STAGE II:
MODEL ASSESSMENTS
FOR LATIN
GRADES 6-8

<center>**Communication**</center>

Standards for Classical Language Learning: Students use orally, listen to, and write Latin as part of the language learning process. (Standard 1.2)

Expectation #2: Comprehend the main ideas and significant details in written, live, and recorded messages prepared for a general audience of native speakers of the target languages.

Benchmark: Understand announcements and messages connected to daily activities in the target culture.

Stage II (6-8)

Mode(s) of Communication: Interpersonal (listening/speaking)

Description: Introduce the students to examples of conversational Latin words and phrases in the context of classroom conversation. You should demonstrate these words and phrases in the appropriate setting on a daily basis to reinforce their meanings. You should also explain the Latin grammatical concepts associated with these expressions, e.g., interrogatives, imperatives, verb number, and person. You can use dialogues that recall the type of exchanges common in the daily lives of ancient Romans. Students can also compose brief notes that employ these various Latin expressions in appropriate contexts.

Prompt:

Daily School Conversations in Latin

> *Magister/Magistra: Discipuli discipulaeque, Latine loquamur!*
>
> *Discipuli/Discipulae: Nunc parati sumus.*
>
> *Magister/Magistra: Dicite clara voce nomina corporis membrorum!*
>
> *Discipuli/Discipulae: Manus, bracchium, crus, caput, os, nasus, oculus, auris, guttur, stomachus, pes.*
>
> *Magister/Magistra: Nunc surgite et dicite ea nomina et tangite corporis membra!*
>
> *Discipuli/Discipulae: manus* (student touches hand)
> *bracchium* (student touches arm)
> *crus* (student touches leg)
> *caput* (student touches head)
> *os* (student touches mouth)
> *nasus* (student touches nose)
> *oculus* (student touches eye)

auris (student touches ear)
guttur (student touches throat)
stomachus (student touches stomach)
pes (student touches foot).

Magister/Magistra: Bene! Nunc sedete et aperite libros!

Grading: Accuracy of physical responses to teacher commands   (50 points)
Appropriateness of commands issued by students   (50 points)

Cultures and Comparisons

Standards for Classical Language Learning: Students compare and contrast their own culture with that of the Greco-Roman world. (Standard 4.2)

Expectation #7: Analyze and explain the significance of various literary genres, media, crafts, and the fine arts of the target language cultures.

Benchmark: Experience (read, listen to, observe, perform) expressive cultural products (e.g., stories, poetry, music, paintings, dance, and drama).

Stage II (6-8)

Mode(s) of Communication: Interpretive (reading); presentational (speaking)

Description: Your students are challenged to understand and appreciate the interplay between history and art in the story of their nation through the study of a historical monument that is also a fine representation of classical art in America. The President James Abram Garfield Memorial in Washington, D.C. is an excellent example of classical sculpture. The work uses well-known iconographic elements to re-tell an American legend. The shocking assassination of a president evoked a response in art that attempted to capture the character of the man through classical imagery. Students can better understand other images of historical and artistic importance and the timelessness of these mythological themes by studying this example. Students are also able to discuss America's preference for invoking classical images in the realms of politics, government, and military affairs. Students may begin to appreciate the origins of the belief that America's line of presidents constitutes a kind of political pantheon resplendent with mythological imagery.

Prompt: John Quincy Adams Ward was a well-known sculptor of the 19th century whose bronze statuary reflected his preference for classical elements and mythological allusions. The selection of Ward as the artist for the Garfield Presidential Memorial is somewhat ironic – the artist himself was named after the American president from the colonial era, John Quincy Adams.

The Garfield Memorial is located in Washington, D.C., at 1st Street & Maryland Avenue, SW near the Capitol. A standing bronze figure of Garfield on a granite pedestal with three bronze figures at the base depicts him as a student, warrior, and statesman. He served as a Brigadier General in the Civil War and as Representative, Senator, and twentieth President of the United States. The government and the Society of the Army of the Cumberland erected the statue jointly.

The nine-foot statue of Garfield himself stands facing west, with Garfield holding in his left hand his inaugural address, on which is inscribed: "Law, Justice, and Prosperity." The three statues, each of which is five feet high, are seated around an elaborate Baroque marble pedestal. Three bronze plaques with motifs relating to the statues are situated above.

James Abram Garfield (1831-1881), a native of Ohio, was born in a log cabin to a pioneer family. Garfield worked his way through Williams College, graduating in 1856. He later taught at Hiram College. His academic successes were repeated on the field of battle, where he commanded a regiment of Union infantry composed mostly of his former students during the early part of the Civil War. He rapidly advanced to the rank of major general and was appointed chief of staff of the Army of the Cumberland. In 1863 he resigned from the army and was elected to the U.S. House of Representatives, a position he held until his election as president in 1880. On July 2, 1881, after being in office for only three months, Garfield was shot by Charles Guiteau, a disgruntled office seeker, at the Baltimore and Potomac Railroad Station. For almost three months, Garfield was confined to bed, first at the White House and then at a summer resort in New Jersey, where he died on September 19, 1881.

View the images of the statue below and then answer the following questions in writing.

(Worksheet follows after graphics.)

Title: James Abram Garfield Memorial
Sculptor: John Quincy Adams Ward
Material: Bronze and marble
Inscription:

James A. Garfield
1831-1881
Major General U-S-V,
Member of Congress,
Senator,
and
President
of the
United States
of
America
Erected
By His Comrades
of the
Society of the Army
of the
Cumberland
May 12, 1887.
J.Q.A. Ward
sculp.

Worksheet

1.   Why is he so contemplative? What does this tell you about Garfield's career as a
        student and teacher? How does this relate to the makeup of Garfield's army and the
        veterans who dedicated this statue to their general who was also their teacher? Why is
        the student portrayed as an ancient?

2.   Who is the seated figure wearing the lion's skin? What characteristics of Garfield is
        this figure meant to suggest? To what period in Garfield's life would this refer? What
        are the facial similarities between the warrior and Garfield?

3.   Why has the sculptor included a Roman senatorial figure? What stage of Garfield's
        career does this statue represent? What does the senatorial figure have in common
        with the Garfield statue?

4.   How is the garb of all three classical figures similar? Why did the sculptor choose to
        use this style of clothing? How do the figures as a group compose a narrative
        chronology of Garfield's career? What effect would this arrangement have upon the
        observer who was unaware of the life of Garfield? Do you think the sculptor intended
        this for a certain audience?

5.   How does this statue make you feel about Garfield?

Now create an artistic representation using classical imagery of another American president.
Use any medium for your work. Compose a suitable inscription for your creation and suggest
a suitable location for the work to enhance its artistic impact.

Grading: Use the oral presentation rubric to grade students' work. Modify it to include the use
of classical mythological elements in the work of art and the relevance of the inscription on
students' artwork. Use the visuals and artwork rubric to grade their creativity and effort in
depicting the presidential figure.

Cultures and Comparisons

Standards for Classical Language Learning: Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language. (Standard 4.1)

Expectation #9: Demonstrate an understanding of basic similarities and differences between their own language and culture and the target language and culture.

Benchmark: Discuss the relationship among languages, based on their awareness of cognates and similarity of idioms.

Stage II (6-8)

Mode(s) of Communication: Interpretive (reading); presentational (writing)

Description: An abundance of Latin phrases and expressions have been retained in modern English. For most of these Latinisms, the pronunciation has been anglicized while, for the most part the meanings of the phrases have changed only slightly. Several examples that demonstrate a change in meaning are useful, however, to illustrate to students the evolutionary nature of language.

Prompt: Many commonly used expressions and phrases in everyday English are Latin in origin. These expressions have remained unchanged over the centuries. Only their pronunciations have been slightly altered. These phrases are employed in a variety of settings. See the attached worksheet for examples of popular Latin phrases in English.

Part I. Latin Phrases in English

carpe diem
"Seize the day," a phrase from Horace

e pluribus unum
"One from many," motto of United States seal seen on money

habeas corpus
"You may (must) have the body," a legal term

in loco parentis
"in the place of a parent"

lapsus linguae
"A slip of the tongue"

non compos mentis
"Not sound of mind," a legal term

per annum
By the year

pro bono publico
"For the public good," a legal case done for free; often abbreviated as "pro bono"

quid pro quo
"What for what," used to denote an exchange

semper fidelis
"Always faithful," motto of the Marines

sic semper tyrannis
"Thus always to tyrants," the state motto of Virginia

sic transit gloria mundi
"Thus passes the glory of the world"

status quo
"The state in which (we are)"

vice versa
"The other way around"

- Why do you think speakers of English have borrowed these Latin phrases?
- Why do so many of these Latin expressions involve legal affairs?

Part II. Here is another list of commonly used Latin expressions and phrases. Using a comprehensive English dictionary, locate and record their meanings. (You may also need to consult a Latin dictionary or Latin textbook.) Then construct sentences that use these phrases in an appropriate context.

ad infinitum
ad nauseam
alma mater
bona fide
caveat emptor
de facto
ex libris
in absentia
in medias res
in memoriam
mea culpa
non sequitur

per capita
per diem
persona non grata
per se
post mortem
pro and con(tra)
pro tempore
sine qua non
tempus fugit
terra firma
verbatim
vox populi

- Can you list any other Latin expressions or phrases familiar to you? (Look in medical books, encyclopedias, dictionaries).
- Why is it useful and convenient to use these Latin expressions when you communicate?
- Select one Latin expression and illustrate the meaning of the expression in a suitable context. Include a printed version of the expression with your artistic representation.

Grading: Use the following point system to grade student responses to the questions. Use the visuals and artwork rubric to grade the students' illustrated version of a phrase of their choice.

Completion of assignment questions   (40 points)
Appropriate contextual sentences   (20 points)
Artistic display illustrating Latin phrase   (20 points)
Written explanation of the durability of Latin phrases (15 points)
Compilation of list of other Latin phrases/sayings   (5 points)

Connections and Communities

Standards for Classical Language Learning: Students reinforce and further their knowledge of other disciplines through their study of classical languages. (Standard 3.1)

Expectation #14: Demonstrate an understanding of basic similarities and differences between their own language and culture and the target language and culture.

Benchmark: Discuss topics from other school subjects in the target language, including geographical terms and concepts, historical facts and concepts, mathematical terms and problems, and scientific information.

Stage II (6-8)

Mode(s) of Communication: Presentational (speaking)

Description: At its height, the Roman Empire contained over 56,000 miles of main roads. These roads were engineering marvels. Many of them were so well constructed that they have survived for centuries and are still in use today as the basis of the modern road system. This system of roads was fundamental to the success of Rome's military, economic, and cultural endeavors. The applied science and engineering involved in modern road building is largely Roman in its origins. Students will examine the following illustration of a Roman road and answer the questions that follow.

Prompt: Masterful road building allowed the Romans to transport the Roman army rapidly and safely to most provinces of the far-flung empire. The same roads also facilitated the spread of Roman commerce as traders and merchants traveled throughout vast territories. Ultimately, the Latin language and Roman customs were carried to foreign peoples via the Roman system of roads. The engineering associated with the construction of Roman roads made all of these advancements possible.

The design of a Roman road is similar to the plan for a Roman wall. In fact, Roman roads were fortified much like walls. The *via munita* was a fortified road. Numerous layers of stone were laid in a trench. Concrete was sometimes used for the foundation. The foundation of broken stone was the "*statumen*" above which a layer of smaller stones cemented with lime, the "*rudus*", was placed. The layer of hard rock that served as the final foundation before paving was known as the *"nucleus."* The road surface or *"pavimentum"* consisted of either flat paving stones of volcanic rock or simple gravel. The kerbstones acted as a buttress to compact the road and hold the paving stones in place. On each side of the road, a ditch or *"fossa"* was dug to provide for drainage of water thereby protecting the road surface. To assist drainage, the road surface itself was often "cambered" or arched. Milestones were placed alongside the roads to indicate distances from Rome. Urban roads were often equipped with stepping stones to allow pedestrians to cross streets without having to set foot directly into the road bed. Look at the following diagram of a Roman road and answer the questions that follow.

The design of a Roman road:
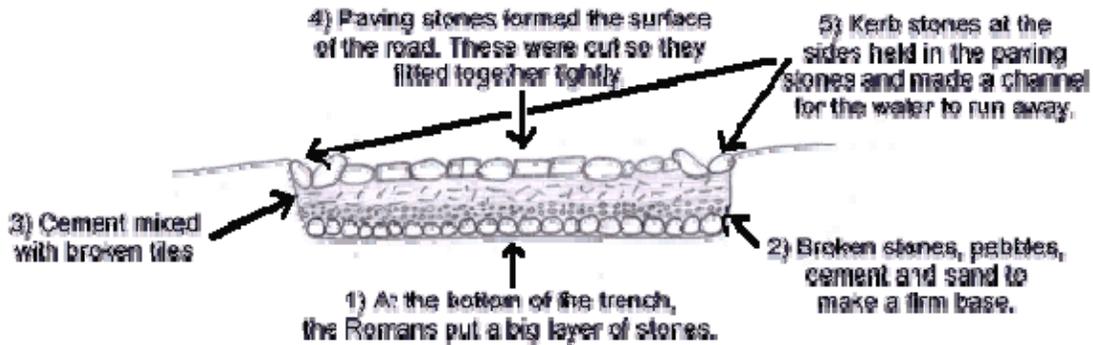
(diagram from w.teachingideas.co.uk/history/romanrd.htm)

Questions

- How is the design of most modern roads similar to that of the Romans? What building materials are still used in modern road construction?

- What types of individuals in Roman society would have traveled Roman roads most frequently?

- Locate on a map of the Roman Empire two cities joined by Roman roads. Name three (3) physical objects which would have passed between the two cities on these roads.

- How was the design of the Roman road similar to other types of Roman engineering projects, namely, aqueducts and fortified walls?

- What types of tools were involved in Roman road building? What are their modern equivalents?

- Explain the significance of the expression: "All roads lead to Rome." How was the spread of Roman road building tied to the growth of the Empire? How were the citizens of Rome affected by the increased access of foreigners to their city?

- Using similar materials, construct a model of a Roman road. Expose one end of the model to reveal the composition of the road when viewed from a cross-section. Be prepared to discuss your model. What aspect of the construction is most difficult to replicate? What aspect of modern road construction do you feel is most challenging to engineers?

Grading: Use a point system to grade student responses, considering the quality of written responses to the questions and participation in the discussion of Roman roads. Use the visuals and artwork rubric to grade student models.

25: excellent   20: good 15: acceptable 10: below average 5: minimal 0: unacceptable

Connections and Communities

Standards for Classical Language Learning: Students use their knowledge of Greco-Roman culture in a world of diverse cultures. (Standard 5.2)

Expectation #15: Use the target language beyond the school setting.

Benchmark: Students participate in club activities that benefit the school or community.

Stage II (6-8)

Mode(s) of Communication: Interpersonal (speaking, writing); presentational (speaking, writing); interpretive (listening)

Description: Your students may get involved in numerous club activities that benefit their school and enhance the cultural life of their community. Here are some specific examples:

"Certamen" matches (Latin quiz team): Many schools have teams of Latin students who compete with Latin students from other schools in a quiz show format in which teachers ask students questions about Latin grammar, Roman culture, ancient history, and Greco-Roman mythology. These competitions promote the study of Latin and provide an academic extra-curricular in which students of all ability levels may compete. When students share their knowledge, they learn from each other and reinforce previously acquired material.

Web site development: Many schools host web pages with detailed information about programs of study. Students can design a Latin web page and display samples of student work. Such samples might include artwork with classical themes, literary works (translations of prose or poetry), and research on topics in antiquity. These web sites inform the school community about the accomplishments of Latin students and help the general public understand the cultural significance of the study of Latin.

Latin tutoring of elementary school students: Since most students study Latin beginning at the junior high or high school level, there is a lack of exposure to the classics for a majority of elementary school students. Latin students can be paired with elementary school students to provide an introduction to the study of Latin. By using simple, easy-to-understand age-appropriate materials, Latin students can share myths and basic conversational Latin vocabulary with elementary students to promote the study of Latin.

Prompt: The study of Latin affords many opportunities to share your experiences and knowledge with the community. Whether your interests are artistic, linguistic, or technological, you can "show what you know" to others in a variety of ways. Here are some suggestions for using your classical expertise outside the classroom:

"Certamen" matches (Latin quiz team): If you like intense, but friendly, high-speed competition, consider participating in "certamen." "Certamen" is a Latin word meaning

"competition." Students compete in teams using electronic buzzers to answer questions dealing with Latin grammar, Roman culture, ancient history, and Greco-Roman mythology. You will travel to other schools for matches and compete for honor and glory!

Web site development: Do you know HTML code? Do you like to create web pages? You can design a Latin page to display your work on the World Wide Web. Once your web page is up and running, you can add various creative works from your student portfolio to share your accomplishments and spread your knowledge with cyber-students everywhere!

Latin tutoring of elementary school students: If you enjoy working with others, especially young students, consider tutoring! You will be paired with an elementary student who is eager to begin the study of Latin! You can read myths, teach simple conversational Latin phrases, and create various art projects with your student. By sharing your knowledge with other students you are improving the academic quality of your school community. Keep a journal of your tutoring experiences that you will turn in to your teacher.

Grading: Use a basic point system to grade students' performance in the quiz game. Use the following rubric to score the Latin web site. Adapt the holistic writing rubric to assess the students' lessons and reflections on his/her tutoring experience.

9-8   Visually impressive with several links; significant amount of academic content; large number of images
7-6   Adequate web page with a few links; reasonable amount of academic content; a few images
5-4   Average web page with no links; little academic content; no images
3-2   Visually unappealing web page; several errors in academic content
1-0   No web page or a page which does not load and display properly