dig
INTO HISTORY
From Cricket Media

A Column with a Story
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Behind the Scenes—with an Axe
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TRAJAN
Princeps Optimus

MAGAZINE ARTICLES

Contents

Teacher's Guide for *Dig:*
Trajan Rome's Princeps Optimus

OVERVIEW

In this magazine, readers will learn about the history and accomplishments of Roman Emperor Trajan. **Dig: Trajan Rome's Princeps Optimus** *includes information about Trajan's family ties, public works, military conflicts, and legacy.*

ESSENTIAL QUESTION:

Why is the term "Princeps Optimus" a fitting description of Emperor Trajan?

We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

READ INDIVIDUAL ARTICLES PAGES 4 – 15

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:

Essential Question

Content Concepts
C3 Framework for Social Studies
Next Generation Science Standards

Key Vocabulary
CCSS Reading 4

Prepare to Read
CCSS Speaking and Listening 1, 2, 4

Close Reading and Text Analysis
CCSS Reading 1-10

Writing/Speaking and Listening
CCSS Writing 1, 2, 3 & 6
CCSS Speaking and Listening 1, 2, 4

TEACH A MINI-UNIT PAGES 17 – 19

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).
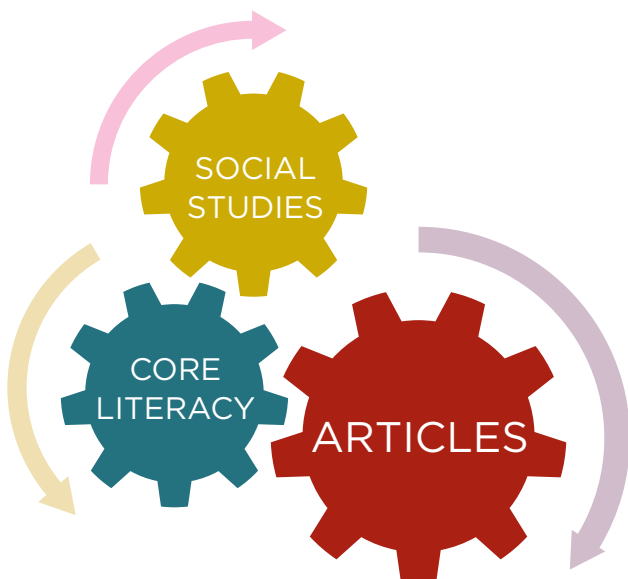
SOCIAL STUDIES

CORE LITERACY

ARTICLES

Essential Question: Why is the term "Princeps Optimus" a fitting description of Emperor Trajan?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
Here Comes the Parade! Expository Nonfiction	People's perspectives shape the historical sources they create.	• Close Reading • Analyze Text Structure • Evaluate Tone • Write a Letter	*Reading 1, 2, 3, 4 & 5* *Writing 3*
The Road to Power Expository Nonfiction	Changes in leadership are examples of historical change.	• Close Reading • Analyze Text Features • Determine Author's Purpose • Evaluate Evidence • Present a Speech	*Reading 1, 2, 3, 5, 6 & 8* *Speaking & Listening 1, 4 & 6*
A Column That Talks Expository Nonfiction	The creator, date, place of origin, intended audience, and purpose of a historical source determine its usefulness in explaining events in the past.	• Close Reading • Interpret Visual Information • Evaluate Evidence • Write an Annotated Cartoon	*Reading 2, 3, 7 & 8* *Writing 2*
A Master at Engineering Expository Nonfiction	Historical sources may have limitations that impact their usefulness in explaining events in the past.	• Close Reading • Evaluate Evidence • Compare Texts • Research & Write an Essay	*Reading 1, 3, 8 & 9* *Writing 2, 4, 7 & 8*
Caution: Work Zone Expository Nonfiction	Governments provide different kinds of public goods and services to support the national economy.	• Close Reading • Interpret Figurative Language • Interpret Visual Information • Debate an Opinion	*Reading 1, 2, 4 & 7* *Speaking & Listening 1, 3 & 4*
Legend of Dakia Expository Nonfiction	People's perspectives shape the historical sources they create.	• Close Reading • Interpret Figurative Language • Interpret Visual Information • Evaluate Evidence • Write a Graphic Story	*Reading 1, 2, 3, 4, 7 & 8* *Writing 3*
The *Alimenta* Expository Nonfiction	Governments attempt to increase productivity by introducing policies that increase the standard of living.	• Close Reading • Analyze Text Structure • Interpret Visual Information • Write a Persuasive Blog	*Reading 1, 2, 3, 5 & 7* *Writing 1*
The Limits of Power Expository Nonfiction	Shifts in economic and military relations between peoples represent examples of historical change.	• Close Reading • Evaluate Word Choice • Analyze Text Structure • Write a Journal Entry	*Reading 1, 2, 3, 4 & 5* *Writing 3*
What the Letters Reveal Expository Nonfiction	The creator, date, place of origin, intended audience, and purpose of a historical source determine its usefulness in explaining events in the past.	• Close Reading • Analyze Text Features • Analyze Author's Point of View • Write a Play	*Reading 2, 3, 5 & 6* *Writing 3*
Meet Plotina Expository Nonfiction	Individuals can shape significant historical change.	• Close Reading • Analyze Text Structure • Analyze Author's Purpose • Research/Write an Editorial	*Reading 1, 2, 3, 5 & 6* *Writing 1 & 7*
Princeps Optimus Expository Nonfiction	The past can best be understood by evaluating multiple sources.	• Close Reading • Analyze Author's Purpose • Analyze Text Structure • Present a Monologue	*Reading 1, 2, 5 & 6* *Speaking & Listening 4 & 6*

Comparing Texts: *CCSS Reading 1, 2, 3, & 9*

Mini-Unit: *CCSS Reading 1, 2, & 3; CCSS Writing 2, 4, & 5; CCSS Speaking & Listening 1, 2, 4, 5, & 6*

Lexile Score: 1050

Roman generals were allowed to celebrate triumph after decisive and bloody victories. The most famous of these parades, which also included public games, was the one for Emperor Trajan, after he had defeated the Dacians.

ESSENTIAL QUESTION

Why is the term "Princeps Optimus" a fitting description of Emperor Trajan?

CORE CONTENT CONCEPT

Social Studies People's perspectives shape the historical sources they create.

CROSS-CURRICULAR EXTENSION

Math Use the current value of gold and silver in US dollars to compute today's value of Trajan's plunder.

KEY VOCABULARY

column (p. 3) a long post made of steel, stone, etc., that can be used to depict symbolic representations of historical events

decisive (p. 3) very clear and obvious

PREPARE TO READ

Discuss the spectacle of victory celebrations following military conflicts. Ask students why such celebrations are held and what they would expect to see if in attendance. Examples might include VE Day in the United States and Europe, or the Moscow Victory Day Parade in Russia.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What can you infer about Roman society based on how triumphs were celebrated? Cite details from the text that support your answer. *CCSS Reading 1*
- What evidence in the text supports the idea that not every victory resulted in a triumph? *CCSS Reading 2*
- How was Trajan introduced in the triumph? What can you infer about the role of generals in Roman society from these details? *CCSS Reading 1 & 3*

Craft and Structure

- **Evaluate Tone** What is the tone of this article? Which specific elements of the text help you define that tone? *CCSS Reading 4*
- **Analyze Text Structure** How does the author relate the information in the early sections of the article to the final section? How does the inclusion of travel information impact your understanding of the topic? *CCSS Reading 5*

WRITING

Write a Letter Imagine you are watching Trajan's triumph. Write a letter explaining what you witnessed. Be sure to include information on who, what, when, where, why and how.

Lexile Score: 1000
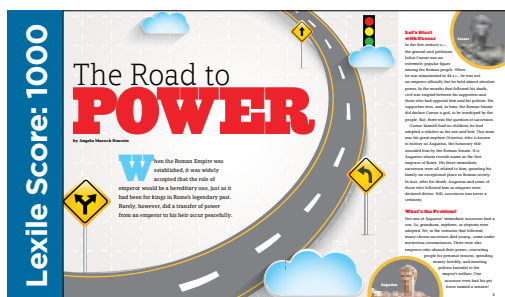
The Roman Empire suffered years of instability because successors to the throne were often corrupt or poor leaders, or died in office.

ESSENTIAL QUESTION

Why is the term "Princeps Optimus" a fitting description of Emperor Trajan?

CORE CONTENT CONCEPT

Social Studies Changes in leadership are examples of historical change.

CROSS-CURRICULAR EXTENSION

Civics Conduct research to determine the qualifications for becoming a U.S. citizen. Then, discuss the privileges of being a citizen.

KEY VOCABULARY

absolute (p. 5) complete and total

legitimate (p. 6) real, accepted, or official

privilege (p. 6) a right or benefit that is given to some people and not to others

PREPARE TO READ

Give students an overview of different methods for selecting rulers (e.g., direct election, electoral college, succession, etc.). Have students brainstorm the pros and cons of these methods, paying particular attention to the likelihood of a peaceful transition.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What can you infer about the historical record from the suggested theories about Trajan's adoption? Write a paragraph explaining how you came to your inferences. *CCSS Reading 1*
- Why might the senators have chosen Nerva rather than Trajan? Cite details from the text to support your answer. *CCSS Reading 2*
- What did Trajan do immediately after being selected as Emperor? Why? Cite details in the text that support your answer. *CCSS Reading 3*

Craft and Structure

- **Analyze Text Features** What is the purpose of the subtitles in this article? How do they add to your understanding as you read? *CCSS Reading 5*
- **Determine Author's Purpose** What is the author's purpose in presenting this article? Which specific elements clue you in to that purpose? *CCSS Reading 6*
- **Evaluate Evidence** What evidence does the author present for the idea that Roman attitudes were changing? Is the evidence sufficient? Use details from the text to support your answer. *CCSS Reading 8*

SPEAKING AND LISTENING

Give a Speech Make a two-minute speech explaining your opinion of how national leaders should be selected. Refer to the text and your own experience.

Lexile Score: 1150

Trajan's column, an engineering marvel, is a lasting memorial to his victory over the Dacians and his leadership skills.

ESSENTIAL QUESTION

Why is the term "Princeps Optimus" a fitting description of Emperor Trajan?

CORE CONTENT CONCEPT

Social Studies The creator, date, place of origin, intended audience, and purpose of a historical source determine its usefulness in explaining events in the past.

CROSS-CURRICULAR EXTENSION

Art Carve an image or scene in clay of an event in your life. See how detailed you can make it.

KEY VOCABULARY

buffer (p. 8) something that gives protection by separating things

level (p. 9) to knock (someone or something) down to the ground

spoils (p. 8) something stolen or taken by thieves, soldiers, etc.

PREPARE TO READ

Show pictures of memorials and see how many the students can identify. Discuss why each was created and how it represents the person or events it memorializes.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Create an outline of the text, showing the main idea of each section and the supporting details. *CCSS Reading 2*
- Write a paragraph explaining how the column memorializes Trajan's victory over Dacia and his leadership skills. Cite supporting evidence in the text. *CCSS Reading 3*
- How did the column change over time? Why? *CCSS Reading 3*

Craft and Structure

- **Interpret Visual Information** Study the illustrations without reading the captions and write a few sentences explaining what you think is happening in each image and why. *CCSS Reading 7*
- **Evaluate Evidence** Read the captions that accompany the article. How do they support the claim in the main text that Emperor Trajan was revered as an important figure in Roman history? Cite evidence from the text to support your answer. *CCSS Reading 8*

WRITING

Write an Annotated Cartoon The article states that Trajan's column "probably paralleled" written accounts of the Dacian conquest created by Trajan. Create an annotated cartoon depicting an important historical event.

Lexile Score: 1110

A Master at **Engineering**

Apollodorus was the master engineer of a bridge over the Danube, but his competence and confidence may have led him to lose favor with Emperor Hadrian.

ESSENTIAL QUESTION

Why is the term "Princeps Optimus" a fitting description of Emperor Trajan?

CORE CONTENT CONCEPT

Social Studies Historical sources may have limitations that impact their usefulness in explaining events in the past.

CROSS-CURRICULAR EXTENSION

Engineering Design and build bridges that will support toy cars. See whose supports the most vehicles.

KEY VOCABULARY

deference (p. 13) a way of behaving that shows respect for someone or something

suitable (p. 13) having the qualities that are right, needed, or appropriate for something

PREPARE TO READ

Define the different types of engineering. Consider which types might be needed to construct a bridge.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Identify details used to show Apollodorus's character. What three words best describe his personality? *CCSS Reading 1*
- What can you infer about the relationship between Apollodorus and Trajan? Use details from the text to support your inferences. *CCSS Reading 1*
- How did Apollodorus's personality lead to conflict as his career progressed? Support your answer with details from the text. *CCSS Reading 3*

Craft and Structure

- **Evaluate Evidence** The author claims that the *Historia Augusta* is considered to be an unreliable source. Is the evidence presented sufficient to support this claim? *CCSS Reading 8*
- **Compare Texts** How do the last two quotations cited in the article both support the idea that Apollodorus was a self-assured individual? Cite specific evidence and determine whether this evidence is sufficient. *CCSS Reading 9*

WRITING

Research and Write an Essay The article implies that Hadrian thought he was good at certain things. Research Hadrian and write an essay that answers whether he was really good at the things he thought he was good at.

Lexile Score: 1140

Trajan carried out many infrastructure projects to improve conditions for the people, including projects from his military years as well as his reign.

ESSENTIAL QUESTION

Why is the term "Princeps Optimus" a fitting description of Emperor Trajan?

CORE CONTENT CONCEPT

Social Studies Governments provide different kinds of public goods and services to support the national economy.

CROSS-CURRICULAR EXTENSION

Science What scientific principles allowed the aqueducts to function?

KEY VOCABULARY

infrastructure (p. 15) the basic equipment and structures (such as roads and bridges) that are needed for a country, region, or organization to function properly

subterranean (p. 17) located or living under the surface of the ground

PREPARE TO READ

Define and give examples of infrastructure. Discuss infrastructure projects that would positively affect your area and what groups have incentives to create them.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Write an annotated list of Trajan's accomplishments. Include one sentence explaining why each was important along with dates and other details about its construction. *CCSS Reading 1*
- What can you infer about the sources of information for this article? Which specific details helped you form your inferences? *CCSS Reading 1*
- What is the overall theme of this article? Use evidence from the text to support your opinion. *CCSS Reading 2*

Craft and Structure

- **Interpret Figurative Language** Trajan is described as the "father" of his country. What is the meaning of this term? Use clues from the text to support your answer. *CCSS Reading 4*
- **Interpret Visual Information** Study the images that accompany the article. How do they support the author's claim that Trajan was a "father" to his country? *CCSS Reading 7*

SPEAKING AND LISTENING

Debate an Opinion What was Trajan's greatest achievement? Use details from the text to debate this with a partner.

Lexile Score: 1180

A legend states that Trajan fell in love with the Dacian princess, but historical evidence suggests she saw him as an enemy. Legend has it that she fled into the hills, where she turned into a statue that still mourns for her people.

ESSENTIAL QUESTION

Why is the term "Princeps Optimus" a fitting description of Emperor Trajan?

CORE CONTENT CONCEPT

Social Studies People's perspectives shape the historical sources they create.

CROSS-CURRICULAR EXTENSION

English Language Arts Read and compare legends from different cultures about the same event or person.

KEY VOCABULARY

ballad (p. 20) a kind of poem or song that tells a story (such as a story about a famous person from history)

betray (p. 20) to show (something, such as a feeling or desire) without wanting or trying to

legend (p. 20) a story from the past that is believed by many people but cannot be proved to be true

PREPARE TO READ

Ask students to imagine being a ruler of a nation conquered by the Romans. How might they feel? How would they respond if one of the conquerors fell in love with them?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Write an outline of the legend. What is the problem or major source of tension? What is the climax? What is the resolution? *CCSS Reading 1*
- What is the theme of the legend? How do you know? What details in the legend support your answer? *CCSS Reading 2*
- Use a Venn diagram (p. 21) to compare the characters of Trajan and the princess. Write a paragraph explaining your diagram. *CCSS Reading 3*

Craft and Structure

- **Interpret Figurative Language** Locate examples of figurative language in the text. Record them and determine what type of figurative language each is. *CCSS Reading 4*
- **Interpret Visual Information** Study the illustration included in the article. Which events in the legend are depicted? *CCSS Reading 7*
- **Evaluate Evidence** What historical evidence supports the events in the legend? What does the lack of historical evidence suggest about the meaning and purpose of the legend? *CCSS Reading 8*

WRITING

Write a Graphic Story Write and illustrate a popular family or cultural legend.

Lexile Score: 1150

The *Alimenta* provided financial aid and education to families within Italy, but it may not have been altruistic.

ESSENTIAL QUESTION

Why is the term "Princeps Optimus" a fitting description of Emperor Trajan?

CORE CONTENT CONCEPT

Social Studies Governments attempt to increase productivity by introducing policies that increase the standard of living.

CROSS-CURRICULAR EXTENSION

Civics Learn about organizations that help people in your area and find ways to support them.

KEY VOCABULARY

dole (p. 20) money that a government (especially the British government) gives to people who do not have jobs or who are very poor

initiate (p. 20) to cause the beginning of (something)

PREPARE TO READ

Discuss the ways in which our society provides aid to the poor and whether the students believe such efforts are beneficial for society as a whole.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Use a T-chart (p. 22) to list the altruistic and self-serving reasons for the *Alimenta* mentioned in the article. *CCSS Reading 3*
- What is the main idea of this text? What evidence from the text supports your conclusion? *CCSS Reading 2*
- What can you infer about how non-Italians may have been treated during this time period? Use details from the text to support your answer. *CCSS Reading 1*

Craft and Structure

- **Analyze Text Structure** What text structure is used in the text? Why do you think this text structure was chosen by the author? How does its use support the main idea of the text? *CCSS Reading 4*
- **Interpret Visual Information** What ideas in the article does the image support? What ideas in the article does the image not support? *CCSS Reading 7*

WRITING

Write a Persuasive Blog Write a persuasive blog entry attempting to convince your audience that Trajan's motives for implementing the *Alimenta* were altruistic or self-serving.

Lexile Score: 1110

The Limits of POWER
by Emily Abbink

Trajan participated in the "wars" between Rome and Parthia, defeating the enemy only to lose the territory to rebellion, showing that his power was limited.

ESSENTIAL QUESTION

Why is the term "Princeps Optimus" a fitting description of Emperor Trajan?

CORE CONTENT CONCEPT

Social Studies Shifts in economic and military relations between peoples represent examples of historical change.

CROSS-CURRICULAR EXTENSION

English Language Arts & History
Read about the Cold War and discuss similarities between it and the "wars" between Rome and Parthia.

KEY VOCABULARY

lucrative (p. 22) producing money or wealth

posturing (p. 22) behavior that is intended to impress other people and is not sincere

PREPARE TO READ

Discuss the title. What can limit an emperor's power?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What can you infer about the characteristics of the king of Parthia? Use details from the text to support your answer. *CCSS Reading 1*
- What is the main theme of the text? How does the title relate to the theme? *CCSS Reading 2*
- How did the relationship between Rome and Parthia change over time? Cite information from the text to support your answer. *CCSS Reading 3*

Craft and Structure

- **Evaluate Word Choice** Note words and phrases that the author uses to show emotion. Add information about who is said to have experienced the emotion and what emotion is suggested. *CCSS Reading 4*
- **Analyze Text Structure** Use the Cause-Effect graphic organizer on page 23 to note the causes and effects mentioned in the article. Why is this structure effective for this information? *CCSS Reading 5*

WRITING

Write a Journal Entry Do you identify with Trajan? Write a journal entry explaining how limits on your own powers once led to disappointment.

Lexile Score: 1040

What
The
Letters
Reveal

by Anthony Hollingsworth

Marcus Ulpian Trajan was Rome's 13th emperor. He ruled the Roman Empire almost 2,000 years ago. That was before anyone knew about North and South America, before there was a printing press or electricity, before English or Spanish was spoken, before knights, castles, or even churches existed. Ancient Rome was a very different place than it is today. Yet, we know more about everyday life when Trajan was emperor than we do about life after the fall of the Roman Empire and during the Middle Ages. Why is this so?

Letters were a common form of communication during Roman times. Pliny the Younger's letters have survived to give us a sense of Roman life.

ESSENTIAL QUESTION

Why is the term "Princeps Optimus" a fitting description of Emperor Trajan?

CORE CONTENT CONCEPT

Social Studies The creator, date, place of origin, intended audience, and purpose of a historical source determine its usefulness in explaining events in the past.

CROSS-CURRICULAR EXTENSION

Science Learn why flooding was a concern along the Tiber and how the river was later controlled.

KEY VOCABULARY

gift (p. 29) a special ability

profess (p. 29) to say or declare (something) openly

PREPARE TO READ

Ask students to imagine that they copied all their texts to others for a year and put them in a box. What picture do they think a future historian from 2400 A.D. would have of today's world, based on this source?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What is the main idea of this text? Cite details in the text that helped you determine it. *CCSS Reading 2*
- Based on the information presented, what words can you use to describe Pliny the Younger's character? Which details in the text support each word you've chosen? *CCSS Reading 3*
- What impact did the setting have on Pliny's work and why was it important? Use details from the text to support your answer. *CCSS Reading 3*

Craft and Structure

- **Analyze Text Features** What is the purpose of the subtitles used in the article? What does each refer to and how does it relate to the text that follows it? *CCSS Reading 5*
- **Analyze Author's Point of View** What details from the text reveal the author's point of view on Pliny the Younger's actions? *CCSS Reading 6*

WRITING

Write a Play Pretend you are Pliny. Write a play where Pliny the Younger writes a letter to Trajan, telling Trajan something he thinks he needs to know, and Trajan reads and responds to the letter. Use your imagination as well as the article to help you formulate ideas.

Lexile Score: 1060

Plotina was Trajan's wife. She was well-liked and instrumental in choosing his successor.

ESSENTIAL QUESTION

Why is the term "Princeps Optimus" a fitting description of Emperor Trajan?

CORE CONTENT CONCEPT

Social Studies Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Science Create a chart listing the causes and effects of a stroke.

KEY VOCABULARY

elaborate (p. 31) made or done with great care or with much detail

philosophy (p. 31) a particular set of ideas about knowledge, truth, the nature and meaning of life, etc.

PREPARE TO READ

Remind students that Roman emperors had adopted the tradition of naming a successor if they didn't have a son of their own. Discuss how they think the Senate would have reacted if the document naming the successor came from someone other the Emperor, just days prior to his death.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What can you infer about Plotina's personality based on the facts we have about her? Cite details from the text to support your answer. *CCSS Reading 1*
- Write one paragraph summarizing the facts about Plotina and another summarizing the speculations the author made about her. *CCSS Reading 2*
- How is Hadrian introduced? What role does he play in the text? *CCSS Reading 3*

Craft and Structure

- **Analyze Text Structure** What is the purpose of the final section of the article? How does it relate to the opening and help develop the theme? *CCSS Reading 5*
- **Analyze Author's Purpose** What is the author's purpose for writing this article? How do you know? How does this purpose affect the style and content of the article? *CCSS Reading 6*

WRITING

Research and Write an Editorial Research Plotina's role as a female leader in ancient Rome and the role female leaders have today. Then, compare the roles of female leaders in ancient Rome to those of today, and write an editorial where you express your opinion on whether or not leadership roles for females have changed over time.

Lexile Score: 1050

Sources from Trajan's time through Edward Gibbon's have claimed Trajan to be one of the best Roman emperors.

ESSENTIAL QUESTION

Why is the term "Princeps Optimus" a fitting description of Emperor Trajan?

CORE CONTENT CONCEPT

Social Studies The past can best be understood by evaluating multiple sources.

CROSS-CURRICULAR EXTENSION

Technology Compare how coins were minted in Trajan's time to how they are minted today.

KEY VOCABULARY

humanitarian (p. 33) a person who works to make other people's lives better

validate (p. 32) to show that something is real or correct

PREPARE TO READ

Ask students what they think of George Washington. Now ask them why they have those impressions. What sources of information helped shape their impressions? Did they represent diverse viewpoints? Then ask them to consider how the personal attitudes and cultural values of a source's creator may affect the impression they have of historical persons or events.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Which details in the text support the idea that Trajan was the Princeps Optimus? *CCSS Reading 2*
- Reread the quotations in the article and the words on the coins. How do they characterize Trajan? What does this tell you about his popularity? *CCSS Reading 1*
- Look at each source of praise for Trajan. What is their relationship with him? Could this have introduced bias into their views? *CCSS Reading 6*

Craft and Structure

- **Analyze Author's Purpose** What was the author's purpose in writing this text? Which specific details helped you determine that purpose? *CCSS Reading 6*
- **Analyze Text Structure** What text structure did the author use? How might changing the purpose of the article to presenting conflicting views on Trajan have changed the text structure? Which text structure would best achieve this purpose? *CCSS Reading 5*

SPEAKING AND LISTENING

Present a Monologue Write and present a one-minute monologue extolling the virtues of Trajan or another leader of your choice.

CROSS-TEXT CONNECTIONS

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** *(CCSS.Reading.9)*.

- Reread the descriptions of architectural wonders mentioned in *Dig: Trajan Rome's Princeps Optimus* and study the images provided. Make a chart showing common architectural and decorative features such as columns or carvings. (See Architecture chart on page 26.)

- Refer to a variety of articles to learn about differences in the Roman elites' attitude toward Italians and other people within the empire. Write an essay examining these differences. Include possible reasons for them as well as results.

- Create a timeline of important events in Trajan's life. Include structures he built, victories, laws, and personal events.

- Write one paragraph each describing what's known about Trajan's relationships with the following people: Hadrian, Pliny the Younger, Nerva, Plotina, and Apollodorus of Damascus. Add details about their relationships with each other.

- Read "A Column That Talks," "Caution: Work Zone," "Kiosk on Philae," "Legend of Dakia," "What the Letters Reveal," and "Princeps Optimus" to learn how historians know so much about Trajan. List each source of information and what historians learned from it.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

As we approach the end of the election season in the United States, let's consider what makes someone a great ruler. Your students will pretend Trajan is running for office in a fictional country. As his campaign managers, they will develop video advertisements extolling Trajan's virtues.

ENGAGE	READ FOR A PURPOSE	APPLY

ENGAGE: Engage students in the topic of Emperor Trajan by considering what made him a great emperor. Show the students the poster below and discuss the information presented. Ask about the tone and purpose of the poster and have them reflect on the Essential Question: Why is the term "Princeps Optimus" a fitting description of Emperor Trajan? Point out to students that while Trajan was never elected, as he was appointed Emperor by the Roman Senate, his qualities helped ensure his selection by the Senate.

CONQUEROR OF DACIA

SELECTED BY NERVA

LOVER OF THE POOR

INFRASTRUCTURE EXPERT

LAUDED BY MANY

PATER PATRIAE OF ROME

VOTE FOR TRAJAN

PRINCEPS OPTIMUS

HE'S THE RIGHT MAN FOR US

READ FOR A PURPOSE

INTRODUCE THE ACTIVITY: Elect Trajan: Refer students back to the poster in the Engage activity. Tell the students they will be creating their own multimedia ads for Trajan, who hopes to be elected to office in a fictional democratic country. They have been hired as his campaign managers and media consultants. The ads should be based in fact, but allow some leeway for creativity. Planning pages and notes will be turned in along with the final product, so you can see how they synthesized the materials. Explain that TV ads usually run for thirty seconds or one minute and that they will have one minute for each ad. If no video equipment is available, have students create short presentations or poster ads. Decide if there will be a minimum number of facts to include.

Then show the students various campaign ads, both video and print-based. Discuss the tone of the ads and the images used. Explain the purpose of the sponsorship note and the candidate's statement of approval. Remind the students that, like all advertising, these ads are trying to convince people to support something, in this case a political candidate. Keep in mind that the goal of this is not to discuss the merits of any candidate but to study the methods used in political campaign ads. For this reason, you may want to use ads that aren't from the current candidates.

RETURN TO THE TEXT: Explain to students that before they can create their ads, they must gather information so the ads contain facts as well as selling or talking points for their candidate. Divide the class into groups of three or four students.

Direct students to consider the office Trajan is running for as well as the attributes that office demands. Ask them to evaluate what qualities a leader of a democratic nation should have and what their fictional country is like. Student choices should be recorded in the "About Your Country" section of the Advertisement Concept Web on page 20.

Once each group has recorded this information, have them select a minimum of 6 articles from the text from which they will gather information about Emperor Trajan. Remind students that some may want to use a sequence of still images while others may want to present videos, perform small scenes, and use graphics from the articles. Remind the groups to keep these aspects in mind as they read the entire issue to determine which elements from the text they will use or feature in their ads. Instruct each group to record important visuals, facts or characteristics they want to emphasize in their ads in the "Visuals" and "Facts & Characteristics" sections of the Advertisement Concept Web.

APPLY: ELECT TRAJAN: Now that students have reread the articles to gather information, they are ready to create their ads!

STEP 1: Synthesize Materials
Assist groups as they synthesize notes and other materials from the articles and determine the major themes or ideas they want to present about Trajan in their ads. Present sources, such as Clip Art, where they can find images of Trajan and audio files they may wish to use. Have students gather any visual or audio sources they plan to incorporate. Note these on the Advertisement Concept Web organizer.

STEP 2: Plan Ad
Once the students have synthesized their ideas, ask them to plan their ads using the Advertisement Concept Web. Go over the elements on the web with them and remind them to keep the issue's Essential Question and practical requirements in mind as they plan. Have the issue available for reference and further study. Students may need more than one copy of the concept web organizer as they finalize their plans and select their roles. Have each group assign production roles, listed below, and record these on the Advertisement Concept Web organizer.

Videographer	Sound Engineer	Set Designer	Costume Designer
Director	Actor	Editor	Timekeeper

STEP 3: Write Script
Assist students as they write their scripts. Conduct a writers' workshop to check flow, consistency of message, length, grammar, punctuation, and spelling.

STEP 4: Rehearse
Help students assemble any final components they need and begin rehearsing the scripts and making final decisions about images and audio additions. Allow the students to use a timer so they can ensure they reach the one minute mark without exceeding it. Recheck scripts if elements have been cut for time.

STEP 5: Create
Allow time for students to create their presentations or print-based ads. Assist students in using any materials or equipment.
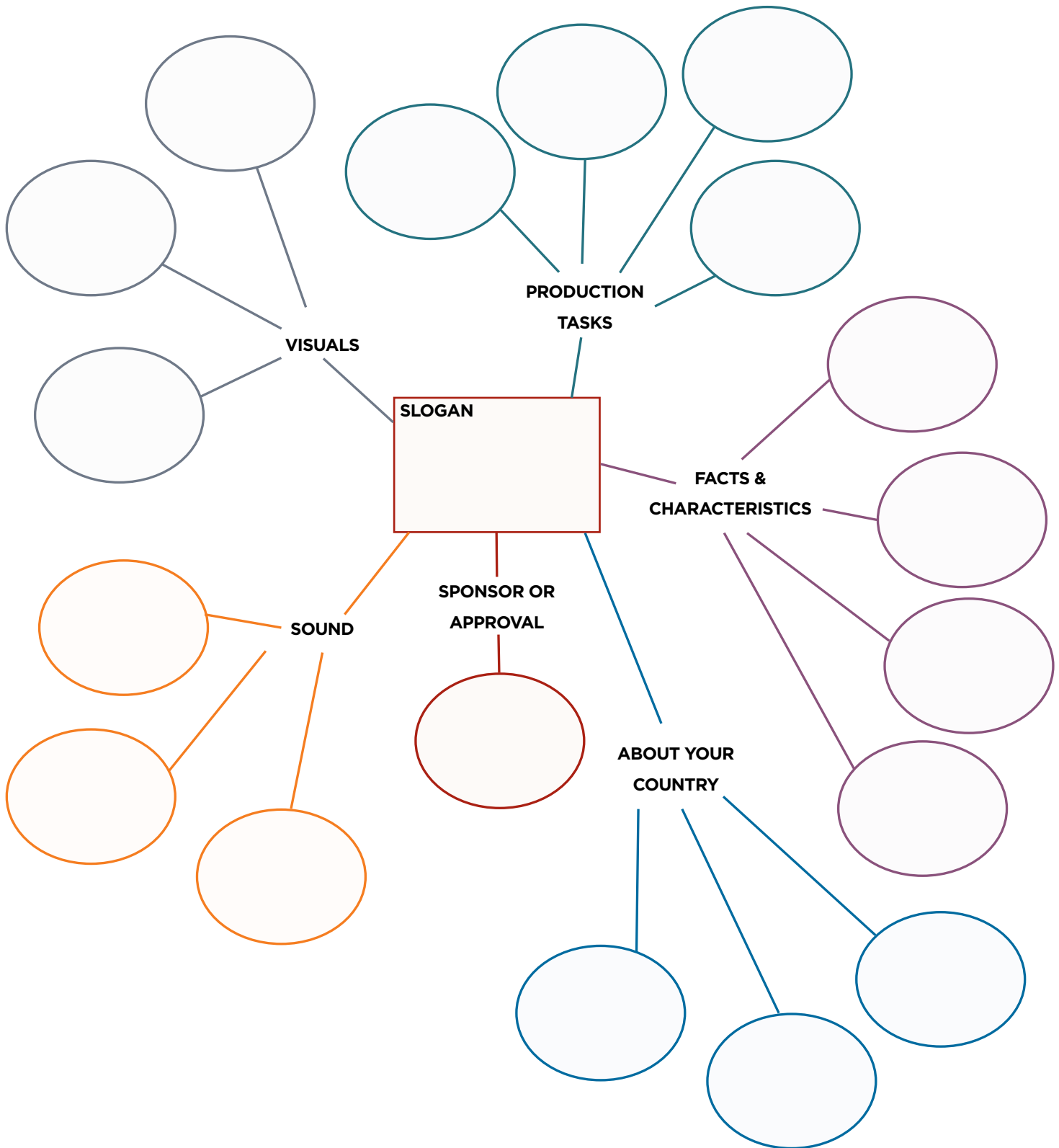
STEP 6: Present
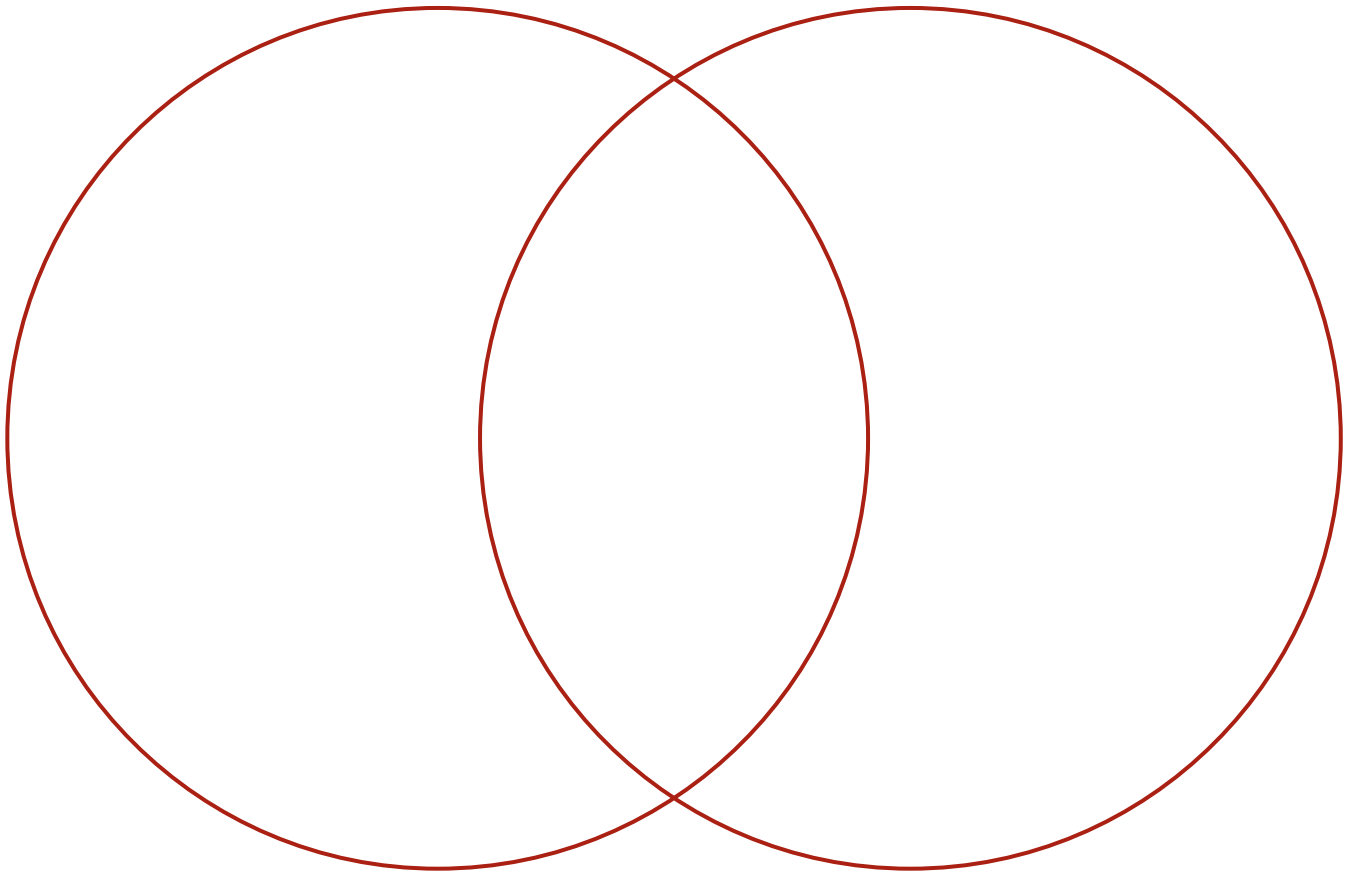Have students present their final products, and discuss their productions as a class.

NAME: _____

ADVERTISEMENT CONCEPT WEB

VISUALS

PRODUCTION TASKS

SLOGAN

FACTS & CHARACTERISTICS

SOUND

SPONSOR OR APPROVAL

ABOUT YOUR COUNTRY

VENN DIAGRAM

NAME: _____

REASONS FOR THE *ALIMENTA*

ALTRUISTIC	SELF-SERVING

NAME: _____

CAUSE/EFFECT

CAUSE

EFFECT

CAUSE

EFFECT

CAUSE

EFFECT

CAUSE

EFFECT
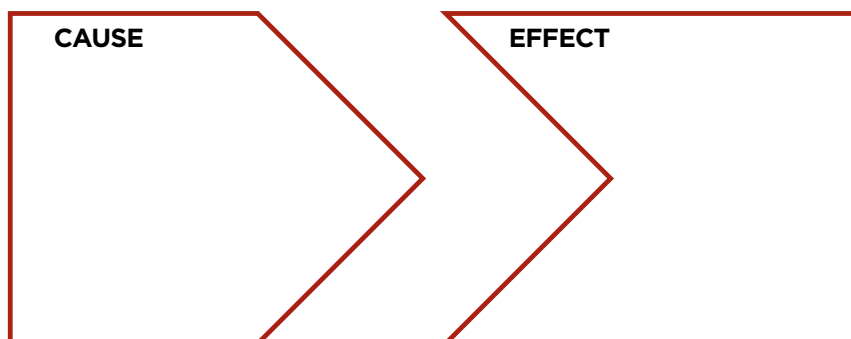
Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

USING THE STANDARDS CHARTS

ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher Guide to complete your lesson plans.

SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

CORE INSTRUCTIONAL CONCEPTS:
READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
KEY IDEAS AND DETAILS		
Read closely to determine what a text says explicitly.	Reading 1	
Make logical inferences to determine what the text communicates implicitly.	Reading 1	
Cite specific textual evidence to support conclusions drawn from the text.	Reading 1	
Determine central ideas or themes of a text and analyze their development.	Reading 2	
Summarize key supporting details and ideas.	Reading 2	
Analyze how **individuals, events, and ideas develop and interact** over the course of a text.	Reading 3	
CRAFT AND STRUCTURE		
Interpret words and phrases as they are used in a text.	Reading 4	
Determine technical, connotative, and figurative meanings.	Reading 4	
Analyze how specific **word choices** shape meaning or tone.	Reading 4	
Analyze the **structure of texts** (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the **genre**, **key elements, and characteristics** of literary texts.	Reading 5	
Assess how **point of view or purpose** shapes the content and style of a text.	Reading 6	
Analyze how an **author's style and tone** affects meaning.	Reading 6	
INTEGRATION OF KNOWLEDGE AND IDEAS		
Integrate and evaluate content presented in diverse media and formats.	Reading 7	
Identify and evaluate the argument and claims in a text.	Reading 8	
Analyze how two or more texts address similar themes or topics.	Reading 9	
WRITING		
Write **arguments** to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write **informative/explanatory texts** to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write **narratives** to develop real or imagined experiences or events.	Writing 3	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained **research projects.**	Writing 10	

CORE INSTRUCTIONAL CONCEPTS:
SOCIAL STUDIES

C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS	STATE OR DISTRICT STANDARD

CIVICS

Analyze the **origins, functions, and structure of different governments** and the **origins and purposes of laws** and key constitutional provisions.	
Summarize core **civic virtues and democratic principles.**	
Evaluate **policies** intended to address social issues.	

ECONOMICS

Evaluate the **benefits and costs of individual economic choices.**	
Analyze **economic incentives,** including those that cause people and businesses to specialize and trade.	
Explain the **importance of resources** (i.e. labor, human capital, physical capital, natural resources) in **methods of economic production.**	
Explain the **functions of money** in a market economy.	
Explain the importance of **competition** in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of **how individual and government actions affect the production of goods and services.**	
Analyze economic patterns, including activity and interactions between and within nations.	

GEOGRAPHY

Construct and use maps and other graphic representations (i.e. images, photographs, etc.) of different places.	
Explain cultural influences on the way people live and modify and adapt to their environments.	
Analyze places, including their physical, cultural and environmental characteristics and how they change over time.	
Analyze **movement of people, goods, and ideas.**	
Analyze regions, including how they relate to one another and the world as a whole from a political, economic, historical, and geographic perspective.	

HISTORY

Interpret historical context to **understand relationships among historical events or developments.**	
Evaluate historical events and developments to identify them as **examples of historical change and/or continuity.**	
Analyze perspectives, including factors that influence why and how individuals and groups develop different ones.	
Evaluate historical sources, including their reliability, relevancy, utility, and limitations.	
Analyze causes and effects, both intended and unintended, of historical developments.	

CORE INSTRUCTIONAL CONCEPTS: SCIENCE

DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

LIFE SCIENCE
- Structure and Function of Living Things
- Life Cycles and Stages
- Reproduction & Inherited Traits
- Animals
- Plants

PHYSICAL SCIENCE
- Forces and Interactions
- Energy
- Light
- Sound
- Electricity/ Magnetism
- Matter
- Waves
- Heat
- Chemistry
- Information Processing

EARTH SCIENCE
- Weather
- Climate
- Rocks & Soil
- Erosion and Weathering
- Landforms
- Water
- Oceans
- History of Earth
- Plate Tectonics
- Volcanoes, Earthquakes, and Tsunamis

SPACE SYSTEMS
- Solar System
- Planets
- Moon
- Sun