



## TEACHER BY THE WAY

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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.



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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 praecēdunt, 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

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