)	does not use slang (my fault)
Examples:	
Chill out!	Please quiet down.
Hey, there.	Good morning.
How ya doin'?	How are you?



LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

Animal Classification Poster Guidelines

Directions: Share what you know on a poster about the group of animals you have been assigned. Your poster should include:

1. The name of your animal group.
2. Information about your class of animals (Are they vertebrates or invertebrates? Cold- or warm-blooded?)
3. Examples of animals in the group.
4. Interesting facts and details about your animal group (Where do they live? How do they move?)
5. Words and pictures.

Project Rubric

	Vocabulary	Content	Presentation
3	Uses descriptive language skillfully, including vocabulary terms, adjectives, and adverbs.	Description of animal group includes many specific facts and details.	Speaks clearly; pace, tone, and volume demonstrate fluency. Uses formal language.
2	Uses some descriptive language, including vocabulary terms, adjectives, and adverbs.	Description of animal group includes some facts and details.	Speaks clearly most of the time; uses appropriate pace, tone, and volume. Uses formal language.
1	Little evidence of descriptive language, such as vocabulary terms, adjectives, or adverbs.	Description of animal group includes one or fewer facts or details.	Speaks in an unclear manner; pace, tone, and volume lack fluency. Uses some informal language.



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9.2

ACTIVITY PAGE

LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

Animal Classification: Project Outline

Directions: Use this page to record notes for your poster.

My Name: _____

The other members of my group: _____

Animal group: _____

This group of animals is:

vertebrate/invertebrate

cold-blooded/warm-blooded

Facts about the animals in this group:

Examples of animals in this group:



NAME: _____

DATE: _____

10.1

ACTIVITY PAGE

LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

What I Learned

Directions: Reflect on what you have learned in this Language Studio to complete the following sentences:

The part of the Language Studio I liked best is:

The most interesting thing I learned is:

Another thing about animals that I learned is:

What I like best about our poster is:

One thing I learned about formal language is:

One thing I learned about writing is:

Language Studio 3

The Human Body: Systems and Senses





NAME: _____

DATE: _____

1.1

ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

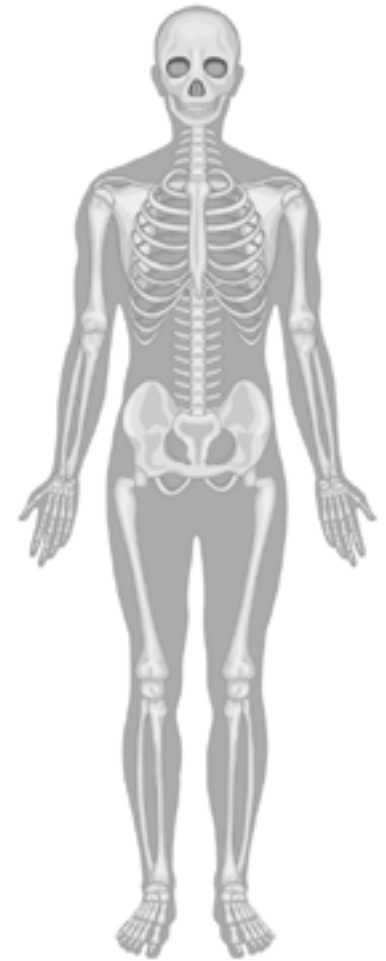
Body System Information Guide

*Directions: Read the following text about each body system.
Then answer the questions that follow.*

~~~~~

**The Skeletal System**—The skeletal system is all the bones of the body. There are 206 bones in all. Together, they give our shape and hold us upright. Bones such as the ribs protect our internal organs.

~~~~~



Discussion Questions:

1. Have you or your friends ever broken a bone?
How did the doctors help it heal?

2. What do you think would happen if all your bones suddenly disappeared?

The Muscular System—The muscular system is made up of muscles. Muscles are the motors of the human machine, and they keep your body moving in many different ways. For example, some muscles are attached to your bones and help you run and throw a ball.



Discussion Questions:

1. What are some of your favorite weekend activities? Would you be able to do these activities without muscles?

2. What exercises help athletes to keep their muscles strong?



NAME: _____

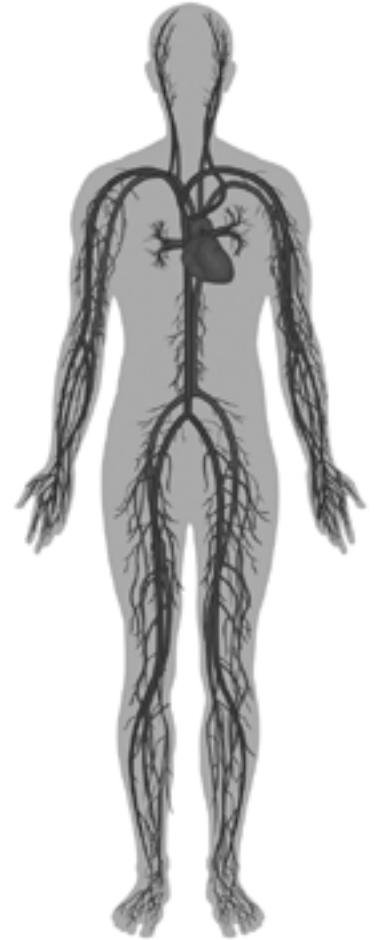
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ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

The Circulatory System—The heart, blood vessels, and blood make up your circulatory system. Blood enters your heart and is pumped into a large blood vessel. Blood vessels carry blood to every part of the body and loop back again. This circulation of the blood carries nutrients and oxygen to every part of the body, and it continues all day and night.



Discussion Questions:

1. Where in the body are the blood vessels?

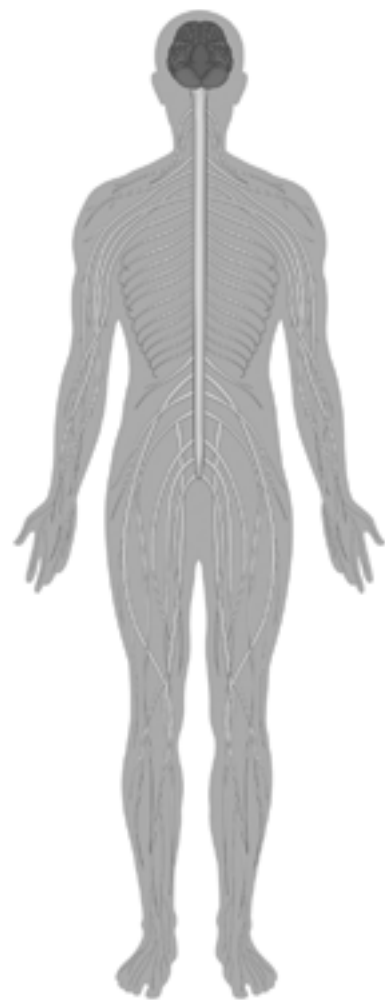
2. How is the circulatory system like the body's delivery system?

The Nervous System—The nervous system is the body’s communicator. It tells your body what to do. Nerves run throughout the body, from head to toe, like a giant road system. Nerves send messages up and down the spine to the brain. The nervous system controls the muscles, telling them how to move. It also helps all the other systems do their jobs.

Discussion Questions:

1. How fast do the messages in the nervous system travel?

2. The nervous system sends information from the five senses to the brain. What are the five senses?





NAME: _____

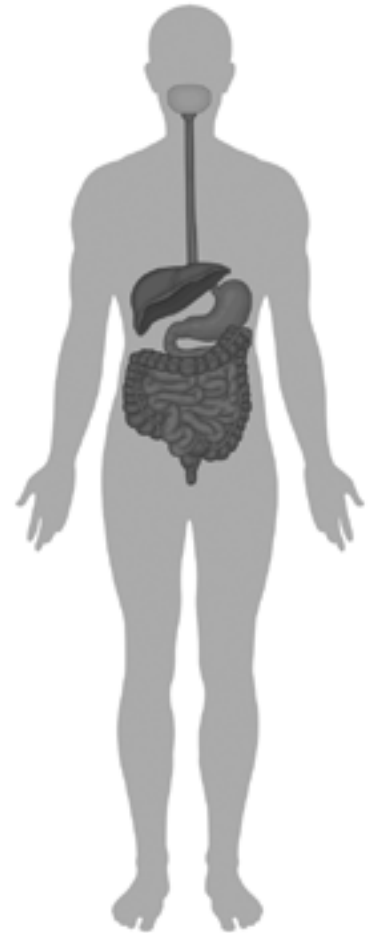
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ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

The Digestive System—The digestive system helps you digest, or break down, the food you eat. It splits food into nutrients, which provide body energy to live and grow. Food enters your mouth, where it is chewed and swallowed. Once the food is swallowed, it travels down a long tube called the *esophagus* to the stomach and the intestines. Food takes nearly two days to pass all the way through your body.



Discussion Questions:

1. What kinds of foods give your body the nutrients it needs to stay healthy?

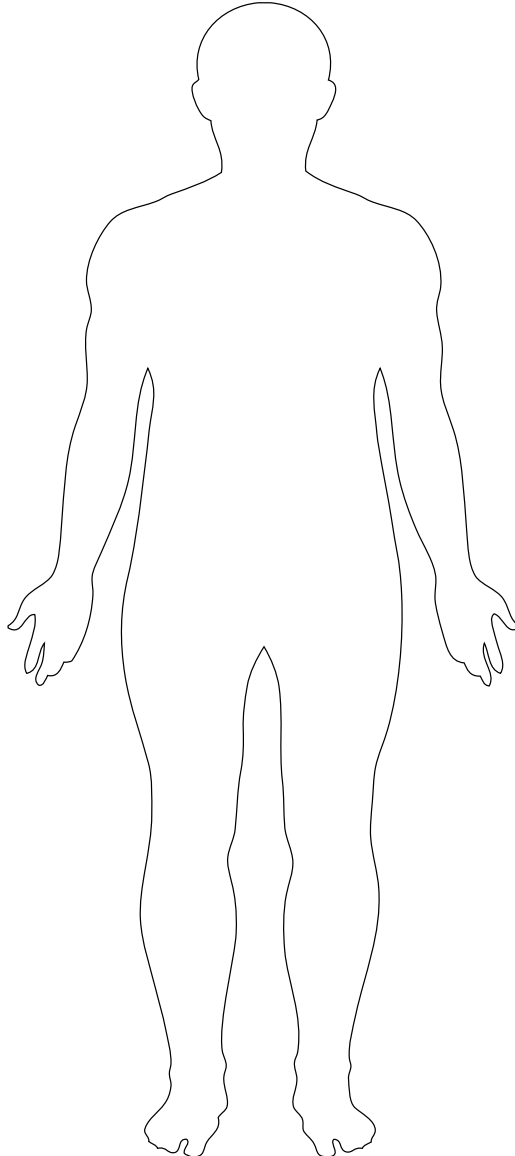
2. Where in the body is your stomach located? What does it do when you're hungry?

**LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES****System Sketches**

Directions: What organs make up the skeletal, muscular, circulatory, nervous, and digestive systems of the body? Draw them where they belong in the body below.

Word Bank

bones	heart	nerves	esophagus
muscles	blood vessels	mouth	stomach





NAME: _____

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2.1

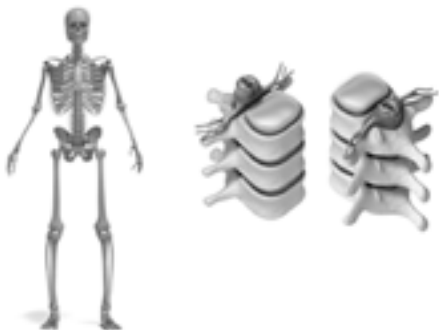
ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES**The Bones of the Axial Skeleton**

Directions: Read the following text about the axial bones.

The Skull

Your skull is made up of a group of bones—29 in all! Locked together, they protect your brain and some of your body’s sensory organs. The top part of your skull is shaped like a bowl and surrounds the brain. It is called the cranium. Eight thin, curved bones are tightly interlocked to form this smooth cranial helmet beneath your forehead and scalp. The rest of your skull bones are facial bones, or bones in your face.

**The Spinal Column**

The spinal column is a series of bones called *vertebrae* that are arranged one on top of another to form the spinal column, or backbone. Cartilage fills the spaces between the *vertebra* to cushion them from each other. Each vertebra has a hole, which allows the spinal cord to pass through it, like a string of beads. The spinal cord is an important pathway for nerves. The spinal column protects the spinal cord and provides the main support for the bony skeleton.

The Ribs

Ribs are curved bones that form a protective cage, called the rib cage, around your heart and lungs. Ribs come in pairs. Each rib is attached to a *vertebra* in the middle of your back, and the sternum, or breastbone, in the middle of your chest. The ribs protect vital organs that are necessary for life.





NAME: _____

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2.2

ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

Put the Paragraph Together

Directions: The sentences below form a paragraph about the axial skeleton. But the sentences are out of order! Cut the sentence strips. Then arrange them in a logical order into a paragraph.

The spinal column protects the spinal cord.

Ribs form a protective cage around your heart and lungs.

The top of the skull is shaped like a bowl. It is called the cranium.

The spinal column is made up of bones called *vertebrae*.

Each rib is attached to a *vertebra* and the sternum in the middle of your chest.

The three parts of the axial skeleton are the skull, spinal column, and ribs.

The skull is made up of 29 different bones.





LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

The Bones of the Appendicular Skeleton

Directions: Read the following text about the appendicular bones. Then complete the activity that follows.

Shoulder Bones

Your shoulders are made up of several bones. Look at this picture to see how arm bones are connected to the axial skeleton. The large, flat, triangular bones that you see in the picture are called *scapulae*, or shoulder blades. They are sometimes referred to as “wings” because they stick out a little from your back just like wings. The long bones that connect your scapulae to the top of your rib cage are called *clavicles*, or collarbones. Shirt collars cover your collarbones.



Arm Bones

The bones of the arm hang down from the shoulders. These bones are the ones used most often in the body. The main, thick bone of the upper arm is called the *humerus*. The word *humerus* is Latin for “upper.” The elbow joint connects the *humerus* to the two bones of the lower arm. These bones are the *ulna* and *radius*. These two bones work together to help you twist your lower arm. The bones of the wrist and hands are at the end of the arm.



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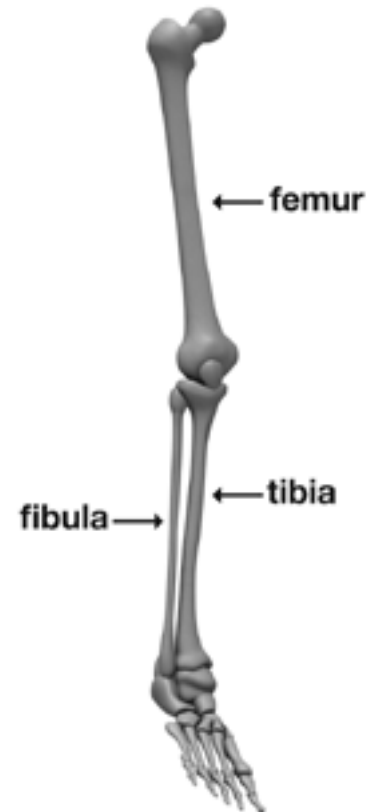
3.1
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ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

Leg Bones

Leg bones and arm bones are a lot alike, but leg bones are thicker and longer than arm bones. In fact, the longest, heaviest, and strongest bone in your body is the thighbone, or femur. The *femur* is connected to your pelvis and goes all the way down to your knee. Below this are two bones in the lower part of the leg. The larger of the two, the one in the front of the leg is called the *tibia*, or shinbone. The thinner bone behind it is called the *fibula*. Both the tibia and the fibula connect the knee to the ankle and foot bones.



Appendicular Bone Match-Up

Directions: Each of the words in the Word Bank is a type of appendicular bone. Write each bone in the correct box on the right.

<p>Appendicular Bone Word Bank</p> <p>tibia</p> <p>clavicle</p> <p>hand</p> <p>ankle</p> <p>femur</p> <p>humerus</p> <p>wrist</p> <p>scapula</p> <p>foot</p> <p>fibula</p> <p>ulna</p> <p>radius</p>	<p>Shoulder Bones</p> <p>Arm Bones</p> <p>Leg Bones</p>
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NAME: _____

DATE: _____

4.1

ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

Shot from the 3-Point Line

Directions: Read the following text about the muscular system. Then complete the activity that follows.

Lonnie dribbled the basketball in as close as the defense team would allow. The 4th-quarter clock had only a few seconds left. His only choice was to take the shot from the 3-point line. Lonnie planted his feet, jumped into the air, and shot the ball.

Lonnie could not have taken the shot without the muscles of his arms and legs. What are muscles? Muscles are bundles of long, thin cells. They are controlled by signals that come from your brain and spinal cord. Muscles receive these messages, which tell them when to contract, or tighten. The tightening of muscle fibers is what allows us to move.

Most muscles work in pairs. Muscles only pull on bone; they cannot push. As your muscles pull on bone, they contract, or get shorter. In order to relax, or lengthen, muscles need a partner to pull the bone in the opposite direction. Paired muscles never pull at the same time. One pulls, the other relaxes. One relaxes, the other pulls.

Muscle pairs in Lonnie's legs contracted into a jump. The muscles in his arms contracted and then lengthened to shoot the ball. The ball soared through the air, hit the rim, and fell into the basket. Score right at the buzzer!





LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

Nouns and Noun Phrases

Directions: Noun phrases include a noun plus one or more adjectives that describe that noun. Write five nouns from the passage above. Then, using what you've just learned about the muscular system and your own imagination, add one or two adjectives that describe the nouns to form noun phrases.

Noun	Description	Noun Phrase
Noun 1:		
Noun 2:		
Noun 3:		
Noun 4:		
Noun 5:		



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DATE: _____

5.1

ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

The Body's Messaging System

Directions: Read the following text about the nervous system. Pay close attention to how the adverbs and adverbials have been used to expand the sentences with more information.

The nervous system is your body's command system, the one that sends orders all around your body. It is your communication system, swiftly carrying messages that control all other systems. The central nervous system includes the brain and the spinal cord. Without these central controllers, none of your body's other functions would happen.



Your brain is a soft mass of tissues protected by your skull, a rigid helmet-like structure of bones encasing the brain. The spinal cord, the main nerve pathway between your brain and the rest of your body, looks like a long, thick rope. It extends from the base of your skull, or brain stem, to your tailbone. Stretching down the back, this ropelike cord weaves its way through openings in your back's bony vertebrae. Your spinal cord is protected by your spinal column, this flexible column of vertebrae.

A network of nerves links your brain and spinal cord to muscles and sense organs all over your body. Each nerve is a bundle of fibers, tiny threadlike cells encased in thin, fatty tissue. These bundles of specialized cells carry messages to and from the brain. These messages travel faster than the blink of an eye!





LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

Flipping a Coin

Directions: The paragraph below shows how the nervous system is necessary to do something as simple as flipping a coin. The chart that follows includes how, when, and where questions. Use these questions to help you think up adverbs and adverbials to use to expand the sentences in the paragraph with more information.

~~~~~

Toshiko had a tough choice. The school cafeteria was offering both tacos and baked chicken. These were two of her favorites. So, Toshiko decided to flip a coin. To do this, her brain sent signals through Toshiko's nervous system. These messages told the muscles of her fingers to flick the coin. They told her eyes to follow the coin as it flipped. And they told her hand to catch the coin as it fell.

Heads! Looks like it would be tacos for lunch.

~~~~~



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5.2
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

How/When/Where Question	Adverb or Adverbial	Expanded Sentence
When does the school cafeteria offer both tacos and baked chicken?		
How did Toshiko's brain send signals through her nervous system?		
How did Toshiko flick the coin?		
Where did the coin flip?		

Directions: Toshiko is excited to have tacos for lunch. Write an original sentence that uses an adverbial to describe how Toshiko goes to the school cafeteria.

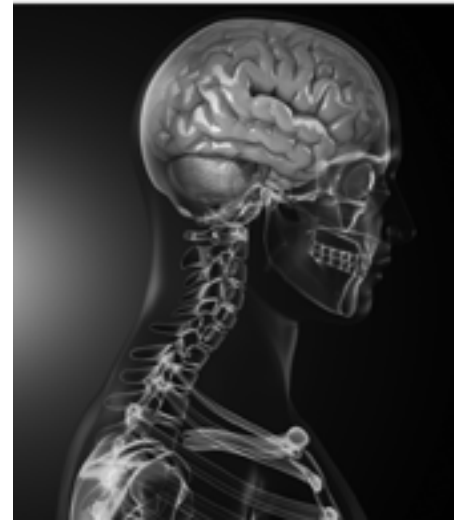


LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

The Nervous System and the Brain

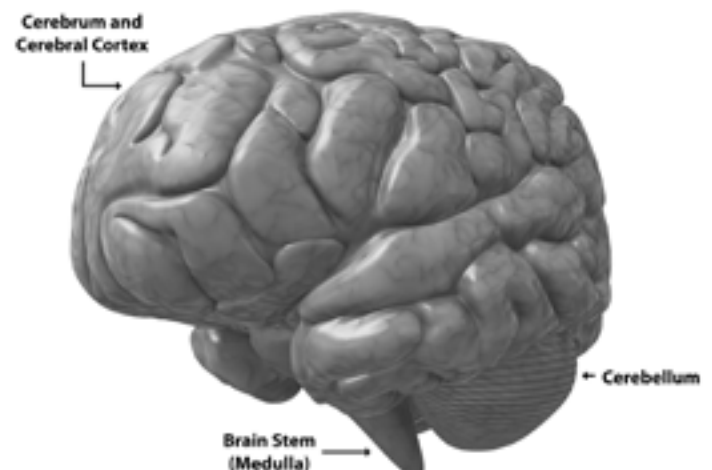
Directions: Read the following text about the nervous system and the brain.

You've learned that your nervous system is a complex network with two essential organs, your spinal cord and your brain. Your spinal cord is connected to your brain by the brain stem, the central trunk of the brain. Your brain itself is very soft, but it is well protected by your cranium, or braincase. This strong eggshell-shaped part of your skull is formed from eight interlocking bones, wedged together like the pieces of a jigsaw puzzle.



Inside your skull, your brain floats in a clear liquid that cushions it and keeps it from banging against your skull. Your brain is covered in grooves and folds, resembling a huge walnut. About the size of a cantaloupe or a grapefruit, this jellylike, pinkish-gray blob has blood vessels running all through its wrinkled mass. They carry oxygen, water, and other important nutrients to the brain.

The brain, when fully grown, weighs about three pounds. That may seem pretty small and light for such a big body, but humans have larger brains than animals when compared with their body size.





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6.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

So, even though the brains of elephants and whales are actually larger than human brains, their brains are smaller than ours compared with the enormous size of their bodies.

There are three main sections of the brain. They are the brain stem, the cerebrum, and the cerebellum. Each part of the brain has an important function. Your brain stem, about as thick as your thumb, is approximately three inches long. It helps to relay messages between your brain and spinal cord. The bottom third of your brain stem, the part that blends into the top of your spinal cord, is called the medulla. The medulla is responsible for many of your body's involuntary, or automatic, muscle movements.

The medulla makes sure that your lungs are receiving oxygen by controlling your breathing and making sure your heart is beating. The medulla helps you swallow and break down the food in your digestive system. The medulla controls your coughs and sneezes and hiccups, as well as your sleeping and dreaming. It also controls the movement of your head and neck.

The cerebrum is the largest part of your brain, filling the whole upper part of your skull. Language, memory, thought, sensations, and decision-making are housed in your cerebrum. Your cerebrum is “the thinking brain” and the part of the cerebrum that does most of the thinking is called the cerebral cortex. Your cortex is the deeply wrinkled outer surface of the cerebrum. The more that it is used, the thicker it becomes. In other words, people who use their brains to think a lot develop thicker cortexes. Do you think your cortex is getting any thicker? It is—you are learning a lot each day!



LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

Condensing Brain Clauses

Directions: On a separate sheet of paper, complete each “math equation” using the correct relative pronoun from the Word Bank below. Use the relative pronoun to condense two of the ideas in each section into one sentence.

Relative Pronoun Word Bank		
Refer to people:	who	whom
Refer to things:	which	
Refer to people or things:	that	whose

1. Your brain and spinal cord are connected. Your brain floats in a clear liquid. This clear liquid cushions it.

_____ + _____ + _____ = _____.

(Idea 1) (Relative pronoun) (Idea 2) (Condensed sentence)

2. I have a really smart friend named Joella. They say the human brain weighs three pounds. Joella might have a four-pound brain.

_____ + _____ + _____ = _____.

(Idea 1) (Relative pronoun) (Idea 2) (Condensed sentence)

3. The cerebral cortex is covered in deep wrinkles. These wrinkles get thicker the more they are used. Learning really does strengthen the brain!

_____ + _____ + _____ = _____.

(Idea 1) (Relative pronoun) (Idea 2) (Condensed sentence)



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7.1

ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

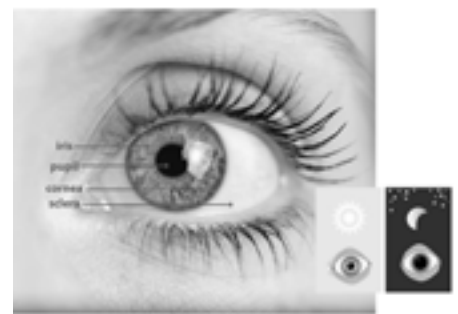
The Parts of the Eye

Directions: Read the following text about the parts of the eye.

Before we take a look at an eyeball, let's look at what surrounds your eyes. Your eyebrows help keep dust and sweat out of your eyes. Your eyelids protect your eyes, too, keeping your eyes moist by spreading tears over them. Tears are produced by tear glands, located above each eyeball on the under side of the eyelid. These salty water droplets keep your eyes wet and help fight germs. Tear ducts are tiny, raised bumps located in the inner corner of your eyes, containing openings no larger than a pinhole. These tiny openings are the drains for your tears! Your eyelashes, the short curved hairs growing on the edge of your eyelids, keep dust particles out as well.

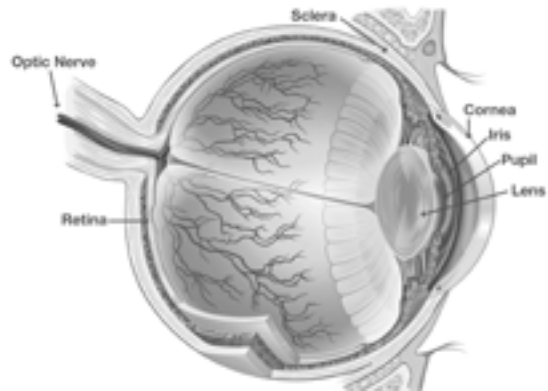


The outer, visible part of the eye includes the sclera, cornea, iris, and pupil. The white, outer layer of the eye is called the sclera. The thin, tough, transparent tissue that covers the colored part of the eye is called the cornea, and it allows light to pass through. Together, the sclera and the cornea protect the eye from germs, dangerous particles, and damaging light rays. The colored part of the eye, the disc located just behind the transparent cornea, is called the iris. At the center of the iris is a black circle. Do you see it? This dark circular hole, called the pupil, varies in size as it regulates the amount of light entering



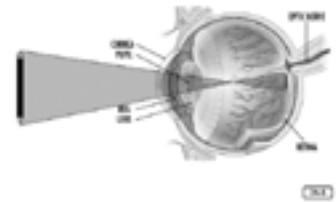
the eye. The muscles of the iris control the size of the pupil, tightening to make the pupil smaller in bright light, and relaxing to make the pupil larger in dim light.

You can only see clearly if the right amount of light enters your eyes. Eyes are designed to focus light. Every part of the eye has a role to play, including those parts that lie inside the eyeball. So, what is inside the eyes? Liquid and jelly! That's right—eyes are soft and hollow; the clear fluid and jelly inside them give them their round shape. There are three important parts inside the eyeballs that help you see: the lens, the retina, and the optic nerve.



In order to see, you need light. It can be natural light from the sun or electrical light from a bulb, but all seeing begins with light. The eye sees objects by seeing the light that reflects, or bounces off, objects.

Light rays pass through the cornea, the transparent tissue that covers the iris. Then they pass through the pupil to a clear disc called the lens. The rubbery, flexible lens adjusts its shape in order to focus on near or distant objects, creating crisp images. As the light rays pass through the lens, they land on the cup-shaped retina at the back of the eye. The light-receiving cells of the retina transfer light rays into electrical energy so that the nervous system can send information to your brain via the optic nerve. The short, thick, optic nerve is fixed to the back of the eyeball, just behind the retina. Acting like a cable, it passes through a tunnel in the skull and connects the eyeball to the brain. The optic nerve carries messages to the brain to be processed.





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7.2

ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES**Making Noun Phrases**

Part 1: Write down the five nouns you found on Activity Page 7.1. Then, using what you learned from the reading and your own imagination, describe the noun using adjectives and adverbs. Finally, add everything together into a noun phrase. Don't forget to add a comma between adjectives!

Nouns	Adjective 1	Adjective 2	Noun Phrases

Part 2: Now it's your turn to write! Choose one or more of the noun phrases you created above, and use it to write an original sentence. The sentence can be about anything you want. You can even add more adjectives and adverbs to the sentence to give your reader more information.

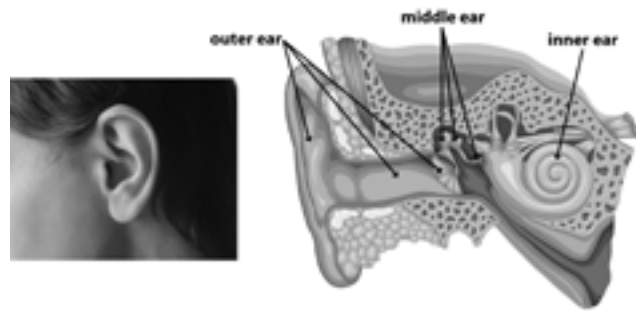


LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

The Parts of the Ear

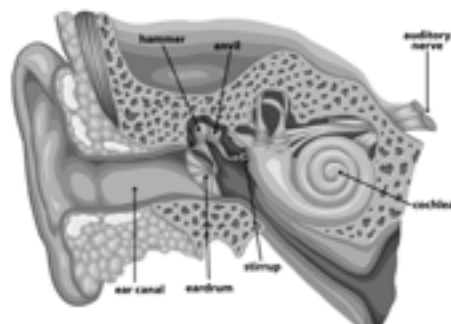
Directions: Read the following text about the parts of the ear.

Your ear is divided into three sections: the outer ear, the middle ear, and the inner ear. Just like your eyes, only part of your ears is visible. The other parts are hidden inside the protective bones of your skull.



Mammals are the only animals with outer ears. The outer ear consists of flaps on either side of your head, the ear canal, and the eardrum. Your outer earflaps are called pinnae [PIN-ah]. They are made of skin and a tough elastic tissue called cartilage.

The bottom part of each earflap, or pinna, is called an earlobe. It is much softer than the top part because it does not contain any cartilage. Some earlobes are attached to the side of the head, whereas others dangle loose.





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8.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

Shaped something like a cup, your outer ear is a sound catcher. It collects sound waves from the air around you and funnels them through your ear canal to your eardrum. Your ear canal is like a tunnel, about half as long as one of your pinky fingers. The inside of the ear canal is lined with tiny hairs, and earwax is constantly being produced by glands beneath the soft skin. Can anyone guess what earwax does? Earwax prevents infections by keeping dirt and other particles from building up in the ear canal. At the end of the ear canal, sound bounces off of a thin, flexible flap of skin that stretches across the end of this tunnel. This membrane, or thin skin flap, is called an eardrum because sound vibrates off it in the same way that sound vibrates off the top of a drum when it is pounded with a drumstick. Your eardrum separates your outer ear from your middle ear.

Your middle ear is a tiny, air-filled space just behind your eardrum. As the eardrum vibrates, or shakes, three itty-bitty bones inside the middle ear begin to move, too. These three bones are named for their shapes: the hammer, the anvil, and the stirrup. They are the smallest bones in your body. The stirrup is the smallest of the three, no bigger than a grain of rice. These three tiny bones form a chain, held in place by muscles, that leads from the middle ear to the inner ear.

Your inner ear is located inside your skull. It is the most complicated and delicate part of the ear, consisting of a maze of tubes inside a liquid-filled, bony, hollow space. At the end of the maze is a snail-shaped, coiled, bony tube, filled with fluid. This part of your ear, lined with tiny hairs, plays a very important part in hearing. It is called the cochlea, which means “snail” in Latin. Some people who cannot hear get cochlear implants, invented devices that function just like the cochlea functions. The second part of the inner ear is the auditory nerve, which can be likened to the optic nerve of the eyeball.

**LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES****What Did You Read?**

Directions: Answer the following questions based on your reading of “The Parts of the Ear.”

1. What are the three sections of the ear?
 - A. the ear canal, the earflap, and the earlobe
 - B. the outer ear, the middle ear, and the inner ear
 - C. the earwax, the cartilage, and the muscles
 - D. the hammer, the anvil, and the stirrup
2. What are the three tiny bones found in the ear?
 - A. the ear canal, the earflap, and the earlobe
 - B. the outer ear, the middle ear, and the inner ear
 - C. the earwax, the cartilage, and the muscles
 - D. the hammer, the anvil, and the stirrup
3. True or False: Mammals are the only animals that have outer ears.
4. What is the purpose of earwax? _____

5. The word *cochlea* means _____ in Latin.



NAME: _____

DATE: _____

8.3

ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES**Picking Adverbials**

Directions: Choose an adverb from the Word Bank below to expand each sentence that follows.

Word Bank		
loosely	gently	poorly
tightly	effectively	firmly
quickly	slowly	badly

1. Some earlobes dangle _____ and some are attached.
2. Loud noises can make the eardrum vibrate _____.
3. Earwax _____ prevents infections by keeping dirt and other particles from building up in the ear canal.
4. Muscles hold the tiny bones of the chain in place _____.

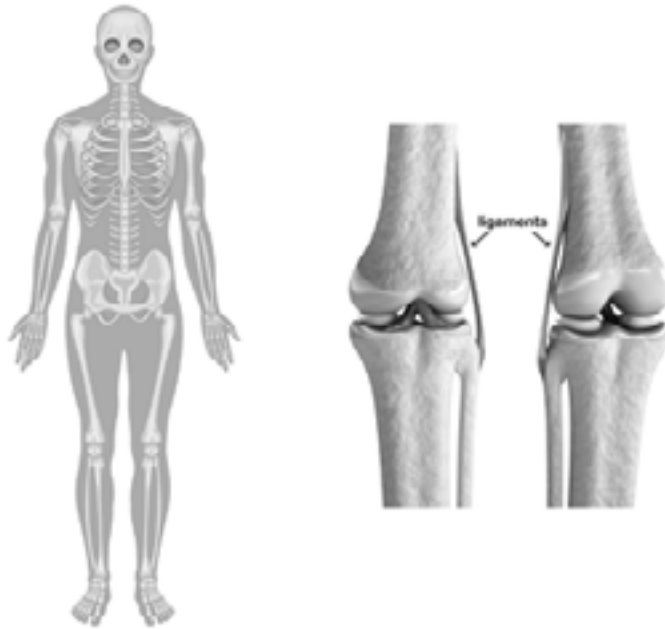


LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

Healthy Bones

Directions: Read the following passage, paying close attention to the supporting details the author uses to develop the main idea. Then complete the graphic organizer that follows.

~~~~~



There are things you can do to give your skeletal system a clean bill of health. Diet is important. Make sure that you eat enough foods with calcium to grow strong bones. Milk, broccoli, and dark, leafy greens are good choices. Posture is important, too; make sure that you sit and stand up straight. Keep your back safe by bending your knees when you lift something heavy!

~~~~~



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9.1
CONTINUED

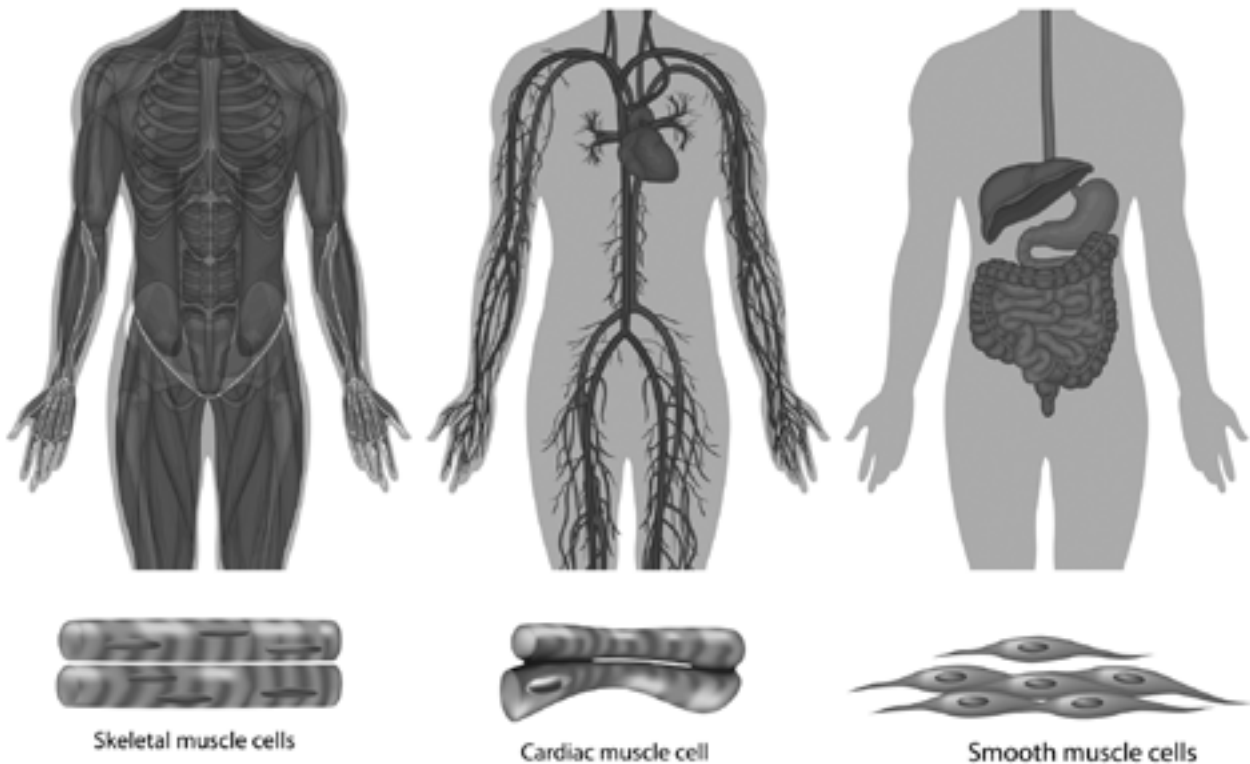
ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

Supporting Detail	Supporting Detail
Main Idea	
Supporting Detail	Supporting Detail

**LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES****Healthy Muscles**

Directions: Read the following passage, paying close attention to the supporting details the author uses to develop the main idea. Then complete the graphic organizer that follows.



It is important to keep all of your muscles healthy. Why? Because your muscles move you around! What can you do to give your muscles a clean bill of health? Diet is important. Muscles need protein found in eggs, meat, beans, and nuts. Exercise strengthens your muscles. Get all the exercise you can as a way of thanking your muscles for keeping you in constant motion.

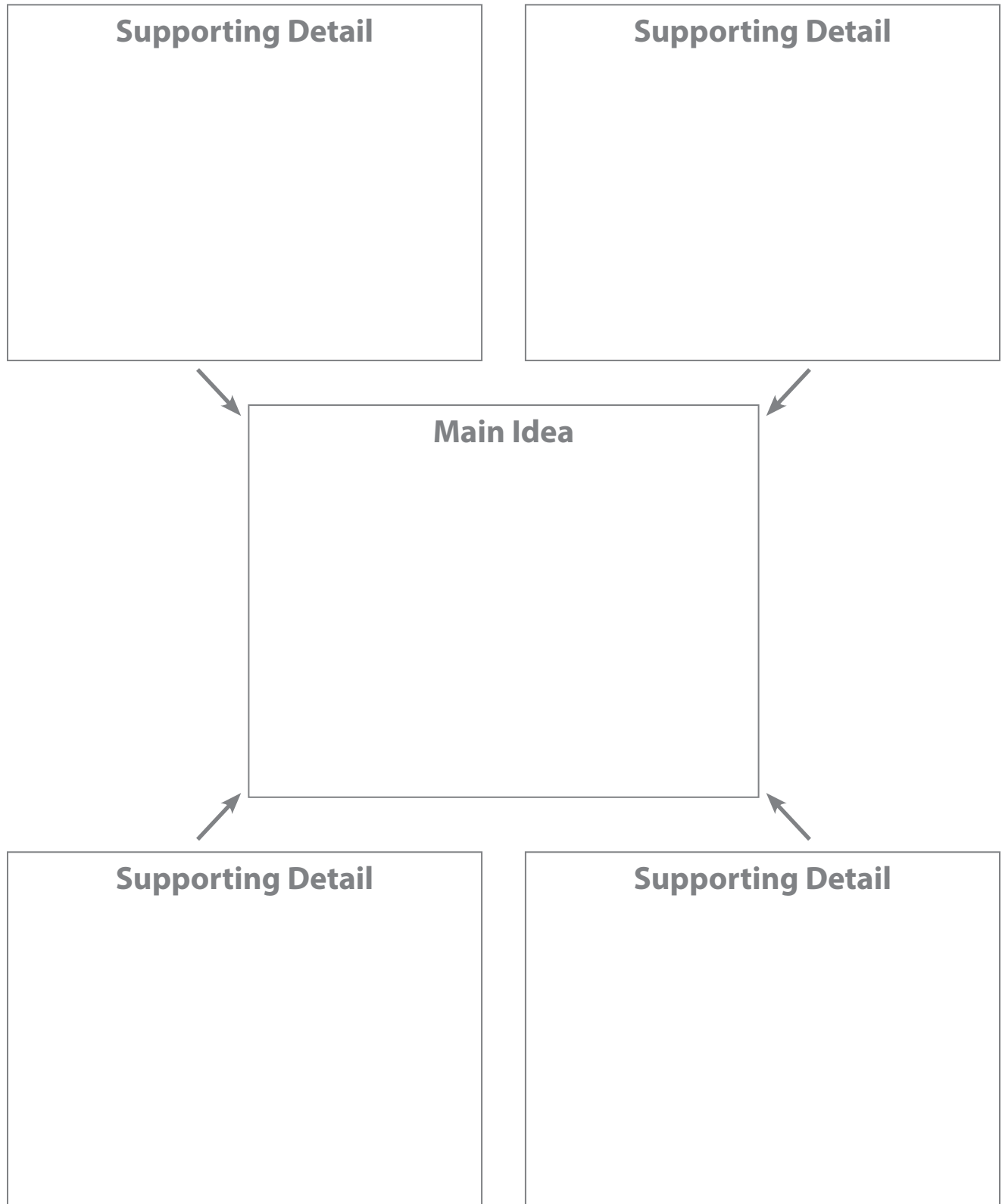


NAME: _____

DATE: _____

9.2
CONTINUED

ACTIVITY PAGE



**LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES****Healthy Eyes**

Directions: Read the following passage, paying close attention to the supporting details the author uses to develop the main idea. Then complete the graphic organizer that follows.

~~~~~

There are things that you can do to prevent injury to your eyes. Never look directly at the sun. Avoid bright lights and smoky spaces. Give your eyes a rest, never sitting for too long in front of a computer or a television screen. Wear safety goggles to protect your eyes from damaging chemicals in pool water or chemicals in a science lab. Wear sunglasses to protect from the glare from sunlight shining off things such as polished surfaces or snow.

~~~~~

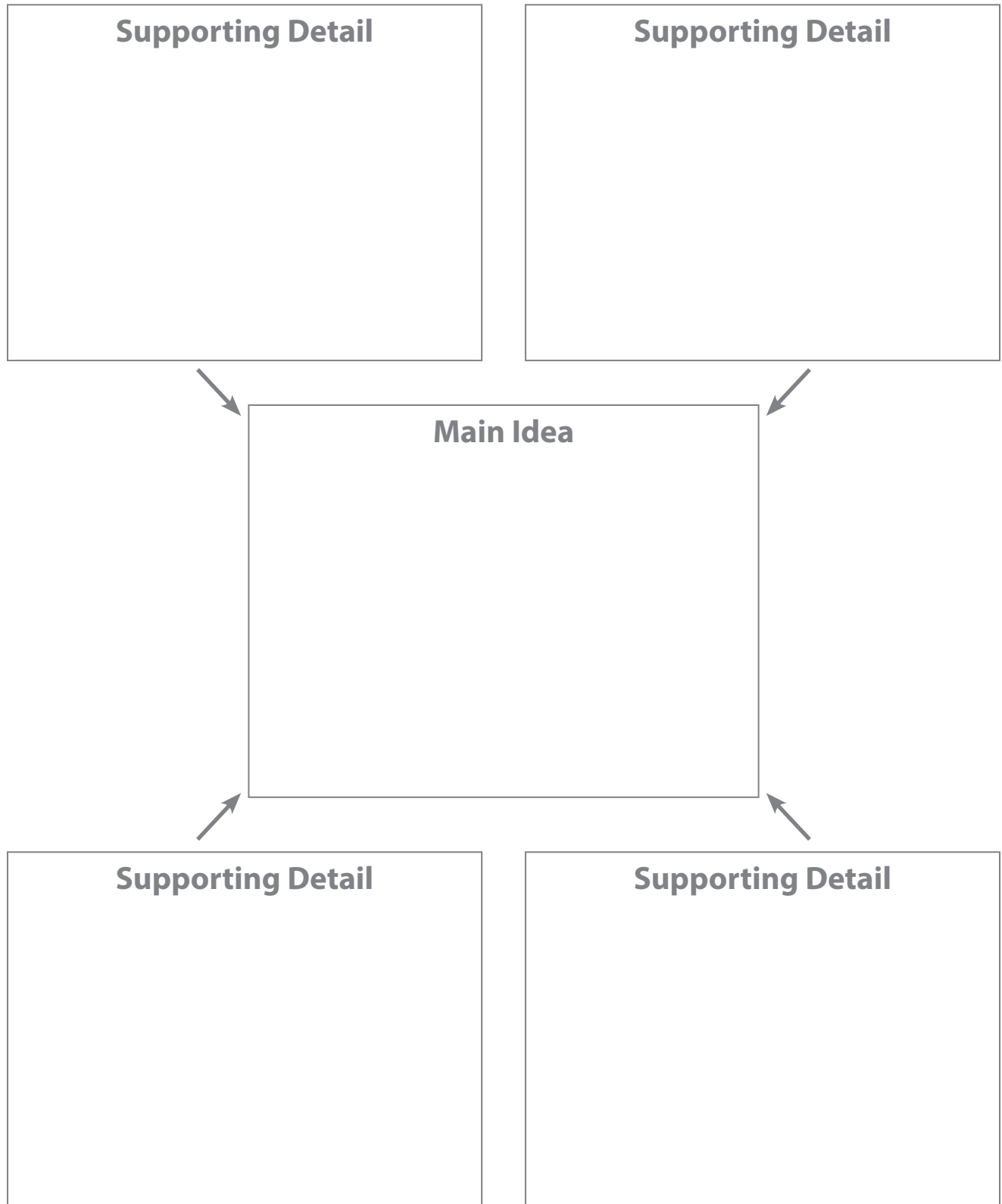


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9.3
CONTINUED

ACTIVITY PAGE





LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

The Parts of a Narrative Paragraph

Writing Prompt

Working in a group, write a narrative paragraph about a character who visits the doctor for their yearly checkup. Use what you've learned about the body from this Language Studio and your own experiences.

In order to write a narrative paragraph, you'll need to know the different parts that go into a narrative paragraph:

Characters

Definition	What to Write About	Examples
Characters are the people, animals, or other creatures that appear in the story.	<ul style="list-style-type: none"> • How the characters look • How they act • How they feel about things • What they say or think 	Harry Potter Robin Hood Ramona Quimby Stuart Little

Setting

Definition	What to Write About	Examples
The setting is where the story takes place.	<ul style="list-style-type: none"> • Is the story in the past, present, or future? • What is the location of the story? • What do the characters see around them? 	dark forest a classroom the school playground on a train in my bedroom



NAME: _____

DATE: _____

10.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES**Story Events**

Definition	What to Write About	Examples
Story events are the things that happen to the characters in the story.	<ul style="list-style-type: none">• Include at least three• Told in the order they happen• Should be connected	<ol style="list-style-type: none">1. I wanted to bake a cake for my brother's birthday.2. My mother and I worked hard.3. My brother was very surprised.

**LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES****A Trip to the Doctor—Discussion Guide**

Directions: Use the following questions to help guide your group discussions. Write your responses to each question in the space provided.

Think of a time you went to the doctor.

1. Who took you? _____

2. What did you see there? _____

3. What happened while you were there? _____

4. What did the doctor look like? _____

5. What kinds of questions did the doctor ask you?



NAME: _____

DATE: _____

11.1

ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES**Narrative Paragraph Planning Guide**

Directions: Complete the planning writing graphic organizer using the characters, details, and events of your narrative.

	Character Name	What the character looks like	What the character says and does
Character 1: The patient			
Character 2: The parent or guardian			
Character 3: The doctor			

Setting Details	
Where does the story take place?	What does the room look like?
What furniture is in the room?	What objects are in the room?

Story Events

Event 1:

Event 2:

Event 3:



NAME: _____

DATE: _____

11.2

ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES**Narrative Paragraph Writing Rubric**

Directions: Read the following rubric for the characters, setting, and events of your narrative paragraph.

	Characters	Setting	Story Events
3	<ul style="list-style-type: none">• Writing contains a doctor character and patient character.• All characters have names.• All characters have brief descriptions of what they look like.	<ul style="list-style-type: none">• The location of the story is clear.• Writing contains details about what the setting looks like.• It is clear whether the story takes place in the past, present, or future.	<ul style="list-style-type: none">• Story contains three or more distinct story events.• Story events are told in the order they happened.• Story events are clearly connected to one another.
2	<ul style="list-style-type: none">• Writing contains a doctor character and patient character, but not both.• Some characters have names.• Some characters have brief descriptions of what they look like.	<ul style="list-style-type: none">• The location of the story is somewhat clear.• Writing contains few details about what the setting looks like.• It is somewhat clear whether the story takes place in the past, present, or future.	<ul style="list-style-type: none">• Story contains only one or two story events.• Story events are somewhat told in the order they happened.• Story events are somewhat connected to one another.
1	<ul style="list-style-type: none">• Writing does not contain a doctor character or patient character.• None of the characters have names.• None of the characters have descriptions of what they look like.	<ul style="list-style-type: none">• The location of the story is not clear.• Writing contains no details about what the setting looks like.• It is not clear whether the story takes place in the past, present, or future.	<ul style="list-style-type: none">• Story contains no distinct story events.• Story events are not told in the order they happened.• Story events are not connected to one another.

**LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES****Narrative Paragraph Writing Template**

Directions: Use the following template to write your narrative paragraph.

Story Title: _____

Beginning Sentence: _____

Event 1: First, _____

Event 2: Then, _____

Event 3: Finally, _____

Concluding Sentence: _____



NAME: _____

DATE: _____

12.1

ACTIVITY PAGE

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES**Revision Checklist**

Directions: Use the following checklist of things to do while you revise your narrative paragraph. Be sure you complete each one. Check the box when you've finished each item.

- ☐ I checked to make sure all my sentences are complete sentences.
- ☐ I checked to make sure all words are spelled correctly.
- ☐ I checked to make sure all my sentences have correct punctuation.
- ☐ I added an adjective to expand a noun phrase. The noun phrase I added was: _____.
- ☐ I added an adverbial to answer a *how*, *when*, or *where* question about the story. The adverbial I added was: _____.
- ☐ I combined two related clauses using a relative pronoun. The relative pronoun I used was: _____.

Language Studio 4

The Ancient Roman Civilization





NAME: _____

DATE: _____

1.1

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

What Is Rome?

What is Rome? Today Rome is the capital city of Italy, a country in Europe. Rome is a beautiful, vibrant city, full of fascinating things to see and do.

However, Rome also has a past that helps us understand the present. For example, one of the most famous buildings from the ancient Roman civilization is the Colosseum. The Colosseum was an early sports stadium for Romans. However, Romans did not watch baseball and football at



the Colosseum. Ancient Roman sports fans came to the Colosseum to watch combat sports, in which people fought each other or animals—sometimes to the death. The Romans were skillful fighters, and their armies were powerful.

Beginning with the city of Rome, the Romans built a civilization that controlled most of present-day western Europe, as well as large parts of present-day Asia and Africa. Ancient Roman civilization began in Italy. From there it spread to the north, to the south, to the east, and to the west! This vast empire took many years to build. You might hear someone say, “Rome wasn’t built in a day.” That statement has come to refer to the time, effort, and dedication necessary to create any large or complicated project.

As the Roman empire spread, the Roman culture, or way of life, including Roman law, art, architecture, language, and knowledge spread, too. Although most ancient Roman buildings are now in ruins or have completely disappeared, Roman culture continues to influence the world to this day.



Museums around the world exhibit collections of artifacts from ancient Rome. An artifact refers to an object from the past. An artifact is like a “door to the past.” Tools, weapons, jewelry, artwork, pottery, and household items such as dishes or pots are examples of artifacts that provide clues about everyday life in the past.

Artifacts, along with ruins, such as the Colosseum, roads, and bridges, teach us how ancient Romans lived, worked, played, and fought. Many of these the ruins still dot the Italian landscape. Others have been buried for many years and continue to be discovered during archaeological digs.



Archaeologists are puzzle-solvers. They find little clues hidden in the ground—broken shards of pottery, an arrowhead, a few beads—and bit by bit they piece together a story about the people from long ago who created these things.



NAME: _____

DATE: _____

1.2

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Ancient Rome Discussion Guide

1. What do you think of when you think of something ancient?

2. The great Colosseum was often used for deadly combat sports, where men and animals fought to the death. Do you think these sports are right or wrong? Why?

3. Describe a situation where you might use the phrase, “Rome wasn’t built in a day.”

4. Why do ancient artifacts provide a “door to the past”? How do they let us “see” into the past?

5. If you had a time machine, would you want to visit ancient Rome? Why or why not?

6. In your own words: What is Rome?



NAME: _____

DATE: _____

2.1

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

The Legend of Romulus and Remus

Early on a chilly spring morning, a man picked his way through the tall grass along a bank of the River Tiber. He carried a large basket in his arms, in which two infant brothers were bundled up in blankets.



The twins were too young to understand that the man carrying them was a servant of their wicked uncle, King Amulius [uh-MYOO-lee-uhs]. The king had sent his servant to kill the baby boys out of jealousy—or perhaps out of fear that one day the handsome twins would become too powerful and try to take his crown and replace him as king.

But the servant was a kind man. He could not harm the infants. Instead, he placed the basket—babies and all—into the rushing waters of the River Tiber. He watched as they floated and bobbed slowly along the bank of the river. The twins remained calm and rather content as they floated downriver. Eventually, the basket wound its way into some tall, strong reeds, and there it sat. Legend says it was the river god, Tiberinus, who must have protected and saved them, cradling their basket-boat in his watery hands and gently guiding them to shore, where they fell asleep in the shade.





LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

It so happened that a mama wolf was having a drink of water at the river. The wolf had a tender heart and took pity on them. The wolf dragged the basket to her den, and when the boys awoke, she fed them the same milk that she fed her own puppies.

The twins remained in the den for a few days until finally the mama wolf saw a shepherd leading his flock of sheep down to the river. She dragged the basket to the shepherd and then darted away. Puzzled, the shepherd went up to the basket, saw the handsome baby boys, and decided to take them home.

What does this legend have to do with Rome, you ask? Well, these twin brothers were named Romulus and Remus, and they became quite famous.

At the time of Romulus and Remus, around 753 BCE, the area that is now Italy was broken up into many small kingdoms. Each kingdom had a king, and the kings constantly bickered, or argued, with each other. Romulus and Remus were tired of those other kings, so they set off with some friends to build their own city near the River Tiber where they had once been rescued by the she-wolf.



Can you guess what that city was named? Perhaps it could have been named Reme, after Remus, but that's not how the story goes. Instead, it was named Rome, after Romulus!



NAME: _____

DATE: _____

2.2

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Test Your Listening—Romulus and Remus

1. Why does King Amulius order the servant to kill the infants?

2. What does the servant decide to do with the brothers?

3. According to the legend, what happened to the infants as they floated down the River Tiber?

**LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION**

4. What did the mama wolf do when she found the babies?

5. Where did Romulus and Remus build their new city?

6. Which brother is Rome named after, Romulus or Remus?



NAME: _____

DATE: _____

3.1

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

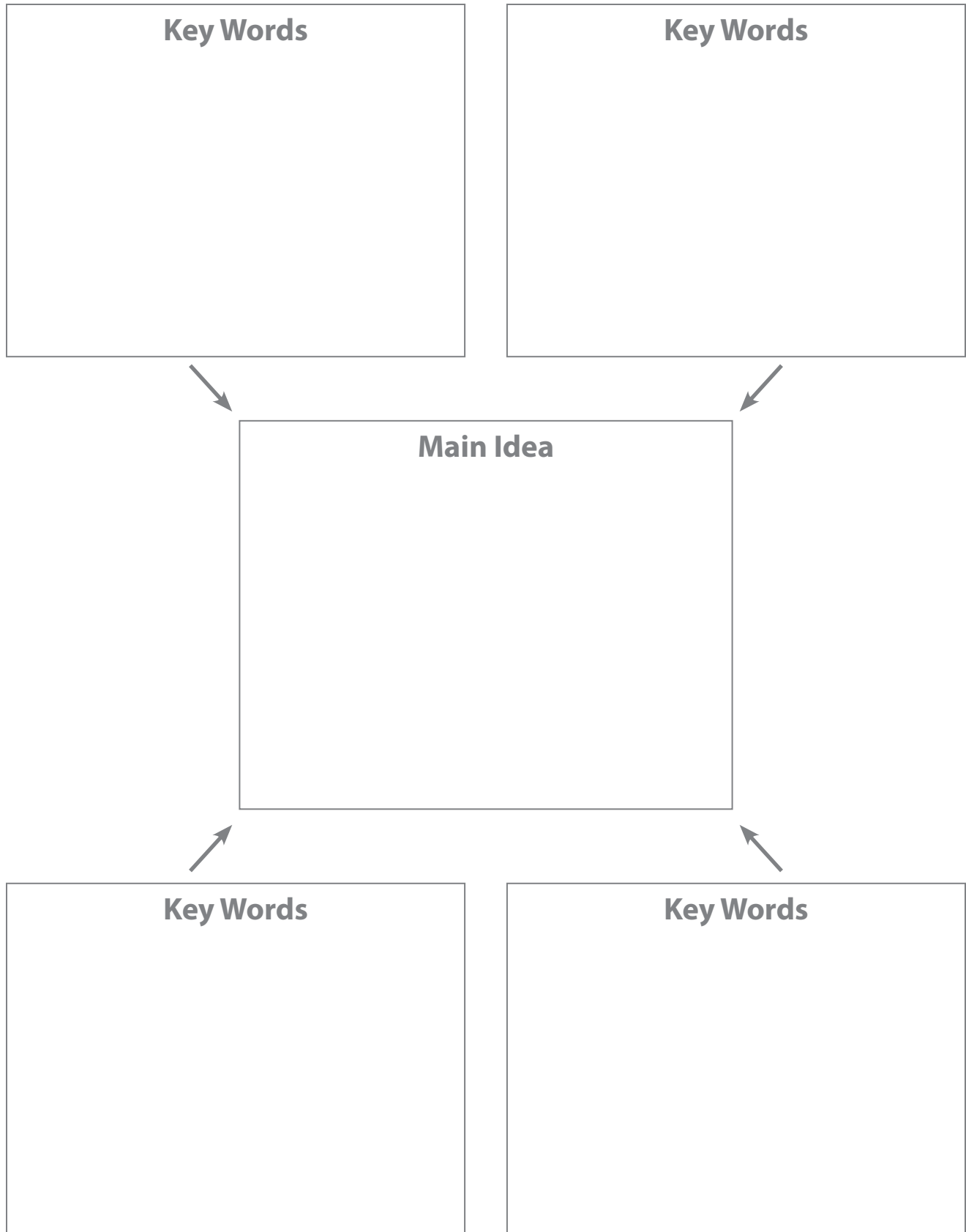
Directions: Read the following passage, paying close attention to the key words the author uses to explain the ideas. Then complete the graphic organizer, using the key words to state the main idea of the passage.

The Roman God Saturn

An ancient Roman farmer would have believed in a god named Saturn, who was—according to myth—the god of the harvest who existed before all the other gods. Whether the harvest was good or bad, the Roman farmer believed that Saturn was responsible. If the harvest was bad, then Saturn must be mad. If the harvest was bountiful, then Saturn was probably happy. This painting shows a statue of Saturn holding a scythe [SIGHTH] in one hand, a tool used by farmers to cut wheat.



Ancient Romans tried to keep Saturn and the other gods they believed in happy. Romans participated in the yearly Saturnalia Festival in late December to honor Saturn. This was a time of boisterous celebration with singing, dancing, and feasting all day and night.





NAME: _____

DATE: _____

3.2

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Directions: Read the following passage, paying close attention to the key words used by the author to explain the ideas. Then complete the graphic organizer, using the key words to state the main idea of the passage.

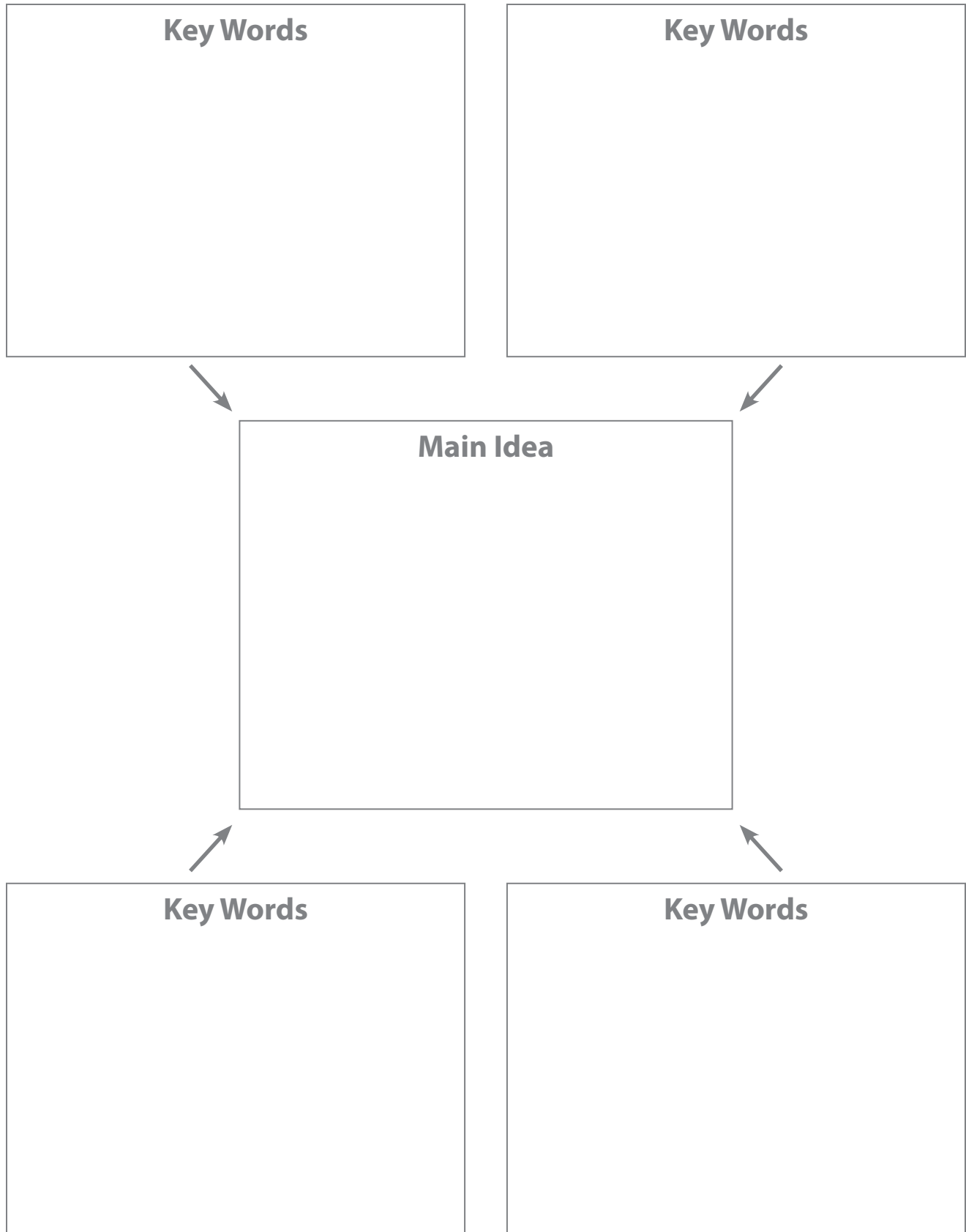
Borrowing Gods

The Romans also believed in and worshipped many of the same types of gods and goddesses as the Greeks, although the names varied since the two languages were different. Some historians would say

that the Romans “borrowed” these gods and goddesses from the Greeks, although others believe that the cultures each developed the deities independently before the Greeks and Romans ever came into contact with each other.

GREEK NAME		ROMAN NAME	GREEK NAME		ROMAN NAME
ZEUS		JUPITER	MARS		ARES
HERA		JUNO	MERCURY		HERMES
POSEIDON		NEPTUNE	BACCHUS		DIONYSUS
APHRODITE		VENUS	MINERVA		ATHENA
EROS		CUPID	APOLLO		APOLLO

The Greek goddess of wisdom, Athena, was similar to the Roman goddess Minerva. The Greek king of the gods was named Zeus; the Romans named their god king Jupiter. Ares was the Greek god of war, while Mars was the Roman god of war. The goddess of love had different names, too. The Greeks called her Aphrodite, while the Romans called her Venus.





NAME: _____

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3.3

ACTIVITY PAGE

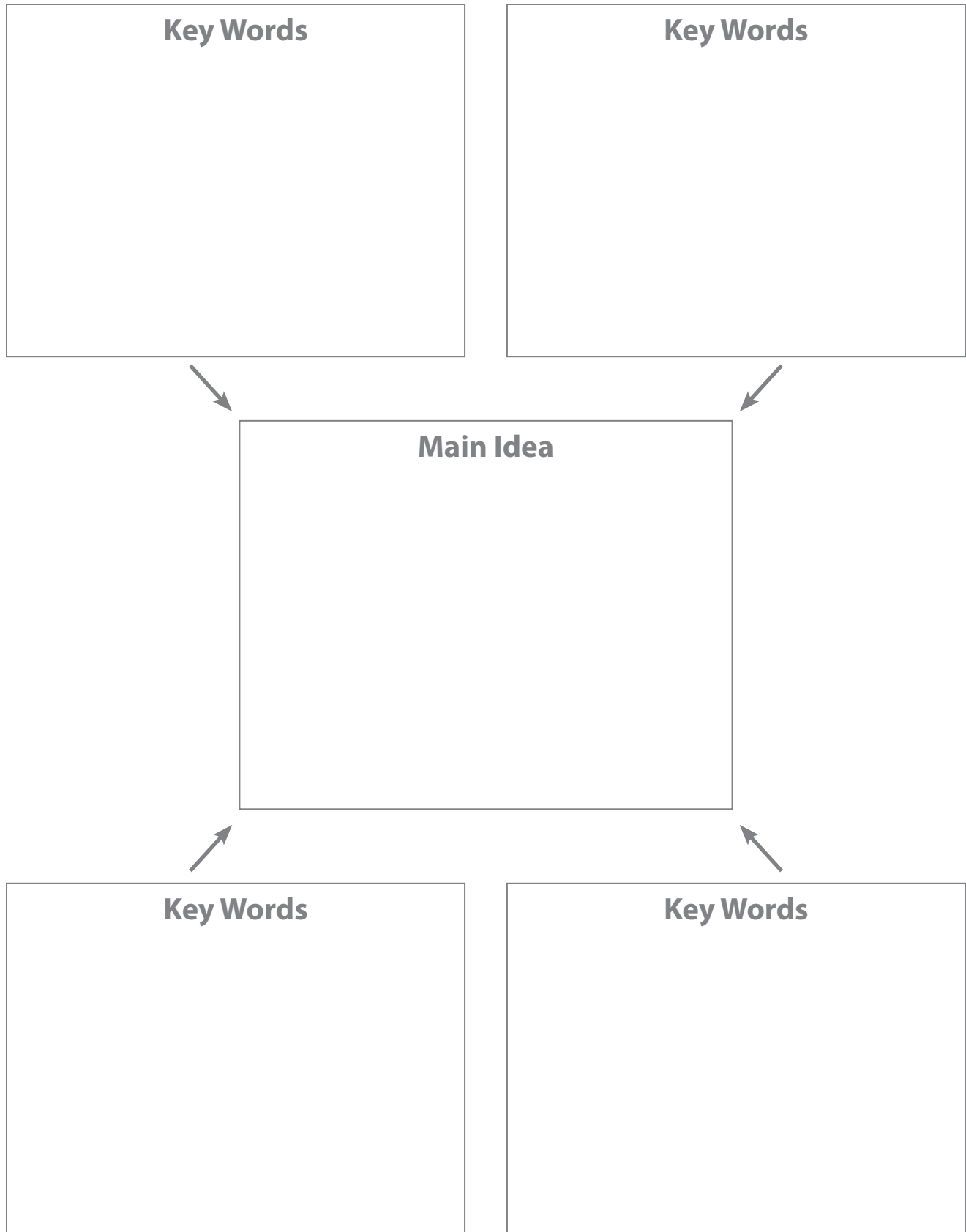
LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Directions: Read the following passage, paying close attention to the key words used by the author to explain the ideas. Then complete the graphic organizer, using the key words to infer the main idea of the passage.

Hercules and the Nemean Lion

According to both ancient Roman and Greek myths, Hercules was the strongest man on earth. He was special because he was believed to be part-god and part-human. His father was Jupiter, king of the gods. Hercules could do almost everything. According to several myths, Hercules killed dreaded creatures. One such creature was the Nemean Lion—a vicious, man-eating lion with a magical, protective hide. Hercules was sent out to kill the Nemean Lion to please a certain king. After Hercules successfully killed the Nemean Lion, he kept the lion's hide to protect himself on future adventures.







NAME: _____

DATE: _____

4.1

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

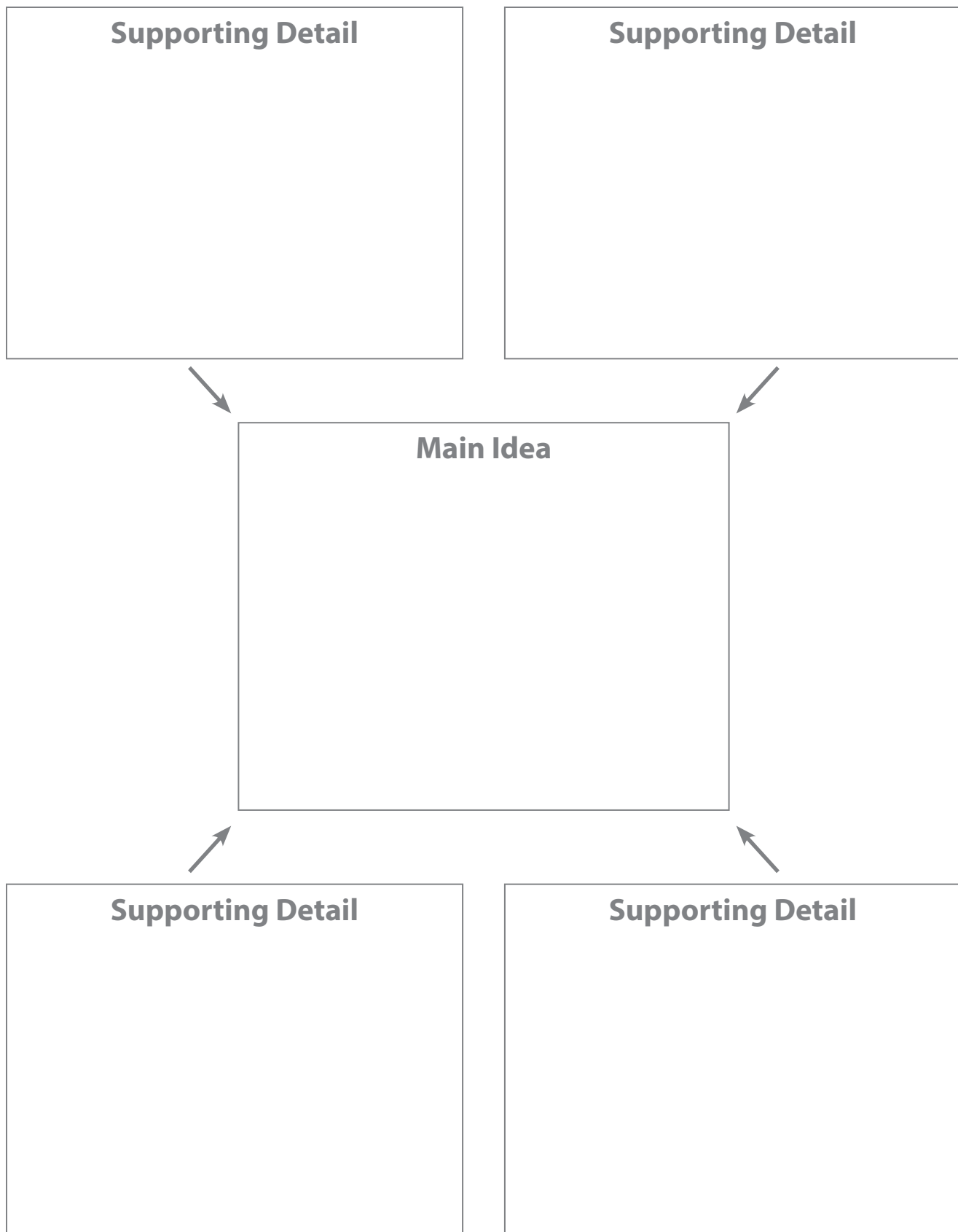
Directions: Read the following passage, paying close attention to the supporting details the author uses to develop the main idea. Then, complete the graphic organizer that follows.

Patricians

Not all citizens of Rome were treated equally. In fact, some people living in Rome were not even considered citizens. People of Rome were divided into groups, and each group had different rights and privileges under the law. The most powerful, though smallest, group consisted of the patricians. They were Rome's elite, a small group of wealthy, powerful people who owned large homes in the city, vineyards in the country, and villas on the coast.



The patricians were citizens of Rome, which meant that they had the right to vote, and they had certain protections and privileges under the law. Since they were the most educated and privileged group, the patricians were also most likely to become senators, so they made many of the laws in the Roman republic. As you might guess, the people in this painting are wealthy Roman patricians. Women in ancient Rome were also considered citizens. Wealthy women were members of the elite patrician group, although they could not vote or serve as senators or consuls.





NAME: _____

DATE: _____

4.2

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Directions: Read the following passage, paying close attention to the supporting details used by the author to develop the main idea. Then, complete the graphic organizer that follows.

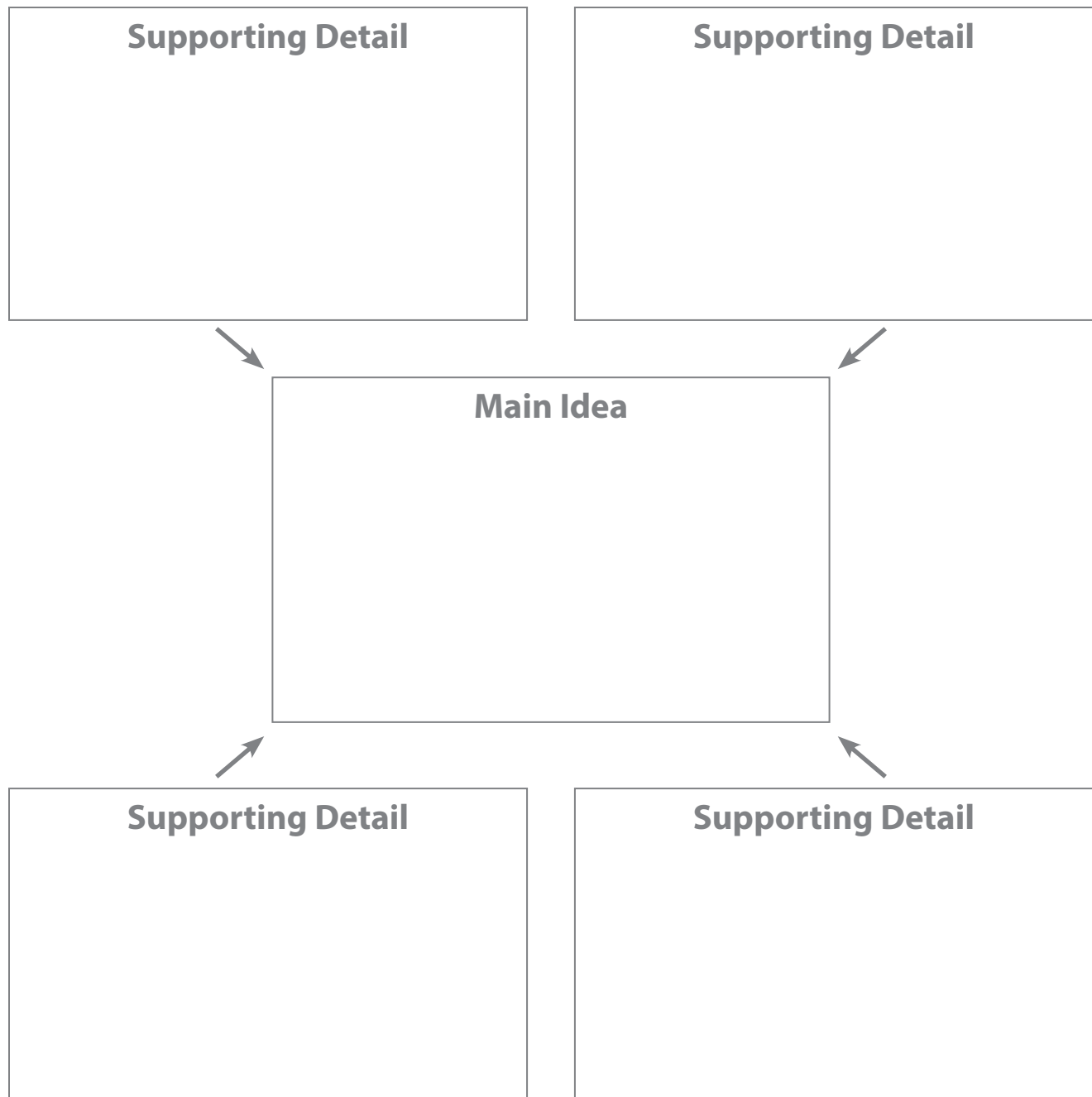
Plebeians

Plebeians were second-class citizens, meaning that they did not have all the rights and privileges enjoyed by patricians. However, the plebeians had one major advantage: numbers. Since most Roman citizens were plebeians, the wealthy patricians knew that it was important to make sure the plebeians were happy, or at least happy enough that they wouldn't rise up and try to take more power for themselves.



Like patricians, plebeians were citizens, which meant that they could vote. However, plebeians were subject to a different set of laws than patricians. For instance, a patrician could freely insult and even attack a plebeian, but plebeians were forbidden from insulting or attacking a patrician. Plebeians could own property but it was difficult for them to gain enough land or money to become as rich or as powerful as the patricians.

Plebeians could be fairly wealthy shopkeepers and traders, hardworking farmers and fishermen, or poor and lowly workers. Farmers were important since plentiful crops helped to maintain the success of Rome's culture and civilization. For this reason, Saturn, the god of the harvest, was important to Roman culture. Romans worshiped Saturn to ensure bountiful harvests.





NAME: _____

DATE: _____

4.3

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

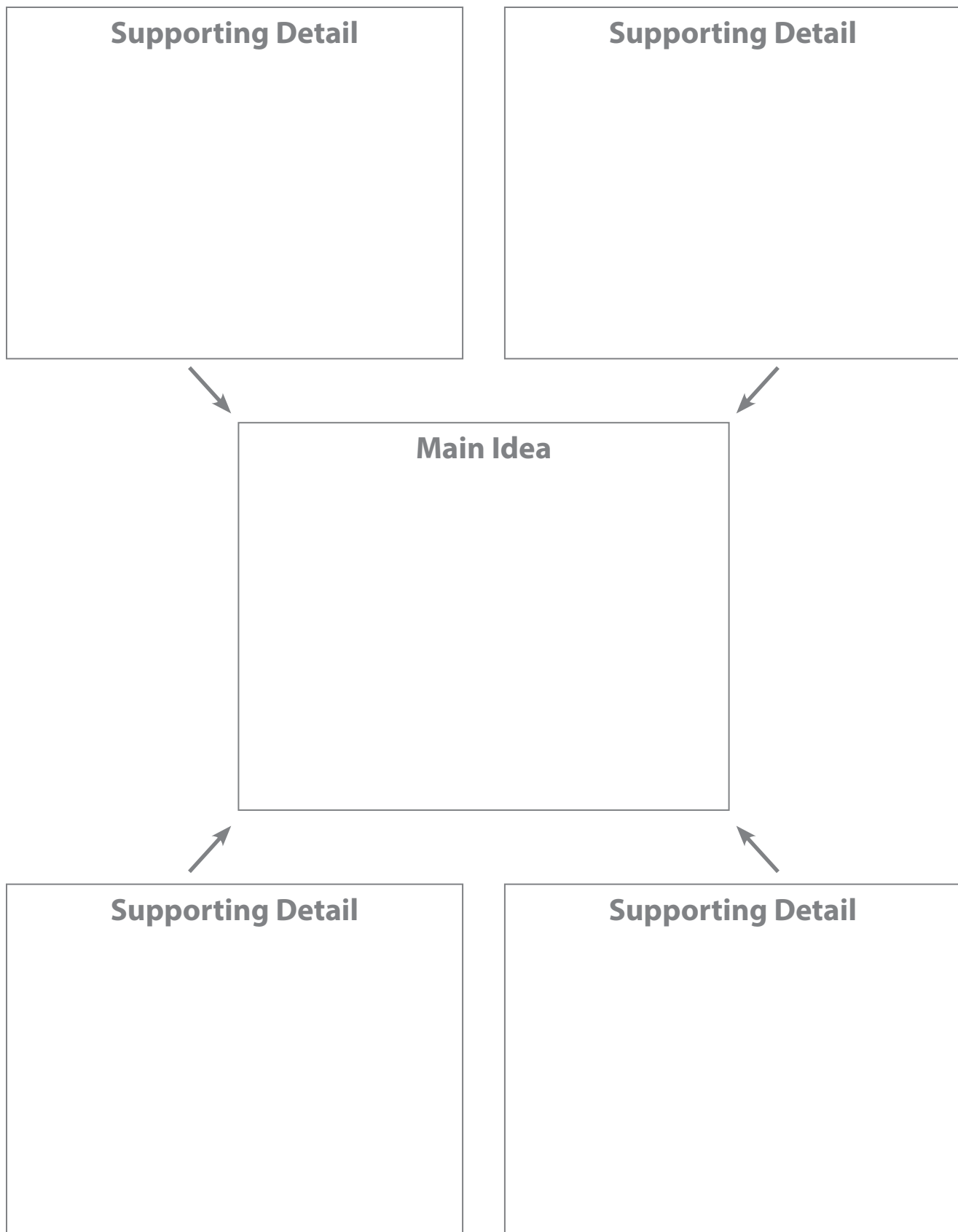
Directions: Read the following passage, paying close attention to the supporting details the author uses to develop the main idea. Then, complete the graphic organizer that follows.

Roman Slaves

Slaves were not considered citizens of Rome, which meant that they could not vote. Slaves belonged to their owners and had few freedoms. Slaves could not choose where to live. They were not allowed to choose their jobs or quit jobs that had been given to them by their owners. However, Roman slaves did have some rights. For example, Roman slaves could receive an education to improve their ability to do their jobs. Slaves could earn their freedom if they worked very hard for their owners. Once a slave was freed, the slave's children were considered full Roman citizens.



Who became a Roman slave? As Rome expanded into new territories, the Romans fought wars with the people who lived in those territories. Once a war ended, the losers often became slaves to the winners. Slaves were considered the property of their owners; they were forced to obey their owners and work hard for no pay. If a slave insulted or attacked a Roman citizen, the consequences could be severe. Slaves were considered the lowliest people in Roman society.





NAME: _____

DATE: _____

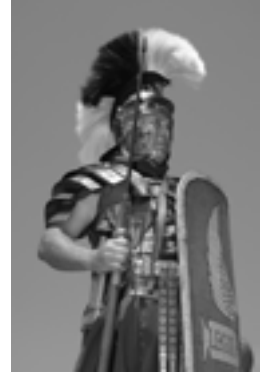
5.1

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

The Punic Wars

The Punic Wars were a series of battles that lasted for more than one hundred years. During this time, there were three Punic wars between the Romans and the Carthaginians (car-THE-jin-e-uns). Carthaginians were from an area that was once called Carthage, a part of North Africa that is now the country of Tunisia.



Imagine you are a soldier in the Roman army. Your army is called the Roman Legion, and you are a legionary. You are wearing heavy, thick armor and a helmet with flaps to protect your head and face during fights. If you are one of Rome's finest soldiers, you are wearing a helmet with a furry strip on top. Besides your armor, you have a shield, a spear, and a short sword. You have learned to march in perfect step with hundreds of other legionaries. You have faced many enemies in battle, and you are prepared to fight for Rome. Since the founding of the Roman Republic, you and other legionaries have proudly fought to expand Rome's power and influence.



Rome is no longer just a city. Through the years it has expanded to include the majority of the area known as present-day Italy. Dozens of kingdoms and other areas have been absorbed by the Roman Republic. Some have resisted and fought Rome's growing power, only to fall before the mighty Roman legions. Other kings have accepted Roman rule and have become wealthy patrician citizens.



Now you are preparing to fight a new enemy. This enemy is not an old king desperately clinging to an old way of life. This enemy comes from across the Mediterranean. They are called the Carthaginians, and their goal is to destroy Rome itself! The Carthaginians, or the people of Carthage, are from North Africa. There, they have built a vast civilization, even larger and richer than the Roman Republic.

Carthage is the trading center of the known world. By land and by sea, most traded goods from the exotic, or unfamiliar, lands to the East—Mesopotamia, Persia, India—pass through Carthaginian territory on their way to Rome or wherever else they may be headed. Perhaps a conflict between the powers of Rome and Carthage is unavoidable. Two growing civilizations may only share the same sea and land for so long. As Rome has expanded through Italy, Carthage has expanded





NAME: _____

DATE: _____

5.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

throughout North Africa and across the sea to present-day Spain. This rivalry between these two expanding civilizations has led to several battles which have become known as the Punic Wars.

During these three Punic Wars, which lasted more than one hundred years, Rome and Carthage fought for ultimate control of the Mediterranean Sea and all the land surrounding it. The Punic Wars did not turn out well for the Carthaginians. Eventually, the Romans sacked Carthage, meaning they took everything of value and destroyed the rest. They also took many Carthaginians as slaves. As a result of winning the Punic Wars, Rome gained control of nearly every bit of land around the Mediterranean. This was the beginning of one of the most powerful empires in all of history.

**LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION****Shades of Meaning Scale**

Directions: Below are three synonyms with different shades of meaning. On a scale of 1 to 10 (1 being not very strong, 10 being very strong), how would you rank each phrase? Write each on the scale according to how strong the shade of meaning is.

1. fearless soldier / brave soldier / heroic soldier



2. Romans call / Romans scream / Romans shout



3. armies hike / armies march / armies walk



4. Romans conquer / Romans beat / Romans defeat





NAME: _____

DATE: _____

6.1

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Daily Roman Life in the City, Part 1

What would it have been like to be born and raised in the city of Rome? Let's imagine that you are a child born into a plebeian family. You live with your mother, father, sister, and brother in a small apartment near the center of the city, not far from the great Colosseum.



Your apartment building is crowded and noisy. There is always someone yelling or crying or laughing. There is smoke from ovens and open fires in the courtyards where women bake and cook. They are not allowed to cook in their apartments for fear of burning down the whole building. Workers would rebuild walls that have been damaged.

On warm summer mornings, you and your friends like to go to the bridge across the Tiber River and wave to your father and the other merchants as they return from the docks on their way back into the city.



Your father dreams of becoming a wealthy merchant one day, but right now he only owns one little boat. Each morning when the docks reopen, he and his partners row out to where the big ships unload their exotic goods.

Your father buys goods from the merchants on the ships and then he resells the goods in other places in the city. He is a good businessman: He buys goods at the wharf at a low price and then sells them for a higher price to the rich people in the city who are too busy, or lazy, to come out to the wharves themselves. He doesn't care what kinds of merchandise he gets—pottery, fabric, dried fruits, or whatever else he can find—as long as he gets a good price. After the boats pass, you and your friends hurry home for your daily lessons.

Like most other plebeian children, you are educated at home by your family instead of going to school. You are taught to read and write in Latin. You are taught good manners and proper behavior. You learn about Roman gods, Rome's history, and what it means to be a proud Roman citizen. You also learn about your culture: the traditional songs, dances, and recipes.



Your sister often goes to music lessons. She must replay any notes she gets wrong. Your aunt sometimes takes her and other girls for a flute lesson near the temple of Minerva, built to honor the goddess of wisdom and creator of music. The boys exercise and play rough games to become stronger. They redo the exercises over and over again. The parents are responsible for making sure their young boys are strong enough to serve in the Roman army when they are old enough.



NAME: _____

DATE: _____

6.2

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Re- Prefixes

Directions: Read the following sentences about “Daily Roman Life in the City, Part 1.” Use what you know about the meaning of the prefix re- to infer the meaning of each underlined word. An inferred meaning is based on your best guess using what you already know.

1. Roman workers would rebuild any walls that were weak or damaged.

Inferred Meaning:

2. Music teachers were very strict. The girls had to replay any notes they might have gotten wrong.

Inferred Meaning:

3. The boys had to train as hard as the girls. Their instructors made them redo the exercises over and over again.

Inferred Meaning:

4. Each morning when the docks reopen, the men would row out to where the big ships unload their exotic goods.

Inferred Meaning:

**LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION****A Letter to a Friend**

Directions: Pretend you are a Roman citizen born into a plebeian family. You have a friend in a wealthy patrician family who lives across the city. Write a letter to them, describing what your daily Roman life is like in the city. Be sure to include one to two words containing the prefix re-.

Dear _____,

My family and I live in a _____

My father dreams of becoming _____

I like to spend my days _____

I am feeling _____ because

Your friend,



NAME: _____

DATE: _____

7.1

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Daily Roman Life in the City, Part 2

Let's imagine that you are a child in a wealthy patrician family. Like most patrician families, you live in a large house known in Latin as a domus [DOH-moos]. The domus has several stories with enough rooms for your large family: mother, father, children, grandparents, dozens of slaves, and several aunts, uncles, and cousins. It is common to find the family gathered in the atrium, a large open space in the middle of the domus. An atrium features a skylight, or hole in the roof, which creates a bright atmosphere and helps air circulate through the house. If you look closely at the floor, you can see a shallow pool of water in the middle of the atrium. This pool is there to collect rainwater, because there is no way to close the skylight. The little pool is also a good place to rinse your feet if they are dusty from the streets. Families took precautions to make sure no one slipped on the wet floors.



Whether they were plebeians or patricians, all Roman families were organized in a similar way. While many families consisted only of parents and children, it was also very common to find many relatives living together in the same apartment building, if not in the same house. Everyone—from grandparents to slaves—was considered to be part of the family. The oldest

man in the family was called in Latin the pater familias [PAW-tare fah-MEEL-ee-yas], and he was in charge. By law, the pater familias had control over the family's property and money, and he made all the family decisions. He might have predicted whom his children would marry even when they were just preschool age!



Roman women were not allowed to vote or run for the Senate or other offices. Women were expected to do whatever the pater familias told them to do. Nevertheless, Roman women did have some rights that women in many other civilizations did not have at the time. Roman women were allowed to own property, so there were many women involved in business. Roman women were usually deeply involved in important decisions involving the home. Patrician women were often moneylenders or landlords, meaning they owned and managed properties in which others paid to live. Most plebeian women had their hands full with domestic duties, which included raising children, cooking, and cleaning. They may have also carried on a trade, such as selling food in the market. Wealthy plebeian and patrician women had slaves to do the work for them. Much of their time was spent managing their slaves. The richest families sometimes had hundreds of slaves to manage.





NAME: _____

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7.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Patrician families and friends loved to gather for long, relaxing meals. They would prepare lots of different foods. They would



sometimes eat for hours, nibbling at their food, drinking wine, and sharing all the latest stories they had heard around town. Rich patricians liked to recline on dining couches during meals. Sometimes they would lie on their stomachs; at least they didn't have to worry about spilling food on their laps! People often ate with their fingers—no need for a fork or spoon (unless they were eating soup).

On an average night, however, most plebeian families usually did not have time for long suppers. They probably sat around a table on stools, and their food usually wasn't very elaborate. A typical plebeian family would eat bread and porridge made of grain, along with small helpings of meat and whatever vegetables they had on hand.

**LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION*****Pre– Prefixes***

Directions: Read the following sentences about “Daily Roman Life in the City, Part 2.” Use what you know about the meaning of the prefix pre– to infer the meaning of each underlined word. An inferred meaning is based on your best guess using what you already know.

1. Roman took precautions to make sure no one slipped on the wet atrium floors.

Inferred Meaning:

2. Even when his children were very young, a father might predict whom they would marry.

Inferred Meaning:

3. Families would often decide whom a child might marry even when they were still preschool age.

Inferred Meaning:

4. Before a big meal, the families would prepare lots of delicious foods.

Inferred Meaning:



NAME: _____

DATE: _____

7.3

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION**Answering a Friend's Letter**

Directions: Pretend you are a Roman citizen born into a wealthy patrician family. You have received a letter from a friend from the plebeian class. Use the letter you wrote in Activity Page 6.3 to write a letter back. Describe for your friend what your daily Roman life is like in the city. Be sure to include one to two words containing the prefix pre-.

Dear _____,

My family and I live in a _____

It may seem strange, but my father has already _____

My family enjoys gathering for _____

I am feeling _____ because

Your friend,



LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Julius Caesar

You will hear the name Julius Caesar, or just Caesar, throughout your life. You may have already heard this name many times. Julius Caesar is one of the most famous Romans who ever lived. His full name was Gaius [GUY-es] Julius Caesar, and he was born in 100 BCE, when the Roman Republic was a little more than 400 years old. His ancestors belonged to one of Rome's oldest patrician families, the Julii [YEWEL-ee]. Julius Caesar was a Roman consul and skilled general who won many battles and greatly expanded Rome's territory. We know a lot about him because stories about his life and accomplishments have been written and also passed down orally throughout history. In fact, while he was alive, Julius Caesar wrote some stories himself about his own life. Julius Caesar had many impressive accomplishments.



Julius Caesar became a soldier at a young age. Originally, he was nominated to become a priest of Jupiter, which was a very powerful religious position in Rome. However, a family feud erupted between his family and another important patrician family. As a result, Julius Caesar left Rome and joined the army instead.





NAME: _____

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8.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Julius Caesar was a fine soldier, and he soon became well known throughout the army. For his bravery, he was awarded a Civic Crown, which was a simple crown made of oak leaves. A Civic Crown was a very important honor, and represented a soldier's bravery. Only very important Romans earned the right to wear one.



After a few years in the army, Julius Caesar returned to Rome and became involved in politics. The word *politics* refers to the activities involved in running a government. In a republic, making laws, going to war, collecting taxes, and other government actions all require agreement between various people in the government. In Rome, the consuls, senators, and other Roman officials all had to work together to try to solve problems.



However, when it came to governing the areas Rome controlled, there were always disagreements about what the role of government should be. In order to get things done, politicians formed an alliance with other politicians who agreed with them. In Roman politics, there was power in numbers. If a group of politicians formed an alliance, then together they had an easier time convincing other people to go along with them.

Julius Caesar formed a political alliance with another soldier, a very rich man named Pompey [POM-pee]. Together, they set out to gain the things they wanted, such as land and power. Julius Caesar was elected to a number of special political offices, even though he had as many enemies as he had friends. He worked his way up the political ladder until he finally became one of the two consuls at the top of the government.



NAME: _____

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8.2

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

When Did It Happen?

Directions: Choose the correct verb tense to complete each sentence below. Then tell whether the action took place in the past, present, or future.

1. Julius Caesar _____ (wore / wears) his crown every day.

When did the action take place?

2. Throughout his life, Caesar _____ (won / will win) many battles.

When did the action take place?

3. Someday, Caesar _____ (rule / will rule) all of Rome.

When did the action take place?

4. Caesar _____ (earned / earns) the Civic Crown when he was a young man.

When did the action take place?

5. Next week, Caesar _____ (forms / will form) an alliance with Pompey.

When did the action take place?

Directions: Write a sentence about Julius Caesar using the past tense form of the verb elect.



LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Julius Caesar: The Later Years

Caesar's old ally Pompey was now his greatest enemy. Pompey did not like all the power and glory Caesar had. Pompey raised an army of his own to fight Caesar. It was a bloody civil war that lasted several years. Through it all, Julius Caesar remained a hero to most plebeians. During his time in Roman politics, Caesar preferred passing laws that favored the lowly over the rich in Roman society and members of the Senate. In the end, Caesar's army won the civil war, and Pompey was killed. Caesar unexpectedly had mercy on many of his other enemies within Rome. Rather than kill all of his enemies, as most ancient Roman leaders would have done, Caesar tried to heal the wounds of civil war by trying to unite Romans.



Caesar was now the dictator of Rome, but not everyone agreed with the way he did things. He was the main ruler who could make decisions without needing the approval of consuls. This was very different from the process of checks and balances which the Romans had relied upon to control the power of the consuls! Julius Caesar and his armies continued to conquer other lands, extending Rome's influence throughout nearly all of the Mediterranean. After one battle, Caesar famously claimed, "Veni, vidi, vici," [pronounced in Caesar's day as WAY-nee, WEE-dee, WEE-kee] meaning in Latin, "I came, I saw, I conquered."



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9.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Julius Caesar wanted to import wheat, among other things, from Egypt into Rome. Thanks to the lush farmland along the Nile, there was enough wheat in Egypt to feed all of Rome. Julius Caesar crossed the Mediterranean Sea to seize Egypt's wealth.



Once there, however, Caesar met Queen Cleopatra and instead, he fell in love! Cleopatra was considered to be an extraordinary person. She was incredibly smart and clever. When Cleopatra walked into a room, everyone wanted to hear what she had to say.

Cleopatra was involved in her own political problems and civil war in Egypt. She was fighting her brother, Ptolemy [TOL-uh-mee], for control of the Egyptian throne. Caesar helped her settle her problem by having Ptolemy killed. After Ptolemy's death, Cleopatra became queen of Egypt, and much-needed shipments of Egyptian wheat were soon exported to Rome.

Eventually, Caesar's enemies gained the upper hand. They worried that as Caesar became more powerful, he might declare himself king. Many members of the Senate became jealous and wanted to remove Caesar from power. In one of history's most famous deaths, Caesar was killed on the floor of the Roman Senate. It was the Ides of March—March 15th, 44 BCE.



Sixty Roman senators, led by Junius Brutus, secretly plotted to murder Caesar in the Roman Senate. According to legend, Julius Caesar's last words were "Et tu, Brute?" This means, "And you, Brutus?" Caesar was surprised to discover that Brutus, someone he considered an ally, was a part of the plan to murder him. For all the troubles he faced during his time as dictator of Rome, Julius Caesar died a hero in the eyes of most Roman people.



NAME: _____

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9.2

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION**Combining Clauses**

Directions: Combine the clauses in each sentence frame using the correct coordinating conjunction.

Coordinating Conjunctions		
and	but	or

1. Julius Caesar and Pompey used to be friends, _____ now they were enemies.
2. Caesar's army won the battle, _____ Pompey was defeated.
3. Caesar knew he could be a strong ruler, _____ he could be a weak ruler.
4. Cleopatra was very clever and smart, _____ Caesar fell in love with her.
5. Caesar thought Brutus was a friend, _____ Brutus betrayed Caesar.
6. Caesar was a great Roman leader, _____ he is still famous even today.

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Augustus Caesar and the Roman Empire

During his life, Julius Caesar had a few close friends, the closest of which was Marc Antony. Marc Antony was a general under Julius Caesar and helped in the conquering of Gaul. Julius Caesar did not have any sons that could take over his position as Emperor of Rome. In his will, Julius Caesar adopted his eighteen-year-old great-nephew, Octavian, as his own son. After Caesar's death, Marc Antony and Octavian worked together to fight against Julius Caesar's enemies and resolve some of the conflict in the empire, at least for a while.



During Julius Caesar's time, Rome's borders had expanded far beyond Italy, and far beyond the coastlines of the Mediterranean Sea. By the time of Julius Caesar's death, Rome included a number of provinces, or areas outside of the city of Rome controlled and governed by Roman generals. This map shows in dark and medium shades all the lands that Rome controlled





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10.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

at the time of Julius Caesar's death. The generals in charge of these areas were supposed to take orders from the Roman Senate.

Marc Antony took it upon himself to make sure Rome and Egypt continued to be allies, because Rome needed to keep importing Egypt's wheat. Plus, Cleopatra's Egypt was a rich and powerful country with a strong army—not as powerful as Rome, but still an important force in the



Mediterranean area with which to have an alliance. Just as Julius Caesar had done, Marc Antony fell in love with the dark-haired, beautiful Cleopatra, and she fell in love with him. In fact, they became one of the most famous couples in history. William Shakespeare, the playwright you heard about earlier who wrote the play *Julius Caesar*, wrote a play about this couple titled *Antony and Cleopatra*.

Marc Antony and Cleopatra became allies in a struggle for power with Octavian. Even though Marc Antony and Octavian had worked together in an alliance to end Rome's civil war, they eventually became enemies. It seems like this is the way things always turned out in Roman politics, isn't it? Since the beginning of Roman history, starting with Romulus and Remus, right on through Julius Caesar and Brutus and beyond, allies often became bitter, hateful enemies.

Octavian won the war against Marc Antony and Cleopatra. He went on to become the most powerful Roman leader at the time, with influence over most of the senators and generals. Octavian served as consul, proconsul, and in a number of other important roles, becoming a true Roman war hero just like his predecessor,



Julius Caesar. Octavian managed to make more friends than enemies, unlike Julius Caesar. He was so popular and powerful that the Senate gave him a new name: Augustus, which in Latin means “Illustrious One.” Augustus Caesar was presented the same award as his predecessor for his bravery, the Civic Crown. Today, Augustus is remembered as Emperor Augustus Caesar. He took the name Caesar in honor of Julius Caesar, his predecessor and adoptive father.



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10.2

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Evaluating the Author's Language

Directions: Read each of the sentences below. Then evaluate whether the author uses descriptive language, such as using adjectives to describe the nouns. If yes, use the space provided to explain why. If no, rewrite the sentence so that it is more effective.

1. Marc Antony was a general.

Is the author's language effective? ☐ Yes ☐ No

2. Marc Antony and Octavian helped end the long, terrible conflict.

Is the author's language effective? ☐ Yes ☐ No

3. The provinces were ruled by stubborn, Roman generals.

Is the author's language effective? ☐ Yes ☐ No

4. William Shakespeare wrote a play.

Is the author's language effective? ☐ Yes ☐ No

5. Augustus Caesar was an emperor.

Is the author's language effective? ☐ Yes ☐ No



NAME: _____

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11.1

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

The Decline of the Roman Empire

For many years, enemies from the regions to the north have tried to conquer Rome. One of these tribes, the Vandals, had been forced from the Germanic regions. The Vandals invaded parts of the Roman Empire in Gaul, Spain, and then North Africa. They conquered the city of Carthage, and then they turned attention to Rome itself. The Vandals crossed the Mediterranean from Africa and invaded Italy. The Vandals pushed their way deep into the heart of Italy. Thousands of them descended upon the city of Rome, and their only goal was to destroy it.



Luckily, most of your family members had time to leave their homes before the Vandals' invasion. Some will go to the island of Sicily. They may not be safe there either, because the Vandals seem to be everywhere in nearby Italy. Most of your family will head east, sailing across the sea to the city of Constantinople. There, you and your family hope to make a new start. As the Vandals move closer to your



home, you wonder to yourself, “Where are the powerful Roman legions of old? Why are there no legionaries to protect us?” Long gone are the proud Roman legions under the leadership of Julius Caesar.”

The sad fact is that you know exactly how this happened. The Roman Empire has become weak.

So much has changed since the days of Augustus Caesar. The Pax Romana—Roman Peace—brought two hundred years of peace and prosperity throughout the empire, but it also changed the way Romans lived and governed their lands. Maintaining legionaries is expensive; it costs a lot to train, feed, and arm thousands of soldiers all over the vast Roman Empire. To save money, Roman emperors and generals hired mercenaries, soldiers who will fight for any country or group for money, and many of these soldiers were not even Roman citizens. Instead of relying on hordes of Roman legionaries, Rome had come to rely on a smaller amount of mercenaries, the very people they thought of as barbarians, to fight for Rome. When Attila the Hun and other invaders threatened the Roman provinces, these mercenaries were not willing to fight and die to protect Rome, because they were not true Roman citizens.



Sometimes, you think maybe the emperors and senators have become just as bad as the mercenaries and other people who have been called barbarians. Many seem so greedy and selfish, not thinking about what is best for Rome. For years, they have drained Rome’s resources to pay for their games, their feasts, and monuments to themselves. All the while, these leaders failed to prepare for the enemy invasions.



NAME: _____

DATE: _____

11.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

You think to yourself, “What has happened to the citizens of Rome?” The once-mighty citizens of Rome seem weak and lazy now. They only want to watch gladiator games at the Colosseum and wait for the emperor’s bakers to throw them a few loaves of bread. Children barely learn their history anymore.



Rarely do children understand or care about the significant history of Rome and how it came to be so powerful. Therefore, they do not look forward to fighting for the greatness of Rome in battle as their ancestors did. Sometimes you think to yourself that maybe—just maybe—the invasion of the Vandals is for the best. Maybe it is time to tear down Rome and start all over again. Maybe a new, stronger Rome will arise from the ashes.

**LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION****Why Did the Roman Empire Fall?**

Directions: Why do you think the Roman Empire fell? Use the graphic organizer below to help you state your opinion and list the reasons why you think the way you do.

State your opinion:

I think that ...

State the reasons why you think this way:

One reason is because ...

Another reason is ...



NAME: _____

DATE: _____

12.1

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

The Western and Eastern Empires

In the previous lesson, you learned about the fall of the Roman Empire. The Roman armies had become weak, compared to the days of Julius and Augustus Caesar. This was because they relied on paid soldiers, or mercenaries, to protect Rome. You also learned about how the Roman emperors and senators wasted lots of money on “bread and circuses”—gladiator games, chariot races, and other luxuries—but did not spend money on the things that would keep Rome safe.



The Roman Empire simply became too vast to handle. It was impossible for a single emperor working with senators and proconsuls to control everything that was happening over thousands of miles of Roman territory. This was the fault of selfish Roman emperors. These emperors did what was best for them, not the people of Rome. The governors and generals in charge of the Roman provinces could do as they pleased. Over the course of many years, Rome itself became less and less important to the people who lived in and ruled the Roman provinces, which stretched from Italy to the surrounding areas of England, France, Spain, North Africa, and the Middle East.



The Roman Empire was so vast and so complex that it needed to be divided into two parts: the Western Roman Empire, with Rome as its capital; and the Eastern Roman Empire. The Eastern Roman Empire would be ruled from a new capital city, called Constantinople. Constantinople was named after an important Roman leader. His name was Constantine the Great.

Constantine the Great was the first Christian Roman emperor. He made laws ending the persecution of Christians. In fact, Constantine the Great said that individuals should be allowed to worship whichever god or gods they chose, so there were no laws against any religion in the Eastern Roman Empire.



Constantine brought new hope and confidence to many Romans. His new city of Constantinople was a chance at a fresh start. He was kind and generous to his soldiers so they would be loyal and fight hard for him. He himself often led his soldiers into battle.



But even with this new start, politics were just as difficult in the Eastern Empire as they had been in Rome. Under Constantine's rule, there was still conflict and warfare. Meanwhile, the city of Rome remained the center of



NAME: _____

DATE: _____

12.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

the Western Roman Empire, as well as the center of Christianity. The political situation in Rome was worse than ever. Emperors came and went, and many politicians could hardly agree on anything. Worst of all, wars were breaking out in the north, as more and more surrounding tribes started looking for new homes on Roman land.

Eventually, the Eastern Roman Empire completely separated from the Western Roman Empire. Once separated, it wasn't called the Eastern Roman Empire anymore. By 410 CE, the Eastern Empire was known as the Byzantine Empire.

**LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION****Was Constantine a Good Emperor?**

Directions: Was Constantine a good emperor or a bad emperor? Use the graphic organizer below to help you state your opinion and list two reasons why you think the way you do. Then provide one piece of textual evidence from Activity Page 12.1 to support each of your reasons.

<p>Opinion: I think that...</p>	
<p>Reason 1: One reason is because...</p>	<p>Reason 2: One reason is because...</p>
<p>Textual Evidence: The text says that...</p>	<p>Textual Evidence: The text says that...</p>



NAME: _____

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13.1

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION**Research: The Parts of a Campaign Speech**

Writing Prompt: Imagine you are campaigning to be a senator in the ancient Roman Empire. There's been 200 years of peace since the time of Julius Caesar and Augustus Caesar. The once-great empire is failing . . . and it's your job to fix it! Write and deliver a campaign speech to your voters. Explain what you think is wrong with the empire, the reasons why you hold this opinion, and what you'll do to fix it if elected.

In order to write a campaign speech, you'll need to know what goes into a campaign speech:

State your opinion:

What This Is	What to Write About	Example
Offer your opinion about why the Roman Empire is failing.	How is life different now than when Julius Caesar was in charge? Are things better now or worse? Why?	I think the Roman Empire is failing because other senators are corrupt.

Give the reasons and evidence that support this opinion:

What This Is	What to Write About	Example
Reasons explain why you have this opinion. Textual evidence is information found in the text that supports those reasons.	Review what you read in Activity Page 11.1 “The Decline of the Roman Empire” and Activity Page 12.1 “The Western and Eastern Empires.” Look for reasons and textual evidence in those passages.	Senators waste money. The text says that they would spend money on gladiator games but not on things that would keep Rome safe.

Explain what you plan to change to fix the problem:

What This Is	What to Write About	Example
Tell your voters how you will make the Roman Empire great again.	Explain that you will change the way things are done for the better. This is why you are the best candidate to vote for.	If elected, I plan on changing things so that senators spend less money on gladiator games and more on keeping Rome safe.



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13.2

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Campaign Speech—Discussion Guide

Directions: Use the following questions to help guide your group discussions. Write your responses to each question in the space provided. Review what you read about in Activity Page 11.1 “The Decline of the Roman Empire” and Activity Page 12.1 “The Western and Eastern Empires” to help you. Answers will vary based on student brainstorming, opinions and reasoning.

1. What, in your opinion, is the reason the once-great Roman Empire is failing?

2. What is one reason that supports your opinion?

3. Where in the text can you find a piece of evidence that supports this reason?

4. If elected, what will you change or do differently to make things better?

5. How will this solution help to fix the problem?

6. Why should the people of Rome vote for you?



NAME: _____

DATE: _____

14.1

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Planning a Campaign Speech

Campaign Speech Planning Guide

State your opinion.
I think that the reason the Roman Empire is failing is because ...

Give the reasons and evidence that support this opinion.
One reason why I feel this way is because ...
The text says that ...
Another reason why I feel this way is because ...
The text says that ...

Explain what you plan to change to fix the problem.

If elected, I plan on changing . . .

This will help the Roman Empire because . . .

The reason why you should vote for me is because . . .



NAME: _____

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14.2

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION**Campaign Speech—Writing Rubric**

	Opinion	Reasons and Evidence	How to Fix the Problem
3	The writer clearly says why they feel the Roman Empire is failing.	The writer gives two reasons explaining why they have this opinion. The writer gives a piece of textual evidence to support each reason.	The writer explains how they will change things for the better. The writer explains why this makes them the best candidate to vote for.
2	The writer suggests but does not clearly say why they feel the Roman Empire is failing.	The writer gives only one reason explaining why they have this opinion. The writer gives only one or no pieces of textual evidence to support the reasons.	The writer somewhat explains how they will change things for the better. The writer somewhat or does not explain why this makes them the best candidate to vote for.
1	The writer does not say why they feel the Roman Empire is failing.	The writer does not give reasons why they have this opinion. The writer does not give any textual evidence to support the reasons.	The writer does not explain how they will change things for the better. The writer does not explain why this makes them the best candidate to vote for.



LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Campaign Speech Writing Template

Title of Speech: _____

Beginning sentence	Hello. My name is _____. I am running for the Roman Senate.
State your opinion:	_____ _____ _____
Reason 1:	_____ _____ _____
Evidence:	_____ _____ _____
Reason 2:	_____ _____ _____



NAME: _____

DATE: _____

14.3
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Evidence:	<hr/> <hr/> <hr/>
What you plan to change?	<hr/> <hr/> <hr/>
How this will fix the problem?	<hr/> <hr/> <hr/>
Why people should vote for you?	<hr/> <hr/> <hr/>



LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

Campaign Speech—Performance Rubric

	Fluency	Voice	Eye Contact
3	Read the text with confidence and without long pauses.	Spoke loudly and clearly.	Made eye contact with the audience while presenting.
2	Read the text with some confidence and/or with few long pauses.	Spoke somewhat loudly and/or clearly some of the time.	Made eye contact with the audience some of the time while presenting.
1	Did not show confidence in reading the text. Took many long pauses.	Spoke softly and/or did not speak clearly.	Did not make eye contact with the audience while presenting.

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Acknowledgments

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

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

Schools

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

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



Credits

Language Studio 1

Lesson 1: Guy Jones

Language Studio 2

Lesson 2 (People, three panels): Simini Blocker, (Living things diagram): Shutterstock; Lesson 4 (Fish diagram): Amplify Staff; Lesson 5 (Frog cut-away): (left): Shutterstock, (right): Simini Blocker, (Rainforest snake): Shutterstock, (inset illustration): Alisa Haggard, (Rainforest snake & fish): Erika Baird, Lesson 6 (Eagle, hummingbird flying): Shutterstock; Lesson 7 (Animals, 4 pictures): (top left): Shutterstock, (top right): Shutterstock, (bottom left): Shutterstock, (bottom right): Shutterstock; Lesson 8 (Desert Animals): Ashley Glover, (Spider, snake, forest): Ashley Glover, (Salamander, fox): Ashley Glover, (Crocodile, dolphin): Ashley Glover, (Lions, Africa): Ashley Glover, (Sea, jellyfish, dolphins): Ashley Glover, (Whale under water): Ashley Glover

Language Studio 3

Lesson 1 (Skeleton, bones): Shutterstock, (Skeleton, muscles): Shutterstock, (Circulatory system, veins): Shutterstock, (Nervous system, brain): Shutterstock, (Digestive system, intestines): Shutterstock; Lesson 2 (Skull): Shutterstock, (Spinal column): Shutterstock, (Ribs, yoga pose): Shutterstock; Lesson 3 (Man touching shoulder): Shutterstock, (Leg bones): Shutterstock; Lesson 4 (Arm, leg muscles): (left): Shutterstock, (right): Shutterstock; Lesson 5 (Nervous system, brain): Shutterstock, (Brain and veins): Shutterstock; Lesson 6 (Brain and spine): Shutterstock, (Brain): Shutterstock; Lesson 7 (6 eyes): Shutterstock, (Human eye, labeled): Shutterstock, (Eye diagram): Shutterstock, (Eye w/light ray): Shutterstock; Lesson 8 (Human ear, diagram): (left): Shutterstock, (right): Shutterstock, (Inner ear diagram): Shutterstock; Lesson 9 (Skeleton, ligaments): Shutterstock, (3 bodies, cells): Shutterstock

Language Studio 4

Lesson 1 (Colosseum): Shutterstock, (Rome map): Shutterstock, (Wagon, pottery): Shutterstock; Lesson 2 (Twins in basket): Jed Henry, (Twins in river): Jed Henry, (Twins by dog): Jed Henry; Lesson 3 (god on throne): Matthew Clark, (List of gods): Shutterstock, (Hercules and beast): Meghan Jean Kinder; Lesson 4 (Roman family): Scott Hammond, (Roman people): Scott Hammond, (Roman slaves): Scott Hammond; Lesson 5 (Roman warrior): Jacob Wyatt, (Map with Alps): Jacob Wyatt, (City): Jacob Wyatt, (Warriors with swords): Jacob Wyatt; Lesson 6 (Inside house): Jed Henry, (River and bridge): Jed Henry, (Children playing instruments): Jed Henry; Lesson 7 (Child petting dog): Jed Henry; (3 people, columns): Jed Henry; (People bowing): Jed Henry; (2 people, lounging): Shutterstock; Lesson 8 (Ceasar statue): Shutterstock; (Soldier looking back): Jacob Wyatt; (Soldier with medal): Jacob Wyatt; (People on platform): Jacob Wyatt; Lesson 9 (Statue): Shutterstock; (Cleopatra pointing): Jacob Wyatt; (Man with knives): Jacob Wyatt; Lesson 10 (Two statues): Shutterstock; (Map of boundaries): Shutterstock; (Cleopatra by throne): Jacob Wyatt; (King on throne): Jacob Wyatt; Lesson 11 (Map with arrows): Shutterstock; (Children walking): Kristin Kwan; (Men with bags): Kristin Kwan; (Gladiator and lions): Kristin Kwan; Lesson 12 (Men with bags): Kristin Kwan; (Map with Rome): Shutterstock; (Western, Eastern Empires): Shutterstock; (Statue face): Shutterstock

