Unit 10 - Dido in Love

Content Area: **World Languages**
Course(s): **Latin 4 Honors**
Time Period: **June**
Length: **7 blocks**
Status: **Published**

Enduring Understandings

Samples

The appeal of Vergil lies in the timeless themes of fate, destiny, spurned love, and personal flaws.

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

Are there any foundational virtues to support society or one's personal life?

Can love mix with politics?

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

How does the reading of authentic Roman authors foster an understanding of the literature and history of our own culture?

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

Content

Key Vocabulary:

Heu, vates, delubrum, iuvare, edere, mollis, interea, vivere, vagary, quails, saggita, cerva, incautus, nemus, linquere, nescius, haerere, latus, harundo, ostentare, ops, coepisse, effari, convivium, iterum, exposcere, premere, suadere, maerere, incubere, infandus, fallere, turres, iuventus, tutus

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
- **Compare** Dido's leadership qualities in this passage with those in Book I with special attention to Dido as capable leader/obsessed lover
- **Interpret** the extended simile of Dido as a wounded deer in the context of Book IV
- **Describe** the emotional state of Dido in this passage
- **Analyze** characteristic features of word choice and placement
- **Interpret** the extended bee simile within the context of the scene
- **Compose** a well-organized essay with textual details which justify points made in the essay

Resources

Cambridge Latin Course (CLC) Textbook Unit 4- Stage 44 "Daedaelus et Icarus"

CLC Unit 4 Omnibus

CLC Unit 4 Activity Masters

CLC Unit 4 Teacher Handbook

Quia: www.quia.com

Kahoot: www.kahoot.com Icarus in Roman and Modern Artt

Quizlet: www.quizlet.com Stage 44 Vocabulary

Cultural and Historical DVDs

Maps of Europe

Teacher generated worksheets- Syncope, Ellipsis, Historical Present

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