Latin 3 Honors - Unit 2 - Vēnī, Vīdī, Scrīpsī (I came, I saw, I wrote)

Unit Focus

Vēnī, Vīdī, Scrīpsī - I came, I saw, I wrote, an adaptation of the famous phrase by Julius Caesar, "Vēnī, Vīdī, Vīcī" (I Came, I Saw, I Conquered) - Following the students' introduction to Roman authors with Catullus, students will be launched into a preview of Julius Caesar's *de Bellō Gallicō* (Commentaries about the Gallic War). Students will focus on book 1 of the Gallic Wars, an introduction to Caesar's work written to inform and persuade the Senators back in Rome to give them their support for Caesar's leadership.

Students will be introduced to one of the most important grammatical constructions in Latin, the indirect statement, which is exceedingly common in Julius Caesar and in poetry.

Since Julius Caesar is on the AP Curriculum, students will begin looking at him as an author through a more refined lens: through the themes of the AP curriculum. In Unit 2--and every subsequent unit--students will also focus on the AP theme *Literary Genre and Style*, students will also be asked to consider more deeply the AP themes of *Leadership* and *Views of Non-Romans*. To that end, students will begin writing their own epics. In this unit, students will be asked to consider possible reasons for writing anything and to begin writing their own epic. Students will begin in the middle of their story, where they will write about an enemy, the general nature of the people against whom they are fighting, and what qualities they bring to leading the army behind them, if they have an army. As the epic style will not be considered until Unit 3, the focus of this introduction to writing the epic will focus on purpose and message. The epic they create in this unit will be continued through units 3 and 4.

Stage 1: Desired Results - Key Understandings

Standard(s)

World Readiness Standards for Learning Languages
World-Readiness Standards for Learning Languages (All)
C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
• C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions
• C.1.3 Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers
C.2 CULTURES - Interact with cultural competence and understanding
• C.2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations

Transfer

Students will be able to independently use their learning to...
T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.
T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) **U2** Effective readers, listeners, and viewers access texts (e.g., film, interviews, blogs, artwork) and examine the author's, speaker's, or director's choices that affect its use. **U3** One can deepen understanding of one language by learning another.	*Students will keep considering...* **Q1** What does the source or text say? What does it mean? **Q2** How do cultural products and practices reflect the beliefs and values of a people? **Q3** What is the author's purpose for writing? What bias might be represented? **Q4** How does style enhance meaning and purpose? **Q5** How do the Romans view Non-Romans? How do we view people outside of our own culture? **Q6** What are the qualities of a good leader?

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
• C.3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. *C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence* • C.4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • C.4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. *C.5 COMMUNITIES - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world* • C.5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. **Madison Public Schools Profile of a Graduate** • Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)	**Knowledge**	**Skill(s)**
	Students will know... **K1** Grammar: New Sentence Structures - **Indirect Question**, **Nested Clauses, Ablative Absolute** **K2** Grammar: Denoting purpose - Purpose clauses with the subjunctive OR "ad + amanda form" **K3** Vocabulary: Caesar Vocabulary - Book 1 - refer to pps. 48-49 in **A Call to Conquest** for words specified as high frequency vocabulary	*Students will be skilled at...* **S1** Analyzing author's purpose, through the lens of history and ulterior motives **S2** Identifying leadership qualities **S3** Identifying alternate perspectives and biases within writing, especially when an author confronts an outsider. **S4** Using reading strategies and grammar to better understand a difficult passage in Latin **S5** Recognizing Latin vocabulary for the meaning and for derivatives in order to contextualize the importance of the vocabulary. **S6** Writing with purpose; planning toward a written goal