

Course: Latin 3
Unit #2: Politics and Propaganda of the Late Republic and Early Empire

Year of Implementation: 2023-2024

Curriculum Team Members: Brenna Atmore (batmore@lrhsd.org), Robynn Hecht (rhecht@lrhsd.org), Bill Palladino (wpalladino@lrhsd.org), Mathew Underwood (munderwood@lrhsd.org)

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/AmericanClassicalLeagueClassicalStandards>

Unit Standards:

- **Content Standards**

- **Interpretive (A)**

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
 - 7.1.IL.IPRET.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.
 - 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
 - 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

- **Interpersonal (B)**

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
 - 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

- **Presentational (C)**

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
 - 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
 - National Classical Standards (D)
- Interpersonal: communicate and exchange information about familiar topics in simple Latin or Greek sentences, using phrases and sentences that are supported by words and phrases in the reading at hand, and engage in conversation to satisfy basic needs.
- Interpretive Reading: understand the main idea of short and simple Latin or Greek texts when the topic is familiar.
- Interpretive Listening: understand the main idea in short, simple Latin or Greek presentations on familiar topics. They can understand the main idea of a simple narrative or conversations that they hear.
- **21st Century Life & Career Standards**
 - All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
 - 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content
 - 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- **Interdisciplinary Content Standards**
 - RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
 - WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically..
 - 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)
A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to make connections to objectively read, interpret, and compare historical works of propaganda in order to assess and evaluate modern examples of propaganda.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

- communicate effectively in more than one language in a variety of situations and for multiple purposes.
- demonstrate cultural awareness based on understanding of and respect for other cultures, past and present.
- make connections with other disciplines by applying learning from language class to relevant situations in other classes.
- use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Enduring Understandings

Students will understand that . . .

EU 1

literacy acquisition is gained from aggregate processes, namely processes derived from competency in Latin inflections.

EU 2

reading texts in their original language allows one to read a text without translator's bias and interpretation.

Essential Questions

EU 1

- How does the study of language differ from other areas of study?
- How can a better understanding of grammar impact the comprehension of literature?
- Why does an appropriate translation matter?

EU 2

- How can context affect translation?
- How can readers determine the best translation of an author or work?

EU 3

political unrest and propaganda can bring about societal changes through rhetoric and oration.

- How can different translations affect the message in an author's work?
- How can a translation reflect the influence of propaganda?
- Why is it important to recognize propaganda when looking at historical sources?

EU 3

- What is the relationship between political rhetoric and societal change?
- In what ways can a society change due to an unstable government?
- How can gestures and nonverbal communication enhance the delivery and message of an oration?
- How can propaganda shape the political development of a society?

Knowledge

Students will know . . .

EU 1

- relative clauses of characteristic are another common dependent subjunctive usage. (A. 1,3)
- participial forms like the gerund and gerundive can be used in a variety of constructions. (A. 1,3)
- authentic Latin texts contain a variety of grammatical structures and forms. (A. 1,3,4)

Skills

Students will be able to . . .

EU 1

- properly translate dependent and independent subjunctive clauses based on context information and surrounding words and constructions. (C. 1,4)
- correctly and idiomatically translate participial constructions utilizing gerunds and gerundives. (C. 1,4)
- apply new and previous knowledge of Latin grammar to best translate and interpret authentic Latin texts. (C. 1,4)

EU 2

- the skill of translating the same Latin words or phrases differently. (A. 1,3)
- the plurality of signs and signifiers. (A. 1,3)
- particular Latin phrases translated idiomatically. (A. 1,5)
- interpretation of the overall meaning of a message from works of Latin propaganda. (A. 1,5)
- authors will use varied vocabulary and grammar to convey different perspectives and opinions. (A. 1, 3)

EU 3

- the major political factions during the late republic and early Roman empire, including the populares and the optimates. (A. 1,3)
- the roles and responsibilities of a patronus (lawyer) in Ancient Rome. (A. 1,3)
- the accounts of both Cicero and Asconius and the ways in which their historical accounts differ. (A. 1,3)
- political context of late Republican Rome. (A. 1,3)
- the rhetorical devices used in ancient oration and propaganda. (A. 3,5)

EU 2

- translate a sentence with advanced elements of grammar from Latin to English and vice-versa. (C.1)
- provide more than one idiomatic translation of the same Latin sentence. (C.1)
- deduce the meaning of a Latin sentence containing advanced elements of grammar. (C.1)
- reflect on a translation and provide an alternate acceptable one. (C.1)
- discuss significant contextual information throughout the translation process (C. 1)

EU 3

- compare and contrast Cicero and Asconius' account of the death of Clodius. (C.4)
- infer Cicero's political affiliation from the rhetoric of his speeches.(C.4)
- compare and contrast the ideas of the populares and optimates to modern political ideologies. (C.4)
- recognize the rhetorical devices and structures used within ancient speech and propaganda. (C.1)

Stage Two - Assessment

-

Other Evidence: Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- site translation tests which contain previously acquired grammatical and cultural material.
- assessments on previously translated Latin works concerning the late Republic and transition to the Empire.
- site interpretation tests which require students to read and cite provided Latin texts.

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. *Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection*

- Define core vocabulary used by Cicero. (A) (EU 1)
- In-class lectures on prior grammatical elements. (A) (EU 2)
- **Examine the Roman Oratory and legal process through re enactments such as in "Murder in Rome."** (A) (EU 3)
- Complete textbook review exercises based on Latin II grammar. (A, M) (EU 1)
- Translate sentences using grammatical review with qui clauses, partitive genitive, and the indefinite pronoun. (A,M) (EU 1)
- Translate, analyze and interpret Cicero's In Verrem, In Catalinam, Pro Milone. (A,M,T) (EU 3)
- Translate, analyze and interpret Asconius' account of the Milo and Clodius incident. (A,M,T) (EU 3)
- **Research a political riot in history and compare the event to the riot that occurred after Clodius' death.** (A,M,T) (EU 3)
- **Research a modern politician's speech that references Cicero and analyze the context of the reference.** (A,T) (EU 3)
- **Compare and contrast the leadership styles of Octavian and Antony and a modern leader.** (M) (EU 3)
- Compare and contrast the events of Milo and Clodius through Asconius and Cicero's interpretations. (M) (EU 3)
- **Infer and argue a likely situation of events in the Milo and Clodius conflict through interpretation of Cicero and Asconius' accounts.** (M,T) (EU 3)
- **Argue for or against the role of bias in history** (M,T) (EU 3)
- **Compose an original persuasive speech using Cicero's rhetorical style in English.** (M, T) (EU 3)
- **Perform a speech using rhetorical style and ancient propoganda in English** (M, T) (EU 3)
- **Compose an artistic work of visual propoganda** (T) (EU 3)
- Compose original sentences utilizing reviewed grammar. (T) (EU 2)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	<i>What are Roman Values?</i>	45
2	<i>Politics and Propaganda of the Late Republic and Early Empire</i>	45
3	<i>Love and Death</i>	45
4	<i>Humans and Gods</i>	45

Instructional Materials

Storylabs.app
Magistrula.com
Latin Library
Perseus Tufts
Whitaker's Words
Eutropius Breviarium VII. 2-7 (Antony vs. Octavian)
Eutropius Breviarium VI.15-25 (Caesar vs. Pompey)
Caesar's De Bellō Gallicō Book 6.16

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.