Latin 3 Honors - Unit 4 - Ex nihilō nihil fit - Nothing comes from nothing

Unit Focus

The final unit of Latin 3 Honors will take the students through book 1 of Vergil's most influential work, the Aeneid. Vergil's Aeneid, being one of the most complete and well-crafted epics, will serve as a model to the students as they finish up their mock epics. Students will study how introductions to epics are structured using the Aeneid, Ovid's Metamorphoses, Catullus 1, Homer's Iliad, and Homer's Odyssey. Students will also study about how authors utilize the gods in their writing. Are the gods benevolent beings or can they direct their ire against those who are supposed to worship them? What implications could there be to the mythos in choosing one god over another? Students will make educated decisions about these questions before finishing their epic. Students will also revise their work from units 2 and 3 and incorporate transitions in order to make their episodic writing cohesive.

To prepare students for the summer reading of Aeneid Books 2, 4, 6, 8 and 12, students will also be reading Book 1 of the Aeneid in English, taking notes as they go along. Reading the Aeneid in English will help students to understand the Latin and vice versa.

Students will be asked to consider the following:
- What is the prevailing structure of an epic?
- What is the purpose of the gods for an author?
- What can we learn about the values of a people based on their beliefs and utilization of the gods in literature?

Stage 1: Desired Results - Key Understandings

Standard(s)

World Readiness Standards for Learning Languages
World-Readiness Standards for Learning Languages (All)
C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
• C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
• 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
C.2 CULTURES - Interact with cultural competence and understanding
• 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.

Transfer

Students will be able to independently use their learning to...
T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.
T2 Gather information from a variety of resources and perspectives to build cultural context.
T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) **U2** The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. **U3** 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.	*Students will keep considering...* **Q1** What does the source or text say? What does it mean? **Q2** How do I select and use information to support my ideas? **Q3** How does an author utilize the gods? **Q4** How do the personalities and back-stories of the gods themselves help us to interpret ancient literature? **Q5** How does religion reflect the values of a people?

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	**Skill(s)**

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
 	
• 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
 	
C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence
 	
• C.4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
 	
C.5 COMMUNITIES - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world
 	
• C.5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
 	
Madison Public Schools Profile of a Graduate
• Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
• Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)
	Students will know...
	K1 Structure of an epic introduction:
	  • Invocation to the muses/gods
	  • Major theme as first word
	  • Hints at plot or common theme
	K2 Aeneid Vocabulary: I.1-33
	See list of vocabulary on Quizlet deck (under MagisterBrine)
	K3 Aeneid Vocabulary I.34-77
	See list of vocabulary on Quizlet deck (under MagisterBrine)
	K4 Aeneid Vocabulary I.78-209
	See list of vocabulary on Quizlet deck.
	K5 Aeneid Vocabulary I.418-440; I.494-578
	See list of vocabulary on Quizlet deck
	K6 Character Identification:
	  • Aeneas
	  • Achates
	  • Juno
	  • Neptune
	  • Venus
	  • Cupid - Amor
	  • Aeolus
	  • Dido
	  • Julus
	  • Anchises
	  • Creüsa
	  • Teucrians
	  • Achaeans
	  • Carthaginians
	K7 Aeneid Book 1 (In Latin and in English)
	K8 Dactylic Hexameter; Dactyl (- ˘ ˘) and Spondee (- -);
		Students will be skilled at...
		S1 Considering the use of well-known tropes and themes and their use in literature (gods in epics)
		S2 Editing and revising an epic toward a complete final product
		S3 Reading ancient literature in both Latin and English and restating what is happening.
		S4 Using reading strategies, including vocabulary, to enhance comprehension of a passage in Latin
		S5 Scanning Latin literature to read poetry in meter.