

Virginia Foreign Language Standards of Learning

Latin

Level III

READING FOR UNDERSTANDING



STANDARD

LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics.

TARGET PROFICIENCY LEVEL—INTERMEDIATE-MID

At the Intermediate-Mid sublevel, readers are able to understand short, noncomplex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

BENCHMARK

I can understand the main idea of texts related to everyday life and personal interests or studies.



PROGRESS INDICATORS

- I can read Latin passages that contain concepts from previous levels with the addition of such grammar points as active and passive voice verbs in the indicative and subjunctive moods and their uses.
- I can create and interpret a translation of unit stories and exercises in oral or written form and answer questions in Latin.
- I can analyze a Latin passage for content and mechanics, including the recognition and explanation of figures of speech and stylistic features.
- I can read and interpret unit cultural information from created and authentic materials on Roman sociopolitical life throughout the empire.

RESOURCES FOR READING FOR UNDERSTANDING

- ◇ Level-appropriate passages from publisher materials on the state-approved list, supplemented by Web resources such as the National Latin Exam past test collections.
- ◇ www.thelatinlibrary.com
- ◇ www.Perseus.tufts.edu
- ◇ Lacus Curtius: Penelope.uchicago.edu
- ◇ vroma.org
- ◇ [National Junior Classical League](http://NationalJuniorClassicalLeague.org)
- ◇ [Virginia Junior Classical League](http://VirginiaJuniorClassicalLeague.org)
- ◇ [The American Classical League](http://TheAmericanClassicalLeague.org)
- ◇ [Dickinson College Commentaries](http://DickinsonCollegeCommentaries.org) by Chris Francese (section-by-section commentary and vocabulary)
- ◇ Barnard Columbia Ancient Drama Group: <https://ancientdrama.wordpress.com/past-plays/> (videos of modern productions of ancient plays, especially for theater units)
- ◇ Forum Romanum: <http://www.forumromanum.org/index2.html> (digital versions of older books; useful for student research)
- ◇ The Ara Pacis Museum: <http://en.arapacis.it> (incredible virtual tours)
- ◇ Theoi: <http://www.theoi.com> (encyclopedia of mythology; useful for students to look up unknown references in literature)
- ◇ Latin tutorial: <https://www.youtube.com/user/latintutorial> (videos of grammar; especially useful for flipped classroom, student self-study)
- ◇ TED Talks – David Macaulay: An Illustrated Journey Through Rome http://www.ted.com/talks/david_macaulay_s_rome_antics?language=en
- ◇ Ephemeris: <http://ephemeris.alcuinus.net> (a current events newspaper entirely in Latin, especially good as tweets)
- ◇ Latin Wikipedia: http://la.wikipedia.org/wiki/Vicipaedia:Pagina_prima (can be hit or miss, as all Wikipedia sites, but it *is* in Latin)
- ◇ Weather Underground has an option to report your local weather entirely in Latin. <http://www.weatherunderground.com>

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READING FOR UNDERSTANDING



STANDARD

LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Act out an entire story.
- ◇ Draw a story to indicate conceptual understanding.
- ◇ Label/diagram sentences for grammar and syntax.
- ◇ Sight or pre-read passages from the same authors or similar genres for content/understanding.
- ◇ Synthesize grammar and cultural concepts through reading.
- ◇ Debate/explain from the point of view of famous figures or characters from passages.
- ◇ Act out battles, incorporating learned military strategies.
- ◇ Literal translation.
- ◇ Summarize a limited passage for content/information.
- ◇ Paraphrase.
- ◇ Incorporate pre-reading strategies for story anticipation, including but not limited to:
 - ◇ Vocabulary introduction, especially as it distinct to the story
 - ◇ Grammar introduction
 - ◇ Thematic discussion
 - ◇ Silent sustained reading.
- ◇ Label/diagram grammatical portions of sentences, especially for advanced structures.
- ◇ Translate Latin into English to develop reading skills.
- ◇ Jigsaw a story or passage.
- ◇ Give an expert report on a grammar point, figure of speech, rhetorical device, or portion of a passage.
- ◇ Oral and written checks for understanding, including but not limited to:
 - ◇ True/False questions
 - ◇ Content questions
 - ◇ Acting out portions of stories
 - ◇ Rearranging English or Latin phrases into story chronology.

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INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

LIII.2 The student will increase skills in reading and interpreting Latin orally.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

At the Novice-High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

BENCHMARK

I can often understand words, phrases, and simple sentences.



PROGRESS INDICATORS

I can sometimes understand the difference between a question and a statement.

I can sometimes understand questions or statements about characters in texts.

RESOURCES FOR INTERPRETIVE COMMUNICATION: LISTENING

- ◇ Look on YouTube for student videos of chapter readings for your textbook
- ◇ [Audio-Visual Classics Database](#)
- ◇ Latin Pronunciation Online Tutorial

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Perform basic commands given in Latin.
- ◇ Respond to basic questions about a text without prompted answers.
- ◇ Draw or identify pictures that reflect the meaning of simple Latin sentences.
- ◇ Greet students at the door in Latin.
- ◇ Give classroom commands in Latin.
- ◇ Express what you need students to do using “*necesse est tibi/vobis...*”
- ◇ As an introduction to Latin pronunciation, have students take dictation. Show the text to the students and discuss what they learned from the differences between the Latin spelling revealed to them and what they wrote.
- ◇ Read a previously translated text aloud without the students being able to view it. Stop at random points in the text and have students identify at what point the teacher stopped.
- ◇ For texts with a plot, the teacher tells/reads a simplified version of the story while the students draw a comic strip of it.

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INTERPRETIVE COMMUNICATION: LISTENING



STANDARD

LIII.2 The student will increase skills in reading and interpreting Latin orally.

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INTERPERSONAL COMMUNICATION: SPEAKING



STANDARD

LIII.2 The student will increase skills in reading and interpreting Latin orally.

TARGET PROFICIENCY LEVEL—NOVICE-MID

Speakers at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words.

Novice-Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with nonnatives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

BENCHMARK

I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.



PROGRESS INDICATORS

I can respond to the teacher's or another student's commands or greetings in Latin.

I can respond to the teacher's Latin classroom commands.

I can ask and answer simple questions.

RESOURCES FOR INTERPERSONAL COMMUNICATION

- ◇ Sequential Latin — classic Latin texts adapted as graphic novels/Web comics, original stories about Latin boys and girls, a game, and more to come. There is a blog and they issue updates via e-mail from <http://sequentiallatin.org>

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Paired students independently come up with one half of a result clause. They share out their half in front of the class, which must then translate their clause.
- ◇ A group of students comes up with an indirect command or gerund of purpose directed towards another group of students. If it is correct, the targeted group must follow through with the command. If there is an error, the creating group must follow through with the command.
- ◇ One student says a direct statement. Another makes it indirect.
- ◇ Ask students how they are doing as they walk into the room and encourage them to ask you the same.
- ◇ Have students pick Latin names. Use these for a variety of interpersonal activities.
- ◇ Have students mimic your expressive reading of a passage. Discuss why emphasis and pauses were placed where they were.
- ◇ Hang posters in the room of basic questions and responses students can use for daily interaction.
- ◇ Use information gap activities with indirect statements.
- ◇ Use a verb timeline to demonstrate the sequence of tenses for indirect statements and subjunctive constructions
- ◇ “Quiz Up” — a phone/tablet app game that includes categories for English Grammar, Ancient Rome, Mythology and Folklore and Greek Mythology. It does seem to be generally school friendly, with the only questionable items being ones that include pictures of classically nude statues/frescoes.
- ◇ “Twenty Questions” based on classroom objects or chapter vocabulary. A list of question starters could be included, and, depending on the level of complexity (historical figures or events in upper levels), this could be a way for Latin students to speak and interact.
- ◇ Have an investigation, such as the one in *Vesuvius and Other Latin Plays* by Dick Burnell (ISBN 0-521-40959-4, Cambridge University Press, pp. 58-59), in which an improvised play is put on and the cast solves the murder mystery akin to the game of “Clue.”

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INTERPERSONAL COMMUNICATION: SPEAKING



STANDARD

LIII.2 The student will increase skills in reading and interpreting Latin orally.

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PRESENTATIONAL COMMUNICATION: SPEAKING



STANDARD

LIII.2 The student will increase skills in reading and interpreting Latin orally.

TARGET PROFICIENCY LEVEL—NOVICE-MID

Speakers at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words.

Novice-Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with nonnatives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

BENCHMARKS

I can read aloud authentic Latin texts with appropriate classical pronunciation, word stresses, and expression that conveys the meaning of the text.

I present information on very familiar topics using a variety of words and phrases that I have practiced and memorized.



PROGRESS INDICATORS

I can read full sentences aloud, using classical pronunciation and word stresses.

I can perform an oral reading of an authentic Latin passage with appropriate expression to convey its meaning.

I can state information in a simple Latin sentence.

RESOURCES FOR PRESENTATIONAL COMMUNICATION: SPEAKING

- ◇ Vocaroo.com (voice recording)
- ◇ <http://www.voki.com> (create customized speaking characters)
- ◇ ["Classroom Habits to Promote Oral Latin"](#) (PDF)
- ◇ Latin Pronunciation Guide
- ◇ Meter Tutorial
- ◇ Society for the Oral Reading of Greek and Latin Literature
- ◇ Oratory and Dramatic Interpretation Passages and Rubrics, [National Junior Classical League](#)

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Students create simple sentences that would be said by a member of Roman society. They say them while they act them out. The class must guess what type of Roman they are.
- ◇ Student groups come up with a humorous response to, "*Cur pullus viam transivit?*"
- ◇ Recite a portion of an oration of Cicero with appropriate pronunciation, word stress, and expression.
- ◇ Recite and act out a dramatic interpretation passage from the National Junior Classical League competition.
- ◇ Ask students questions in Latin that expect basic answers from the text while going through a reading passage.
- ◇ Hang posters in the room of basic expressions students can use in the classroom (e.g., *O me hercule! Eugepae!*).
- ◇ Learn gestures to use with oratory.

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PRESENTATIONAL COMMUNICATION: Speaking



STANDARD

LIII.2 The student will increase skills in reading and interpreting Latin orally.

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INTERPRETIVE COMMUNICATION: WRITING



STANDARD

LIII.2 The student will increase skills in reading and interpreting Latin orally.

TARGET PROFICIENCY LEVEL—NOVICE-HIGH

Writers at the Novice-High sublevel are able to meet limited basic practical writing needs, using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice-High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice-High writing is often comprehensible to natives used to the writing of nonnatives, but gaps in comprehension may occur.

BENCHMARK

I can write a short series of sentences, some with multiple clauses, on familiar topics using familiar grammatical structures.



PROGRESS INDICATORS

- I can label a picture related to a passage using appropriate words and phrases from the passage.
- I can convert a sentence in the active voice to the passive voice.
- I can write basic Latin sentences on my own, some with multiple clauses.
- I can compose a simple paragraph in Latin.
- I can write basic sentences that reflect the content of a reading passage.

RESOURCES FOR INTERPRETIVE COMMUNICATION: WRITING

- ◇ Tar Heel Reader. Short, illustrated stories at a variety of proficiency levels. Illustrations support language. Students can create stories on this site. <http://tarheelreader.org/find/?search=&category=&reviewed=R&audience=E&language=la&page=1>
- ◇ Ascanius' SCRIBO writing contest

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Call out a grammatical element for students to write on a whiteboard to start off a sentence. Pass the whiteboards to another student to add another sentence element. Continue passing until a complete sentence is formed. Share out.
- ◇ Convert sentences from the active voice to the passive voice.
- ◇ Post gossip about a character in a text on Edmodo, using indirect statements.
- ◇ Label a picture that reflects a reading with appropriate words and phrases from the passage.
- ◇ Add a participle or participial phrase to an existing Latin sentence.
- ◇ Create an entry for the Ascanius SCRIBO contest.
- ◇ Use cloze sentences to focus on specific vocabulary or grammar points.
- ◇ Compose sentences or manipulate endings to adjust meaning, using individual whiteboards.
- ◇ Compose sentences, using words on cards color-coded for different case uses.
- ◇ Use foldables to manipulate the changing of endings on a stem.
- ◇ Use a verb timeline to demonstrate the sequence of tenses for indirect statements and subjunctive constructions.

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INTERPRETIVE COMMUNICATION: WRITING



STANDARD

LIII.2 The student will increase skills in reading and interpreting Latin orally.

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CULTURE



STANDARD

LIII.3 The student will examine interrelationships among the perspectives, practices, and products of Roman civilization.

TARGET PROFICIENCY LEVEL—INTERMEDIATE

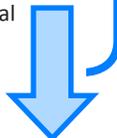
Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

NOTE: Interculturality statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated Intermediate-Low language competencies should also be demonstrating the Intermediate-level interculturality competencies.

BENCHMARKS

I can identify common patterns in the products and practices of cultures.
I can compare familiar cultural beliefs and values.
I can interact at a functional level in familiar cultural contexts.



PROGRESS INDICATORS

Products and Practices

I can explore and reference current and past examples of authentic cultural products and practices.

- I can understand the main idea and characters of short stories, folk tales, or graphic novels.
- I can recognize and reference famous artists and their works.
- I can understand the main idea of a movie clip or documentary.
- I can talk about an historical figure.
- I can have a simple conversation about a festival.
- I can summarize the contributions of a culture in a blog or multimedia presentation.

I can compare and contrast some common products of other cultures and my own.

- I can describe similarities and differences in artwork.
- I can have a simple conversation about educational systems.
- I can provide basic information about countries' governments.
- I can identify similarities among folk tales.

I can compare and contrast some behaviors or practices of other cultures and my own.

- I can compare and contrast eating habits.
- I can compare and contrast how people buy and sell.
- I can compare and contrast how families interact.

- I can compare and contrast how people celebrate.
- I can compare and contrast how my peers socialize.
- I can provide basic information about countries' governments.
- I can identify similarities among folk tales.

Understanding of Cultural Perspectives

I can describe some basic cultural viewpoints.

- I can talk about the individual role of family members and the importance of birth order.
- I can give examples that show the importance of academics vs. sports.
- I can describe the importance of time vs. money.
- I can make simple comparisons about the roles of men and women in society.
- I can describe the importance of religion.
- I can describe how other cultures view major historical events differently.

I can make some generalizations about a culture.

- I can sometimes identify cultural stereotypes or exaggerated views of a culture.
- I can compare some religious beliefs.
- I can classify the political beliefs of a nation in simple terms.

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CULTURE



STANDARD

LIII.3 The student will examine interrelationships among the perspectives, practices, and products of Roman civilization.

RESOURCES FOR INTERCULTURALITY

- ◇ Materials/visit of embassies, government resources, travel agencies, publishers
- ◇ images.library.pitt.edu/v/visuals
- ◇ [Mapping the Nation](#) (data and infographics of local origins, languages, international business activities in the United States)
- ◇ Library of Congress (contributions of U.S. immigrants)
- ◇ Calendars (school schedules, observed holidays, and historical events)
- ◇ Maps and statistics of countries, regions, and cultures
- ◇ Podcasts
- ◇ Movies or clips from the target culture with English subtitles or familiar American movies without subtitles in the target languages; movie trailers
- ◇ Children’s songs, lullabies, popular songs, poems, tongue twisters, classical music themes, fine arts, and architecture
- ◇ Newspapers, native speakers, exchange students, pen pals, native family members, commercials
- ◇ Online sites: shopping sites, restaurant menus, virtual tours, sports sites
- ◇ Children’s books, fairy tales, legends, myths
- ◇ Pinterest: Alenord and Ohio Foreign Language Association (curators for authentic resources)
- ◇ See Latin items in the Additional Resources document.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Role-play various shopping situations chosen at random.
- ◇ Discuss the background of holidays, including the religious perspective, if applicable.
- ◇ Present orally or in writing about: “If you could travel to any country, where would it be and why?”
- ◇ Prepare a presentation about the “dos and don’ts” in the target culture, including appropriate dress, expressions of courtesy, and social behaviors.
- ◇ View and listen to commercials, short informational clips, or sequences of movies, correctly answering related questions and listing 2-3 culturally relevant points that were evident.
- ◇ Create a cookbook, using recipes from the target culture.
- ◇ Introduce yourself to a guest and role-play a hosting situation.
- ◇ Host a showcase of student-created cultural products and practices.
- ◇ Bring in sample art or products to display. Role-play docents.
- ◇ Present information on culture, using a format such as PhotoStory, Prezi, student-made movies, and skits.
- ◇ Introduce and compare your culture to the target culture, with information such as schools, foods, sports, and social interactions.
- ◇ Report on current events, making connections between the United States and the target culture where possible.
- ◇ Exchange letters recommending movies and music.
- ◇ Maintain a class blog.
- ◇ Facilitate Edmodo or wiki exchanges between classmates or students from the target culture.
- ◇ Participate in student exchanges.
- ◇ Participate in and/or attend cultural festivals, performing songs and dances.
- ◇ Create a book of authentic recipes.
- ◇ Acquire cultural information by interviewing native speakers.
- ◇ Incorporate idiomatic expressions into dialogues or skits.
- ◇ Write poems and songs.
- ◇ Shop for different products at different markets. Utilize target currency. Negotiate prices with shop owners.
- ◇ Plan a multi-destination trip to a country in the target culture, including several means of transportation.
- ◇ Celebrate holidays as they would be celebrated in the target culture.
- ◇ Use advertisements and products to explore perspectives.
- ◇ Research aspects of the geographical and historical perspectives of the target culture.
- ◇ Embed aspects of culture into listening, speaking, reading and writing skills.
- ◇ Perform traditional dances, counting time in Latin and wearing traditional clothing.
- ◇ Use Google Voice, Twitter, Wechat, Voxer, and other apps to communicate opinions and activities related to culture points.
- ◇ Skype with native speakers and other language learners to acquire cultural information and communicate on a topic.

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas.

CAN-DO STATEMENTS

I can give examples of how aspects Roman culture are present in modern cultures, for example drama, government, literature, art, and architecture.

I can give examples of how the Latin language has influenced other subject areas, for example law, medicine, and science.

RESOURCES

- ◇ Museum Web sites (e.g., virtual tours of the Prado, the Louvre)
- ◇ Restaurant Web sites
- ◇ Maps, Google Earth, virtual tours of relevant cities (e.g., Rome, Pompeii)
- ◇ Realia (e.g., museum brochures, menus, advertisements, student class schedule, theater and cinema schedules and posters, bus and train schedules, metro maps, currency, supermarket circulars, magazines)
- ◇ Collections of literature, music, and other art (e.g., literature anthologies, videos of folkloric dancing, music compilations)
- ◇ Target-culture Web sites, such as hotel reservation sites and travel sites.

Figures of Speech

- ◇ <http://www.pantheon.org> (Encyclopedia Mythica)
- ◇ Five-minute weekly bulletin of international current events in Latin from the Finnish Broadcasting Company. Presented as text and also as an MP3 for download or a podcast. Includes a moderate amount of Neo-Latin as necessary. http://yle.fi/radio1/tiede/nuntii_latini
- ◇ Current news in Latin, created by a consortium of European Latin enthusiasts. A fair amount of Neo-Latin, but reinforces that Latin can still be used to communicate. <http://ephemeris.alcuinus.net/index.php>
- ◇ ORBIS: The Stanford Geospatial Network Model of the Roman World reconstructs the time cost and financial expense associated with different types of travel in antiquity. The model is based on a simplified version of the giant network of cities, roads, rivers, and sea lanes that framed movement across the Roman Empire. It broadly reflects conditions around 200 CE but also covers a few sites and roads created in late antiquity. Place names are in Latin. <http://orbis.stanford.edu>
- ◇ Site shows routes between Roman cities of merit. The route listing is in Latin and shows the cities and their approximate size along the route. Most place names are modern on the map but are in Latin on the itinerary. <http://omnesviae.org>

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MAKING CONNECTIONS THROUGH LANGUAGE



STANDARD

LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◇ Use infographics from the target language to access basic information about topics of interest, including families, weather, leisure activities, etc.
- ◇ Create nonlinguistic representations to show similarities and differences of the above-listed topics.
- ◇ Compare/contrast discrete perspectives, practices, and products regarding the concepts of self, family, leisure and sports, etc.
- ◇ Investigate and present about professions and/or community businesses with cultural connections.
- ◇ Research and discuss the influence of the target language and culture on other subject areas.
- ◇ Research famous artists, composers, or authors in the target language and culture and present to the class via Aurasma, PowerPoint, Prezi, Animoto, iMovie, MovieMaker.
- ◇ Develop blueprints or Google SketchUps of a building for modern use with classical elements.
- ◇ Compare and contrast persuasive literature from the modern and ancient worlds (e.g., President George Bush's post-9/11 speech with Caesar's *Gallic Wars*). Analyze the persuasive techniques they have in common and discuss the different ways the authors relate to their modern audience.
- ◇ Analyze the use of literary devices in Latin literature and write stylistic translations that mimic the use of those devices while maintaining the essential meaning of the text.
- ◇ Identify the use of common ancient literary devices in modern literature and speeches (e.g., President John F. Kennedy's inaugural address, post-classical poetry). Discuss how they impact the reader's reception of the text.
- ◇ Examine what was written in ancient Roman graffiti and compare with graffiti today.
- ◇ Compare and contrast leadership styles of Roman leaders with later leaders in history.
- ◇ Compare and contrast how the Romans and Americans deal with major social issues like poverty, human rights, and disease.
- ◇ Discuss how democratic Roman government was and why. Follow up with a discussion of how democratic American government is and why.
- ◇ Investigate what made the Roman military successful. Invite a veteran to discuss what makes the American military successful.
- ◇ Generate questions about modern politics based on their study of ancient politics. Invite a modern politician to the class or contact through Skype to answer them.

Suggested topics for investigation:

- ◇ Time, weather, simple requests, likes/dislikes, simple greetings and salutations, farewells and expressions of courtesy, self-description (including personal belongings, family, leisure, and sports).

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- LIII.5** The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language.
- LIII.6** The student will discuss why similarities and differences exist within and among cultures.

RESOURCES

- ◊ See Latin items in the Additional Resources document.

SAMPLE INSTRUCTIONAL AND ASSESSMENT STRATEGIES

- ◊ Identify the elements, such as more complex grammar, syntactical pattern, and/or usage, in a sentence.
- ◊ Demonstrate knowledge in both Latin-to-English translations and English-to-Latin translations.
- ◊ Expand knowledge of the English vocabulary by noting the relationship of Latin words to their English derivatives.

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LINGUISTIC AND CULTURAL COMPARISONS



STANDARDS

- LIII.5** The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language.
- LIII.6** The student will discuss why similarities and differences exist within and among cultures.

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