

**Language:** Latin  
**Theme:** Roman Poetry  
**Author:** Rick Ley, St. Paul Central High School

**Level:** Third or Fourth Year, High School  
**When:** Middle or end of term

**Important Questions:** How did the Romans do poetry? Why did the Romans do poetry?

**Objectives:**

Students will use Latin to...

1. Exchange written communication on a weblog.
2. Demonstrate their understanding of a Latin text through images.
3. Recite a passage from 'Pyramus and Thisbe' as a Roman poet would have.

**SUMMARY OF ASSESSMENT TASKS**

**Interpretive Task:**

Students will show understanding of Latin text by describing the content of the text through electronic images.

**Presentational Task:**

Students recite a passage from 'Pyramus and Thisbe' in dactylic hexameter with a comic book displayed in background.

**Interpersonal Task:**

Students will use electronic communication (blog posts) to ask questions of other students about passages in 'Pyramus and Thisbe' based on the teachers initial blog post.

## STANDARDS:

### **Culture:** Students will understand:

- Cultural Practice: Poetry was performed orally as entertainment for ancient Romans.
- Cultural Product: Ovid's *Metamorphoses*: a Roman poem written down.
- Cultural Perspective: These stories told by the poems were entertaining to ancient Romans.

### **Connections:**

- Language arts standards: Metaphors, similes, and poetic meter
- Technology: the blog and image manipulation for the electronic comic book facilitates student technical ability that is applicable in a computer or a photography class.

### **Comparisons:**

#### Cultural Comparisons:

- Love and grief are common themes in entertainment across cultures and history.
- Oral performance of language is a form of entertainment in the United States (e.g. rock music, rap music, theater).

#### Language Comparisons:

- English has many derivatives from Latin.
- Latin has a very different syntax than English.

### **Communities:**

- Students bring the Latin poetry and cultural perspective home through their recital practice.
- Electronic comic books in Latin will be published online.

## INTERPRETIVE TASK:

### Description:

- I will divide 'Pyramus and Thisbe' into smaller passages so that each student has their own portion of the story to interpret.
- Students will read the entire story of 'Pyramus and Thisbe,' including a detailed interpretation of their assigned portion of the poem.
- To demonstrate their understanding, students will create an electronic comic book depicting the content of the passage which they have been assigned. They can choose to use the free website [www.comiqs.com](http://www.comiqs.com) or the computer program Comic Life.
- This portion of the unit will run from the beginning of the unit through the middle.

### Functions:

- Interpreting authentic text
- Analyze Roman cultural values in Latin literature

### Structures:

- Verbs (e.g. poetic 3<sup>rd</sup> person plural)
- Accusative of Respect
- Jussive Noun Clauses

### Vocabulary:

- A great deal of new vocabulary will be necessary to interpret this story and it is provided in the notes in the text the students are using.

### Materials:

- Ovid's *Metamorphoses* (LaFleur, 1999)
- Computer Lab with internet access
- [www.comiqs.com](http://www.comiqs.com) or the software program Comic Life
- <http://sites.google.com/site/fabulaeadiscipulis/>

**Interpretive Task Rubric: Fabula cum Imaginibus**

Nomen Studentis \_\_\_\_\_

Due Dates:

- Turned in line choice by due date (less two points if late)
- Uploaded images by due date (less two points if late)
- Turned in completed project by due date

	<b>0-1</b>	<b>2-4</b>	<b>5-7</b>	<b>8-10</b>
<b>Cover includes an image, title, line numbers, and student name</b>	No cover is included	Cover includes one or two mandatory items	Cover includes three mandatory items	Cover includes all four mandatory items
<b>Images* demonstrate understanding of the main ideas in the Latin text</b>	Two or fewer images demonstrate understanding of the Latin text	Three or four images demonstrate understanding of the Latin text	Five or six images demonstrate understanding of the Latin text	Seven or more images demonstrate understanding of the Latin text
<b>Assigned Latin Text from <i>Metamorphoses</i> is included in the Comic Book</b> Illustrates the comic pictures?	Six less or no lines of Latin text from Pyramus and Thisbe are included	Three to five less lines of Latin text from Pyramus and Thisbe are included	One or two less lines of Latin text from Pyramus and Thisbe are included	Required lines of Latin text from Pyramus and Thisbe are included

\*All of the passages students can choose from are approximately ten lines long. So I based my image requirement on this.

Observations:

Total Score \_\_\_\_/30

## **INTERPERSONAL TASK:**

### **Description:**

- I use Google blogger to create a blog. I create the first post (in Latin) asking students to justify the choice of their favorite picture.
- Each student will need to respond in Latin to my initial post after they have created their comic book, but before viewing the presentational task.
- Each student must respond in Latin to another student's post after viewing that student's comic book during the recital of 'Pyramus and Thisbe.' (The presentational task)>
- Thus, students will all have posted twice by the end of the unit, once before the presentational task and once after.
- The interpersonal task will run from around the middle of the unit to the end.

### **Functions:**

- Question Asking
- Justifying Decisions
- Description

### **Structures:**

- Questions
- Declension of Nouns
- Verb Conjugation

### **Vocabulary:**

- *Quis, quid, quare, -ne, none, num, quam*
- *Quod, quia*

### **Materials:**

- Google blog
- Computer lab with internet access

## Interpersonal Task Rubric: Cyberdiaria

Nomen Studentis \_\_\_\_\_

Necessary Facets (less 5 points for each facet missed):

- Posted by due dates
- Initial post
- Response post

	<b>0-1</b>	<b>2-4</b>	<b>5-7</b>	<b>8-10</b>
<b>Length</b>	Each post is less than 10 words long	Each post is 10-14 words long	Each post is 15-19 words long	Each post is 20-25 words long
<b>Meaning of Message</b>	Meaning of student message is not conveyed	Meaning of student message is conveyed with much reader effort	Meaning of student message is conveyed with some impediments	Meaning of student message is conveyed with no impediments
<b>Appropriateness of Response</b>	Response posts do not relate to previous posts	Response posts refer to but do not respond to content from previous posts	Response posts answer questions or respond to content from previous posts	Response posts answer questions and expand on content from previous posts

Observationes:

Total Score \_\_\_\_/30

## PRESENTATIONAL TASK

### Description:

- The students will scan their assigned passages for meter in order to recite it correctly in dactylic hexameter for the class. The students will take turns reciting in class so that the whole story of *Pyramus and Thisbe* is recited in chronological order. The poetry must be recognizable as dactylic hexameter (each line ends with a dactyl followed by a spondee) and understandable enough so that the students listening can interpret the content of the chosen passage.
- The comic book from the interpretive task will have been published online and projected on a screen next to the students as they recite their lines. The performer will choose a student from the class as a technology partner to advance the comic pages so that the images on the screen correspond to the lines being recited.
- This presentational task will occur near the end of the unit after the students have posted their reply to the initial teacher prompt. After viewing the presentational task, students will then complete the interpersonal task by replying to another students post.

### Functions:

- Expression
- Narration and Storytelling
- Authentic Oral Performance

### Structures:

- Dactylic Hexameter
- Classical Pronunciation

### Vocabulary:

- Students have already interpreted the poetry that Ovid composed, so no new vocabulary will be necessary.

### Materials:

- Computer with internet access
- Digital Projector
- Projector Screen
- [www.comiqs.com](http://www.comiqs.com)

### Presentational Task Rubric

Nomen Studentis \_\_\_\_\_

	<b>0-1</b>	<b>2-4</b>	<b>5-7</b>	<b>8-10</b>
<b>Classical Latin Pronunciation</b>	Student makes pronunciation errors throughout recital (11 or more)	Student recites with several pronunciation errors (7-10)	Student recites with a few pronunciation errors (3-6)	Student makes a nearly flawless performance (0-2 pronunciation errors)
<b>Dactylic Hexameter</b>	Six or more lines do not clearly end in a dactyl followed by a spondee.	Three to five lines do not clearly end in a dactyl followed by a spondee.	One or two lines do not clearly end in a dactyl followed by a spondee.	Each line of the recital clearly ends in a dactyl followed by a spondee.
<b>Evidence of Preparation through Fluent Delivery</b>	Student clearly did not practice at all and had to stop and restart more than once	Student might have practiced and had to stop and restart once.	Student practiced although recital still had some pauses.	Student practiced thoroughly and performed with no undue pauses or stops in the recital.
<b>Expression</b>	Student does not recite with expression.	Student attempts expression but it does not seem to relate to the passage content.	Student expression is somewhat reflective of the passage content.	Student expression is reflective of the passage content.
Observationes:				



## Lesson Plan Framework

### Beginning:

- I introduce the unit with a discussion of how Romans experienced poetry orally and how to scan the poetry for meter. This discussion is designed to activate student background knowledge and build on it.
- I begin the unit by giving students their assigned lines.
- I introduce the comic book project in the computer lab and we spend time going over brainstorming strategies for choosing images for the comic book interpretation.
- As we read the *Metamorphoses* selection in class, I bring attention to Ovid's uses of particular constructions, such as the third person plural poetic ending that fits into dactylic hexameter. We also review oft-used grammar constructions such as relative clauses or indirect discourse. Discrete grammar discussions will always lead directly back to the authentic Latin text.

### Middle:

- Students begin to work on their comic books after they are assigned their passage.
- We watch the Pyramus and Thisbe portions of Shakespeare's *A Midsummer Night's Dream* (Fox Searchlight Pictures and Regency Enterprises, 1999) so students can compare and contrast the same story across history, culture, and medium.
- Students begin to reply to my initial blog post in Latin.
- Students begin to perform recitals in class.

### End:

- After reviewing the students first blog posts, the students spend a class session on activities targeting the grammar and vocabulary issues I have drawn from their blog posts.
- Students begin replying to other student blog posts.
- Students finish recitals and blog posts.

## References

- Fox Searchlight Pictures and Regency Enterprises (Producers). (1999). *William Shakespeare's a midsummer night's dream* [DVD]. Beverly Hills, CA: 20<sup>th</sup> Century Fox Home Entertainment.
- LaFleur, R. A. (1999). *Love and transformation: an Ovid reader* (2<sup>nd</sup> ed.). Glenview, IL: Addison Wesley Longman.