

#543 LATIN III

GRADES: 10-12

LEVEL: CP

CREDITS: 5

PREREQUISITES: C or better in Latin II

BASIC TEXT: Cambridge Latin Course, Units 3 - 4, 1989, Cambridge University Press (Workbooks), Amsco Latin II and III/IV (National Textbook)

SUPPLEMENTAL READINGS:

Primary source documents, e.g. inscriptions, *sententiae*, fables, or poems

REQUIRED MATERIALS:

- A. On a daily basis - book and homework, notebook/ folder, lesson handouts.
- B. On occasion - highlighters, colored pencils or markers, index cards or paper cut to size and holder for these 4 colors are required: red/pink, yellow, orange, green/blue.

COURSE DESCRIPTION: The students study a vast amount of vocabulary and some complex language structures. The acquisition of knowledge in both learning areas enables the student to read and understand harder texts. The early Roman Empire provides the historical and cultural topics. The students visit Masada and Rome. They study the topography and importance of these areas. They begin to delve into some passages of authentic Latin.

MISSION RELATED GOALS: 1, 2, 3, 5, 6, 9, 12

STUDENT EXPECTATIONS FOR LEARNING ADDRESSED:

Academic expectations:

- students will learn to solve complex problems encountered in the Latin texts and group projects.
- students will work with others toward a common goal in group work in class, in group project presentations and group dialogues or skits in class.
- students will learn to pronounce Latin and to write simple sentences in Latin.

Civic expectations:

- Students may participate in the Junior Classical League (JCL). This organization has a chapter local to Tewksbury, a state chapter and a national chapter. Students are encouraged to join and participate. In JCL, students have the opportunity to communicate and interact with students from around the state and the nation. JCL also requires students to perform social

services in their communities.

Social expectations:

- As part of the day-to-day activities in class students are required to respect the work and activities of other students in the classroom.

GENERAL PERFORMANCE OBJECTIVES: The student will be able to:

1. Identify, in English, Latin vocabulary roots, prefixes, suffixes, and expressions
2. Define the meanings of these roots, prefixes, and suffixes
3. Demonstrate the ability to read and pronounce Latin aloud
4. Write sentences using review and new structures correctly
5. Extract information and feeling from basic authentic texts
6. Identify the nouns and case endings of 5 declensions
7. Translate and identify the Latin modes of using subjunctives, participles and infinitives
8. Identify the tense, mood and voice of verbs for correct translation
9. Describe the glory that once belonged to Ancient Rome and her Army
10. Cite similarities and differences between our culture and the Roman culture

MASSACHUSETTS FRAMEWORK LEARNING STRANDS:

Communication, Cultures, Comparisons, Connections, and Communities

CURRICULUM FRAMEWORK LEARNING STANDARDS:

1. **COMMUNICATION** - Communicate in a Classical Language
2. **CULTURE** - Gain Knowledge and Understanding of Greco-Roman Culture
3. **CONNECTIONS** - Connect with Other Disciplines and Expand Knowledge
4. **COMPARISONS** - Develop Insight into Own Language and Culture
5. **COMMUNITIES** - Participate in Wider Communities of Language and Culture

UNITS AND THEMES

Unit I - (Stages 24 - 25) Review (6 days)

Standards Addressed: 1, 2, 3, 4, 5

Unit II - (Stages 25 - 28) The Army (24 days)

Standards Addressed: 1, 2, 3, 4, 5

Unit III - (Stages 29 –31) Archeological Sites: *Masada and Rome (25 days)

Standards Addressed: 1, 2, 3, 4, 5

*Mid –Year (option) after lesson 30 up through Masada (not Rome) (Day 17)

Unit IV - (Stages 32 – 34) Social and Philosophical Issues (25 days)

Standards Addressed: 1, 2, 3, 4, 5

Unit V - A Country Rest (Remaining Days)

Standards Addressed: 1, 2, 3, 4, 5

COURSE OUTLINE:

Unit I - (Stages 24 - 25) Review vocabulary through derivatives, grammatical concepts

Use stages 24 and 25 for translation warm up

How to:

- a. identify information in Latin passages
- b. define English derivatives
- c. recall Latin word meanings
- d. recognize tenses, moods, subjects

Ancillary texts for derivatives: Amsco, CLC (Camb. Latin) derivative pack

Power Point presentation of review prefixes

Project: Cinquain or Collage to review vocabulary

Unit II - (Stages 25 - 28) The Army

Thematic Vocabularies: people in the army, places in camp, appropriate action verbs, geographical words, weapons, crime and punishment terms, impersonal verbs, conjunctions, interrogatives

Cultural Context: Life as a Roman Soldier

How to:

- a. describe what life was like for a Roman soldier
- b. recognize and translate indirect questions, purpose clauses result clauses, gerundives (must),
- c. name characters and places in a Roman Army Camp
- d. name the fort & the Roman governor in Britain AD 81
- e. distinguish ablative of means, cause, accompaniment, agent
- f. translate appropriately time expressions (ablative vs. accusative)
- g. recognize prepositions and name the case each requires
- h. read a military tombstone interpreting the abbreviation appropriately

Outside Readings: Research on the set up of the Roman Army, The Roman Army in Britain, Hadrian's Wall, Rewards and Punishments, Officers, the Roman Fortress etc.
Ancillary Text: Amsco, Latin II

Project: (Assessment) Translation of chosen text passages, drawing of camp, diagram of set up of Army legion, cartoons to draw, research topics to choose

Unit III - (Stages 29 –31) Archeological Sites: *Masada and Rome

*Mid –Year (option) after lesson 30 up through Masada (not Rome) (day 17)

Thematic Vocabularies: construction, family and festival words, social terms, feelings, nouns to describe a setting, verbs for a triumphal procession

Cultural Context: The Arch of Titus, a monument of history and architecture

How to:

- a. distinguish the active voice from the passive
- b. recognize and read passive verb tenses in Latin
- c. recognize and read purpose clauses introduced by qui, ubi & ne
- e. tell the reason for the construction of the Arch of Titus
- f. give reasons why the Romans were great structural engineers
- g. describe the siege of the Romans on Jews at Masada
- h. record the historical background of this event, naming key people
- i. name and identify participles
- j. label the important monuments in the AD 81 city of Rome
- k. pick out ablative absolutes and translate
- l. describe the client/patron relationship and daily routine

Outside Readings: Excerpt from Jewish (Roman) historian on Masada

Movie: edited version of Masada

Pathway research on Masada

Day with the Polyspaston: Report to Job Area

Pictures and Slides of Masada

Sides of Rome

Unit IV - (Stages 32 – 34) Social and Philosophical Issues

Thematic Vocabulary: deponent verbs, numbers, special adjectives, emperor's staff, condition conjunctions, perfect active participles, status nouns impersonal expressions, future associated words

Cultural Context: In the Court of the Emperor

How to:

- a. define and describe a deponent verb
- b. translate and identify a deponent verb
- c. translate impersonal expressions
- d. form and translate a future active participle
- e. list the prominent philosophies and religious cults of the time
- f. form and translate the future and future perfect tenses
- g. describe the various forms of public and private entertainment
- h. form and translate passive infinitives
- i. read familial tombstones

Movie Scene: The chariot race from Ben Hur

Readings: Excerpt from *Rest Lightly*, Anthology of Tomb Inscriptions, Paul Shore

Unit V - A Country Rest

Thematic Vocabulary: word associated to life in country as opposed to that in city

Cultural Context: Rest and Remember

How to:

- a. define indirect statement
- b. recognize and translate indirect statements
- c. relax at and describe a country villa
- d. read stories for translation accuracy and grammatical identifications
- e. review all the above “how to”s!!!!!!

SUGGESTED INTEGRATED ACTIVITIES:

A. Latin and Art

1. to study together Roman Architecture
2. to collaborate on maps, charts and posters for Competition
3. to collaborate on the production of Christmas Cards for the nearby residents of the Novitiate

B. Latin and Applied Arts

1. to make costumes

C. Latin, French, and Spanish

1. to unite classes for a cultural food feast

A. Latin and Art

1. to study together Roman Architecture
2. to collaborate on maps, charts and posters for Competition
3. to collaborate on the production of Christmas Cards for the nearby residents of the Novitiate

B. Latin and Applied Arts

1. to make costumes

C. Latin, French, and Spanish

1. to unite classes for a cultural food feast

USE OF TOOLS / TECHNOLOGY:

1. Listen to audio cassettes which accompany the text to reinforce listening skills and pronunciation.
2. Show videos or segments of movies to clarify or enliven accient customs
3. Use the overhead projector to teach grammar, introduce concepts, reinforce vocabulary, clarify geography, enliven with images reading passages
4. Utilize computer programs to teach and reinforce vocabulary and grammar
5. Utilize computer to research, access Web quests, to tutor.

ASSESSMENT TECHNIQUES::

1. vocabulary quizzes for each stage
2. stage tests: derivative, culture, translation, grammar elements
3. required projects
4. optional extra credit projects (JCL state convention)
5. cooperative learning in class quizzes
6. cultural quizzes
7. optional National Latin Exam