UNIT 4, CAESAR, GALLIC WAR, Book 4

Content Area: **World Languages**
Course(s): **AP Latin**
Time Period: **December**
Length: **6-7 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 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's choice of genre and style allow for subtle evasion of blame when things go contrary to his plans?
- Why might a Roman reader be particularly interested in Caesar's account of the British charioteers?
- Why do scenes of bravery by a common soldier make us think that Caesar is a good leader?
- How might tales of far-off lands and daring battles inspire Roman youth to follow Caesar into the

military or simply to follow him?
- To what extent is Caesar writing as an historian? As a propagandist?

Content

Caesar, De Bello Gallico

- Book 4, chapters 24-35
- Book 4, first sentence of chapter 36

Further topics of inquiry:

- Geography of Roman Britain
- Political context in Rome
- Stylistic characteristics of Caesar's writing
- Caesar's leadership in meeting new adversaries and strategies
- Propaganda and self interest in historical commentary
- Political and practical reasons for choosing the commentary genre
- Readers' perspectives of "fact" as related by Caesar
- Roman attitudes toward sailing
- Roman maritime transportation
- Representation of enemies
- Heroic qualities

Skills

Reading	Skill category	Skill	Learning objectives	NJSLS-WL standards
Book 4, chapters 24-25	Reading and Comprehension	1.D Demonstrate knowledge of Latin syntax to read and comprehend Latin texts.	1.D.i: Paraphrase text that reflects knowledge of syntax. 1.D.ii: Write literal translation of text that reflects knowledge of syntax. 1.D.iii: Write response that reflects knowledge of syntax.	• 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.4: Summarize information from oral and written discourse dealing with a variety of topics. • 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.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
	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.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.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).
Book 4, chapters 26-28	Translation	2.C Demonstrate knowledge of Latin grammar and syntax when	2.C.i: Create rendering in English that reflects the Latin grammatical constructions (e.g., subject-verb agreement,	• 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by

		translating Latin texts into English.	pronouns and their antecedents, subordinate clauses). 2.C.ii: Create rendering in English that reflects the relationships between clauses	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.
	Contextualization	3.F Use knowledge of authors or literary conventions to demonstrate understanding of Latin texts.	3.F.i: Identify characteristics of literary genres (e.g., epic, commentarii) in the Latin texts. 3.F.ii: Identify literary conventions (e.g., invocation of the Muse, address to the troops, characterization) in the Latin texts. 3.F.iii: Explain characteristics of literary genres as relevant to the understanding of the Latin texts. 3.F.iv: Explain literary conventions as relevant to the understanding of the Latin texts. 3.F.v: Explain an author's circumstances, background, and life as relevant to the understanding of the Latin texts.	• 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).
Book 4, chapters 29-31	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	• 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

			phrases in context (e.g., ferrum as “sword,” lumina as “eyes”).	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.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.
Book 4, chapters 32-25 and first sentence of chapter 36	Contextualization	3.B Use knowledge of Roman political ideas to demonstrate understanding of Roman culture in Latin texts.	3.B.i: Identify Roman political ideas (e.g., libertas, pietas, virtus) not directly stated in the Latin texts, based on context or outside 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.	• 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.
	Argumentation	5.C Use accurate, specific, and relevant references to Latin texts.		• 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
- 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