Julius Caesar

Content Area: **World Languages**
Course(s): **Latin**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

In this unit, students will review the third declension masculine and feminine noun endings. Students will increase their knowledge of Latin vocabulary through their study of the third declension i-stem nouns and all third declension neuter nouns. The students will also improve their translation and composition skills during a study of Julius Caesar's life.

Standards

WL.7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes
WL.7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
WL.7.1.IL.A.3	Compare and contrast the use of verbal and non - verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
WL.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions
WL.7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
WL.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
WL.7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language
WL.7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
WL.7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations
WL.7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school - related topics.
WL.7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Essential Questions

1) How does the grammar of Latin connect to English grammar?

2) What is the role that vocabulary plays in reading comprehension and overall academic success?

3) Was Julius Caesar's assassination a just act?

Application of Knowledge and Skills...

Activities

- Complete worksheets distinguishing between the different cases and genders of the third declension nouns, including the i-stem third declension nouns
- Complete Smartboard matching activities to build student comprehension of the third declension nouns, including the i-stem third declension nouns
- Read about Caesar's conquest of Gaul and exploration of Britain in Latin
- Translate paragraphs about Caesar's conquest of Gaul and exploration of Britain from Latin to English
- Answer questions about Caesar's conquest of Gaul and exploration of Britain
- Read about Caesar's overthrow of the Roman government and eventual assassination in Latin
- Translate paragraphs about Caesar's overthrow of the Roman government and eventual assassination from Latin to English
- Answer questions about Caesar's overthrow of the Roman government and eventual assassination
- Practice reciting teacher selected third declension vocabulary, including the i-stem third declension nouns
- Look at pictures of the places Caesar went visited
- Create a written and visual timeline of Caesar's life
- Complete Latin word searches to develop spelling proficiency
- Complete Latin crossword puzzles to reinforce vocabulary memorization
- Memorize teacher-selected third declension nouns.
- Create a visual representation of the relationship between a 3rd declension noun, a verb from vocabulary and derivatives.

Activities to Differentiate Instruction

- For the conversation about Julius Caesar, the teacher will assign the events of his life to be discussed based on past student achievement
- During the conversation about Julius Caesar, the teacher may interject into the discussion and ask questions (challenge activity)
- For the evaluative questions assessment, the questions will be leveled according to the hierarchy of Bloom's taxonomy
- For the translation assessment, the teacher will use different paragraphs with varying degrees of vocabulary and grammar complexity to distinguish between different levels of learners

Integrated/Cross-Disciplinary Instruction

The topics of ancient Rome and Julius Caesar are studied in the second marking period of sixth-grade social studies. Students will recall the information previously learned in social studies and use it in their conversation.

Resources

The McGraw-Hill Companies *Latin for Americans* textbook by B.L. Ullman and Charles Henderson, Jr. (c) 2003

The McGraw-Hill Companies *Latin for Americans* workbook by B.L. Ullman and Charles Henderson, Jr. (c) 2003

- http://exchange.smarttech.com/search.html?q=latin&subject=All+subjects&grade=All+grades®ion=en_US

- http://www.puzzle-maker.com/CW/