

**World Languages
Latin I/II Honors
Unit 7: Trojan War**

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ The stories of the Trojan War were as familiar to the people of the Roman world as our own tales of the Revolution and the founding fathers are in our times. The names of the heroes and gods of the cycle permeate the literature, philosophy, and history of the Roman world. Vergil’s great national epic, “The Aenied,” tells of the trials of one of the heroes.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ When did the Trojan War take place? Did it really take place? ▪ Who wrote the Iliad, the Odyssey, and the Aeneid? Where else are the stories of the war found? ▪ Why were these stories so important to the ancients? What major themes and ideals made them such universal authorities?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ The Trojan War is a semi-mythological event that took place in the 12th century BC, the prehistoric Bronze Age. While archaeologists have confirmed that a devastating war did in fact occur in Hisarlik, Turkey, the events of the war were not recorded until 4 centuries later, and then in the form of vast epic poems. Historians agree that the stories were passed down through a musical oral tradition and heavily embellished with mythical features and heroic feats. It was said to have lasted for 10 years, and resulted in the complete destruction of Troy. ▪ One Trojan hero, Aeneas, is said to have taken his family and fled during the final battle of the war, in order to fulfill his destiny. Aeneas settled Latium, allying with or defeating the local people, and his descendents ultimately founded the city of Rome. Julius Caesar traced his own bloodlines back to Aeneas, who was thought to have been the son of the goddess Venus. Aeneas’ story became the national epic for the Romans of the Augustan age and later.
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ epic, oral tradition, archaeology, legendary history, hero, withdrawal/devastation/return motif, labors, Agamemnon, Menelaus, Helen, Paris, Priam, Hector, Achilles, Odysseus, Penelope, Aeneas, Creusa, Dido, Anchises, Ascanius, Latinus, Lavinia, Turnus
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Read stories of Trojan war in Latin. ▪ Identify major themes and ideals present in each story.

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<p>Related Maine Learning Results</p>	<p><u>World Languages</u></p> <p>A. Communication</p> <p>A3. Presentational</p> <p>Students express their own thoughts to describe and narrate in oral and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.</p> <p>a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.</p> <p>f. Paraphrase and/or summarize texts orally or in writing in a presentational format using the target language or English.</p> <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> <p>a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.</p> <p>b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.</p> <p>c. Identify differences in cultural practices among peoples that speak the same language.</p> <p>B2. Products and Perspectives</p> <p>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.</p> <p>B3. Comparison with Own Culture</p> <p>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> <p>a. Identify and compare influential figures from the two cultures.</p> <p>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.</p>
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Related Maine Learning Results	<p>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"> 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.
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Lecture ▪ Readings with discussions and small group work. ▪ Skits and scene development of important events in the war
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Quizzes and translation assessments ▪ Projects incorporating knowledge of story with Latin: Postcard from the Trojan War (in Latin) sent to class; Skits in Latin depicting scene from war presented to class.
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>Troy</u> ○ <u>The Odyssey</u> ○ <u>Helen of Troy</u>
Technology Link	<ul style="list-style-type: none"> ▪ http://www.brunswick.k12.me.us/curriculum