Susan LeBourg

LATIN 4770 – Methods and Materials for Teaching Latin

Professor R. A. LaFleur

February 16, 2009

TABLE OF CONTENTS

PREFACE – WHO I AM.

I came into teaching, and then into Latin, by the back door. In my early adult life I had a totally different career, and then decided to quit work and stay home with my children. When it was time for me to return to work, I decided to change careers and become a history teacher. After teaching history for a while, my principal, who knew I had a background in Latin and happened to be in a tight spot because our school had lost its Latin teacher, asked me to pick up Latin in addition to history. I was intrigued, polished up my Latin, and began to teach it. I have now taught Latin for seven years, including Latin I –IV, while continuing to also teach World History. I teach in a fine arts public magnet school.

Philosophy Statement –Why I teach Latin.

I teach Ancient World History and Latin, which many people probably consider the most useless and impractical subjects in a school curriculum. Why do I teach these subjects? I teach them because I love the subjects, I love the kids and I want to help prepare the kids for life. How do these subjects that seem (superficially) to be so impractical help prepare kids for life? Because my hope is that they will grow into sensitive, empathetic, effective people who make the world a better place and have inner resources that enable them to cope with adversity and change.

First, the study of Latin is the most effective way I know of to develop a truly superior level of skill in the use of language. In everyday adult life, much of the good and much of the harm we do is through what we say. A person of good will with highly developed verbal skills can use words to do tremendous good. A person with highly developed verbal skills can be a negotiator and peace-maker, can shoot a bolt of words that bring comfort, encouragement, and reason into the lives of the people with whom he or she comes into contact.

Moreover, the study of Latin brings students into close contact with an ancient culture which is both similar to and different from ours in fascinating ways. Through learning about Roman culture, students learn about the human condition, and learn to distinguish what is consistent and essential in the human experience from what is unessential and variable. In the Latin class these philosophical/psychological lessons are not taught directly, but are absorbed by the students indirectly through exposure to the humanistic literature and culture. I have observed that most of the really important lessons that we learn in life are learned indirectly, and absorbed deeply, in just such an oblique way.

Moreover, learning about Roman history and culture can be a highly effective way of teaching students a great deal about change. Roman civilization evolved and changed profoundly, and the study of Roman history allows students to see a wide panorama of cultural and political transformations over time. For example, students see that the Roman Empire fell, but aspects of the culture lived on, although in different forms. I have known many people who have become bewildered, depressed, and withdrawn because of inability to cope with societal change and personal change. I believe that understanding historical change can help prepare students to cope with change in their own lives, culture, country and world.

I also believe that every person needs private places of happiness in his or her mind. Classical literature, history and culture have certainly been just that for me, and it is my hope that the Latin experience will help my students develop an interest that will continue their whole lives, that can take them away to another time and place. I hope that when they read a good mystery novel set in Ancient Rome, or watch a History Channel special on the classical period, their eyes will light up, and they will "kick-back" and let themselves be whisked away. And I hope that after they come back from their mental time-travel, they will be refreshed, and possibly even wiser and better people.

I grapple with how to teach Latin. I want the students to enjoy it, and I want to maintain a relaxed atmosphere. However, I want the students to learn Latin well. I want them to be able to read Latin with pleasure and ease, and to be able to pass notes to their friends in Latin or even write stories in it. I also want them to see the structure of the language as a beautiful, logical system. Furthermore, I want them to appreciate the fascinating culture of the Romans. Basically, I want it all.

I therefore attempt to simultaneously use elements of what are called the "reading method" and the "grammar-translation" method. I emphasize reading, but I supplement the grammar in my textbook, which is a "reading method" textbook, with explicit grammar explanations and exercises. I teach declension, conjugation, and other aspects of grammar which my textbook series bypasses.

I have struggled with the decision about textbooks. I see pro's and con's with each major textbook series. *Latin for Americans* has excellent grammar presentation, but is rather too heavy on grammar, goes too fast for my students, and the stories are not especially interesting. *Ecce Romani,* which I used for the first several years I taught Latin, has what I consider a very well-paced grammar presentation, and the grammar is presented "in context" but in a logical fashion. However, the stories in *Ecce Romani* are down-right boring to my students! The *Cambridge* series has by far the most interesting stories, full of humor, romance, blood and death, which my students love. *Cambrige* also has the best web-site. However, the grammar presentation in *Cambridge* is abysmal. The grammar is taught in such tiny snippets that students may never see the grammar as a logical whole. I therefore now use "*Cambridge*" and supplement the grammar. Many of my students took Latin originally because they loved mythology, and none of these textbooks has much mythology. Therefore, in Latin II we also read parts of Ritchie's *Fabulae Faciles*, all or most of *Latina Mythica* by Bonny Cato, and sometimes *The Millionaire's Dinner Party*. I have also taken several Roman myths and legends and written them as simple Latin skits for my Latin I students because they love to act. I have included two examples.

One thing that has been helpful in my students is that I make a practice of giving the students a "packet" for each Stage (chapter) of the textbook, which includes the vocabulary, a typed-out copy of all the stories with spaces beneath each line for students to write in their translation, and a grammar sheet. The typed out stories seem to make it easier for my students to concentrate as they translate, and provide a copy which they can "mark up" with grammar notes. I have included as an example my student packet for Stage 2.

In my classes I also try to give my students a thorough grounding in classical culture. Ideally, this is interwoven with the Latin stories we read. I have also found that homework activities based on internet sites are effective for my students, who love to "play on the computer". I have recently written an extended activity packet based on the new addition to "Google Earth" called "Ancient Rome 3-D". I have also written a number of "internet activities" or "web-quests" based on the amazing site "V-Roma", as well as on several PBS and BBC internet sites which feature games that involve Roman culture, such as "Build an Aqueduct", "Dressed to Kill", and "Death in Rome". My students really enjoy these, so I have included examples of several of them in this portfolio. I have sometimes also used the online game "SPQR", although it is rather time-consuming. I give these assignments as homework, allowing about a week for students to complete them.

Most important, in my Latin classes I try to "remember my sandals". I attempt to work looking, hearing, speaking, doing, reading and writing (at least a little bit!) into almost every class. I use bits of TPR with many lessons. With almost every story we read, there is some acting. We often learn vocabulary with "charades". I try to keep kids focused and try to make learning fun.

ALPHABET & PRONUNCIATION OF LATIN

- The Latin alphabet is like ours except that it does not have j and w. The letters k, y and z are rare.
- All letters are sounded. There are no silent letters. Pronunciation is completely regular according to these simple rules:
- Pronunciation – consonants. Most consonants are exactly like English. The most important exceptions are:
  - V is pronounced like w !!!!
  - C is always hard, as in cat. G is always hard, as in goat.
  - R is "trilled".
  - I is sometimes a consonant & sounds like y.
- Pronunciation – vowels. There are long and short vowels.
  - ā   as in father.   a as in
  - ē   as in they (English long a)   e as in pet
  - ī   as in machine (English long e)   i as in pin.
  - ō   as in clover.   o as in off
  - ū   as in rude.   u as in put.
- Pronunciation – diphthongs (vowel combinations).
  - ae   as in aisle (English long i)
  - ei   as in reign (English long a)
  - au   as in

* **The most important rules to remember for now are:**
  V sounds like w
  ē sounds like English long a.
  ī sounds like English long e.
  ae sounds like English long i.
  ei sounds like English long a.
        LEARN THESE!
- Practice
  - Salvē (hello . . to one person) Salvēte (hello . . to more than one person)
  - Valē (farewell. . to one person) Valēte (farewell . . to more than one person)
  - Vēnī, vīdī, vīcī! (I came, I saw, I conquered)
  - Vestavia
  - Vomit
  - Gaius Iulius Caesar (Julius Caesar)

LATIN CLASS NAMES:
- Before class, I have found Latinized versions of the name of each member of the class. If necessary, I make one up. I use these and other websites.
    - http://freereg.rootsweb.com/howto/latinnames.htm
    - http://www.babynamenetwork.com/baby_names/origins/Latin_baby_names.cfm

- I tell the students to notice that female names often (but not always) end in -a, and that male names often (but not always) end in -us.
- I explain that all Latin nouns belong to one of the 3 "genders": masculine, feminine, neuter.
    - Feminine names are feminine in gender, and masculine names are masculine in gender.
    - All nouns have a gender: masculine, feminine or neuter. Most nouns that are masculine or feminine have no obvious connection with biological gender.
    - Many female names (but not all) end in -a. Many male names (but not all) end in –us or –ius.
    - Many neuter nouns (but not all) end in –um.

* I give out a list of the Latinized names of the members of the class. I have a "monstrum", a monster made of cardboard, to be our "token" neuter noun).

* Each student pronounces his or her "Latin" name for the class.

LESSON PLANS: Stage 2, Cambridge Latin

DAY 1

OBJECTIVES

* Students will meet and recognize direct objects and the accusative singular endings.

* Students will be introduced to the terms: nominative, accusative

ACTIVITIES

1)   Salvete. Call role. Return quizzes on Stage 1.

2)   Give out the handout for Stage2 (I prepare a handout for each Stage), which has, typed out, the model sentences for Stage2, the required vocabulary for Stage2; a written explanation of the grammar for the Stage2.

3) Model Sentences: Tell students to open their books to p. 20, where there are pictures 1-20 with model sentences. Students also have a handout with the sentences typed with a space beneath, which I have projected on the "Smart Board". For each picture, call on a students and :

Ask what is in the picture, what the person(s) is doing. The student answers.♣

Teacher♣ reads the sentence, then asks the student to translate. Teacher gives hints until the translation is correct, and then writes the translation on the board. Students write the translation beneath the model sentence.

After all sentences have been translated, go back♣ to each sentence and analyze the role (subject or direct object) of each noun. Each pair of sentences features a noun, used in the nominative case in the 1st sentence, and in the accusative case in the 2nd sentence. Ask students to describe the difference in the form of the noun in each use, & ask what pattern they see in the ending on the direct object. Students recognize the - "m". Teacher explains that nouns used as the subject or predicate nominative are said to be in the nominative case. Nouns used as the direct object are said to be in the accusative case.

4)   Begin learning the vocabulary and read the story "Mercator":

Class looks at vocabulary. We go around the room, each student pronounces a word and gives its meaning.♣ If there is time, we close our books and use "Charades" to practice the new vocabulary.

Then I read the story through once, in Latin, with lots of emphasis and physical motion. ♣

Students read and translate sentence by sentence.♣

Go to the Cambridge website and answer the questions under "test your understanding".♣

5)   Homework- workbook 2.1 & 2.2

DAY 2:

OBJECTIVES:

•   Students will gain more practice in reading.

•   Students will deepen their grasp of nominative & accusative cases.

•   ACTIVITIES

1)   Salvete. Take role. Quickly check homework for completeness.

2)   Go over the homework. Students check & correct their answers 2.1 & 2.2

3)   Read the story: In Triclinio.

Play a game to review vocabulary.

I read the story once, in Latin, with lots of expression, gestures, and motion.

Students read and translate sentence by sentence.

4) Explain the following grammar:

Nouns change their "case". Case depends on how the noun is used in its sentence

Nominative - subject or predicate nominative

Accusative - direct object

In English, word order tells us which word is the subject, and which is the direct object. In Latin, the ending, not the word order tells us which is subject and which is direct object.

In Latin, the word order is freer than in English. We identify the subject (nominative) and direct object (accusative), by the ending rather than by word order.

SENTENCES EXERCISES

In the following sentences: Underline the subject of the sentence once, and write N above it.   Underline the direct object twice(if there is one) and write Ac above it. Translate

1.   Amicus Caecilium visitat.
2.   Amicum Caecilius visitat.
3.   Caecilius ancillam delectat.
4.   Caecilium ancilla delectat.
5.   Pavo Caecilium gustat.
6.   Pavonem Caecilius gustat.

HOMEWORK

Go to the Cambridge website. http://www.cambridgescp.com/page.php?p=clc^oa_book1^stage2♣

Do all the online activities: cases 1, cases 2, noun/actions 1; noun/actions 2, meaning. Repeat until you get all correct.♣

For every chapter, I prepare a packet like this for the students

Stage 2 - VOCABULARY

Nouns

amīcus, amicī, m.	friend
ancilla, ancillae, f.	slave-girl, slave-woman
cēna, cēnae, f.	dinner
cibus, cibī, m.	food
dominus, domini, m.	master
mēnsa, mēnsae, f.	table
mercātor, mercatoris, m.	merchant
toga, togae, f.	toga
tunica, tunicae, f.	tunic

Verbs

dormiō, dormīre, dormīvī, dormītum	sleep
gustō, gustāre, gustāvī, gustātum	taste
intrō, intrāre, intrāvī, intrātum	enter
laudō, laudāre, laudāvī, laudātum	praise
salutō, salutāre, salutāvī, salutātum	greet

Adjectives

laetus, -a, -um	happy

Miscellaneous

quoque	also, too

Stage 2- Stories

Amicus Picture Story Stage 2 pages 20-21
Put an N over the nominatives, an AC over the accusatives, and an AB over the ablatives.
WRITE TRANSLATE BELOW

1. Caecilius est in atriō.   2. amīcus Caecilium salūtat.

3. Metella est in atriō.   4. amīcus Metellam salūtat.

5. Quintus est in atriō.   6. amīcus Quintum salūtat.

7. servus est in atriō.   8. amīcus servum salūtat.

9. canis est in atriō.   10. amīcus canem salūtat.

Metella –picture stories pages 22-23.
Put an N over the nominatives, an AC over the accusatives, and an AB over the ablatives.
WRITE TRANSLATE BELOW.

11. coquus est in culīnā.   12. Metella culīnam intrat.

13. Grumiō labōrat.   14. Metella Grumiōnem spectat.

15. cibus est parātus.   16. Metella cibum gustat.

17. Grumiō est anxius.   18. Metella Gruminōnem laudat.

19. amīcus est in hortō.   20. Metella amīcum vocat.

mercātor page 24
TRANSLATE * A reads in Latin & B translates. B reads in Latin and A translates. Both write the translation.

amīcus Caecilium visitat.   amīcus est mercātor.   mercātor villam intrat.

Clēmēns est in atriō.   Clēmēns mercātōrem salūtat.

Caecilius est in tablinō. Caecilius pecūniam numerat.   Caecilius est argentārius.

amīcus tablīnum intrat.   Caecilius surgit.

    "salvē!"   Caecilius mercātorem salūtat.

    "salvē!"   mercātor respondet.

Caecilius triclīnium intrat.   amīcus quoque intrat.   amīcus in lectō recumbit.

Grumiō in culīnā cantat.   Grumiō pavōnem coquit.   coquus est laetus.

Caecilius coquum audit.   Caecilius nōn est laetus. Caecilius cēnam expectat.

amīcus cēnam expectat.   Caecilius Grumiōnem vituperat.

in triclinīō page 25
TRANSLATE * A reads in Latin & B translates. B reads in Latin and A translates. Both write the translation.

Grumiō triclīnium intrat.   Grumiō pavōnem portat.

Clēmēns triclīnium intrat.   Clēmēns vīnum portat.

Caecilius pavōnem gustat.

"pavō est optimus!" Caecilius clamat.

mercātor quoque pavōnem gustat. mercātor cēnam laudat.

dominus coquum laudat.   Grumiō exit

ancilla intrat. ancilla suāviter cantat.

ancilla dominum dēlectat.   ancilla mercātorem dēlectat.

mox dominus dormit.   amīcus quoque dormit.

Grumiō triclīnium intrat et circumspectat.

coquus cibum in mēnsa videt.

Grumiō cibum consumit et vīnum bibit.

Caecilius Grumiōnem nōn videt.   coquus in triclīniō magnificē cēnat.

coquus ancillam spectat.   ancilla Grumiōnem dēlectat.

Grumiō ancillam dēlectat.   Grumiō est laetissimus.

GRAMMAR –STAGE 2

- Each noun belongs to one of 5 groups called "declensions". We have nouns in 1st, 2nd & 3rd declensions.
- Nouns have case endings that show how they are used in their sentence.
- **Nominative** case is used for the subject of the sentence.
- **Accusative** case is used for the direct object of the sentence, & the objects of some prepositions.
- **Ablative** – objects of some prepositions
- These are examples:

	1st Declension	2nd Declension (masc)	(neuter)	3rd Declension	
NOMINATIVE CASE	Metella	Caecilius	atrium	canis	Grumiō
ACCUSATIVE CASE	Metellam	Caecilium	atrium	canem	Grumiōnem
ABLATIVE CASE	Metellā	Caeciliō	atriō	cane	Grumione

- In English, word order tells us which word is the subject, and which is the direct object. In Latin, the ending, not the word order tells us which is subject and which is direct object.
- In Latin, the word order is freer than in English. We identify the subject (nominative) and direct object (accusative), by the ending rather than by word order.

SENTENCES EXERCISES

In the following sentences: Underline the subject of the sentence once, and write N above it.   Underline the direct object twice(if there is one) and write Ac above it. Translate

    1.   Amicus Caecilium visitat.

    2.   Amicum Caecilius visitat.

    3.   Caecilius ancillam delectat.

    4.   Caecilium ancilla delectat.

    5.   Pavo Caecilium gustat.

    6.   Pavonem Caecilius gustat.

TEST: Stages 1-3, Cambridge Latin   Nomen:_____

A. Audī et scribe in Latinā;

_____

B.   Translate.

  Tōnsor in tabernā labōrat.

  Ecce! Magnus leō tabernam intrat.

  Tōnsor est perterritus.

  Leō tōnsōrem nōn dēlectat.

  Tōnsōrem leō intentē spectat.

  Tōnsor leōnem dēlectat.

  Irātus est leō.

  Eheu! Leō surgit et tōnsōrem cōnsūmit.

  Cibum optimum leō habet!

  Leō laetissimus magnificē cēnat! (1pt each word. Total 40 pts.

C.   Fill in the blank with the missing form. Give the meaning of the word. 1 pt each. Give the number of the
declension. Total 18 pts.

NOMINATIVE	ACCUSATIVE	ENGLISH	DECLENSION
leō	_____	_____	___
cibus	_____	_____	___
_____	tabernam	_____	___
_____	tōnsorem	_____	___
cēna	_____	_____	___

D.   Each of the following sentences has two nouns and a verb.
•   Translate the sentence as it is typed. (3pts)
•   Rewrite the sentence in Latin, by changing the nominative noun to accusative and the accusative noun to nominative. (2pts)
•   Translate your new sentence into English. (2pts)
Total 27 pts.

1.Pāvōnem Grumiō coquit. .
_____ (translation of original sentence)
_____ (new Latin sentence)
_____ (translation of new sentence)

2.   Pater tōnsōrem vocat.

   _____

   _____

   _____

3.   Fīlium mater laudat.
_____.
_____.
_____.

4.   Mercātōrem argentarius videt.
_____.
_____.
_____.

E.   Define the Latin word. Then fill in the blank with the English derivative that fits. 1 pt each blank. Total-8 pts.
1.   bibit: _____
We saw a _____ man stagger out the door of the bar.

2.   ianua: _____
It is very cold in _____.

3.   tenet_____.
The _____ old man clung to his old ideas and his old way of life.

4.   circumspectat_____
The lawyer, who was always very _____, looked carefully at all the possible results of his actions..

TEST: Stages 1-3, Cambridge Latin-Answer Key

A.   Listen to Magistra, and write in Latin the sentence that she dictates. (1 pts each word. Total 6 pts.)
Grumiō cibum cōnsūmit et vīnum bibit.

_____

B.   Read the following. Translate.
(1pt each word. Total 40 pts.

The barber works in the shop
Look!
A large lion enters the shop.
The barber is terrified.
The lion looks intently at the barber, and the barber looks at the lion.
The lion does not please the barber, but the barber does please the lion.
Alas!
The lion rises up and eats the barber.
The lion has food.
The very happy lion dines magnificently.
_____

C.   Fill in the blank with the missing form. Give the meaning of the word. 1 pt each. Total 18 pts.

NOMINATIVE	ACCUSATIVE	ENGLISH	DECLENSION
leō	leōnem	lion	3rd
cibus	cibum	food	2nd
taberna	tabernam	shop	1st
Tōnsor	tōnsōrem	barber	3rd
via	viam	road, way	1st

D.   Each of the following sentences has two nouns and a verb.
•   Translate the sentence as it is typed. (3pts)
•   Rewrite the sentence in Latin, by changing the nominative noun to accusative and the accusative noun to nominative. (2pts)
•   Translate your new sentence into English. (2pts)
Total 28 pts.

1.Pavōnem Grumiō coquit.
Grumio cooks the peacock.   (translation of original sentence)
Pavō Grumiōnem coquit.   (new Latin sentence)
The peacock cooks Grumio.   (translation of new sentence)

2. *Pater tōnsōrem vocat.*
   The father calls the barber.
   Patrem tōnsor vocat.
   The barber calls the father.

3. *Fīlium mater laudat.*
   The mother praises the son.
   Fīlius matrem laudat.
   The son praises the mother.

4. *Mercātōrem argentārius videt.*
   The banker sees the merchant.
   Mercātor argentārium videt.
   The merchant sees the banker.

a.   Define the Latin word. Then fill in the second blank with an English word derived from the Latin word, that fits in with the meaning of the sentence. 1 pt each blank. Total-8 pts.
1.   bibit: drinks
We saw a bibulous man stagger out the door of the bar.

2.   ianua: door
It is very cold in January.

3.   tenet: holds
The tenacious old man clung to his old ideas and his old way of life.

4.   circumspectat: looks around
The lawyer, who was always very circumspect, looked carefully at all the possible results of his actions.

ORAL LATIN DIALOGUE

Focus - use of infinitives

Make a list of infinitives. Include verbs we have learned, and add a few of your choice that involve things you would like to do.

Amāre	vidēre	agere	dormīre
Ambulāre	manēre	pingere	audīre
Cēnāre	habēre	dīcere	venīre
Pugnāre	tenēre	dūcere	_____
Necāre	obsidēre	currere	
Labōrāre	rīdēre	coquere	
gustāre	_____	trādere	
cēlāre		capere	
cantāre		facere	
saltāre		_____	
superāre			

_____

Make a list of nouns in the accusative case to use as direct objects of your infinitives that need a direct object. Add a few of your choice.

Ancillam   servum   pavōnem
Puellam   puerum   canem

_____ _____   _____

Do the following dialogue in pairs. Insert the infinitive (and direct object, if needed) of your choice. On some lines you also have a choice of your response. The choices appear like this: (---)/(---)

A	B
1. Salvē!	Salvē!
2. Quid agis?	Nihil.
3. Quid agere vīs?	_____ volō!
4. Placetne tibi _____?	Ita.Placet mihi _____.
5. Potesne _____?	(Ita! ____ possum!)/
	(Eheu! Nōn possum!)
6. Estne necesse _____?	(Ita! Necesse est ____.) /
	(Necesse nōn est ____, sed valde _____ cupiō!)
	Quid agere vīs?
7. ____ volō!	Placetne tibi ____?
8. Ita. Placet mihi ____.	Postesne ____?
9. (Ita! ____possum!)/	
(Eheu! Nōn possum.)	Estne necesse _____
11. (Ita! Necesse est __.)/	
(Necesse nōn est ___,	
sed valde cupiō.	

TPR LESSON A Gladiator Story – based on "In Arēna"- Cambridge Book I, p. 125

This is a TPR storytelling lesson based on the story "in arēnā" , page 125, of Cambridge Latin Book I. The grammar emphasis is on the use of nominative & accusative, singular and plural. Each vocabulary word is briefly explained & I give a hand-motion or gesture for each word. Students repeat each word and give the gesture.

NOUNS

1st Declension	2nd Declension		3rd Declension
	Masculine	Neuter	
Nūceria	Nūcerīnus	spectaculum	gladiātor, gladiātōr_
bēstia	Pompeianus	amphitheātrum	murmillō. murmillōn_
arēna	rētiārius		cīvis, cīv_
pugna	bestiārius		
	inimīcus		missiō, missiōn_
			victor, victōr_
			spectātor, spectātōr_
			pollex, pollic_
			mors, mort__

ADJECTIVES:	ADVERBS
Expedītus, -a, -um:	frūstrā
Ignāvus, -a, -um:	graviter
Fortis, fortis, forte:	fortiter
Callidus, -a, -um:	facile
Hic, haec, hoc:	PRONOUN: eum
ūnus, -a, -um	
duo, duae, duo	

VERBS:

1ST CONJUGATION	2nd CONJUGATION	3rd CONJUGATION
Delectō, -āre, -āvī, -ātus	taceō, tacēre, tacuī	sonō, -ere, sonuī,
Ēvītō, -āre, -āvī, -ātus		dēcipiō, -ere, dēcēpi
Prōvocō, -āre, -āvī, -ātus		vertō, -ere, versī,
Vulerō, -āre, -āvī, -		
Incitō, -āre, -āvī, -ātus		
Pugnō, -āre, -āvī, -ātus		
superō, -āre, -āvī, -ātus		

* First, I read the story to the students, using a lot of expression and hand motions for important words. Then the students act out the story. Parts are assigned. Dramatis personae:
2 Retiarii,
2 Murmillones,
Trumpet player,
Regulus, the sponsor of the show; and

Narrator.
One side of the class are the Pompeians (Pomp's) and the other side are the Nucerians (Nuc's).
The desks are arranged in a circle or oval. The arena is in the middle.
If possible, the 2 murmillones (mur's) carry short swords, and the 2 retiriarii (ret's)
carry nets and tridents (plastic versions are available around Halloween).

in arēnā page 127	ACTIONS
duo rētiāriī et duo murmillōnēs arēnam intrāvērunt.	*The 2 Ret's enter.*
	The 2 Mur's enter.
postquam gladiātōrēs spectātōrēs salutāvērunt.	
tuba sonuit.	*Other students wave & cheer.*
	The trumpet sounds
tum gladiātōrēs pugnam commīsērunt.	*Ret's and Murmilloes fight.*
murmillōnēs Pompēiānōs valdē delectābant	
quod saepe victōrēs erant.	*Mur's strut about.*
Pompēiānī igitur murmillōnēs incitābant.	*Pomp's cheer the Murs.*
sed rētiāriī quod erant expeditī	
murmillonēs facile evitāvērunt.	*Mur's swing swords at Ret's*
	Ret's hop about lightly
<<rētiāriī nōn pugnant.	
retiāriī sunt ignavī.>>	*Pomp's yell their lines*
clāmāvērunt Pompēiānī.	*and use "sissy" gestures.*
Nūcerīnī tamen respondērunt.	
<<rētiāriī sunt callidī.>>	*Nuc's yell their lines,*
	while pointing to their temples
rētiāriī murmillonēs dēcipiunt.>>	
murmillōnēs rētiāriōs frustrā	
ad pugnam provocāvērunt.	*Mur's continue to swing swords*
	while Ret's continue to hop about.
tum murmillō clāmāvit.	
<<ūnus murmillō facilē duōs rētiāriōs superat.>>	*Mur #1 yells his line.*
Pompēiānī plausērunt.	*Pomp's clap & cheer.*
tum murmillō rētiāriōs	
statim petīvit.	*Mur's swing their swords more*
	wildly.
murmillō et retiariī ferōciter pugnāvērunt.	

rētiāriī tandem murmillōnem graviter vulnerāvērunt.   *Ret#1 nets Mur#1 &pokes him with his trident.*

tum rētiārii alterum murmillōnem petiīvērunt .   *Ret #2 goes after Mur#2.*

hic murmillō fortiter pugnāvit
sed rētiāriī eum quoque superāvērunt.   *Ret#2 & Mur#2 fight.*
Ret#2 nets Mur#2.

Pompēiānī quod īrātī erant,
murmillōnēs vituperābant.   *Pomp's make angry faces & shake fists & fingers at the Mur's.*

missiōnem tamen postulābant   *Pomp's look at each other. They shout: "Missiō! Missiō" & hold thumbs inside their fists.*

quod murmillōnēs fortēs erant.

Nūcerīnī mortem postulābant.   *Nuc's shout: "Mors, mors!" and make jabbing motions with thumbs extended.*
"Mors! Mors!"
omnēs spectātōrēs tacēbant et

Rēgulum intentē spectābant.   *Everyone looks at Reg.*

Rēgulus quod Nūcerīnī mortem postulābant

pollicem vertit.   *Reg.makes a jabbing motion with his thumb.*
Pompēiānī erant iratī   *Pomp's make angry faces.*

et vehementer clāmābant.   *Pomp's yell "boo" at Reg.*

rētiāriī tamen postquam Rēgulus signum dedit   *Ret#1 kills Mur#1.*
Ret#2 kills Mur#2.

murmillōnēs interfēcērunt.

WEB QUEST/INTERNET ACTIVITY – **<u>GOOGLE EARTH-ANCIENT ROME</u>**!

First do this:
- Download Google Earth (If you don't have it already, go to Google Earth and follow the directions).
  - Go to "Layers" (on the left-hand side)
  - Click on Gallery
  - Click on Ancient Rome 3-D
  - Zoom in on Rome. You will see Buildings appear in bright yellow.
  - Click on any building, and you will se a screen telling about the building. Look at the bottom of this screen.
    - Download "Terrain"
    - Download "Landmarks"
    - Download "Buildings"

- Now you are ready. On the back of this packet, make a sketch the general shape of the boarders of Ancient Rome as shown on your Google Earth map & sketch in the Tiber River. This will help you get oriented. As you do these activities, keep "north" at the top of your computer map.

A. A WALK THROUGH THE CITY OF ROME
  1. Enter by the "Porta Appia", which is at the bottom right (S.E.) of the map. What do you see? Click on the yellow "Porta Appia" icon.
     i. What set of walls did the Porta Appia lead through?
     ii. When were these walls built, & by whom?
     iii. How much of these walls is still standing?
  2. Continue on your way along the Via Appia, going north & slightly west. Click on the yellow "Via Appia" icon.
     i. Statius called this famous road the "_____"
     ii. This famous road was originally built by the censor _____.
     iii. When originally built in 312BC, the Via Appia extended to the city of _____.
     iv. In 291BC, the Via Appia was extended to the city of _____.
     v. In 264BC, the Via Appia was extended to the city of _____.
  3. Continue on your way, going north east along the Via Appia. You soon go under an aqueduct, the Aqua Antoniana.
     i. Who built it? When?
     ii. To what did this aqueduct bring water?

4. Proceed along the Via Appia. Soon you will notice a wide street parallel to the Via Appia, to the southwest. It is called the Via Nova. It runs in front of a large bath facility. Take a side trip to these baths.
    i. These are the Baths of _____
    ii. How many people could these baths accommodate?
    iii. What were some of the facilities in these baths?

5. Get back on the Via Appia. You come to the "Mutatorium Caesaris". The information suggests two possible functions. One possible function was a bizarre. What other possible function is mentioned? What does the name mean?
6. You cross another aqueduct, called the Aqua _____, which was built in _____ BC by _____. Tell 2 important things about it.
7. The Via Appia splits into three. You see in front of you the Septizodium. What is it? _____
8. To the left you see the Circus Maximum. Stroll over and look around it.
    i. What shape was it?
    ii. What was it used for?
    iii. What legendary event was said to have taken place here?
    iv. How many people could it hold?
    v. What two sets of 7 things marked the laps completed?
    vi. What was at each end of the media strip?
    vii. Who brought the obelisk in the center? Where did it come from?

9. Go back to the corner where the Septizodium is located. Take the street that runs north east toward the Flavian Amphitheatre. You pass under a huge aqueduct, the Aqua Claudia. Look at it. How many layers of arches does it have from bottom to top.?
10. Proceed on this street north east toward the Flavian Amphitheatre. You come to a great arch, the Arch of _____. Look at it. How many columns adorn its front? What victory did it celebrate?
11. Walk under the arch, and you see the Meta Sudans.
    i. What is it?
    ii. What does "meta" mean? What does "sudans" mean? What does this suggest about how the water flows?
12. Before you go to the Flavian Amphitheatre, take a look at the statue beside it.
    i. What is the statue called?
    ii. What does it look like? What appears to be on its head?
    iii. Where was this statute first located?

iv. What change did it undergo after Nero's death?

v. What change did Commodus make?

vi. What change did Hadrian make?

13. Now look around the magnificent Flavian Amphitheatre

i. How did it get the nickname "Colosseum"?

ii. What used to stand on the site of this Amphitheatre?

iii. Which emperor built this Amphitheatre?

iv. How many people could it accommodate?

v. What kinds of games were held here?

vi. Look at it. How many tiers of arches are on the outer facade?

14. Turn west, and look at the temple of Venus and Rome?

i. Who designed & built it?

ii. Try to walk all around it by turning the orientation. After going around it, turn the orientation back to the north straight toward the top.

15. Go east along the Via Sacra. What does "Via Sacra" mean?

16. Look around the Basilica of Constantine. What color is it?

17. Look around the Temple of Antoninus Pius and Faustina.

i. Who was it originally built for?

ii. Why is it well preserved today?

18. Proceed along the Via Sacra into the Forum, to the "Regia".

i. What does its full name, "Regia Domus", mean?

ii. When was it (supposedly) built, & by whom?

iii. Whose headquarters was located here?

iv. What was kept here?

v. What was brought here each year on October 15?

19. Proceed to the Temple of Vesta.

i. Walk around it. What is its shape?

ii. Who were the Vestal Virgins, and how many were there?

iii. What happened on June 9? On March 1?

iv. Name 3 sacred objects kept in the Temple of Vesta.

20. Proceed by the Via Sacra into the Roman Forum.

i. Name the main buildings on the north, south, east and west sides of the Roman Forum.

ii. What was the Miliarum Aureum, and what did it look like?

iii. What was the Umbilicus Romae, and what did it look like?

21. Exit the Forum by the Vicus Tuscus, which is just south of the Basilica Julia. Proceed south. When you get to a fork in the road, take the fork heading east. This road will lead past the Janus Quadrifons. Keep going east, heading for the Pons Aemilius.
22. Cross to Tiber Island on the Pons Aemilius.
    i. When was this bridge built, and who built it?
    ii.   What events in 293BC and 291BC led to the building of a temple to Aesculapius, god of healing on Tiber island
    iii. What was Tiber Island decorated to resemble?
23. What is the name of the bridge the crosses from Tiber island to the west bank of the Tiber?

B. Create a character, and write a detailed description of this character's walk through Rome. Start at one of the other gates (Porta) and take another route through the city. Include a detailed itinerary, including street names (where the street is named), and clear directions, whether you go north, south, east, or west. Describe important buildings along the way, and develop a simple story.

C. Explore the city of Rome and do one of the following
    1. Find all the aqueducts on the map. Make a chart telling: When & by whom it was built; what the source of the water was; how far the water was carried from its source to Rome; what the water was used for (if it went to a certain use); one important, unique fact about it.
    2. Find all the public baths on the map. Make a chart telling: when and by whom it was built, how many people could be accommodated, what facilities were included, what aqueduct fed the baths; one unique fact about it.
    3. Find all the theatres on the map. Make a chart telling: when and by whom it was built, to whom it was dedicated, how many people it would hold, two unique facts about it.

INTERNET ACTIVITY: V-ROMA----THE FORUM   Due _____   Nomen_____
* Go to http://www.vroma.org/
* Log in, either as a guest or you may register and get a password..
* Go to Prima Porta. Read the basic information
* Go to Rome. Go to Region VIII, Forum Romanum
* Go to the Rostra.
ROME – VIII - Rostra
1. What was the Rostra? Why was it called the Rostra? What does the word "rostra" mean in Latin?

2. What was the rostra used for?

3, Who was the greatest orator of the Late Republic?

3. Look in the Capsa. What was a capsa?

4. Who wrote the bits of campaign strategy in these scrolls in the capsa? To whom were they written?

5. Briefly summarize each piece of campaign advise in the capsa:
    1)_____
    2) _____
    3) _____
    4) _____
    5) _____

    3) Click on "here" at the end of the last piece of campaign advise to find out more about Cicero.
        a.   What are the "Philippics"?

        b.   What accusations did Cicero make in the Philipics?

        c.   What was a toga virilis?

        d.   What type of women wore toga? Who wore a stola?

        e.   How did Cicero die? What parts f him were fasted to the Rostra?

    4) Go back to the Rostra. Click on Corvus? Who was Corvus Major? What did Corvus Major do?

    5) Describe the funeral of Corvus Major. Where was Corvus Major buried?

    6) What is the crow saying (look on the dialogue box). Translate

    7) Ask Corvus Minor something. What was your question? What did Corvus Minor reply?

8) Go back to the Forum. Click on the "Lapis Niger", which is labeled 1 on the diagram
   a) What does "Lapis" Niger mean?
   b) There were 2 different traditional stories about the "Lapis Niger".
      What 2 graves was t said to have marked, according to legend?

9) Click on 2. What 3 trees grew in the Roman forum?

10) Click on 3. Who was Janus? Under what circumstances were the door of the shrine of Janus open?
    Under what circumstances were the doors of the shrine of Janus shut?

11) Click on 4. What was the Lacus Curtius?

12) Click on 5. What did the shrine of Cloacina honor? What was the Cloaca Maxima?

13) Click on the Curia. What was the Curia? What was the Curia Julia?

14) Click on the Toga Praetexta.
    a.   What was a toga praetexta?
    b.   What is the Latin word for purple?
    c.   Put on the toga praetexta. What happens?

15) Click "here" to find out more about the "cursus honorum" What was the "cursus honorum"?

16) Briefly define these offices in the Roman Republic (they were part of the cursus honorum).
    a.   Consul_____
    b.   Praetor_____
    c.   Censor_____
    d.   Aedile_____
    e.   Tribune_____
    f.   Quaestor_____

INTERNET ACTIVITY: DRESSED TO KILL: Due: _____ Nomen:_____

Go to: http://www.bbc.co.uk/history/ancient/romans/launch_gms_gladiator.shtml
        (or search – game "dressed to kill") Play the game, several times if necessary, which   pieces of armor go with which gladiator.

1. Describe and draw a simple picture of the armor and weapons of a murmillo.

2. Describe and draw a simple picture of the armor and weapons of a retiarius.

3. Describe and draw a simple picture of the armor and weapons of a hoplomachus.

4. If you had to fight, which would you rather be? Why?

BUILD AN AQUEDUCT: Nomen_____
Go To: http://www.pbs.org/wgbh/nova/lostempires/roman/aqueductjava.html
1. What was the purpose of an aqueduct?

6. Briefly describe the 5 structures the engineer could choose from to carry the water pipes.
  a.

  b.

  c.

  d.

  e.

6. Draw the aqueduct you built for this game. Show each way the water was carried over the different types of terrain.

INTERNET ACTIVITY: DEATH IN ROME   Due___   Nomen_____
Go to http://www.bbc.co.uk/history/ancient/romans/launch_gms_deathrome.shtml

1. First, play the game, and try to figure out how the death occurred. Interview the experts and the witnesses. What was your conclusion?

2. Now go back through the crime scene. For each "Clickable" clue, interview the experts and the witnesses. For each clickable clue, write three facts about Roman culture you learned from interviewing the experts and witnesses.

CLICKABLE CLUE	FACTS ABOUT ROMAN CULTURE
1.	1)
	2)
	3)
2.	1)
	2)
	3)
3.	1)
	2)
	3)
4.	1)
	2)
	3)
5.	1)
	2)
	3)
6.	1)
	2)
	3)
7.	1)
	2)
	3)
8.	1)
	2)
	3)
9.	1)
	2)
	3)

SKIT: AENEAS LEAVES TROY-

1st semester Latin I, emphasizing the use of complementary infinitives,especially with "necesse est" and "possum"

Narrator: Decem annōs Graecī urbem Trōiam obsident.

            Decem annōs Troianī contrā Graecōs defendunt.

            Tandem Graecī dolum agunt.

SCAENA PRIMA:

Fēmina Troiāna #I: Ecce! Graecī absunt! Magnus equus adest!

Fēmina Troiāna#II: Ita vero! Ego etiam magnum equum videō.

Fēmina Troiāna#III: Neccesse est narrāreTroianōs!

Narrator: Feminae ad Troiam currunt.

Fēminae TroiānaeI, I & III: Ecce! Graecī absunt. Magnus equus adest!

Troiānus I: Euge! Graecī absunt! Equus mē valdē delectat!

Troiānus II: Equum magnum etiam amō! Necesse est ducere equum in urbem.

Laocoon: Equus mē nōn delectat! Equus est dolum!

Troiānus I& II: Equus non est dolum! Equum in urbem ducere volumus.

Laocoon: Eheu! Equum nōn amō! Graecōs nōn amō.

                           (Laocoon hurls a spear at the horse).

Fēmina Troiāna I: Ecce! Duo serpēntēs videō!

Fēmina Troiāna II: Duo serpentēs Laocoonta petunt!

Fāmina Troiāna III: Eheu! Serpentēs necāre Laocoonta vult!

Laocoon: Eheu! Necesse est currere! Sed currere nōn possum.

Fēmina Troiāna I: Laocoon! Necesse est serpentēs pugnāre!

Fēmina Troiāna II: Laocoon! Necesse est effugere!

Laocoon: Eheu! Effugere nōn possum!

Fēminae Troiānae I, II, III! Eheu! Serpentēs Laocoonta consumunt!

Troiānus I: Deī Laocoonta nōn amat, quod Laocoon equum nōn amat.

Troiānus II: Ita verō. Serpentēs Laocoonta consumunt quod Laocoon equum nōn amat!

Troiānī I & II: Necesse est magnum equum in urbem ducere!

SCAENA SECUNDA

NARRATOR:Nunc omnēs Troianī dormiunt.

Graecus I: Tempus est ex equō exīre.

            Necesse est in Trōiam intrāre.

Graecus II: Ita verō! Ex equō exīre volō!

Graecus III: Tempus est pugnāre Trōiānōs!

Graecus IV: Multōs virōsTrōiānōs necāre et multās femināsTrōiānās capere volō!

SCAENA TERTIA

Narrator: Aenēās et uxor Creusa, et filius Ascanius, et pater Anchisēs in villā adsunt.

            Aenēās et familia in villā dormiunt.

            Subitō, Hector mortuus in cubiculō adest.

Aeneas: Quis est? Eheu! Quis est? Hector! Tū es mortuus! Tū es umbra (ghost).

(Hector): Ita verō! Sum mortuus. Tū es vivus.

Aeneas: Cūr ad mē venīs?

(Hector) Necesse est surgere! Necesse est effugere dum effugere potes.

  Necesse est cum familiā ex Troiā effugere, quod Graecī in urbe adsunt!

  Graecī urbem tenent!

Aeneas: Hector, Hector. . .. . .

Narrator: Hector exit.

Aeneas: Hector abest.

  Clamōrēs et fragōrēs audiō!

  Graecī urbem intrat!

  Necesse est pugnāre Graecōs! Fortasse urbem servāre (to save) possum!

SCAENA QUARTA:

Narrator: Aenēās in urbem currit. Aenēās Trōiānum amicum videt.

Aeneas: Necesse est pugnāre Graecōs.

   Fortasse (perhaps) servāre Trōiam possumus.

Amicus: Ita vero! Ecce! Graecōs videō!

Narrator: Aenēās et amīcus Graecōs ferociter pugnant.

Graecus I: Euge! Troiam capere possumus!

Graecus II: Virōs Troiānōs necāre volumus et possumus!

Graecus III: Ita vero! Feminās Troianās capere volumus et possumus!

Graecus IV: Virōs Troianōs nōn amō, sed femināsTroianās amō!

Narrator: Aenēās Graecōs duōs necat. Graecus Troiānum amīcum necat.

Amīcus: Eheu. Graecus mē necat.

Aenēās: Amīcus meus est mortuus. Fortasse Priamum servāre possum.

Narrator: Aenēās currit. Priamum videt. Graecī Priamum etiam vident.

Priamus: Capere Troiam nōn Graecī nōn possunt!

Graecus I: Euge! Senem videō. Priamus adest.

Graecus II: Est Priamus! Necesse est Priamum necāre!

Priamus: Senex sum! Nōn necesse est mē necāre.

Narrator: Aenēās Graecōs pugnat. Aenēās unum Graecum necat.

Graecus I: Euge! Ego Priamum necat.

Narrator: Graecus Priamum necat.

Aeneas: Servāre Troiam nōn possum. Fortasse familiam meam servāre possum.

  Volō familiam servāre.

SCAENA QUINTA

Narrator: Aenēās ad villam currit. Familia adest.

Aeneas: Adsum, familia mea! Necesse est effugere!

Creusa: Aenēās, sum perterritus! Ego clamōrēs et fragōrēs audiō.

  Graecōs timeō! Necesse est effugere!

Ascanius: Māter, pater, sum perterritus! Graecōs timeō!

Anchises: Possum non ambulāre. Possum non fugere!

   Necesse est sine (without) mē effugere!

Aeneus: Minimē, Pater.

   Volō servāre patrem meum et filium meum et uxor meam!

  Portāre tē possum, Pater.

  Necesse est manum meum tenēre, Ascanius!

Anchīsēs: Necesse est Penātēs portāre!

Creusa: Quid agō?

Aeneas: Nōn est necesse est portāre tē, Creusa. Tū potes ambulāre!

Nōn est necesse tenēre manum tuam, Creusa.

Tū es puella magna! Nunc tempus est fugere et currere!

Narrator: Aenēās et Anchīsēs et Ascanius et Creusa currunt.

Aenēās senem portat, dum senex Penātēs portat.

Aenēās Creusam nōn spectat. Aenēās Creusam nōn audit.

Creusa: Currere nōn possum!

Narrator: Creusa cadit (falls). Aenēās Creusam nōn videt.

Graecus Creusam necat.

Tandem ad orā (shore) Aenēās et Anchīsēs et Ascanius adveniunt.

Ascanius: Pater! Ubi est mater? Ubi est mater mea?

Aeneas: Eheu! Creusa nōn adest! Ubi est Creusa?

Necesse est Creusam petere!

Narrator: Aeneas Anchīsēn et Ascanium relinquit. Ad Troiam currit. Creusam petit.

Creusam nōn videt.

Tandem umbram (ghost) Creusam videt.

(Creusa): Nōn necesse est mē petere. Servāre mē nōn potes. Sum mortuua.

Aeneas: Eheu! Creusa, mea uxor!

(Creusa): Ascanius servāre potes. Necesse est Ascanium servāre.

Aeneas: Ita vero. Ascanium et patrem servāre possum.

Narrator: Aenēās ad orā currit.

Ad Ascanium et Anchīsen venit.

Aeneas: Ascanius . . . .

Ascanius: Ubi est māter? Ubi est māter mea?

Aeneas: Mater tua . . . est . . . .. mortua.

Nunc, necesse est ē Troiam fugere.

Tempus est ē Troiam navigāre.

SKIT: SABINAE FEMINAE

NARRATOR PRIMUS: Romulus erat prīmus rex Romae.
NARRATOR SECUNDUS: Multī virī in Romā habitābant, sed nullae feminae in Romā habitābant.
NARRATOR PRIMUS: Virī Romae nōn gaudēbant!

ROMANUS PRIMUS: Nōn gaudēmus! Nullās feminās habēmus!
ROMANUS SECUNDUS: Ita verō. Urbem habēmus, casās habēmus, agrōs habēmus, bovēs habēmus, arborēs habēmus, sed . . ..
ROMANUS TERTIUS: Sed, nullās feminās habēmus! Neccesse est feminās habēre!
ROMANUS QUARTUS: Feminās habēre volumus!
ROMANUS PRIMUS: Heri feminās habēre volēbāmus!
ROMANUS SECUNDUS: Hodiē feminās habēre volumus!
ROMANUS TERTIUS: Crās feminās habēre volēmus!
ROMANUS QUARTUS: Romulus Rex, quid faciēmus?
ROMULUS: Consilium (plan) habeō.
ROMANUS PRIMUS: Quid est consilium tuum?
ROMULUS: Ludōs habēbimus. Sabinōs invītābimus.
ROMANUS SECUNDUS: Cūr?
ROMULUS: Sabinī sēcum familiās ferent. Sabinī sēcum filiōs et filiās ferent.
ROMANUS TERTIUS: Et deinde?
ROMULUS: Signum dabō .
ROMANUS QUARTUS: Et deinde?
ROMULUS: Deinde Sabinās filiās rapiēmus!
ROMANI OMNES: Eugepae! Eugepae! Hoc consilium est optimum!

NARRATOR PRIMUS: Romanī Sabinōs invitāvērunt.
ROMULUS: Salvēte, populī Sabinōrum! Vōs ad ludōs invitāmus. Vos spectāre ludōs nostrōs volumus. Ferte familiās vestrās
SABINUS REX: Familiās nostrās etiam invītātis?
ROMULUS: Ita verō! Ferte familiās vestrās! Ferte uxorēs! Ferte filiōs et filiās!
SABINUS REX: Veniēmus! Familiās nostrās ferēmus! Gratiās tibi agimus.

NARRATOR SECUNDUS: Tandem erat diēs ludōrum.

ROMULUS: Salvēte, populī Sabinōrum!
OMNES SABINI: Salvēte, virī Romanī!
ROMULUS: Sedēte, populī Sabinōrum, et ludōs nostrōs spectābitis.
ROMULUS: Nunc signum dō! Nunc agite, Romanī! Rapite filiās Sabinās!
FILIA PRIMA: Minimē! Miminē!
FILIA SECUNDA: Abīte! Abīte!

FILIA TERTIA: Iuvā mē, pater!
PATER: Pugnabō!   . . . . .Eheu (alas)! Romanī sunt nimis (too much) validī!
FILIA QUARTA: Iuvā mē, frater!
FRATER: Pugnābō!   . . . .. Eheu! Romanī sunt nimis temerāriī et validī!
FILIAE OMNES: Iuvāte nōs, patrēs et fratrēs!
PATER ET FRATER: Eheu, possumus nōn vincere Romanōs! Necesse est nobis abīre! Romanī nōs vincent!
Fortasse Romanī nōs necābunt!

NARRATOR: Romanī filiās Sabinōrum rapiēbant, et eās ad casās ferēbant.

ROMANUS PRIMUS: Salvē!
FILIA PRIMA: Abī!
ROMANUS PRIMUS: Tibi rosās ferō. . .
FILIA PRIMA: Abī!

ROMANUS SECUNDUS: Tū es pulchra, Hodiē tē amō! Heri tē amābam! Crās amābō!
FILIA SECUNDA: Tū nōn est pulcher. Tē nōn amō! Abī!
ROMANUS SECUNDUS: Sed tibi rosās pulchrās dō. Placet tibi?
FILIA SECUNDA: . . . . Rosae sunt pulchrae. . . . Rosās accipiō.

ROMANUS TERTIUS: Salvē, amor meus!
FILIA TERTIUS: Abī, abī! Nolō tē esse virum(husband) meum!
ROMANUS TERTIUS: Sed tibi florēs dō. Placetne tibi?
FILIA TERTIUS: . . . . .Florēs sunt pulchrae. . . . Florēs accipiō.

NARRATOR: Multī diēs agunt.

ROMANUS QUARTUS: Heri tē amābam. Hodiē tē amō. Crās tē amābō!
FILIA QUARTUS: Heri tē nōn amābam. Hodiē tē nōn amō. Sed fortasse crās tē amabō!
ROMANUS QUARTUS: Eugepae!

NARRATOR: Plus diēs agunt.

OMNES ROMANI: Tē in matrimonium dūcere volō! Placetne tibi?
OMNES FILIAE: Ita verō! Mihi placet!

NARRATOR: Deinde:

OMNES ROMANI: Ego Gaius, tū Gaia.
OMNES FILIAE : Ego Gaia, tū Gaius.
OMNES ROMANI et FILIAE: Eugepae!

LATIN I- QUICK GUIDE TO LATIN VERBS (Present, Imperfect, Perfect, Future)

PRINCIPAL PARTS OF A LATIN VERB

- Most Latin verbs have 4 principal parts. You see them when you look a verb up in a Latin dictionary
- Example: amō, amāre, amāvī, amātus
- 1st Principal part – amō
  - Present tense-1st person singular. **"I love"** or **"I am loving"**
- 2nd Principal part – amāre
  - Infinitive.   In English: "to + verb".   Example: "to love"
  - The infinitive ending indicates the conjugation (1-4) of the verb:
    1st-āre   2nd-ēre   3rd-ere   4th - īre
  - The infinitive gives you the *present stem* of the verb. Drop the -re to get the *present stem*.
  - Present tense, imperfect tense & future tense are all built on the *present stem*.
- 3rd Principal part-amāvī
  - Perfect tense,1st person singular. " **I loved"** or "**I have loved"**
  - The 3rd Principal Part gives you the *perfect stem* of the verb. Drop the -ī to get the *perfect stem*. The perfect tense is built on the *perfect stem* of the verb.
- 4th Principal part – amātus
  - Perfect passive participle, which is an adjective usually translated in English as "having been _____ed". Example: "having been loved".

  EXAMPLES from Each Conjugation:

	1st Prin. Part *Present Tense*	2nd Prin. Part *Infinitive*	3rd Prin. Part *Perfect Tense*	4th Prin. Part *Perfect Passive Participal*
1ST	cantō	cantāre	cantāvī	cantātus
2ND	moneō	monēre	monuī	monitus
3RD	agō	agere	ēgī	actus
3rd io	capiō	capere	cēpī	captus
4TH	audiō	audīre	audīvī	audītus

PRESENT TENSE:

- Present stem + vowel + ō, s, t, mus, tis, nt
- *Notice that there is a "connecting vowel" before the ending that depends on which the conjugation of the verb.*

	1st Conj	2nd Conj	3rd Conj	3rd io	4th Conj
1st sg. (I)	cantō	moneō	agō	capiō	audiō
2nd sg.(you)	cantās	monēs	agis	capis	audīs
3rd sg.(he/she/it)	cantat	monet	agit	capit	audit
1st pl.(we)	cantāmus	monēmus	agimus	capimus	audīmus
2nd pl.(y'all)	cantātis	monētis	agitis	capitis	audītis
3rd pl.(they)	cantant	monent	agunt	capiunt	audiunt
TRANSLATE: I sing/I am singing; you sing/you are singing, etc.					

IMPERFECT TENSE

- * Present stem + vowel + bam, bās, bat, bāmus, bātis, bant
- * *Notice that there is a "connecting vowel" that depends on the conjugation*
- <u>action in the past that was continuing or repeated</u>

	1st Conj.	2nd Conj	3rd Conj.	3rd io	4th Conj.
1st sg.(I)	cantābam	monēbam	agēbam	capiēbam	audiēbam
2nd sg.(you)	cantābās	monēbās	agēbās	capiēbās	audiēbās
3rd sg.(he/she/it)	cantābat	monēbat	agêbat	capiēbat	audiēbat
1st pl.(we)	cantābāmus	monēbāmus	agêbāmus	capiēbāmus	audiēbāmus
2nd pl.(y'all)	cantābātis	monēbātis	agêbātis	capiēbātis	audiēbātis
3rd pl.(they)	Cantābant	monēbant	agêbant	capiēbant	audiēbant
TRANLATE: I was singing/ I used to sing; you were singing/you used to sing, etc.					

PERFECT TENSE

- **Perfect stem** + ī, istī, it, imus, istis, ērunt *(no connecting vowel)*
- **Action in the past that was a single, completed event**
- The perfect stem is from the **3ʳᵈ principal part** of the verb, and is usually different from the present stem.
  - Most 1ˢᵗ Conjugation verb perfect stems have –āv-. Ex.:
    - Cantō, cantāre, cant**āv**ī, cantātus
  - Many 2ⁿᵈ conjugation verbs perfect stems have –u-. Ex;
    - Moneō, monēre, mon**u**ī, monitus
  - There is no single pattern for the 3ʳᵈ conjugation. Some show a long vowel in the perfect stem, or a different vowel, or an –x-, Ex:
    - Agō, agere, **ēg**ī, actus;   dīcō, dīcere, **dīx**ī, dictus;   capiō, capere, **cēp**ī, captus
  - Many 4ᵗʰ Conjugation perfect stems have an –īv-
    - Audiō, audīre, aud**īv**ī, auditus

	1ˢᵗ	2ⁿᵈ	3ʳᵈ	3ʳᵈ-io	4th
1st sg.(I)	cantāvī	monuī	Ēgī	cēpī	audīvī
2nd sg.(you)	cantāvistī	monuistî	Ēgistī	cēpistī	audīvistī
3rd sg.(he/she/it)	cantāvit	monuit	ēgit	cēpit	audīvit
1st pl.(we)	cantāvimus	monuimus	ēgimus	cēpimus	audīvimus
2nd pl.(y'all)	cantāvistis	monuistis	ēgistis	cēpistis	audīvistis
3rd pl.(they)	cantāvērunt	monuērunt	ēgērunt	cēpērunt	audīvērunt

TRANSLATE: I sang/I have sung,
      you sang/you have sung, etc.

FUTURE TENSE: Beware!

- 1ˢᵗ & 2ⁿᵈ Conj's: present stem + vowel + bō, bis, bit, bimus, bitis, bunt
- 3ʳᵈ & 4ᵗʰ conj's: present stem + am, ēs, et, ēmus, ētis, ent *(no connecting vowel)*

	1ˢᵗ	2ⁿᵈ	3ʳᵈ	3ʳᵈ-io	4th
1st sg.(I)	cantābō	monēbō	agam	capiam	audiam
2nd sg.(you)	cantābis	monēbis	agēs	capiēs	audiēs
3rd sg.(he/she/it)	cantābit	monēbit	aget	capiet	audiet
1st pl.(we)	cantābimus	monēbimus	agēmus	capiēmus	audiēmus
2nd pl.(y'all)	cantābitis	monēbitis	agētis	capiētis	audiētis
3rd pl.(they)	cantābunt	monēbunt	agent	capient	audient

TRANSLATE: I will/shall sing,
      you will sing, etc.

HORIZONTAL CHART VERB ENDING CHART

	SINGULAR			PLURAL		
	1st	2nd	3rd	1st	2nd	3rd
	I	*you*	*he/she/it*	*we*	*y'all*	*they*
PRES: Present stem + vowel +	ō	s	t	mus	tis	nt
IMP: Present stem + vowel +	bam	bās	bat	bāmus	bātis	bant
PERF: Perfect stem + vowel +	ī	istī	it	imus	istis	ērunt
FUT: 1st & 2nd: Present stem + vowel+	bō	bis	bit	bimus	bitis	bunt
FUT: 3rd & 4th: Present stem +	am	ēs	et	ēmus	ētis	ent

Latin I-QUICK GUIDE TO LATIN NOUNS:

Nouns belong to one of 5 groups called declensions. In Latin 1 you learn 1st, 2nd, & 3rd declensions.

      A DECLENSION is a group of nouns that takes the same set of endings. The ending of a noun changes with the case of the noun. When you decline a noun, you write it out to show all its possible endings.

      The CASE of a noun depends on how the noun functions in the sentence. The noun ending changes depending on its case, that is, how it functions in its sentence.

      The GENDER of a noun is masculine, feminine, or neuter. NUMBER is singular or plural.

CASES:

- Nominative: subject, predicate nominative (used with the verb "to be")
- Genitive: possession
- Dative: indirect object, the person or thing to or for whom/which something is done
- Accusative-direct object; object of some prepositions; time within which
- Ablative-object of some prepositions; means, manner; time when

Singular forms	1st Mostly fem.	2nd Masc	2nd Neut	3rd Masc Fem	3rd Neut	4th Masc*	4th Neut	5th Fem*
Nominative	a	us, er, ir	um	various	various	us	û	ês
Genitive	ae	î	î	is	is	ûs	ûs	eî
Dative	ae	ô	ô	î	î	uî	û	eî
Accusative	am	um	um	em	= nom.	um	û	em
Ablative	â	ô	ô	e	e	û	û	ê
Vocative	= nom.	us --> e ius --> î	= nom.	= nom.	= nom.	= nom.	= nom.	= nom.

Plural forms	1st Mostly fem.	2nd Masc	2nd Neut	3rd Masc Fem	3rd Neut	4th Masc*	4th Neut	5th Fem*
Nominative	ae	î	a	ês	a	ûs	ua	ês
Genitive	ârum	ôrum	ôrum	um	um	uum	uum	êrum
Dative	îs	îs	îs	ibus	ibus	ibus	ibus	êbus
Accusative	âs	ôs	a	ês	a	ûs	ua	ês
Ablative	îs	îs	îs	ibus	ibus	ibus	ibus	êbus
Vocative	=nom	=nom	=nom	=nom	=nom	nom	=nom	=nom

1ˢᵗ DECLENSION: insert 1ˢᵗ declension endings, in order (N,G,D,Ac,Ab) & translate:
First insert singular endings & translate. Then insert plural endings, and translate.

                    N   G   D   Ac   Ab
SINGULAR: Fili____ agricol____ naut____ basi_____ in culin____ dat.

 (transl)   _____

PLURAL: Fili____ agricol____ naut____ basi_____ in culin____ dant.

(transl)   _____

2ⁿᵈ DECLENSION: insert 2ⁿᵈ declension endings, "in order" (N,G, D, Ac, Ab) & translate

SINGULAR: Fili_____ vir____ puer____ cib_____ in triclini____ dat.

 (trans)_____

PLURAL: Fili_____ vir____ puer____ cib_____ in triclini____ dant.

 (trans)_____

3ʳᵈ DECLENSION: Insert 3ʳᵈ declension endings, "in order" (N, G, D, Ac, Ab) & translate

SINGULAR: Soro____ mercator_____ fratr_____ pavon_____ in urb_____ ostendit.

trans)_____

PLURAL: Soro____ mercator_____ fratr_____ pavon_____ in urb_____ ostendunt.

LATIN III: _____QUICK GUIDE TO THE SUBJUNCTIVE:

.

- The "indicative" mood of the verb (what we have learned) expresses real actions
- The "subjunctive" mood of the verb usually (not always) expresses tentative or hypothetical actions.
- You will learn many ways the subjunctive is used.
  The present tense is used to express a wish or exhortation with "may . . " or "let . . "
  Other tenses of the subjunctive are used in a variety of subordinate clauses.
- The indicative has 6 tenses, active & passive. The subjunctive has 4 tense, active & passive.

Present	Present
Imperfect	Imperfect
Future	----
Perfect	Perfect
Pluperfect	Pluperfect
Future Perfect	----

HOW TO FORM THE SUBJUNCTIVE, Active Voice

Present: present stem +different connecting vowel+ m,s,t,mus,tis,nt (active endings)
           1st connecting vowel: e/ē
            2nd connecting vowel: ea/eā
           3rd connecting vowel: a/ā
           3rd io & 4th connecting vowel: ia/iā

Imperfect: present active infinitive + m,s,t,mus,tis,nt (active endings)
Perfect: perfect stem + eri + m,s,t,mus,tis,nt (active endings)
Pluperfect: perfect stem + isse + m,s,t,mus,tis,nut (active endings)

HOW TO FORM THE SUBJUNCTIVE, Passive Voice

Present: present stem +different connecting vowel+ r/ris/tur/mur/minī/ntur (passive endings)

           1st connecting vowel: e/ē
            2nd connecting vowel: ea/eā
           3rd connecting vowel: a/ā
           3rd io & 4th connecting vowel: ia/iā

Imperfect: present active infinitive + r/ris/tur/mur/minī/ntur (passive endings)
Perfect: perfect passive participle + (as a separate word) sim, sīs, sit, sīmus, sītis, sunt
Pluperfect: perfect passive participle + (as a separate word) essem, essēs, esset.
                                        essēmus, essētis, essent

WRITE IN THE SUBJUNCTIVE ENDINGS TO THE FOLLOWING VERBS

Amō, amāre, amāvī, amātus;
Moneō, monēre, monuī, monitus
Agō, agere, ēgī, actus
Capiō, capere, cēpī, captus
Audiō, audīre, audīvī, audītus

Present Subjunctive Active:

	1st	2nd	3rd	3rd io	4th
(I)	am__	mon____	ag____	cap___	aud____
(You)	am__	mon____	ag____	cap___	aud____
(he/she/it)	am__	mon____	ag____	cap___	aud____
(we)	am__	mon____	ag____	cap___	aud____
(y'all)	am__	mon____	ag____	cap___	aud____
(they)	am__	mon____	ag____	cap___	aud____

Imperfect Subjunctive Active:

	1st	2nd	3rd	3rd io	4th
(I)	am_____	mon_____	ag_____	cap_____	aud_____
(You)	am_____	mon_____	ag_____	cap_____	aud_____
(he/she/it)	am_____	mon_____	ag_____	cap_____	aud_____
(we)	am_____	mon_____	ag_____	cap_____	aud_____
(y'all)	am_____	mon_____	ag_____	cap_____	aud_____
(they)	am_____	mon_____	ag_____	cap_____	aud_____

Perfect Subjunctive Active:

(I)	amāv_____	monu_____	ēg_____	cēp_____	audīv_____
(you)	amāv_____	monu_____	ēg_____	cēp_____	audīv_____
(he/she/it)	amāv_____	monu_____	ēg_____	cēp_____	audīv_____
(we)	amāv_____	monu_____	ēg_____	cēp_____	audīv_____
(y'all)	amāv_____	monu_____	ēg_____	cēp_____	audīv_____
(they)	amāv_____	monu_____	ēg_____	cēp_____	audīv_____

Pluperfect Subjunctive Active:

(I)	amāv_____	monu_____	ēg_____	cēp_____	audīv_____
(you)	amāv_____	monu_____	ēg_____	cēp_____	audīv_____
(he/she/it)	amāv_____	monu_____	ēg_____	cēp_____	audīv_____
(we)	amāv_____	monu_____	ēg_____	cēp_____	audīv_____
(y'all)	amāv_____	monu_____	ēg_____	cēp_____	audīv_____
(they)	amāv_____	monu_____	ēg_____	cēp_____	audīv_____

Present Subjunctive Passive:

	1st	2nd	3rd	3rd io	4th
(I)	am__	mon____	ag____	cap___	aud____
(You)	am__	mon____	ag____	cap___	aud____
(he/she/it)	am__	mon____	ag____	cap___	aud____
(we)	am__	mon____	ag____	cap___	aud____
(y'all)	am__	mon____	ag____	cap___	aud____
(they)	am__	mon____	ag____	cap___	aud____

Imperfect Subjunctive Passive:

	1st	2nd	3rd	3rd io	4th
(I)	am_____	mon_____	ag_____	cap_____	aud_____
(You)	am_____	mon_____	ag_____	cap_____	aud_____
(he/she/it)	am_____	mon_____	ag_____	cap_____	aud_____
(we)	am_____	mon_____	ag_____	cap_____	aud_____
(y'all)	am_____	mon_____	ag_____	cap_____	aud_____
(they)	am_____	mon_____	ag_____	cap_____	aud_____

Perfect Subjunctive Passive:

All conjugations are formed in the same way.

Perfect Passive Participle + sim, sīs, sit, sīmus, sītis, sint – separate word

(present subjunctive of the verb "sum")

(I)	am_____ _____
(you)	am_____ _____
(he/she/it)	am_____ _____
(we)	am_____ _____
(Y'all)	am_____ _____
(they)	am_____ _____

Pluperfect Subjunctive Passive:

All conjugations are formed in the same way.

Perfect Passive Participle + essem, essēs, essēmus, essētis, essent – separate word

(imperfect subjunctive of the verb "sum")

(I)	am_____ _____
(you)	am_____ _____
(he/she/it)	am_____ _____
(we)	am_____ _____
(Y'all)	am_____ _____
(they)	am_____ _____

Uses of the Subjunctive – Summary of uses in Latin III

A. **Jussive Subjunctive**-subjunctive as a main clause expresses an exhortation or wish.
   - Often "let . . ." or "may . . . " is used in the translation
   - Negative is "nē"
   - Hoc faciāmus. Nē illud faciāmus. *Let us do this. Let us not do that.*
     Hoc faciat. Nē illud faciat. *Let him do this. Let him not do that.*
B. **Ut** clauses
   1) **Purpose** clause is introduced by ut + subjunctive. Nē is used for a negative purpose
      - Haec facit ut urbem servet. *He says this so that he may help them (to help them).*
      - Discēdit nē id audiat. *He leaves so that he may not hear it (lest he hear it).*
   2) **Result** clause is introduced by ut + subjunctive. Ut nōn is used for a negative result
      - The main clause almost always has a word such as ita, tam, tantus, ideō, tot, etc.
      - Tanta fēcit ut urbem servāret. *He did such great things that he saved the city.*
   3) **Indirect command** (reports a command directly, not by a direct quotation)
      - Introduced by ut, or nē + subjunctive
      - Imperāvit vōbīs ut hoc facerētis. *He ordered you to do this.*

C. **Indirect questions**- reports a question indirectly, not by a direct quotation.
   - The clause is introduced by a question word such as quis/quid, cūr, ubi,
   - The subjunctive is translated just like an indicative in the same tense.
      - Rogant quid Gāius faciat. *They ask what Gaius is doing*
      - Rogant quid Gāius fēcerit. *They ask what Gaius did.*
      - Rogant quid Gaius factūrus sit. *They ask what Gaius will do.*

D. **Cum Clause**, expressing circumstance, cause, or *adverse event.
   - Cum may be translated: when, since, *although. (* Usually an adverb like tamen appears in the main clause when cum means *although).
      - Cum hoc fēcisset, fūgit. *When he had done this, he fled.*
      - Cum hoc scīreret, fūgit. *Because he knew this, he fled*
      - Cum hoc scīret, tamen fūgit. *Although he knew this, nevertheless he fled.*

E. **Conditional Sentences** ("If –then" sentences)
   - Subjunctive conditions. There are subjunctive verbs in BOTH clauses.
      - <u>Future less vivid</u>, uses <u>present subjunctives</u>.
        Sī id faciat, prūdēns sit. *If he should do this, he would be wise.*
      - <u>Present contrary to fact</u>, uses <u>imperfect</u> subjunctives.
        Sī id faceret, prūdēns esset. *If he were doing this, he would be wise.*
      - <u>Past contrary to fact</u>, uses <u>pluperfec</u>t subjunctives.
        Sī id fēcisset, prūdēns fuisset. *If he had done this, he would have been wise.*

F. **Relative Clauses of characteristic**.
   - The clause is introduced by qui/quae/quod + subjunctive verb.
   - The antecedent of qui/quae/quod is general, such as "there are those who . . . .", "there are some who. . . ", "there is no one who . . . "
   - Sunt quī hoc faciant. *There are those who do this.*