DP unit planner 1

Teacher(s)	Christiane Baker	Subject group and course	IB Latin SL			
Course part and topic	Intertextuality – Ovid and Vergil Meaning, form and language Text, author and audience Companion text (Heroides)	SL or HL/Year 1 or 2	SLY2		Dates	Quarter 2
Unit description and texts		**DP assessment(s) for unit**				
Ovid's Heroides Dido		Paper 2				

INQUIRY: establishing the purpose of the unit

Transfer goals
List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to "transfer" or apply, their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.
In what ways can diverse texts share points of similarity? To what extent can we use one text to illuminate and enhance our understanding of others? (Reflective Does an author's use of references to other works or ideas make assumptions about the target audience? Close analysis and reading of a poem Connections to other Latin readings Identify conventions in epic poetry and how Ovid adopts or adapts them in his letter

How intertextuality affects our reading of a passage

ACTION: teaching and learning through inquiry

Content/skills/concepts—essential understandings	Learning process
	Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.
Students will know the following content: Ovid's Heroides 7. 1-127 Vergil's Aeneid book 4 (read in English) Students will know the literary/historical background of the relationship between Dido and Aeneas. (Inquirer, Knowledgeable) Students will be able to describe in detail the events Dido mentions in her letter. Students will be able to explain each of Ovid's references to Vergil's Aeneid. (Critical Thinker, Reflective)	Learning experiences and strategies/planning for self-supporting learning: ☒ Lecture ☐ Socratic seminar ☒ Small group/pair work ☒ Powerpoint lecture/notes ☐ Individual presentations ☐ Group presentations ☐ Student lecture/leading

Students will develop the following skills:	☐ Interdisciplinary learning
Students will be able to translate the Latin passage to reflect Ovid's style. (Inquirer, Knowledgeable)	Details:
	☐ Other/s:
Students will be able to identify conventions of epic poetry. (Inquirer, Knowledgeable)	
Students will be able to identify stylistic / rhetorical features Ovid uses to enhance his description. (Inquirer, Knowledgeable)	**Formative assessment:**
Students will be able to scan dactylic hexameter. (Inquirer, Knowledgeable)	Vocabulary checks
	Scansion checks
Students will be able to analyze the text critically. (Communicator)	Translation checks
	Analysis questions
Students will grasp the following concepts:	**Summative assessment:**
Students will grasp the concept of reimaging epic tales from the woman's perspective.	**Paper 2 style question – section B question**
Students will grasp Ovid's use of epic language and metaphors.	
Students will grasp the historical significance of Ovid's Heroides and Vergil's Aeneid.	
Students will consider how language contributes to the meaning of the text.	
	Differentiation:
	☐ Affirm identity—build self-esteem
	☒ Value prior knowledge
	☐ Scaffold learning

	☒Extend learning
	Details: further reading of Vergil's Aeneid in translation

Approaches to learning (ATL)

Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see the guide.

☐Thinking

☐Social

☐Communication

☐Self-management

☐Research

Details:

Language and learning	**TOK connections**	**CAS connections**
Check the boxes for any explicit language and learning connections made during the unit. For more information on the IB's approach to language and learning, please see the guide.	*Check the boxes for any explicit TOK connections made during the unit*	*Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the "details" section explaining how students engaged in CAS for this unit.*
☐Activating background knowledge	☐Core theme	☐Creativity
☐Scaffolding for new learning	☐Optional themes	☐Activity
☐Acquisition of new learning through practice	☐Areas of knowledge	☐Service
☐Demonstrating proficiency	Details:	Details:

Details:		

Resources
List and attach (if applicable) any resources used in this unit

Heroides 7   **Vergil's Aeneid 1,4,6 in translation**

Stage 3: Reflection—considering the planning, process and impact of the inquiry

What worked well	What didn't work well	Notes/changes/suggestions:
List the portions of the unit (content, assessment, planning) that were successful	*List the portions of the unit (content, assessment, planning) that were not as successful as hoped*	*List any notes, suggestions, or considerations for the future teaching of this unit*
This is the new curriculum.		