

**World Languages  
Latin I/II Honors  
Unit 5: Daily Life and Culture**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ The Romans introduced many practices into the ancient world that changed the way humans lived forever: regular bathing, paved roads, a regulated water supply, representative democracy and sewers, to name just a few. They also had customs we find abhorrent and barbaric, such as gladiatorial events, slavery, and crucifixion. Their daily lives (except for those of the very rich) would seem exhausting to us; they were, however, better off than the bulk of people in this period of history.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What did an average Roman’s day entail?</li> <li>▪ How fixed was the class system in Rome?</li> <li>▪ How were slaves treated? What were their duties and freedoms?</li> <li>▪ How did Romans feel about slavery and various death penalties assigned to criminals?</li> <li>▪ Was life in Rome “nasty, brutish, and short” for most people?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Roman engineering was responsible for a tremendous improvement in daily life for most people. Building techniques improved, which meant larger, safer structures for both the rich and the poor, easier and more efficient construction methods, better city planning, and access to bathhouses and sewers for all. Better living conditions encouraged expansion and trade, education, and flourishing arts. Paved roads encouraged travel, trade, and exposure to new ideas and cultures.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ via, aqueductum, balneum, amphitheatrum, cloaca, fabricus, mercator, ludi, servitudo, libertas</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Identify traditions and cultural practices we share or have inherited with the Romans.</li> <li>▪ Draw connections between living conditions and culture, improved technology, and expansion, trade and military conquest.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>World Languages</u>            B. Culture            B1. Practice and Perspectives            Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken</p> <ol style="list-style-type: none"> <li>a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.</li> <li>b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.</li> <li>c. Identify differences in cultural practices among peoples that speak the same language.</li> </ol> <p>B2. Products and Perspectives            Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the</p>

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	perspectives of a culture(s) in which the target language is spoken.
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<b>Related Maine Learning Results</b>	<p>B3. Comparison with Own Culture Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.</p> <ol style="list-style-type: none"> <li>a. Identify and compare influential figures from the two cultures.</li> <li>b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken.</li> </ol> <p>C. Connections C2. Distinctive Viewpoints Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language.</p> <ol style="list-style-type: none"> <li>a. Interpret short prose, poetry, or plays in the target language that reflect the culture(s) in which the target language is spoken and make connections to the viewpoints of the culture associated with the target language(s).</li> <li>b. Located selected magazines, newspapers, authentic entertainment media an electronic media in the target language and use these media as the basis for describing the viewpoints of the culture associated with the target language(s).</li> <li>c. Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and describe viewpoints of a culture in which the target language is spoken.</li> </ol>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Videos about Roman life</li> <li>▪ Discussion of slavery and women’s roles in the Ancient world</li> <li>▪ Readings from ancient authors depicting some facet of daily life</li> <li>▪ Saturnalia project, in which students present some aspect of Roman life at a school-wide festival</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Tests</li> <li>▪ Readings</li> <li>▪ Saturnalia project</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>Jenny’s First Year Latin</u></li> </ul> </li> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ <u>Spartacus, Roman City</u></li> </ul> </li> </ul>
<b>Technology Link</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">http://www.brunswick.k12.me.us/curriculum</a></li> </ul>