UNIT 6, CAESAR, GALLIC WAR, Book 5 Part 1

Content Area: **World Languages**
Course(s): **AP Latin**
Time Period: **March**
Length: **7 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 1: Literary Genre and Style Essential Questions:

- What should we expect from a Latin epic or commentarii in terms of form and content? How do the authors confirm or challenge our expectations?
- What are the purposes and effects of Vergil's and Caesar's style?
- What points of view do Vergil and Caesar take when describing events? How do they represent themselves and for what purposes?
- What means do the authors use to develop characters in the works? How do the authors portray female characters?
- How do the authors use characterization to develop key themes?

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?

Further Essential Questions:

- Why is knowledge of the Roman army needed to understand fully Caesar's narrative?
- How does Caesar show good leadership through an example of leader's being fooled?

- What does Caesar say about the Gauls by the way he portrays Ambiorix?
- How does Caesar give credit for heroism or claim it for himself?
- How does the simplicity of Caesar's chosen literary genre still leave room for rhetorical effects?
- To what extent is Caesar writing as an historian? As a propagandist?

Content

Caesar, De Bello Gallico

- Book 5, chapters 24-37

Further topics of inquiry:

- Historiography
- To what extent is memory a way of knowing in the genre of commentary?
- Caesar's portrayal of Roman reactions to non-Romans
- Value systems of non-Romans
- Roman military hierarchy
- Interplay of military and senatorial roles
- Characteristics of Caesar's storytelling and ability to hold audiences
- To what extent does Caesar invoke emotion in his soldiers? In the audience?
- Caesar's explication of the qualities of leadership
- Roman virtues
- To what extent does Caesar include moral lessons in his commentary?

Skills

reading	Skill category	Skill	Learning objectives	NJSLS-WL standards
Chapters 24-26	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). • 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.
	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.	
Chapters 27-28	Reading and Comprehension	1.B Explain the meaning of Latin words and phrases in context.	1.B.i: Identify the meaning of Latin words and phrases in context. 1.B.ii: Explain the meaning of Latin words and phrases in context. 1.B.iii: Explain the figurative meaning of Latin words and phrases in context (e.g., ferrum as “sword,” lumina as “eyes”).	• 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.
	Contextualization	3.B Use knowledge of Roman political ideas to demonstrate	3.B.i: Identify Roman political ideas (e.g., libertas, pietas, virtus) not directly stated in the Latin texts, based on context or outside	• 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change. • 7.1.IH.IPRET.1: Summarize

		understanding of Roman culture in Latin texts.	knowledge. 3.B.ii: Explain Roman political ideas as relevant to the Latin texts. 3.B.iii: Connect information in the required English readings to information in the Latin texts, as relevant to Roman political ideas.	the main idea, several details, and some inferences of literary or informational texts on a range of topics.
Chapters 29-31	Reading and Comprehension	1.G Identify stylistic features in Latin poetry and prose.	1.G.i: Identify rhetorical devices and figures of speech (e.g., anaphora, hyperbole, metaphor, rhetorical questions) in Latin texts.	• 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.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
	Translation	2.D Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.	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.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.
Chapters 32-34	Reading and Comprehension	1.H Identify references to Roman culture, history, and mythology in Latin texts.	1.H.i: Identify references to Roman culture (e.g., Penates, centurio, virtus, pietas) in Latin texts.	• 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. • 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues

				including climate change. • 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; cultural perspectives such as virtus, dignitas, pietas, auctoritas).	• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
Chapters 35-37	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.E Use contextual knowledge and references to support the	5D: Use reasoning to draw conclusions and make inferences based on textual features.	• 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended

	analysis.	audience, purpose). • 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change. • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

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