

PEMBROKE PUBLIC SCHOOLS

Unit Map

Course Overarching Essential Questions:

SUBJECT: Foreign language		COURSE: LATIN I		GRADE LEVEL(S): 9-12	
UNIT / THEME/GENRE : CHAPTER 6		TIME REQUIRED: 2 WEEKS		LATEST REVISION: August 2022	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): USES OF THE ACCUSATIVE CASE, PREPOSITIONS, SLAVERY IN ANCIENT ROME					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
<p>What is the ablative case used for?</p> <p>What are prepositions? What cases are used with prepositions in Latin?</p> <p>How does Latin express duration of time?</p> <p>How does Latin express the time when something happens?</p>	<p>...that the ablative case is used for a variety of purposes, including as the object of prepositions.</p> <p>...that prepositions are small words that show where something is in relation to something else. Prepositions in Latin take their objects in either the accusative or ablative case.</p> <p>Latin uses the accusative case without a preposition to express duration of time.</p>	<p>...the ablative and the accusative cases can be used as objects of prepositions in Latin, according to the preposition and the meaning that is being communicated.</p> <p>...cases in Latin serve a variety of sometimes unrelated purposes.</p> <p>...Roman slavery was a complicated institution with both similarities to and differences from its American counterpart.</p>	<p>...the ablative case has the widest variety of disparate uses of all the cases in Latin and so knowing these forms and that they can represent a wide variety of meanings will make learning later uses easier.</p> <p>...some Roman authors use prepositions and some just use their objects in the appropriate case without the preposition so learning which cases go with which prepositions will become more and more important.</p> <p>...students will encounter slavery throughout all aspects of Roman culture and can use the information they learned in</p>	<p>NL.1.a NL.1.b NL.5.a NL.6.a.1 NL.6.b.1 NL.7.b NL8.b.1</p>	
		COMMON MISUNDERSTANDINGS			

<p>What was the relationship of free Romans to slaves?</p> <p>How did people become slaves in ancient Rome?</p> <p>How did a slave's work affect the quality and length of his/her life?</p> <p>How might a slave in ancient Rome gain his/her freedom?</p>	<p>Latin expresses the time when something happens with the ablative case.</p> <p>Roman slaves had a complex relationship with free citizens and could even be considered above them, depending on the status of the slave's master.</p> <p>People could become slaves through a variety of ways, including as prisoners of war or because of extreme debt.</p> <p>Depending on what kind of work a slave did, his/her life could be short and brutal or long and comfortable or anything in between.</p> <p>Slaves in ancient Rome could achieve their freedom through escape, self-purchase, and were sometimes freed in their masters' wills, among other ways.</p>	<p>Students often mistake which case to use after a certain preposition.</p>	<p>this chapter to have a more complete understanding of the lives of the slaves they will encounter in later texts.</p>	
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CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Language practice, pp. 100, quiz on “De cella” and “Currax et Quartilla” & ablative case, quiz on prepositions, writing assignment on slaves and free citizens in Rome

Summative: chapter-end quiz that includes sections on vocabulary, reading Latin, and culture

RESOURCES:

Suburani online textbook and associated materials (pp. 87-102 of the textbook and the materials for “Chapter 6” on the website)

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1 (general vocabulary that is used in daily life)-ex: create, write

ā, ab + abl., capiō, capere, diēs, diem, m., discēdō, discēdere, ē, ex + abl., expectō, expectāre, faciō, facere, iam, in + acc., inquit, marītus, marītum, m.

Tier 2 (vocabulary that will be encountered in other content areas): ex: abolish

māter, mātrem, f., prope + acc., rogō, rogāre, sedeō, sedēre, stō, stāre, tōtus, trīstis, tuus, uxor, uxōrem, f.

Tier 3 (history-social studies specific vocabulary): Abolitionist

manumission, freedman, revolt, Otho, Lucilius senior

Lesson Plan List *(numbered list with a brief description of each lesson)*

1. Consider the picture of "De cella" and as a class, think about what might be going on. Have students write their own Latin text to accompany it using earlier and current vocabulary
2. Read "De cella" and discuss the ablative case, practice with the ablative case forms of old vocabulary
3. Reread "De cella" and then "Curax et Quartilla" and students write about what they can infer about the relationship of slaves and citizens from the text
4. Read "How were people enslaved?" and have students consider how the different slaves they've seen in the story so far may have come to be enslaved.
5. Quiz on ablative case and "De cella" and "Curax et Quartilla," link the ablative case with prepositions and the accusative case.
6. Read "The life of a slave" together and answer question on p. 97, introduce "Fuga: Pars Secunda" and discuss how story fits in with what we've learned about Roman slavery
7. Quiz on prepositions, review accusative and ablative case forms and look at time expressions in the texts we've read so far, practice writing in Latin using these expressions
8. Review texts from the chapter and all accusative and ablative forms
9. Chapter end quiz on Chapter 6

Reflections on lessons as implemented: