Unit 8 - Interpreting Evidence: Our Knowledge of Roman Britain

Content Area: **Language Arts Literacy**
Course(s): **Latin 3 Honors**
Time Period: **May**
Length: **8 blocks**
Status: **Published**

Enduring Understandings

Samples

To answer the question "How do we know?" one must understand the interrelationship between the different kinds of evidence - literary, archaeological, and epigraphical.

By understanding the structural patterns of a language, we discover the rules and principles of that language to respond to new or unanticipated situations and settings.

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

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

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

Essential Questions

Samples

How and why is evidence collected to study the past?

How do cultural differences enrich one's worldview?

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: *augere, constituere, diligere, dolere, madare, occidere, praeficere, solvere, circumvenire, incedere, erficere, reducere, servire, spernere, afficere, consulere, creare, demitere, exstruere, pallescere, orare, reficere, secare, sperare, vehere, vincire, volvere, damnare, exstinguere, imminere, obviam ire, pendere.* ***Deponent Verbs:*** *conor, conspicor, egredior, hortor, loquor, morior, nascor, patior, proficiscor, regredior, revertor, sequor*

Skills

Bloom's Taxonomy

- **Translate** with accuracy connected Latin prose.
- **Verify** translation with key grammatical constructions.
- **Relate** the key details of the methods of collecting evidence (archaeological, literary, and epigraphical).
- **Associate** Latin vocabulary with English derivatives
- **Identify and distinguish** passive verb forms of all six indicative tenses.
- **Translate** ut and ne in subordinate clauses.
- **Identify** deponent verbs and their translations.
- **Perform** verb synopses.

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.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
WL.7.1.IH.A.3	Compare and contrast the use of verbal and non - verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture
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.L	Linguistic