

Why Wiki? Exploring Collaborative Technology in the AP Classroom

WEBSITES:

Quia

- www.quia.com/pages/drippingvergil.html (Has materials for Caesar and Vergil; not perfect but you are free to access.)

Hide-n-Seek (Hidden Pictures):

- <http://hidenseek.viquagames.com/hidenseek/play/aeneas-introducing-cupid-dressed-as-ascanius-to-dido-by-battista>
- (<http://hidenseek.viquagames.com/hidenseek/play/aeneas-reports-to-dido>)
- (<http://hidenseek.viquagames.com/hidenseek/play/juno-asking-aeolus-to-release-the-winds>)
- (<http://hidenseek.viquagames.com/hidenseek/play/the-death-of-dido>)
- (<http://hidenseek.viquagames.com/hidenseek/play/vulcan-presenting-venus-with-arms-for-aeneas>)
- (<http://hidenseek.viquagames.com/hidenseek/play/aeneas-carrying-anchises>)
- (<http://hidenseek.viquagames.com/hidenseek/play/aeneas-conquers-turnus>)
- (<http://hidenseek.viquagames.com/hidenseek/play/aeneas-receiving-his-shield-from-venus>)

Epsilen:

- <http://corp.epsilen.com>

Apps by Paul Hudson

- www.romansgohome.com or search your APP Store
 - SPQR (comprehensive for Latin)
 - Certamen
 - Latin (spelling/vocabulary game)
 - Latin Word Search
 - Latin Hangman
 - Ancient Greek

Texas Education Agency (TEA) Guidelines for Technology for students

1. Creativity and Innovation: The student uses creative thinking and innovative processes to construct knowledge and develop digital products.
2. Communication and Collaboration: The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning.
3. Research and Information Fluency: The student acquires and evaluates digital content.
4. Critical Thinking, Problem Solving, and Decision Making: The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources.
5. Digital Citizenship: The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources.
6. Technology Operations and Concepts: The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations.

Themes & Essential Questions from the *AP Latin Curriculum Framework*, The College Board.

- I. Literary Genre and Style
 - A. What should we expect from a Latin epic or commentarii in terms of form and content? How do the authors confirm or challenge our expectations?
 - B. What are the purposes and effects of Vergil's and Caesar's style?
 - C. What points of view do Vergil and Caesar take when describing events? How do they represent themselves and for what purposes?**
 - D. What means do the authors use to develop characters in the works? How do the authors portray female characters?
 - E. How do the authors use characterization to develop key themes?
- II. Roman Values
 - A. What values and ideals are portrayed as characteristically Roman?
 - B. How do these values and ideals differ based on gender, ethnicity, or other criteria?
 - C. What strengths and weaknesses of character are exemplified by individuals in the works?
 - D. How do the texts confirm characteristic Roman values? What questions do the texts raise about Roman values?
- III. War and Empire
 - A. Why do wars happen? What questions do these works raise about the consequences of war?
 - B. What questions do the works raise about diplomacy, negotiation, and peacemaking?
 - C. What are the perspectives of Vergil and Caesar concerning Roman of empire?
 - D. What are the effects of war on women and noncombatants?
 - E. How do the texts portray enemy groups?
- IV. Leadership
 - A. What different types of leaders (both male and female) and leadership styles do we see in these works?**
 - B. How do leaders deal with setbacks and failures?**
 - C. How does a leader inspire others to follow?
- V. Views of Non-Romans
 - A. In what ways do the authors portray the various non-Roman peoples that appear in the works? What criteria do they use to evaluate these groups?
 - B. To what extent do the authors reinforce or challenge stereotypes of these groups?
 - C. How do the authors use these portrayals in their works?
- VI. History and Memory
 - A. How do these works reflect the conflicts of the era in which they were written, both explicitly and implicitly?
 - B. In what ways do the works reflect the impact of an individual on historical events?
 - C. Within these works, how does shared experience build and sustain communities?
 - D. How do the authors use historical exempla (heroic ancestors, critical events), and for what purposes?
 - E. How do individuals in these works use their understanding of the past to create their present and future?
 - F. How do the authors see the importance of historical events for the Roman people?
- VII. Human Beings and the Gods
 - A. What roles do the gods play and how are they perceived? To what extent do the gods of other peoples resemble those of the Romans?**
 - B. How do the authors portray fate? How does fate affect human beings?**
 - C. How and why do human beings and gods communicate with one another?