



Notes for the teacher: Chapter 9

de Romanis has been designed for a selective approach. Students need to learn the new vocabulary and grammar from each chapter's Core Language section, but teachers should select a suitable combination of introductory and practice material to suit the time available and the needs of their students.

INTRODUCTORY MATERIAL

The notes which follow aim to highlight areas of interest within the theme for each chapter; teachers are encouraged to be selective in accordance with the age and interest of their classes.

Overview

Chapter 9 introduces the Roman army, and the life, achievements and death of Julius Caesar. The chapter follows on from Chapters 7 and 8 by continuing to explore the nature of power: in this case, how the Roman army developed and won power for Rome through its ever increasing empire, and how this military success created the means for elite generals to increase their own individual power, ultimately leading to the breakdown of Rome's Republic and decades of bloody civil war.

Two key figures are introduced: Marius, whose reforms significantly increased the effectiveness of Rome's army, and Julius Caesar. Caesar's ruthless quest for personal power is a striking counterpoint to Cicero's more Republican principles. This chapter focuses on the extent of Caesar's military success, and its cost. The sources and stories highlight Caesar's brutality, and the chapter ends with civil war and Caesar's assassination. The bitter power struggles which took place in the aftermath of this are explored in Chapters 10 and 11.

How to begin

For all chapters, it is beneficial to read and discuss the introduction in overview before beginning the Core Language material: students will find the Latin sentences and stories more interesting (and more accessible) if they are already familiar with the context behind them. The PowerPoint slides available online might be helpful for teachers keen to offer a compressed introduction; in addition the worksheets (also available online) will direct students' attention to the most important details in the introduction. As students progress through each chapter, the Latin stories will provide opportunities to return to aspects of the introduction in greater depth. Detailed at the end of these notes is a breakdown of which material might work best alongside each Latin story.

Chapter 9 invites discussion of what it is that makes an army effective and the danger an elite army can pose to its own community as well as to external enemies. It might be useful to ask students what they think are the most important characteristics or qualities needed for an army to succeed. They might come up with qualities such as physical fitness, but they may not have considered the skills to overcome logistical challenges such as how to move the army quickly, how to feed the soldiers, and how to communicate with its generals in an era before radio or the internet. In addition, they may not



have considered the crucial question of whether soldiers feel greater loyalty to their state or their generals, and how to prevent a general making use of his soldiers to achieve his own agenda.

Chapters 7 and 8 looked at power which rested within political office or social class, but it is now useful for students to consider what makes political structures or social norms break down. Chapter 9 will help students to understand how hard it is for political structures to withstand the brute force of wealth and military might.

What's interesting

Some students will find the phenomenal success of the Roman army fascinating. Printed on p190 is a map which shows the growth in the Roman empire to its greatest extent; a more detailed version of this is available on the Companion Website.

The importance of planning, organisation and military strategy as a significant ingredient in the success of the army is a key idea within Chapter 9. Students might like to consider the difficulty of packing for two weeks' holiday, and then imagine scaling this up to an army of thousands fighting long campaigns in unfamiliar territories, and being frequently on the move.

The interplay between wealth and military power is also an important idea. Wealthy generals ultimately proved very dangerous for the Republic when their personal wealth increased to a level which allowed them to pay soldiers to fight for their agenda, rather than the Roman state's. Students might find interesting the idea that the army's success contributed to the Republic's downfall: the better the army did, the richer Rome's wealthy elite became. It may be helpful for their understanding of subsequent chapters for students to practise explaining in their own words why this proved such a threat to Republican principles of shared and limited power.

The concept of a triumph will be new to some students. The granting of a triumph by the senate invites discussion of how and why the Romans wished to celebrate military success, the impact of such glory on the conquering general and army, and what it shows us about their attitudes towards those whom they conquered. The lavishness of the pomp and ceremony stands in uncomfortable contrast to the humiliation and poor treatment of the human prisoners such as Vercingetorix. In later chapters the fates of Cleopatra, Boudicca and Calgacus will also throw light on the Romans' treatment of their conquered peoples.

Julius Caesar is arguably the most famous Roman to have ever lived. Everything about his life is excessive: his ambition, ruthlessness and military success. The death toll from his conquests is truly shocking, and students might find it interesting to compare these figures with the death toll in modern-day wars. The political unrest and the strength of feeling both for and against Caesar after his death are worth discussing: students should be encouraged to understand that judgements of historical figures as solely good or bad are rarely sound.

Julius Caesar's attempts to invade Britain are of interest because students can now connect the material in *de Romanis* directly with their own context. The relationship between Rome and Britain will be explored further in Chapter 12.

Students should also be encouraged to consider the perspective of the conquered, as well as how the Romans portrayed their defeated enemies. The opening image for this chapter is of Caesar's victory over Vercingetorix: this could provide a useful stimulus for discussion.



What's difficult

Some students may assume that the Roman army is a dry or boring subject. The army, however, should not be viewed as a topic in isolation but as a crucial ingredient to discussions about power, the politics of the Republic, and the human cost and damaging consequences of conquest.

It is likely that students will think of war in a Roman context as a very male-orientated sphere. It is important, however, to encourage them to look beyond the victorious soldiers and think about others who are affected by war. Exercise 9.9 tells the story of the siege of Alesia, and the Gauls' attempt to save the lives of their women by offering them over to Caesar as slaves. In Exercise 9.11 Roman citizens mourn the death of their fathers and sons. Exercise 9.5 looks at the excessive wealth of Lucullus, and it is important for students not to forget that this wealth came from plunder and the slave trade.

Suggestions for cultural comparisons and wider discussion

- **what makes an army successful?** Students could consider the success of famous armies or victories and research why they were so successful, e.g. the Spanish Armada, the Battle of Waterloo.
- **what should the relationship between military and government be like?** Should the military ever be able to act without the agreement of the government?
- **where should Julius Caesar sit on a moral compass?** Students could compare his actions with other figures from history who achieved exceptional things but at great expense, e.g. Adolf Hitler or Stalin.
- **the costs and benefits of expansion and empire:** students could discuss this in the context of the Roman or the British Empire. They might like to consider the impact of empire on wealth, freedom, and national identity.
- **profit and slavery:** prisoners of war were a major source of slaves for the Roman slave trade. What does military power show us about our readiness to reduce others for our own gain? How else might people profit financially through war?
- **How should we respond to military success?** What is the flip-side to celebrating military success? How dangerous or damaging is it to humiliate the conquered? Students could consider this in the context of the Treaty of Versailles and the treatment of Germany after World War I.
- **How much should soldiers and their leaders be paid?** What are the risks of paying soldiers too little or too much? Who should decide? Should soldiers get a share in the profits of war, or should these belong only to the state?

Suggested extension and creative activities

- students could write an account of life from the perspective of:
 - a soldier serving in Julius Caesar's army
 - Vercingetorix on the eve of his final battle
 - Vercingetorix as a prisoner after he had been taken to Rome, ready for Caesar's triumph
- students could conduct a logistical planning exercise: they could draft a plan to take the whole school to a different country for a week, and detail their arrangements for transport, food, communication, accommodation, chain of command and so forth
- students could plan and stage a mini Roman triumph



LANGUAGE MATERIAL

Overview

vocabulary	practice material
Chapter 9 CL vocabulary list	AL Exercise A9.1 AL Exercise A9.2 AL Exercise A9.3¹ AL Exercise A9.4 AL Exercise A9.5 online Quizlet vocabulary flashcards
grammar	practice material
consolidation <ul style="list-style-type: none"> present participles 	CL Exercise 9.1 CL Exercise 9.2²
verbs <ul style="list-style-type: none"> the passive 	CL Exercise 9.3 AL Exercise B9.1
verbs <ul style="list-style-type: none"> 4th principal part perfect passive participles intransitive verbs 	CL Exercise 9.4 CL Exercise 9.5 AL Exercise B9.2 AL Exercise B9.3 AL Exercise B9.4
verbs <ul style="list-style-type: none"> the perfect passive agent and instrument 	CL Exercise 9.6 CL Exercise 9.7
consolidation <ul style="list-style-type: none"> the imperfect active 	CL Exercise 9.8 CL Exercise 9.9 AL Exercise B9.5
verbs <ul style="list-style-type: none"> the pluperfect passive 	CL Exercise 9.10 CL Exercise 9.11 AL Exercise B9.6
consolidation / revision	practice material
vocabulary and grammar	online vocabulary quiz
all syntax	AL Exercise C9.1
vocabulary from chapters 1-9	online AL Section D exercises

¹ As a progression from Book 1, some of the Additional Language A exercises from Chapter 7 onwards also practise manipulation of key verb and case endings.

² Latin stories are denoted in bold



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| <ul style="list-style-type: none">● 3rd declension nouns and adjectives● 3rd conjugation verbs | |
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What's difficult, and how best to teach it

- **Translating sentences** is likely to be more challenging than the stories, because a wider range of vocabulary from previous chapters reappears. It might be useful to consolidate vocabulary as a warm-up before beginning a set of sentences. The grammar practised will also be more wide-reaching, as within a set of ten sentences a range of different endings has been built in. If teachers wish to focus on just one aspect of grammar, they may decide to side-step a particular sentence.
- **The quantity of known vocabulary is 270 words by Chapter 9.** Therefore vocabulary consolidation tasks become increasingly important. It is very useful to do a mini test or flashcard review of vocabulary before embarking on an exercise, so that students go into the exercise confident that they can remember a significant number of the words contained within it. Additional Language B exercises provide an excellent opportunity for targeted revision of prior vocabulary, since they always focus on a specified range of words, e.g. verbs from Chapters 6-8. Additional Language Section D provides further consolidation of vocabulary met so far: this revisits words by category, which is a very accessible way of consolidating endings and practising the manipulation of words which all follow the same pattern, e.g. nouns in the 3rd declension only.
- **The passive voice can be difficult in English.** English naturally leans towards the active voice, so passive verb forms feel far less familiar. In addition, they tend to be rather unwieldy because they are made up of multiple words. Students will not be used to thinking consciously about active and passive verbs in English, and it is for this reason that this course practises manipulating and labelling English verbs first.
- **The subject of a passive verb will be nominative.** Some students will want to make the subject accusative, because it has the action done to it. It is useful to drill students in the idea that the (nominative) subject of a passive verb 'suffers' the action³. Students should practise identifying the subject of active or passive verbs in English sentences.
- **Verbs now have four principal parts:** students should be encouraged to learn all four principal parts, and they need to be aware that the fourth principal part can often look quite different from the present or perfect stem. They may need to practise their dictionary skills: if they encounter e.g. *scriptus* they will need to get used to searching to find the verb listed under its present stem *scribo*. It is useful to flag to students that many derivations come from the supine stem, and this can be a useful way of identifying which verb a PPP is from.
- **The translation for the perfect passive participle can be difficult to remember.** Students will not have thought about this verb form in English, and it is unlikely that its name will help them remember how to translate it. In addition, its literal translation - *having been ---ed* is very unwieldy in English. The label *PPP* and the English translation should be practised with English verbs first so that it becomes more familiar before meeting the Latin.
- **Some verbs do not have a PPP.** The most able linguists may enjoy learning the label *intransitive* and thinking about why some verbs do not have passive forms. For students who are not interested in this sort of fine-grained detail, the main focus is to make sure that (when

³ Some students might like to know that the English verb *suffer* derives from the supine stem of a Latin verb which means the same thing.



applicable) they are happy about forming the PPP from the fourth principal part.

- **The perfect passive is easily confused in English with the imperfect active.** Students are so used to associating *was* with the imperfect active that they can find it very difficult to remember that it is also part of the perfect passive. In the example *the town was destroyed* a student might see *was* and immediately assume the verb is in the imperfect tense. It is useful to give students pairs of English verbs to identify, such as *he was killing / he was killed*, in order to build confidence with tense labels. Students who are comfortable with these tense labels in English first will find it far easier to translate the Latin forms accurately.
- **The Latin form for the perfect passive involves two words:** from now on, students will need to be drilled to look for a bit of the verb *to be* whenever they see a PPP and *vice versa*. In addition, it will feel very odd at first to be translating something with *sum* in as *I was ---ed*.
- **Agent and instrument are new labels**, but the concept is not new, since students have been translating the ablative with and without *a / ab* since Chapter 3. For some students this may not need particular attention, but for those wishing to write in Latin it is an important principle to understand.
- **The pluperfect passive requires much less attention than the perfect passive and the PPP.** Like the pluperfect active, it is used far less in Latin than in English, and students find it a far easier tense to translate because English uses *had* in both its active and its passive forms.

What to prioritise if you are short of time

de Romanis has been designed for a selective approach: it is highly unlikely that any student will have the time to do all the exercises within it. Teachers will need to make a decision about which Core Language practice material to use to help students understand new vocabulary and grammar, and which Additional Language or online materials to use to reinforce or extend the core content of each chapter. For an explanation about the differentiation built into the different categories of Additional Language and online exercises, see the Teachers' Introduction to Book 1.

For students and teachers who are short of time, the following are the key things to focus on within the Core Language section.

- learning new vocabulary and consolidating prior vocabulary
- identifying active and passive verbs in English and practising manipulating English verbs into imperfect active, perfect active and perfect passive forms. This will target the key difficulty and make the Latin forms much easier to translate.
- practising the translation of the PPP so that students feel comfortable with the phrasing of *having been ---ed* in English
- circling the two words needed for a Latin perfect passive, and translating them as a block
- looking up verbs in the Vocabulary List so that students remember to hunt around to find the listing under a verb's present stem



LATIN STORIES

The Latin stories are a good opportunity to connect with material from the Introduction to each chapter. Below is a list of material which would work well alongside each Latin story.

- **Exercise 9.2: Marius reforms the Roman army**
 - Chapter 9: Introduction - The Roman army
 - Figure 9.1 A replica of a scene from Trajan's column
 - Chapter 9: Introduction - Marius' reforms
 - Figure 9.2 Marius
 - Source 9.1: Polybius describes the Roman army before the Marian reforms
 - Source 9.2: A plan of a Roman army camp
- **Exercise 9.5: Lucullus is denied a triumph**
 - Chapter 9: Introduction - The generals: status, wealth and power
 - Figure 9.3 The modern-day site of the gardens of Lucullus
- **Exercise 9.7: Caesar launches an invasion of Britain**
 - Chapter 9: Introduction - Julius Caesar
 - Figure 9.4 Julius Caesar
 - Chapter 9: Introduction - Consulship, Gallic Wars and the expedition to Britain
 - Source 9.3: Julius Caesar attacks Britain
 - online comprehension and audio file
- **Exercise 9.9: Caesar conquers Vercingetorix and all of Gaul**
 - Chapter 9: Introduction - Julius Caesar
 - Figure 9.4 Julius Caesar
 - Chapter 9: Introduction - Consulship, Gallic Wars and the expedition to Britain
 - Figure 9.5 Vercingetorix surrenders
 - Source 9.4: Caesar's achievements in Gaul
 - online comprehension and audio file
- **Exercise 9.11: Civil war in Rome**
 - Figure 9.4 Julius Caesar
 - Chapter 9: Introduction - Civil war
 - Chapter 9: Introduction - Assassination and aftermath
 - Figure 9.6 The death of Caesar
 - Source 9.4: Caesar's achievements in Gaul