

Rome-ing Around

9th Grade Integrated Honors
Mr. Coia

Name: _____

Tues 3/14

- AM Terra Nova / PM periods 1 & 2
- Diagramming 3.3 & 4.1
- List the advancements of Greece
- Compare geography of Athens and Rome
- Use map p. 150
- Power Point introduction to Rome
- Work in pairs to create an organizational chart of the Roman Republic
- Use T Chart to compare *patricians* with *plebians*
- Conflict of the Orders reading
- Write a short journal entry from the POV of both sides regarding daily life in Rome
- "How Rome Gained Control over the Mediterranean"
- Punic Wars 1-3
- Create Cause/Effect chart
- Spartacus
- Quiz 7.1 and 7.2

HW: Finish above assignments, if any

Wed 3/15

- AM Terra Nova / PM periods 1-4
- Diagramming 4.2 & 4.3
- What is the difference in sound between *republic* and *empire*?
- Power Point: Caesar's Empire
- Read 7.3: "Birth of the Roman Empire"
- Complete a web of characteristics and events relating to Caesar. Complete on Smartboard
- Define Pax Romana
- Read 7.4: "Roman Society"
- Group advances into categories
- Which is the most impressive? Why?
- Analyze map p. 163

HW: Read Tacitus' "Burning of Rome" WL 428-434. Answer both Identifying Facts and Interpreting Meanings questions 1-3. Be sure your answers are complete, thorough, and interesting. Also, finish above assignments, if any

Mon 3/20

- Vocab 91-96 quiz; "Burning..." quiz
- Discuss responses from HW
- Geography Activity handout: "The Roman World"
- Appositives: Lesson #1 and #2
- CNN video: "Mt. Vesuvius" (7 min)
- Discuss these two phrases: "Nothing to Excess" and "Seize the Day."
- Read Horace's bio WL 414
- Read "Carpe Diem" 3 times WL 417
- His theme?
- Read "The Golden Mean" 3 times WL 416
- Writing an Advice Column (WL 418). Write a letter to Dear Horace, an advice column dispensing advice with the philosophy of Horace. Write both the letter and the response. Include a picture of Horace that would appear in the paper. See the Dear Abby section in the newspaper for modeling.

HW: Dear Horace typed work

Wed 3/22

- Appositives: Lesson #3
- Read 7.5: "Rise of Christianity"
- Complete Guided Reading sheet
- Venn diagram on Judaism (refer to chap 2)
- Writing strong paragraphs (topic sentences & unity). *Essentials of Writing* (67-87)
- Write a paragraph explaining why the Romans feared Jesus and considered Christianity a threat.
- Power Point: Rome and Christianity
- Read "Intro to the New Testament" WL 196-197)
- Read one of the four parables of Jesus WL 198-202 (include Good Samaritan)
- In a small group, prepare a 1-2 minute skit
- Discuss moral of the story

HW: Read "Christianity" from *Short History of the World* (135-144). Liberally mark the text with underlining and margin notes)

Fri 3/24

- Class discussion from reading
- Reading: the Crucifixion and resurrection
- The spread of Christianity through Paul's missionary journeys
- Persecution of early Christians
- The Jesus Fish
- Writing strong paragraphs (coherence & connections). Write another paragraph that could be a part of a paper on Rome or Christianity in Rome, *Essentials of Writing* (67-87)
- Participial Phrases Practice 1 & 2

HW: List all the ways your civilization is similar to Rome; list all the ways it is different. Use a web graphic organizer such as Inspiration to help you. Note: This should reflect 20-30 minutes of work (it is preparing you for our paper)

Tues 3/28

- Vocab 97-102
- Read 7:6 "Fall of the Western Empire"
- Compare/Contrast Diocletian and Constantine
- Create a chart titled: Decline of the Roman Empire. Include the categories: Political, Military, Economic, Social
- Read and discuss "An Enduring Legacy" p. 177
- Read and mark *Short History* p. 148-154. Add to charts
- Quiz on 7.5 and 7.6
- Read "Metamorphoses" by Ovid WL 420-426
- Complete Fact 1-3, Meanings 1-2 WL p. 427
- Video: "What Made Rome Great?" (5 min)
- Participial Phrases Practice 4
- Discuss Compare/Contrast assignment

HW: List all the ways your civilization is similar to Rome; list all the ways it is different. Use a web graphic organizer such as Inspiration to help you. Note: This should reflect 20-30 minutes of work

Thurs 3/30

- The People and Events of the Roman Empire (unit review)
- Diagramming participial phrases and appositives
- Read Compare/Contrast assignment Elements of Writing p. 256-277
- Take your list to see which you feel is the stronger side
- Group together your points into larger categories (strong military, weak leaders, lush land)
- How thesis statements work
- Read sample essay (267)
- Look at Evaluation Guide (275)
- Writing Time to produce a rough draft

HW: study for test; typing your near-final draft

Mon 4/3

- **Test:** Rome unit , 102 vocabulary words, diagramming
- Revising our rough drafts
- "Grade" using evaluation guide (*Elements* 275)
- Writing time

Wed 4/5

- **Showcase Papers due today** (no late passes accepted for this assignment)
- Share writing in class
- Watch Time Traveler movies
- Cleopatra movie (notice the convergence of Egypt, Greek, and Roman cultures)

End of Quarter 3: Spring Break
Enjoy the vacation. No homework over break.

Table of Contents

Guiding Questions and Standards	4
T Chart: Patricians and the Plebeians	5
Cause and Effect Chart: The Punic Wars	6
Charting the Decline of the Roman Empire	7
Parable of the Good Samaritan	8
Parables of Jesus	9
Appositives	10-12
Participial phrases	13-14
Showcase #4 instructions	15
Caesar in Power Inspiration	16
Guided Reading 7.5 "Christianity"	17
Geography Activity	18-19
<i>Short History of the World</i>	20-29
Sentencing Composing work	30-

Guiding Questions for this Unit

1. How did mythology and religious writings impact the development of civilizations?
2. How did the cultural expansion of classical civilizations impact the development of modern languages?
3. Are there common threads woven through different religious beliefs that are apparent in religious writings? Explain your answer.
4. How did military dominance impact a civilization's economy, culture, and social structures?
5. How did organized religion change political, economic, and social structures within a civilization?
6. What social factors contribute to a civilization's rise and fall?
7. Identify the multiple causes of the rise and fall of the Roman Empire.
8. How did the idea that "might makes right" characterize the dispersion of cultures?

Standard(s):

Social Studies:

- 9SK1a: Interpret World Maps
- 6SS1b: Identify roles and responsibilities of citizens throughout history
- 6SS2a: Identify the cultural contributions of individuals, groups, and societies
- 6SS2c: Explain the interaction of culture and religion
- 9SS2a: Compare and contrast cultures
- 9SS2c: Analyze changes in traditional culture
- 6SS8c: Analyze the political, economic, religious, and social structures of civilizations
- 10SS8d: Identify methods governments use to control citizens
- SS3b: Analyze the roles of art, music, literature, and folklore in historical development;
- SS3c: Describe the historical development of culture in a specific region

English Language Arts:

- E1a: Reads at least 25 books or book equivalents;
- E2c.1: Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest
- E2c.2: Establishes a situation, plot, point of view, setting, and conflict
- E1b1: Makes and supports warranted and responsible assertions about texts; E1b.3 – draws texts together to compare and contrast themes, characters, and ideas;
- E2c.4: Includes sensory details and concrete language to develop plot and character
- E2c.8: Provides a sense of closure to the writing
- E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and context that apply to the work
- E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretative, critical, and evaluative processes

Name: _____ **Date:** _____

T Chart: Patricians and the Plebeians

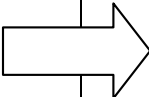


Use this chart to record the main characteristics for each social group. At the bottom of each column, draw a picture of a symbol for each.

[illegible]

Name: _____ Date: _____
Cause and Effect Chart: The Punic Wars

The Punic Wars

Why are these named as such? _____

Name and Dates	Cause	Result	Graphic
			
			
			

Name: _____ Date: _____
Charting the Decline of the Roman Empire

Decline of the Roman Empire			
Political	Military	Economic	Social

The Parable of the Good Samaritan

(Luke 10:25-37 New International Version)

25 On one occasion an expert in the law stood up to test Jesus. "Teacher," he asked, "what must I do to inherit eternal life?"

26 "What is written in the Law?" he replied. "How do you read it?"

27 He answered: " 'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind'^[c]; and, 'Love your neighbor as yourself.'^[d]"

28 "You have answered correctly," Jesus replied. "Do this and you will live."

29 But he wanted to justify himself, so he asked Jesus, "And who is my neighbor?"

30 In reply Jesus said: "A man was going down from Jerusalem to Jericho, when he fell into the hands of robbers. They stripped him of his clothes, beat him and went away, leaving him half dead.

31 A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. 32 So too, a Levite, when he came to the place and saw him, passed by on the other side. 33 But a Samaritan, as he traveled, came where the man was; and when he saw him, he took pity on him. 34 He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, took him to an inn and took care of him. 35 The next day he took out two silver coins^[e] and gave them to the innkeeper. 'Look after him,' he said, 'and when I return, I will reimburse you for any extra expense you may have.'

36 "Which of these three do you think was a neighbor to the man who fell into the hands of robbers?"

37 The expert in the law replied, "The one who had mercy on him."
Jesus told him, "Go and do likewise."

Footnotes:

- a. [Luke 10:35](#) Greek two denarii

Name: _____ Date: _____

Parables of Jesus

The Prodigal Son	The Talents
The Sower	The Good Samaritan

Appositives Work: Lesson One

Read the following paragraph.

Sunglasses (part 1)

Back in the 1920s, John Macready should have been famous. He flew nonstop across the Atlantic Ocean (in a blimp) six years before Charles Lindbergh; and he approached Bausch & Lomb about developing lenses to block the sun, Bausch & Lomb responded by making Ray-Ban aviator sunglasses. But it took the stars of Hollywood to make sunglasses into an item of fashion. Hollywood stars wore them for one reason. A few years back the popular Ray-Bans lost out to Wayfarers. There remains one thing I cannot understand about people who wear sunglasses.

Read this version of the paragraph. Underline any additions that have been made to the paragraph and be prepared to explain what effect these have.

Sunglasses (part 2)

Back in the 1920s, John Macready, an Army Air Corps lieutenant, should have been famous. He flew nonstop across the Atlantic Ocean (in a blimp) six years before Charles Lindbergh; and he approached Bausch & Lomb, the leading manufacturer of sunglasses, about developing lenses to block the sun, Bausch & Lomb responded by making Ray-Ban aviator sunglasses, the glasses made famous by General Douglas MacArthur. But it took the stars of Hollywood-Greta Garbo, Katherine Hepburn, Gary Cooper- to make sunglasses into an item of fashion. Hollywood stars wore them for one reason: to avoid having to look into the eyes of pestering fans. A few years back the popular Ray-Bans lost out to Wayfarers, the sunglasses made popular by Tom Cruise in the movie *Risky Business*. There remains one thing I cannot understand about people-mostly rock stars and actors- who wear sunglasses: why they wear them at night.

Three Types of Appositives

Sentence Openers

1. **One of eleven brothers and sisters**, Harriet was a moody, willful child.
2. **A balding, smooth-faced man**, he could have been anywhere between forty and sixty.

Subject-Verb Splits

3. A man, **a weary old pensioner with a bald dirty head and a stained brown corduroy waistcoat**, appeared at the door of a small gate lodge.
4. Van'ka, **a boy of nine who had been apprenticed to the shoemaker Alyakhin three months ago**, was staying up that Christmas Eve.

Sentence Closers

5. The boy looked at them, **big black ugly insects**.
6. He had the appearance of a man who had done a great thing, **something greater than any ordinary man would do**.

In-class exercise: Write two sentences for each type. The subject is *Rome*.

Sentence Openers

Subject-Verb Splits

Sentence Closers

Appositives: Lesson Two

Each scrambled sentence has one or more appositives. Identify them. Then unscramble the sentence parts and write out the sentence, punctuating it correctly. Underline the appositive.

- 1a. struggled as usual
- b. she
- c. to maintain her calm, composed, friendly bearing
- d. a sort of mask she wore all over her body

- 2a. an old, bowlegged fellow in a pale-blue sweater
- b. the judge
- c. and was reading over some notes he had taken
- d. had stopped examining the animals
- e. on the back of a dirty envelope

- 3a. the tyrannosaur
- b. with huge flaring nostrils
- c. a long snuffling inhalation that fluttered Baselton's trouser legs
- d. gave Baselton a smell

- 4a. talked continually of political dilemmas
 - b. the son of a jeweler in Winesburg
 - c. one of them
 - d. a slender young man with white hands
-

- 5a. went over to Tom Willy's saloon
 - b. in the late afternoon
 - c. Will Henderson
 - d. and editor of the *Eagle*
 - e. owner
-

- 6a. and the jingle of trace chains
 - b. was louder
 - c. drag of brakes
 - d. the sound of the approaching grain teams
 - e. thud of big hooves on hard ground
-

- 7a. with the butt of a teamster's whip
 - b. once Enoch Bentley
 - c. old Tom Bentley
 - d. struck his father
 - e. and the old man seemed likely to die
 - f. the older one of the boys
-

Appositives Work: Lesson Three

Write your own sentence in which you mirror the structure of the appositive. Your sentences can be about any subject you choose. Underline your appositive.

1. Stephane Gripelli, *a world famous jazz violinist*, began his music career as a piano player for silent movies in the 1920s.

2. Throughout college I considered trading in my bike, *a rusted old bomb with half a handlebar, no seat, and no brakes*.

3. *An influential senator*, Charles Wilsonton fought to gain the prestige for the people of his state.

Sentence Composing work: Participial Phrases

Refer to handout on Participial Phrases in this unit guide for directions.

Practice 1: Unscrambling

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Practice 2: Imitating

1. _____

2. _____

Other Models (Write sentences on any topic)

1. _____

2. _____

3. _____

4. _____

Practice 4: Expanding

Part 1

1. With the core of the reel showing, his heart feeling stopped with excitement,
leaning _____, Nick thumbed the
reel hard with his left hand.
2. Mrs. Carpenter was putting sun-tan oil on Sybil's shoulders,
spreading _____.
3. Soon the men began to gather, surveying _____,
speaking _____.

Part 2

1. The children crawled over the shelves and into the potato and onion bins,
_____.
2. He, _____, at once looked over his
shoulder at her and, _____,
signaled that he would meet her.
3. He stood there, _____, and

_____.

Showcase #4: Comparison / Contrast Essay

50 points

Category: TT

Due 4/5 (no late papers accepted)

For this assignment, you will compare OR contrast your Time Traveler civilization with either Greece or Rome. We'll have some focused time in learning how to write an effective essay in this format (compare/contrast essays are difficult to do well). *The Elements of Writing* text will help us write strong papers.

You will find three or four points of comparison/contrast to serve as a guide. Be sure they are larger categories (strong military, weak leaders, lush land, etc.) so that you can give detailed examples and explanations. Avoid broad comparisons (they both have people) or contrasts (one is in Africa and the other is in Asia). Such points lead to substandard papers.

Things to Remember:

- ✓ The essay must be in Showcase format, about 550-650 words
 - ✓ Be sure you have a strong thesis statement that holds the paper together
 - ✓ You are either comparing OR contrasting
 - ✓ Use at least two hyphenated adjectives
 - ✓ Watch those sentence openers
 - ✓ Include two uses of appositives and two participle phrases. Underline these examples.
 - ✓ Put your topic sentences in **bold** text
-