

NEH Landmarks Africatown Lesson Plan

Instructor Name	Ryan Sellers	State: Tennessee
Date: 2021	Subject/Course and Grade Level: Latin Three 10th/11th grade	Duration: 1 hour lesson
Standard(s) Addressed (include the written description): Standard C4.2: Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.		
Lesson Title:	Africatown and the Satyricon	
Behavioral Objective(s):	The students will make connections between the experience of the founders of the Africatown community and the depiction of Trimalchio in the Satyricon, a Silver Age novel from the Roman writer Petronius about a lavish dinner party hosted by a former slave.	
Introductory Activity: Differential	Bellringer: Ask the students to write down three words or phrases that they associate with the term "freed slave."	
Presentation/Direct Instruction: (Place different types of activities in numerical order.)	1. Give the students a brief overview, via lecture and PowerPoint, of the story of the Clotilda / Africatown. 2. Show a brief video about the Clotilda / Africatown. 3. Cooperative learning: Divide students into groups and ask them to translate Petronius, Satyricon 29 into English. (This lesson would be incorporated into a larger unit about the Satyricon, so the students would already have some context about this particular work of literature.) 4. Reassemble as a class to go over the translation, correcting mistakes, explaining grammatical forms, and examining technical terms such as venalicium and ratiocinari.	
Assessment: (Formative or summative and brief description)	Ask the students to write a paragraph or two comparing the post-liberation experience of the Clotilda survivors with that of Trimalchio in the Satyricon.	
Practice	The Latin passage includes several pluperfect subjunctive verb forms. As a refresher on these grammatical constructions, I would ask the students to practice conjugating some sample verbs out, taking special note of the differences in the active and passive forms.	
Summary	I would wrap up the lesson by emphasizing the resilience of the emancipated people in both narratives. Although Trimalchio and the Clotilda Africans suffered victimization, their stories also represent a triumph over victimization.	
Materials and Reference Materials	Petronius, Satyricon 29 (the original Latin text) Latin-English dictionaries <u>Original Latin Text</u>	

	<i>Petronius, Satyricon 29:</i> <i>Ceterum ego dum omnia stupeo, paene resupinatus crura mea fregi. Ad sinistram enim intransibilibus non longe ab ostiarii cella canis ingens, catena vinctus, in pariete erat pictus superque quadrata littera scriptum CAVE CANEM. Et collegae quidem mei riserunt. Ego autem collecto spiritu non destiti totum parietem persequi. Erat autem venalicium <cum> titulis pictis, et ipse Trimalchio capillatus caduceum tenebat Minervamque ducente Romam intrabat. Hinc quemadmodum ratiocinari didicisset, deinceps dispensator factus esset, omnia diligenter curiosus pictor cum inscriptione reddiderat. In deficiente vero iam porticu levatum mento in tribunal excelsum Mercurius rapiebat. Praesto erat Fortuna cornu abundanti copiosa et tres Parcae aurea pensa torquentes. Notavi etiam in porticu gregem cursorum cum magistro se exercentem. Praeterea grande armarium in angulo vidi, in cuius aedacula erant Lares argentei positi Venerisque signum marmoreum et pyxis aurea non pusilla, in qua barbam ipsius conditam esse dicebant. Interrogare ergo atriensem coepi, quas in medio picturas haberent." Iliada et Odyssian, inquit, ac Laenatis gladiatorium munus."</i>
Questioning List: (Possible questions that could be used during the lesson)	<i>What advantages did Trimalchio have - in his journey from enslaved person to free citizen - that would not have been available to the residents of Africatown?</i> <i>In the mural of the slave market described in the passage, the author refers to Mercury, Minerva, Fortuna, and Venus. What is the significance of these deities in respect to the story of Trimalchio? What would the residents of Africatown have made of these sorts of interventions?</i> <i>Trimalchio's home also features visual depictions of the Iliad and the Odyssey. Why does Petronius make a point of including these references? How do these epic poems relate to the story of the Clotilda Africans?</i>