



Ancient Africa in the Latin Classroom

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Latin IV/V

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FOCUS

This unit consists of four lessons to be included in Level IV Latin or at any point during which students are reading authors like Julius Caesar. The grade level that usually reads Caesar is anywhere from sophomore through senior year in high school. It is important to note that we are reading the same authors as typically taught by Latin teachers around the world at this level; we are adding passages that reveal information about Ancient Kingdoms in Africa. The lessons in this unit are meant to be included in a regular curriculum rather than a special event. Further rationale for this unit is detailed in [this presentation](#).

LEARNING OBJECTIVES OF UNIT

- After these lessons students will be able to read and analyze the sections of Julius Caesar's *De Bello Africo* and *Bellum Civile*.
- After these lessons students will be able to identify and describe the ancient African kingdoms and their relationships with Ancient Rome.
- After these lessons students will be able to locate the kingdom of Meroë on a map and explain the Meroitic relationship with Rome.

GUIDING QUESTIONS

- How is our understanding of Ancient Numidian culture understood through language?
- How did the Roman Civil War affect populations in Numidia and Egypt?
- How did local African monarchs choose to relate to the Roman Republic?
- What were the positive and negative impacts of the *Bellum Civile* in places like Numidia or Egypt?

STANDARDS ADDRESSED

Indiana Department of Education:

Culture: 2.C.Cl.a-b

Proficiency Benchmark: Advanced - I can reflect on the diversity among products and practices and how they relate to perspectives in the target cultures and in my own.

Comparisons 1C.2l.a-b

Proficiency Benchmark: Advanced - I can understand the message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized spoken or written texts.

UNIT STORYLINE

LESSON TITLE	GUIDING QUESTION(S) & LEARNING OBJECTIVES	SUMMARY: WHAT ARE STUDENTS GOING TO DO?
De Bello Africo	- How is our understanding of Ancient Numidian culture understood through language?	- Students will prepare/translate passages of On the War in Africa. - Students will describe the cultures of Africa as presented in the text.
Juba II: Life and Authorship	- How does Caesar shape our view of Juba II? - How does Juba II's unique upbringing shape his experience as king of Numidia? - How do the existing fragments of Juba's writing mold our view of Ancient Numidia.	- Students will identify and illustrate a map of Ancient Numidia. - Students will read Pliny the Elder's account of Juba II's exploration of the Canary Islands.
Bellum Civile - The Death of Pompey in Alexandria	- What were the positive and negative impacts of the Civil War with Pompey? - What developments were made in the governments of Rome and Alexandria after this war?	- Students will be able to read and translate The Death of Pompey from the Latin into English. - Students will be able to summarize the causes of this Civil War. - Students will discover how the Civil War in Rome affected areas outside of Rome, like Alexandria.
Kingdom of Meroë Southernmost Latin Inscription	- What kind of contact did the kingdom of Meroë have with the Romans? - How do we use grammar and other characteristics of a Latin inscription to date it?	- Students will be able to identify Ancient Nubia on a map. - Students will be able to read the Latin inscription found in Meroë.

CONTENT BACKGROUND

In order teach this lesson instructors should be able to:

- Read and teach Latin at the level of Julius Caesar (Intermediate)
- Show familiarity with the cultures of Ancient Africa written in Latin.
- Demonstrate familiarity with the high school Latin canon.

Because much of this information might be overlooked in a traditional Classical college major - the links below are meant to help teachers familiarize themselves with the topics.

Juba II -

<https://www.amazon.com/World-Juba-Kleopatra-Selene-Scholarship/dp/0415305969>

Researcher Duane W. Roller is the lead historian on Juba II and Kleopatra Selene. This background on Numidia is essential.

Julius Caesar's Works (Latin/English) :

- http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Caesar/African_War/home.html
- <https://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.02.0002>
- http://penelope.uchicago.edu/Thayer/I/roman/texts/Caesar/Alexandrian_War/A*.html
- http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Caesar/Civil_Wars/home.html
- <http://archive.org/details/commentariorumpa02caesuoft/page/215/mode/2up?view=theater>

Extensive information about teaching about Nubia and the Kingdom of Meroe:

<https://www.archaeologyincommunity.com/educators.html>

VOCABULARY

Numidia - Ancient Kingdom encompassing modern-day Algeria, Morocco, and Tunisia. Ancestral kingdom of

Juba II - Sides with Carthage during the last Punic War.

Maurentania - Ancient Kingdom created by Augustus Caesar who placed Juba II on the throne.

Hirtius - Military historian - thought to have written *De Bello Africo* and other works on Caesar's behalf..

Meroë - Ancient Kingdom located in modern-day Sudan. Home of the Southernmost Latin Inscription.

Word Lists - Notes and vocabulary assistance students prepare themselves. This is an aid to translation - but a fully written out translation.

Prepared Passage - A passage of Latin that students have already read at home or in class.

LESSON 1:

GUIDING QUESTION(S):

- How is our understanding of Ancient Numidian culture understood through language?
- How can we use Roman literature to become familiar with ancient African cultures?

Learning objectives:

- Students will prepare/translate passages of *De Bello Africo*.
- Students will describe the cultures of Africa as presented in the text.

Time Period:

2 one-hour classes

Instructional Procedures:

Lesson opening/activator:

Option One: Teacher may ask questions:

What do you know about Ancient Africa?

Have you ever heard of Numidia?

What do you know about the rulers of the lands in the ancient northwest of Africa?

Option Two: Teacher may show an image of a coin of Massinissa, the famous Numidian king from the linked Slides Presentation (Under Step-by-Step Procedures)

Does the king on this coin look like images of other rulers you have seen?



KINGS of NUMIDIA. Massinissa or Micipsa. 203-148 BC or 148-118 BC. Æ Half Unit (22mm, 7.10 g, 12h). Siga mint. Diademed head left Horse rearing left; filleted palm frond in background; Punic MN below. MAA 23; Mazard 60; SNG Copenhagen 499-501.

Note: Massinissa portrayed himself similar to other Hellenistic rulers and used Greek.

Step-by-step procedures:

Class One: (One Hour)

- I. Introduction to Ancient Numidia and the lands mentioned in *De Bello Africo* (Slides 1-17)
 - <https://docs.google.com/presentation/d/1eQKlKlGkxPDtQJNXoT4mHGDQPcLNGpeF9tQVsmcnJ8/edit?usp=sharing> 
 - Map of Northwest Africa - location of Numidia
 - Rulers of Numidia (Massinissa, Juba I)
 - Role during Punic Wars
 - Relationship(s) with the Roman Republic
- II. Prepare text from Caesar's *De Bello Africo*.
 - Students will prepare a word list/notes list for the Latin text (see Appendix One).
 - Students should observe the relationship between the king of Numidia (Juba I) and Caesar.
 - Teacher may highlight grammatical structures such as:
 - Subordinate clauses
 - Imperfect Subjunctive
 - Expressions of Purpose
 - The grammar and construction of *De Bello Africo* is similar to *De Bello Gallico*, a text often read in Latin IV. It is an easy transition from a text focused on Europe to a text focused on Africa.
- III. Teacher will assist students in Translating the text (see Appendix One).
 - A. Book One Section 25 of *De Bello Africo*
 - B. A link to both the Latin and the English:
[https://penelope.uchicago.edu/Thayer/L/Roman/Texts/Caesar/African War/B*.html](https://penelope.uchicago.edu/Thayer/L/Roman/Texts/Caesar/African%20War/B*.html)

Lesson closing:

- Teacher may also prompt students with the following questions:
 - What role(s) did the Numidian King, Juba I, have in the Punic Wars and/or the Roman Civil Wars?
 - How does this passage help form our understanding of Numidian culture during this period?
 - What examples from this passage form our understanding of alliances among the rulers of Africa above the Sahara during the Classical Period?

Summative Assessment:

See Appendix Seven for an example exam.

- Teacher may choose additional passages from *De Bello Africo* for supplemental work. This source is an easy place from which to copy/paste:
 - [https://penelope.uchicago.edu/Thayer/L/Roman/Texts/Caesar/African War/B*.html](https://penelope.uchicago.edu/Thayer/L/Roman/Texts/Caesar/African%20War/B*.html)
- A "Summative" assessment is a good assessment style here because it is more appropriate for this level of Latin - where we are regularly working subordinate clauses.

Materials needed:

Latin texts can be obtained from this website:

https://penelope.uchicago.edu/Thayer/L/Roman/Texts/Caesar/African_War/B*.html

LESSON 2:

GUIDING QUESTION(S):

- How does Caesar shape our view of Juba I?
- How does Juba II's unique upbringing shape his experience as king of Numidia?
- How do the existing fragments of Juba's scholarship supplement our ideas of the ancient cultures of the north west of Africa above the Sahara during?

Learning objectives:

- Students will be able to locate Numidia on a map..
- Students will identify and read fragments of Juba II's scholarship as quoted by Pliny the Elder.
- Students will learn about early expeditions to the Canary Islands off the coast of Africa.
- Students will be more familiar with the exploration of the Atlantic by ancient African cultures like Numidia and Carthage.

Time Period:

2 one-hour class periods

Instructional Procedures:

Lesson opening/activator:

Instructor may show an image of Juba II on a coin (see Google Slides in Step-by-Step Procedures) and ask:

How does this king resemble other kings you have seen?

What language is used?

Can you read the coin?

Note: Juba II portrayed himself as a Roman ruler. He used Latin and Greek on his coinage and appears clean-shaven (as opposed to a full beard as Hellenistic kings). The Latin on the coin is first-year vocabulary and grammar.



Coin of King Juba II of the ancient Kingdom of Mauretania.
British Museum

Step-by-step procedures:

- I. Presentation on Juba II (Slides 18-30)
 - A. <https://docs.google.com/presentation/d/1eQKlqGkxPDtQJNXoT4mHGDQPcLN GpeF9tQVsmcnJ8/edit?usp=sharing>
 - B. Note Juba's ancestry: a descendant of African kings Massinissa and Juba I
 - C. Note Juba's upbringing in the Imperial Household and his placement as king of Numidia and Mauretania.
 - D. Note Juba's access to the Carthaginian library in Rome, especially the periplous of Hanno (see Google Slides) which explains early exploration of Africa.
 - E. Slides 18-30 particularly mention Juba II, his scholarship, and the early exploration of the Atlantic islands off the coast of Africa.
- II. Investigation: Examine a fragment of Juba II's writings: Commentary on the Canary Islands
 - A. See Appendix Four - worksheet
 - B. See Appendices Five and Six (maps).
 - C. Maps are also included in the linked Slides Presentation
 - D. Note that the text is from Pliny the Elder's reference of Juba's texts.
 - E. Both the Latin and the English can be found at the following link - choose Latin or English on the right hand side of the screen.
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.02.0137%3Abook%3D6%3Achapter%3D37>

- F. Students may create a vocabulary and notes list for the Latin (see Appendix Four).
- III. Teacher leads students in reading the Latin text using
 - A. Teacher may need to reference the English at this link:
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.02.0137%3Abook%3D6%3Achapter%3D37>

Lesson closing:

Teacher may close the lesson in a couple ways by having a brief class discussion and . . .

Linking past knowledge - How similar is this passage to previous Latin passages we have read about Africa?

Looking to future knowledge - What can we read now that we are more aware of how far west and south early explorers went? Is there another place in or near Africa you want to learn about?

Assessment:

Because this topic, particularly the authors (Juba II via Pliny the Elder) are not typically taught at the high school level there a brief, diagnostic assessment could be used. The worksheet (Appendix Four) could also be given as a prepared translation quiz. In a prepared translation quiz students have access to their vocabulary lists and notes (but not access to an English translation).

Materials needed:

The following links were previously mentioned above:

Slides 18-30

<https://docs.google.com/presentation/d/1eQKIkIqGkxPDtQJNXoT4mHGDQPcLNGpeF9tQVsmcnJ8/edit?usp=sharing>

Latin and English can be found here:

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.02.0137%3Abook%3D6%3Achapter%3D37>

LESSON 3: Bellum Civile - The Death of Pompey in Alexandria

GUIDING QUESTION(S):

- How did the Roman Civil War play out in Africa?
- Why would an Egyptian king (pharaoh) order the execution of a Roman general?

Learning objectives:

- Students will be able to read and translate The Death of Pompey from the Latin into English.
- Students will discover how the Civil War in Rome affected areas outside of Rome, especially in Africa.

Time Period:

2 One-Hour class periods

Instructional Procedures:

Lesson opening/activator:

Teacher will ask questions that link to previous knowledge and experience:

1. What do you remember from your World Civilization class about the Civil War between Julius Caesar and Pompey Magnus?
2. Who were Julius Caesar and Pompey Magnus?
3. Why did Pompey Magnus end up in Egypt?

Step-by-step procedures:

- I. Students will read the passage on their own (Appendix Two) - about 10 minutes
 - A. Students should have a basic understanding that this reading is about Pompey, his flight, then arrival in Egypt.
- II. Students will read the passage with supporting notes (Appendix Three) - about 15 minutes
 - A. A level IV/V student should be able to read 80% of this passage with the supporting notes.
 - B. By the end of the second reading students should have a good idea of Pompey, his arrival in Egypt, and his eventual assassination.

- III. Teacher will guide students in a class reading of the passage.
 - A. Teacher will assist students when necessary - students may take turns translating with the notes beside them,

Lesson closing:

Teacher will ask students about their experience reading an authentic text with and without support.

One a scale of 0 - 100 %

1. How much did you understand during the first round of reading?
2. How much did you understand after the second round of reading?
3. How confident is your understanding of the passage after our class reading?

This leads to the next part - the diagnostic assessment.

N.B. It may be helpful to point out that they just read a pivotal moment in ancient history!

Diagnostic Assessment:

Teacher projects an image Pompey Magnus arriving on an Egyptian shore (examples are linked below) on the board. Students can use dry erase markers to label the people, places, and things, in the image.

This can easily be converted into a worksheet or formal assessment using the same method (labeling vocabulary words and matching them to an image).



<https://www.gettyimages.ie/detail/illustration/the-death-of-pompey-the-great-italy-royalty-free-illustration/911671062>



<https://www.bridgemanimages.com/en/french-school/death-of-pompey-106-48-bc-chromolitho/chromolithograph/asset/724623>

...

Materials needed:

Latin text - [http://penelope.uchicago.edu/Thayer/I/roman/texts/Caesar/Alexandrian War/A*.html](http://penelope.uchicago.edu/Thayer/I/roman/texts/Caesar/Alexandrian_War/A*.html)

Dry erase markers, projector

Also could be printed on paper in color.

LESSON 4: Meroë Civilization

GUIDING QUESTION(S):

- What kind of contact did people in Meroe have with the Romans?
- What do the archaeological remains of Meroetic culture tell us about Meroe during the time of Caesar and the Early Empire?
- How has modern archaeology shaped our understanding of the kingdom of Meroë?

Learning objectives:

- Students will be able to identify Meroitic land on a map of Ancient Nubia.
- Students will be able to read and translate the Southernmost Latin Inscription.
- Students will be able to describe the relationship Meroë had with the Roman Republic - Empire.

Time Period:

- 1 one-hour class

Instructional Procedures:

Lesson opening/activator:

Instructor will display an image of the Pyramid of Cestius (or the pyramids in Meroe) and ask: What kind of building is this? Where do you think it is?

Note: This pyramid is in Rome, it's a funerary monument. Its steep design resembles the pyramids at Meroë (rather than the Egyptian pyramids at Giza) and is an example of an African culture influencing Roman design. This information is found Google slides presentation linked below.



Pyramid of Cestius, Rome

Instructor may also open with questions about students' experience with the history of Sudan:

What do you know about the ancient lands in modern-day Sudan?

What do you already know about their civilizations?

Tell us about pyramids - where are the ones you've heard about?

Step-by-step procedures:

- Introduce the topic of Meroe:
 - Introduction to Meroe Culture and its relationship to Rome.
https://docs.google.com/presentation/d/1Oa91zoj3Z0ia_Cywezld7MODcPiRkeDca9b4_7YCm3Y/edit?usp=sharing
- Display the Southernmost Latin Inscription (also in Presentation).
 - <https://www.jstor.org/stable/20191127>
- Translate Inscription as a class:
 - Instructor may lead the class through the translation
 - Older students may be able to read the academic article (listed in bibliography and in the Google Slides Presentation)
 - Use of the dative case
 - Nominative case
 - Perfect Tense Verb
 - Genitive Case - Aprilis

Lesson closing:

- Students will ask questions about the text or interpretation.
- Students will point out how we can date the inscription:
 - Amateur carving (letters of different sizes, irregular spacing)
 - Use of one praenomen (instead of three-part Roman names)
 - Use of Aprilis instead of using “kalends.”
 - All these point to a later date.

Diagnostic/Creative Assessment:

- Students will create their own translations - using their class name - as if they were representing Rome at the Kandake court.
- Using the same formula as the inscription the text would look like this:

Bonam Fortunam Reginae Dominae
Multos annos felicter
24 Februarius venit
Aurelia.

Materials needed:

Paper/Pen/Markers

Article: <https://www.jstor.org/stable/20191127>

ASSESSMENT

Assessments can be administered in several different ways. The worksheets attached can easily be given as a quiz or exam. The assessments for the four lessons in this unit are linked or mentioned in the descriptions of the lessons.

In summary:

- Lesson One - De Bello Africo - See Appendix Seven (Summative - Formal, Traditional Exam)
- Lesson Two - Juba II/Pliny the Elder - See Appendix Four (Summative or Diagnostic)
- Lesson Three - Death of Pompey in Alexandria (Diagnostic - Vocabulary with Images)
- Lesson Four - Meroe (Brief Diagnostic - Creative with Students' Names)

DIFFERENTIATION

FOR DIVERSE LEARNERS

The use of “Word Lists” (see vocabulary) allows a student to tailor their notes to their specific needs.

- Students write the words they need (not an English translation) and any grammatical notes they need to remember. Words lists are created by the students themselves and not teachers.
- The lists differ from student to student.
- When students take a prepared-note exam (as mentioned in this lesson) their notes are specifically designed to meet their own translation needs.
- Some students may need to type their word lists others may need to hand write their lists.

In regards to the images used for assessment:

- Images can be displayed on the board.
- Images can be sent digitally.
- Students can choose the vocabulary from the text they label (on the board on paper), giving them the freedom to choose vocabulary they know well.

MATERIALS

See Appendices

Appendix One: De Bello Africo Reading Juba I worksheet
Appendix Two: Bellum Civile: The Death of Pompey text
Appendix Three: Bellum Civile: The Death of Pompey translation notes.
Appendix Four: Pliny the Elder Reading Juba II worksheet
Appendix Five: Map of Canary Islands
Appendix Six: Map of Northwest Coast of Africa
Appendix Seven: De Bello Africo Reading Exam

REFERENCES

Lajtar, Adam, van der Vliet; Rome - Meroe, Berlin. The Southernmost Latin Inscription Rediscovered Zeitschrift fur papurologie und Epigraphik, 2006, Bd 157 (2006) - [Stable URL: https://jstor.org/stable/20191127](https://jstor.org/stable/20191127)

Roller, Duane W. The World of Juba II and Kleopatra Selene Bryn Mawr Classical Review 2003

Links to open source texts:

- http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Caesar/African_War/home.html
- <https://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.02.0002>
- http://penelope.uchicago.edu/Thayer/I/roman/texts/Caesar/Alexandrian_War/A*.html
- http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Caesar/Civil_Wars/home.html

Appendices

Appendix One

De Bello Africo Liber I.25

25. While things were in this situation, king Juba, being informed of Caesar's difficulties, and the few troops he had with him, resolved not to allow him time to remedy his wants or increase his forces. Accordingly he left his kingdom, at the head of a large body of horse and foot, and marched to join his allies. Meantime P. Sittius, and king Bogud, having intelligence of Juba's march, joined their forces, entered Numidia, and laying siege to Cirta, the most opulent city in the county, carried it in a few days, with two others belonging to the Getulians. They had offered the inhabitants leave to depart in safety, if they would peaceably deliver up the town; but these conditions being rejected, they were taken by storm, and the citizens all put to the sword. They continued to advance, and incessantly harassed the cities and country; of which Juba having intelligence, though he was upon the point of joining Scipio and the other chiefs, determined that it was better to march to the relief of his own kingdom, than run the hazard of being driven from it while he was assisting others, and, perhaps, after all, miscarry too in his designs against Caesar. He therefore retired, with his troops, leaving only thirty elephants behind him, and marched to the relief of his own cities and territories.

INCERTI AVCTORIS stravimus Uticae grandi praesidio relicto profectus primum Hadrumeti castra ponit, deinde ibi paucos dies commoratus noctu itinere facto cum Labieni et Petrei copiis coniungit, atque unis castris factis III milia passuum longe considunt. Equitatus interim eorum circum Caesaris munitiones vagari 5 atque eos qui pabulandi aut aquandi gratia extra vallum progressi essent excipere: ita omnis adversarios intra munitiones continere. Qua re Caesariani gravi annona sunt conflictati, ideo quod nondum neque ab Sicilia neque ab Sardinia commeatus supportatus erat neque per anni tempus in mari classes sine periculo vagari poterant; neque amplius milia passuum VI terrae Africae quoquo versus tenebant 4 pabulique inopia premebantur. Qua necessitate coacti veterani milites equitesque, qui multa terra marique bella confecerant et periculis inopiaque tali saepe essent conflictati, alga e litore collecta et aqua dulci eluta et ita iumentis esurientibus data vitam eorum producebant. 25 Dum haec ita fierent, rex Iuba cognitis Caesaris difficultatibus copiarumque paucitate—non est visum dari spatium convalescendi augendarumque eius opum: itaque comparatis 20 equitum magnis peditumque copiis subsidio suis egressus e regno ire contendit. P. Sittius interim et rex Bochas coniunctis suis copiis cognito regis Iubae egressu propius eius regnum copias suas admovere, Cirtamque, oppidum opulentissimum eius regni, adortus paucis diebus pugnando capit 25 et praeterea duo oppida Gaetulorum. Quibus cum conditionem ferret, ut oppido excederent idque sibi vacuum traderent, conditionemque repudiassent, postea ab eo capti interfectique sunt omnes. Inde progressus agros oppidaque 4 vexare non destitit. Quibus rebus cognitis Iuba cum iam 30 non longe ab Scipione atque eius ducibus abesset, capit 3 se post copias <i>V teste Dindorf</i> copias copias suas <i>E</i> 12 tenebat <i>D T</i> 13 premebatur <i>D T</i> 16 elota <i>D</i> 19 dare <i>Woolflin, cum V</i> (!) 21 sociis <i>Funcke</i> 22 Bochas <i>D T</i>: Bocchus <i>LV</i>	DE BELLO AFRICO LIBER consilium satius esse sibi suoque regno subsidio ire quam, dum alios adiuturus proficisceretur, ipse suo regno expulsus forsitan utraque re expelleretur. Itaque rursus recipere 5 atque auxilia etiam ab Scipione abduxit sibi suisque rebus 5 timens elephantisque xxx relictis suis finibus oppidisque suppetias profectus est. Caesar interim, cum de suo adventu dubitatio in provincia 26 esset neque quisquam crederet ipsum sed aliquem legatum in Africam cum copiis venisse, conscriptis litteris circum 10 provinciam omnis civitates facit de suo adventu certiores. Interim nobiles homines ex suis oppidis profugere et in 2 castra Caesaris devenire et de adversariorum eius crudelitate acerbitateque commemorare coeperunt. Quorum lacrimis 3 querelisque Caesar commotus, cum antea constitisset e 15 stativis castris aestate inita cunctis copiis auxiliisque accitis bellum cum suis adversariis gerere . . . instituit, litteris[que] celeriter in Siciliam ad Alienum et Rabirium Postumum conscriptis et per catascopum missis, ut sine mora ac nulla excusatione hiemis ventorumque quam celerrime exercitus 20 sibi transportaretur: Africam [provinciam] perire funditusque everti ab suis inimicis; quod nisi celeriter sociis foret subventum, praeter ipsam Africam terram nihil, ne tectum quidem quo se reciperent, ab eorum scelere insidiisque reliquum futurum. Atque ipse erat in tanta festinatione et 4 25 expectatione ut postero die quam misisset litteras nuntiumque in Siciliam classem exercitumque morari diceret, dies noctesque oculos mentemque ad mare dispositos directosque haberet. Nec mirum: animadvertibat enim villas 5 exuri, agros vastari, pecus diripi, trucidari, oppida castellaque 30 dirui deserique, principes civitatum aut interfici aut in catenis teneri, liberos eorum obsidum nomine in servitutem 3 se post rursus add. <i>edd.</i> 16 lacunam, a <i>Nipperdey</i> post accitis notatam, post gerere verbis hieme gerere <i>explet Woolflin</i> que <i>del. Hoffmann</i> 17 post Siciliam add. missis <i>T</i> 18 missis] mittit <i>T</i> 20 provinciam om. <i>D</i> 27 depositos <i>codd. exc. L</i>
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Appendix Two - The Death of Pompey Text

C. IULI CAESARIS BELLUM CIVILE: THE DEATH OF POMPEY

After Caesar's victory at Pharsalus in Thessaly in August 48, Pompey fled north to Macedonia, then along the southern coast of what is now Turkey, and eventually down the coast of Syria, Phoenicia, and Judaea to Egypt. No doubt he was relying on his friendship with the Egyptian court (and the services provided earlier to the father of young Ptolemy XIII). He may have intended on gathering resources in Egypt and proceeding west to join the Republican forces regrouping in North Africa under Cato and Scipio Metellus.

1 [102] Caesar omnibus rebus relictis persequendum sibi Pompeium 2
existimavit, quascumque in partes se ex fuga recepisset, ne rursus copias 3
comparare alias et bellum renovare posset, et quantumcumque itineris 4
equitatu efficere poterat, cotidie progrediebatur legionemque unam 5 minoribus
itineribus subsequi iussit. Erat edictum Pompei nomine 6 Amphipoli
propositum, uti omnes eius provinciae iuniores, Graeci 7 civesque Romani,
iurandi causa convenirent. Sed utrum avertendae 8 suspicionis causa Pompeius
proposuisset, ut quam diutissime longioris 9 fugae consilium occultaret, an ut
novis dilectibus, si nemo premeret,
10 Macedoniam tenere conaretur, existimari non poterat. Ipse ad ancoram 11 unam
noctem constitit et vocatis ad se Amphipoli hospitibus et pecunia ad 12
necessarios sumptus corrogata, cognito Caesaris adventu, ex eo loco 13 discessit et
Mytilenas paucis diebus venit. Biduum tempestate retentus 14 navibusque aliis
additis actuariis in Ciliciam atque inde Cyprum pervenit. 15 Ibi cognoscit
consensu omnium Antiochensium civiumque Romanorum, 16 qui illic
negotiarentur, arma capta esse excludendi sui causa nuntiosque 17 dimissos ad
eos, qui se ex fuga in finitimas civitates recepisse dicerentur, 18 ne Antiochiam
adirent: id si fecissent, magno eorum capitis periculo 19 futurum. Idem hoc L.
Lentulo, qui superiore anno consul fuerat, et P. 20 Lentulo consulari ac nonnullis
aliis acciderat Rhodi; qui cum ex fuga 21 Pompeium sequerentur atque in insulam
venissent, oppido ac portu 22 recepti non erant missisque ad eos nuntiis, ut ex his
locis discederent 23 contra voluntatem suam naves solverant. Iamque de Caesaris
adventu 24 fama ad civitates perferebatur.

25 [103] Quibus cognitis rebus Pompeius deposito adeundae Syriae consilio 26
pecunia societatis sublata et a quibusdam privatis sumpta et aeris magno 27
pondere ad militarem usum in naves imposito duobusque milibus 28 hominum
armatis, partim quos ex familiis societatum delegerat, partim a
29 negotiatoribus coegerat, quosque ex suis quisque ad hanc rem idoneos 30
existimabat, Pelusium pervenit. Ibi casu rex erat Ptolomaeus, puer aetate, 31
magnis copiis cum sorore Cleopatra bellum gerens, quam paucis ante 32
mensibus per suos propinquos atque amicos regno expulerat; castraque 33
Cleopatrae non longo spatio ab eius castris distabant. Ad eum Pompeius 34 misit,
ut pro hospitio atque amicitia patris Alexandria reciperetur atque 35 illius opibus
in calamitate tegeretur. Sed qui ab eo missi erant, confecto 36 legationis officio
liberius cum militibus regis colloqui coeperunt eosque 37 hortari, ut suum
officium Pompeio praestarent, neve eius fortunam 38 despicerent. In hoc erant
numero complures Pompei milites, quos ex eius 39 exercitu acceptos in Syria
Gabinus Alexandriam traduxerat belloque 40 confecto apud Ptolomaeum,
patrem pueri, reliquerat.

41 [104] His tum cognitis rebus amici regis, qui propter aetatem eius in 42
procuratore erant regni, sive timore adducti, ut postea praedicabant, 43
sollicitato exercitu regio ne Pompeius Alexandriam Aegyptumque 44 occuparet,
sive despecta eius fortuna, ut plerumque in calamitate ex amicis 45 inimici
exsistunt, his, qui erant ab eo missi, palam liberaliter responderunt 46 eumque ad
regem venire iusserunt; ipsi clam consilio inito Achillam, 47 praefectum regium,
singulari hominem audacia, et L. Septimium, 48 tribunum militum, ad
interficiendum Pompeium miserunt. Ab his 49 liberaliter ipse appellatus et
quadam notitia Septimii productus, quod 50 bello praedonum apud eum
ordinem duxerat, naviculam parvulam 51 conscendit cum paucis suis: ibi ab
Achilla et Septimio interficitur. Item L. 52 Lentulus comprehenditur ab rege et in
custodia necatur.

Appendix Three: Death of Pompey Notes

- 1 **omnibus rēbus relictis**: ablative absolute. **persequendum (esse)**: a future passive periphrastic infinitive in indirect speech (from *persequor*, -sequi, -secutus sum, to pursue) with *Pompeium* as its subject accusative. **sibi**: “by him” (dative of agent in a future passive periphrastic construction).
- 2 **existimō** (1) to think, deem; judge. **quicumque, quaecumque, quodcumque** *adj.* and *pron.* whoever, whatever. **fuga, -ae**, flight. **se recipere**: to betake oneself, go. **rursus** *adv.* again. **copiae, -ārum** *f.pl.* forces, troops.
- 3 **comparō** (1) to prepare, put together, assemble. **renovo** (1) to renew. **quantuscumque, quantacumque, quantumcumque**, however great, however much. **itineris**: a partitive genitive from *iter, itineris n.* journey.
- 4 **equitatus, -ūs m.** cavalry. **efficiō, -ere, -fēcī, -fectum**, to achieve, accomplish, effect. **cotidiē** *adv.* daily. **prōgredior, -gredi, -gressus sum**, to advance.
- 5 **minoribus itineribus**: “by quick marches”. **subsequor, -sequi, -secutus sum**, to follow closely. **iubeō, -ēre, iussī, iussum**, to order. **erat . . . propositum**: from *prōponō, -ere, -posui, -positum*, to put forth, publish. **ēdictum, -ī**, edict, proclamation (the direct object of *erat propositum*).
- 6 **Amphipoli**: at Amphipolis (a locative). A city on the north coast of the Aegean Sea, on the great Via Egnatia leading from Dyrrhachium on the Adriatic to Byzantium on the Bosphorus. **utī = ut.** **iuniorēs**: young men (of military age).
- 7 **iurandī = iurandī sacramentum**, the military oath of service. A gerund from *iurō -āre*, to swear. **causā + gen.** for the sake of (genitive always precedes). **conveniō, -ire, -ī, -tum**, to assemble. **utrum . . . an** whether . . . or. **āvertō, -ere, -vertī, -versum**, to turn aside. Here a genitive gerundive with *causā*.
- 8 **suspiciō, -iōnis f.** suspicion. **quam diutissimē**: “for as long as possible”. *quam* with a superlative translates “as . . . as possible”. **longioris**: comparative adjective from *longus, -a, -um*, long, further. 9 **consilium, -ī**, plan. **occultō** (1) to hide, conceal. **novīs dilectibus**: “with new recruits” (ablative of means with *conarētur*). **prēmō, -ere, pressī, pressum**, to press
- 10 **teneō, -ēre, -uī, -tum**, to hold. **conor, -ārī, -ātus sum**, to try, attempt. **ancora, -ae**, anchor. 11 **constō, -are, -stitī**, to stand still. **vocātis . . . hospitibus**: ablative absolute. **hospes, -itis m.** guest-friend. **pecunia . . . corrogātā**: ablative absolute.
- 12 **necessarius, -a, -um**, necessary. **sumptus, -ūs m.** expense, cost. **corrogō** (1) to collect, solicit. **cognoscō, -ere, -nōvī, -nitum**, to learn. **adventus, -ūs m.** arrival.
- 13 **discēdō, -ere, -cessī, -cessum**, to leave, depart. **Mytilēnās**: “to Mytilene” (the main city of Lesbos, an island off Asia Minor). **paucīs diebus**: ablative of time within which. **bīduum, -ī**, two days. **tempestās, -ātis f.** season; weather; storm. **retineō, -ēre, -uī, -tentus**, to hold back, retain, detain.
- 14 **navibusque aliīs additis actuariis**: ablative absolute. **addō, -ere, -didī, -ditum**, to add. **actuarius, -a, -um**, light, swift (of ships). **pervēniō, -ire, -vēnī, -ventum**, to arrive.
- 15 **consensus, -ūs m.** agreement, consensus.
- 16 **illic**, there, in that place. **negōtior, -ārī, -ātus sum**, to do business, trade. **arma capta esse**: “that arms had been taken up”. A subject accusative + infinitive in indirect speech (after *cognoscit*). **excludō, -ere, -clūsī, -clūsum**, to shut out, exclude. **nuntius, -ī**, messenger.
- 17 **dīmitto, -ere, -mīsī, -missum**, to send out, dispatch. **dīmissōs (esse)**: another infinitive in the indirect speech construction. **finitimus, -a, -um**, neighboring. **civitās, -ātis f.** city.
- 18 **adeō, -ire, -ivī, -itum**, to go to, approach. **magnō . . . periculō**: ablative of attendant circumstances. 19 **superiore annō**: “the preceding year” (ablative of time when).
- 20 **consulāris, -e**, of consular rank. **nonnullus, -a, -um**, some (*lit.* not none). **accidō, -ere, -ī**, to befall, happen. **Rhōdī**: locative.
- 21 **sequor, sequi, secutus sum**, to follow. **oppidō ac portū**: ablatives of place where. 22 **recipiō, -ere,**

-**cēpi**, -**ceptum**, to receive. **missisque . . . nuntiis**: ablative absolute. **ut**: introducing an indirect command.

23 **voluntās**, -**ātis f.** will, wish. **solvō**, -**ere**, -**ī**, -**ūtus**, to untie; pay. *navem solvere*: to set sail. 24 **fama**, -**ae**, report, rumor. **perferō**, -**ere**, -**tūlī**, -**lātum**, to carry through, report.

25 **dēponō**, -**ere**, -**posuī**, -**positum**, to lay aside. **adeō**, -**ire**, -**ivī**, -**itum**, to go to, approach. **consilium**, -**ī**, plan.

26 **sociētās**, -**ātis f.** alliance; business company. **sublātā**: from *tollō*, -**ere**, *sustulī*, *sublātum*, to raise, take away. **quīdam**, **quaedam**, **quoddam adj.** certain. **privātus**, -**ī**, private person (*i.e.* not holding public office). **sūmō**, -**ere**, **sumpsī**, **sumptum**, to take up, take. **aes**, **aeris n.** bronze; bronze coin.

27 **pondus**, -**eris n.** weight. **militāris -e**, military. **usus**, -**ūs m.** use. **impōnō**, -**ere**, -**posuī**, -**positum**, to place in, put in. **milia**, -**ōrum n.pl.** thousands (+ partitive genitive).

28 **partim . . . partim**: partly . . . partly. **dēligō**, -**ere**, -**lēgī**, -**lectum**, to select, choose. 29 **negōtiātor**, -**ōris m.** businessman. **cogō**, -**ere**, -**ēgī**, -**actum**, to collect; compel. **ex suīs**: “from their own people”. **quisque**: each (subject of *existimābat*). **ad hanc rem**: “for this purpose”. **idōneus**, -**a**, -**um**, suitable.

30 **existimō (1)** to think, judge, deem. **Pelusium**: “to Pelusium,” a city on the coast of Egypt, between Gaza and the Delta. **casū adv.** by chance. **Ptolomaeus**, -**ī**, Ptolemy XIII, still a teenager. **aetās**, -**ātis f.** age. Here an ablative of respect.

32 **mensis**, -**is m.** month. Note the ablative of degree of difference. **per**: “by” (to express agency). **propinquus**, -**ī**, relation, relative, intimate advisor. **regnō**: ablative of separation.

33 **longō spatiō**: ablative of degree of difference (with *distāre*). **distō (1)** to be distant. 34 **hospitium**, -**ī**, (tie of) hospitality. **amicitia**, -**ae**, friendship. **Alexandriā**: ablative of place where. 35 **ops**, **opis f.** wealth; *pl.* resources, strength. **calamitās**, -**ātis f.** calamity, disaster. **tegō**, -**ere**, **texī**, **tectum**, to cover; protect. **quī: eī quī. confectō . . . officiō**: “with their business have been concluded” (ablative absolute).

36 **legātiō**, -**iōnis f.** legation, embassy. **liberius**: “rather too freely”. This is a common meaning of comparative adjectives. **mīles**, -**itis m.** soldier. **colloquor**, -**loquī**, -**locūtus sum**, to discuss, converse. **coepī**, -**isse**: to begin (perfect tense only).

37 **hortor**, -**ārī**, -**ātus sum**, to urge, encourage. **ut**: an *ut* clause of indirect command. **officium**, -**ī**, duty. **praestō**, -**āre**, -**stitī**, to exhibit; show; perform, discharge. **neve**, and not; nor. **fortūna**, -**ae**, fortune; good luck; bad luck.

38 **despiciō**, -**ere**, -**spexī**, -**spectum**, to look down on, despise. **complūrēs**, several, quite a few. 39 **accipiō**, -**ere**, -**cēpi**, -**ceptum**, to receive, take. **Gabinus**: consul in 58 and governor of Syria in 57-54. He used his legions to restore Ptolemy XII Auletes to Egypt in 56 and left a garrison of Roman troops in Alexandria.

42 **prōcurātiō**, -**iōnis f.** management, control. **sive . . . sive**, either . . . or. **timor**, -**ōris m.** fear. **adducō**, -**ere**, -**dūxī**, -**ductum**, to lead to, bring to; influence. **postea adv.** afterwards. **praedicō (1)** to proclaim, state strongly.

43 **sollicitō (1)** to stir up, disturb, tamper with. **exercitus**, -**ūs m.** army. **rēgius**, -**a**, -**um**, royal. 44 **occupō (1)** to seize, occupy. **despectā**: from *despiciō*, -**ere**, -**spexī**, -**spectum**. **plērumque adv.** generally. 45 **inimicus**, -**ī**, enemy. **existō**, -**ere**, -**stitī**, -**stitum**, to emerge, come into being, appear. **ut . . . existunt**: “as generally (happens) in disaster, from friends enemies emerge”. **his**: “to them” (with *respondērent*). **palam adv.** openly, publicly. **liberāliter adv.** courteously.

46 **clam adv.** secretly. **consiliō initō**: “a plan having been formed”.

47 **praefectus**, -**ī**, prefect, officer. **singulāris**, -**e**, singular, striking. **audācia**, -**ae**, daring, boldness. 48 **ad interficiendum Pompeium**: gerundive of purpose (*lit.* “for the purpose of Pompey being killed”). 49 **notitia**, -**ae**, familiarity. **prōductus**, -**a**, -**um**, led on.

50 **bellō**: “during the war”. An ablative of time without preposition. **praedo**, -**ōnis m.** pirate, brigand. **ordinem ducere**: to be the leader of a centurion. **navicūla**, -**ae**, a little boat. **parvulus**, -**a**, -**um**, tiny (diminutive of *parvus*, -**a**, -**um**). Note the irony of the location where Pompeius Magnus met his end.

- 51 **conscendö, -ere, -i, -scensum**, to climb on, board. **cum paucis suis**: “with a few of his own men”. **item**
adv. likewise, in the same fashion.
- 52 **comprehendö, -ere -i, -hensum**, to grasp, seize. **custodia, -ae**, custody. **necö (1)** to kill.

Appendix Four

Nomen: _____

Juba II and the Canary Islands

Pliny the Elder

De Naturalis Historia VI.37

in carmaniae angulo chelonophagi, testudinum

superficie casas tegentes, carne vescentes.

a flumine arabi promunturium ipsum inhabitant,

praeter capita toto corpore hirti coriisque piscium vestiti.

ab horum tractu indiam versus caecandrus, deserta insula,

in oceano p. traditur iuxtaque eam freto interfluente stoidis,

quaestuosa margaritis.

a promunturio carmanis iunguntur harmozaei.

quidam interponunt arbios,[ccccxxi] p. toto litore.

ibi portus macedonum et arae alexandri in promunturio.

amnes siccanas, dein dratinus et salsum.

ab eo promunturium themisteas;

insula aphrodisias habitatur.

inde persidis initium ad flumen oratim,

quo dividitur ab elymaide.

contra persidem insulae psilos,

cassandra, aracha cum monte praealto neptuno sacra.

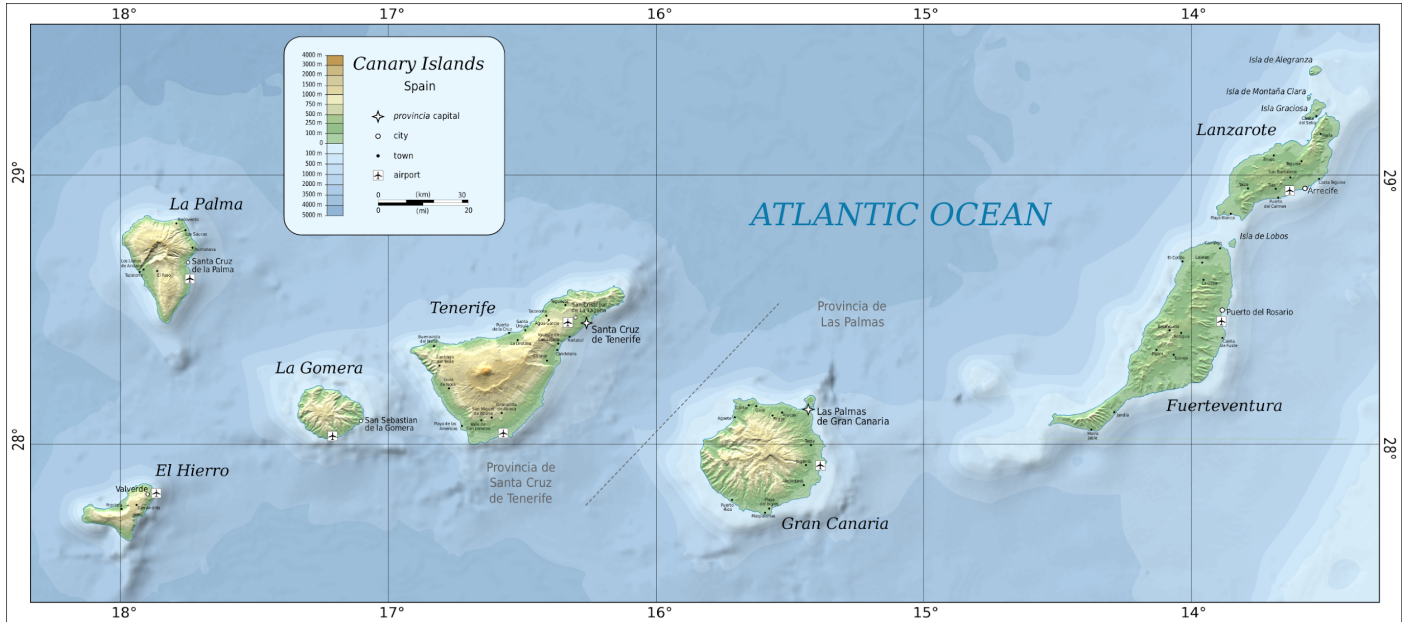
ipsa persis adversus occasum sita optinet litore [dl]

p., etiam in luxum dives,

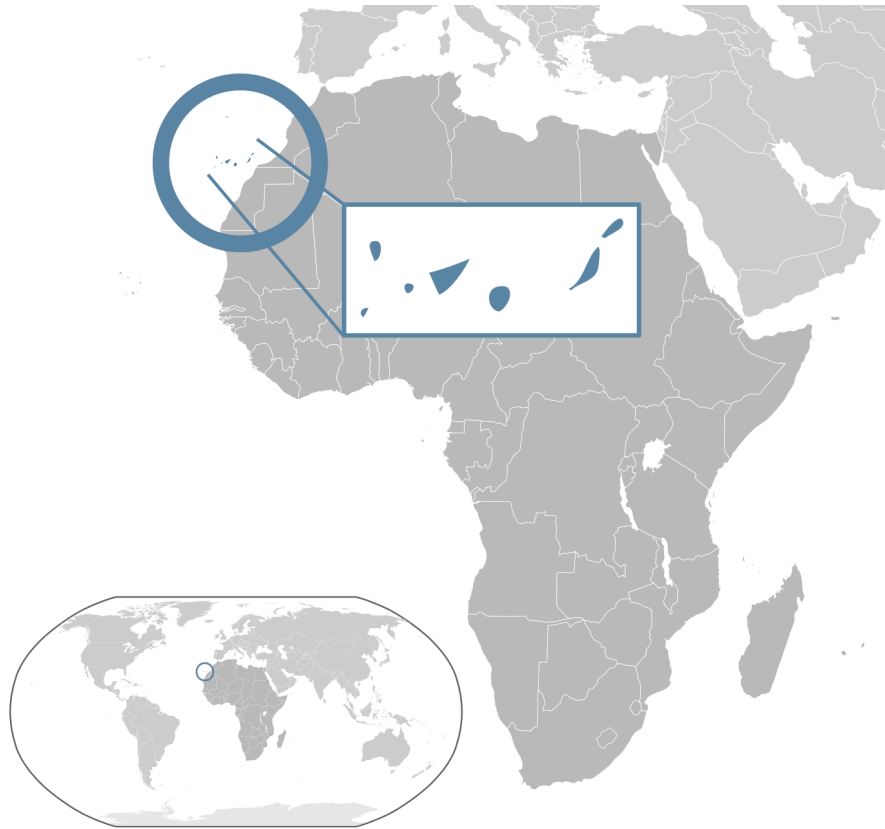
in parthorum iam pridem translata nomen.

horum de imperio nunc in paucis.

Appendix Five



Appendix Six



Appendix Seven

Nomen: _____

De Bello Africo 1. 25

Consider the following passage and answer the questions below:

Dum haec ita fierent, rex Iuba cognitis Caesaris difficultatibus copiarumque paucitate – non est visum dari spatium convalescendi augendarumque eius opum; itaque comparatist equitum magnis peditumque copiis subsidio suis egressus e regno ire contendit.

1. What decision does Juba I make and why?

2. Parse contendit: _____ (person) _____ (number)

_____ (tense) _____ (voice)

_____ (mood)

3. Identify egressus: _____

Translate the following section into good English. It is a continuation of the text above.

P. Sittius interim et rex Bochus coniunctis suis copiis cognito regis Iubae egress proprius eius regnum copias suas admove, Cirtamque, oppidum opulentissimum eius regni adortus paucis diebus pugnando capit et praeterea duo oppida Gaetulorum.

Quibus cum condicionem ferret, ut oppido excederent idque sibi vacuum traderent, condicionemque repudiassent, postea ab eo capti interfectique sunt omnes.

1. What is the best translation for “cum” here? With or When?

2. Parse repudiassent: _____ (person) _____ (number)
 _____ (tense) _____ (voice)
 _____ (mood)

3. What is the subject of excederent, traderent, and repudiassent? _____

Inde progressus agros oppidaque vexare non destitit. Quibus rebus cognitis Iuba cum iam non longe ab Scipione atque eius ducibus abesset, capit consilium satius esse sibi suoque regno subsidio ire quam, dum alios adiuturus profisciretur, ipse suo regno exclusus forsitan utraque re expelleretur.

1. How did Juba’s plans change in these lines?

2. Identify the phrase “quibus rebus cognitis.” _____

3. Parse abesset: _____ (person) _____ (number)
 _____ (tense) _____ (voice)
 _____ (mood)

Itaque rursus recipere atque auxilia etiam ab Scipione abduxit sibi
suisque rebus timens elephantisque XXX relictis suis finibus oppidisque
suppetias profectus est.

Translate these last few lines into good English.

Lastly, draw an image (stick figures are okay!) of Juba and his forces at the
end of this passage. Label at least five vocabulary words from the passage.