Later 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 verbs, nouns, and adjectives previously learned. The students will increase their knowledge of Latin vocabulary through the study of the demonstratives, "hic", "ille", and "is". The students will also learn about the later 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.C.2	Present student - created and/or authentic short plays, skits, poems, songs, stories, or reports.
WL.7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.7.1.IL.C.4	Compare and contrast age - and level - appropriate culturally authentic materials orally and in writing.
WL.7.1.IL.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.

Essential Questions

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

2) How might learning Latin help in appreciating literature?

3) What is the impact of the Romans on the history of the world?

Application of Knowledge and Skills...

Activities

- Recall the case endings of the first, second, and third declension nouns.
- Recall the case endings of the first, second, and third declension adjectives.
- Recall the principal parts of the Latin verb and the personal endings.
- Complete worksheets distinguishing between verbs, nouns, and adjectives
- Complete Smartboard matching activities to improve student translation of verbs, nouns, and adjectives
- Read about Constantine, one of the more successful later Roman emperors
- Translate paragraphs about Constantine, one of the more successful later Roman emperors, from Latin to English
- Answer questions about Constantine, one of the more successful later Roman emperors
- Read about Diocletian, another famous later Roman emperor, in Latin
- Translate paragraphs about Diocletian, another famous later Roman emperor, from Latin to English
- Answer questions about Diocletian, another famous later Roman emperor
- Practice reciting teacher selected verbs, nouns, adjectives
- Look at pictures of the later Roman emperors
- Demonstrate how to create a PowerPoint presentation
- Show the students sample eulogies, e.g. Marc Anthony's eulogy for Julius Caesar
- Show the students how to create a bust out of either papier-mache or model magic
- Complete Latin word searches to develop spelling proficiency
- Complete Latin crossword puzzles to reinforce vocabulary memorization

Activities to Differentiate Instruction

- For the later emperors' assignment, the teacher will assign the subject (more or less well-known emperors) based on past student achievement
- During the vocabulary bingo assignment, the teacher may use words whose translation does not appear on the bingo board (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

Students will have learned about Diocletian and Constantine while studying ancient Rome in sixth grade social studies. Students will recall the information previously learned in social studies and use it in their paragraph analysis.

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/

- http://www.teach-nology.com/web_tools/materials/bingo/