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July 30, 2003

LESSON PLAN

TOPIC: The Architectural Achievements of Augustus

LEVEL: Latin III

STANDARDS: Standards for Classical Language Learning

- 1.1 Students read, understand, and interpret Latin or Greek.
- 1.2 students use orally, listen to, and write Latin or Greek as part of the language learning process.
- 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.
- 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
- 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.
- 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.
- 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

OVERVIEW: This lesson is intended to be used to review the basic concepts of classical architecture and to focus specifically on the architectural achievements of Augustus as described by him in his **Res gestae 20**. Students will draw on prior knowledge to discuss the basic concepts of Greek and Roman architecture. Students will be able to identify, in Latin, line drawings of the architectural features mentioned by Augustus, and to locate them on a map of Rome. Students will be able to read and understand the text. Students will be able to respond orally and in writing to questions eliciting the use of indirect statement. Students will use internet research to make models of the architectural features which they will then place on a board map of Rome and share with Latin I students as part of their unit on Roman architecture. Finally, students will design a post card with a picture of one of the architectural features, and its description, which they will then mail to a friend or relative. As an extension of this project, students may take pictures of local buildings and put together an oral or power point presentation to compare and contrast them with classical architecture.

AGENDA/ACTION PLAN/SCHEDULE: The students were introduced to Roman architecture in Latin I, and over the course of Latin II have become familiar with the general outline of Roman history. In the previous unit, students reviewed indirect statements. The lesson will take about five days to present, with additional time for projects.

Phase I: The teacher will lead a class discussion to elicit prior knowledge of classical architecture. Students will be encouraged to focus on columns, arches, temples, basilicas, and aqueducts. The discussion will also include the construction of Roman roads and the use of concrete. At the end of the discussion, the students will watch a ten minute video on Roman Architecture.

Phase II: Using a question and answer format, the teacher will ask students, in Latin, to identify line drawings of the buildings mentioned in the text, e.g.

“Est Capitolium.” “Quid est?” “Est Capitolium.”

“Estne basilica?” “Minime, est templum.”

After learning the names of all the buildings, students will locate them on a map of Rome.

Phase III: Students will read the text and then write down, in English, what they can recall. The teacher will then put students into mixed ability groups of three, and students will pool recall information. After class discussion of content of passage, teacher will go over any sections still causing comprehension problems. Students will reread the text. The teacher will model oral practice with indirect statements, using vocabulary from the text and with one student taking the part of Augustus e.g.

Augustus: Capitolium refeci.

Teacher: Quid dicit Augustus? Augustus dicit se Capitolium refecisse.

Students will proceed to peer practice in pairs, using pictures of buildings. Students will complete individual written exercises.

The teacher will follow the same procedure to elicit the present tense of the infinitive e.g.

Augustus: Capitolium reficio.

Teacher: Quid dicit Augustus? Augustus dicit se Capitolium reficere.

and the past tense of the infinitive e.g.

Augustus: Capitolium reficiam.

Teacher: Quid dicit Augustus? Augustus dicit se Capitolium refacturum esse.

Phase IV: Working in small groups of their choice, students will use suggested web sites to gather additional information about one of the buildings, bridges, or the road mentioned in the text and will create a model of it. The model will be accompanied by a short description and will be correctly placed on a map board. This will be taken to the Latin I class to be used in conjunction with the Latin I architectural unit. Finally, students will create a postcard of one of the buildings, write a description in English, and mail it to a friend or relative.

MATERIALS:

- video: History of Roman Civilization Pt.3 Along the Roads of Rome
- teacher-prepared line drawings of temples, theater, forum, basilica, bridges, and road
- a map of Rome showing where buildings were
- written text: excerpt from **Res gestae 20**
- teacher-prepared worksheets

TECHNOLOGY CONNECTIONS:

www.vroma.org/ - takes students on a virtual tour of Rome. Has reconstructions of buildings and maps showing their locations.

www.vivisimo.com – sites #3, 7, and 49 have information on temples theaters and basilicas.

www.roman-empire.net/ - has map of Rome showing buildings.

www.crystalinks.com/rome - gives information on roads and aqueducts.

www.harpy.uccs.edu/roman/html/romarch.html - has information on the Basilica Iulia, aedes Discuri (temple of Castor and Pollux), and the Temple of Saturn.

<http://bellarmine.lmu.edu/~fjust/Rome-Forum.htm> - gives information on the Roman forum, the Basilica Iulia, the Temple of Castor, and the Pons Mulvius.

EXTENDED ACTIVITIES: As an extension of this lesson, the students may take pictures of local buildings and put together an oral or power point presentation to compare and contrast them with classical architecture. Students may also make connections based on this unit in Technical Drawing classes.