UNIT 7, CAESAR, GALLIC WAR, Book 5 Part 2, Book 6 and Book 7

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 3: War and Empire Essential Questions:

- Why do wars happen? What questions do these works raise about the consequences of war?
- What questions do the works raise about diplomacy, negotiation, and peacemaking?
- What are the perspectives of Vergil and Caesar concerning Roman imperialism? What are the perceived purposes, benefits, and costs of empire?
- What are the effects of war on women and noncombatants? • How do the texts portray enemy groups?

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 6: History and Memory Essential Questions:

- How do these works reflect the conflicts of the era in which they were written, both explicitly and implicitly?
- In what ways do the works reflect the impact of an individual on historical events?
- Within these works, how does shared experience build and sustain communities?
- How do the authors use historical exempla (heroic ancestors, critical events), and for what purposes?
- How do individuals in these works use their understanding of the past to create their present and future?
- How do the authors see the importance of historical events for the Roman people?

Further Essential Questions:

- How do scenes of heroism and clever leadership shine a light on Caesar even when he is not there?
- What does Caesar imply about the bravery of slaves and foreigners as well as of minor characters through his selections of episodes?
- For all his careful construction of the account, how did other Romans view Caesar's actions?
- How do we read these scenes differently with the perspective of time?
- To what extent is Caesar writing as an historian? As a propagandist?
- To what extent is memory an effective way of knowing for historical purposes?

Content

Caesar, De Bello Gallico

- Book 5, chapters 38-48
- Books 6 and 7 in translation

Further topics of inquiry:

- Historiography
- Qualities of leadership
- Traits of heroism
- Geography of Gaul
- Roman military life
- To what extent does Caesar define "proper" leadership and "good" Roman soldiers? To what extent does he reveal the culture of the Roman military? Roman society?
- What stylistic devices does Caesar use to deliver his narrative?

Skills

Reading	Skill category	Skill	Learning objectives	NJSLS-WL standards
Book 5, chapters 38-40	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.C Relate Roman cultural products in Latin texts to perspectives of Roman culture.	3.C.i: Identify Roman cultural products (e.g., fasces, Penates, legio) not directly stated in the Latin texts, based on context or outside knowledge. 3.C.ii: Explain the significance of Roman cultural products as relevant to the Latin texts. 3.C.iii: Connect information in the required English readings to information in the Latin texts, as relevant to Roman cultural products	• 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
Chapters 41-43	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.
	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.
Chapters 44-45	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).
	Textual Analysis	4.A Analyze the effects of language usage and stylistic features in Latin texts.	4.A.i: Analyze the effects of language usage (e.g., word choice, ambiguity, word order). 4.A.ii: Analyze the effects of stylistic features (e.g., characterization, rhetorical strategies, poetic devices).	• 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.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
Chapters 46-48	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.
	Argumentation	5.E Use contextual knowledge and references to support the analysis.	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 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.

The reading of Book 6 and Book 7 in translation will afford an opportunity to examine in a comparative fashion the Gauls, the Germans, the Britons and the Romans. These passages are also particularly suitable for practicing skills needed for sight reading in Latin. Relevant questions to guide the reading include:

- To what extent does an understanding of influential people and key historical events necessary to an understanding of the Latin texts?
- How do scholars fill in the gaps of Caesar's account in order to provide a full picture of the story?
- To what extent do images or descriptions of archaeological remains at Alesia assist in envisioning the final siege?
- How did the Roman people view the war?
- To what extent do the readings demonstrate the realities of war in Gaul, Germany and Britain for the inhabitants of those lands?

These readings, while not in the target language, provide context for readings in the target language and appeal to NJSLS-WL standards:

• 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.8: Collect, share, and analyze data related to global issues including climate change.

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
- Vindolanda
- 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