Unit 9 - Aeneas Escapes from Troy

Content Area: **World Languages**
Course(s): **Latin 4 Honors**
Time Period: **May**
Length: **10 blocks**
Status: **Published**

Enduring Understandings

Samples

Literature is apt locus for showcasing desired public and personal behavior.

Epic poetry was considered the highest, most dignified verse form.

The skills employed in good literature enhance the retelling of a story.

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

Essential Questions

Samples

How does one read beyond the text to the layers of meaning and transcend mere words?

How does one "carry the past" into the future?

Does utilization of good grammar develop clear, rational, and deductive thought?

Content

Key Vocabulary:

clarus, aestus, incendium, gravare, iste, cadere, salus, ambo, vestigium, famulus, advertere, egredi, tumulus, vestustus, iuxta, digredi, caedes, nefas, donec, abluere, fari

Skills

Bloom's Taxonomy

- **Write** an accurate translation of the passage according to AP guidelines
- **Scan** the passage and comment on how the meter enhances the imagery and overall them
- **Comment** on the role of the gods and Fates in Book I
- **Outline** Vergil's development of the character of Aeneas as hero in Book II
- **Analyze** characteristic features of word choice and placement
- **Identify** themes and motifs common to the Prologue and Aeneas' departure
- **Compose** a well-organized essay with textual details which justify points made in the essay

Resources

Cambridge Latin Course (CLC) Textbook Unit 4- Stage 43 "univira"

CLC Unit 4 Omnibus

CLC Unit 4 Activity Masters

CLC Unit 4 Teacher Handbook

Quia: www.quia.com

Kahoot: www.kahoot.com Remarriage and Divorce in Roman Times

Quizlet: www.quizlet.com Stage 43 Vocabulary

Cultural and Historical DVDs

Maps of Europe

Teacher generated worksheets- Conditional Clauses, Indirect Statements

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