

Lesson Plan Latin 1 – F block

Stage 9.1F

Date of Class 11/29/06 126 - 210

Preparation:

Write on the board two columns for “to (the)” and one below the two which reads “for the”; write an agenda on the board; write a gloss on the board for the following words: *discum novum*, *ferēbat*, *percūssit*, *dōnum*, *ēlēgit*;

Objectives for this class meeting:

1. Introduce dat sing + pl 1st – 3rd decl
2. Introduce cultural function of baths

Activities for class:

I. INTRODUCTION

1. Prompt students that they will be learning a new case; review the term CASE
2. Mention that it is Quīntus’ birthday and today he will be going to the baths of Pompeii to celebrate

II. CAPTIONS

1. Boxes 1 – 2
 - Model reading/choral reading
 - Interrogatiōnēs: what is Quīntus doing, to whom is he giving money? What does *servō* mean then?
 - Once done, write *servō* under row on left
2. Boxes 3 – 4
 - As above
 - What is Quīntus doing here? Why is it *servō* in #2 and *amīcīs* here? What does the new spelling mean?
 - Once done, write *amīcīs* under row on right
3. Boxes 5 – 6
 - No new grammar, just development in the story line
4. Box 7 - 8
 - What does *quaerēbat* mean? Why would Metella be looking for a gift? For whom would she be looking for a gift? What does Quīntō mean then?
 - What is the Mercator doing? To whom is he showing *tōgās*? What does *fēminīs* mean then?
 - Once done, list grammar under appropriate column on board
5. Box 9
 - What did the *-ō* ending mean in box #2? How is the ending being used here?
 - Once done, list this under column place beneath the other two
6. Box 10
 - What is Grumiō doing? Why is he doing it? What does Quīntō mean here? Is it in any way similar to #9? How?
7. Box 11- 12
 - Allow fun parts of story to develop as they come
 - Again stress dat. case

III. BRIEF INTRODUCTION TO DAT

1. Dative is a case that is used to describe the thing in a sentence that is receiving action indirectly; these are some of the forms that it appears in for both singular and plural
2. It usually proceeds the accusative object
3. It is best translated in two ways: 1.) to (the) OR 2.) for (the)

IV. PASSAGE

1. Word splash: have the students take a look at word list for a minute and hypothesize about the sorts of activities that take place in a *therma*; gather feedback

2. Lines 1 – 3: as class; make sure students understand what the baths are
3. Lines 4 – 9: students read in pairs; TASK: What three kinds of sports activities would happen in the palestra? How would the activity of discus throwing proceed? Once they were done exercising where would they go?
 - Gather feedback; be sure to stress cīvibus in lines 6 & 8, also sē exercuērunt in line 9
4. Lines 10 – 15: Read one sentence at a time, explaining how the baths proceeded

V. EXTRA TIME

1. Students work individually on completing HW assignment

Homework assigned:

Read lines 1 – 15; write a par. summary

Things to do before next meeting:

Reflections: