

DROET Content Ideas

Decorative Image



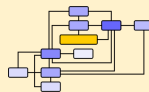
Grade Level and Content Area	Grades 9-12, Latin 1
Learning Goal (Objective)	LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture. LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas
Clear Outcome	Students will decorate a plain manilla folder with images that are either hand-drawn or computer graphics.
Teaching Strategies	To successfully complete this activity, students must differentiate between products of ancient Rome vs. modern Rome (or even Romania) and between the Latin language and modern Latin America. Students will search and sort for images through a web search engine. Students will be provided with a basic framework for guiding their search: a list of categories from which to select images (e.g. Roman heroes, gods & goddesses, household, famous Latin phrases, buildings, etc.). Students will determine if their results are truly products of ancient Roman culture by questioning the time and location origin of the item and its relation to ancient Rome. Students will create and communicate meaning with the selection of images and subsequent creation of a collage on the manila folder. <u>Visual Literacy Tie-In:</u> Students consider the design principles of contrast and composition as they select images and design their folders: the images represent contrasting ideas, while arranging the images helps the student to apply alignment and proximity. <u>Follow-up activity:</u> Students may reference images on their folder when the representation comes up in the sequence of curriculum.
Role in Content Learning	Latin 1 students explore the question of “what it means to be an ancient Roman” through the eyes of a typical wealthy 1st century CE Roman family. Students recognize the structures that make up the Roman world and make comparisons with their own world.

Representative Image



Grade Level and Content Area	Grades 9-12, Latin (any level)
Learning Goal (Objective)	LI.1 The student will interpret Latin texts about a variety of topics.
Clear Outcome	Students will create a visual representation of Latin text.
Teaching Strategies	Students will decode the Latin text prior to creating a visual representation. Some students may: • Highlight knowns and make notes with the meanings of unknown Latin words. • Write a short Latin summary of a paragraph. • Read alone or with a partner. Prior to creating, students will highlight, underline, or circle the main Latin words (within the text) that they will represent. <u>Visual Literacy Tie-In:</u> Students will be given multiple tool options for encoding meaning: MS Paint, Google Drawing, pencil/paper, etc. Students will have time in class to test out the different tool options. <u>Follow-up activity:</u> With a student-created visual projected on the classroom TV, students will do a Latin quick-write about what they see (quid vides? "What do you see?").
Role in Content Learning	Students read Latin to understand Roman perspectives and culture. The typical method of "reading" Latin is to translate it into oral or written English. This activity would allow students to associate an image with what they are reading, thereby adding another form of representation.

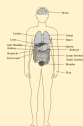
Organizational Image



Grade Level and Content Area	Grades 9-12, Latin 3
Learning Goal (Objective)	LI.3.3. Analyze the role of geography and the military in the history and development of the Roman world.
Clear Outcome	Students will create a flowchart that shows the relationship between the members of a Roman legion. The image should convey the differences in duties, power, and outfit.

Teaching Strategies	Students are introduced to two Roman soldiers, who engage in hijinks in a Roman military camp, a <i>castra</i>. Students will identify typical characteristics of a Roman soldier (or atypical, as often seen with this comedic duo), as seen in the Latin text. As students read more, they learn the vocabulary that represents additional members of a Roman legion (<i>legatus</i>, <i>tribunus</i>, <i>centurio</i>, etc.). Students will identify events that demonstrate power relationships, as seen in the Latin text. Students determine the relationships between members from the readings and perform additional research to identify specific duties and outfit of each member. <u>Visual Literacy Tie-In:</u> Students will be taught how to construct charts or diagrams (template and free-hand) within a computer drawing program. Students will use shapes and colors to create computer graphic representations of each member type. The chart and representation will combine to show the hierarchical structure.
Role in Content Learning	Latin 3 students read Latin stories that involve interaction between characters, who have different roles in the military chain of command. An understanding of the role and rankings of power helps students to recognize the motives and characterizations of these characters. This is also a good introduction for students who will continue on to Latin 6 AP, in which they will read Julius Caesar's "Gallic Wars," a military commentary.

Explanative Image



Grade Level and Content Area	Grades 9-12, Latin 3
Learning Goal (Objective)	LIII.4.1. Analyze aspects of Roman cultures that are also found in modern cultures, such as art, architecture , and language.
Clear Outcome	Students will create a multi-dimensional graphic that shows the process of building the different layers of a Roman road.
Teaching Strategies	Students will take on the role of a modern civil engineering firm, which has much to learn from the expertise of ancient Roman road builders. Students will research: • The role of the Roman legion in constructing roads. • Tools necessary to build a road. • The layers of the road. • Ancient Roman roads that are still in use today.

	<u>Visual Literacy Tie-In:</u> Students will be introduced to elements of visual design including color, texture, and gradient, which can be used to convey the differences in layers of a road. <u>Follow-up activity:</u> Students select appropriate physical objects to represent and recreate the layers of a road.
Role in Content Learning	Latin 3 students learn about Roman road networks, travel, and communication in Stage (chapter) 24.

Transformative Image

Grade Level and Content Area	Grades 9-12, Latin 3
Learning Goal (Objective)	LIIL.3.2. Expand knowledge of archaeological evidence , art forms, and artifacts as reflections of Roman perspectives and practices
Clear Outcome	Students will create an infographic that illustrates how a building in the Roman Forum changed from its first building to modern times.
Teaching Strategies	Students will choose a building in the Roman forum to research. Students will search and sort for computer graphics that represent what the building looked like when it was first built, what it looked like if it was changed/destroyed/rebuilt, and what it looks like now (if there are any archaeological remains). Students will make inferences about the causes of change over time and will incorporate research about significant events in time. <u>Visual Literacy Tie-In:</u> Students will use an online infographic editor (Piktochart, Canva, Google Drawing, etc.) to present information. Students will incorporate principles of good design, including color and composition. For example, students will select a color palette that draws the viewer's attention, but does not distract from the information presented or is too difficult to read.
Role in Content Learning	Latin 3 students learn about the specific buildings in the Roman Forum in Stage (chapter) 29, although they were introduced to the Forum starting in Latin 1.