

# LATIN • PROSE & POETRY: REPUBLIC

| <u>CONTENT AREA/<br/>UNITS OF STUDY</u>   | <u>ESSENTIAL QUESTIONS</u>  | <u>SKILLS EMPHASIZED</u><br>Introduced, Developed, Mastered  | <u>MAJOR ASSIGNMENTS/<br/>PROJECTS</u>  | <u>RESOURCES<br/>MATERIALS<br/>TECHNOLOGY</u>  |
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| <p><b>Introduction to Genres of Latin literature</b></p> <ul style="list-style-type: none"> <li>• I. Roman Theater: Plautus’ Aulularia</li> <li>• II. Early Roman History and Legend</li> <li>• III. Military History (2nd Punic War): Eutropius</li> <li>• IV. Gender Studies: Sulpicia, Cornelia (via Nepos), Allia Potestas</li> <li>• V. Biography: Cornelius Nepos</li> <li>• VI. Republican Poetry: Catullus</li> <li>• VII. The Death of the Republic               <ul style="list-style-type: none"> <li>○ a. Catilinarians: Cicero, Sallust</li> <li>○ b. Counter-Culture Poetry: Catullus, Ovid (recognizing the anachronism)</li> <li>○ c. Civil Wars: Caesar, Cicero</li> </ul> </li> <li>• VIII. Birth of Augustan Age: Nescioquis on Octavian vs. Antony, Res Gestae Divi Augusti</li> <li>• VIII. Early Empire: Augustus, Ovid</li> </ul> | <ul style="list-style-type: none"> <li>• How can students use the target language effectively to communicate about themselves and others?</li> <li>• How can students’ understanding of the cultures of the target language help them better comprehend the world in which they live?</li> <li>• How can the interdisciplinary connections students draw from their study of language help broaden their understanding of the world?</li> </ul> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reads for meaning and story with increasing ease and proficiency (D)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• writes connected prose with subordinate clauses with increasing proficiency</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• understands lectures in Latin and can follow and take notes</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• can hold a conversation in Latin using short sentences; may include subordinate clauses to a small or rudimentary degree</li> </ul> <p><b>Metacognition Skills</b></p> <ul style="list-style-type: none"> <li>• distinguishes between primary and secondary sources (I)</li> <li>• begins to approach kinds of Roman literature differently (history, poetry, speech, letter, play) (I)</li> <li>• draws conclusions about Roman culture based on information and evidence found in the readings (D)</li> <li>• recognizes the use of language in a more sophisticated way (Latin-Latin synonyms, metaphor, simile) (D)</li> <li>• hold a simple conversation about easy subjects (D)</li> <li>• begin using more sophisticated sentence structures with subordinate clauses (D)</li> <li>• write different kinds of literature in simple ways (speech, letter, poem) (D)</li> <li>• differentiate between Romans as</li> </ul> | <ul style="list-style-type: none"> <li>• oral speech from Aulularia</li> <li>• write a personal letter (Lucretia)</li> <li>• write a persuasive paper (Nepos)</li> <li>• tests for reading comprehension and translation</li> </ul> | <ul style="list-style-type: none"> <li>• Livius, Titus Patavinus. Story of Lucretia. Ed. Denby, Margaret E. Livy. CANE Instructional materials: Amherst, 1999.</li> <li>• Plautus, Titus Macchius. Aulularia. ed. Gilbert Lawall. American Classical league: Oxford, OH.</li> <li>• Octavius, Gaius (Caesar Augustus). Res Gestae Divi Augusti. ed. Rex E. Wallace. Bolchazy- Carducci: Wauconda, Ill., 1999. ISBN: 978-0865164550</li> <li>• Tullius, Marcus Cicero. Letters to Terentia and Tullia. Ed. Jennifer Healey. CANE Instructional Materials: Amherst, 1999.</li> <li>• Cornelius Nepos. Three Lives. Ed. by R. Roebuck. Bristol Press: London, 1958.</li> <li>• Eutropius: War with Hannibal. Beyer, Brian. Yale University Press: New Haven, 2009.</li> <li>• Cicero: Imperator Rumorum. Goodman, E.</li> <li>• nodictionaries.com</li> <li>• Whitaker’s Words</li> </ul> |

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|  |  |  | individuals and groups, not just as a monolith (“the Romans”) (D) |  |  |
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