

**STAGE II:
MODEL ASSESSMENTS
FOR LATIN
GRADES 9-12**

Communication

Standards for Classical Language Learning: Students read, understand, and interpret Latin or Greek. (Standard 1.1)

Expectation #4: For students of Latin and ancient Greek, read, understand, and interpret authentic texts (e.g., Vergil and Cicero).

Benchmark: Read and understand, with appropriate assistance, passages of Latin or Greek adapted from the original authors.

Stage II (9-12)

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

Description: Introduce the literary genre of the epigram to the students. Define the epigram as a short, clever poem that makes an observation with wit. Next, provide an explanation of the elegiac couplet form as a line of dactylic hexameter followed by a five foot pentameter line. Then give the students the following epigram written as an elegiac couplet from the works of the famous Roman satirist Martial:

*Difficilis facilis, iucundus acerbus es idem;
nec tecum possum vivere nec sine te.*

Martial, *Epigrams* XII.46

Have your students read the epigram aloud in Latin and then discuss possible English versions of the text. Students are prompted to find examples of irony and paradox in the epigram. Students then compose their own epigram to express a similar contradictory but necessary relationship or situation in their own lives.

You may also provide some biographical information on the poet Martial, who was born in Spain around AD 40 and moved to Rome where he earned great popularity as a poet who ridiculed various elements of Roman society.

Students may also listen to the popular song “With Or Without You” by the musical group U2. This song expresses similar sentiments.

Prompt: Read aloud the following epigram by the popular Roman poet Martial. Then answer the questions that follow.

*Difficilis facilis, iucundus acerbus es idem;
nec tecum possum vivere nec sine te.*

Martial, *Epigrams* Book XII.46

- Whom do you think Martial addresses in this poem? What in the epigram leads you to believe this?
- What possible title would you give this poem?
- How has Martial arranged the order of the adjectives? What effect does this word order have on the meaning of the poem?
- How does each line balance in terms of word order?
- What are some relationships you have experienced that are similarly frustrating?
- Write your own version of this poem in English. Compare your work with this rendering of the epigram by James Michie:

*Amiable but uncooperative,
Sweet natured but a grouse –
Though I can't live without you, I can live
Without you in the house.*

Grading: Use a basic point system to grade student responses to the questions. Use the holistic speaking rubric to grade student recitations of the epigram and the holistic writing rubric, adapted to fit the English rendering and with elements of creativity.

Quality of written responses to questions	(40 points)
Recitation of Latin epigram	(20 points)
Participation in discussion of epigram	(20 points)
Individual rendition of epigram	(20 points)

Cultures and Comparisons

Standards for Classical Language Learning: Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of Romans. (Standard 2.1)

Expectation #8: Describe significant influences (e.g., political, philosophical, and sociological) of the target language cultures.

Benchmark: Identify and discuss major historical events in the cultures studied and examine their impact on their own culture.

Stage II (9-12)

Mode(s) of Communication: Interpretive (reading)

Description: The teacher outlines for students the tumultuous times of the year AD 69 in the history of Rome. This time period is particularly useful in order to illustrate the difficulty of determining imperial succession to power during the principate. Students read a selection from the Roman historian Tacitus who depicts the violence of the times and its destructive effect upon society. Students are directed to determine the influence of Tacitus' *Historiae* upon the founding fathers during the development of the U.S. constitution. The framers of the constitution sought to avoid such turbulent transitions of power.

Prompt: Read the following background information and segment from Tacitus' *Historiae*. Then answer the questions that follow.

Nero was the last of Rome's first ruling family, the Julio-Claudians. Following his suicide in AD 68, Rome faced a year of fighting among several experienced administrators and military men, all of whom sought to gain complete control of Rome's supreme political title, *princeps*. Galba was governor of Hispania Tarraconensis when his supporters declared him emperor. Otho had been a friend and supporter of Nero's and had hoped to be named successor to Galba. But when Galba appointed someone else as his successor, Otho murdered Galba. Later, Vitellius and his forces defeated Otho and drove him from Rome. But another rival emperor, Vespasian, soon gathered his forces and marched on Rome during the summer of AD 69. By December, his troops had fought their way into the city and dragged Vitellius into the Forum and killed him. Vespasian would rule for a decade and the second ruling family of Rome, the Flavians, would take control of the expanding empire.

The Roman historian Tacitus chronicled the violent and turbulent events of AD 69. His *Historiae* were closely studied by the framers of the U.S. Constitution who were interested in constructing a form of government which would be immune to such turbulent transitions of power. Here is an excerpt from Tacitus' *Historiae*:

Opus adgreior opimum casibus, atrox proeliis, discors seditionibus, ipsa etiam pace saevum. Quattuor principes ferro interempti; trina bella civilia, plura externa ac plerumque permixta;

prosperae in Oriente, adversae in Occidente res; turbatum Illyricum, Galliae nutantes, perdomita Britannia et statim omissa.

Iam vero Italia novis cladibus vel post longam saeculorum seriem repetitis adflicta. Haustae aut obrutae urbes, fecundissima Campaniae ora; et urbs incendiis vastata, consumptis antiquissimis delubris, ipso Capitolio civium minibus incenso.

Pollutae caerimoniae, magna adulteria. Plenum exiliis mare, infecti caedibus scopuli. Atrocious in urbesevitum; nobilitas, opes, omissi gestique honores pro crimine et ob virtutes certissimum exitium. Nec minus praemia delatroum invisam quam scelera, cum alii sacerdotia et consulates ut spolia adepti, procurationes alii et interiorem potentiam, agerent verterent cucnta odio et terrore. Corrupti in dominos servi, in patronos liberti; et quibus deerat inimicus per amicos oppressi.

Tacitus *Historiae*
I.ii

Questions

- How does Tacitus describe the political climate of Rome in the introductory lines? Cite specific Latin words that establish the tone of his work.
- Why do you think Tacitus mentions the status of affairs in Rome's provinces before discussing the situation in Rome itself?
- What specific geographic disaster is Tacitus alluding to when he writes "*Haustae aut obrutae urbes, fecundissima Campaniae ora*"?
- Tacitus details the destruction of the city itself in the great fire in Rome in 69 A.D. How does he intensify the tragedy in his depiction of the destruction of the temples? What does Tacitus find most distressing concerning the burning of the Capitol itself?
- How was the political system corrupted by a corrupt society? By what means did many Romans acquire political offices and power? What effect did this have on the nature of the government?
- Now consider the perspective of the Founding Fathers of America who studied the writings of Tacitus. What tendencies of government and society did they seek to avoid based on their reading of Tacitus?
- What safeguards are provided by the U.S. Constitution to prevent violent transitions in power, particularly for the chief executive office, the presidency? State an historical example of a stable change in power despite the violent removal of a president.
- How does the American form of government restrict the acquisition of political offices through dishonest or unscrupulous methods?

Grading: Use the holistic reading rubric to grade students' understanding of the text. Use the following point system to assign values to each segment of the assessment.

Accuracy of translation of Latin passage	(40 points)
Quality of responses to written questions	(40 points)
Participation in discussion of passage	(20 points)

Cultures and Comparisons

Standards for Classical Language Learning: Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans. (Standard 2.2)

Expectation #6: Apply knowledge of the target language cultures to explain the relationship between their products and perspectives and compare them with those of their own.

Benchmark: Search for, identify, and investigate the function of utilitarian products (e.g., sports equipment, household items, tools, foods, and clothing) of the culture studied as found within their homes and communities and compare them with their own.

Stage II (9-12)

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

Description: This project may be done in groups and should span several days. Use sheets of paneling, plywood, or balsa wood, cut in 9" X 12" sheets. On tops of sheets, glue 1" frames made from strips of wood. Use melted wax or modeling clay to line the tablets completely within the frames. Roman students used metal styli with a sharpened end for writing and a flat end for smoothing the surface to make corrections. The main emphasis of the activity is to help students understand Latin as a real spoken and written vehicle for communication by the Romans.

Construct Roman writing tablets using wood, glue, and wax. Use sharpened sticks with flat ends to write and correct errors by smoothing over wax. Practice word formation as Roman students did. Write simple messages in Latin on these tablets (text type). Compose lists of shopping items according to Roman tastes (context). Write a paragraph in English explaining the importance of literacy in the various occupations within Roman society and provide parallels in modern careers making specific mention of the role of writing.

Advanced students: Assemble scrolls using parchment paper and dowel rods. Compose a simple letter in Latin on the scroll (text type). Complete scrolls with labeled title tags. Recite a letter from parchment (context). Demonstrate to beginning Latin students methods of constructing Roman writing tablets and explain their use in Roman society. Identify the important differences in writing methods.

Prompt: Roman students used tablets for daily classroom instruction in all subject areas. Young Romans began their formal education with a *litterator* who taught the children how to form the letters of the alphabet.

Questions

- Compose a sample Roman shopping list on your wax tablet using any Latin food-related vocabulary you have studied. Then answer the following questions.

- Write the Roman numerals one (I) through twenty (X) on your wax tablet. Is this an easy way to write? What are some of the difficulties with using wax tablets to learn in school? What is one advantage of the wax tablet in comparison to the modern notebook?
- What occupations in Roman society would have required writing skills? What level of literacy would you assume most Romans possessed? How did they acquire this literacy?
- Use parchment paper and dowel rods to construct a Roman scroll. (If possible, purchase a papyrus plant and form a small piece of paper using papyrus.) Add a title tag using a leather tie. Label this tag with a title for your correspondence.
- Compose a simple personal letter in Latin using your parchment paper. Exchange letters with classmates and read the letters aloud. Use as examples the personal letters you have already read.
- How did the development of the Roman alphabet, writing materials, and systems of communication affect the spread of the Latin language? Has written communication and record-keeping become more or less important in the advance of civilization?

Grading: Use the visuals and artwork rubric to grade the students' writing tablets. Use a basic point system to grade the questions above. Use the holistic writing rubric to grade students' shopping lists and letters.

Connections and Communities

Standards for Classical Language Learning: Students expand their knowledge through the reading of Latin and the study of ancient culture. (Standard 3.2)

Expectation #13: Explain distinctive cultural and linguistic perspectives about information acquired in the target language.

Benchmark: Understand ideas and view points that can only be explained in terms of the original language and culture.

Stage II (9-12)

Mode(s) of Communication: Interpretive (reading)

Description: The Roman father exercised complete control over his wife, children, and slaves. The Latin term “paterfamilias” communicates the father’s position of familial supremacy. While many students tend to dwell on the extreme authority the Roman father possessed, it is important to instruct students that the Roman father was also responsible for a wide range of duties, including the education of his children. By reading an excerpt from a biography of Cato, students can gain an appreciation of the seriousness with which many Roman fathers viewed their responsibilities toward their children. Students will read an adaptation of Plutarch’s *Cato* and answer questions about the text.

Prompt: Read the following Latin adaptation of Plutarch’s *Cato* concerning the proper education of Roman youth and the responsibility of Roman fathers. Then answer the questions that follow.

“The Old Education”

Olim pueri Romani non in ludis sed a parentibus omnia didicerant; postea autem parentes eos ad ludos mittere solebant; ludorum magistri saepe errant servi, neque Romani sed Graeci. De M. Catone censore praeclaro iam audivistis; Cato per totam vitam mores priscos conservavit; inter alia, filium suum domi educavit. Ita enim fere amicis dicebat:

‘Me parentes mei domi educaverunt. Primo mater me curabat; deinde ubi septimum iam annum agebam pater meus, vir summa virtute severitate, me viriles artes docuit, mores meos et verbis et exemplo conformavit. In fundo prope Romam habitabamus; ibi ego et fratres mei cum patre in agris diligenter laborabamus; nec solum res rusticas discebamus; nam pater et de re publica et de gente nostra nos docere solebat; ita legibus parere et patriam amare didici. Aliquando pater in urbem veniebat; semper nos secum ducebat, et ita Fabium Maximum ceterosque praeclaros puer vidi.

‘Praeterea nos belli artes armorumque usum docuit; ita natate didicimus, equum bene regere, hasta et gladio pugnare. Omnes autem patres, etiam nobiles, filios suos tali modo educare solebant; bonos milites, cives fideles, magistrates prudentes rei publicae dabant. Nunc contra,

filios ad ludos mittere soletis, ubi Graecam linguam discunt; sed ibi vitia quoque Graecorum discunt; Graeci enim nec fidem habent nec virtutem nec constantiam. Numquam servus meum filium aut docebit et puniet.'

Questions

- In Cato's ideal education, name three (3) occupations to which educated Roman boys should aspire.
- According to Cato, how do schools corrupt youth? What does he see as the consequence of a poorly educated citizenry?
- Cato's father educates him in various ways. Cite the various skills Cato acquires under his father's tutelage.
- Cato's father taught him at home by "doing" as well as "modeling." Is this a practical way to educate youth in modern society? What are the advantages and disadvantages of home schooling in general?
- Why is Cato reluctant to have his son educated by Greeks, especially since it was customary for Roman parents to hire Greeks as tutors for their children?
- How did Cato's father inculcate a respect for the laws of Roman society?
- Is Cato opposed to corporal punishment of students? Why does he prefer reserving this "privilege" for parents only?

Grading: Use a basic point system to grade the accuracy of the Latin translation. Use the holistic reading rubric to grade students' understanding of the text.

Connections and Communities

Standards for Classical Language Learning: Students use their knowledge of Latin in a multilingual world. (Standard 5.1)

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

Benchmark: Students discuss their preferences concerning leisure activities and current events, in written form or orally, with peers who speak the language.

Stage II (9-12)

Mode(s) of Communication: Interpersonal (writing)

Description: Latin students are often eager to communicate with Latin students from other schools. To encourage Latin students to use their emerging Latin skills, establish e-mail “pen-pals” with Latin students from other schools. Students are provided with, but not limited to, suggested topics for conversation. Ideally, students are paired with other students who are similar in age and linguistic experience. If this is not possible, students are paired with classics majors at the college level. Students then inquire from their college counterparts about the nature of Latin instruction at the university level. Students should use Latin as much as possible in their communiqués. Students must submit samples of their exchanges with their Latin “pen-pals” to be graded. Students also discuss with their classmates these exchanges. Students can also trade “pen-pals” to broaden their experience. Students can e-mail their Latin “pen-pals” from school or home.

Prompt: You will be provided with an e-mail address of a Latin student at another school. E-mail the student and introduce yourself by providing the following information:

- Your name
- Your grade
- Your level of Latin
- Your Latin instructor’s name

(Please do not provide your home address or phone number or request such information from your “pen-pal.”)

Next, ask your “pen-pal” to send a short e-mail with the same information to verify that your letter has been received. Then compose a letter using as much conversational Latin as possible to learn about your correspondent.

Here are some sample conversational phrases:

<i>Quomodo dicitur Latine?</i>	How do you say in Latin?
<i>Fac ut sciam!</i>	Let me know!
<i>Esto bono animo!</i>	Cheer up!

<i>Latine scisne?</i>	Do you know how to say (write) in Latin?
<i>Mihi plane placet</i>	I like it
<i>Age Latine!</i>	Use Latin!
<i>Ut mihi videtur</i>	as it seems to me, in my opinion
<i>Quam primum</i>	as soon as possible
<i>Non est tanti</i>	It's not important.
<i>Quot annos natus es?</i>	How old are you?
<i>Suntne tibi fratres et sorores?</i>	Do you have any brothers and sisters?
<i>Ubi est tua schola?</i>	Where is your school?
<i>Optio haec tua est</i>	The choice is yours.
<i>Deo gratias!</i>	Thank God!
<i>Quid agis hodie?</i>	How are you doing today?
<i>Satis superque est!</i>	That's enough now!
<i>Quo die natus es?</i>	What is your birthday?
<i>Quid nomen tibi est?</i>	What's your name?
<i>Mihi nomen est . . .</i>	My name is . . .
<i>Ave! / Salve!</i>	Hello!
<i>Bene valeo</i>	I am doing well.
<i>Quid novi?</i>	What's new?
<i>Non multi</i>	Not much
<i>Gratias tibi ago.</i>	Thank you
<i>Quaeso</i>	Please
<i>Ignosce mihi.</i>	Pardon me
<i>Nescio</i>	I don't know.
<i>Heus!</i>	Hey!
<i>Ita</i>	Yes
<i>Minime</i>	No
<i>Optime!</i>	Very well!
<i>Pessime!</i>	Terribly!
<i>Latine loqui possum.</i>	I can speak Latin.
<i>Me paenitet.</i>	I'm sorry.
<i>Eundum est mihi.</i>	I must go.

Here are some suggested questions for your "pen-pal":

Junior High/High School "pen-pal"

What level of Latin are you studying?

Cui gradui linguae Latinae studes?

What is your favorite Latin activity?

Quid est tua res dilecta in studiis Latinis?

What do you like about Latin?

Quid de lingua Latina tibi placet?

Who is your Latin teacher?
Quis est magister tuus / magistra tua?

How old are you?
Quot annos habes?

When does your Latin class meet?
Quo tempore tuus ludus Latinus convenit?

Will you continue to take Latin?
Habesne in animo manere in studiis Latinis?

What textbook or materials do you use?
Quo libro aut auxiliis uteris?

Why did you decide to take Latin?
Cur linguae Latinae studere constituisti?

Has anyone else in your family studied Latin?
Aliusne tuorum linguae Latinae studuit?

College/University “pen-pal”

How has Latin helped you in your study of other subjects?
Quomodo lingua Latina in aliis disciplinis tibi adiuvit?

What Latin classes are you taking in college?
Quibus studiis Latinis in collegio studes?

What are your plans after college?
Quae sunt tua consilia post collegium?

What authors have you studied in college?
Quibus scriptoribus in collegio studuisti?

How much Latin did you study in college?
Quantum linguae Latinae in collegio studuisti?

What did you like about your high school Latin classes?
Quid tibi placuit in tuis studiis Latinis ante collegium?

What did you dislike about your high school Latin classes?
Quid tibi non placuit in tuis studiis Latinis ante collegium?

What are the major differences between high school and college Latin classes?
Quid maxime interest in studiis Latinis inter scholam secundariam et collegium?

Why do you study classical languages?
Quam ob rem linguis antiquis studes?

What topics in antiquity interest you the most?
Quae res antiquitatis te maxime delectant?

Print two e-mail letters and bring them to class. Submit one (1) to the teacher as proof of your correspondence. Be prepared to read aloud and discuss the other e-mail with your classmates.

Grading: Use the holistic writing rubric to grade students' correspondence.