The Adventures of Ulysses

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 principal parts of Latin verbs. Students will continue their learning of Latin vocabulary through their study of the third declension. The students will write sentences using complimentary infinitives and the perfect participle as a noun. Students will also learn about the adventures of Ulysses.

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.1	Use knowledge about cultural products and cultural practices to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
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) Why is it important to use correct spelling?

3) How are the ideas of free will and fate explored in the story of Ulysses?

Application of Knowledge and Skills...

Activities

- Complete worksheets distinguishing between the different cases and genders of the third declension nouns
- Complete Smartboard matching activities to build student comprehension of the third declension nouns
- Complete Smartboard matching activities to review student understanding of the principal parts of verbs
- Read about Ulysses' encounter with the Cyclopes in Latin
- Translate paragraphs about Ulysses' encounter with the Cyclopes from Latin to English
- Answer questions about Ulysses' encounter with the Cyclopes
- Read about Ulysses' encounters with Circe and the Sirens
- Translate paragraphs about Ulysses' encounters with Circe and the Sirens from Latin to English
- Answer questions about Ulysses' encounters with Circe and the Sirens
- Practice defining teacher selected third declension vocabulary
- Practice conjugating verbs and identifying the principal parts
- Complete worksheets using perfect participles as nouns
- Write and read sentences using "possum" and complimentary infinitives
- Look at pictures of the places Ulysses visited
- Complete Latin word searches to develop spelling proficiency
- Complete Latin crossword puzzles to reinforce vocabulary memorization
- Develop a list of derivatives with definitions from unit vocabulary
- Memorize teacher-selected nouns, adjectives, and verbs.

Activities to Differentiate Instruction

- For the virtual hangman, students will create clues, e.g. English derivatives, that their classmates may use for solving some of the puzzles
- For the Ithaca skits, the teacher prepared questions will be based on previous student achievement
- 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

A goal of language arts literacy is to develop and refine an extended vocabulary. Through completing the various activities and assessments of this unit, the students will clarify the meaning, parts of speech, and etymology of numerous English language words.

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.proprofs.com/games/word-games/hangman/