

2013

Subject and Direct Object [8th-9th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Subject and Direct Object

Grade Level: 8-9

Subject/Topic Area(s): Latin I

Designed By: Amy Barnett

Time Frame: 10 days

School District: Alamo Heights ISD

School: Alamo Heights Junior School, Alamo Heights High School

School Address and Phone: 7607 N. New Braunfels San Antonio, TX 78209 210-824-3231

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

This unit is designed to be one of the first grammar units for Latin I students. Students will be introduced to one of the most foundational differences between English grammar and Latin grammar, and they will build off these understandings in future grammar units. Students will examine subjects and direct objects in English as well as in Latin, and eventually create a short story in Latin with sentences that include subjects and direct objects. Additionally, they will come up with an analogy for the relationship between subjects and direct objects and apply it to the sentences they have written.

Subject and Direct Object

Stage 1 – Desired Results	
Transfer	
<p><i>Students will independently use their learning to...</i></p> <p>create a 6-sentence story in Latin on flipbook that includes subjects and direct objects with pictures to serve as translations. Then, students will create an analogy that describes the relationship between subjects and direct objects, and apply that analogy to a few of the sentences.</p>	
Meaning	
<p>Understandings <i>Students will understand that....</i></p> <p>Languages use different grammatical systems to express the same idea</p>	<p>Essential Questions</p> <p>How do different languages express the same idea?</p> <p>How are languages similar and different in the ways they express the same idea?</p> <p>Why is understanding grammar important?</p>
Acquisition	
<p>Knowledge <i>Students will know...</i></p> <p>what transitive and intransitive verbs are</p> <p>what the nominative and accusative cases are used for</p> <p>how a subject and direct object function in a sentence</p> <p>that the nominative and accusative cases also have other functions</p>	<p>Skills <i>Students will be able to...</i></p> <p>identify the stem and declension of a noun</p> <p>list all nominative and accusative endings for each declension</p> <p>form a noun of 1st, 2nd, or 3rd declension in the nominative singular, nominative plural, accusative singular, and accusative plural</p> <p>explain the relationship between a subject and direct object using an analogy</p>

Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	Includes 1 st , 2 nd , and 3 rd declension nouns in the nom and accusative	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>creating a 6-sentence story in Latin on flipbook that includes subjects and direct objects with pictures to serve as translations.</p>
T	Includes images to match the sentences	<p>creating an analogy that describes the relationship between subjects and direct objects, and apply that analogy to a few of the sentences.</p>
M	Creates an accurate analogy and correctly applies to sentences	<p>----- ----- Other Evidence (e.g., formative)</p>
M		Exit Slip: What is the relationship between a subject and a direct object? How can a subject and direct object be identified in English?
A		Exit Slip: How are English and Latin different in the way they express a subject and a direct object? What happens if you misidentify a noun's case?
A		
A		Entrance slip: Identifying noun declension/stem
		Quiz: Declension Endings, CW: Translating sentences into English
		CW: Translating sentences into Latin

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>	
	Learning Activities	Progress Monitoring (e.g., formative data)
A/M	Day 1: Flipped Classroom HW assignment before first day (associated English vocabulary words) In class: Practice: Identifying subjects and direct objects, Explanation of analogy, Exit slip	Exit Slip: What is the relationship between a subject and a direct object? How can a subject and direct object be identified in English? Exit Slip: How are English and Latin different in the way they express a subject and a direct object? What happens if you misidentify a noun's case? Entrance slip: Identifying noun declension/stem Quiz: Declension Endings, CW: Translating sentences into English CW: Translating sentences into Latin
A/M	Day 2: Notes: Intro to Nominative and Accusative Cases, Practice: Translating sentences into English, Exit slip	
A	Day 3: Practice: Creating Latin sentences with manipulatives	
A		
A	Day 4: Notes: Identifying noun declension/stem, Practice: terminology with numbered heads, HW: look over notes for entrance slip	
A	Day 4: Entrance slip, Practice: Identifying info about nouns and translating sentences into English	
A	Day 5: Quiz, CW: Translating sentences into English	
A	Day 6: Intro: Adding case endings to nouns, Practice: Translating sentences into Latin	
A	Day 7: CW: Translating sentences into Latin, Project Explanation, Introduction to Flipbook	
T	Day 8: Work on Project: Create sentences/analogy	
T	Day 9: Work on Project	
	Day 10: Project due, share & gallery walk	

Nomen: _____

Introduction to Subject and Direct Object (English)

Flipped Portion (to do at home)

Directions: Give the definition for each term.

Subject:

Direct Object:

Transitive Verb:

Intransitive Verb:

STOP

Practice

Directions: For each sentence, identify the verb, circle transitive or intransitive, and list all subjects and direct objects.

1. Cornelia and Flavia see the slaves.

Verb: _____ transitive intransitive

Subject(s):

Direct Object(s):

2. Marcus walks with Cornelius.

Verb: _____ transitive intransitive

Subject(s):

Direct Object(s):

3. Sextus climbs the tree.

Verb: _____ transitive intransitive

Subject(s):

Direct Object(s):

4. Flavia catches sight of Marcus, Sextus, and Cornelia.

Verb: _____ transitive intransitive

Subject(s):

Direct Object(s):

5. Slaves and slave-women work in the country house.

Verb: _____ transitive
intransitive

Subject(s):

Direct Object(s):

6. Cornelia and Flavia are girls.

Verb: _____ transitive
intransitive

Subject(s):

Direct Object(s):

7. Marcus and Sextus annoy the girls.

Verb: _____ transitive
intransitive

Subject(s):

Direct Object(s):

8. The slave and Marcus are shouting in the garden.

Verb: _____ transitive
intransitive

Subject(s):

Direct Object(s):

Nomen: _____

Subject and Direct Object (English) Exit Slip

1. What is the relationship between a subject and a direct object?
2. Think a little harder now....How do you know which word is the subject and which word is the direct object in English. Think about the following sentence and questions that follow.

Sentence: Cornelia sees Flavia.

How do you know who is doing the seeing? How do you know who is being seen?

Nomen: _____

Introduction to Nominative and Accusative Cases

Nominative Case (subject)			Accusative Case (direct object)		
	Fem.	Masc.		Fem.	Masc.
Sing.	a	us (puer, vir)	Sing.	am	um
Pl.	ae	i	Pl.	as	os

Part I: Identifying Case, Gender, Number, and Function

Directions: State the case(s), number, and function(s) of each word.

Noun	Case	Gender	Number	Function
1. Cornelia				
2. servi				
3. puellas				
4. vir				
5. puerum				
6. Flaviam				
7. puellae				
8. servos				

Part II: Translating Sentences

Directions: Highlight subjects yellow and direct objects green. Then, translate the sentence. N.B. Pay attention to number.

1. Cornelia Flaviam audit.

_____.

2. Servi Corneliam terrent.

_____.

3. Sextus Davum saepe vexat; Sextum Davus non amat.

_____.

4. Puellam puer videt.

_____.

5. Marcum et servum puellae conspiciunt.

_____.

6. Pueri puellas audiunt.

_____.

7. Corneliam puer videt.

_____.

8. Puella pueros vexat.

_____.

Nomen: _____

Exit Slip: Nominative and Accusative Cases

Directions: Answer the following.

1. Describe how English and Latin differ in the way they express a subject and a direct object.
2. What would happen if you misidentified the case of a noun? Does it matter?

Feminine endings

a
ae
am
as

Masculine endings

us
i
um
os

stems

puell	
Corneli	
serv	
Marc	

verbs

videt.
vident.
audit.
audiunt.

Nomen: _____

Determining Declension and Stem

How to determine declension:

Look at the _____ principal part of a noun

if it ends in _____ - 1st declension (feminine)

if it ends in _____ - 2nd declension (masculine/neuter)

if it ends in _____ - 3rd declension (masculine/feminine/neuter)

How to determine stem:

Take the _____ off of the _____ principal part; the rest is the stem:

e.g. puella, puell(ae) f.

stem ending

servus, serv(i) m.

stem ending

vox, voc(is) f.

stem ending

Practice Identifying Declension and Stem

Directions: Determine the declension and stem for each noun.

Principal parts	Declension	Stem
1. puella, puellae f.		
2. arbor, arboris m.		
3. servus, servi m.		
4. vox, vocis f.		
5. hortus, horti m.		
6. villa, villae f.		
7. ager, agri m.		
8. Flavia, Flaviae f.		
9. fragor, fragoris m.		
10. vir, viri m.		

Nomen: _____

Declension and Nominative and Accusative Cases

	_____	_____	_____
	feminine	masc. or neut.	masc. fem. or neuter.
Nominative singular	-	-	
Nominative plural	-	-	-
Accusative singular	-	-	-
Accusative plural	-	-	-

Practice I

Directions: Supply the declension, case, number, and gender for each form.

Noun Form	Declension	Case(s)	Number	Gender
1. villam				
2. fragor				
3. matrem				
4. virī				
5. lupos				
6. servum				
7. ancillas				
8. arbores				
9. puellae				
10. vox				

**For 3rd declension nouns, you may not know the gender. You will have to

_____.

Practice II

Directions: Highlight the nouns and adjectives, and then translate.

N.B.- Don't forget to translate "number" correctly!

1. Vir pueros audit.

2. Flavia et Cornelia arbores ascendunt.

3. Amicae statuam vident.

4. Puellas vox terret.

5. Pueri librum legunt.

6. Voces servos terrent.

7. Fragorem puella audit.

8. Voces servus audit.

Nomen: _____

**Cornelii Flipbook Story
Subj. and Direct Obj. Project Grading Rubric**

** N.B. You will be turning in this packet when the project is due. **

Flipbook Portion:

I. 6 sentences in Latin, which include the following (48 pts):

- | | |
|--|--|
| 1 st decl. sing. subject: _____ (4 pts) | 1 st decl. sing. direct obj.: _____ (4 pts) |
| 1 st decl. pl. subject: _____ (4 pts) | 1 st decl. pl. direct obj.: _____ (4 pts) |
| 2 nd decl. sing. subject: _____ (4 pts) | 2 nd decl. sing. direct obj.: _____ (4 pts) |
| 2 nd decl. pl. subject: _____ (4 pts) | 2 nd decl. pl. direct obj.: _____ (4 pts) |
| 3 rd decl. sing. subject: _____ (4 pts) | 3 rd decl. sing. direct obj.: _____ (4 pts) |
| 3 rd decl. pl. subject: _____ (4 pts) | 3 rd decl. pl. direct obj.: _____ (4 pts) |

- Sentence 1: _____
Sentence 2: _____
Sentence 3: _____
Sentence 4: _____
Sentence 5: _____
Sentence 6: _____

N.B. Don't forget to use the correct verb form for the subject that you choose. (-2 pts for incorrect verb form per subject)

II. 6 color images (one for each sentence), clearly depicting who is doing the action of the verb (2 pts) and who/what is receiving the action (2 pts). Your images must be several frames so that the action can be understood and doesn't simply flash. This serves as your translation. (24 pts)

For characters from the story:
Cornelia & Marcus- brunette
Flavia & Sextus- blonde

N.B. I will assume your image shows what you are writing in Latin, so if your image doesn't match your Latin, you will lose points in section I.

Analogy Portion:

- Write an analogy that is original (_____/2 pts), accurately explains the relationship between a subject and a direct object (_____/10 pts), and includes the case the connects to each word (_____/4pts)
- Apply analogy to the first 3 sentences of your story (_____/12 pts)

Analogy: _____

Application of analogy 1st sentence: _____

Application of analogy 2nd sentence: _____

Application of analogy 3rd sentence: _____

Acceptable Words

Nouns	Verbs
ager, agri m.- field	amat, amat- like/love
amica, amicae f.- friend (female)	ascendit, ascendunt- climb
amicus, amici m.- friend (male)	audit, audiunt- hear
arbor, arboris m.- tree	conspicit, conspiciunt- catch sight of
Cornelia, Corneliae f.- Cornelia	legit, legunt- read
epistula, epistulae f.- letter**	scribit, scribunt- write
Flavia, Flaviae f.- Flavia	terret, terrent- frighten
fragor, fragoris m.- crash	vexat, vexant- annoy
liber, libri m.- book**	videt, vident- see
Marcus, Marci m.- Marcus	
molestus, molesti m.- pest	
piscina, piscinae f.- fishpond	
puella, puellae f.- girl	
puer, pueri m.- boy	
servus, servi m.- slave	
Sextus, Sexti m.- Sextus	
statua, statuae f.- statue	
villa, villae f.- country house	
vir, viri m.- man	
vox, vocis f.- voice	
**= new words that can be used	

Flipbook Directions

Logging into Flipbook:

1. Go to: <http://www.benettonplay.com/toys/flipbookdeluxe/>
2. Click "Make", "Go to Login," "Join," and "Go to Login"
3. Choose a short nickname (NOT YOUR REAL NAME) and write it down exactly: _____
4. Type in your email address in the two boxes, and click "Join"
5. Find your password in your email, return to flipbook webpage, and type in username and password, click "login"
6. Click "flipbook" and "make"
7. Play around!

N.B. You cannot go back and edit your current flipbook. Save your flipbook for the day when you have completed a sentence/picture (not when you are in the middle of it). Also, put include 5-10 blank slides between sentences so there is a break.

When you are done for the period or day but **not completely finished**:

1. click "save," "ok"
2. choose this name for your flipbook: lastnamealamoheights e.g. barnettalamoheights
3. choose this description for your flipbook: Latin I flipbook project
4. choose "this animation is safe for children to watch"
5. click "save this scene"

When you are **completely finished** with your project:

1. click "save and publish" and "ok"
2. keep the same information and click "ok, save and publish"
3. click "click to continue"
4. click on your flipbook and then copy the url to your flipbook creation here: