



## Latin 3 Honors - Unit 1 - Dulce et Utile - A Sweet and Useful thing

### Unit Focus

The Roman poet Horace once said in his work, *Ars Poetica*, that poetry needs to be a sweet and useful thing--that the poetry needs to be both pleasant to listen to and needs to instruct. The Latin 3 Honors student's first foray into poetry will be through the poet *Catullus*. His poems are rather short, easy to comprehend *primā faciē*, but have so much more beneath the surface.

The focus of this unit will be to read Catullus' poetry and attempt to find deeper meaning within his words. Catullus is considered a master of style for his many rhetorical devices and word choice in his poetry. The Latin in Catullus' poetry is authentic and moving, but at the same time easy enough for the common citizens of Rome to understand superficially.

The first poem the new Latin 3 Honors student will encounter is probably Catullus' most famous of his love poetry, 85 (*Ōdī et amō - I hate and I love*). From there, we will analyze how Catullus agonizes with love and loss and end with dedications written by Catullus.

The unit will culminate in the Latin 3 Honors student reciting and reimagining one of the poems read in class for a modern audience while utilizing some of the rhetorical devices Catullus uses.

Questions for Investigation:

- *How does a poet's style enhance meaning?*
- *How can I find deeper meaning in poetry?*

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>World Readiness Standards for Learning Languages</b> <i>World-Readiness Standards for Learning Languages (All)</i> <b>C.1 COMMUNICATION</b> - <i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i> <ul style="list-style-type: none"> <li>• C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</li> <li>• C.1.3 Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers</li> </ul> <b>C.2 CULTURES</b> - <i>Interact with cultural competence and understanding</i> <ul style="list-style-type: none"> <li>• C.2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</li> </ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. <b>T2</b> Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) <b>U2</b> Effective communicators make linguistic choices	<i>Students will keep considering...</i> <b>Q1</b> What does the source or text say? What does it mean? <b>Q2</b> How do I select and use information to support my ideas? <b>Q3</b> How do cultural products and practices reflect the beliefs and values of a people?

## Stage 1: Desired Results - Key Understandings

<p><i>C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</i></p> <ul style="list-style-type: none"> <li>• C.3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures</li> <li>• C.3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</li> </ul> <p><i>C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence</i></p> <ul style="list-style-type: none"> <li>• C.4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>• Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)</li> <li>• Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG.2.1)</li> </ul>	<p>about how to deliver their message. (Presentational Communication)</p> <p><b>U3</b> Effective readers, listeners, and viewers access texts (e.g., film, interviews, blogs, artwork) and examine the author's, speaker's, or director's choices that affect its use.</p>	<p><b>Q4</b> How does a Poet's style enhance his meaning?</p> <p><b>Q5</b> How can I find a deeper meaning in poetry?</p>
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
	<p><i>Students will know...</i></p> <p><b>K1</b> Biography and life of Catullus and Lesbia</p> <p><b>K2</b> Basic tools of rhetoric:</p> <ul style="list-style-type: none"> <li>• polysyndeton</li> <li>• asyndeton</li> <li>• assonance</li> <li>• consonance</li> <li>• alliteration</li> <li>• chiasmus</li> <li>• anaphora</li> <li>• and others</li> </ul> <p><b>K3</b> Grammar: Ablative Absolutes</p> <p><b>K4</b> Grammar: Present and Imperfect Subjunctives</p> <p><b>K5</b> Grammar: Deponent Verbs</p> <p><b>K6</b> Poetic Scansion (esp. Hendecasyllabic meter); What makes a syllable a long syllable?</p> <p><b>K7</b> Vocabulary Items from the Catullus Poems (refer to the lists under resources). These are vocabulary items that will appear many times over Latin 3 and Latin 4, and are grouped by how you will see them in class.</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> Parsing verbs and nouns in order to make sense of poetry</p> <p><b>S2</b> Speaking about poetry using proper terminology of rhetorical devices, to create a common language about poetry.</p> <p><b>S3</b> Interpreting poetry to find the meaning behind what is found at first glance.</p> <p><b>S4</b> Reinterpreting poetry to appeal to a modern audience.</p> <p><b>S5</b> Reading the poetry in proper meter, to start to hear that Roman poetry is a song</p>