UNIT 2, CAESAR, GALLIC WAR, Books 1 and 6

Content Area: **World Languages**
Course(s): **AP Latin**
Time Period: **October**
Length: **11-12 block classes**
Status: **Published**

Enduring Understandings

Mastery of reading and comprehension should stem from student's ability to appropriately identify and explain Latin phrases and grammar in order to interpret the writings in a historical and stylistic environment.

The synthesis of comprehension, translation, and contextualization should be clear in students' analysis of texts.

Text analysis should seek to reflect upon the knowledge of the Latin work through clear and coherent arguments.

Essential Questions

Theme 2: Roman Values Essential Questions:

- What values and ideals are portrayed as characteristically Roman?
- How do these values and ideals differ based on gender, ethnicity, or other criteria?
- What strengths and weaknesses of character are exemplified by individuals in the works?
- How do the texts confirm characteristic Roman values? What questions do the texts raise about Roman values?

Theme 4: Leadership Essential Questions:

- What different types of leaders (both male and female) and leadership styles do we see in these works?
- How do leaders deal with setbacks and failures?
- How does a leader inspire others to follow?

Theme 5: Views of Non-Romans Essential Questions:

- 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?
- To what extent do the authors reinforce or challenge stereotypes of these groups?
- How do the authors use these portrayals in their works?

Further Essential Questions:

- How does Caesar frame the Romans' first impressions of the Gauls?
- What aspects of leadership does Caesar portray in his writing?
- What other information about the war or Caesar's decisions do we wish we had?
- How in Book 1 does Caesar justify the war to the Roman people? To the Roman Senate?
- Why would Caesar include stories about other cultures in Book 6, and how do you think he learned what he is saying?

- To what extent is Caesar writing as an historian? As a propagandist?

Content

Caesar, De Bello Gallico

- Book 1, chapters 1-7
- Book 6, chapters 13-20
- Entirety of Book 1 in translation.

Further topics of inquiry:

- Geography of Gaul and Rome
- Ethnographic examination of Gauls and their institutions and customs
- Historiography
- Characteristics of leadership
- Propaganda
- Historical context
- Roman identity
- Education in Rome and Gaul
- Reliability of the genre of historical commentary
- Mythology in context
- Comparison and contrast of historical commentary and epic
- Historical genealogy as an element of Roman culture
- Role of women in antiquity
- Fama/rumor and gossip - it role in society and government

Skills

reading	Skill category	Skill	Learning objectives	NJSLS-WL standards
Book 1, chapters 1-3	Translation	2A: Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.	2.A.i: Create rendering in English that reflects an appropriate meaning of the Latin words. 2.A.ii: Create rendering in English that reflects the parts of speech of the Latin words.	• 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal

				contexts. • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
	Contextualization	3.A Use knowledge of influential people and key historical events to demonstrate understanding of Latin texts.	3.A.i: Identify influential people in Roman history (e.g., Julius Caesar, Augustus, Romulus) not directly stated in the Latin texts, based on context or outside knowledge. 3.A.ii: Explain the roles of influential people in Roman history as relevant to the Latin texts. 3.A.iii: Explain key events in Roman history (e.g., Punic Wars, Roman Civil Wars) as relevant to the Latin texts. 3.A.iv: Connect information in the required English readings to information in the Latin texts, as relevant to influential people and key events in Roman history.	• 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. • 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
	Argumentation	5.A Articulate a defensible claim or thesis.		
Book 1, chapters 4-7	Reading and Comprehension	1A. Demonstrate knowledge of Latin vocabulary.	1.A.i: Define Latin words and idioms. 1.A.ii: Distinguish between easily confused Latin words (e.g., vir/vis, mos/mora). 1.A.iii: Indicate understanding that more than one Latin word may be appropriately translated by the same English word (e.g., mare, aequor, fluctus as “sea”). 1.A.iv: Indicate understanding that one Latin	• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through

		word may be appropriately translated by more than one English word (e.g., vir as “man,” “hero,” “husband”).	appropriate responses. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
Translation	2.C Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English. 2.D Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.	2.C.i: Create rendering in English that reflects the Latin grammatical constructions (e.g., subject-verb agreement, pronouns and their antecedents, subordinate clauses). 2.C.ii: Create rendering in English that reflects the relationships between clauses.2.D.i: Create rendering in English of Latin constructions that demonstrates an understanding of differences between Latin and English usage (e.g., indirect discourse, conditions, impersonal constructions, double datives).	• 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
Argumentation	5.C Use accurate, specific, and		• 7.1.IH.IPRET.8: Collect, share, and analyze data

		relevant references to Latin texts.		related to global issues including climate change.
Book 6, chapters 13-15	Translation	2.B Demonstrate knowledge of Latin morphology when translating Latin texts into English.	2.B.i: Create rendering in English that reflects the grammatical forms of the Latin words (e.g., gender, case and number of nouns, adjectives, and pronouns; person, number, tense, voice, and mood of verbs; degree of adjectives and adverbs).	• 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
	Contextualization	3.D Relate Roman cultural practices in Latin texts to perspectives of Roman culture.	3.D.i: Identify Roman cultural practices (e.g., marriage ceremonies, military organization, interpretation of omens) not directly stated in the Latin texts, based on context or outside knowledge. 3.D.ii: Explain the significance of Roman cultural practices as relevant to the Latin texts. 3.D.iii: Connect information in the required English readings to information in the Latin texts, as relevant to Roman cultural practices.	• 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
Book 6, chapters 16-18	Reading and Comprehension	1.C: Use specific terminology to identify grammatical forms and syntactic structures.	1.C.i: Identify grammatical forms (e.g., gender, number, and case of nouns; tense and mood of verbs—see terminology list). 1.C.ii: Identify syntactic structures (e.g., indirect statement—see terminology list).	7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
	Textual Analysis	4.B Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.	4.B.i: Analyze the Latin texts based on knowledge of Roman culture (e.g., use of cultural products such as the signa; cultural practices such as military techniques;	• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

			cultural perspectives such as virtus, dignitas, pietas, auctoritas).	
Book 6, chapters 19-20	Reading and Comprehension	1.I Demonstrate overall comprehension of passages in Latin texts.	1.I.i: Respond to a factual question that reflects overall comprehension of the passage (e.g., main ideas in the passage, setting of the passage, sequence of events in the passage). 1.I.ii: Summarize or paraphrase to reflect overall comprehension of the passage. 1.I.iii: Write translation that reflects overall comprehension of the passage. 1.I.iv: Respond to an interpretive question that reflects overall comprehension of the passage (e.g., inference of an implied meaning, conclusion based on comprehension of a premise).	• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
	Argumentation	5.A Articulate a defensible claim or thesis.		

Applicable NJSLS-WL intercultural statements (interpretive mode of communication, intermediate high/mid):

- Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.

Presentational mode:

Although Latin is explored in primarily the interpretive mode, the prosaic historical commentary form of the

De Bello Gallico is appropriate to skill acquisition through effective presentation of Caesar's text. Information is conveyed through his prosaic phrasing. Accordingly, presentation of the text with appropriate oral dynamics aligns with NJSLS-WL standard: • 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

Resources

- Text
- AP Classroom
- Latin Tutorial.com
- Latin Tutorial youtube
- Dickinson College Commentaries
- Videos from Dickinson College Commentaries
- Perseus Project
- Latin Teaching Materials at Saint Louis University
- The Landmark Julius Caesar - Essays

Assessments

- Formative and summative assessment through regular written and oral translations
- Thesis development
- Essay arguing developed thesis
- Formative assessments on matters of grammar, syntax and vocabulary through both electronic platforms and written exercises
- Formative (electronic and written) assessments on scansion
- Personal Progress Check through AP Classroom

Standards