

# 05 Caesar's De Bello Gallico and Vergil's Aeneid

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **50 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### **New Jersey Core Curriculum Content Standard 7**

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world languages fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

### **Course Description: Latin 3**

The purpose of the Latin 3 curriculum is to improve student reading comprehension and translation skills through exposure to adapted and authentic Latin texts. Through the readings, students trace the history of Rome from its legendary founding by Aeneas up to the end of the Republican period. Students also read extended narratives in Latin describing the great adventures of heroes from Greco-Roman mythology. Students analyze the stories to determine the values that were important to the Greeks and the Romans, while comparing them with those promoted by American society. The course also provides students with the opportunity to improve their command of the technical terms and vocabulary associated with the Latin AP Exam. The course concludes with brief Latin readings taken from Caesar's *Gallic Wars* and Vergil's *Aeneid*, the two texts that are the focus of the Latin AP Exam. Media aids are used to enhance the academic experience.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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*Students will understand that:*

- how Caesar and Vergil comprehend the values and customs of non-Romans through the prism of their own values, prejudices, history, and traditions.
- that both the indicative and subjunctive are used in conditional sentences, but the subjunctive suggests conditions that are not likely, impossible or unreal.

## **CONTENT AREA STANDARDS**

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WL.7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age - and level - appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
WL.7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
WL.7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
WL.7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
WL.7.1.IM.A.L.1.a	Identify the main idea and some supporting details when reading.
WL.7.1.IM.A.L.1.c	Infer the meaning of some unfamiliar words when used in familiar contexts.
WL.7.1.IM.C.4	Synthesize information found in age - and level - appropriate culturally authentic materials.
WL.7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.RST.9-10.2	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
LA.RST.9-10.5	Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
LA.RST.9-10.8	Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
LA.RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.2.A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.9-10.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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## STUDENT LEARNING TARGETS

## **Declarative Knowledge**

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Students will understand:

- the geography and ethnography of the ancient Mediterranean basin.
- the role played by the Druids in Gallic society.
- the features of Caesar's and Vergil's style.
- the objectives and structure of the *De Bello Gallico* and the *Aeneid*.
- the conventional elements of ancient historical prose and epic poetry.
- the terminology pertaining to conditional sentences: protasis, apodosis, less vivid, and contrary-to-fact.
- the meaning of the following rhetorical terms as they apply to style of Caesar and Vergil alliteration, anaphora, antithesis, asyndeton, chiasmus, ellipsis, hyperbaton, litotes, metaphor, metonymy, and onomatopoeia

## **Procedural Knowledge**

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Students will be able to:

- analyze how Caesar portrays the Gauls in general and the Druids in particular.
- identify the religious and non-religious duties of the Druids.
- analyze the factors that give people status or importance in a given society.
- compare and contrast the education of the Gauls and the Romans.
- compare and contrast the treatment of children among the Gauls and the Romans.
- compare and contrast the status and rights of wives in Gaulic and Roman society.
- analyze how the political leaders of the Gauls controlled the information that was available to the public.
- analyze how Caesar reinforces stereotypes about the Gauls.
- analyze how Caesar's Roman audience would respond to his portrayal of the Gauls.
- compare and contrast the gods of the Gauls as described by Caesar with the Roman gods.
- identify the specified Greco-Roman gods that play an important role in the *Aeneid*.
- analyze the major themes, characters and events of the *Aeneid*.
- scan and analyze Vergil's dactylic hexameter.
- analyze Virgil's epic language and epic mode of expression.
- identify and translate six types of conditional clauses: past and present general conditions, future more and less vivid conditions, and present and past contrary-to-fact conditions.
- use figures of speech to further enhance reading comprehension of the text: alliteration, anaphora, antithesis, asyndeton, chiasmus, ellipsis, hyperbaton, litotes, metaphor, metonymy, and onomatopoeia.

## **EVIDENCE OF LEARNING**

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## **Alternate Assessments**

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- Oral Presentations
- Multimedia Presentations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Translation Analysis

## **Benchmark Assessments**

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Eduastic Assessments

## **Formative Assessments**

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- Observation of student progress toward the learning target
- Various closure activities that provide evidence of student progress toward the learning target
- Oral presentations in which students explain their progress toward the learning target
- Pair-shares in which students explain their progress toward the learning target
- Teacher-generated performance scales that chart individual and class progress towards learning targets
- Cooperative learning assignments that reflects awareness of cultural differences represented in the classroom
- In class writing assignments
- Teacher-generated ancillary worksheets for review
- Workbook assignments completed for homework or in class.
- Exit Tickets
- KWL charts
- Graphic organizers
- Checklists

## **Summative Assessments**

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- Quizzes (Vocabulary, Derivatives, Morphology, Culture, and History)
- Chapter Tests
- Unit Test

- Multimedia Project

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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*Fabulae Romanae, 29-31*

*Curriculum Companion to Fabulae Romanae*

*Assessments for Fabulae Romanae*

*Magic Lists for Fabulae Romanae*

*Latin for the New Millennium. 2nd ed., Level II Text*

*Latin for the New Millennium. 2nd ed., Level II Workbook*

Teacher-generated handouts (grammatical, linguistic, historical, cultural)

## **INTERDISCIPLINARY CONNECTIONS**

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### **English/Language Arts**

Narrative Writing

Informational Writing

Implementation of conventions of Standard English

Language Acquisition

### **Social Studies**

Historical Research

Ethics

Social justice

Anthropology

Philosophy

Topography

Social relationships among people

## **Science & Health**

Integrate quantitative or technical information expressed in words in a text. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

## **Visual Performing Arts**

Visual Language

Electronic media

Historical/current art analysis

Aesthetic Analysis

## **Technology/Multimedia**

Audio/visual media analysis

Researching based writing

Google

Media Literacy

Educational tech applications

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

See link to Accommodations & Modifications document in course folder.