

UNIT 2 WEEK 2

CONTENTS & EXPLANATION




Ask Questions	Students ask questions as they read the text.
Answer Questions (3 pages)	Students answer text-dependent questions as they read.
INTERACTIVE NOTEBOOK PAGE Answer Questions	Students lift the flaps and answer text-dependent questions as they read. *Students cut out and glue the page into their interactive notebook.
Compare & Contrast: Governments	Students complete the Venn Diagram, comparing and contrasting the Athenian government crisis with the colonial government crisis.
Compare & Contrast: Athenian Governments in 700 BC and 500 BC	Students complete the Venn Diagram, comparing and contrasting the Athenian government in 700 BC with the Athenian government under Cleisthenes' leadership.
Compare & Contrast: Paragraphs	Students write short paragraphs comparing the Athenian government crisis with the colonists government crisis.
INTERACTIVE NOTEBOOK PAGE Compare & Contrast	Students lift the flaps and compare Consuls in the Roman government with the Executive Branch of the American government. *Students cut out and glue the page into their interactive notebook.

UNIT 2 WEEK 2

CONTENTS & EXPLANATION

Main Selection Text Questions	Students use evidence from the text to answer text-dependent comprehension questions about the story.
Paired Selection Text Questions	Students use evidence from the text to answer text-dependent comprehension questions about the story.
INTERACTIVE NOTEBOOK PAGE Author's Purpose	Students write about the author's purpose. * Students cut out and glue this page into their interactive notebook.
Essential Question	Students journal write to answer the essential question.
Vocabulary: Word Wall Words	The 8 vocabulary words are available to be cut and hung for use on a Word Wall.
Vocabulary: Definition and Sentence Writing	Students use the glossary at the back of the book to look up the meanings of the words. Then, students write the vocabulary words into sentences that show they understand the meaning of the word.
INTERACTIVE NOTEBOOK PAGE Vocabulary Definitions	Students use the glossary at the back of the book to look up the meanings of the words. * Students cut out and glue this page into their interactive notebook.
Vocabulary: Context Clues	Students use context clues to complete sentences with the vocabulary words.
Vocabulary: Definition Matching	Students match each vocabulary word to its definition.

CONTENTS & EXPLANATION

Vocabulary: Greek and Latin Roots	Students use the meanings of the Greek and Latin roots to match each word to its definition.
Spelling Lists	<p>Spelling lists are provided (3 to a page) to be used with the spelling pages.</p> <p>IMPORTANT Like in the curriculum, the spelling lists and pages are differentiated by Approaching, On Level, and Beyond. Each list can be identified by the shape in the upper right corner:</p> <ul style="list-style-type: none">  Approaching  On Level  Beyond
Spelling Words Writing 3x Each	Students write their spelling words 3 times each.
Spelling Sort	Students write the spelling words into the correct sort.
Spelling: My Own Word Search	Students write the spelling words into the grid, hiding them among other letters. Then, the trade papers with a partner to complete the word search.
INTERACTIVE NOTEBOOK PAGE Spelling Sort	<p>Students lift the flaps and write the spelling words in the correct sort.</p> <p>*Students cut out and glue the page into their interactive notebook.</p>
Answer Keys	Answers keys for all applicable sheets are at the end of the unit.

Name: _____

WHO CREATED DEMOCRACY?

Ask Questions

Directions: As you read, ask questions about the text. This will help focus your thinking. Record your questions below.

WHO?

WHEN?

WHAT?

WHY?

WHERE?

HOW?

Name: _____

WHO CREATED DEMOCRACY?

Answer Questions

Directions: Look back in the story to find the answers to the questions.

QUESTION	ANSWER
Explain the meaning of the word <i>democracy</i> .	
How is Athens (around 700 BC) an example of an <i>oligarchy</i> ?	
Name two reasons King George III began taxing paper goods.	
Explain why anger in the 13 colonies began to “bubble over.”	

Name: _____

WHO CREATED DEMOCRACY?

Answer Questions

Directions: Look back in the story to find the answers to the questions.

QUESTION	ANSWER
<p>What about Solon's background made him able to build a bridge between Athenians and wealthy landowners?</p>	
<p>What groups of Athenians are unhappy with Solon's changes, and why?</p>	
<p>Explain the principal reason for the Revolutionary War.</p>	
<p>How did Peisistratus impact the lives of Athenians?</p>	

Name: _____

WHO CREATED DEMOCRACY?

Answer Questions

Directions: Look back in the story to find the answers to the questions.

QUESTION	ANSWER
Explain how Cleisthenes helped give Athens a true democracy.	
What happened after 8 years of fighting in the Revolutionary War?	
How did American leaders compromise and help save the Constitutional Convention from collapse?	
The first three words of the U.S. Constitution answer the question of <i>who</i> should be in charge of government. Those three words are ...	

Name: _____

WHO CREATED DEMOCRACY?

Answer Questions

Directions: Cut out and glue into your interactive notebook. Lift the flaps and describe each form of government.

Glue down this rectangular strip only ↓

Who created Democracy?

autocracy

oligarchy

democracy

Cut flaps

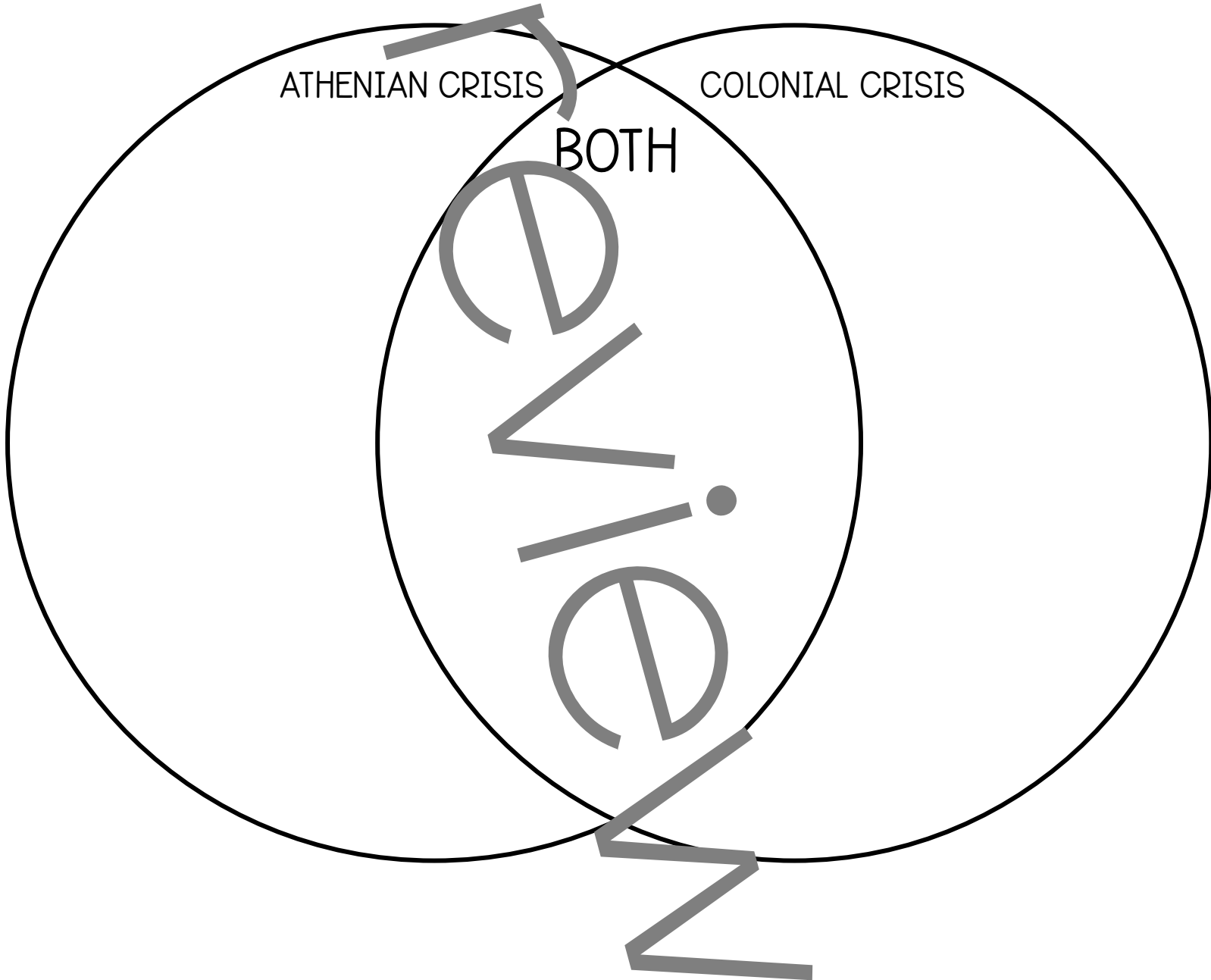


Name: _____

WHO CREATED DEMOCRACY?

Compare and Contrast

Directions: As you read, complete the graphic organizer. Compare and contrast the Athenian crisis with the colonial crisis.

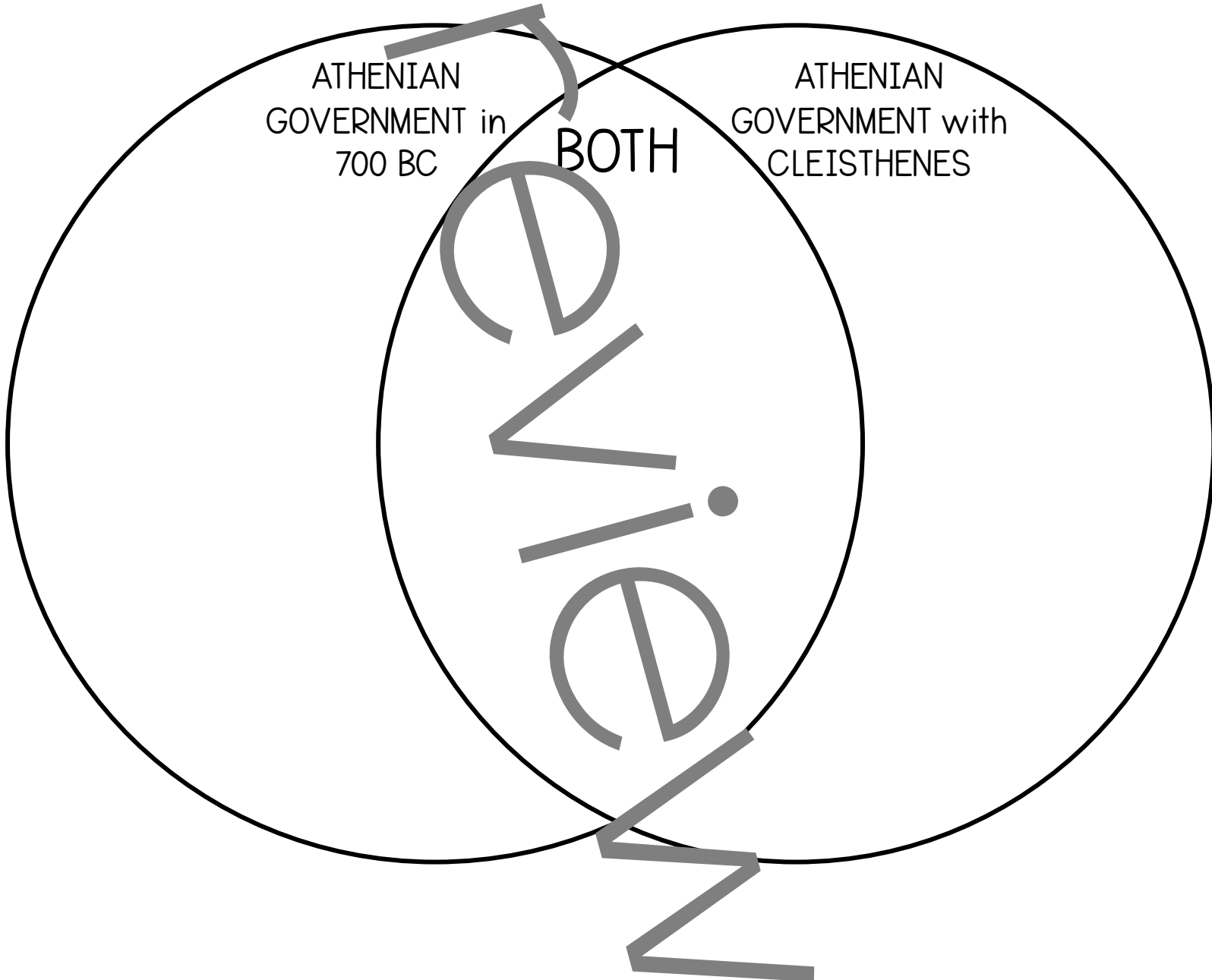


Name: _____

WHO CREATED DEMOCRACY?

Compare and Contrast

Directions: As you read, complete the graphic organizer. Compare and contrast the Athenian government in 700 BC with the Athenian government around 500 BC (with Cleisthenes in leadership.)



Name: _____

WHO CREATED DEMOCRACY?

Compare and Contrast

Directions: Write two short paragraphs with topic sentences and supporting details. Compare the Athenian government crisis with the colonial government crisis.

ALIKE

Topic sentence:

Supporting details:

DIFFERENT

Topic sentence:

Supporting details:

Name: _____

WHO CREATED DEMOCRACY?

Compare and Contrast

Directions: Compare and contrast the Consuls of the Roman Government with the Executive Branch of the American government. Lift the flaps and write about how they are the same and different.

Glue down the rectangular strip only ↓

Who Created Democracy?

Consuls
*Roman
government

Executive
Branch
*American
government

↑
Cut flaps

Name: _____

WHO CREATED DEMOCRACY?

Text Questions

Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. Explain the concept of democracy.

2. Summarize how Solon changed the Athenian government.

3. How did Cleisthenes change the government Solon helped develop?

4. Summarize the colonists' disagreements with Britain and how the conflict was eventually resolved.

Name: _____

HOW IDEAS BECOME LAWS

Text Questions

Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. What is the author's purpose for writing *How Ideas Become Laws*?

2. Complete the table, supporting each main idea with two details.

Section	Main Idea	Supporting Details
A Rocky Ride	The idea to make wearing helmets while bike riding a law started with a "rocky ride."	
Democracy in Action	Steve and his dad wanted to suggest a new law.	
A Law Takes Shape	There are many steps in the process of a bill becoming a law.	

Name: _____

WHO CREATED DEMOCRACY?

Author's Purpose

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write about the author's purpose.

Glue down this rectangular strip only ↓

Who Created Democracy?

Author's Purpose
Unit 2 Week 2

What might be the author's purpose for writing this story?

How do the headings throughout the text help readers?

aspiring

foundation

preceded

principal

promote

restrict

speculation

withstood

Name: _____

WHO CREATED DEMOCRACY?

Vocabulary

Directions: Define each word using the glossary. Then, write each vocabulary word into a sentence that shows you understand the meaning of the word.

Word	Definition	Sentence
aspiring		
foundation		
preceded		
principal		
promote		
restrict		
speculation		
withstood		

Name: _____

WHO CREATED DEMOCRACY?

Vocabulary

Directions: Cut out and glue into your interactive notebook. Lift the flaps, then write the definition of each vocabulary word.

Glue down the rectangular strip only

Who Created Democracy?	aspiring
	foundation
	preceded
	principal
	promote
	restrict
	speculation
	withstood

Cut flaps



Name: _____

WHO CREATED DEMOCRACY?

Vocabulary: Context Clues

Directions: Use context clues (clues within the sentence) to complete each sentence using the given vocabulary words.

aspiring

foundation

preceded

principal

promote

restrict

speculation

withstood

1. This trampoline has ____ four winters, two windstorms, and many many jumpers! _____
2. There is ____ that the flood was caused by a faucet being left on, but no one knows for sure. _____
3. We are making posters to ____ our dog-walking business. _____
4. I am ____ to make the basketball team, so I practice in my backyard every evening. _____
5. Our school will ____ the party to just sixth graders. The event isn't for younger students. _____
6. Our country is based upon the ____ that all people are created equal and have fundamental rights. _____
7. The ____ idea behind the Revolutionary War is citizens should have a say in their government. _____
8. Drama 101 ____ Drama 102. You had to complete the first class before being eligible for class two. _____

Name: _____

WHO CREATED DEMOCRACY?

Vocabulary: Definitions

Directions: Match each word to its definition.

VOCABULARY WORD

aspiring

foundation

preceded

principal

promote

restrict

speculation

withstood

DEFINITION

a. something that came before another thing

b. to limit or confine

c. most important part of something

d. to have resisted or held out against something

e. seeking to accomplish a goal

f. ideas or discussion about why something happened

g. basis on which something is developed

h. to help an idea grow or progress

Name: _____

WHO CREATED DEMOCRACY?

Greek & Latin Roots

Directions: Use the meanings of the Greek and Latin roots to match each word to its definition.

demos = people phon = sound

WORD

democracy

telephone

epidemic

cacophony

homophone

megaphone

MEANING

a. words that sound the same but have different spellings

b. rule by the people

c. a cone-shaped device used to make one's voice bigger

d. a system for transmitting voices over distance using a wire or radio

e. harsh, loud sounds

f. widespread among people

Name: _____

WHO CREATED DEMOCRACY?

Spelling List

Unit 2, Week 2

sloped
caring
leveled
sipped
based
patting
orbiting
credited
labored
running
referred
clapping
unpacking
wanted
smiling
glimmering
tasted
changing
covered
folding

Unit 2, Week 2

sloped
caring
leveled
sipped
based
patting
orbiting
credited
labored
running
referred
clapping
unpacking
wanted
smiling
glimmering
tasted
changing
covered
folding

Unit 2, Week 2

sloped
caring
leveled
sipped
based
patting
orbiting
credited
labored
running
referred
clapping
unpacking
wanted
smiling
glimmering
tasted
changing
covered
folding

Name: _____

WHO CREATED DEMOCRACY? ▲

Spelling List

Unit 2, Week 2

sloped

stifling

marveled

sipped

encouraged

permitting

orbiting

credited

labored

patrolling

referred

regretting

totaled

unraveling

uttered

reviving

surrounding

accused

confiding

hovered

Unit 2, Week 2

sloped

stifling

marveled

sipped

encouraged

permitting

orbiting

credited

labored

patrolling

referred

regretting

totaled

unraveling

uttered

reviving

surrounding

accused

confiding

hovered

Unit 2, Week 2

sloped

stifling

marveled

sipped

encouraged

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orbiting

credited

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patrolling

referred

regretting

totaled

unraveling

uttered

reviving

surrounding

accused

confiding

hovered

Name: _____

WHO CREATED DEMOCRACY?

Spelling List

Unit 2, Week 2

ravaged

stifling

unwrapped

accelerated

eavesdropping

orbiting

enthralled

intersected

patrolling

referred

regretting

prevailed

unraveling

uttered

reviving

surrounding

accused

reassuring

hovered

swiveling

Unit 2, Week 2

ravaged

stifling

unwrapped

accelerated

eavesdropping

orbiting

enthralled

intersected

patrolling

referred

regretting

prevailed

unraveling

uttered

reviving

surrounding

accused

reassuring

hovered

swiveling

Unit 2, Week 2

ravaged

stifling

unwrapped

accelerated

eavesdropping

orbiting

enthralled

intersected

patrolling

referred

regretting

prevailed

unraveling

uttered

reviving

surrounding

accused

reassuring

hovered

swiveling

Name: _____

WHO CREATED DEMOCRACY?

Spelling 3 Times Each

Directions: Write your spelling words three times each. Use your neatest handwriting.

sloped			
caring			
leveled			
sipped			
based			
patting			
orbiting			
credited			
labored			
running			
referred			
clapping			
unpacking			
wanted			
smiling			
glimmering			
tasted			
changing			
covered			
folding			

Name: _____

WHO CREATED DEMOCRACY? ▲

Spelling 3 Times Each

Directions: Write your spelling words three times each. Use your neatest handwriting.

sloped			
stifling			
marveled			
sipped			
encouraged			
permitting			
orbiting			
credited			
labored			
patrolling			
referred			
regretting			
totaled			
unraveling			
uttered			
reviving			
surrounding			
accused			
confiding			
hovered			

Name: _____

WHO CREATED DEMOCRACY?

Spelling 3 Times Each

Directions: Write your spelling words three times each. Use your neatest handwriting.

ravaged			
stifling			
unwrapped			
accelerated			
eavesdropping			
orbiting			
enthralled			
intersected			
patrolling			
referred			
regretting			
prevailed			
unraveling			
uttered			
reviving			
surrounding			
accused			
reassuring			
hovered			
swiveling			

Name: _____

WHO CREATED DEMOCRACY?

Spelling Sort

Directions: Write the words at the bottom into the correct columns.

add -d	add -ed	double final consonant, add -ed
add -ing	drop e, add -ing	double final consonant, add -ing

sloped caring leveled sipped based
patting orbiting credited labored running
referred clapping unpacking wanted smiling
glimmering tasted changing covered folding

Name: _____

WHO CREATED DEMOCRACY? ▲

Spelling Sort

Directions: Write the words at the bottom into the correct columns.

add -d	add -ed	double final consonant, add -ed
add -ing	drop e, add -ing	double final consonant, add -ing

sloped encouraged marveled sipped stifling
orbiting permitting credited labored patrolling
referred regretting totaled unraveling uttered
reviving surrounding accused confiding hovered

Name: _____

WHO CREATED DEMOCRACY?

Spelling Sort

Directions: Write the words at the bottom into the correct columns.

add -d	add -ed	double final consonant, add -ed
add -ing	drop e, add -ing	double final consonant, add -ing

ravaged stifling enthralled orbiting eavesdropping
patrolling referred intersected prevailed accelerated
unraveling reviving surrounding accused unwrapped
hovered swiveling regretting uttered reassuring

Name: _____

WHO CREATED DEMOCRACY?

Spelling Sort

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write your spelling words into the correct sort.



Glue down this rectangular strip only

Unit 2 Week 2

add -d

add -ed

double final consonant,
add -ed

add -ing

drop e,
add -ing

double final consonant,
add -ing

Cut
flaps



Name: _____

WHO CREATED DEMOCRACY?

Answer Questions

Directions: Look back in the story to find the answers to the questions.

QUESTION	ANSWER
Explain the meaning of the word <i>democracy</i> .	Demos means people and kratos means power or authority. So, together democracy means ruled by the people.
How is Athens (around 700 BC) an example of an <i>oligarchy</i> ?	An oligarchy is when a government is controlled by a few people. In Athens, only the rich ruled. There were far more poor citizens.
Name two reasons King George III began taxing paper goods.	He wanted to remind colonists that he was in charge. He also wanted to bring money into the British Treasury after fighting the expensive French and Indian War.
Explain why anger in the 13 colonies began to “bubble over.”	They didn't want to be taxed for paper products, they didn't agree with the Declaratory Act, and they were sick of laws being passed when they had no vote in Britain's Parliament.

Name: _____

WHO CREATED DEMOCRACY?

Answer Questions

Directions: Look back in the story to find the answers to the questions.

QUESTION	ANSWER
What about Solon's background made him able to build a bridge between Athenians and wealthy landowners?	He had once been poor but had then built a fortune working as a trader. He had experienced both lifestyles.
What groups of Athenians are unhappy with Solon's changes, and why?	The rich landowners are unhappy because they have to share power. The lowest class is unhappy because they are still unable to participate in government and make laws.
Explain the principal reason for the Revolutionary War.	Citizens should have a say in the government.
How did Peisistratus impact the lives of Athenians?	He took over Athens, restricting people's rights, and giving them no control.

Name: _____

WHO CREATED DEMOCRACY?

Answer Questions

Directions: Look back in the story to find the answers to the questions.

QUESTION	ANSWER
<p>Explain how Cleisthenes helped give Athens a true democracy.</p>	<p>He created an Assembly, which was the lawmaking body. Everyone got a vote. He also formed the Council of the Five Hundred which came up with laws and ideas on which the Assembly would vote.</p>
<p>What happened after 8 years of fighting in the Revolutionary War?</p>	<p>The British surrendered and America became a democracy.</p>
<p>How did American leaders compromise and help save the Constitutional Convention from collapse?</p>	<p>They decided to have the same number of representatives in the Senate for each state, but the members of the House of Representatives would be chosen by the state's population.</p>
<p>The first three words of the U.S. Constitution answer the question of <i>who</i> should be in charge of government. Those three words are ...</p>	<p>We the people.</p>