Stage 4 unit – life in Ancient Rome

This unit starter can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration, and differentiating suggested activities. The learning, teaching and assessment strategies and assessment task are suggestions only.

# Overview

This unit aims to engage students with the language of Latin through understanding its continued relevance and practicality in modern society. The study of Latin, within the context of the late Roman Republic, supports students to understand the cultural significance of elements of daily life and their impact on members of society. Through studying the daily life of Ancient Romans, students will be able to compare and contrast this ancient society with modern Australia. Exploring derivatives and parts of speech across both Latin and English can support students’ command and understanding of English.

(Note: In exploring some of the issues in this unit, teachers must consider the department’s policy: Controversial Issues in Schools and related procedures. The policy can be accessed on the department’s [policy library](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducation.nsw.gov.au%2Fpolicy-library%2Fpolicies%2Fcontroversial-issues-in-schools&data=05%7C01%7CEVIA.KYRIACOU%40det.nsw.edu.au%7Cc1b649aaf7f74116d1b208da5af75805%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C637922315633076098%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=M4zsgYGZfiary8d1oHevOHl58zeu97l0CIVAB%2FIol2A%3D&reserved=0).)

# Duration

10 weeks

# Key inquiry questions

* What was daily life like for people living in Ancient Rome?
* How similar or different were their experiences in Ancient Rome compared to experiences in modern Australian times?

# Language functions

* How is ‘person’ used and conveyed in Latin?
* How are subjects and objects represented in Latin?
* What does Latin word order look like?
* How does Latin represent the idea of ‘singular’ and ‘plural’?

# Suggested assessment of learning task

Students will complete translations of both seen and unseen passages and respond to grammar analysis questions based on ‘Life in Ancient Rome’. Outcomes to be assessed: 4.UL.1, 4.UL.2, 4.UL.3, 4.MLC.1.

# Outcomes and learning statements

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| --- | --- | --- |
| Outcome | Students learn about: | Students learn to: |
| 4.UL.1 – a student reads passages of Latin, recognising language structures | reading and locating main ideas | read and locate main ideas and significant words which convey meaning |
| 4.UL.2 – a student analyses grammatical structures used in simple sentences in extended passages of Latin | grammatical structures used in simple sentences | identify grammatical structures used, for example nouns, verbs, adjectives |
| 4.UL.2 – a student analyses grammatical structures used in simple sentences in extended passages of Latin | ways to analyse the structures in passages | analyse the purpose of the structures, for example noun cases, verb endings |
| 4.UL.3 – a student translates sentences in extended passages from Latin to fluent English | the importance of close analysis of extended passages before translating | analyse the inflections of words and structures in extended passages before translating |
| 4.UL.3 – a student translates sentences in extended passages from Latin to fluent English | linguistic structures in Latin | translate into fluent English, demonstrating knowledge of vocabulary and structures |
| 4.MLC.1 – a student recognises the function of the relationship between words and structures | specific grammatical concepts that operate across languages | recognise that grammatical concepts serve particular functions and represent part of the system of language |
| 4.MLC.1 – a student recognises the function of the relationship between words and structures | metalanguage to describe the structures and features of language. | explore grammatical systems to appreciate how languages work, for example identify grammar terms, word order, tenses, case usage |
| 4.MLC.2 – a student explains the way in which meaning is conveyed by comparing and describing structures of Latin | specific rules, patterns and word construction, word order and sentence structure | describe and compare specific characteristics of the language, for example grammatical rules and structures |
| 4.MBC.1 – a student demonstrates understanding of the interdependence of language and culture | the significance of the changes that have occurred in languages through cross-cultural contact | understand the way words are used to create words in other languages, for example paternal, excavate, computer |
| 4.MBC.2 – a student demonstrates knowledge of key features of the culture of the Ancient Roman world | the importance of tradition to a sense of cultural identity and diversity within the culture | identify and explain features of lifestyle, for example home life, education and literature, religious practices, economy, slavery, the role of women |
| 4.MBC.2 – a student demonstrates knowledge of key features of the culture of the Ancient Roman world | the contribution of Ancient Roman civilisation to modern society | identify ways in which the culture and achievements of the Ancient Romans have contributed to the modern world, for example religion, political systems, social systems |

All outcomes referred to in this sample unit of work come from [Latin K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/latin-k-10-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

# Unit starter

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| --- | --- | --- | --- | --- |
| Grammatical focus | Cultural focus | Teaching and learning strategies | Evidence of learning | Date completed and evaluation |
| 3rd person verbs | Daily life in modern and ancient societies  Geography of Ancient Rome and the surrounding countryside | Explore the concept of daily life with students. Students brainstorm what they feel are key features of modern, everyday life in Australia and hypothesise what daily life could have been like in Ancient Rome. Students write down what questions they would like to ask the locals of the time, for example ‘Where do you buy food?’, ‘What do you have for breakfast?’, ‘What do you do in your spare time?’ Watch [What was it like to live in Ancient Rome?](https://www.youtube.com/watch?v=KhSbEsFtvFs) and, as a class, create a [T Chart](https://www.storyboardthat.com/articles/e/t-charts#:~:text=What%20is%20a%20T%20Chart,commonly%20used%20across%20all%20subjects.) on modern daily life in Australia versus daily life in Ancient Rome.  Provide students with illustrations depicting daily life activities in Ancient Rome with very simple sentences and vocabulary that are almost intuitive to translate. Focus on using only 3rd person first conjugation verbs so that endings are familiarised easily, for example *Quīntus in Apūliā habitat: Apūlia est in Italiā. Scintilla est fēmina Rōmāna; in casā labōrat.* Ask students to work and the meaning of the sentences, then discuss how verbs are conjugated.  Explicitly teach the function of nouns, verbs, adjectives, prepositions and conjunctions. Students then create a table in their books to categorise the vocabulary in the sentences provided.  Using this learning, lead a class discussion on the relationship between Latin and English. Pose the question for reflection ‘Why is Latin important to English?’.  In pairs, students use the interactive maps of the [Roman Empire](https://www.heritagedaily.com/2020/03/the-roman-world-interactive-map/110578) and [Europe today](https://philarcher.org/diary/2013/euromap/) to consider the changes in political boundaries of then and now. Provide students with a map of modern Europe and ask students to sketch over it, showing what the Roman Empire looked like back then.  Explore the context and environment of the Roman Empire with students. Display images of the rural Italian countryside and an ancient city such as Pompeii and ask students to describe and identify the natural environment of Rome and the Roman countryside. Students [build a 3D contour map](https://www.youtube.com/watch?v=Y6F6n6f29RQ) of Rome or other parts of the Italian peninsula using layers of cardboard. Discuss the challenges of travelling in the ancient world and through the mountain ranges of Italy by comparing the locations of Rome and Apulia.  As an extension activity, students consider the expression ‘All roads lead to Rome’ and, using the [map](https://www.archdaily.com/893076/apparently-all-roads-do-lead-to-rome) as a stimulus, discuss the networks of roads that made the expansion of the Roman Empire possible. Students research the geography of rural and urban areas of the Roman Empire. As a class, facilitate a discussion about the challenges and complexities of travel around the Roman Empire. | Students actively participate in discussions about daily life and contribute to developing the T-chart.  Students create accurate vocabulary tables in their books.  Students accurately sketch the Roman Empire on to the map of modern Europe.  Students create 3D contour maps – these can be displayed around the room that can be referred back to in future lessons.  Students actively participate in discussions on the challenges of travel around the Roman Empire. |  |
| Nominative and accusative cases  Subject and objects | Lupercalia and Saint Valentine  Death of Julius Caesar  Roman calendar and Roman dates | Introduce the topic of Valentine’s Day by showing [Saint Valentine's day animated history](https://www.youtube.com/watch?app=desktop&v=JdKZepHMFWE). Students then read [Interesting facts about Valentine’s Day](https://www.history.com/topics/valentines-day/valentines-day-facts), including the link to [Lupercalia](https://www.history.com/topics/ancient-rome/lupercalia), summarising the connections between Valentine’s Day today and its origins and then share the fact they find most interesting with the class. Alternatively, students could complete a [jigsaw activity](http://www.rcsthinkfromthemiddle.com/uploads/2/3/4/1/23418034/jigsaw_toolbox_card.pdf) based on the information or create a [digital](https://www.smilebox.com/maker/card-maker/) Valentine’s Day card using Latin expressions.  As a class, play a game of [Mad Libs](https://www.squiglysplayhouse.com/WritingCorner/StoryBuilder/) or similar, and have students suggest nouns and adjectives to fit into unseen sentences. Aim to make these as bizarre as possible. Read or generate the created story as a class and discuss why certain sentences seem to make sense and others do not. Then, use this discussion to introduce and define the ideas of subject and object in sentences. Give students simple sentences containing the new sentence patterns that include the idea of subjects and objects, for example *Scintilla in casā labōrat; cēnam parat*. These sentences should focus on using first declension nouns to help familiarise endings easily.  Introduce nominative and accusative cases. Students complete an activity where they select the correct ending of the words in Latin, for example on [Kahoot](https://kahoot.com/).  Provide students with an extended passage in Latin about an interaction between the mother and daughter within the house. Using a [modelled-guided-independent approach](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/planning-a-lesson/the-lesson-as-episodes), students highlight verbs in one colour, subjects in a second colour and objects in a third colour. This support students to learn a structured approach to translating longer passages of Latin while at the same time practise recognising the nominative and accusative cases. Students then answer comprehension questions in Latin to demonstrate the potential for Latin to be read for meaning.  Introduce students to the topic of assassinations by placing pictures on the board of 5 people who have been assassinated throughout history, without any clues. Ask students to consider what the link is between all of the people pictured, providing hints as required. Discuss what an assassination is and what could be a justifiable reason to assassinate a person, considering varying perspectives. Use this discussion to introduce the historical event of the assassination of Julius Caesar.  As a class, watch [The Great Conspiracy Against Julius Caesar](https://www.youtube.com/watch?v=wgPymD-NBQU&t=200s) and discuss the motives and consequences of Julius Caesar’s assassination.  Students create a [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=4d66e) on Julius Caesar’s historical assassination.  Using the date of Caesar’s assassination, introduce the idea of the Roman calendar. Students complete the [Wizer.me worksheet](https://app.wizer.me/preview/SES7E4) on how the Roman calendar functioned and discuss the similarities between the calendar used by Romans and the Gregorian calendar we use today. Explicitly teach Roman inclusive counting and visibly demonstrate how to count using your hand. | Students summarise the information they read and identify an interesting fact.  Students write in Latin on their Valentine’s Day cards.  Students participate in Mad Libs game and gain understanding about why some sentences do not make sense.  Students actively participate in Kahoot.  Students identify verbs, subjects and objects, and demonstrate their understanding of the mother-daughter interaction.  Students actively participate in discussions related to Julius Caesar and his assassination and create an accurate storyboard of events surrounding the event.  Students accurately complete the Wizer. me worksheet. |  |
| Second declension nouns  Gender in nouns  Conjugations of present tense verbs  Metalanguage | Roles of men and women in Ancient Roman society | Provide students with slightly more complex sentences in Latin using the theme of interactions between the father and son in the field. These sentences should begin to use second declension nouns and 3rd person verbs from all 4 conjugations, for example *Flaccus Argum in agrum dūcit*. Sentences can be supported by illustrations. Students update their vocabulary table in their books to include the new words in these sentences.  Give students 2 examples of nouns, one from the first declension, for example *puella,* and one from the second, for example *colōnus*. In pairs, students discuss and share with the class why they think the different endings exist. Students watch [Basics of declension](https://www.youtube.com/watch?app=desktop&v=8QhpM9hG-TI), introducing the basic concepts of declensions, then discuss as a class. Connect the student responses to the concept of gender in language.  Model an example of vocabulary that reflects the second declension nominative and accusative cases, for example nominative *colōnus* and accusative *colōnum*. Students create their own vocabulary chart to reflect the second declension nominative and accusative cases.  Students play celebrity heads on the whiteboard using vocabulary for this unit, focusing on nouns and adjectives (assign each student a word, for example *puella, fīlia, puer, fīlius*). Students ask and respond to closed questions requiring a ‘yes’ or ‘no’ answer, for example ‘Am I feminine?’, ‘Am I from the first declension?’, ‘Am I an adjective of size?’.  Students reflect on the new verbs that they have been using in the sentences. Direct observations to the similarities and differences between the verbs they have used previously, for example *labōrat* and *dūcit,* and the verbs used most recently. This should lead into an explanation of the 4 conjugations for verbs in Latin and the role of conjugations as patterns for verbs.  Discuss as a class any new terminology that has been learnt, for example ‘declensions’ and ‘conjugations’, and create a glossary of metalanguage and new grammatical terms. Students create definitions of the terms, with teacher guidance, that they can write into their books.  Revise steps of translation approaches to extended passages. Provide students with an extended passage following the theme of the father and son working in the field together that uses a variety of second declension nouns and verbs from each of the 4 conjugations to translate. This should be used to lead into discussion about the expected roles of men in Ancient Rome and the differences between the roles of rural and urban men. To record their findings, students use a [graphic organiser](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X63MT37YcBg.link).  Students watch TED-Ed video [Four sisters in Ancient Rome](https://www.youtube.com/watch?app=desktop&v=RQMgLxVxsrw) to develop an understanding on the roles of women in Ancient Rome. As a class, discuss the possibilities and limitations faced by both the upper and lower class as well as the urban and rural elements of society. Students use a [scaffold](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=4d66e) to write a passage in English comparing the life of women in ancient times to those in modern society. Ask students to make a judgement on whether they would prefer to live in Ancient Roman society or modern times and to justify their decision.  Provide students with a list of [famous Roman women](https://www.historyanswers.co.uk/ancient/10-powerful-women-of-ancient-rome/) from across history and an [Instagram worksheet scaffold](https://shakeuplearning.com/blog/fake-instagram-template-with-google-slides-free/). Students choose one of the women and research why she has been remembered in history. Students use their research to create an Instagram profile that reflects the woman’s significance in Roman times, their friends and their life. As an extension activity, students could include possible significant events that would have happened and places the woman may have visited. | Students’ vocabulary tables include new terminology, with clear and accurate definitions. These can be displayed around the room as posters to be referred to in future lessons.  Students’ vocabulary charts for the second declension are evident in their books.  Students actively engage in game, with appropriate pronunciation rules, identifying the declension and gender to which the words belong.  Students’ glossaries include key metalanguage terminology with definitions.  Students actively contribute the discussion about the roles of men and summarise thoughts in graphic organiser.  Students complete structured response on the life of women in Roman times, with clear justification for their decision.  Students Instagram profiles of women in Roman times include a range of details – these can be displayed on classroom walls. |  |
| Plural nouns and verb forms  Rules of subject change | Slaves and freedmen  Social classes in Roman society | Provide students a series of matching sentences that focus on the change in Latin that takes place between singular and plural nouns and adjectives, for example *puer puellam videt; eam vocat* and *puerī puellās vident; eās vocant*. Keep new vocabulary to a minimum to keep the focus on the changes in language and to support student confidence with familiar words. Focus should remain on the nominative and accusative cases as well as 3rd person endings. Include illustrations and encourage discussion to support the activity.  Students add the new plural endings to their vocabulary chart, to first and second declension nouns. Give students more complex incomplete Latin sentences to complete by filling in the appropriate ending based on the case and number. Students translate the completed sentences, keeping the right ending and number for the noun and verb in mind. Discuss the idea of agreement between the subject and verb of sentences in Latin.  Provide students with a series of Latin sentences that have grammatical errors in them where the case or numbers do not fit the sentence. As a class, go through 2-3 examples on the board, calling on students to identify errors and then helping them correct the sentence. Divide the class into pairs, and give each pair 2 different sets of sentences to complete. Each student corrects their own set of sentences first, then swaps with the partner to check the responses and then translate the sentences, before discussing any concerns together. As an extension activity, students could compose an intentionally incorrect sentence for their partner to correct and then translate.  Students read an unseen passage of Latin about a mother and daughter travelling to the local water sources. As a class, discuss the gist of the passage, looking for general meaning whilst avoiding literal translation. Provide students with grammar-based questions, relating to the ideas of case, number, gender, person, declension, and conjugation.  Pose the questions ‘What do you know about slaves?’ and ‘What do you think of slave experiences?’. Using [mentimeter](https://www.mentimeter.com/), students respond anonymously. Using the responses, lead a class discussion about what life was like for slaves in Roman society and the challenges they faced. Students watch [The horrible life of an average Roman Empire slave](https://www.youtube.com/watch?v=jsmWI1TnfDA) and create an [affinity diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=4d66e) of the challenges and common tasks. Students then report to the class which slaves had the best jobs and which had the worst, explaining their choices.  Provide students with a [writing scaffold](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=35287) to create a short story in English taking on the perspective of a Roman slave. Ask students to include information about their daily tasks, life and future plans. | Students participate in discussion regarding the changes between the pairs and what they could indicate.  Students’ vocabulary charts are updated with the new endings correctly and new grammatical information is correctly applied in translation tasks.  Students identify a range of errors in the sentences and are able to correct them, initially through class discussion, then discussing with pair. Students translate sentences with accuracy.  Students correctly answer a range of grammatical questions based on the unseen passage.  Students create a cohesive short story. |  |
| 1st, 2nd and 3rd person verb endings  Ablative case  Different uses of prepositions | Market day  The Roman farmer | Drawing from prior knowledge, students fill in the missing adjective of the phrase ‘*hodiē … sum’* with an adjective they know and reflects how they feel that day. Modify the phrase to reflect different changes in person.Students copy each change in person and then discuss the different ways that person is expressed in both English and Latin.  Provide students with illustrated sample sentences that involve the change of person in Latin, for example *Quīntus amīcum rogat: cūr in agrō labōrās? amīcus respondet: colōnum iuvō’*. In pairs, students identify the different endings that appear and match each one to the ‘person’ (1st, 2nd, or 3rd person) and ‘number’ (singular or plural) they think is appropriate. Students update vocabulary in their books to reflect the different understanding of ‘person’ in Latin verbs.  Using the previous activity, lead students through writing out all the present tense endings for a verb in Latin, for each of the conjugations. For example *amō, amās, amat, amāmus, amātis, amant*, for 1st, 2nd and 3rd person singular and plural. As a class, practise a technique to easily remember the pattern of endings. This could be using a sample word repeated to the rhythm of the [Mexican hat](https://www.youtube.com/watch?v=fLrXz9XoQqg) dance theme or simply by repeating the endings to a rhythm. As an extension activity, students could attempt to create their own technique to remember the endings and share it with the class.  Students brainstorm all the prepositions encountered in the topic. Draw a diagram on the board of a simple building such as a house or temple. Using labels and arrows, the class creates a visual illustration of motion towards and away from a place and the difference between ‘into’ and ‘in’, focusing on the prepositions *in, ad, ē, ex, ā*  and *ab*. Use the diagram to explain the concept of the ablative case and the prepositional constructs found in Latin, for example *cum +* the ablative and *in* + the ablative. Students copy the diagram into their books.  Provide students with a longer extended passage of Latin with more complex sentence structures and vocabulary covered throughout the unit focusing on the theme of the Roman market day. Use the opportunity to tie together some of the previous topics covered in the unit, for example the roles of men and women and the items they would create or grow. Students answer grammar analysis questions, identifying specific case, number, gender and person contructs, to reinforce their learning. Students also identify specific parts of speech and explain why particular cases were used.  Provide students with a short scripted play in Latin illustrating a typical encounter in a Roman market place between a Roman family and a fisherman. Give students time to organise their characters, create any props they would like to use and to practise their interactions. In a imaginary amphitheatre, students perform the dialogue as a mini play before their peers. Alternatively students could record their performances on [Flipgrid](https://info.flipgrid.com/).  Using this role play as a basis, lead students through a discussion about Roman market places by reading about [shopping and markets in Ancient Rome](https://www.historycrunch.com/shopping-and-markets-in-ancient-rome.html#/) and considering the types of produce found in the market place. Students choose one type of product commonly found at a Roman market place and explain why they would want to work with this type of product.  Students create a Roman market place using [Minecraft: Education Edition](https://education.minecraft.net/en-us/homepage). Show excerpts of the [Minecraft Roman marketplace tutorial](https://education.minecraft.net/en-us/homepage) or the video by [Divus Magister Craft](https://www.youtube.com/watch?app=desktop&v=YkbvaVKzFQ4) for inspiration. Students label the market place and characters in Latin. | Students correctly choose a fitting adjective and can explain the different ways person is expressed in Latin.  Students update their vocabulary to reflect the different understanding of ‘person’ in Latin verbs.  Students recall the chant to correctly remember verb endings and successfully apply them in written tasks.  Students correctly label diagram in their workbooks.  Students use the correct preposition in writing tasks.  Students accurately answer grammatical questions about the extended passage.  In small groups, students perform their short play.  Students record a tour of their Minecraft market place or load the market place and show a quick virtual tour to the class. |  |