

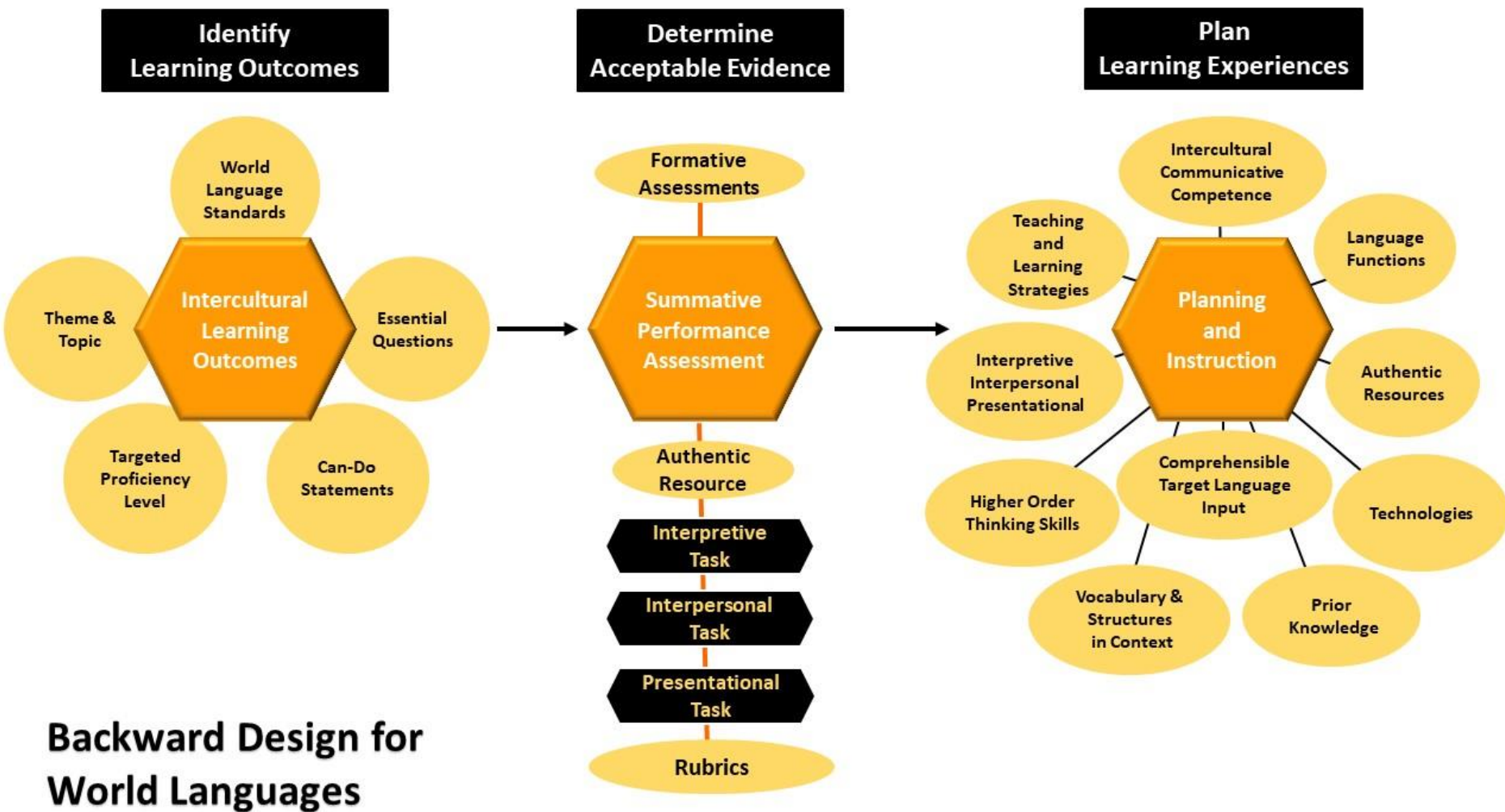
Novice Low/Mid - Who Am I?

Backward Design of a Latin Intercultural Unit and Assessment

This sample intercultural unit shows the detailed step-by-step process for Backward Design planning. For each step of the process, the left column provides an explanation and links to relevant resources from the Ohio World Languages and Cultures Model Curriculum. All curricula will be developed at the local level.

Note that Backward Design is an integrated, non-linear process. Moving backward and forward throughout the template is expected. Most important is that there are strong intercultural and communicative learning outcomes, and that assessments and activities build reliably toward those outcomes.

Download this unit template and a variety of other planning and assessment templates [on the World Languages and Cultures Unit Samples webpage](#).



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<p>Explanations for each step of the unit plan, with links to the relevant resources from the World Languages and Cultures Model Curriculum</p>	<p>Step-by-Step Backward Design of the unit. Learn more about Backward Design</p>
<p>Targeted Proficiency Level</p> <p>Choose the proficiency level that this unit is targeting.</p> <ul style="list-style-type: none"> • View proficiency targets based on the difficulty of the target language. • Refer to the Ohio World Languages and Cultures Learning Standards for descriptors of Novice Low – Advanced Low language learners. <ul style="list-style-type: none"> ○ Novice learners use a mixture of practiced or memorized words, phrases, simple sentences and questions to talk about very familiar topics. Learners understand the general topic and basic information in simple texts or media. ○ Intermediate learners create original questions and series of connected sentences to talk about familiar or personal interest topics and negotiate meaning in conversations. Learners understand the main idea and related information in texts or media. ○ Advanced learners use various time frames and paragraphs to talk about and discuss familiar and unfamiliar or researched topics. Learners understand the main message and supporting details in complex texts. 	<p>Targeted Proficiency Level</p> <p style="text-align: center;">Novice Low / Novice Mid</p>
<p>Unit Overview</p> <p>Choose the theme, topic and essential question(s) that will guide the learning process and outcomes for the targeted proficiency levels.</p> <ul style="list-style-type: none"> • Essential questions are open-ended and have no singular right answer. These questions provide a context for intercultural content, stimulate long-term inquiry and help learners increase their critical thinking skills. Find more essential questions for world languages. 	<p>Unit Overview</p> <p>Theme: Personal and Public Identities</p> <p>Topic: Ancient Identity</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How did ancient Mediterranean people view and interact with the gods? • How did ancient Mediterranean people view each other and those from other cultures? • How did ancient Mediterranean people define their own culture?

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Step-by-Step Backward Design of the unit.
[Learn more](#) about Backward Design

Intercultural Learning Outcomes

Choose the intercultural communication goals for this unit. Sample intercultural progress indicators for each proficiency level can be found in both the Ohio World Languages and Cultures [Learning Standards](#) and in the NCSSFL-ACTFL [Intercultural Can-Do Statements](#)

- Intercultural learning outcomes focus on investigation of products, practices and perspectives in the learner's native culture and the target culture(s), as well as interactions using culturally appropriate language and behavior.
- Using intercultural outcomes to drive communication will help the teacher focus on the relevant content, vocabulary and structures that learners need to know to be successful.
- [Learn more](#) about building intercultural competence.

Intercultural Learning Outcomes

- I can identify some of my typical interests and hobbies and those of my peers in my own and other cultures, and how they contribute to our identity.
- I can interact in culturally appropriate ways with others as we get to know each other.

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<p>Standards</p> <p>Indicate the standards for intercultural communication and literacy that are being targeted from the Ohio World Languages and Cultures Learning Standards.</p> <ul style="list-style-type: none"> • Interpretive Standards: Learners comprehend the main idea and relevant details in a variety of culturally authentic and age-appropriate oral, written or signed texts, both nonfictional and fictional, as well as overheard, observed or written conversations. Learners derive meaning using listening, viewing and reading strategies. • Interpersonal Standards: Learners initiate and sustain spontaneous meaningful spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure their messages are understood and they can understand others. • Presentational Standards: Learners present prepared or spontaneous information, narratives and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists. 	<p>Targeted Standards: Novice Low / Mid</p> <p>Interpretive Intercultural Communication and Literacy</p> <p>NL.INT-C.1. Recognize a few typical products and practices related to familiar, everyday life in native and other cultures. NL.INT-C.3. Understand a few familiar words or phrases in authentic informational texts. NL.INT-LIT.1. Recognize cognates and familiar or practiced words, as well as nontraditional letters, accents, characters or tone marks. NL.INT-LIT.4. Make personal connections to a text using prior knowledge or experiences. NM.INT-C.1. Identify typical cultural products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. NM.INT-C.3. Understand very basic information in authentic informational texts. NM.INT-LIT.1. Recognize cognates and words from context, as well as accents. NM.INT-LIT.4. Make personal connections to a text using prior knowledge or experiences.</p> <p>Interpersonal Intercultural Communication and Literacy</p> <p>NL.INP-C.1. Identify a few typical products and practices related to familiar, everyday life in native and other cultures. NL.INP-C.3. Provide basic information on very familiar topics. NL.INP-LIT1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. NL.INP-LIT.3. Increase comprehensibility using gestures, hand shapes, facial expressions, repetition or awareness of pronunciation. NM.INP-C.1. Identify typical products and practices related to familiar, everyday life in native and other cultures. NM.INP-C.5. Express basic preferences or feelings and react to those of others. NM.INP-LIT.1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. NM.INP-LIT.5. Use digital and cultural resources appropriately.</p> <p>Presentational Intercultural Communication and Literacy</p> <p>NL.P-C.1. Identify a few typical products and practices related to familiar, everyday life in native and other cultures. NL.P-C.3. Name very familiar people, places and objects. NL.P-LIT.1. Use authentic resources and familiar vocabulary and structures that are relevant to the topic. NM.P-C.1. Identify typical products and practices related to familiar, everyday life in native and other cultures. NM.P-C.3. Give simple information about very familiar topics. NM.P-LIT.1. Use authentic resources and familiar vocabulary and structures that are relevant to the topic.</p>

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<p>Summative Assessment</p> <p>Design a holistic performance assessment where learners can demonstrate how well they have mastered the learning goals of this unit. The assessment should use authentic cultural resources and be scored using performance or proficiency rubrics. The assessment could be given at the end of the unit, or different components could be given throughout the unit.</p> <ul style="list-style-type: none"> • A summative performance assessment will not test discrete content, grammar or vocabulary. Rather, it will allow learners to apply what they know and can do in a meaningful context and will help the teacher determine whether the learners have performed at the targeted proficiency level. • Summative assessments might include individual or group projects, interpretive assessments, performance assessment, presentations, portfolios, exhibits, reports, writing topics, videos, interviews, role plays, conversations, discussions, etc. 	<p>Summative Assessment Tasks</p> <p>Authentic Resource and Interpretive Tasks</p> <p><i>The link and questions for the Interpretive Tasks can be found at the end of this unit template.</i></p> <p>Students will use the text “Prometheus Steals Fire” for comprehension and literacy-based questions.</p> <p>Interpersonal Task</p> <p>In pairs, students are to have a conversation in the target language as if they had just met and are learning about each other and their interests/life. Students must ask each other at least 2 questions.</p> <p>Presentational Task</p> <p>Your school newspaper will feature World Language students in an upcoming edition. They will be interviewing students and will ask the students to share information in their target languages about what they have been learning. They have asked you to participate. Using as much detail as possible, list 10 new words you have learned from our unit about Roman Mythology.</p>
<p>Prior Knowledge or Pre-Assessment</p> <p>Activating prior knowledge before teaching a new concept helps learners see connections to previous learning or personal experiences and build on this knowledge. Learners can show what they already know and give the teacher insight into areas of strength or focus throughout the unit.</p> <ul style="list-style-type: none"> • Activities might include surveys, brainstorming, short quizzes, drawing, checklists, games, graphic organizers, concept maps, interactive technology tools or personal, reflective or content questions. 	<p>Prior Knowledge or Pre-Assessment Activities:</p> <ul style="list-style-type: none"> • Discussion of legendary / mythological characters (Jupiter, Prometheus, Titans, Olympians) • Visual expression of comparative and superlative adjectives • Practice reading Latin aloud, with expression

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<p>Language Functions/Forms and Vocabulary</p> <p>Determine the language functions and forms learners will need to meet the learning outcomes of this unit.</p> <ul style="list-style-type: none"> Language functions refer to what students do with language, such as compare/contrast, express opinions or make predictions. Language forms refer to grammatical structures, such as adjectives or verb forms. Present grammar in a meaningful context as chunks of language or as a concept in order to impact language acquisition. Focus on meaning before form. Learn about the PACE model for contextualized input. <p>Determine the essential vocabulary for this unit and present it in a meaningful context, such as with images or stories. Learn more about [i+1] and how to contextualize target language at all proficiency levels to make it more comprehensible.</p>	<p>Language Functions</p> <ul style="list-style-type: none"> Comparing Describing actions, people, places and things Evaluating, making claims and persuading Expressing needs and likes and supporting opinions Comprehending text or speech and describing cause and effect <p>Language Forms/Structures</p> <ul style="list-style-type: none"> Adverbs and adverbial clauses Comparison of adjectives and adverbs Conjunctions: coordinating and subordinating Direct and indirect speech Indirect / direct object Language of propaganda: complex sentences, nominalizations Noun/ pronouns / adjective agreement Relative clauses Sentence structure: increasingly complex structure and vocabulary Subject / verb agreement Verb forms: present, past tenses; indicative; infinitive; imperative; subjunctive moods <p>Vocabulary</p> <p>Low-frequency abhinc; argilla, argillae; catena, catenae; coquo, coquere; cotidie; dignus-a-um; furor, furari; fruor, frui; graviter; iecur, iecoris or iecineris; momentum, momenti; mora, morae; oportet; potens, potentis; progredior, progredi; recresco, recrescere; sino, sinere; ulciscor, ulcisci; vox, vocis</p> <p>Medium-frequency adiuvo, adiuvarē; antiquus-a-um; avis, avis; benignus-a-um; cibus, cibi; constituo, constituere; cupiditas, cupiditatis; ignis, ignis; iratus-a-um; iubeo, iubere; maximus-a-um; nihil; nox, noctis; numquam; possum, posse; proximus-a-um; quaero, quaerere; saxum, saxi; tantus-a-um</p>

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Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources

Authentic Cultural Resources

Choose [authentic cultural resources](#) that are relevant to the learning outcomes of this unit.

- ACTFL [defines authentic texts](#) as content that has been created “by members of a language and culture group for members of the same language and culture group.” Authentic materials provide cultural perspectives and real-life examples of everyday language use and are a rich source of input needed for language acquisition. Exposure to authentic materials begins at the Novice Low level.
- Ohio’s K-12 grid of [Interpretive Literacy standards and progress indicators](#) has scaffolding and tasks that promote comprehension of authentic texts and media from Novice Low to Advanced Low. ACTFL has an [Interpretive template](#) for literacy-based tasks.
 - These scaffolds and tasks could also be used with textbook or teacher-created materials as a bridge to help beginners access authentic texts as early as possible.
- Novice-level authentic resources include lists, headlines, posters, simple infographics, catalogs, maps, menus, brochures, ads, calendars, short poems, schedules, social media, short podcasts, cartoons, commercials, jingles, songs, etc.
- Intermediate-level authentic resources include infographics, charts, graphs, current events, blogs, poetry, literature, comics, podcasts, social media, informational texts, websites or media, interviews, short or long films, song lyrics, TV shows, etc.

Step-by-Step Backward Design of the unit. [Learn more about Backward Design](#)

Authentic Cultural Resources

Authentic and Other Cultural Resources for the Unit

- [Prometheus makes man out of clay - Horace's Carmina I.16.13-16](#)
- [Encyclopedia Mythica](#) (search for Prometheus for multiple articles)
- [Encyclopedia Britannica - Prometheus article](#)
- [Ted-Ed Myth of Prometheus](#)

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Instructional Strategies

Create learning experiences related to the unit outcomes that will reach a wide range of learners, using [strategies based on Universal Design for Learning](#) principles (i.e., a variety of ways for engagement, practice and demonstration of learning).

Integrate a [variety of activities](#) that focus on intercultural competence; interpretive, interpersonal, presentational and literacy skills; relevant vocabulary and structures; technology integration; real-life or career connections; and a variety of informal or formal formative assessment.

Step-by-Step Backward Design of the unit.
[Learn more about Backward Design](#)

Instructional Strategies

Interpretive Reading and Listening/Viewing Activities

- Choral and individual readings of the Latin text.
- Remove the text from the Legonium images. Have the students match text with correct images.
- Have the student read the Latin text with Legonium images from "Little Gods 3" about Prometheus, then provide a summary with as many details as possible for selected pictures.
- Provide the student with a selection of the text, and have them create their own images for that selection.

Interpersonal Activities

- [Interpersonal speaking and writing activities- NL/NM](#)

Presentational Writing and Speaking Activities

- Prepare a PowerPoint with just pictures about Roman Mythology and present it to the class. Say what you learned about the Roman gods and goddesses.
- Make a children's booklet about Roman gods and goddesses. Write a narrative and include pictures.
- Write an email about Roman gods and goddesses explaining their importance.
- Create a skit involving Roman gods and goddesses, including stage directions, props and costumes.

Contextualized Vocabulary and Structures

- Use vocabulary and grammar/structures in context as part of interpersonal and presentational practice.
- For individual student practice, students could use Quizlet or similar websites.
- Point out cognates to words in the target language.
- Recognize repeated words in the authentic resources.
- Sort or classify words.
- Match words with definitions.
- Identify the Olympian gods and the symbols and realms associated with each.

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	<p>Technology Integration</p> <ul style="list-style-type: none">• Create/record asynchronous lessons in Zoom, Loom, Google Meets, Google slides, EdPuzzle, or Nearpod so students can review the material as much as needed.• Use Padlet to host an online discussion. Students can respond to a prompt with text, images, videos, or links. This can be a great tool for pre- or post-reading discussions in the target language, as well as for warm-up activities or exit tickets.• Use Jamboard to create class collaborative or individual Jamboards--these boards can be saved to work with again later, to provide to students who were absent, and can be used as a way to work collectively from a distance and/or across class periods.• Use other tech tools, such as Google products (docs, slides, jamboards, etc.); Peardeck; Kami; Mentimeter; Kahoot; Quizlet; Blooket; Animoto; Socrative; Class dojo; Quizzizz; or Plickers for interactive practice. <p>Formative Assessments</p> <ul style="list-style-type: none">• Thumbs up/thumbs down comprehension check.• Traffic Light comprehension check (red = no, yellow = maybe/with reservations, green = yes).• Mini whiteboards for answers to check comprehension and spelling.• PollEverywhere to assess learning quickly.• Spontaneous speaking assessment - show 1 student a picture and have them speak for 1 minute about what they see; their partner counts the comprehensible sentences.• Ask Who, What, Where, When, Why, Which, How - pick a topic and have students answer these questions in complete sentences to create the basis for a story.• Zoom in - have students start with a familiar broad topic and narrow the focus to more specific things with each sentence.• Create a Google form survey (options: Google Poll, Kahoot) for students to complete at the end of class to check for understanding of vocabulary and structures or expressions covered.

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	<p>Additional Strategies for Supporting English Learners and Learners with Disabilities</p> <ul style="list-style-type: none"> • Provide tiered readings. • Provide closed captions to video and audio content. • Enable speed settings on audio / video. • Provide graphic organizers; use color coding. • Use as many modalities as possible (video, audio, text; static, dynamic etc.). • Break down activities into discrete steps. • Allow students to pre-view and re-view content; provide multiple interactions with the content to improve learning outcomes. • Create a graphic organizer with specific instructions/information. • Enable flexible grouping based on ability / interest level. • Write and present a personal journal entry or a letter to a friend (or an historical Roman) describing a regular day. • Draw a storyboard or build and present a shadow-box (e.g.) of the events described. • Make and present a video or podcast emphasizing some aspect of your own and/or a “typical” Roman’s daily life. • Create and present a physical or digital activity reinforcing vocabulary and cultural content described, with your class as the intended audience.
<p>Student Engagement</p> <p>Help learners determine the relevance of this unit to their current life or future pathways. Why and how is this content or learning useful to them?</p> <ul style="list-style-type: none"> • Ohio’s World Language Career Connections has lessons, videos, activities and ideas for making world language content relevant for learners. 	<p>Student Engagement: College, Career or Life Connections</p> <ul style="list-style-type: none"> • What are some ways that fire is used today? • Imagine a world without fire. What would you NOT be able to do? • What are some other things that the ancients discovered? • Compare and contrast modern discoveries with Prometheus’ discovery. • Compare and contrast how discoveries and/or inventions are spread from their origin to around the world.

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<p>Intercultural Reflection</p> <p>Encourage learners to engage in deeper reflection on the cultural content of the unit, either in class in the target language, or outside of class in English.</p> <ul style="list-style-type: none"> • Use the NCSSFL-ACTFL Reflection Tool With Sample Questions for ideas on creating deeper reflection questions in English outside of class and target language activities in class: • “Learners’ awareness and understanding of their own and others’ cultures grow with each new intercultural encounter. It takes reflection, however, to process a depth of understanding that develops openness and promotes an examination of values and attitudes. The primary focus of language education is to develop language proficiency; however, deep reflection normally occurs in one’s native language. For this reason, reflection activities are designed with maximum use of the target language during instructional time and an option for use of English at home for deeper reflection.” (NCSSFL-ACTFL Reflection Tool, 2017). 	<p>Intercultural Reflection Questions or Activities</p> <p><i>(In the target language in class or in English/native language outside of class)</i></p> <ul style="list-style-type: none"> • Why did the ancients write myths about early discoveries? • What kind of situations can you think of where one group of people think they are entitled to have something that no one else can have? • Are there other situations in ancient mythology that you know of where one group of people tried to keep something from another group? • Are there similar situations in ancient and/or modern history? • What has been the result when one group of people has tried to keep something from another group? • What new insights about yourself and others have you gained from thinking about the myth of Prometheus? • What have you learned that is new, interesting or might change the way you think about things?

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Summative Assessment – Interpretive Tasks

Novice Low/Mid

Topics: Ancient Identity

Interpretive Communication

Note: The interpretive tasks are based on the [ACTFL template](#) and can be scored with the accompanying ACTFL rubric.

Cultural Resource: Prometheus Steals Fire (original text pulled from <http://www.legonium.com/little-gods-3>)

Prometheus Steals Fire

Ecce Prometheus. Prometheus est Titanus, deus antiquissimus. Multos abhinc annos, Prometheus primos homines ex argilla fecit. Homines in terra habitabant. Tristes et miseri sunt. Non sine igne cibum coquere non poterant. Sine igne animalia ferocia noctu videre non poterant. Homines miseri igne carebant, sed dei habebant ignem.

Prometheus, hominum creator, homines adiuvere constituit. “Ignem deorum hominibus dabo!” secum cogitavit.

Primum, Prometheus deis dixit, “Dei Olympici, vos omnia bona habetis. Homines miseri tamen nihil habent! Date eis ignem!”

Iuppiter, rex deorum, respondit, “Nos omnia habemus quod dei sumus. Oportet tantum nos, potentes dignissimosque, ignem habere. Numquam ignem hominibus dabo.”

Ergo Prometheus, hominibus benignus, ignem noctu furatus est. Ignem captum Prometheus ad homines miseros portavit. “O homines,” Prometheus inquit, “habete ignem! Eritis potentissimi. Animalia ferocia noctu videre potestis. Cibum potestis coquere.”

“Gratias tibi agimus!” homines Prometheo dixerunt. “Hoc est donum maximi momenti!”

Proxima nocte, Iuppiter de caelo ad terram descendit. Homines igne fruente rex deorum animadvertit. Magna voce Iuppiter iratus clamavit, “Quis dedit vobis illum ignem?”

Homines sine mora “Prometheus ignem nobis dedit,” responderunt.

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Iuppiter statim ad caelum progressus Prometheum quaerit. “Tu es hostis deis Olympicis! Te graviter puniam! Prometheo dixit. Iuppiter Prometheum ad montem duxit ubi magnum saxum situm erat. Rex deorum Prometheum saxo catenis affixit. Tum Iuppiter avem ferocem iussit Promethum cotidie vexare. Cotidie avis iecur Promethei consumebat et noctu iecur consumptum recrescebat. Tam magna est ulciscendi cupiditas deorum.

Comprehension Questions

1. **Word Recognition** - Find the word(s) from the text that best express the meaning of these English phrases.

i. *a very old god* _____

ii. *people, have fire* _____

iii. *where he was located on a large rock* _____

2. **Main Idea** - Using information from the passage, provide the main idea or points of this text, in English.

3. **Supporting Details** – Circle the following details that are supported by what you read in the text. Not all details are mentioned. (Hint: You are not looking for the exact statement within the text. You are looking for information that would support each detail below.)

- i. People are miserable because they don't have fire
- ii. Jupiter decides to give fire to the people.
- iii. With fire, people will be able to see ferocious animals at night.
- iv. Prometheus, once an enemy of Olympus, is no longer.
- v. A lion will eat the liver of Prometheus everyday.

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4. Organizational Details - How is the reading passage organized? Please circle any that apply and give evidence to support your answer(s).

- i. Autobiography
- ii. Storytelling
- iii. Description
- iv. Cause and Effect
- v. Chronological

Evidence or clues from the reading passage to support your choice(s): _____

5. Guessing Meaning from Context- Based on the passage, write what the following three expressions probably mean in English.

- i. Homines miseri tamen nihil habent! _____
- ii. Iuppiter statim ad caelum progress Prometheum quaerit. _____
- iii. Tam magna est ulciscendi cupiditas deorum. _____

6. Making Inferences - "Read between the lines" to answer the following questions in English using information from passage.

- i. Why would having fire make people very powerful? _____
- ii. Why would Jupiter not want to share fire? _____

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7. Personal Reaction to the Text:

Using specific information from the passage (i.e., quote the Latin), describe your personal reaction to it. Be sure to provide reasons that support your reaction.
