Early Roman Emperors

Content Area: **World Languages**
Course(s): **Latin**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

In this unit, students will review the four conjugations of verbs and the first, second, and third declension nouns. The students will increase their knowledge of Latin vocabulary through the study of third declension adjectives. The students will also learn about the early Roman emperors.

Standards

WL.7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes
WL.7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
WL.7.1.IL.A.3	Compare and contrast the use of verbal and non - verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
WL.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions
WL.7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
WL.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
WL.7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language
WL.7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
WL.7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations
WL.7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school - related topics.
WL.7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Essential Questions

1) How does the grammar of Latin connect to English grammar?

2) What is the role that vocabulary plays in reading comprehension and overall academic success?

3) What was the impact of the *Pax Romana* on the history of the world?

Application of Knowledge and Skills...

Activities

- Complete worksheets distinguishing between the masculine, feminine, and neuter third declension regular and irregular adjectives
- Complete Smartboard matching activities to build student comprehension of the masculine, feminine, and neuter third declension regular and irregular adjectives
- Complete Smartboard matching activities to review the case endings of the first, second, and third declension nouns
- Complete Smartboard matching activities to identify the tenses, conjugations, and personal endings of verbs
- Read about Augustus Caesar and his legacy in Latin
- Translate paragraphs about Augustus Caesar and his legacy from Latin to English
- Answer questions about Augustus Caesar and his legacy
- Read about the early Roman emperors after Augustus Caesar in Latin
- Translate paragraphs about the early Roman emperors after Augustus Caesar from Latin to English
- Answer questions about the early Roman emperors after Augustus Caesar
- Practice reciting teacher selected third declension adjectives
- Look at pictures of the early Roman emperors
- Recall the case endings of the first, second, and third declension nouns.
- Create a written and visual timeline of Augustus Caesar's life
- Complete Latin word searches to develop spelling proficiency
- Complete Latin crossword puzzles to reinforce vocabulary memorization

Activities to Differentiate Instruction

- For the vocabulary bee, in the early rounds the teacher will differentiate the vocabulary word choice based on previous student achievement
- For the Roman celebrations assignment the teacher will ask some general follow-up questions at the end of the assignment or the teacher will call on a student in the class to ask the presenter more challenging follow-up questions (challenge activity)
- For the evaluative questions assessment, the questions will be leveled according to the hierarchy of Bloom's taxonomy
- For the translation assessment, the teacher will use different paragraphs with varying degrees of vocabulary and grammar complexity to distinguish between different levels of learners

Integrated/Cross-Disciplinary Instruction

The vocabulary bee that students will participate in will require the students to study and prepare just as they would for a language arts vocabulary test. Student understanding of vowel sounds, consonant sounds, and general phonemic awareness will all be stressed and assessed. These language arts skills are invaluable to Latin.

Resources

The McGraw-Hill Companies *Latin for Americans* textbook by B.L. Ullman and Charles Henderson, Jr. (c) 2003

The McGraw-Hill Companies *Latin for Americans* workbook by B.L. Ullman and Charles Henderson, Jr. (c) 2003

- http://exchange.smarttech.com/search.html?q=latin&subject=All+subjects&grade=All+grades®ion=en_US

- http://www.puzzle-maker.com/CW/