

**World Languages
Latin I/II Honors
Unit 6: Roman History and Geography**

Essential Understandings	<ul style="list-style-type: none"> ▪ Roman civilization flourished for several hundred years and dominated the Western world. The Latin language was in part so successful because of this Roman dominance. The unique features of the geography of the Mediterranean world also influenced the spread and success of the language and culture. We have build most of our legal and governmental institutions on those of Ancient Rome.
Essential Questions	<ul style="list-style-type: none"> ▪ Who were the Romans? Why do we still read their literature and discuss their deeds? How would the world be different today without their influence?
Essential Knowledge	<ul style="list-style-type: none"> ▪ What we call Roman civilization began, according to legend, when Aeneas, the semi-divine survivor of the Trojan War, settled in Latium around 1170 BC. Romulus settled the city of Rome in 753 BC, and kings ruled until 509 BC, when Brutus established the Republic, on which our own system of government is based. During the next 500 years, the Republic expended to encompass first all of the Italian peninsula, then much of the Mediterranean (Greece, North Africa, Spain) and finally Gaul and Britain. During the expansion, the Republic gradually weakened, and ultimately was replaced by governance by emperors, beginning in 27 BC. The Empire fell to barbarian invaders in 476 D.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ monarchy, republic, imperium, princeps, consul, Senatus Populusque Romanus, commitia, consilium plebis, cursus honorum, praetor, quaestor, aedile, censor, Julio-Claudians, Flavians, Pax Romana
Essential Skills	<ul style="list-style-type: none"> ▪ Learn dates of governance periods in Roman history, as well as expansion and dominance. ▪ Demonstrate knowledge of geography of the Mediterranean world and where/when the Romans were in power. ▪ Identify periods which produced the most influential literature.
Related Maine Learning Results	<p>B. Culture</p> <p>B1. Practice and Perspectives</p> <p>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"> a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken. b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken. c. Identify differences in cultural practices among peoples that speak the same language.

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**Related
Maine Learning
Results**

- B2. Products and Perspectives
Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.
- 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.
 - a. Identify and compare influential figures from the two cultures.
 - a. 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.
- 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.
 - 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).
 - 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).
 - 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.
- D. Communities
 - D1. Communities
Students demonstrate their understanding an use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21st century.
 - a. Interact with people, either in the community or online, who use the target language in their professions.
 - b. Independently access a variety of target language sources for one’s own entertainment or enrichment.
 - c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).

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Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Lecture ▪ Discussion of importance of various figures in history: Caesar, Cicero, Augustus, etc. ▪ Present projects which entail research of a particular time and place in Roman history (Hosting Foreign Exchange student from Pompeii, 79 AD; taking a trip back in time to 146 BC in Carthage) ▪ Writing letters (in Latin) to various historical figures (real or imaginary)
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Test ▪ Projects ▪ Translations of passages detailing historical events.
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Jenny's First Year Latin</u> ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>Spartacus</u> ○ <u>Roman City</u> ○ <u>Ancient Rome</u> ○ <u>Demetrius and the Gladiators</u>
Technology Link	<ul style="list-style-type: none"> ▪ http://www.brunswick.k12.me.us/curriculum