

7-2012

Cena Optima (The Best Dinner) [9th grade]

Amy Barnett
Trinity University

Follow this and additional works at: http://digitalcommons.trinity.edu/educ_understandings



Part of the [Education Commons](#)

Repository Citation

Barnett, Amy, "Cena Optima (The Best Dinner) [9th grade]" (2012). *Understanding by Design: Complete Collection*. 194.
http://digitalcommons.trinity.edu/educ_understandings/194

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): . For information about the series, including permissions, please contact the administrator: jcostanz@trinity.edu.

UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Cena Optima (The Best Dinner)

Grade Level: 9/10

Subject/Topic Area(s): Latin II

Designed By: Amy Barnett

Time Frame: 1 week

School District: Alamo Heights Independent School District

School: Alamo Heights High School

School Address and Phone: 6900 Broadway, San Antonio, Texas 7820

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

This unit is designed to follow several chapters in the “Ecce Romani II” that discuss dinner preparation, dinner, and the dinner party that follows. In those chapters, students will have translated stories and learned vocabulary related to the dinner experience of upper-class ancient Romans. Through examining pros and cons of the dining experiences of ancient Romans and their own dining experiences, students will understand that although dining experiences across cultures are different, none is superior to another. To do this, they will create personal standards for the “best” dining experience. They will use what they know about the ancient Roman dining, as well as examine their own dinner experience, and finally design a dinner experience that includes the best of both worlds, according to the standards they created.

UbD Template 2.0

Stage 1 – Desired Results			
<p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p>	Transfer		
	<p><i>Students will independently use their learning to...</i> Reconstruct an upper-class ancient Roman dinner with facets of their personal dinner experiences to design an experience that best incorporates the ideas that they believe are important to a pleasant and meaningful dinner. They will defend their changes with explanations of how the change enhances the dining experience according to their personal standards. Finally, conclude with an answer and explanation to: Is any way of experiencing dinner “better” or “superior” to another?</p>		
	Meaning		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Understandings <i>Students will understand that...</i> It is important to recognize and appreciate a dinner culture that is different from their own.</p> <p>People enjoy and experience dinner differently.</p> <p>There is a rich connection between eating and community.</p> </td> <td style="width: 50%; padding: 5px;"> <p>Essential Questions Why do some think of their own cultural habits as “good” or “right,” but different ones as “bad” or “wrong?”</p> <p>How does the ancient Roman dining experience differ from yours?</p> <p>What makes a dinner experience meaningful?</p> <p>Why do people (usually) eat together?</p> </td> </tr> </table>	<p>Understandings <i>Students will understand that...</i> It is important to recognize and appreciate a dinner culture that is different from their own.</p> <p>People enjoy and experience dinner differently.</p> <p>There is a rich connection between eating and community.</p>	<p>Essential Questions Why do some think of their own cultural habits as “good” or “right,” but different ones as “bad” or “wrong?”</p> <p>How does the ancient Roman dining experience differ from yours?</p> <p>What makes a dinner experience meaningful?</p> <p>Why do people (usually) eat together?</p>
<p>Understandings <i>Students will understand that...</i> It is important to recognize and appreciate a dinner culture that is different from their own.</p> <p>People enjoy and experience dinner differently.</p> <p>There is a rich connection between eating and community.</p>	<p>Essential Questions Why do some think of their own cultural habits as “good” or “right,” but different ones as “bad” or “wrong?”</p> <p>How does the ancient Roman dining experience differ from yours?</p> <p>What makes a dinner experience meaningful?</p> <p>Why do people (usually) eat together?</p>		
<p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p>	Acquisition		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Knowledge <i>Students will know...</i> The English and Latin names of the foods, drinks, and courses of the Roman dinner and dinner party</p> <p>The physical layout /features in the room in which Romans ate dinner (e.g. the layout of chairs or couches and tables, room décor).</p> <p>The features of a dinner and dinner party specific to the upper-class Romans (i.e. stories, drinking, master of drinking).</p> <p>The members involved in an ancient Roman dinner and their roles.</p> </td> <td style="width: 50%; padding: 5px;"> <p>Skills <i>Students will be able to...</i> State the English meaning of each Latin vocabulary word associated with dinner and dinner party.</p> <p>Create standards for a personally meaningful dining experience.</p> <p>Describe an ancient Roman dinner experience.</p> <p>Describe personal dinner experiences.</p> </td> </tr> </table>	<p>Knowledge <i>Students will know...</i> The English and Latin names of the foods, drinks, and courses of the Roman dinner and dinner party</p> <p>The physical layout /features in the room in which Romans ate dinner (e.g. the layout of chairs or couches and tables, room décor).</p> <p>The features of a dinner and dinner party specific to the upper-class Romans (i.e. stories, drinking, master of drinking).</p> <p>The members involved in an ancient Roman dinner and their roles.</p>	<p>Skills <i>Students will be able to...</i> State the English meaning of each Latin vocabulary word associated with dinner and dinner party.</p> <p>Create standards for a personally meaningful dining experience.</p> <p>Describe an ancient Roman dinner experience.</p> <p>Describe personal dinner experiences.</p>
	<p>Knowledge <i>Students will know...</i> The English and Latin names of the foods, drinks, and courses of the Roman dinner and dinner party</p> <p>The physical layout /features in the room in which Romans ate dinner (e.g. the layout of chairs or couches and tables, room décor).</p> <p>The features of a dinner and dinner party specific to the upper-class Romans (i.e. stories, drinking, master of drinking).</p> <p>The members involved in an ancient Roman dinner and their roles.</p>	<p>Skills <i>Students will be able to...</i> State the English meaning of each Latin vocabulary word associated with dinner and dinner party.</p> <p>Create standards for a personally meaningful dining experience.</p> <p>Describe an ancient Roman dinner experience.</p> <p>Describe personal dinner experiences.</p>	
<p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p>			
<p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p>		
	<p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>		

Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	<p>describe ancient Roman dinner experience</p> <p>include personal dining experience</p> <p>refers to various parts of the dinner experience: community, foods, layout, décor, etc.</p> <p>application of standards for a meaningful dining experience</p> <p>conclusion: can a dinner experience “better” than another?</p>	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Reconstructing an upper-class ancient Roman dinner with elements of their personal dinner experiences to design a dinner experience that best incorporates the ideas that they believe are important to a pleasant and meaningful dining experience. They will describe each feature of ancient Roman dining, an explanation of how it does or does not fit their standards. When it does not fit, they will replace it with an element of their own personal dining experiences and defend the change with reference to their standards. They will include a small conclusion for each feature. Finally, they will answer the following questions that overarch this “best dinner” project: Is any dinner experience better or superior to another? Explain why or why not. Can any cultural feature be “bad?” Explain why or why not.</p>
M		<p>-----</p> <p>Other Evidence (e.g., formative)</p> <p>Generate reasons that we often think our way of doing things is “best” and “right”</p>
M		<p>Create standards for a meaningful dining experience according to what is important to them personally</p>

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>	
A	<p>Learning Activities (Ch. 32 “Dinner Preparations,” Ch.33 “At Dinner,” and Ch. 34 “The Commissatio” will have already been translated. Words associated with food and drink will be previously acquired knowledge. They will also have already completed “Roman Dining Experience Notes.”</p> <p>Day 1- Generate reasons that we often think our own way of doing things is “best” and “right”</p> <p>4 Corners: “One custom can be better than another” “It is important to understand and appreciate other cultures” “People enjoy the dinner experience for different reasons” “Dinner is best enjoyed with company”</p> <p>Chain notes: What is an important aspect of a meaningful dinner experience?</p> <p>Day 2-Read aloud chain notes. Students complete “Personal Standards for a Pleasant and Meaningful Dining Experience.”</p> <p>Students complete “Personal Dining Experience notes”- finish for HW</p> <p>Day 4- Start writing “Cena Optima”</p> <p>Day 5- Continue writing, Swap projects with partner and provide feedback</p> <p>Day 6- “Cena Optima” due, Reflection: What did you learn about dinner? About comparing cultures? About superiority of one way of doing things?</p>	Progress Monitoring (e.g., formative data)
M		Chain note due
M		Standards due
A		
T		
M		Partner Feedback due

Nomen: _____

Personal Standards for a Pleasant and Meaningful Dinner Experience

Imagine you are going to sit down to a nice dinner at your house. It is neither an “eat and run because you have a soccer game” kind of night, nor Thanksgiving dinner, but a normal night at home. What would it look like with reference to these dinner features? There may be some overlap with your actual dinner experiences, but there are probably some things you would change. We are going to use this later on to design a meal, so be as detailed as possible!

Food and Drink

- What are some of your favorite foods to eat at dinner?
- Do you like to have a variety of food or just a couple different foods?
- Do you like fruits? If so, which ones?
- Do you like vegetables? If so, which ones?
- Do you like desserts? If so, which ones?
- Do you prefer whole foods (apples, meat) or processed foods (lasagna, bread)?

Décor of Dining Room

- What would your perfect dining room look like? (think decorations, colors, etc.)

Physical Layout

- What would the physical layout of your perfect dinner look like? (e.g. couches, table and chairs, etc.)
- Do you like to use silverware or your hands?

Community

- Who would make your dinner? Serve your dinner?
- Who (if anyone) would be at your dinner?
- Do you like to eat in a small group or with a large group?

Experience

- Assuming you like to eat with people, do you like to relax and chat calmly or be rowdy and talk loudly? If neither applies, explain what you would want your “experience” to be like.

Roman Dining Experience Notes

Use chapters 32-34 in "Ecce Romani II" to answer the following questions. You will be creating notes for yourself on what and how the Romans ate dinner. We are going to use this later on to design a meal, so be as detailed as possible!

Food and Drink

What are 8 foods the Romans ate?

Décor of Dining Room

Describe the décor of the ancient Roman dining room. (Ch.32)

Physical Layout

How did the Romans eat?

What did they sit on?

How did they sit/recline to eat?

What did they eat with?

Community

Who prepared the meal? Who served the meal?

Who was at dinner?

Experience

Think about the *commissatio*. Think of some adjectives to describe what it would have been like, thinking about the *arbiter bibendi*, the story told, the drinking, etc.

-
-
-
-
-

Personal Dining Experience Notes

You will be creating notes for yourself on what and how you eat dinner. It is neither an “eat and run because you have a soccer game” kind of night, nor Thanksgiving dinner, but a normal night at home. It may seem obvious, but we are going to use this later on to design a meal, and it will be helpful to use as a reference.

Food and Drink

What are 8 foods you regularly eat at dinner?

Décor of Dining Room

Describe the décor of your dining room. (Ch.32)

Physical Layout

How do you eat?

What do you sit on?

How do you sit/recline to eat?

What do you (primarily) eat with?

Community

Who prepares your meal? Who serves your meal?

Who is (usually) at dinner?

Experience

Think about your dining experiences. Think of some adjectives to describe what it is like at your dinner table.

-
-
-
-
-

"Cena Optima" Project Explanation and Rubric

What do I need?

- Standards for a pleasant and meaningful dinner experience
- Roman dining experience notes
- Personal dining experience notes

Project Description

You will be creating your personal "best dinner," using the ancient Roman meal as the basis, and replacing elements of it with features of your personal dinner experience to meet your standards.

- For features of the Roman dinner that do suit your standards, explain with reference to the rubric.
- For features of the Roman dinner which do not suit your standards, you explain why it does not with reference to the rubric, what features of your own dinner you would replace, and how the change meets your standards.
- At the end of each feature, briefly conclude which way (Roman or yours) that you would ultimately choose

Content Rubric

	6 pts	4 pts	2 pts
Food	States names of 5 foods	Is missing 1 food	Is missing 2 or more foods
	Refers to/meets standards in a variety of ways, explained thoroughly	Refers to/meets standards, explained in superficial way	Disregards standards or vaguely refers to them
Décor	Describes décor with considerable detail	Describes with some detail	Describes décor with little-no detail
	Refers to/meets standards in a variety of ways, explained thoroughly	Refers to/meets standards, explained in superficial way	Disregards standards or vaguely refers to them
Physical layout	Explains layout of room, and how the Romans physically ate dinner	Is missing 1 feature of layout or how the Romans physically ate dinner	Is missing 2 or more features of layout or how the Romans physically ate dinner
	Refers to/meets standards in a variety of ways, explained thoroughly	Refers to/meets standards, explained in superficial way	Disregards standards or vaguely refers to them
Community	States and describes roles of all parties involved in the preparation, service, enjoyment of dinner	Is missing 1 party involved in the preparation, service, enjoyment of dinner	Is missing 2 or more parties involved in the preparation, service, enjoyment of dinner
	Refers to/meets standards in a variety of ways, explained thoroughly	Refers to/meets standards, explained in superficial way	Disregards standards or vaguely refers to them
Experience	Describes the "feeling" of dinner and party with detailed examples	Describes the "feeling" of dinner and party with examples with little detail	States the "feeling" of dinner and party with vaguely example(s)
	Refers to/meets standards in a variety of ways, explained thoroughly	Refers to/meets standards, explained in superficial way	Disregards standards or vaguely refers to them

Mechanics/Layout

- 2 pts for mechanical mistakes (e.g. spelling, grammar, incomplete sentences)
- 3 pts for no headings
- (**maximum loss of points is 15)

Conclusion

Answer the following questions: Is any dinner experience better or superior to another? Explain why or why not. Can any cultural feature be “bad?” Explain why or why not.

Answers questions completely and with detailed reasons. (25 pts)

Answers questions with reasons that are not explained completely and thoroughly. (18 pts)

Answers only 1 question, or both without reason or with reason that does not clearly relate. (10-0 pts)

Formatting

Each of the 5 features will have a paragraph under a heading. An example that meets all of the standards is below.

Food and Drink

The foods that the Romans ate at dinner mostly satisfy my standards. I love that they have a variety of options and courses, something that I don't always have at dinner. If there is something that you don't like, you could skip it and still have plenty of other options to fill you up. I also really like most of the foods they ate, such as vegetables, apples, and pears. However, the Romans also ate mushrooms, asparagus, and fish sauce, which I do not like. I would replace them with raspberries and strawberries, as fruits are one of my favorite things to eat and I prefer to eat whole foods rather than processed foods. Overall, I would really enjoy the foods that the Romans ate at dinner because of the variety and the healthfulness of all of the options.