



# International Consortium for Multilingual Excellence in Education



August 15<sup>th</sup>, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

**The breakdown of packets is as follows:**

## **Level 1 – Entry into English**

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

## **Level 2 – Building Background**

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

## **Level 3 – Interdisciplinary Inquiry**

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

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Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors are optional.

We have also included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at: <https://cehs.unl.edu/icmee/>

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at [icmee@unl.edu](mailto:icmee@unl.edu).

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Amanda McLaughlin** in collaboration with Lauren Gatti and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

English Language Proficiency

- 6-8.1 English learner can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
- 6-8.2 English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
- 6-8.3 English learner can speak and write about grade-appropriate complex literary and informational texts and topics.
- 6-8.4 English learner can construct grade-appropriate oral and written claims and support them with reasoning and evidence.
- 6-8.7 English learner can adapt language choices to purpose, task, and audience when speaking and writing.
- 6-8.8 English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.
- 6-8.9 English learner can create clear and coherent grade-appropriate speech and text.
- 6-8.10 English learner can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Math

- MA.6.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions, decimals, percents, and integers within the base-ten number system.

Social Studies

- SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface.
- SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.
- SS 6.4.1 Analyze patterns of continuity and change over time in world history.
- SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.
- SS 6.4.4 Interpret and evaluate sources for historical context.

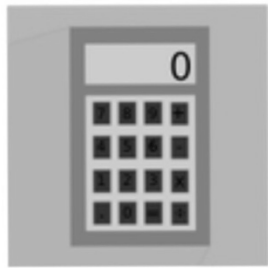
Science Standards and Cross-Cutting Ideas

- SC.6.12.4 Gather, analyze, and communicate evidence of factors and interactions that affect weather and climate.



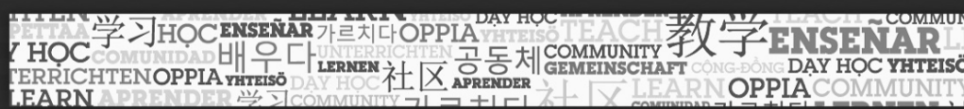
6<sup>th</sup> grade • English Level 3

# Learning PACKET #4



Theme: Greece and Rome

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August 15<sup>th</sup>, 2020

Dear Families:

During the COVID-19 pandemic, it became necessary for students to learn at home. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your student to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your student (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

6<sup>th</sup>-12<sup>th</sup> grade students are encouraged to talk about their learning as much as possible, even if it is not to one person in particular. Some packets will include activities where students can “use a cell phone” to record voice messages and post on social media, which we hope might be ways in which they can be encouraged to speak in English or in any language they prefer.

In these packets, we have also included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.

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- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your child with someone in their home.
- Packet 4 Focus: Students will learn about the life of ancient Greece and Rome through a variety of reading, writing, science, and creative activities.
- Math Concept: Converting fractions, decimals, and percentages. Each day students will have a short math activity to practice and build skills.
- Vocabulary: City-state, decline, democracy, empire, Golden Age, island, monarchy, mythology, oligarchy, republic

We hope that these activities will enhance your child's learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at [icmee@unl.edu](mailto:icmee@unl.edu) or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD  
Associate Professor of Language Education  
University of Nebraska Lincoln  
Teaching, Learning and Teacher Education  
PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Amanda McLaughlin** in collaboration with Lauren Gatti and Alexa Yunes.

# Answer Keys

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## Answer Key

### Activity 3

1. List **one** mountain range in the Roman Empire:

Alps

2. List **two** seas that would have been used in the Roman Empire:

Mediterranean Sea Black Sea North Sea Red Sea

3. List **three** islands in the Roman Empire:

Balearic Islands Corsica Sardinia Sicily Crete Cyprus

4. List **four** modern day countries in the Roman Empire:

Britain Spain Italy Greece Syria Egypt

5. List **five** cities in the Roman Empire:

London Rome Carthage Byzantium Alexandria Antioch

6. Why do you think the Mediterranean Sea was the center of trade for the Roman Empire?

The Mediterranean Sea was the center of trade for the Roman Empire because **it connected all of the different regions and cities by boat.**

7. How many continents does the Roman Empire touch? How does this support that the empire was extremely powerful?

The Roman Empire touches **three** continents. This supports that the empire was extremely powerful because **the empire spread to three different continents and many different past empires such as the Greeks and Egypt.**

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### Activity 4

	Fraction	Decimal	Percentage
	$\frac{50}{100}$	.5	50%
	$\frac{25}{100}$	.25	25%
	$\frac{75}{100}$	.75	75%
	$\frac{10}{100}$	.1	10%
	$\frac{33}{100}$	.33	33%
	$\frac{40}{100}$	.4	40%

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### Activity 5

Past Tense Verb	Present Tense Verb
Were	Are
Asked	Ask
Held	Hold
Hired	Hire
Grew	Grow
Spread	Spread
Became	Become
Opened	Open
Convicted	Convict
Came	Come
Conquered	Conquer
Banned	Ban
Managed	Manage
Bound	Bind
Went	Go
Taught	Teach
Supposed	Suppose
Fought	Fight
Voted	Vote
Declined	Decline
Began	Begin

Facts	Opinions
The word gladiator comes from the Latin word for sword.	Gladiators were bad people and deserved to fight each other.
Crowds gathered at the Coliseum to watch gladiators battle.	It was a fun activity to watch gladiators battle.
As Christianity spread, people were not as interested in gladiators.	Gladiators are stronger than lions.

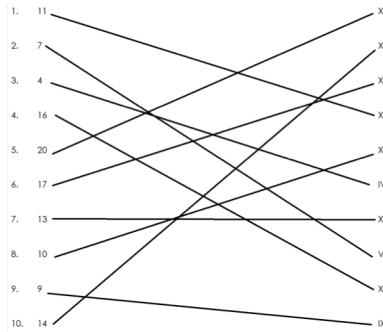
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### Activity 8



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15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de Kínder a 5to grado crearán un Amigo para su paquete. Esta es la primera actividad en el paquete y está destinada a ayudar a su estudiante a tener a alguien con quien hablar sobre el trabajo que está haciendo en el paquete. Hemos incluido imágenes de posibles "amigos" para que su estudiante puede elegir. Sugerimos que elijan un amigo, lo personalicen e inclusive le pongan un nombre. A lo largo de las actividades del paquete, se le pedirá a su estudiante que hable con su amigo o incluso que le haga preguntas. Con este compañero, su estudiante podrá trabajar de forma independiente sin necesidad de su tiempo y atención para tener éxito al trabajar en el paquete.

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Sin embargo, también alentamos a su estudiante a hablar con usted u otros miembros de la familia cuando estén disponibles. Además, su estudiante puede elegir un animal de peluche o muñeca o alguien más como su amigo. No tienen que usar uno de los amigos que ofrecemos, pero deben planificar quién será su amigo cada vez que trabajen en el paquete (uno de nuestros amigos, alguien en su familia / hogar, una muñeca que ya tienen, etc.). Esto podría ser algo en lo que necesitarán su ayuda para poder comprender.

En este paquete hemos incluido las siguientes actividades:

- Diccionario: Esperamos que cada día su estudiante capte palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- Diario: Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas cortos de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- Enfoque del paquete 4: Los estudiantes aprenderán sobre la vida de la antigua Grecia y Roma a través de una variedad de actividades de lectura, escritura, ciencia y creativas.
- Conceptos matemáticos: Conversión de fracciones, decimales y porcentajes. Cada día, los estudiantes tendrán una pequeña actividad matemática para practicar y desarrollar habilidades.
- Vocabulario: ciudad-estado, decadencia, democracia, imperio, Edad de Oro, isla, monarquía, mitología, oligarquía, república

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a [icmee@unl.edu](mailto:icmee@unl.edu) o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

Kara Mitchell Viesca, PhD  
Associate Professor of Language Education  
University of Nebraska Lincoln  
Teaching, Learning and Teacher Education  
PI: International Consortium for Multilingual Excellence in Education

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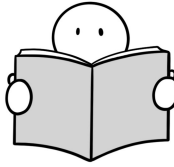




## Instructions Key



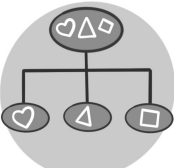
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- lựa chọn



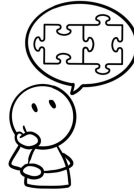
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

# Question Words



Who?



When?



Where?




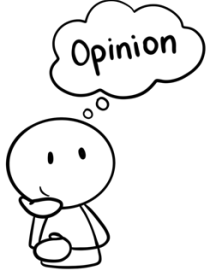

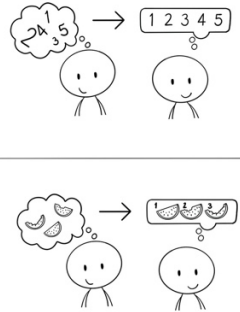
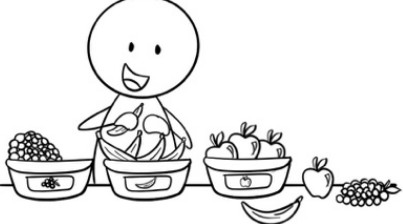
What?

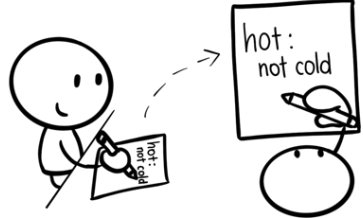
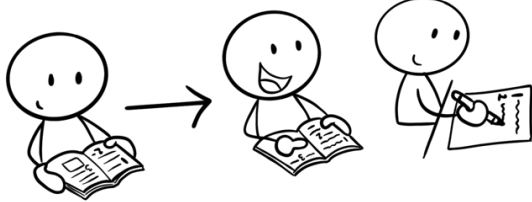







Why?



## Thinking Skills Glossary – Level 3 English

Word	Definition	Picture
Fact 事实 Hecho	something we know, without question 我们知道的毫无疑问 Algo que podemos comprobar	
Opinion 意见 Opinión	something we think or believe 我们认为或相信的事情 Algo que pensamos	
Compare 相比 Comparar	think about how two or more things are the same or different 考虑一下两个或多个事物是相同还是不同 Pensar en qué se parecen y en qué son diferentes dos o más cosas	
Sequence 序列 Secuencia	to put things in the right order from first to last 从头到尾正确地安排事情 Poner las cosas en orden , del primero al último	
Classify Sort Categorize 分类 Clasificar Organizar	to put things into groups by how they are the same 通过相同的方式将事物分组 Agrupar cosas por cómo se parecen	

Word	Definition	Picture
Define 限定 Definir	Write the meaning 写出意思 Escribir el significado	Define "hot" 
Retell 复述 Recontar	To tell again, in your own words 再说一遍，用你自己的话 Volver a contar en tus propias palabras	
Think Imagine Reflect 认为 想像 反映 Piensa Imagina reflexiona	Talk to yourself in your mind 畅所欲言 Hablar contigo mismo	
Brainstorm 头脑风暴 Lluvia de ideas	think of many ideas about one question 想出关于一个问题的许多想法 Pensar en varias ideas sobre la misma pregunta	

Word	Definition	Picture
Predict 预测 Predecir	Think about what will happen next 想想接下来会发生什么 Pensar y adivinar lo que va a pasar	
Main idea 大意 Idea principal	One big idea about the story 关于这个故事的一个大想法 Una idea mas importante de la historia	
Find Locate 找 Encontrar	Look for something 寻找东西 Buscar algo	

# iPhone Instruction Icons



Write a text message  
写短信  
Escribe un mensaje



Tweet: write one sentence  
推特：写一句话  
Tweet: escribe una oración



Post on Facebook: write a few sentences  
在Facebook上发布：写几句话  
Publica en Facebook: escribe algunas oraciones



Post on Instagram: write a sentence and draw a picture  
在Instagram上发布：写一个句子并画一幅画  
Publica en Instagram: escribe una oración y dibuja



Write an email: write a paragraph  
写一封电子邮件：写一个段落  
Escribe un correo electrónico: escribe un párrafo



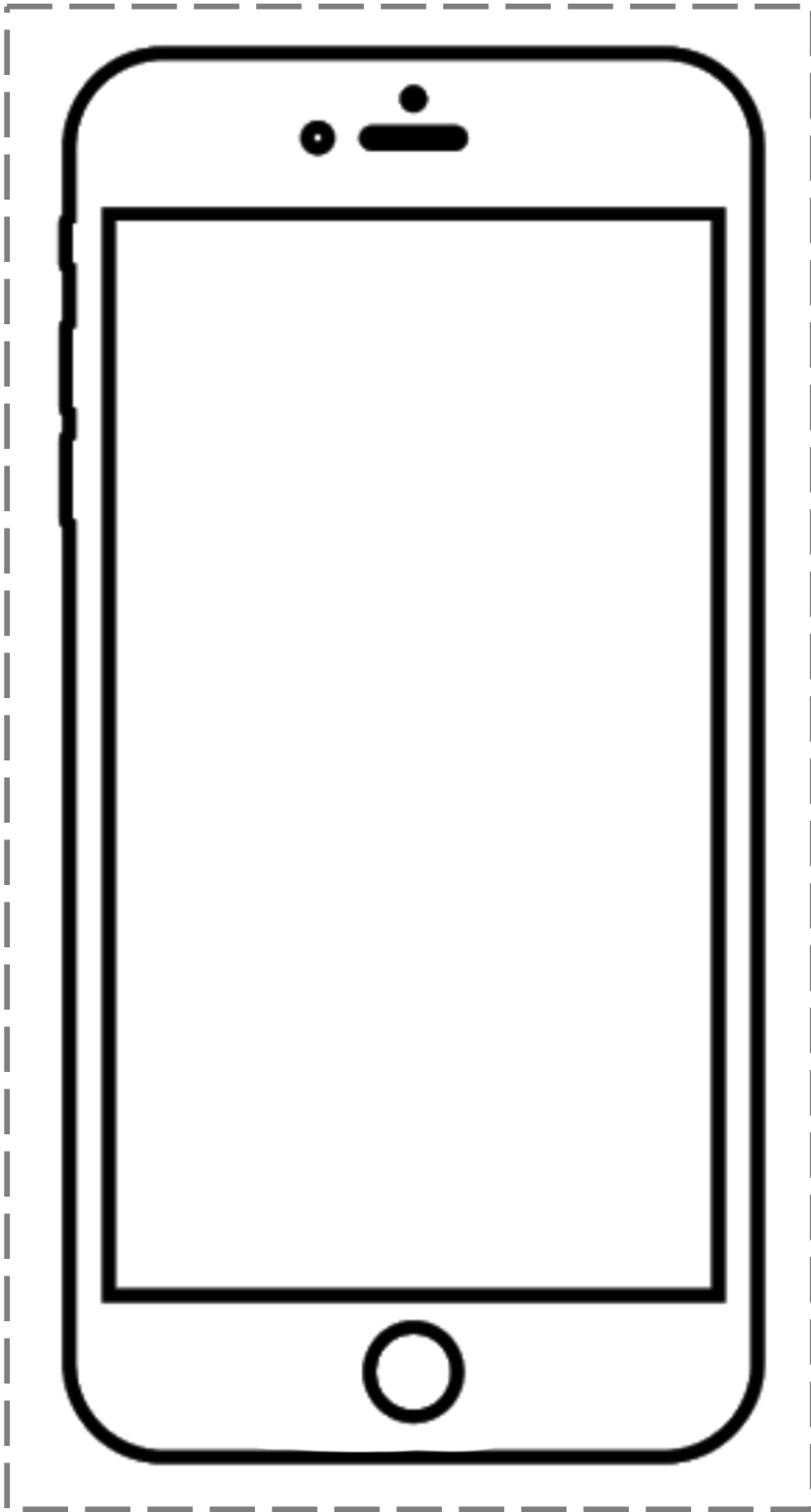
Record a voice message  
录制语音留言  
Graba un mensaje de voz



Make a phone call  
打个电话  
Haz una llamada







## Packet 4 Introduction

Welcome! This week you will travel back in time to the land of Ancient Greece and Rome! These two empires both ruled over large areas of land in modern day Europe. From mythology to engineering, these empires made a significant impact on civilization.



### Checklist

<b>Day 1</b> <ul style="list-style-type: none"><li>✓ Vocabulary</li><li>✓ Athens vs. Sparta</li><li>✓ Map</li><li>✓ Converting Fractions, Decimals, and Percentages</li></ul>	<b>Day 2</b> <ul style="list-style-type: none"><li>✓ Gladiators</li><li>✓ Pompeii</li><li>✓ Converting F, D, P</li></ul>
<b>Day 3</b> <ul style="list-style-type: none"><li>✓ Roman Numerals</li><li>✓ Mythology #1</li><li>✓ Converting F, D, P</li></ul>	<b>Day 4</b> <ul style="list-style-type: none"><li>✓ Mythology #2</li><li>✓ Olympics</li><li>✓ Converting F, D, P</li></ul>
<b>Day 5</b> <ul style="list-style-type: none"><li>✓ Vocabulary</li><li>✓ Roman Astronomy</li><li>✓ Converting F, D, P</li><li>✓ Reflection</li></ul>	

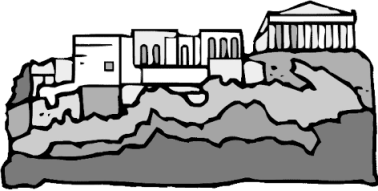

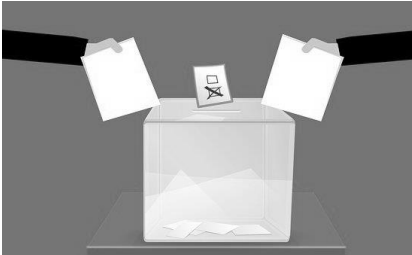




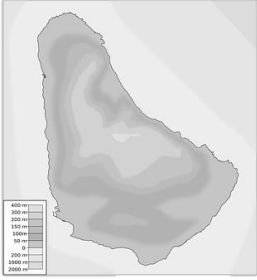
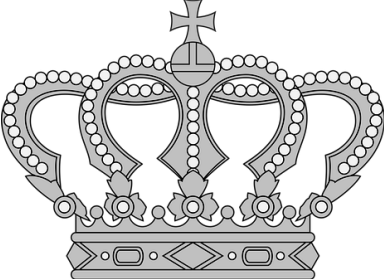

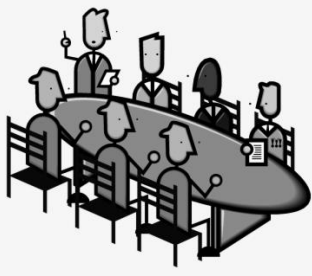

# Day 1

# Ancient Greece and Rome Vocabulary

**Directions:** Study the vocabulary notes for Ancient Greece and Rome. Then, write a way you will remember the word (home language, connection, drawing). After, cut out the cards to play a memory game. Place all cards face down, so you cannot see the information. Choose two cards at a time to look at and read aloud. If it is a match, you keep the cards! Take turns choosing cards with someone or play alone and see how fast you can find all the matches!

**Objective:** I can **define** vocabulary words for ancient Egypt.

Word	Definition	Visual	How I Remember This Word
City-state	a city with political and economic control over the surrounding countryside		
Decline	to become smaller or in worse condition		
Democracy	a form of government in which people choose by voting		
Empire	a group of countries or regions controlled by one ruler or government		

Golden Age	500-300 B.C. in Greece, which created the first democracy, art, literature, architecture, and philosophy		
Island	an area of land completely surrounded by water		
Monarchy	a form of government that is ruled by a king or queen		
Mythology	an idea or story that explains something in nature, but has fantasy elements		
Oligarchy	a form of government that is ruled by a small group of people		
Republic	a form of government that is ruled by elected representatives		

City-state	Decline	Democracy
Empire	Golden Age	Island
Monarchy	Mythology	Oligarchy
Republic		

<p>a form of government that is ruled by a small group of people</p>	<p>a city with political and economic control over the surrounding countryside</p>	<p>a form of government that is ruled by a king or queen</p>
<p>to become smaller or in worse condition</p>	<p>an area of land completely surrounded by water</p>	<p>a form of government that is ruled by elected representatives</p>
<p>a group of countries or regions controlled by one ruler or government</p>	<p>500-300 B.C. in Greece, which created the first democracy, art, literature, architecture, and philosophy</p>	<p>a form of government in which people choose by voting</p>
<p>an idea or story that explains something in nature, but has fantasy elements</p>		



## Take a Side: Athens vs Sparta?

**Directions:** Read the passages explaining life in Athens, Greece and Sparta, Greece. Then, complete the pros and cons chart. After, create an advertisement for the culture that you think is best.

**Objective:** I can **compare and contrast** two ancient cultures.



<b>Athens</b>	<b>Sparta</b>
<p>Democracy is a political system popularized by the citizens of Athens, Greece. In 510 BC the unpopular dictator Hippias was overthrown, and all citizens were allowed to participate in Athenian governmental activities. All citizens were equal before the law, although slaves and women were not allowed citizenship. Athenians eventually abolished slavery and developed a direct democracy where citizens chose the members of the powerful Assembly. Athenian youth were encouraged to develop artistic and intellectual talents to such a degree that historians refer to this time period as Athens' "Golden Age." Citizens in Athens also had to complete military training, but Athens never exercised the same strict and brutal control over its people as Sparta.</p>	<p>Authoritarian rule is a political system where power is concentrated in the hands of a very few people. The Greek philosopher Aristotle described Sparta this way; as "a kind of unlimited and perpetual generalship..." Within Sparta there existed three groups: 1) slaves, known as Helots, 2) Spartan females, who were taught to be fit and patriotic, and 3) Spartan males, who were trained to become warriors. None of these groups enjoyed a great deal of freedom. At the age of seven, boys were forced from home to live in barracks and receive military training from older boys. The Helots slaved to provide the necessary food and labor for Sparta. While women enjoyed some freedom relative to other Greek city-states, overall, free-will was very limited in Spartan society and control was often harsh and ruthless.</p>

Write **at least** 3 pros or cons in each box (12 total)

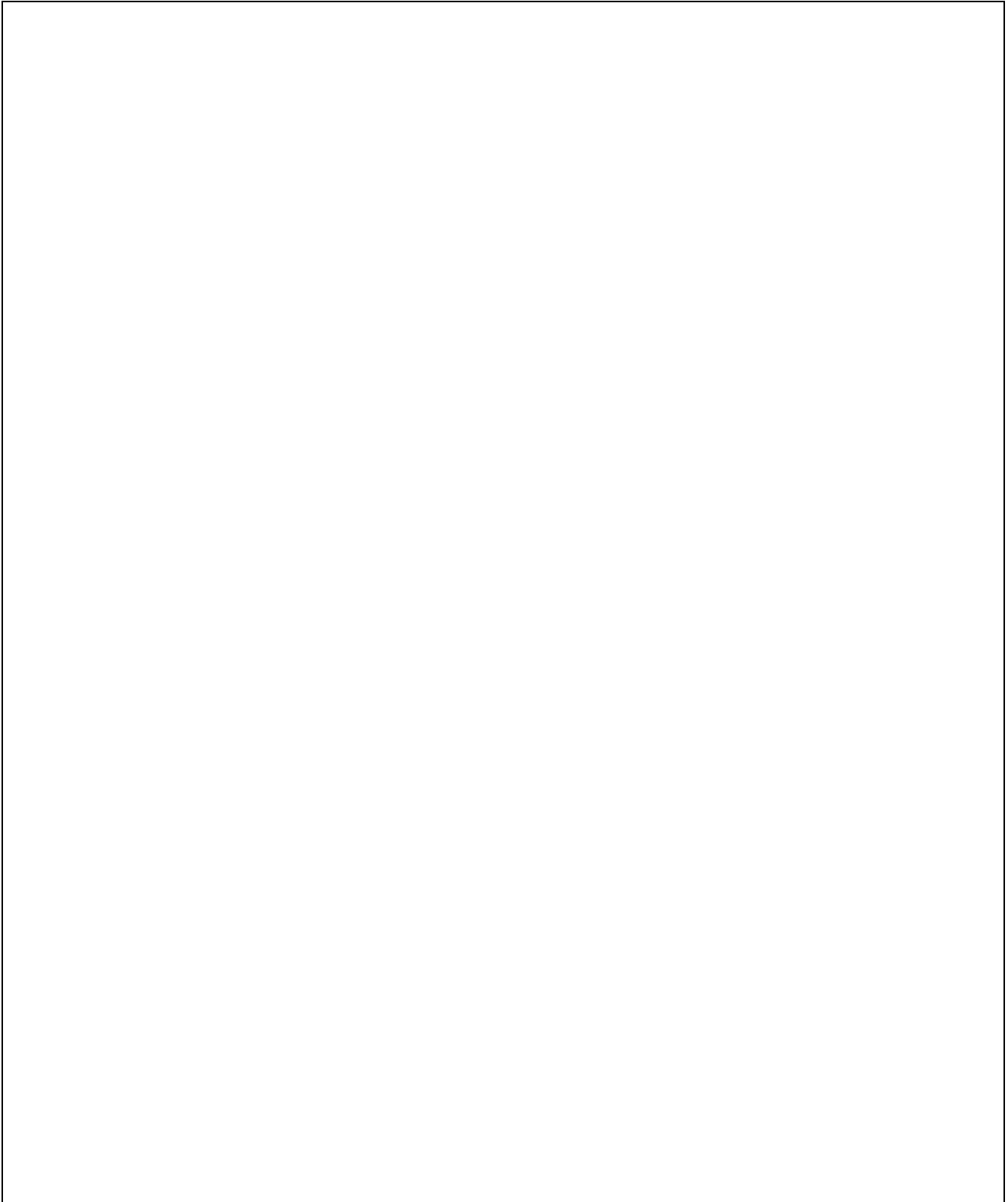
Pro: Positive, something good

Con: Negative, something bad

	<b>Athens</b>	<b>Sparta</b>
<b>Pros</b>		
<b>Cons</b>		

Create a poster to advertise living in the culture that you think is best. Use persuasive language to make the culture look fun and appealing to the audience!

**Make sure to include: name of culture, pros of life in the city, at least 3 drawings.**



# Mapping: Ancient Rome

**Directions:** View the map of Ancient Rome in the year 117. Notice that the civilization of Ancient Greece is circled, and became a part of the Roman Empire in 146 B.C. Then, complete the comprehension questions.

**Objective:** I can **analyze** a map of the Roman Empire.



1. List **one** mountain range in the Roman Empire:

\_\_\_\_\_

2. List **two** seas that would have been used in the Roman Empire:

\_\_\_\_\_

3. List **three** islands in the Roman Empire:

\_\_\_\_\_

4. List **four** modern day countries in the Roman Empire:

\_\_\_\_\_

\_\_\_\_\_

5. List **five** cities in the Roman Empire:

\_\_\_\_\_

\_\_\_\_\_

6. Why do you think the Mediterranean Sea was the center of trade for the Roman Empire?

The Mediterranean Sea was the center of trade for the Roman Empire because \_\_\_\_\_

\_\_\_\_\_.

7. How many continents does the Roman Empire touch? How does this support that the empire was extremely powerful?

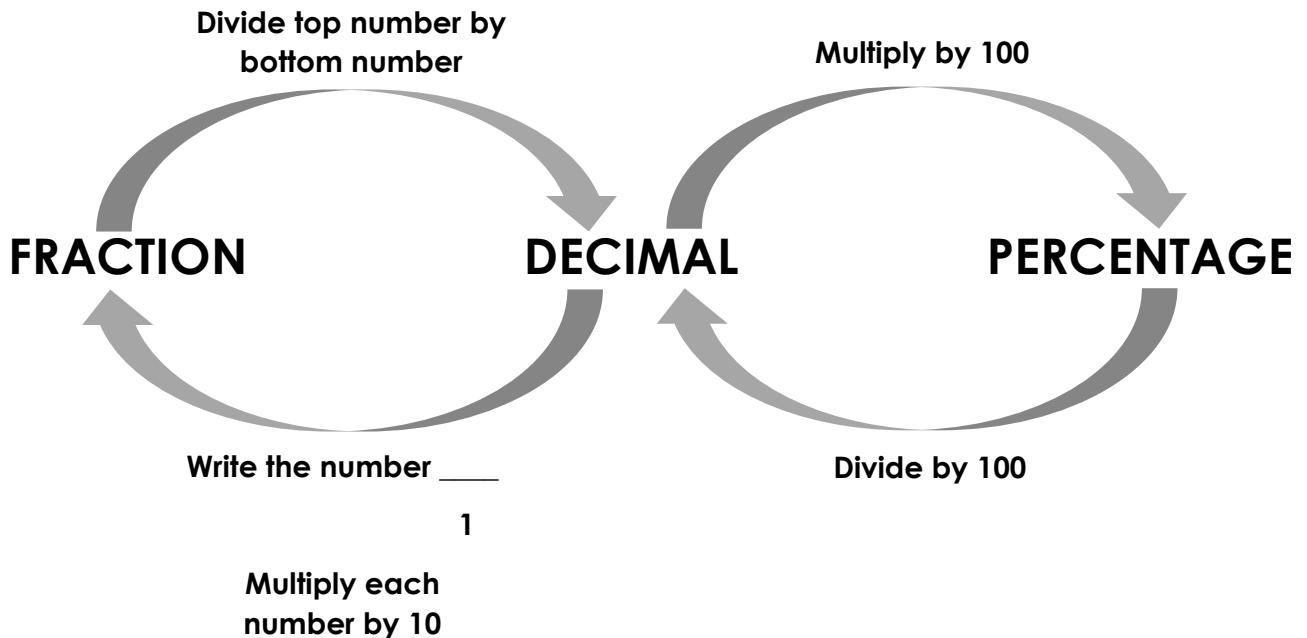
The Roman Empire touches \_\_\_\_\_ continents. This supports that the empire was extremely powerful because \_\_\_\_\_

\_\_\_\_\_.

# Converting Fractions, Decimals, and Percentages

**Directions:** The last three weeks you have learned about fractions, decimals, and percentages. Now, you are going to put all of that knowledge together! Review the visual and complete the practice tasks.

**Objective:** I can **convert** fractions, decimals, and percentages.



**Example:**

Fraction:  $\frac{3}{4}$

Decimal:  $3 \div 4 = .75$

Percentage:  $.75 \times 100 = 75\%$

Percentage: 60%

Decimal:  $60 \div 100 = .6$

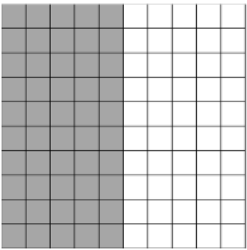
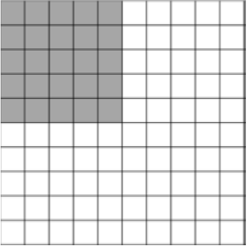
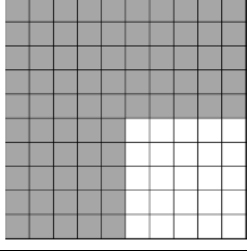
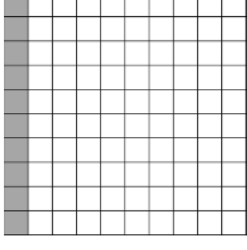
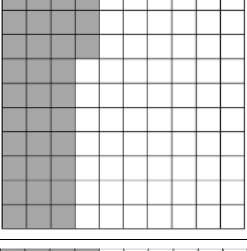
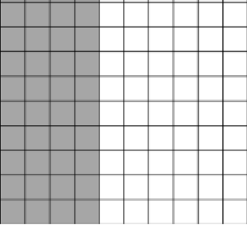
Fraction:  $\frac{6}{1}$

$\frac{60}{100}$

$\frac{6}{10}$

$\frac{3}{5}$

Practice Tasks

	Fraction	Decimal	Percentage
	$\frac{50}{100}$	.5	50%
			
			
			
			
			





# Day 2

# Reading Comprehension Challenge: Gladiators

**Directions:** Read the article discussing Roman Gladiators. Then, complete the three levels of reading comprehension challenges.

**Objective:** Level 1: I can **identify** past tense verbs.

Level 2: I can **identify** facts and opinions.

Level 3: I can **create** interview questions.

Roman gladiators were trained in mortal combat, a form of public entertainment in ancient Rome. The word gladiator comes from the Latin word gladius (sword). Wealthy or important Romans often asked for funeral games to be held in their honor.

In 264 B.C.E six men were hired to fight

at a funeral—probably the first gladiators. The popularity of the games grew and spread throughout the Roman empire. Eventually gladiatorial games became lavish public entertainments, especially after the Coliseum in Rome opened in 80 C.E.



**The inside of the Coliseum, which is still standing in Rome today.**



**A drawing of a common Roman Gladiator wearing armor, a shield, and sword.**

Roman gladiators were usually convicted criminals, slaves, or prisoners of war. Many gladiators came from the lands Rome had conquered. Although there were a few women gladiators, in 200 C.E. women were banned from fighting.



**Ancient Romans used pottery to document events such as this gladiator battle.**

Some gladiators who managed to survive the fierce fighting became famous or even wealthy. Men of the very lowest social rank sometimes bound themselves to the owner of a gladiator troupe, enduring branding, chains, flogging, and brutality at the hands of their masters to become gladiators. Gladiators went through intense

training and were taught complex moves so they could better entertain the audience.

Gladiators were supposed to fight to the death, but if they fought extremely well the crowd could decide to spare both fighters. The crowd voted by showing thumbs up or thumbs down—although whether or not thumbs up meant “life” has not been verified. Sometimes gladiators won prize money.

At a large event there could be hundreds of gladiators. In the Coliseum, the audience could be as large as 50,000 people. After other entertainments in the morning, such as hunting wild animals and the execution of criminals, gladiators would enter the arena. They would approach the emperor and proclaim, Ave, Imperator, morituri te salutamus (Hail, Emperor, we who are about to die, salute you).



**Gladiators often battled animals, like lions and tigers, instead of other gladiators.**

As Christianity spread and the power of the Roman Empire declined, the appeal of the games diminished. In 326 C.E. Constantine began the process of abolishing gladiator games. In 400 C.E. Emperor Honorius banned gladiators forever.

## Level 1

Since gladiators lived long ago, this article is written in the past. Find 10 **unique past tense verbs** in the article and then write the present tense form next to each verb.

<b>Past Tense Verb</b>	<b>Present Tense Verb</b>
Were	Are

## **Level 2**

Read each statement. Then, decide if the state is a fact (something that can be proven true) or an opinion (a way someone feels or thinks). Write each statement in the correct box.

1. The word gladiator comes from the Latin word for sword.
2. Crowds gathered at the Coliseum to watch gladiators battle.
3. Gladiators were bad people and deserved to fight each other.
4. As Christianity spread, people were not as interested in gladiators.
5. It was a fun activity to watch gladiators battle.
6. Gladiators are stronger than lions.

<b>Facts</b>	<b>Opinions</b>

### **Level 3**

Imagine you are able to travel to the past and meet a Roman Gladiator. Write three questions you would want to ask him about his life as a gladiator.

**Question 1:**

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---



**Question 2:**

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---

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**Question 2:**

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# The Destruction of Pompeii

**Directions:** Read the primary source describing the powerful volcano Mount Vesuvius in the year 79. After you read each section, write down the sensory language you see. What did the author see, feel, hear, smell, or taste? Then, sketch a picture of what you think the author saw.

**Objective:** I can **describe** a historical event using sensory details from a primary source.

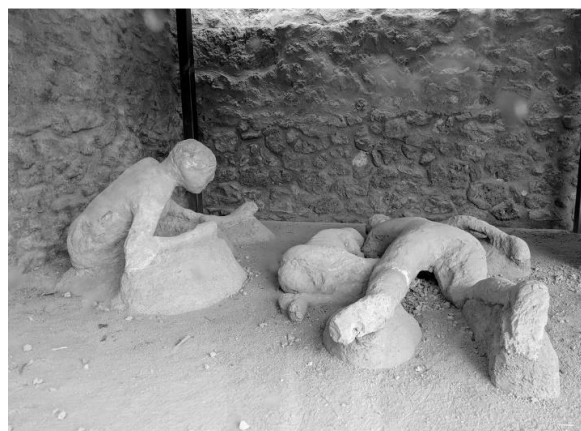
## Background Information

On August 24, 79 Mount Vesuvius literally blew its top, spewing tons of molten ash, pumice and sulfuric gas miles into the atmosphere. A "firestorm" of poisonous vapors and molten debris engulfed the surrounding area suffocating the inhabitants of the neighboring Roman resort cities of Pompeii, Herculaneum and Stabiae. Tons of falling debris filled the streets until nothing remained to be seen of the once thriving communities. The cities remained buried and undiscovered for almost 1700 years until excavation began in 1748. These excavations continue today and provide insight into life during the Roman Empire.

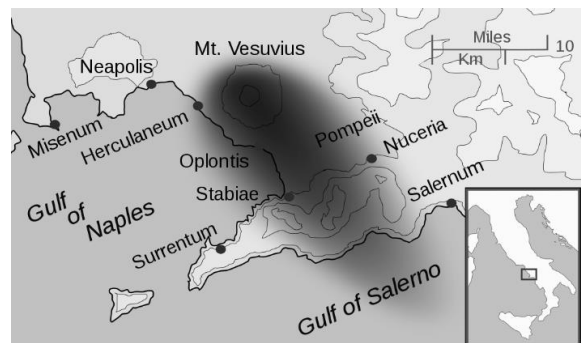
An ancient voice reaches out from the past to tell us of the disaster. This voice belongs to Pliny the Younger whose letters describe his experience during the eruption while he was staying in the home of his Uncle, Pliny the Elder. The elder Pliny was an official in the Roman Court, in charge of the fleet in the area of the Bay of Naples and a naturalist. Pliny the Younger's letters were discovered in the 16th century.



**Mount Vesuvius looms in the background of the ruins of Pompeii that are standing in Italy today.**



**The citizens bodies were well preserved by the layers of ash they were buried in.**



**A map showing how much area the ash of Mt. Vesuvius covered.**

**Source:** "The Destruction of Pompeii, 79 AD," EyeWitness to History, [www.eyewitnesstohistory.com](http://www.eyewitnesstohistory.com) (1999).

<p><b>Primary Source #1</b></p>	<p>"My uncle was stationed at Misenum, in active command of the fleet. On 24 August, in the early afternoon, my mother drew his attention to a cloud of unusual size and appearance. He had been out in the sun, had taken a cold bath, and lunched while lying down, and was then working at his books. He called for his shoes and climbed up to a place which would give him the best view of the phenomenon. It was not clear at that distance from which mountain the cloud was rising (it was afterwards known to be Vesuvius); its general appearance can best be expressed as being like an umbrella pine, for it rose to a great height on a sort of trunk and then split off into branches, I imagine because it was thrust upwards by the first blast and then left unsupported as the pressure subsided, or else it was borne down by its own weight so that it spread out and gradually dispersed. In places it looked white, elsewhere blotched and dirty, according to the amount of soil and ashes it carried with it."</p>
<p><b>Sensory Language</b></p>	<p>A cloud of unusual size and appearance</p> <p>Being like an umbrella pine, for it rose to a great height on a sort of trunk and then split off into branches</p> <p>Thrust upward by the first blast</p> <p>In places it looked white, elsewhere blotched and dirty</p>
<p><b>Sketch</b></p>	



<p><b>Primary Source #2</b></p>	<p>“He [Pliny the Elder] hurried to the place which everyone else was hastily leaving, steering his course straight for the danger zone. He was entirely fearless, describing each new movement and phase of the portent to be noted down exactly as he observed them. Ashes were already falling, hotter and thicker as the ships drew near, followed by bits of pumice and blackened stones, charred and cracked by the flames: then suddenly they were in shallow water, and the shore was blocked by the debris from the mountain. For a moment my uncle wondered whether to turn back, but when the helmsman advised this he refused, telling him that Fortune stood by the courageous and they must make for Pomponianus at Stabiae.”</p>
<p><b>Sensory Language</b></p>	
<p><b>Sketch</b></p>	

<p><b>Primary Source #3</b></p>	<p>“Meanwhile on Mount Vesuvius broad sheets of fire and leaping flames blazed at several points, their bright glare emphasized by the darkness of night. My uncle tried to allay the fears of his companions by repeatedly declaring that these were nothing but bonfires left by the peasants in their terror, or else empty houses on fire in the districts they had abandoned. Then he went to rest and certainly slept, for as he was a stout man his breathing was rather loud and heavy and could be heard by people coming and going outside his door. By this time the courtyard giving access to his room was full of ashes mixed with pumice stones, so that its level had risen, and if he had stayed in the room any longer he would never have got out. He was wakened, came out and joined Pomponianus and the rest of the household who had sat up all night.”</p>
<p><b>Sensory Language</b></p>	
<p><b>Sketch</b></p>	

<p><b>Primary Source #4</b></p>	<p>“Elsewhere there was daylight by this time, but they were still in darkness, blacker and denser than any ordinary night, which they relieved by lighting torches and various kinds of lamp. My uncle decided to go down to the shore and investigate on the spot the possibility of any escape by sea, but he found the waves still wild and dangerous. A sheet was spread on the ground for him to lie down, and he repeatedly asked for cold water to drink.</p> <p>Then the flames and smell of sulphur which gave warning of the approaching fire drove the others to take flight and roused him to stand up. He stood leaning on two slaves and then suddenly collapsed, I imagine because the dense, fumes choked his breathing by blocking his windpipe which was constitutionally weak and narrow and often inflamed. When daylight returned on the 26th - two days after the last day he had been seen - his body was found intact and uninjured, still fully clothed and looking more like sleep than death.”</p>
<p><b>Sensory Language</b></p>	
<p><b>Sketch</b></p>	

<p><b>Primary Source #5</b></p>	<p>“Ashes were already falling, not as yet very thickly. I looked round: a dense black cloud was coming up behind us, spreading over the earth like a flood. 'Let us leave the road while we can still see,' I said, 'or we shall be knocked down and trampled underfoot in the dark by the crowd behind. 'We had scarcely sat down to rest when darkness fell, not the dark of a moonless or cloudy night, but as if the lamp had been put out in a closed room.</p> <p>You could hear the shrieks of women, the wailing of infants, and the shouting of men; some were calling their parents, others their children or their wives, trying to recognize them by their voices. People bewailed their own fate or that of their relatives, and there were some who prayed for death in their terror of dying. Many besought the aid of the gods, but still more imagined there were no gods left, and that the universe was plunged into eternal darkness for evermore.”</p>
<p><b>Sensory Language</b></p>	
<p><b>Sketch</b></p>	

<p><b>Primary Source #6</b></p>	<p>“There were people, too, who added to the real perils by inventing fictitious dangers: some reported that part of Misenum had collapsed or another part was on fire, and though their tales were false they found others to believe them. A gleam of light returned, but we took this to be a warning of the approaching flames rather than daylight. However, the flames remained some distance off; then darkness came on once more and ashes began to fall again, this time in heavy showers. We rose from time to time and shook them off, otherwise we should have been buried and crushed beneath their weight. I could boast that not a groan or cry of fear escaped me in these perils, but I admit that I derived some poor consolation in my mortal lot from the belief that the whole world was dying with me and I with it.”</p>
<p><b>Sensory Language</b></p>	
<p><b>Sketch</b></p>	

# Comparing Fractions, Decimals, and Percentages

**Directions:** Cut out the number cards and shuffle. Place the pile of cards face down. Then, flip over two cards. Record the two numbers on the graphic organizer. Use the scratch paper to convert the numbers and decide if the first number is greater than, less than, or equal to the second number?

**Optional:** Play with a partner! Take turns drawing a card. Decide which player has the greater card. The winner keeps both cards. Play until one player has all of the cards.

**Objective:** I can **compare** fractions, decimals, and percentages.

## Review

**>** **Greater than:** The number on the **left** is larger

Example:  $1 > 0$

**<** **Less than:** The number on the **left** is smaller

Example:  $3 < 5$

**=** **Equal to:** Both numbers are the same

Example:  $10 = 10$



Cut these cards out

$.75$	$.3$
$.8$	$.1$
$.33$	$.95$
$.05$	$50/100$
$20/100$	$85/100$



33/100	60/100
90/100	15/100
75%	40%
5%	90%
25%	33%

Scratch Paper



# Day 3

# Roman Numerals

**Directions:** Read the directions about how to use Roman Numerals. Then, complete the practice tasks.

**Objectives:** I can **convert** numbers into Roman Numerals.

Roman Numerals were created between 900 B.C. – 800 B.C. Counting over 10 was tricky to do using fingers, so the numerals were created to help with that. Each number is represented by a letter symbol or a collection of letters. There is no symbol for zero.

## Roman Numerals

1	5	10	50	100	500	1000
I	V	X	L	C	D	M

## Basic Combinations

1	2	3	4	5	6	7	8	9
I	II	III	IV	V	VI	VII	VIII	IX
10	20	30	40	50	60	70	80	90
X	XX	XXX	XL	L	LX	LXX	LXXX	XC
100	200	300	400	500	600	700	800	900
C	CC	CCC	CD	D	DC	DCC	DCCC	CM

## The Rules

When a symbol appears **after a larger** (or equal) symbol it is **added**

- Example: VI = V + I = 5 + 1 = 6
- Example: LXX = L + X + X = 50 + 10 + 10 = 70

But if the symbol appears **before a larger** symbol it is **subtracted**

- Example: IV = V - I = 5 - 1 = 4
- Example: IX = X - I = 10 - 1 = 9

## Practice Task #1

Draw a line to match the number to the correct Roman Numeral.

- |     |    |      |
|-----|----|------|
| 1.  | 11 | XX   |
| 2.  | 7  | XIV  |
| 3.  | 4  | XVII |
| 4.  | 16 | XI   |
| 5.  | 20 | X    |
| 6.  | 17 | IV   |
| 7.  | 13 | XIII |
| 8.  | 10 | VII  |
| 9.  | 9  | XVI  |
| 10. | 14 | IX   |

## Practice Task #2

Convert each numeral to the correct number. Then add or subtract. Convert your answer back to Roman Numerals.

1. XI + III = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. XV - XIV = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

3. V + IV = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4. VIII - IV = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

5. I + XIX = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

## Mythology: “A Touch of Gold”

**Directions:** Myths are old stories that explained the way things are in nature or how people should behave. Myths are always fiction, and include elements of fantasy, especially gods and goddesses. **Think, do you know any myths from your own culture?** Read the myth “A Touch of Gold” and complete the story elements graphic organizer.

**Objective:** I can **analyze** a Greek myth.

There once was a king named Midas. He was a good king who was happiest when he was helping others. One day a poor man named Silenus came to ask for help. “Do not worry, my friend,” said the good king. He gave orders that Silenus should be housed, clothed, and fed.

Now Silenus was a friend of Dionysus, one of the Greek gods. When Dionysus heard this story, he granted King Midas a wish. “Midas, you are a great king,” Dionysus said. “Wish for whatever you like.” King Midas, though rich, was envious of those who had greater wealth. So he wished that everything he touched would turn to gold. “If you’re sure that’s what you want, your wish is granted,” said Dionysus. Midas told Dionysus he was certain.

The king began to touch things. He turned the palace gold, and then some of the hills and valleys. He began rejoicing. He turned individual leaves on various trees gold. Even the corn and potatoes in the fields and the knives and forks in the kitchen he turned to gold.

Midas held a feast for all the men, women, and children of the kingdom. The food looked delicious, but when Midas tried to eat, his food turned to gold. When he tried to drink, his wine turned to liquid gold. “Oh father, what is happening?” his daughter cried. The king reached to comfort her. He dropped his hand, but it was too late. His daughter had already turned to gold.

King Midas regretted his wish. His loud sobs sent echoes through the palace. Dionysus heard the king’s cry and appeared. Midas begged Dionysus to save him. Dionysus felt sorry for the king. “Go bathe in the river,” he said. “Your wish will be washed away.” Midas hurried to the river and followed the god’s instructions. The golden touch was washed away. Midas was sorry he had been so greedy. He gave up his wealth and moved to the country, where he lived simply among the forest creatures.



# Story Elements

Setting (When & Where):

Main Character (Who is the story mostly about?):

Supporting Characters (Who else is in the story?):

Problem (What goes wrong in the story?):

Moral (What lesson did the story teach?):

The moral of the story is...

Solution (How is the problem fixed?):



## Roll a Decimal and Convert!

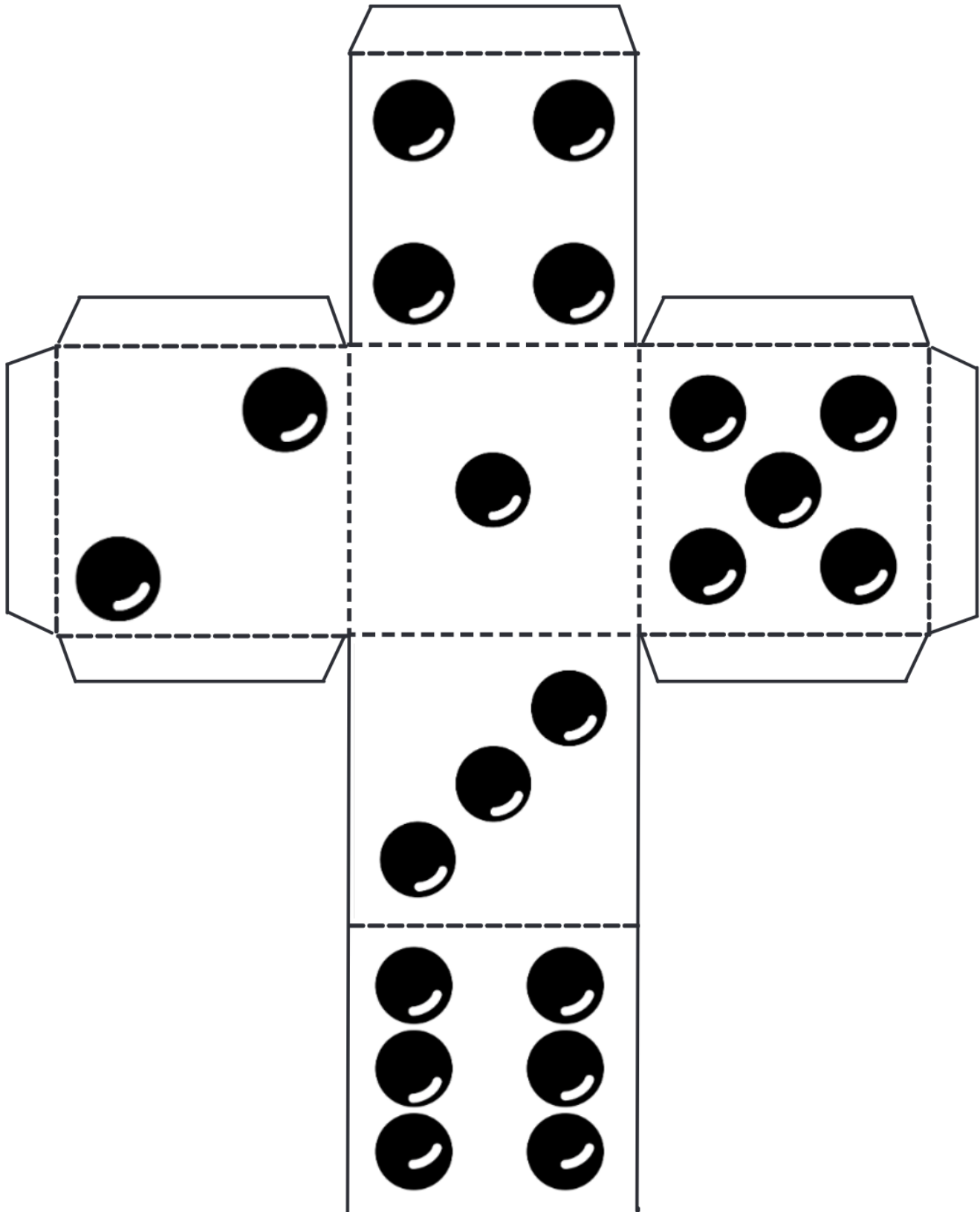
**Directions:** First, follow the instructions to create the paper dice. Then, roll the dice two times to create a decimal **less than 1**. After, convert the decimal into a fraction and percentage.

**Objective:** I can **convert** decimals into fractions and percentages.

<b>My Decimal</b>	<b>As a Fraction</b>	<b>As a Percentage</b>
• _____		
• _____		
• _____		
• _____		
• _____		
• _____		
• _____		

# Foldable Dice

**Directions:** Cut on the **solid lines** and fold on the **dash lines**. Use tape or glue to secure the small flaps in place to make a cube.





# Day 4

# Write Your Own Myth!

**Directions:** Read about the different creatures often referenced in Greek Mythology. Then, you will write your own myth about one of the creatures in **two complete paragraphs** (5-7 sentences). First, complete the graphic organizer. Next, write your story. Finally, draw an illustration to go with your story.

**Objective:** I can **write** a myth using common mythical creatures.

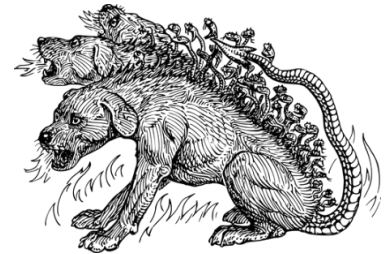
## **Centaurs**

The Centaurs were half-man half-horse creatures. The chest and head was human, while their lower half had four legs like a horse. Generally, centaurs were outspoken and rude. However, one centaur named Chiron was very smart and skilled in training. He is known to have trained many of the Greek heroes including Achilles and Jason of the Argonauts.



## **Cerberus**

The Cerberus was a giant three-headed dog that guarded the gates of the Underworld. It was his job to keep the souls and spirits in the underworld and to keep people from entering the underworld. Cerberus was the offspring of the feared monster Typhon. One of Hercules' task as part of his Twelve Labors was to defeat and capture Cerberus.



## **Cyclopes**

The Cyclopes were giants with one large eye in the center of their forehead. They were known for making powerful weapons. They became famous for making Zeus his thunderbolts and Poseidon his trident. Odysseus also came into contact with a Cyclopes while on his adventures in the Odyssey. At home they raised sheep and were known to make really great cheese from sheep milk.



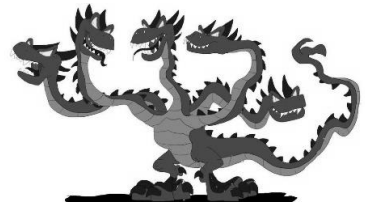
## **Griffins**

The griffin is a lesser known creature that took the shape of a lion and an eagle. It had the body of a lion and the head, wings, and talons of an eagle. Griffins were said to live in northern Greece where they guarded a huge treasure.



## Hydra

The hydra was one of the most feared creatures in Greek Mythology. It was a giant snake/dragon with nine heads. It was very difficult to kill because if you cut one head off, more heads would quickly grow back. Hercules had to kill the hydra as one of his Twelve Labors.



## Medusa

Medusa was one of the more famous Greek creatures. She was a type of Greek monster called a Gorgon. She had a woman's face, but had snakes for hair. Anyone who looked into Medusa's eyes would be turned to stone. Legend has it that she was once a beautiful woman, but was turned into a Gorgon as punishment by the goddess Athena.



## Minotaur

The Minotaur was an ancient creature that lived on the island of Crete. He had the head of bull and the body of a man. He lived in a Labyrinth which was an underground. According to legend each year seven boys and seven girls were locked into the Labyrinth to be eaten by the Minotaur.



## Pegasus

Pegasus was a horse that had huge wings that allowed it to fly. It was known for its beauty. Pegasus belonged to Zeus and the offspring of the ugly monster Medusa. Pegasus helped the hero Bellerophon to kill the chimera.



**Sphinx** The Sphinx is another creature that a combination of attributes. It had the body of a lion, the head of a woman, and the wings of an eagle. The Sphinx terrorized the city of Thebes, killing all those who could not solve its riddle. Finally, a young man named Oedipus solved the Sphinxes riddle and the city was saved.



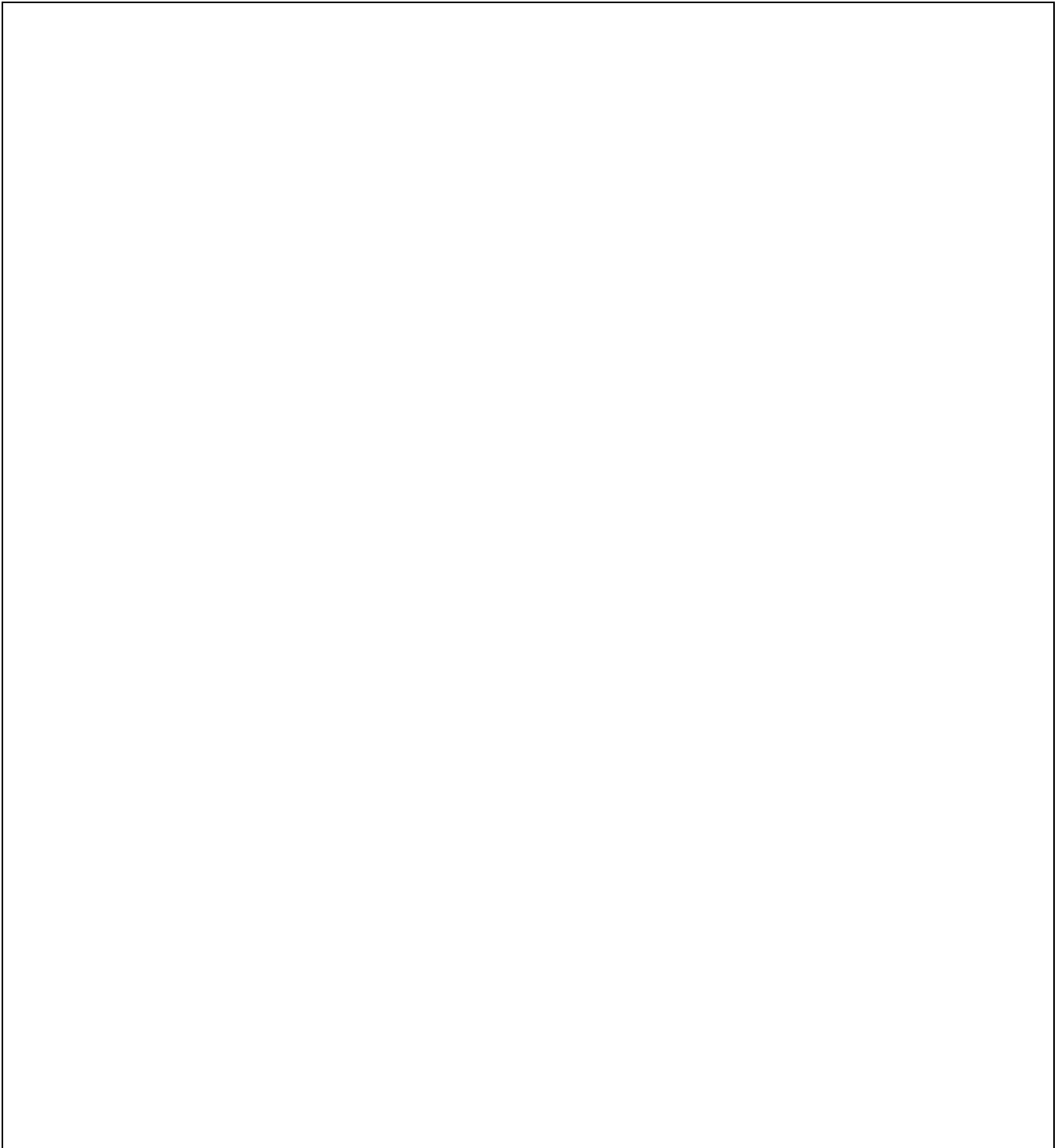
<b>Characters</b>	
<b>Setting</b>	
<b>Problem</b>	
<b>Solution</b>	
<b>Main Events</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>







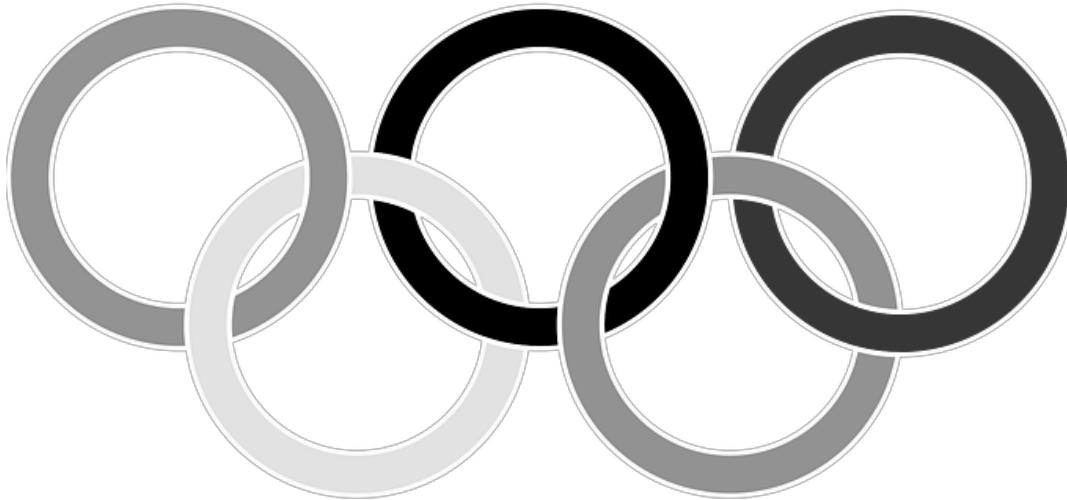
# Illustration



# The History of the Olympics

**Directions:** Read the informational passage about the history of the Olympic games. Then, cut out the facts about the Olympics in Ancient Greece and today. Place each fact in the correct column 'Ancient Greece', 'Both', or 'Today'.

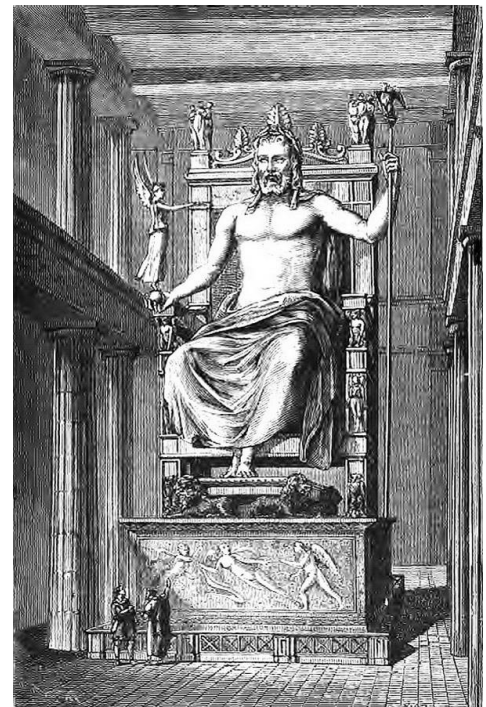
**Objective:** I can **compare** the Ancient Greek Olympics and the Olympics of today.



The Olympic flag has a white background, with five interlaced rings in the center: blue, yellow, black, green and red. This design is symbolic; it represents the five continents of the world, united by Olympism, while the six colors are those that appear on all the national flags of the world at the present time.

Every four years, athletes from all around the world come together to compete in Olympic games. The winter games are held two years after each summer Olympics. Athletes from over 200 countries compete for medals. But, how did the Olympics begin? The Olympic games have a very rich and interesting history.

The modern Olympic Games began in 1896. Did you know that was not the first Olympics? The first Olympics were held in Ancient Greece over 2,700 years ago. The Greek games were part of a religious festival for the Greek God, Zeus. They were held every four years in a town called Olympia. The modern Olympics are also held every four years, but in different countries.



The statue of Zeus in Olympia.

The first Olympic Games were not international. During the Greek Olympics, each Greek city-state would send their best athletes to compete against athletes from the other city-states. Often, the city-states were at war with one another. During the time of the Olympics, the city-states had a sacred truce. This means that any war was suspended for one month before the games and during the games.

The ancient Olympic Games only lasted four days, unlike the modern games. Today, the Olympics last a little over two weeks. However, the Ancient Greeks participated in some of the same sports we still enjoy today. These include boxing, running, wrestling, and long jump. They also had their own sports, like chariot racing.

Today, winners take home gold, silver, or bronze medals. Winners in the Greek Olympics were treated like heroes. The Greek winners were given wreaths of laurel leaves. They would also get free meals, special treatment, invitations to parties, and have the opportunity to marry rich and beautiful women.



**A piece of ancient pottery shows two men boxing in the early Olympics.**



**Two men competing in modern day Olympic boxing.**



**American gymnast Simone Biles with her gold medal. Biles has more Olympic medals than any other American gymnast.**

Cut these facts out and put them in the correct column on the next page.

Olympic Games held every four years.	Olympic games always held in Olympia.
Athletes participate in long jump, boxing, running and wrestling.	Winners receive wreaths of laurel leaves and are treated like heroes.
People come travel long distances to watch.	Athletes from all over the world compete.
Olympic games held in a different country each time.	Athletes participate in chariot races.
Games last 2 weeks	Winners receive medals of gold, silver or bronze.
Athletes from many Greek city-states compete.	Part of a celebration for the Greek God Zeus.
Games last 4 days.	

<p><b>Ancient Greece</b></p>	
<p><b>Both</b></p>	
<p><b>Today</b></p>	

## Converting Fractions, Decimals, and Percentages: Word Problems

**Directions:** Read each word problem. Decide, what is the problem asking you to do? Convert a fraction, decimal, or percentage? Use the box to show your work and circle the answer.

**Objective:** I can **convert** fractions, decimals, and percentages.

1. During the gladiator battles last weekend there were 100 total gladiators.  $\frac{44}{100}$  of the gladiators died that day. What percentage of the gladiators died?

$$\frac{44}{100} = .44$$

$$.44 \times 100 = 44\%$$

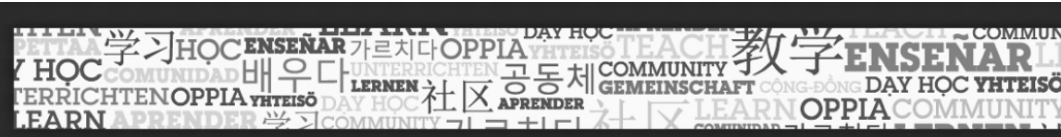
2. 10% of the students who finished school this year in Athens became architects. There were 100 total students. Represent the number of students that became architects as a decimal.

3. Roman god Jupiter held a meeting with all the gods and goddesses. .25 of the attendees were goddesses. What fraction of the attendees were goddesses?

4. Studies show that about 80/100 citizens of Pompeii survived the violent eruption. Use a decimal to represent how many citizens **did not survive**.

5. At the second annual Olympics, 60% of the participants had also participated in the first Olympics. What fraction of athletes was this their second Olympics?

6. **\*Bonus Question\*** Find your work from yesterday about Roman Numerals. First, convert the fraction **XV/C** from Roman Numerals to numbers. Then, convert the fraction into a decimal. After, convert the decimal back into Roman Numerals.



# Day 5





# Roman Mythology & Astrology

**Directions:** Read the information about each Roman god or goddess and planet in our solar system. Then, complete the sentences to match each planet with its namesake.

**Objective:** I can **identify** the planets to their namesake.

## **Background Information**

The past two days we have learned about Greek mythology. Did you know the Ancient Romans had their own versions of similar myths? Roman gods and goddesses are very recognizable to us because the planets in our solar system are named after them! The only exception is Earth, which comes from a combination of English and German words meaning "ground".

### **Jupiter**

The King of the Gods. Jupiter was the largest and most powerful of all Roman gods. The majority of myths include Jupiter or his relatives. There were many shrines around the Roman Empire for people to worship Jupiter. Thunder and lightning were symbols of Jupiter due to his extreme power.



### **Neptune**

The Roman god of fresh water and the Sea. He was the brother of Jupiter. Neptune is pictured as being an old man with a beard. Roman mythology describes him as being violent and unpredictable, as the sea can sometimes be. He is often seen with a trident and a dolphin or other sea creatures.



### **Mercury**

The Roman god of Commerce and Travel. Mercury was the son of Jupiter. He was known for being very clever and served as a messenger to the other gods. He is often seen with a purse and sandals with wings on them to represent how quickly he flew through the skies.



### **Uranus**

The Roman god of the Skies and Heaven. Uranus was the grandfather of Jupiter. He is seen as the first and oldest god in Roman mythology, also referred to as Father Sky. Uranus was seen as angry and unkind, never letting his children see the light.



## Venus

The Roman goddess of Love and Beauty. According to mythology, Venus was a direct ancestor of Remus and Romulus, the founders of Rome. Therefore, Romans saw Venus as the mother of Rome. Romans would ask her for advice on love and relationships. Common symbols of Venus are roses, pearls, or mirrors.



## Mars

The Roman god of War. Mars was very important to Roman culture, second only to his father Jupiter. As the god of War, he protected the Roman Army in battle and was heavily respected and worshipped by them. Mars was seen as angry and violent to the other gods.



## Pluto

The Roman god of the Underworld. He is the brother of Jupiter. Pluto was very isolated since he was far from the others on Earth and in the sky. Often the underworld is seen as a dark and miserable place, but the Romans also recognized that good things such as gold and silver came from the underworld also. He had a helmet that would make him invisible to others.



## Saturn

The Roman god of Agriculture and Time. Saturn was the son of Uranus and father of Jupiter, Neptune, and Pluto. He wanted to be the ruler of the universe so he overthrew his father. Romans believed that Saturn taught the people how to farm and be patient with the harvest. They learned that they needed to wait for the correct season to be able to plant.



The first planet in our solar system is \_\_\_\_\_ because it has the fastest rotation of all the planets.

The second planet in our solar system is \_\_\_\_\_ because it is the brightest planet in the sky and seen as the most beautiful.

The third planet in our solar system is \_\_\_\_\_ because it is not named after any Roman gods or goddesses.

The fourth planet in our solar system is \_\_\_\_\_ because it's red color symbolizes the blood and anger of war.

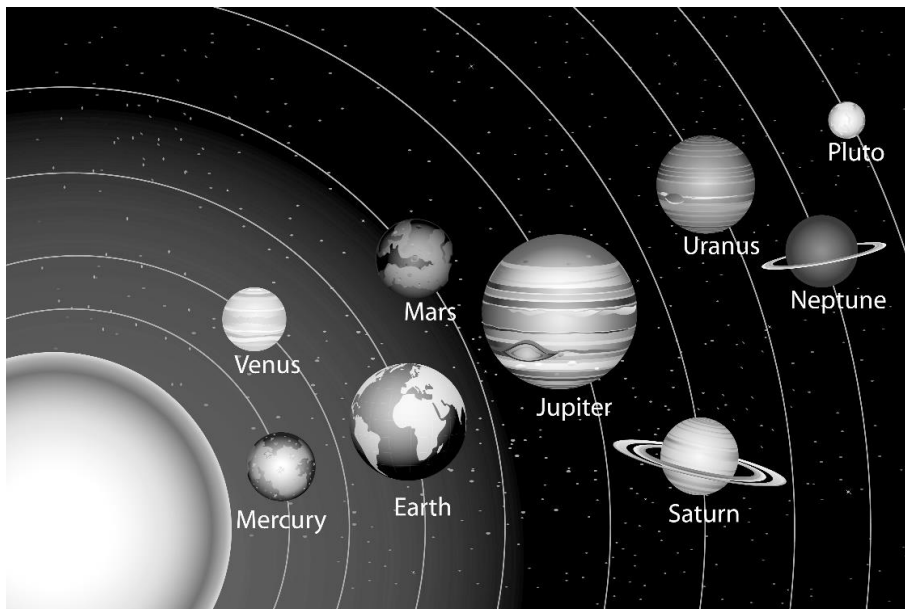
The fifth planet in our solar system is \_\_\_\_\_ because it is the largest planet of all and seen as the most powerful.

The sixth planet in our solar system is \_\_\_\_\_ because it has a very slow rotation and takes much longer than most other planets.

The seventh planet in our solar system is \_\_\_\_\_ because it is the third largest planet, but is much darker and unseen.

The eighth planet in our solar system is \_\_\_\_\_ because it has a deep blue color that resembles the sea.

The ninth planet in our solar system is \_\_\_\_\_ because it is isolated from the other planets and so far from the sun it is in complete darkness.

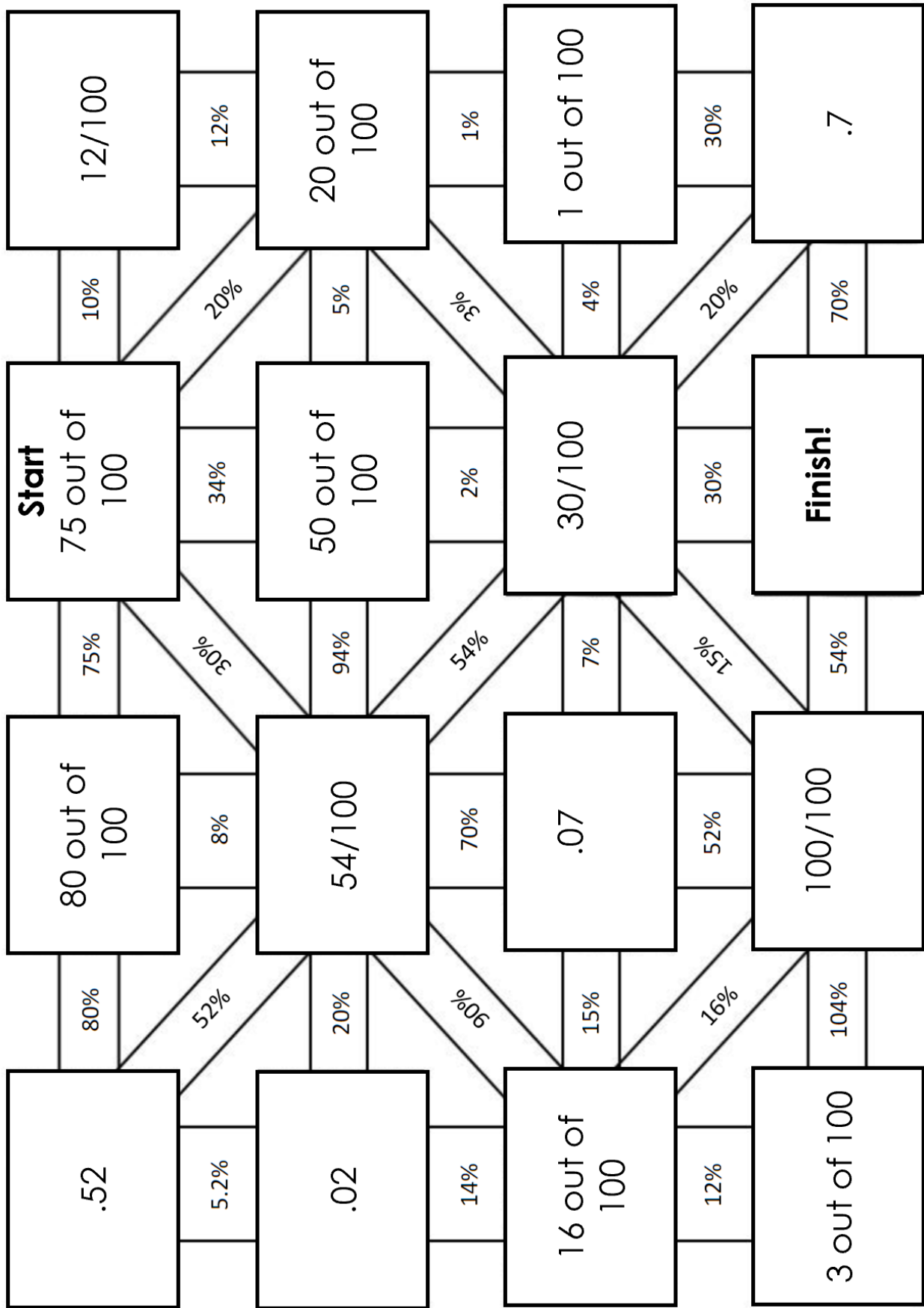


## Escape the Conversions!

**Directions:** You need to travel from the **Start** box to **Finish**, by taking the correct pathways. Look at the large box, and follow the correct percentage. Draw a line between boxes to make a path.

**Objective:** I can **convert** fractions and decimals into percentages.

Use this space as scratch paper









## Reference Sheet

### LENGTH

Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

### CAPACITY AND VOLUME

Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

### MASS AND WEIGHT

Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

### TIME

1 year = 365 days
1 year = 12 months
1 year = 52 weeks
1 week = 7 days
1 day = 24 hours
1 hour = 60 minutes
1 minute = 60 seconds



ICMEE is housed within: