

# CHAPTER 1: GAIUS JULIUS CAESAR

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## TEACHING TIP

- The initial page of each chapter features a work of art chosen to stimulate discussion. Teachers might consider using this image as a prelection activity to generate ideas about the author about to be studied. For instance, the Mantegna painting of the triumph of Caesar highlights the tuba players and standard-bearers. Teachers might ask students what they predict about the subject matter of the Caesar readings. Students might also consider Caesar's reputation through the ages as this painting is from the fifteenth century—the Renaissance.
- Teachers might also ask students what ideas the **Memorabile Dictū** generates about the author and readings. This is a prelection activity for each of the text's seven chapters.



## TEACHER BY THE WAY

Andrea Mantegna was one of the most important early Renaissance masters in Italy. In 1459 he was appointed court painter to Ludovico Gonzaga, the duke of Mantua. His masterpiece in Mantua is the Room of the Marriages where Mantegna's frescoes celebrate the Gonzaga family.

Francesco Gonzaga II, a successful military leader, commissioned a set of nine canvases of the *Triumph of Caesar*. As was the custom of the Renaissance, Mantegna researched his subject matter and depicted what some scholars identify as the first truly historical cycle of paintings.

While Gonzaga identifies with Caesar, the Renaissance political philosopher Machiavelli and the humanist historian Leonardo Bruni respectively held a skeptical and negative view of Caesar. Charles I of England purchased Mantegna's series and displayed them at Hampton Court.

# INTRODUCTION TO CAESAR ESSAY PP. 2–8

## COMPREHENSION QUESTIONS AND ANSWERS

These comprehension questions can be found in a document without answers in the Teachers' Lounge on the LNM website at [www.lnm.bolchazy.com](http://www.lnm.bolchazy.com). Teachers can make copies of the document for their students, project the document electronically in class, or email the document to their students.

1. During Caesar's formative years, who were the two most important political figures of the time?

**Marius and Sulla.**

To which of these two individuals was Caesar related?

**He had family ties to Marius because Marius married Caesar's aunt Julia.**

2. What happened to individuals who were proscribed?

**They were hunted down and killed and their property was confiscated. (Caesar barely escaped proscription.)**

3. What were the financial consequences of Caesar's election to the aedileship, to the religious post of *pontifex maximus*, and to the praetorship?

**The consequences were that Caesar ended up deeply in debt. Crassus had to guarantee that Caesar would pay these debts before he was allowed to depart for Spain for his governorship there.**

4. How did Caesar strengthen his ties with Pompey within the first triumvirate?

**Caesar strengthened his ties with Pompey by making him his son-in-law.**

5. What territory was Caesar assigned for his proconsulship? What did Caesar accomplish during his proconsulship?

**Caesar was assigned Illyricum and Cisalpine and Transalpine Gaul, initially for a period of five years, and later, after renewing his private alliance with Pompey and Crassus in 56 BCE, his command was extended for another five-year period. During these ten years Caesar conquered all of Gaul.**

6. What events led to the Civil War in 49 BCE?

**After the deaths of Julia and Crassus, which resulted in the end of the First Triumvirate, Pompey was won over to the side of the Optimates. Earlier, Pompey had promised Caesar that he could retain his proconsular *imperium* when he returned to Rome to celebrate a triumph and**

that he could run for a second consulship *in absentia*. Once the triumvirate ended, Pompey no longer felt compelled to abide by his promises to Caesar. Consequently, the Senate ordered Caesar to lay down his command when he returned to Rome, while allowing Pompey to retain his. Caesar refused, and the Senate declared him a public enemy. Caesar then marched his army into Roman territory, a decision which marked the beginning of civil war.

7. What did Caesar reputedly say when he and his army crossed the Rubicon into Roman territory?

***Ālea iacta est*** (“*The die has been cast.*”) The expression indicated the uncertainty of the undertaking, which almost certainly would involve civil war.



### TEACHING TIP

Students who studied from *LNM 1* may recall the phrase *Ālea iacta est* as they encountered it as the *Memorabile Dictū* for Chapter 6, p. 81.

8. When Caesar won the battle of Zela, what famously short report did he send back to Rome?

***Vēnī, vīdī, vīcī.***

9. What mistake did Caesar make, after he won the Civil War, which led to his assassination?

**Caesar made the mistake of forgiving his enemies. Caesar thought that as a result of his *clēmēntia*, his former enemies would be loyal to him; instead, they resented him and particularly so when he established himself “dictator for life.”**

10. List two of Caesar’s lasting achievements.

**The reformed calendar and the subjugation of Gaul.**

11. What were Caesar’s commentaries based on?

**Reports to the Senate by Roman governors and generals in which Caesar describes his and his army’s experiences.**

12. Describe one distinctive feature of Caesar’s style that reflects the literary tradition in which he was writing.

**Using reports to the Senate by Roman governors and generals as a model, he writes in the third person singular because he is sharing reports of events in Gaul with both the Senate and Roman people.**

## MAP WORK P. 17

Questions about the map on p. 17 can be found in a document without answers in the Teachers' Lounge on the LNM website at [www.lnm.bolchazy.com](http://www.lnm.bolchazy.com). Teachers can make copies of the document for their students, project the document electronically in class, or email the document to their students. Answers will be provided in a separate document for the teacher's convenience.



### TEACHING TIP

Teachers may wish to assign students to read *The Door in the Wall*, a novel of historical fiction based on the life of Julius Caesar. Benita Kane Jaro's novel is engagingly written and based on careful research. It is available from Bolchazy-Carducci Publishers. This novel may be read by the entire class as they read the selections from Caesar in this book or may be an extra credit assignment for one or more students who then report on the book to the whole class.

Teachers may also wish to encourage students to read *Rubicon* and *The Judgement of Caesar*, both historical novels by Steven Saylor. The plot action in *Rubicon* occurs as Caesar marches on Rome and during the early days of the Roman Civil War. *The Judgement of Caesar* begins as the Civil War between Caesar and Pompey comes to a conclusion. The affair between Caesar and Cleopatra is part of the plot of this novel.

Another historical novel for students to be encouraged to read is *SPQR XIII: The Year of Confusion* by John Maddox Roberts. Julius Caesar as dictator of Rome decides to revise the Roman calendar. Shortly after this project is begun, murders begin to occur.



### TEACHER BY THE WAY

Using historical novels in the classroom promotes student enthusiasm since historical novels are usually pleasant to read. Teachers must be aware, however, that historical fiction is not the same as history. Teachers should encourage their students to determine where a historical novel diverges from the historical facts. Other historical novels will be suggested for use throughout this teacher manual and this caveat applies to all.

# READING 1 P. 18

## GAUL AND ITS INHABITANTS

### CAESAR *DĒ BELLŌ GALLICŌ* 1.1

**Review Grammar in Language Facts:** Demonstrative Adjectives and Pronouns (pp. 197, 228, 343, 357–358, *LNM* 1); Relative Pronouns (pp. 240–242, *LNM* 1)

**New Grammar in a Study Tip, By the Way, or Notes:** Ablative of Respect; Dative with Certain Adjectives (“near, dear, kind,” etc.); Predicate Nominatives with Certain Intransitive Verbs (“appear, name, call”) in the Passive Voice; Rivers are Masculine in Gender; *cum* as a preposition vs. *cum* as a conjunction

**Review Grammar in a Study Tip, By the Way, or Notes:** Active Translation of Deponent Verb Tenses (p. 171, *LNM* 2); Preposition *cum* Attached to Pronouns such as *mē*, *tē*, etc. (p. 233, *LNM* 2)

**Figures of Speech Introduced in This Section:** Asyndeton, Ellipsis

**Standards:** 1.1, 1.2, 2.1, 2.2, 3.2, 4.1, 4.2



#### TEACHING TIP

##### *LNM* 3 Enrichment Reader

The Caesar passages in the *LNM* 3 Enrichment Reader present Caesar as social commentator with selections about the Druids—*Dē bellō Gallicō* 6.13 and 6.14–16. In addition, the *LNM* 3 Enrichment Reader includes Caesar’s *Dē bellō civili* 3.103–104, a passage which describes the death of his rival Pompey.

#### HOW TO USE THIS BOOK

Study Tips and By the Ways in *LNM* 3 present Latin synonyms, Latin words that are often confused, and translating tips. The teacher may wish to instruct students to keep a list of these in a notebook or in a computer file for reference.

For most students, figures of speech will be new at level 3 in their study of Latin. Students should learn the definition of each figure of speech when it occurs in a By the Way. They should also be encouraged to recognize figures of speech in a passage of Latin and, most importantly, teachers should impress upon students the need to analyze how a figure of speech enhances the Latin. After a figure of speech is introduced and explained in a By the Way, later uses of the figure of speech are usually mentioned very briefly (and for each instance the student should explain how the figure of speech enhances the given

Latin). Students who need a refresher on a particular figure of speech at this point should consult Appendix C, which gives definitions and examples for figures of speech presented in this textbook.

## ORAL ACTIVITY

Instruct students to ask their grandparents (or other older adults) if they remember studying Caesar in school and if they were required to memorize the opening lines of *Dē bellō Gallicō* 1.1. Compare students' findings in class and then instruct students to memorize and recite aloud to the class or to the teacher alone lines 1–3 or lines 1–5. Teachers may choose to bill this as a “retro” activity or a chance for students to see what a Latin class was like in their grandparent’s day.

## ORAL ACTIVITY

In *Schola Cantans*, available from Bolchazy-Carducci Publishers, Caesar’s *Dē bellō Gallicō* 1.1–3 is set to music by the Czech composer Jan Novak. The marching rhythm of Novak’s arrangement suits these passages and will sensitize students to the pronunciation and sound of Caesar’s prose. Students may also sing along with this music.

## TRANSLATION P. 18

(NB: Only the first page of the Latin passage translation will be listed.)

*The translations in the Teacher’s Manual are intended to be rather literal. Words that need to be supplied in the English translation, such as “part” in line 1 below, will be placed in brackets. Parentheses will be used to indicate very literal translations, such as “among themselves,” in lines 3–4 below, or to clarify the Latin, as (i.e., German), in line 13 below.*

Gaul as a whole is divided into three parts, one [part] of which the Belgians inhabit, another [part] the Aquitanians, [and those] who are called Celts by their own language, Gaul by our language [inhabit] a third [part]. All these [peoples] differ from one another (among themselves) in language, customs, [and] laws. The Garonne river [divides] the Gauls from the Aquitanians, the Marne and the Seine rivers divide [the Gauls] from the Belgians. The bravest of all of these [peoples] are the Belgians because they are farthest away from the culture and civilization (humanity) of the Province, and merchants come and go least often to these [people] and they bring in those [items] which pertain to weakening courage. They (the Belgians) are nearest to the Germans, who live across the Rhine, with whom they continuously wage war. For this reason the Helvetians also surpass the rest of the Gauls in courage because they fight in

almost daily battles with the Germans, when either they keep them from their own boundaries or they themselves wage war in their (i.e., German) boundaries. One part of their territory (of them), which it has been said that the Gauls hold, takes its beginning from the Rhone river, is bounded by the Garonne river, the Ocean, [and] the territory of the Belgians, touches also the Rhine river on the side of the Sequanians and Helvetians, [and] slopes toward the north. The Belgians originate from the farthest territory of Gaul, extend to the lower part of the Rhine river, [and] face the north and east. Aquitania extends from the Garonne river to the Pyrenees mountains and that part of the Ocean which is near Spain, [and] it faces between the west and north.



### TEACHING TIP

pp. 18, 20, 22

The teacher may wish to instruct students to draw the three parts of Gaul, along with the river, the Ocean, and mountain boundaries as described by Caesar in the text above. The teacher may choose to have the students draw what they understand from Caesar's words before they have looked at a map. Then students can check their comprehension of what Caesar wrote by comparing what was drawn to what is on the map on p. 17. Alternatively, the teacher may choose to have students compare the map on p. 17 to a modern map and note the Latin-based names still in use.



### TEACHER BY THE WAY

p. 18, 20, 22

- In the note on line 1, reference is made to *Gallia Cisalpina*, “Gaul on this side (*cis*) of the Alps,” and to *Gallia Transalpina*, “Gaul across the Alps.” The teacher may wish to call the students’ attention to the use of these same prefixes in the word “cislunar” and the phrase “translunar space.”
- In the study tip on lines 2–3, it is noted that *linguā, institūtis, lēgibus* are ablatives of respect. Some books use the term ablative of specification instead, but in this book the term ablative of respect will be used.
- In line 6, *ā cultū atque hūmānitāte* is an ablative of separation.
- In line 9, *virtūte* is an ablative of respect.

## COMPREHENSION QUESTIONS P. 23

1. Name in both Latin and English the three parts of Gaul that Caesar outlines.

***Belgica, Belgium; Aquitānia, Aquitania; Gallia, Gaul***

2. Which of these three parts is the bravest and why, according to Caesar?

**The Belgians are the bravest, because they are most distant from the culture and humanity of the Province and because merchants bring to them least often things which would weaken their bravery.**

3. Why are the Helvetians more courageous than the Gauls?

**The fight almost daily with the Germans.**

### ► EXERCISE 1 PP. 23–24

1. In line 1, what Latin word is the antecedent of *quārum*?

***partēs***

2. In lines 1–2, what three Latin words modify the understood noun *partem*?

***ūnam, aliam, tertiam***

3. In line 2, what is the case and use of *ipsōrum*?

**genitive of possession**

4. What is the case and use of *linguā* in line 2?

**ablative of means**

5. In line 3, what is the tense, voice, and mood of *appellantur*?

**present passive indicative**

6. In line 4, to what does *sē* refer?

**the Belgians, Aquitanians, and the Gauls**

7. What is the case and use of *Aquitānīs* in line 4?

**ablative of separation**

8. In lines 4–5, what are the Latin subjects of *dīvidit*?

***Garumna, Matrōna, Sēquana***

9. What is the case and degree of *fortissimī* in line 5?

**nominative, superlative**

10. What is the case and use of *cultū* in line 6?

**ablative of separation**

11. What is the subject of *commeant* in line 7?  
***mercātōrēs***
12. What is the antecedent of *quī* in line 8?  
***Germānīs***
13. What is the case and use of *virtūte* in line 9?  
**ablative of respect**
14. In line 10, what is the subject of *praecēdunt*?  
***Helvētīi***
15. In line 10, what is the case and use of *proeliīs*?  
**ablative of means**
16. In line 11, to whom does *eōs* refer?  
**the Germans**
17. What is the antecedent of *quam* in line 11?  
***pars***
18. In line 12, what is the tense, voice, and mood of *dictum est*?  
**perfect passive indicative**
19. In lines 12–14, *pars* is the subject of what four verbs?  
***capit, continētur, attingit, vergit***

## VOCABULARY BUILDER P. 24

It is easier to read passages of *Dē bellō Gallicō* if you know the geographical terms for the peoples and places Caesar is discussing. Here are terms that will help you read; can you find each of these on the map on p. 17?

Using a Latin dictionary to help you, what are the Latin adjectives that correspond to the peoples listed above. Be careful since there are a few difficult ones in the list of people.

Example: Gallī, -ōrum, m. pl. the Gauls    Gallus, -a, -um Gallic

**Belgae, -ārum, m. pl. the Belgians**

**Belgicus, -a, -um Belgian**

**Aquitānī, -ōrum, m. pl. the Aquitanians**

**Aquitānius, -a, -um Aquitanian**

**Germānī, -ōrum, m. pl. the Germans**

**Germānus, -a, -um German**

Helvētīi, -ōrum, m. pl. the Helvetians

Helvētius, -a, -um Helvetian

Sēquanī, -ōrum, m. pl. the Sequanians

Sēquanus, -a, -um, Sequanian

Hispānī, -ōrum, m. pl. the Spaniards

Hispānus, -a, -um Spanish

Celtae, -ārum, m. pl. the Celts

Celticus, -a, -um Celtic

Aeduī, -ōrum, m. pl. the Aeduans

No Latin adjective corresponds to this people

### ► EXERCISE 2 P. 26

Identify the demonstrative pronoun/adjective in each sentence, indicate whether it is being used as a pronoun or an adjective, and translate the entire sentence.

1. Hōrum omnium fortissimī sunt Belgae.

***hōrum*, pronoun**

**Of all these [men], the Belgians are the bravest. Or The Belgians are the bravest of all these [men].**

2. Illī Belgae ab extrēmīs Galliae fīnibus oriuntur.

***illī*, adjective**

**Those Belgians arise from the farthest territory of Gaul.**

3. Eōrum ūna pars, quam Gallī obtinent, initium capit ā flūmine Rhodanō.

***eōrum*, pronoun**

**One part of them (i.e, their territory), which the Gauls hold, takes [its] beginning from the Rhone river.**

4. Suīs fīnibus hunc prohibent.

***hunc*, pronoun**

**They keep him from their territory.**

5. Aquītānia ab eō flūmine ad Pŷrēnaeōs montēs pertinent.

***eō*, adjective**

**Aquitania stretches from that river to the Pyrenees mountains.**

6. Hanc partem incolunt Belgae, illam Aquitānī, et eam Galli.

*hanc, illam, eam; adjectives*

**The Belgians inhabit this part, the Aquitanians that [part], and that/  
this [part] the Gauls.**

7. In eōrum fīnibus bellum gerunt.

*eōrum, pronoun*

**They wage war in their territory.**

8. Ferē cōtīdiānīs proeliīs cum illīs contendunt.

*illīs, pronoun*

**They fight with them in almost daily battles.**

9. Haec pars initium capit ā Rhodanō flūmine.

*haec, adjective*

**This part takes its beginning from the Rhone river.**

10. Illi Germānī quibuscum continenter Belgae bellum gerunt incolunt trāns Rhēnum.

*illī, adjective*

**Those Germans with whom the Belgians continuously wage war live  
across the Rhine.**

### ► EXERCISE 3 P. 27

Translate.

1. Gallia est omnis dīvisā in partēs trēs, quārum ūnam partem incolunt Belgae.

**Gaul as a whole is divided into three parts, of which the Belgians  
inhabit one part.**

2. Ūna pars, quae initium capit ā Rhodanō, continētur Garumnā flūmine.

**One part, which takes its beginning from the Rhone, is bounded by  
the Garonne River.**

3. Quī ā cultū atque humānitāte prōvinciae longissimē absunt fortissimī sunt.

**Those who are farthest away from the culture and the civilization of  
the Province are most brave.**

4. Matrōna, Sēquana, Garumna quae sunt tria flūmina in Galliā sunt longissimī.

**The Marne, Seine, [and] Garonne, which are three rivers in Gaul, are  
very long.**

5. Qui linguā, institūtīs, lēgibus inter sē differunt.

**They differ from one another in language, customs, [and] laws.**

6. Belgae quōrum milītēs sunt fortissimī multīs proeliīs cum Germānīs contendunt.

**The Belgians, whose soldiers are very brave, fight with the Germans in many battles.**

7. Milītēs eīs grātiās agunt ab quibus cibus ad castra importātur.

**The soldiers give thanks to those by whom food is carried to camp.**

8. Belgae ab extrēmīs finibus quī sunt in Galliā oriuntur.

**The Belgians arise from the farthest territory that is in Gaul.**



## TEACHING TIP

p. 29

Essay questions are included in this book so that teachers may implement some pre-AP essay writing or across-the-curriculum analysis and writing practice if they so choose. The first essay question that students will see is the question about Caesar, *Dē bellō Gallicō*, 1.1. If students have had little or no exposure to essay writing, the teacher will want to give students some guidance about writing essays such as

- students must cite Latin from the passage to support their points or, in the case of a longer citation, may give the line numbers instead. The Latin citation should be written immediately after the point it supports.
- students must translate into English the Latin they cite. Translations should be inside quotation marks and should be literal.
- teachers may wish to share with the students the AP essay-grading rubric, which can be found at the AP website.
- students should be reminded to implement what they have learned in their English classes about including topic sentences for paragraphs, writing an introduction and a conclusion to the essay, and using correct English grammar, punctuation, and spelling. Students may need to be reminded that in a handwritten essay, the title of a book is underlined, but in a word-processed essay the title should be placed in italics.



## TEACHER BY THE WAY

p. 29

This first essay question requests more information than is supplied in the Latin passage and only a small amount of information that is analytical in nature. As students become more familiar with essay writing, more analysis will be required in subsequent essay questions.

### ESSAY P. 29

In lines 4–9 Caesar discusses the factors that he believes contribute to the bravery, first of the Belgians and then of the Helvetians. In a short essay identify these factors. Point out and explain the significance of the factor that he mentions in the case of the Belgians but not of the Helvetians.

What does this omission indicate?

Support your assertions with references to the Latin text throughout the passage above.

All Latin words must be copied or their line numbers provided, AND they must be translated or paraphrased closely enough that it is clear that you understand the Latin. Direct your answer to the question; do not merely summarize the passage. Please write your essay on a separate piece of paper.



## TEACHING TIP

p. 29

The teacher should instruct the students to use either the line numbers from the first passage of *Dē bellō Gallicō* on pp. 18, 20, 22 or from the Redux passage on p. 28. It will help the teacher when reading/grading the essay if all students use the same passage and therefore the same line numbers. In the sample essay answer below, the line numbers from pp. 18, 20, 22 are used.



## TEACHER BY THE WAY

p. 29

In their essays students should distinguish between *cultus*, “external luxuries,” and *hūmānitās*, “moral and intellectual refinement,” and discuss how these qualities can make men less brave. Students should include in their discussion the effect that living close to the Germans and to the Romans has upon the inhabitants of Gaul.

In writing about the peoples who inhabit Gaul, Caesar singles out the Belgians as being the bravest (*hōrum omnium fortissimī sunt Belgae*, line 5). He gives three reasons for this. First, the Belgians are the farthest distance from the external luxuries and moral and intellectual refinement of the Province (*ā cultū atque hūmānitāte provinciae longissimē absunt*, line 6). It is interesting that Caesar, a well-educated Roman, views intellectual refinement as detracting from valor. Second, merchants travel least often to this people and, as a result, few luxuries are imported that weaken the courage of the Belgians (*minimēque ad eōs mercātōrēs saepe commeant atque ea quae ad effēminandōs animōs pertinent important*, lines 6–8). The potentially negative effect that the merchants and their wares might have on the Belgians is reinforced by the prepositional phrase *ad effēminandōs animōs* in line 7 echoing *ad eōs* in line 6. Third, the Belgians are the bravest owing to their close proximity to the Germans, with whom they are continuously engaged in warfare (*proximīque sunt Germānīs, quī trāns Rhēnum incolunt, quibuscum continenter bellum gerunt*, lines 8–9). Caesar then adds that the Helvetians, too, surpass the rest of the peoples of Gaul in courage because they are in almost daily battles with the Germans (*Quā dē causā Helvētīi quoque reliquōs Gallōs virtūte praecedunt, quod ferē cōtīdiānīs proeliīs cum Germānīs contendunt*, lines 9–10) What Caesar leaves unsaid is that the Helvetians, who also live in close proximity to the Romans, do not seem to be adversely affected by the Province with its external luxuries and moral and intellectual refinement. Caesar credits the ferocity of the Helvetians totally to their daily military battles (skirmishes) with the Germans.

## ENGLISH DERIVATIVES

### Student List:

*appellō* – appeal, appellate, appellation

*hūmānitās* – humanity, humanist, humanitarian

*mercātor* – merchant, merchandise, commercial, market, mercantile

*effēminō* – effeminate

*cōtīdiānus* – quotidian

*vergō* – converge, diverge, divergent

## TEACHER LECTURE NOTES

*appellō* – The Latin verb means “call by name” but also “speak to, beseech,” and it is this latter meaning which leads to appeal (an earnest request).

- An appellate court is called upon to review cases decided in a lower court.
- The appellation of chairman was given to him gratuitously while the real power lay in the hands of the CEO.

*hūmānitās* – This word is derived from *homō* (“mankind”) and therefore refers to humans. Its derivatives have the same meaning and usually refer to humane qualities such as benevolence as well as the studies of classical languages and literature, the arts, philosophy, etc., as opposed to the sciences.

- A humanist studies human nature and affairs and has a strong interest in the well-being of people. This term was also applied to scholars of the Renaissance who concentrated on the cultures of ancient Greece and Rome.
- A humanitarian is concerned with improving the lot of the human race; for example, Andrew Carnegie was a philanthropist (“lover of man”) who founded the public library system.

*mercātor* – (from *merx* = goods, wares, wages)

- *mercātor* is someone (-*tor*) who deals in merchandise.
- The word market owes its spelling changes to the Vulgar Latin *marcitus* (from *mercātor*) through Middle English and refers to a place where goods are sold.
- A related derivative, commerce (and commercial) is derived from the Latin *cum* = together, and *merx* = goods, and refers to an interchange of buying and selling.
- The United States is a mercantile nation, for it is in the business of buying and selling goods.

*effēminō* – The word effeminate dates back to the 15th century and is derived from *ex* = out of, and *fēmina* = woman. The literal meaning “out of woman” came to mean “make a woman of,” the Latin meaning of the verb. The term effeminate is always pejorative in English.

*cotidiānus* – This word is derived from *quot* (“how many, every”) and *diēs* (“day”). The English quotidian reflects the root spelling as well as the meaning, e.g., *The New York Times* is a quotidian newspaper.

*vergō* – The derivative diverge (from *dis* = apart and *vergō* = to turn) appears in the first line of Robert Frost’s memorable poem, “The Road Not Taken”: “Two roads diverged in a yellow wood . . . .”

- Divergent opinions can result in interesting and fruitful discussions, or they can lead to rousing arguments.
- The antonym of diverge is, of course, converge.

## READING 2 P. 30

### THE CONSPIRACY OF ORGETORIX

#### CAESAR DĒ BELLŌ GALLICŌ 1.2

**Review Grammar in in Language Facts:** Adjectives with the Genitive Singular in *-ius* and the Dative Singular in *-i* (p. 248 –251, *LNM 2*); Present Active, Perfect Passive, and Future Active Participles (pp. 334 – 336, 367, *LNM 1*; pp. 242–243, *LNM 2* ) Gerunds and Gerundives (pp. 338–344, *LNM 2*)

**New Grammar in a Study Tip, By the Way, or Notes:** Singular *mille* Compared to Plural *milia* + Partitive Genitive; Dative after Verbs of Pleasing, Trusting, Believing, Persuading, Resisting, Commanding, Obeying, Serving, and Sparing; Ablative of Cause

**Figures of Speech Introduced in This Section:** Hendiadys

**Standards:** 1.1, 1.2, 2.1, 2.2, 3.2, 4.1, 4.2

### ORAL ACTIVITY

In *Schola Cantans*, Caesar's *Dē bellō Gallicō* 1.1–3 is set to music by the Czech composer Jan Novak. The marching rhythm of Novak's arrangement suits these passages and will sensitize students to the pronunciation and sound of Caesar's prose. Students may also sing along with this music.



### TEACHING TIP

Use the map on p. 17 to help students understand the geography that Caesar is discussing in this section. A project for students to do in conjunction with Caesar 1.1 and 1.2 is to create, build, or draw a map. Students can also be instructed to find pictures of the rivers, mountains, and lakes mentioned here and in 1.1 on the Internet. Teachers may also want students to use Google Earth to look at these places.