



Latin 1 - Unit 2 - Ars Longa, Vita Brevis! (Art lasts, life is but brief)

Unit Focus

This unit is about the art and artifacts that remain at Pompeii. Students will use inquiry-based learning to determine the traits and characteristics that were important to the Pompeian people, and by extension the Romans. During this unit, students will also be reading stories of business transactions and legal proceedings that would have happened in Pompeii. The main goal of the unit is to use the Art found in Pompeii to be a vehicle for students to create dialogues and stories about the business dealings in Pompeii.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p>World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - <i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i></p> <ul style="list-style-type: none"> • 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 <p>C.2 CULTURES - <i>Interact with cultural competence and understanding</i></p> <ul style="list-style-type: none"> • C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • 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. <p>C.4 COMPARISONS - <i>Develop insight into the nature of language and culture in order to interact with cultural competence</i></p> <ul style="list-style-type: none"> • 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. 	<p>T1 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.</p> <p>T2 Gather information from a variety of resources and perspectives to build cultural context.</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<p>U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)</p> <p>U2 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.</p>	<p>Q1 What am I trying to say and how do I say it?</p> <p>Q2 How do cultural products and practices reflect the beliefs and values of a people?</p> <p>Q3 How are other cultures different from my own, and from each other?</p>	
	ACQUISITION OF KNOWLEDGE AND SKILL		
	KNOWLEDGE	SKILLS	
<p>K1 Elements of mosaics: Reality (still life) Historical mosaics Mosaics about the gods (divinity)</p> <p>K2 Commercial Life in the Forum; How to sell buy and sell goods</p> <p>K3 Elements of Pompeian Art: 1st style - Painted bricks, Simple, cheap paints</p>	<p>S1 Analyzing Pompeian wall paintings to determine what was culturally important to the Pompeians.</p> <p>S2 Analyzing Pompeian mosaics to determine the value placed on Reality and Divinity.</p> <p>S3 Speaking the verbs of the first conjugation in the present tense to be able to have conversations with and about other</p>		

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

• 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.

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

• Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.

Collaboration/Communication

• Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.

2nd style - "Architectural", Realistic
 3rd style - Unrealistic, disproportionate, complex landscape portrait in miniature
 4th Style - Combination of the 3 styles, highly stylized, framed scenes

K4 Special Vocabulary:

Mercator, Mercatoris, m. Merchant
 murus, muri, m. Wall
 mosaicum, mosaici, n. Mosaic (lit. "of the muses")
 pictor, pictoris, m. painter
 pictura, picturae, f. painting
 pingo, pingere, pinxi, pinctus - to paint
 taberna, tabernae, f. Tavern, shop
 vendo, vendere, vendidi, venditum - to sell
 emo, emere, emi, emptus - to buy
 forum, fori, n. The forum, marketplace
 Quis, who? Quid, What?
 Gratias tibi ago - I give thanks to you.
 Libenter - You're welcome

K5 Special Grammar: Basic present conjugation, 1 -- o, 2 -- s, 3 -- t, 1pl - mus, 2pl - tis, 3pl - nt; Asking Questions

people.

S4 Interacting with the stories of Cambridge to build fluency in Latin through grammar, derivatives, and comprehensive input.

S5 Reading contextually to develop vocabulary.

S6 Supporting ideas using Latin-based evidence to compare Roman culture to our own.