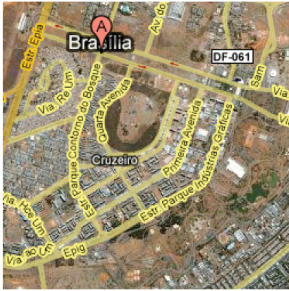




Lesson Plan



Activity/Project Title

A tour of Rome fit for an Emperor

Amy Rechiene

Subject Area

Multiple subjects – including Latin III, geography/social studies/history, art/design/pre-architecture/engineering/math/science

Grade Level

9-12

Content (Concept/Understanding or Skill/Ability)

This lesson plan is for my Latin III class. I use the Cambridge Latin book series and in the chapters we will cover (stages 29-43) for this class, the story line we follow and learn about in our books takes place in the city of Rome during the time of the Emperor Domitian. In Latin I and Latin II the story we follow takes place in Pompeii, Britain, and Egypt, so this is the first time we will be translating Latin passages about life in the city and learning about the city of Rome.

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Instructional Goals and Objectives

Students will better understand the architecture and buildings found in Rome and their significance by using Google Earth and creating the brochure. Students will learn more about Roman emperors and apply this knowledge to create their tour and tour guide. Students will also use their knowledge of Latin grammar to write short phrases in Latin. Each group will apply this knowledge to make their projects and present them to the class.

Description of Activity

Throughout the semester, I will be using Google Earth to explore the city of Rome. For example in Stage 29 when we discuss the Roman forum, I will use Google Earth to navigate through the Roman forum during that class. A student in any grade can take Latin, but for this class the student would have to already have taken Latin I and Latin II. My students in my Latin III class currently are mostly juniors. The materials needed for this lesson and project would be a computer, digital projector, printer with paper, and an internet connection.

Lesson: This lesson plan is for Stage (chapter) 33 when the students will be learning about the future tense and the story is set in the palace of Domitian and it also explores the different entertainment found in Rome. It is a project/small group lesson that will span the course of several days in class and in the computer lab to allow the students time to research and create their project.

Students will form small groups of 2-3 people and they will be making a tour guide brochure for a tour of Rome, and their tour guide will be an emperor of Rome. Each group will be able to pick from a list of Roman emperors, such as Marcus Aurelius, Trajan, Nero, Hadrian, Domitian, etc. and they will have to write the brochure as if that emperor were the person writing it. The groups will research the buildings in Rome that are important to their emperor or that their emperor would have an interest in visiting. The students will come up with a name for their tour company, which has to have some association or relevance to their emperor. They will also have to come up with a Latin motto for their tour company.

Information on their tour brochure will be written in English, but all verbs in the future tense will have to be in Latin with the English meaning written in parenthesis besides it. Also the students will be using their prior knowledge of the accusative duration of time and the ablative of time to describe their tour. For example, if on the first day one of the stops on their tour was the Circus Maximus, on the first day would have to be in Latin.

Students will use Google Earth to explore the city of Rome and to explore the buildings they want to include on their tour. They will map out their tour on Google Earth and create a movie using the tour on Google Earth. Each group will present their tour to the class and have their brochures printed out for each member of the class. After each group has presented, students will vote on who had the best tour. The group that wins will receive five extra credit points.

When I am presenting the assignment for this project to my Latin III class I will show them a tour I have created and an example brochure I have made using the emperor Augustus. I have included the brochure I made and a movie of the tour, which I made using Google Earth.

We will use the knowledge about the layout and different buildings gained through this project to help complete a large unfinished map of Rome on one of the walls of the classroom. Throughout the semester will we also use Google Earth to explore the setting and buildings of where our storyline in the Cambridge textbook takes place.

Requirements for student projects:

- make a tour brochure with a Roman emperor as a guide
- the tour will go to 10-12 buildings or landmarks
- the brochure includes accusative/ablative time phrases written in Latin with their English meanings



- the brochure has verbs in the future tense with their English meanings
- use Google Earth to present their tour and show their saved building/landmarks on their tour of Rome

Standards Addressed

State requirements for Latin III met with this project:

- Communication goal 1.06
- Culture goal 2.02, 2.04, 2.05, 2.06
- Connections goal 3.03, 3.05
- Comparisons goal 4.08
- Communities goal 5.02

NET standards met with this project:

- Standard 1
- Standard 2
- Standard 3
- Standard 4
- Standard 5

Assessment/Evaluation

Rubric used to assess this project: Students will be graded individually for how they present the project to the class but the travel brochure for each group will be graded using this rubric. There will be room on the rubric for teacher comments.

100	The project is organized, neat, creative, and has all the requirements, and is turned in on time.
90	The project is organized, has all the requirements, and is turned in on time.
80	The project is turned in on time, but lacks effort and certain requirements. It is hard to follow the tour and the Latin used is not correct.
70	The project is hard to understand. Some requirements are missing from the brochure. It is not clear what the project is depicting and little effort was involved.
00	The project is illegible, most requirements are missing, and little to no effort was put into it.
0	The project was not turned in.

Contributor

Amy Rechiene

