Unit 7 - In Castris: Agricola and the Organization of the Legion

Content Area: **World Languages**
Course(s): **Latin 3 CP**
Time Period: **March**
Length: **10 blocks**
Status: **Published**

Enduring Understandings

Biographies are an apt locus for learning about the life and careers of famous historical figures.

The legions and auxiliary units played an important role in preserving the frontiers of the Empire and in maintaining and changing the central power in Rome.

Learning a different language/culture leads to greater understanding of one's own language and culture.

Clarity of thought and ability to reason are drastically improved and developed through in-depth exploration of the Latin language.

Retaining the benefits of language study requires regular review and steady exposure.

Essential Questions

How did the formation of the legion help shape the Empire?

How does the biography written by Tacitus help us understand the influence of Agricola?

How are languages other than English used to communicate?

How does the language I am studying help me to become a more effective reader, writer, speaker and listener in English?

Content

Key Vocabulary: accusare, adeo, adventus, antea, ardere, auferre, bellum gerere, certamen, cohors, comes, commotus, decet, fides, gaudere, imperare, instruere, iocus, iussum, legatus, manus, nocere, num, occurrere, oportet, perfidia, praebeo, praeceps, praemium, proximus, qualis, quot, referre, si, tacitus, taedet, tantus, ut

Skills

- **Translate** with accuracy connected Latin prose.
- **Verify** translation with key grammatical constructions.
- **Relate** the key details of the life of Agricola and his effect on Roman society.
- **Relate** the key details of the Romans Legion.
- **Associate** Latin vocabulary with English derivatives.
- **Identify** key grammatical constructions used with the subjunctive mood: ie. purpose, result, and indirect commands.
- **Identify** forms of the subjunctive tenses.

Resources

Cambridge Latin Course (CLC) Textbook Unit 3

CLC Unit 3 Omnibus

CLC Unit 3 Activity Masters

CLC Unit 3 Teacher Handbook

Quia: www.quia.com

Cultural and Historical DVDs

Maps of Europe

Teacher generated worksheets

Standards

WL.7.1.IH.A	Interpretive Mode
WL.7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
WL.7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
WL.7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
WL.7.1.IH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
WL.7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.
WL.7.1.IH.A.C	Cultural
WL.7.1.IH.A.L	Linguistic
WL.7.1.IH.A.L.1	The Intermediate - High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:
WL.7.1.IH.A.L.1.a	Analyze written and oral text.
WL.7.1.IH.A.L.1.b	Synthesize written and oral text.
WL.7.1.IH.A.L.1.c	Identify most supporting details in written and oral text.
WL.7.1.IH.A.L.1.d	Infer meaning of unfamiliar words in new contexts.
WL.7.1.IH.A.L.1.e	Infer and interpret author’s intent.
WL.7.1.IH.A.L.1.f	Identify some cultural perspectives.
WL.7.1.IH.A.L.1.g	Identify the organizing principle in written and oral text.