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# The (Dis)Advantages of City Living and the Passive Voice

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: The (Dis)Advantages of City Living and the Passive Voice

Grade Level: 9-12<sup>th</sup> grade

Subject/Topic Area(s): Latin II (Pre-AP)

Designed By: Amy Barnett

Time Frame: 3 weeks

School District: Alamo Heights Independent School District

School: Alamo Heights High School

School Address and Phone: 6900 Broadway, San Antonio, TX 78209

### **Brief Summary of Unit** (Including curricular context and unit goals):

This unit was created to meet the goals and objectives in Ch. 30 of the *Ecce Romani II* textbook (Latin II Pre-AP). The goals of the unit are for students to understand the specific uses of the passive voice, and to be able to describe the effect that the passive voice has on a sentence's meaning. In addition, because the Ch.30 story is about a fire, students explore various dangers of living in an ancient city, as well as discuss and compare these disadvantages to those of a modern city. The students' performance assessment is to combine this grammatical element with a cultural element in creating a comic strip (in Latin) of a Roman encountering a disadvantage of living in ancient Rome which incorporates the passive voice. Through this project, students demonstrate their ability to write in Latin using the passive voice correctly within a cultural context.

## UbD: The (Dis)Advantages of City Living and the Passive Voice

Stage 1 – Desired Results		
<p style="text-align: center;">Established Goals (e.g., standards)</p> <p><b>National Latin Exam Syllabi</b></p> <p>Verbs: Conjugations six tenses of indicative mood, passive voice Nouns: Ablative of agent</p> <p><b>National Standards for Foreign Language Education</b></p> <p>Communication Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p> <p>Comparisons Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• creating a comic strip (in Latin) that incorporates the (imperfect and present) passive voice. It will describe an ancient Roman’s encounter with a disadvantage or danger of city living.</li> </ul>	
	<b>Meaning</b>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• the passive voice is used to shift the focus of a sentence.</li> <li>• city living includes disadvantages, i.e. dangers.</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• When should the passive voice be used?</li> <li>• What are the benefits of the passive voice?</li> <li>• What aspects/features of cities make them dangerous?</li> <li>• What makes some people more susceptible to disadvantages of city living than others?</li> <li>• How are disadvantages and dangers of ancient cities similar to and different from those of modern cities?</li> </ul> </td> </tr> </table>	<p><b>Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• the passive voice is used to shift the focus of a sentence.</li> <li>• city living includes disadvantages, i.e. dangers.</li> </ul>
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## Stage 2 – Evidence

Evaluative Criteria (for rubric)	CODE (M or T)	
<ul style="list-style-type: none"> <li>• Correct use of the passive voice</li> <li>• Correct use of ablative of agent</li> <li>• Correct grammar and spelling</li> <li>• Story cohesion</li> <li>• Includes city danger or disadvantage and plausible character and setting</li> <li>• Attractive and neat visuals</li> </ul>	<ul style="list-style-type: none"> <li>• T</li>             <li>• M</li>    <li>• A</li>    <li>• A</li>    <li>• A, M</li>    <li>• A</li>    <li>• A</li>    <li>• M</li> </ul>	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <ul style="list-style-type: none"> <li>• creating a comic strip (in Latin) that incorporates the (imperfect and present) passive voice. It will describe an ancient Roman's encounter with a disadvantage or danger of city living.</li> </ul> <hr style="border-top: 1px dashed black;"/> <p>Other Evidence (e.g., formative)</p> <ul style="list-style-type: none"> <li>• Day 5: HW: Change voice of verb in sentence and discuss the focus shift</li>   <li>• Day 6: Midday slip: Write out passive endings and related English pronouns</li>   <li>• Day 7: HW: Practice translating and creating passive verb forms in all 3 tenses</li>   <li>• Day 8: Exit Slip: Translate ablative of agent and explain reason used</li>   <li>• Day 9: Quiz: Translating and creating passive verb forms</li>   <li>• Day 10: Entrance Slip: Name 3 disadvantages or dangers of living in ancient Rome.</li>   <li>• Day 10: Exit Slip: Who is most susceptible to dangers of living in ancient Rome? Give 2 reasons.</li> </ul>

### Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i> This will happen with a think/pair/share on day 5 with the first 2 EQ's.	
	<b>Learning Activities</b>	Progress Monitoring (e.g., formative data)
• A	• Day 1: Introduce unit: Passive Voice and Dangers of the City. Explain the translation of the passive voice and point out a few examples in their story. Start translating Ch. 30 story in pre-selected groups. Finish through line 10 for homework.	
• A	• Day 2: Entrance Slip: Translate 1 sentence for accuracy. Translate lines 1-10 as a class, highlighting. Finish translating through line 17 for homework.	
• A	• Day 3: Translate lines 11-17 as a class, highlighting. Students translate independently through line 26.	
• A	• Day 4: Check story for completion. Translate lines 18-26 as a class, highlighting.	
• A, M	• Day 5: Students take Ch.30 vocabulary quiz (short version). Think/Pair/Share (as pre-assessment): First 2 EQ's. Unit hook: listen to "She Will Be Loved" by Maroon 5 and analyze passive voice usage. Notes and discuss how the passive voice changes the focal point of the sentence.	HW: Change voice of verb in sentence and discuss the focus shift
• A	• Day 6: Introduce new passive personal endings and practice them. Jigsaw II-Mastery Groups: The Passive Voice in Present, Imperfect, and Future Tenses. Learn and practice with group and get work checked. Objective: Be able to translate and create verb from any conjugation into a passive form from your tense.	Midday slip: Write out passive endings and related English pronouns
• A	• Day 7: Jigsaw II-Teach Classmates: Teach classmates how to translate and create passive forms. Also distribute clear teacher notes if you need extra help.	HW: Practice translating and creating passive verb forms in all 3 tenses
• A, M	• Day 8: Turn in HW. Discuss Passives Quiz tomorrow. Direct Instruction: Ablative of Agent with the passive voice. Exit Slip: Ablative of Agent.	Exit Slip: Translate ablative of agent and explain reason for it
• A	• Day 9: Take Quiz. Briefly explain where people lived in Italy, i.e. some in the country, provinces, many in Rome (rich in houses, poor in apartment buildings) to give context to reading. Start reading about various city dangers, finish for homework. Announce entrance slip.	Quiz: Translating and Creating Passive Verb forms

<ul style="list-style-type: none"> <li>• M</li> </ul>	<ul style="list-style-type: none"> <li>• Day 10: Take entrance slip. “Wagon Wheel” protocol to compare disadvantages of ancient Rome to those of San Antonio and discover who is more susceptible. <ul style="list-style-type: none"> <li>○ 1. What are the various disadvantages and dangers of living in ancient Rome? Who/what kinds of people would have been susceptible to each of these? Why?</li> <li>○ 2. What are the various disadvantages and dangers of living in a modern city such as San Antonio? Who/what kinds of people are most susceptible to each of these?</li> <li>○ 3. What disadvantages of city living do we share with ancient Rome? Are there any disadvantages that we experience that they probably did not?</li> <li>○ 4. What are the systems in place for handling the disadvantages of living in ancient Rome? Do you think they would have been effective? What about in San Antonio?</li> </ul> </li> </ul> <p>Share out any insights. Debrief the process. Explain that by comparing the dangers you can see how much more impactful a disadvantage was to ancient Romans whereas modern cities have more systems and technologies in place.</p>	<p>Entrance Slip: Name 3 disadvantages or dangers of living in ancient Rome</p> <p>Exit Slip: Who is most susceptible to dangers of living in ancient Rome? Give 2 reasons</p>
<ul style="list-style-type: none"> <li>• A</li> </ul>	<ul style="list-style-type: none"> <li>• Day 11: Translate Juvenal passages in “The Romans Speak for Themselves” and discuss characters. Example of story about disadvantage affecting inhabitant of ancient Rome.</li> </ul>	
<ul style="list-style-type: none"> <li>• A</li> </ul>	<ul style="list-style-type: none"> <li>• Day 12: Act out the “Rixa,” translated on Day 11. Explain project and rubric. Students generate questions about rubric and project. Also, discuss how students might incorporate the passive voice.</li> </ul>	
<ul style="list-style-type: none"> <li>• T</li> </ul>	<ul style="list-style-type: none"> <li>• Day 13: Work on Project</li> </ul>	
<ul style="list-style-type: none"> <li>• T</li> </ul>	<ul style="list-style-type: none"> <li>• Day 14: Work on Project</li> </ul>	
<ul style="list-style-type: none"> <li>• T</li> </ul>	<ul style="list-style-type: none"> <li>• Day 15: Work on Project</li> <li>• Day 16: Comic Due. Gallery walk and reflection.</li> </ul>	

Nomen: \_\_\_\_\_

## COMIC STRIP PROJECT: PASSIVE VOICE AND DISADVANTAGES OF CITY LIVING

Task: Your task is to create a comic strip with captions and/or dialogue that tells the story of an ancient Roman encountering a disadvantage or danger of living in the perilous city of ancient Rome. You will be incorporating the passive voice and the ablative of agent, which we have discussed and practiced.

Thinking about your story...

Character- What kinds of people are more likely to be affected by disadvantages and dangers of the city?

\_\_\_\_\_

Setting- In what settings might these disadvantages occur? When, where, who is around?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Disadvantage or Danger- You will roll a die and based on your roll you will be assigned a situation for your unfortunate Roman character to encounter. Muahaha!

Your disadvantage/danger: \_\_\_\_\_

**Please keep and turn this sheet in with your comic strip.**

Grading Requirements/Rubric

**Passive Voice & Ablative of Agent (40%)**

Comic must include:

3 correctly conjugated present passive verbs

--	--	--

3 correctly conjugated imperfect passive verbs

--	--	--

2 correctly declined ablatives of agent

--	--

n.b.- You **must** have at least 3 different conjugations represented, and no verbs may be repeated.

Deductions

-2 points for each minor mistake spelling a verb

-5 points for each major mistake spelling a verb (i.e. changes verb tense or meaning)

-3 points for each ablative of agent not correctly declined or used properly

Additions

+3 points for 1 correctly conjugated future passive verb used (used authentically)

	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable
Grammar (15%) Points: _____	0-2 grammatical or spelling mistakes (15-14)	3-6 grammatical or spelling mistakes (13.5-12)	7-10 grammatical or spelling mistakes (11.5-10)	11 or more grammatical or spelling mistakes (9.5-0)
Plot Cohesion (15%) Points: _____	The plot is very well organized. One idea or scene follows another in a logical sequence with clear transitions and a conclusion. (15)	The plot is pretty well organized. One idea or scene may seem out of place. Clear transitions are used. A conclusion is included. (13)	The plot is a little hard to follow. The transitions are sometimes not clear. No conclusion represented. (8)	Ideas and scenes seem to be randomly arranged. There is no conclusion. (7-0)
City Danger (20%) Points: _____	Character encounters assigned disadvantage of living in ancient Rome. Plausible character and setting are described in detail. (20)	Character encounters assigned disadvantage of living in ancient Rome. Plausible character and setting are described with some detail. (17)	Character encounters unassigned disadvantage of living in ancient Rome. Character and setting are not described. (14)	No clear disadvantage is encountered. Neither the character nor setting is described. (13-0)
Visuals (10%) Points: _____	The cartoon is exceptionally attractive in terms of design, layout, and neatness. (10)	The poster is attractive in terms of design, layout and neatness. (8)	The poster is acceptably attractive though it may be a bit messy. (6)	The poster is distractingly messy or very poorly designed. It is not attractive. (5-0)

\*\*If you use toondoo or internet pictures, you **must** cite your source(s)! You may simply copy and paste the URL on the back of your cartoon.



Nomen: \_\_\_\_\_

**REFLECTION- COMIC STRIP PROJECT  
PASSIVE VOICE AND  
DISADVANTAGES OF CITY LIVING**

For questions #1-3, circle 1-5, "1" being "not at all" and "5" being "very much so."

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 1. How prepared were you to create passive forms in Latin?      | 2 | 3 | 4 | 5 |
| 1 | 2. How prepared were you to create ablative of agents in Latin? | 2 | 3 | 4 | 5 |
| 1 | 3. How prepared were you to create a cohesive story in Latin?   | 2 | 3 | 4 | 5 |

Please answer #4-6, and elaborate when appropriate.

4. What was the most difficult part of this project for you?
5. What could we have discussed and spent more time on to help you create your cartoon?
6. How much do you feel that your cartoon adequately expresses or "shows off" what you learned the past 3 weeks? Why or why not?

