THE LEGAMUS READER SERIES

edited by
Kenneth F. Kitchell Jr., University of Massachusetts Amherst,
and Thomas J. Sienkewicz, Monmouth College

The *LEGAMUS* series was created to address the needs of today's students as they move from "made-up" Latin to the Latin of real authors who lived over two thousand years ago. Both established and innovative pedagogical techniques are employed to ease the problems facing students as they begin to read authentic Latin authors. At its core, the series intends to facilitate **reading** before all else, and the many innovations in the series all stem from a single question: "What makes reading this author difficult for students?"

The series is intended for use in intermediate and upper-level Latin courses in both college and high school. Volumes in the series may be used individually as an introduction to a given author or together to form an upper-division reading course.

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CAESAR

A LEGAMUS TRANSITIONAL READER

TEACHER'S GUIDE

Rose Williams
& Hans-Friedrich Mueller

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LEGAMUS Transitional Reader Series
Caesar: A LEGAMUS Transitional Reader
Teacher's Guide

Rose Williams and Hans-Friedrich Mueller

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PREFACE

The Purpose of this Teacher's Guide

The purpose and format of the *Legamus* series are fully explained in the "Foreword" and "Preface" of the student text *Caesar: A Legamus Transitional Reader* for which this Teacher's Guide has been written and therefore will not be repeated here.

The intention of this Teacher's Guide is to provide answers to the questions and exercises accompanying each Latin passage in the sections entitled "Now It's Your Turn," "Stopping for Some Practice," and "Thinking about How the Author Writes." For teachers' convenience, translations are also provided for all of the sentences in the exercises irrespective of whether students are asked in their text to translate the sentences or not. Additional information not required in the student answer but helpful for teachers to have at their fingertips is provided in parentheses. When questions are based on the unadapted Latin passage, "What Caesar Actually Wrote," where appropriate we provide line references based on the unadapted Latin passage line numbers not on those in the "Helping You to Read What Caesar Wrote" Latin passage. Answers to the questions in "Thinking about What You Read" are presented as suggestions and are by no means definitive or all-inclusive. This section endeavors to encourage students to think about their own reactions to Caesar's text and to make connections between today's world and the concepts raised in Caesar's narratives. Students will most likely give a variety of answers and the teacher will evaluate whether these responses reflect an accurate understanding of the Latin text in question. In addition, these answers should provide stimulus for class discussion.

As students build their Latin reading skills and their understanding of Caesar's writing, the questions in "Thinking about How the Author Writes" grow in complexity as do those in "Thinking about What You Read."

A copy of each Latin passage entitled "What Caesar Actually Wrote" from the student text is printed at the back of this Teacher's Guide. They are printed in the guide so that teachers can consult the Latin without having to look at the student text. The Latin in the guide is presented in a different layout so that teachers can use the passages for quizzes and tests for students. The translations are only intended to be one suggested translation of the passage. Gapped words are provided in roman font and brackets while alternative translations are in italics and brackets. The translations provide teachers an opportunity to check their own understanding of the text, as well as its grammar and syntax, or to assist students in improving their own translations.

Following this preface, the introduction provides an overview of each chapter's readings and grammar topics. Teachers can review this introductory material as they plan their syllabi for *Caesar: A Legamus Transitional Reader.*

Most of the lessons in the student text present the Latin arranged by sense units. We have also posted such arrangements of the Latin for lessons I, II, and IX–XII on the *Caesar: A LEGAMUS Transitional Reader* page on www.bolchazy.com.

We include a short list of errata in the 2013 printing of the student text. We appreciate students and teachers apprising us of errors.

Donald E. Sprague
Editor

INTRODUCTION

Overview of Readings and Grammar Topics Covered in Each Lesson

Editor's Note: Several topics introduced in the first lessons are again addressed in the later lessons where they receive a more intense discussion. The exercises accompanying the later lessons are accordingly more complex, requiring students to articulate the reasoning behind a given tense, mood, or the like.

Caesar as General in Gaul: Selections from Caesar's *Dē Bellō Gallicō*

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Pre-Caesar Reading

Sallust *Bellum Catilīnae* 54
- Elliptical Writing
- Demonstrative Adjectives and Pronouns: *hic, haec, hoc* and *is, ea, id*

Lesson I

Caesar Discusses the Gauls *Dē Bellō Gallicō* 1.1
- Relative Pronoun *quī, quae, quod*
- Reflexive Pronoun *suī*

Lesson II

Caesar Encounters the Nervii *Dē Bellō Gallicō* 2.15.5–12
- Indirect Statement
- Adjectival and Adverbial Clauses: Relative Clause and *Cum* Clauses

Lesson III

The Battle Begins, Part 1 *Dē Bellō Gallicō* 2.20.1–9
- Verbals
- Infinitives
- Participles
- Passive Periphrastic
- Gerunds

Lesson IV

The Battle Begins, Part 2 *Dē Bellō Gallicō* 2.22.1–5
Impersonal Constructions: *oportet*, *licet*, and *opus est*

Lesson V

The Thick of the Fight *Dē Bellō Gallicō* 2.24.1–12
Pluperfect Tense

Lesson VI

Slowing the Onslaught *Dē Bellō Gallicō* 2.25.1–14
Deponent Verbs

Lesson VII

The Hard-won Victory *Dē Bellō Gallicō* 2.27.1–10
Result Clauses
Purpose Clauses

Lesson VIII

The Outcome *Dē Bellō Gallicō* 2.35
Deponent Verbs
Impersonal Verbs

Caesar as Cultural Reporter: More Selections from Caesar's *Dē Bellō Gallicō*

Lessons IX–XII

Lesson IX

The Druids of Gaul *Dē Bellō Gallicō* 6.13.4–7
Conditional Clauses
Indefinite Pronouns and Adjectives in Conditional Clauses

Lesson X

The Training of the Druids *Dē Bellō Gallicō* 6.14.1–4
Cum Clauses Including Concessives
Quod Causal Clauses
Impersonal Verb with Substantive Clause

Lesson XI

Marriage among the Gauls *Dē Bellō Gallicō* 6.19.1–3
Correlatives

Lesson XII

Politics among the Gauls *Dē Bellō Gallicō* 6.20.1–3
Indirect Command

Lesson XIII

The Germans Live Simply *Dē Bellō Gallicō* 6.21
Relative Clause of Characteristic (or Description)
Dative with Intransitive Verbs
Ablative with Special Deponents

Lesson XIV

Caesar Describes the German Lifestyle, Such as it May Have Been *Dē Bellō Gallicō* 6.22
Purpose and Negative Purpose

Lesson XV

The Germans Do not Make Good Neighbors but They Do Treat Guests Well *Dē Bellō Gallicō* 6.23
Indirect Statement
Accusative Subjects of Infinitives
Sequence of Tenses in Indirect Statement

Lesson XVI

Gauls and Germans Compared *Dē Bellō Gallicō* 6.24
Ablatives Including Respect, Place Where, Manner, and Means

Caesar against the Senate: Selections from Caesar's *Dē Bellō Cīvīlī*

Lessons XVII–XXIV

Lesson XVII

The Senate Debates Caesar *Dē Bellō Cīvīlī* 1.1
Conditional Clauses

Lesson XVIII

Discussion, Debate, and a Decree against Caesar in the Senate *Dē Bellō Cīvīlī* 1.2
Thinking about Time and Tense in the Indicative

Lesson XIX

Abused Tribunes and Insults to Caesar's Personal Dignity *Dē Bellō Cīvīlī* 1.7
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Lesson XX

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Lesson XXIII

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Prepositions
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Plutarch *Life of Caesar* 60–69

PRE-CAESAR READING

Sallust *Bellum Catilīnae* 54

What Sallust Actually Wrote (p. 4)

Translation

Therefore birth, age, eloquence were almost equal for them, greatness of mind [was] equal, likewise glory [was equal], but in other things they were otherwise [different]. Caesar was held [*considered*] great by [*on account of his*] kindnesses and generosity, Cato by [*on account of the*] integrity of [his] life. That one [i.e., Caesar] by gentleness and compassion was made famous, for this one [i.e., Cato] sternness added authority . . . In the one there was a refuge for the miserable, in the other there [was] destruction for the evil. The good nature of that one [*i.e., the former*], the firmness of this one [*i.e., the latter*] was praised.

After Reading What Sallust Wrote (p. 4)

1. In what qualities does Sallust find Caesar and Cato approximately equal?

   Sallust finds them approximately equal in terms of age, birth (i.e., social standing), and eloquence as well as greatness of spirit and glory.

2. Which man would be likely to inspire both respect and fear? Why?

   Cato would be likely to inspire both because he demonstrated integrity as well as severity toward wrongdoers.

3. Which man would be likely to be more popular? Why?

   Caesar is likely to be more popular because he is generous and merciful to the wretched.

LESSON I

Caesar Discusses the Gauls

Dē Bellō Gallicō 1.1

Now It's Your Turn (p. 6)

Translate the following sentences, keeping in mind the grammar points mentioned above.

1. Caesar, quī nunc prōcōnsul est, dē Galliā scrībit.

   Caesar, who is now proconsul, writes about Gaul.

2. Flūmen Tiber est in Italiā; flūmen Garumna, in Galliā.

   The River Tiber is in Italy; the River Garonne [is] in Gaul.

3. Hī Gallī sē Celtās appellant.

   These Gauls call themselves Celts.

4. Hīs mercātorēs saepe nōn veniunt.

   For these men [*them*] merchants do not come often.

5. Germanī, quōrum agrī trāns Rhēnum sunt, Belgīs proximī sunt.

   The Germans, whose fields [*lands*] are across the Rhine, are nearest to the Belgians.

Stopping for Some Practice (p. 9)

Choose the correct word to fill in the blank:

1. Gallī _____ (sē, eōs) Celtās appellant.

   ***sē*; The Gauls call themselves Celts.**

2. Belgae _____ (hās, haec, hōs) mercātorēs non amant.

   ***hōs*; The Belgians do not like these [people].**

3. Germanī, _____ (quī, quae, quibus) fortissimī sunt, continenter bellum gerunt.

   ***quī*; The Germans, who are the bravest, constantly wage war.**

4. _____ (Ea, Is, Eōrum) flūmina sunt magna.

   ***Ea*; These rivers are large.**

5. Gallī linguīs inter _____ (eōs, sē, hōs) differunt.

   ***sē*; The Gauls differ among themselves in respect to languages.**

What Caesar Actually Wrote (p. 10)

Translation

Gaul is a whole divided into three parts, of which the Belgians inhabit one [part], the Aquitanians another [part], and [those] the third [part], who are called in their own language Celts, in our [language] Gauls. All these differ among themselves in language, institutions, and laws. The Garonne River divides the Gauls from the Aquitanians; the Marne and the Seine divide [them] from the Belgians.

Of all these the bravest [*most resolute*] are the Belgians, because they are farthest away from the culture and refinement of the Province, and least often merchants come to them and import those things that lead to the softening of spirits. They are next to the Germans, who live across the Rhine, with whom they are constantly waging war.

Thinking about How Caesar Writes (p. 10)

Translate this sentence in literal word order, then place it in standard English.

Gallōs ab Aquītānīs Garumna flūmen dīvidit.

The Gauls from the Aquitanians the Garumna River divides.

The Garumna River divides the Gauls from the Aquitanians.

After Reading What Caesar Wrote

Thinking about What You Read (p. 11)

1. In this passage Caesar sets out first of all to make the Romans understand the divisions between the Gauls. Why do you think understanding these divisions is important?

   The geographical divisions will make it hard for the Gauls to unite against an outsider. The cultural divisions will make them disinclined to do so or even to perceive the threat to a different group as a threat to themselves.

2. What does Caesar want the Romans to understand about the Belgians?

   Belgians are "tougher"—they are not likely to be hindered by humane considerations or complex thought, and they are accustomed to continual warfare.

3. What factors lead to their unique qualities among the Gauls?

   The first factor he names is their great distance from the civilizing influences of the Romans; the second is their proximity to the Germans, who are notorious fighters and with whom the Belgians regularly wage war.

4. What unfortunate effect does Caesar evidently believe civilization has upon "barbarians?"

   We can infer that Caesar believes it introduces them to luxuries and easier living. Love of these things lessens their desire to live and to fight in hard conditions.

5. How are modern feminists likely to view his expression of this belief? Please explain your view.

   Modern feminists are likely to take issues with Caesar as he seems to equate being feminine with being weak. Student responses to the second questions will vary—teachers should make sure students provide reasons for their view.