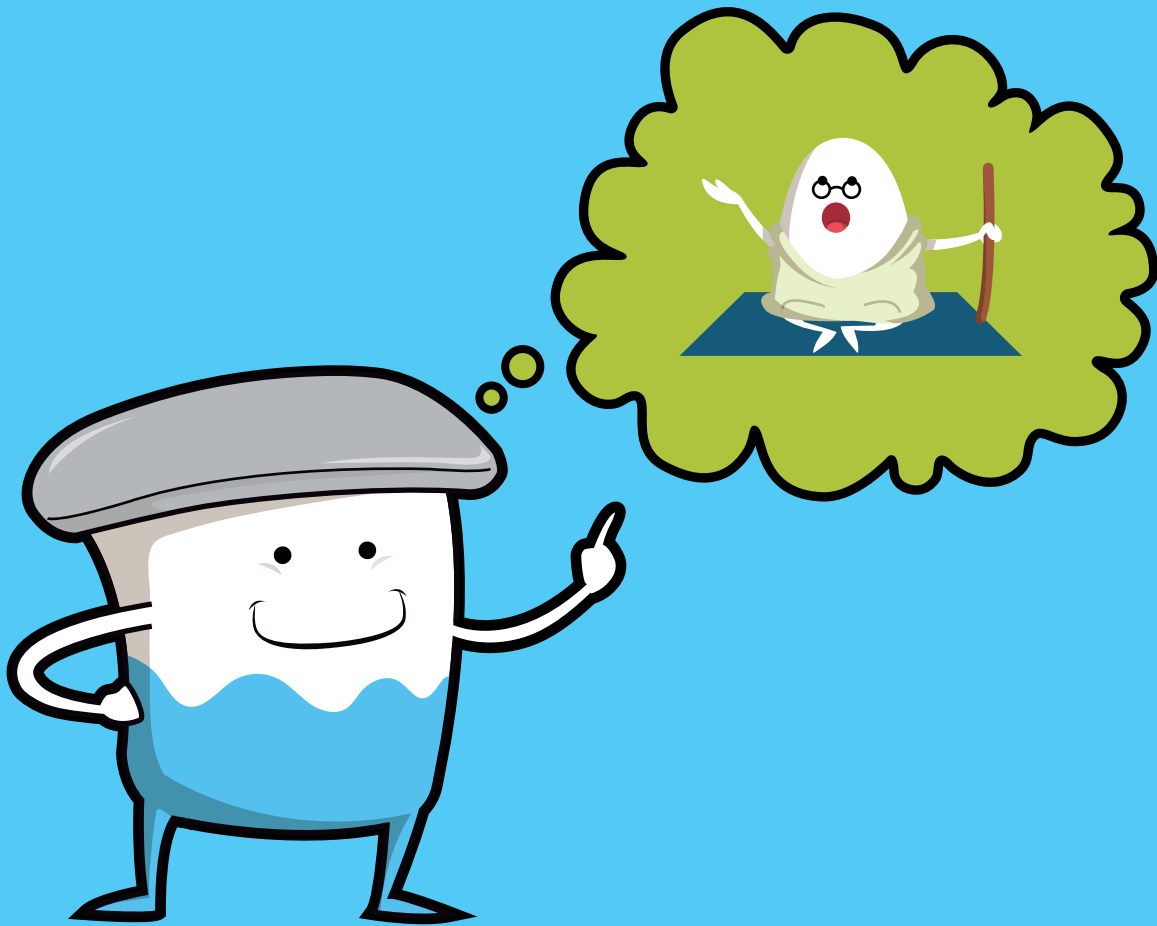
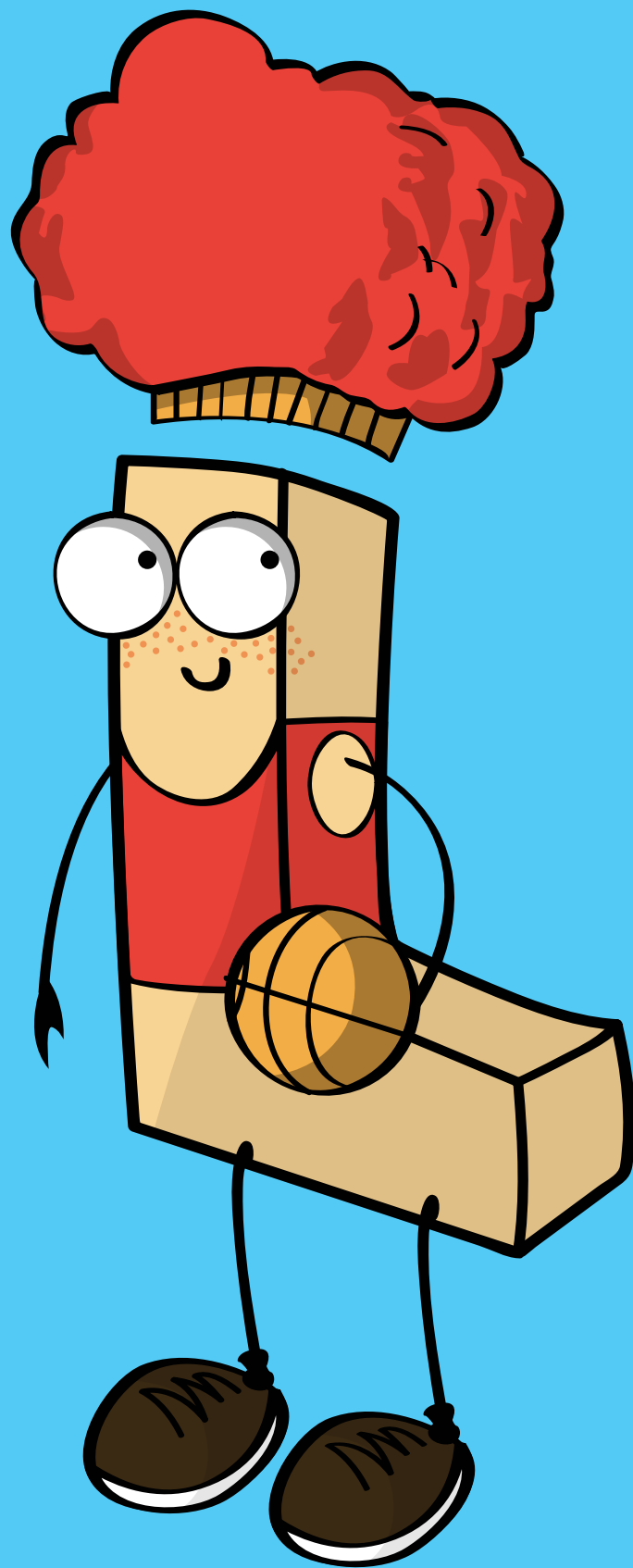




# Lesson 1

**What moment in  
history would I  
like to visit?**





UNIT

1

*Theme: Knowing Myself*



IF I COULD  
travel  
in TIME,  
WHERE  
WOULD I GO?

## Lesson 1

What moment in history would I like to visit?

**Week 1 | p. 24**

**Week 2 | p. 34**

## Lesson 2

What interesting events happened at that time?

**Week 3 | p. 46**

**Week 4 | p. 56**

## Lesson 3

What would I like to share about my experience?

**Week 5 | p. 68**

**Week 6 | p. 78**

## Lesson 4

Whose journal would I like to read and why?

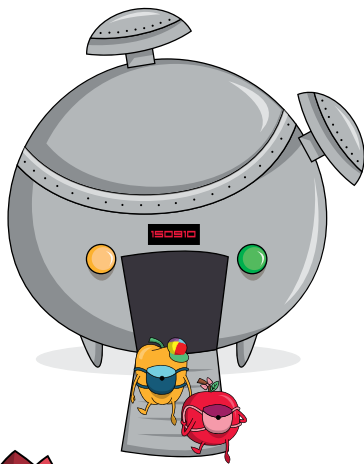
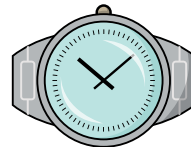
**Week 7 | p. 90**

**Week 8 | p. 100**

# If I could travel in time, where would I go?

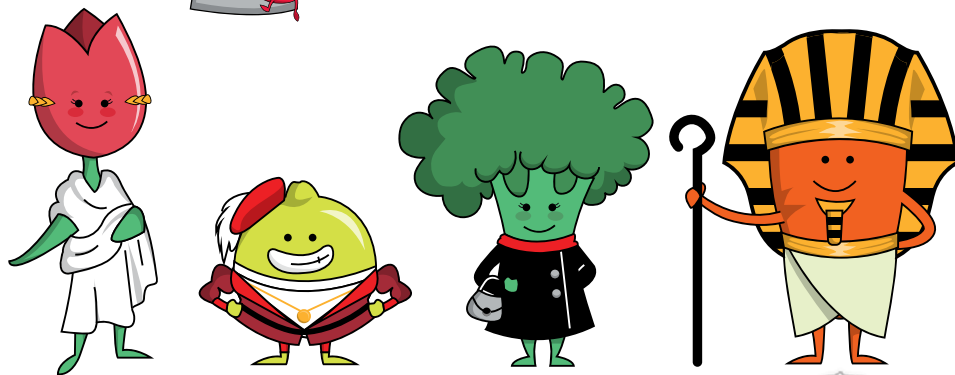
Have you ever heard an amazing story that happened many years ago? Have you ever wished you could go back in time to live like the story described?

Time traveling is a fascinating concept. Think about how interesting it would be to experience life and meet people in a different time period. Can you remember reading a book or watching a movie about characters traveling back in time? What was the story about? What did you like about it?

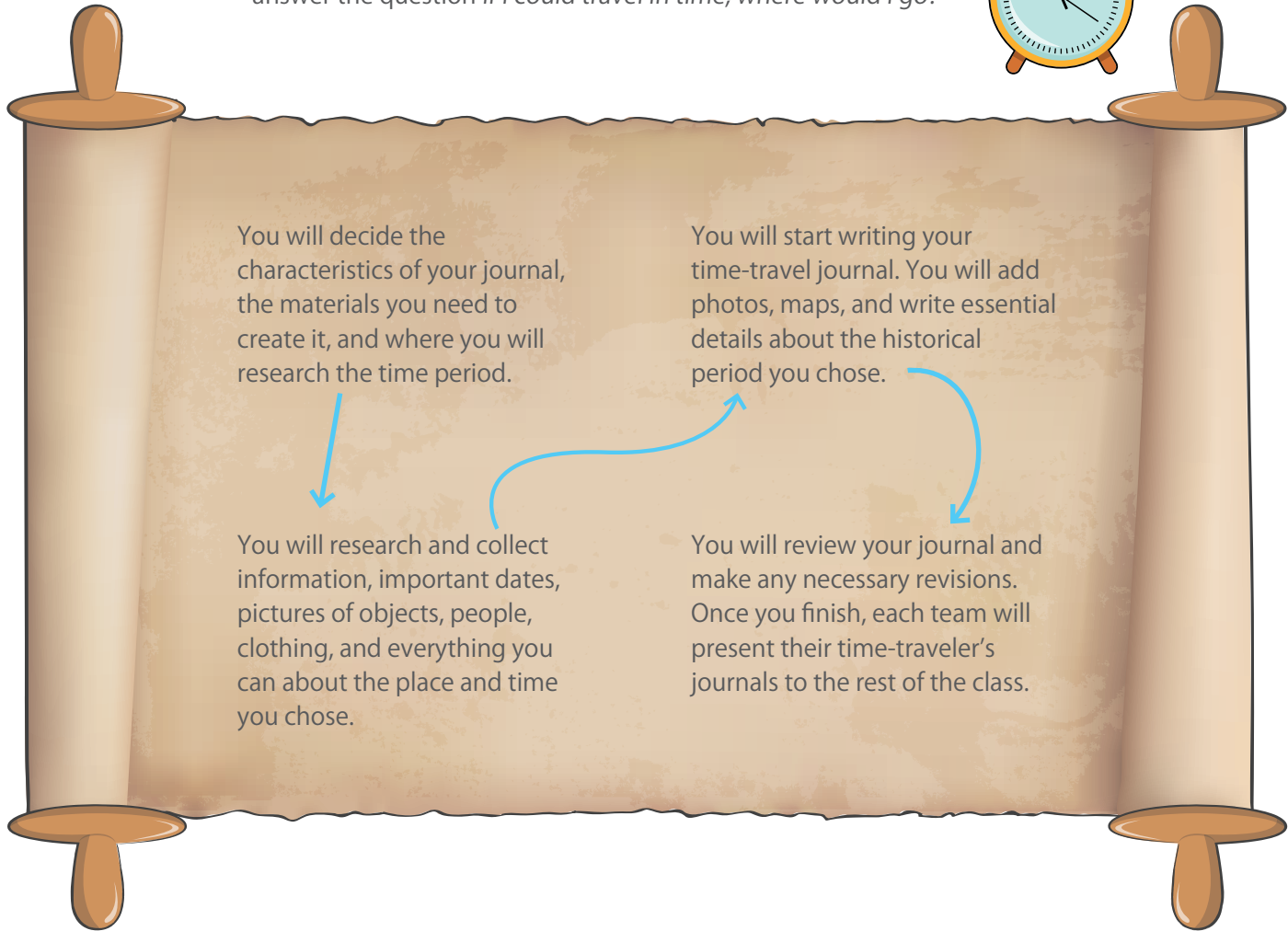


When we write a story set in a different time period, we must research that time period. What is your favorite historical period? Why? How did you learn about the lives and lifestyles of the people of that time? Can you picture what the people, homes, and land look like? Can you describe an important event that happened in that period?

For this term, you are going to pretend you are a time traveler, so be prepared! Plan to travel to new places from past time periods and experience adventures like you've never imagined!



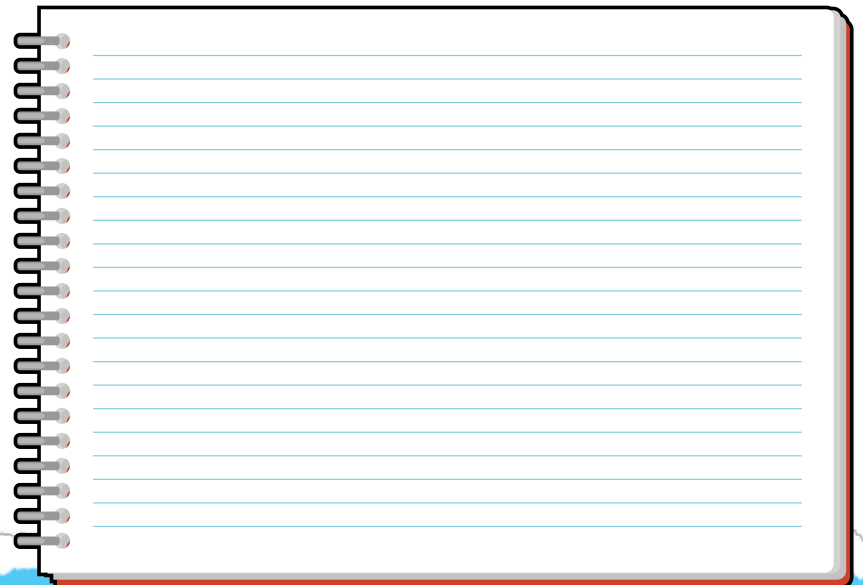
During the next weeks, you will create a travel journal and answer the question *If I could travel in time, where would I go?*



**Set in motion!**  **Done!**

Work with three classmates. Choose a team leader. Brainstorm historical periods you would like to visit and your reasons why. Write down your ideas and share your proposals. Decide on your favorite destination and plan to travel back in time!

While writing your travel journal, use your to-do lists to help you!



# Step by Step



## Project

In a Project you face a problem that does not have a single solution. You have to create a product, which will be one of the many solutions to the problem.

Step

# 1

## Your teacher will ask a question.

Listen and understand the project. Plan what you will do and how to do it.



Step

2

Establish goals for each week and identify the resources you need.



Analyze!



Research and compare your ideas in teams.

Step

3

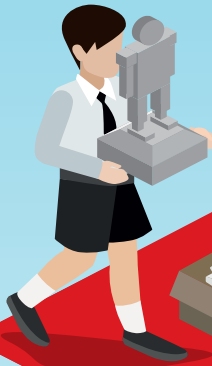


Review your product based on your goals and make the final changes.

Develop your product.

Step

4



Step

5



Work It Out!



Final Product!



Finish  
Share your products with the rest of the class.



# Let's get ready for an eruption!

Read "The Lost City of Pompeii" in your  
**AWESOME** Reader **The Lost City of Pompeii**



## Reading Tip!

Before reading, look at the title and predict information about the story.

**K**

## KEY WORDS

ash  
dormant  
erupt  
evacuate  
preserved  
pyroclastic surges



1 Match the vocabulary words on the left with the correct definitions on the right.

- |   |                    |
|---|--------------------|
| 1. fine material ejected from a volcano when it erupts                  | a. <b>disaster</b> |
| 2. molten material under the earth's crust where igneous rock is formed | b. <b>lava</b>     |
| 3. the process of bursting  | c. <b>dormant</b>  |
| 4. a sudden event that often causes damages or loss of life             | d. <b>ash</b>      |
| 5. not active   | e. <b>eruption</b> |

2 We must be prepared for any natural disaster. Choose a natural disaster and write an evacuation plan for leaving your home and school.

**Evacuation Plan**

<b>Home</b>	<b>School</b>
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**Witty Reading**

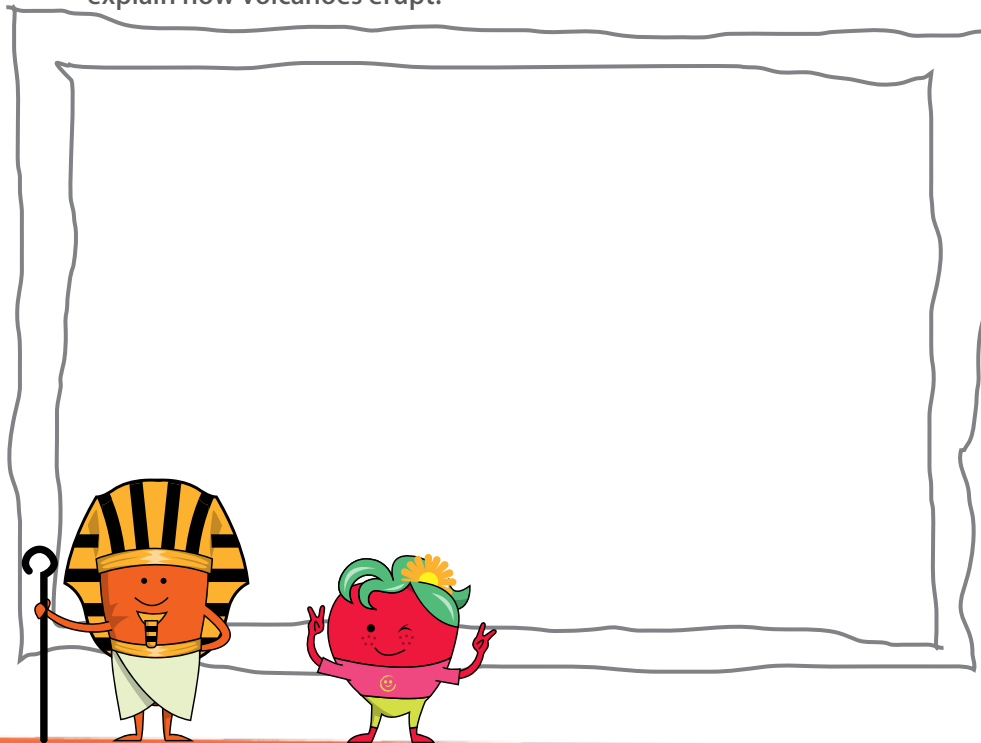
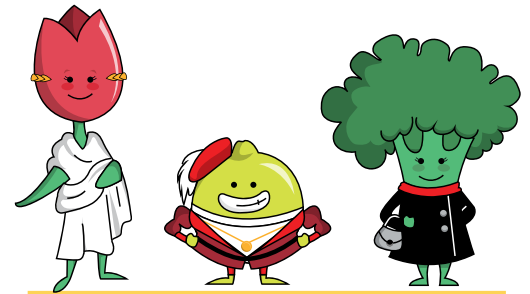


3 Write the number of the word that is missing in each sentence.

- The town residents, however, did not recognize the quakes as warnings. Finally, on August 24, Mount Vesuvius started to \_\_\_\_\_.
- The government's goal is to reduce the time needed to \_\_\_\_\_ the area from seven days to two days.
- Because it was dormant, people were not aware that the mountain had once been a very active \_\_\_\_\_.
- The ash that fell on Pompeii in 79 CE \_\_\_\_\_ much of the city.
- The first \_\_\_\_\_ came on February 6, 62 CE.
- Soon, the earth began to \_\_\_\_\_ and buildings began to fall down.
- It was not until after midnight, however, that the first \_\_\_\_\_ flowed into the city.
- During each pyroclastic surge, an avalanche of hot \_\_\_\_\_, mud, rock, and volcanic gas rushed down.

- warning
- erupt
- ash
- evacuate
- pyroclastic surges
- shake
- preserved
- volcano

4 Get into teams of three. Use the space below to play *Pictionary*. Take turns drawing one of the key words and having your partner guess the word. Then, make a short video in which you explain how volcanoes erupt.



**Key**

**Lines of Research**

Why do you think people live near volcanoes? If you lived near a volcano, how do you think you would react if it erupted?

Research volcanoes.

**#KeyConcepts**

volcanoes / living conditions / eruption



**K**

**KEY WORDS**

across	gust
along	into
breeze	on



1 Read the passage. Underline the prepositions you find.

## Small Events, Big Effects

Once upon a time, a girl lived in a small village in Africa. She liked to catch butterflies and keep them in jars. One day, she decided to set a butterfly free. She went outside, opened the jar, and soon the butterfly flew out. The girl went back into her house with her empty jar.

The butterfly flapped its wings as it flew up to a tree. It landed on the branch of the tree. The flapping of the wings created a small breeze that blew some leaves on the ground. The leaves on the ground blew to the edge of a cliff and fell over the edge. They created a small gust of wind that pushed the air and the leaves up into the sky, making a bigger gust of wind.

The big gust of wind pushed the air farther up in the sky. It became stronger as it rose. Some small breezes joined the gust of wind. Together they became a strong wind that blew across the Atlantic Ocean. It picked up some water from the ocean and blew even harder. The wind found a big storm and picked up even more water. Together, they created an enormous storm that soon became a hurricane. When it reached land, the hurricane caused a great deal of damage to homes along the coast.

Small events can have big effects.

2 Complete the following sentences with the correct prepositions from the passage.

1. The girl lived in a small village \_\_\_\_\_ Africa.
2. The butterfly landed \_\_\_\_\_ the branch \_\_\_\_\_ a tree.
3. The girl went back \_\_\_\_\_ her house \_\_\_\_\_ her empty jar.
4. They became a strong wind that blew \_\_\_\_\_ the Atlantic Ocean.
5. It picked up some water \_\_\_\_\_ the ocean.
6. The hurricane caused damage to homes \_\_\_\_\_ the coast.



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### Quick Language

3 Circle the preposition and then underline the prepositional phrases in the following sentences.

1. The bird flew into the sky.
2. Some students keep their backpacks under their desks.
3. In kindergarten, we used to sit on the floor as we listened to the teacher read a story.
4. A shooting star traveled across the sky.
5. The breeze blew the leaves below the bed.
6. The leaves fell over the edge.

4 Get into teams of three and tell your teammates about something small you did that had a big effect in the end. Use prepositions and prepositional phrases. Use the space below to prepare your presentation.

When and where did it happen?

What did you do?

What did you learn?

What was the big effect?

Why did you do it?

### Language Key

**Prepositions** are words that create a relationship between other words in a sentence. They are often used to express location.

A **prepositional phrase** is a group of words that contains a preposition + a noun or pronoun.

Example:

I traveled *in a time machine*.

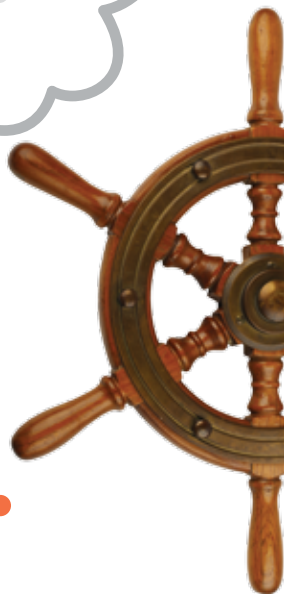


Draw a face that shows how you feel today.

K

### KEY WORDS

deck  
journal  
launch  
remote  
sank  
sunken



- 1 Look at the following text. What kind of text is it? How do you know? Read it and check your answer.

## June 14

What a day! After three years of planning, we were beginning our search for the ship that sank in 1795. We had spent hours planning this exploration. Today, we would test out our newly designed Underwater Explorer.

After breakfast, we prepared the Underwater Explorer for launch. Max was so excited that I thought he might fall overboard. Paul and Andrea took the Explorer out on its maiden dive. While they were underwater exploring, the rest of us waited with worry and excitement. After two hours, Paul and Andrea finally came back to the surface. Sadly, they didn't find the ship.

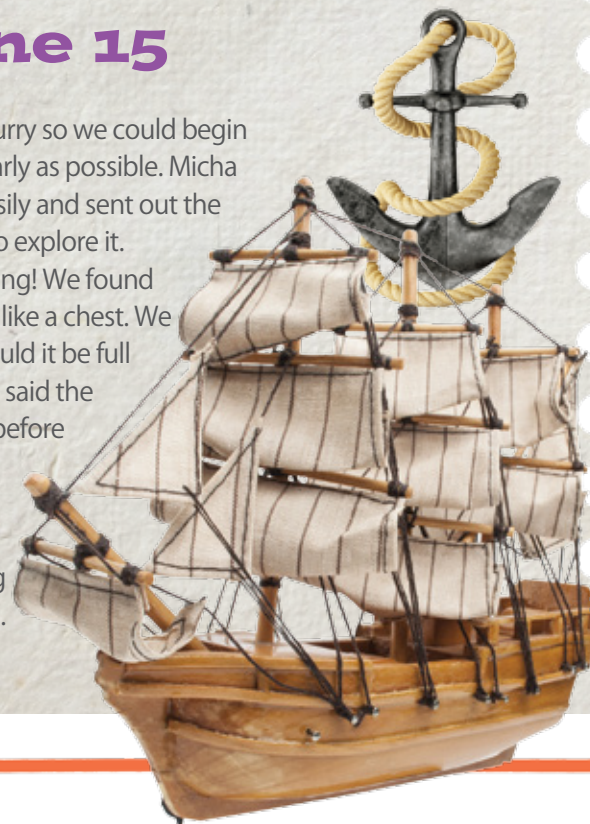
After lunch, Micha and I took the Explorer out. We decided to search a different area. After a couple of hours, we began to get discouraged. Then, we saw a large rock ahead of us. As we got closer, we realized the "rock" was the sunken ship. We were so excited that we started dancing in our seats and hugging each other. Unfortunately, we only had an hour of oxygen left in the Explorer, so we had to journey back to the surface.

## June 15

We ate breakfast in a hurry so we could begin exploring the ship as early as possible. Micha and I found the ship easily and sent out the remote video camera to explore it.

The photos were amazing! We found something that looked like a chest. We could hardly speak! Would it be full of gold? Paul's research said the treasure was taken off before the ship sank, but...

could the reports be wrong? Tomorrow we are going to try to bring the chest to the surface. Then, we will see!!!



- 2 Analyze the text and answer the following questions.

1. Why do you think the writer included dates?

---

---

2. Who is the writer recording the events for? Why do you think so?

---

---

3. Why is it important to write a journal during an expedition?

---

---





**Journal writing** is a genre that people use to narrate events, experiences, transactions, or ideas. When people write in journals, they don't always write for an audience. They are simply writing to leave evidence of an experience. A journal provides a record of events, thoughts, and feelings.

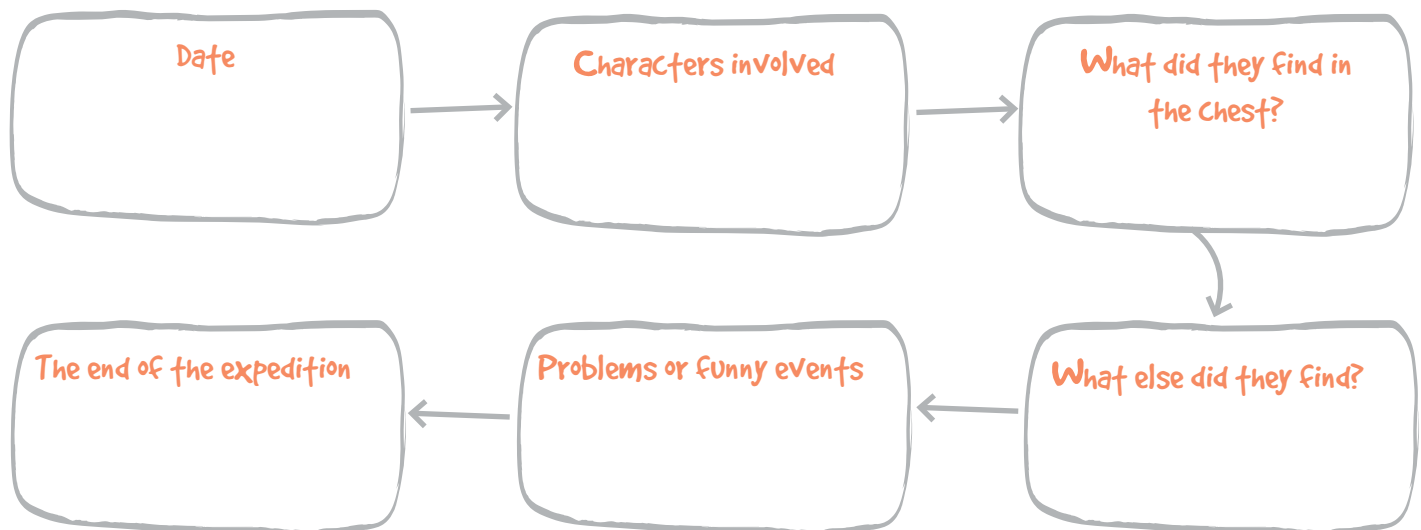
Every time you write in a personal journal, you make a **journal entry**. A journal entry begins with the date—usually the month and day of the month. Some writers also include the day of the week and/or the year.

**Travel journals** include details about trips you have taken, such as what sites you explored, people you met, and experiences you had. It is your collection of travel adventures, stories, and memories.

When traveling, you will learn a lot about different cultures, customs, and people. By writing down all your daily plans and actual events, you won't forget your visit.



- 3 Reread the travel journal. Describe what happened with the chest and the Underwater Explorer. How do you think the story will end? Write some ideas below. Get into teams of three and share your answers.



#### MULTICULTURAL AWARENESS

Imagine a time machine has enabled you to travel back in time to join a pirate ship. Brainstorm what you may see and do, and who you might meet. Research pirate stories for details on this time period.





1 Look at the image of the pharaoh and discuss these questions with two classmates. Write down your conclusions.

1. What do you know about ancient Egyptians?  
\_\_\_\_\_
2. Who was the pharaoh?  
\_\_\_\_\_
3. Why did Egyptians build the pyramids?  
\_\_\_\_\_
4. Where can you learn more about ancient Egypt?  
\_\_\_\_\_

2 Listen to the conversation. Then circle the right answer.  
**Visiting the Pharaoh**



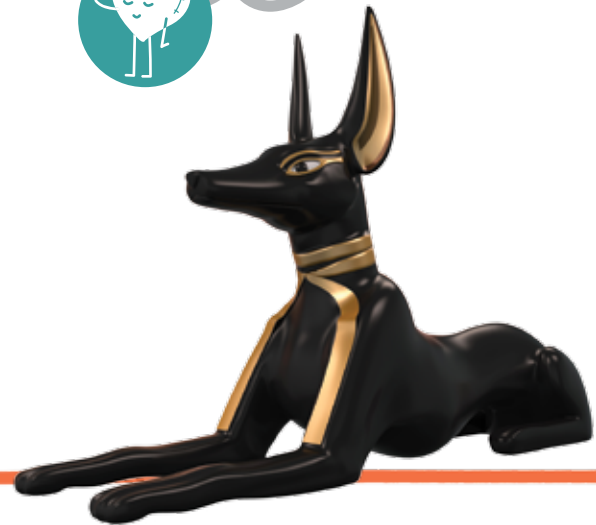
1. Where are the people?  
a. *in Egypt*      b. *at the museum*      c. *at home*
2. Who was King Tut?  
a. *a boy*      b. *a pharaoh*      c. *an archaeologist*
3. How long did King Tut live?  
a. *18 years*      b. *9 years*      c. *33 years*
4. What was not found in the tomb?  
a. *weapons*      b. *furniture*      c. *three mummies*



**K**

### KEY WORDS

archaeologist      pharaoh  
artifacts          precious  
belong              tomb



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**Sharp Speaking**

3 Listen to the conversation again and answer the following questions. **Visiting the Pharaoh**



1. How old was King Tut when he became the king of Egypt?

\_\_\_\_\_

2. How do archaeologists learn about ancient societies?

\_\_\_\_\_

\_\_\_\_\_

3. When was the tomb discovered?

\_\_\_\_\_

4. Who discovered the tomb?

\_\_\_\_\_

5. What objects were there in the tomb?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



#### WELL-BEING

Write about or draw something that makes you feel really happy. Is it a memory of a person, place, or object? Why does your chosen memory make you feel happy?

4 Get into teams of four. Imagine you are famous archaeologists and interview each other. Start with the following questions.



- What places would you like to visit as an archaeologist?
- What artifact would you most like to find? Why?
- Would you like to discover a tomb? Why?
- If you could put five or six precious items in a box like King Tut did, what objects would you choose? Why?
- Tell your partner what objects you would choose and what makes them precious to you.

 **Test Yourself**

**Reading and Writing - Part 4**

**Read the sentences about the myth of the god Vulcan.**

Choose the best word (A, B, or C) for each space.



**Example:**

0 The Ancient Greeks \_\_\_\_\_ a lot of myths about natural phenomena.

- A **fold**      B fell      C do

1 Like the Ancient Greeks, the Ancient Romans \_\_\_\_\_ in gods and goddesses.

- A **thought**      B liked      C believed

2 Of all the gods and goddesses, Vulcan was the only one \_\_\_\_\_ was born ugly.

- A **who**      B where      C what

3 Once Vulcan's father Zeus was so \_\_\_\_\_ with him that he threw him from Mount Olympus.

- A **surprising**      B disappointed      C disappointing

4 Vulcan was an expert in metalworking. When people \_\_\_\_\_ a mountain explode with smoke and hot lava, they thought Vulcan was working.

- A **see**      B wished      C saw

5 The Ancient Romans called mountains that erupted with hot lava \_\_\_\_\_ after Vulcan, the god of fire.

- A **volcanoes**      B mounts      C Alps

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*Strategy: Read and choose the word that best completes a sentence.*



# What moment in history would I like to visit?

You will write a journal describing your experiences while time traveling. Remember that travel journals include details about the sites you explored, people you met, and your experiences. You should create a travel journal that reflects what you learned about the travel destination's culture, customs, and people. Enjoy your trip!

Discuss with your team.

- What time period and place should you travel to?
- How will you work together to develop the travel journal? Who will be responsible for the different tasks?
- What steps might you suggest to make sure your journal is a success?
- How can you determine if your journal is successful?

Discuss with your teammates what items are important when creating your perfect time traveler's journal.

Write the ideas and assignments below.



## BE Aware of Your Progress

Write "yes" or "not yet" for each category.

Can I ...?	According to me	According to my classmates	According to my teacher
anticipate the topic and relate natural disasters to my own life			
identify prepositional phrases and describe location using prepositions			
read a model journal and identify essential elements of the genre			
listen to adventure stories and identify specific information			