

Members of the Family

This lesson allows the students to explore the composition of a traditional Roman family by learning about the roles and responsibilities of each member within the family. To further understand the structure of the family, students will construct a fictional Roman family based on the traditional model they have learned.

Objectives

- To learn the words for the traditional positions in a Roman family.
- To understand the positions of each member of the Roman family.

Materials

- posterboard
- index cards
- tape
- yarn
- white paper
- stapler
- markers
- scissors
- coat hangers
- ruler
- “Familia Romana” worksheet

Key Vocabulary

avus – grandfather
avia – grandmother
filia – daughter

filius – son
māter – mother
pater – father

Preparation

1. Decorate and illustrate a poster with a quotation adapted from the *Aeneid* by Vergil: *patrem subivī umerīs, mihi parvus Iūlus erat comes, et longe servāvit vestigia coniunx.*
2. Prepare a sample family tree mobile to show the class. On each index card, draw a member of the family and label the card with a name (e.g., Bryan) and the Latin word for that person’s position in the family (e.g., *pater*). Each mobile will require two grandfathers, two grandmothers, one father, one mother, one son, and one daughter. Label another index card with a title for the mobile: *Familia Rōmāna*.
3. Cut the yarn into five short (five-inch), two medium (eleven-inch), and two long (seventeen-inch) segments per mobile. Tape one end of the short segments to the grandparents and title card, one end of the medium segments to the father and mother, and one end of the long segments to the son and daughter. Then tie the other ends of these pieces to the straight edge of a coat hanger to form a family tree, as shown in the picture at the end of this lesson.

Procedure

1. Open the lesson by showing the poster with the quotation from Vergil to the class. Translate it for them: “I carried my father on my shoulders, my son Iulus was my companion, and my wife traced my steps at length behind me.” Explain the context of this quotation and show the students how Aeneas’ family was very important to him; today they will be learning about the roles of different members in the Roman family.
2. Hand out the “*Familia Romana*” worksheet. Help them label the pictures in the family tree diagram with the Latin words for each member of the family. After you pronounce each Latin word for them, have them repeat it to you. Then describe the type of role that person would have played in the family.



3. Show the students how to make a *Liber dē Mea Familia* (“Book About My Family”). Fold a few sheets of white paper in half, unfold the pages, and staple them in the middle along the fold. This will create a booklet. Have the students label the cover of the booklet with the words *Liber dē Mea Familia*. On the first page of this book, the students should write *ego* (the Latin word for “I”) and then draw pictures of themselves. They should then make a page for each member of their immediate family, drawing their portraits, labeling the pictures with their names, and writing the Latin words for their positions in the family. These books will only include the family members that the student has or feels comfortable including.
4. Show the students the sample family tree mobile and explain that it represents the traditional model of a Roman family. Pass out the supplies that each student will need to make their own mobile and guide them through the process of constructing it. Encourage them to create their own fictional Roman family, giving each family member a name. If the students wish to use Roman names in their family trees, refer to the sample list in the “Roman Names” lesson. Note that these family trees should include all of the family members that they have learned, because they are creating a fictional Roman family.

Discussion

- In the average Roman family, what did the children do during the day?
- Explain to your parents what they would be called in Latin and what their role in the Roman family would be.
- What is the Latin word for your position in the family? If you have any siblings, what would they be called in Latin?

Background Information

Today’s quotation is adapted from Vergil’s *Aeneid* 2.708-11. Aeneas, a Trojan, is recounting his escape from the city of Troy when it was sacked by the Greek forces during the Trojan War. Aeneas is depicted as a model Roman father, the head of his family: he leads his wife and young son and carries his aging father on his back. Art frequently depicts Aeneas carrying his father and holding Iulus’ hand; in this image, his father is usually shown carrying the statues of their household gods.

The upper class FAMILY (*familia*), or household, comprised a married couple, their children, and their slaves. However, the legal head of the family (*paterfamilias*) was the eldest male member of the family, whether grandfather, father, or son. The *paterfamilias* held absolute control (known as *patria potestas*, “the power of a father”) over all his children, which encompassed even the power over their life and death: he could expose a newborn child to the elements if he did not approve of it, or order a member of his family to be killed, disowned, or sold into slavery.

The FATHER (*pater*) was the head of the nuclear family and master of the household. It was his duty to protect the members of his family. He protected and made sacrifices to the guardian spirits of the household (*lārēs*), who would in turn protect the family. His duties lie in providing for his family: depending on his profession, he might run a business from his house, work the fields as a farmer, or sell his crafts as an artisan. He would wear a simple toga of white wool to denote his citizenship. (Recall that only males were eligible for Roman citizenship.)

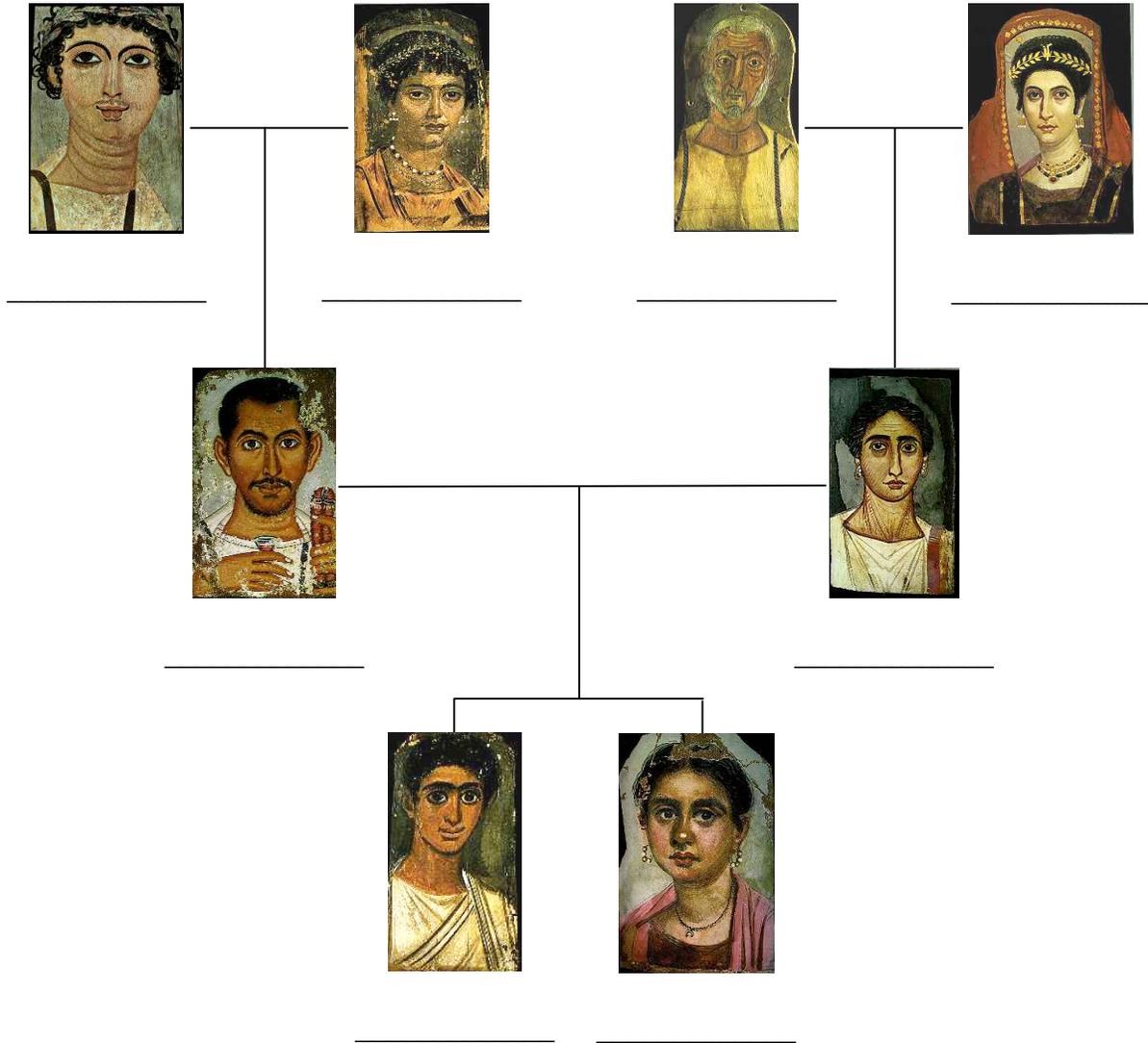
The MOTHER (*māter*) had no official legal power in the family, although she often enjoyed some control over the financial affairs and business of the household. She would oversee all daily matters of the house, supervise the slaves, and sew garments for the members of her family. She would also educate her children in simple arithmetic and language arts at home until they were seven years old. As the matron of a household, she would wear the *stola*, a garment that commanded respect both inside and outside of the household. A *māterfamilias* (wife of the *paterfamilias*) would wear her hair in tresses, piled high on top of her head, and bound with headbands.



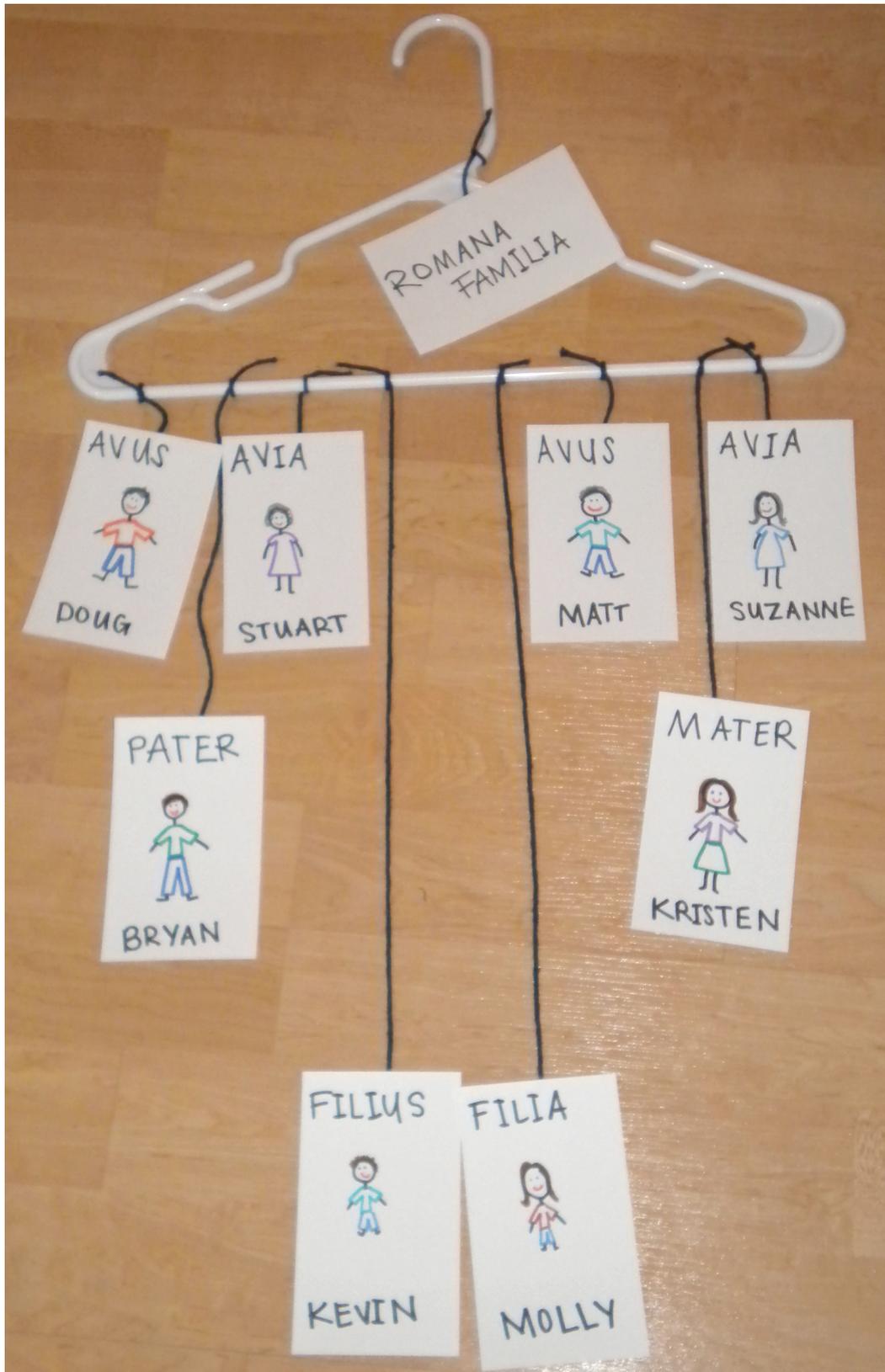
CHILDREN (*liberī*) were allowed to dine at the same table as their elders, and often helped to serve meals. The DAUGHTERS (*filiae*) would spend most of their time with their mother in the house, learning to weave and sew, as well as the other tasks she would be expected to do as a wife. The SONS (*filiī*) either left the house to be educated in a school or were taught at home by a slave owned by the *paterfamilias*. In the time that he did not spend on academics, he would learn his father's trade by working by assisting him in his daily tasks. Both girls and boys would wear simple togas with a purple border (*toga praetexta*) to denote their age.



Familia Romana



Sample Family Tree Mobile



Anatomy

This lesson introduces the terms in Latin for several parts of the body. The students will become familiar with these terms through a series of activities in which they label the body parts on pictures and representations of people.

Objective

- To learn the Latin terms for parts of the body.

Materials

- posterboard
- cardstock
- adhesive magnets
- scissors
- glue sticks
- “Joe Body Parts” handout
- transparencies
- markers
- adhesive Velcro dots
- butcher paper
- white paper
- coloring supplies
- “Body Parts of Augustus” worksheet
- overhead projector

Materials

auris – ear
caput – head
femur – leg
manus – hand
oculus – eye
pectus – chest
umerus – shoulder

bracchium – arm
digitus – finger/toe
genu – knee
nāsus – nose
ōs – mouth
pēs – foot

Preparation

1. Decorate and illustrate a poster to display this quotation slightly adapted from the *Metamorphoses* by Ovid: *in rāmōs bracchia crescunt, pēs radicibus haeret, ōra cacūmen habet.*
2. Download the large copy of “Joe Body Parts” from the companion website and print the shapes onto cardstock paper. Cut out the shapes and assemble the body. Using the adhesive Velcro dots, attach the pieces labeled *oculus*, *nāsus*, and *ōs* to the *caput* in their appropriate spots and one *genu* to each *femur*. Then detach the pieces from each other, leaving the opposite sides of the Velcro dots in place. Place an adhesive magnet on the reverse of the remaining pieces, as well as the pieces labeled *caput* and *femur*.
3. Cut the butcher paper into sheets about five feet long. You will need one sheet of butcher paper per 3-4 students.
4. Copy the “Body Parts Chant” onto a transparency.

Procedure

1. Begin the lesson by showing the students the poster with the Ovid quotation. Explain what the *Metamorphoses* were. Translate the quotation for the class: “her arms are growing into branches, her feet are sticking to the ground like roots, and the top of the tree has her face.” Ask the students what they think is happening in this quotation. Briefly tell the myth of Daphne and show them how, in the quotation, each of her body parts turned into a different part of the laurel tree. Show the students some derivatives from these Latin words. Explain that the students today will learn about the Latin names for the parts of the body, like the parts of Daphne’s body that Ovid described.



2. Hand out each of the large pieces of Joe Body Parts to the students so that each student has at least one piece. Invite one student at a time to the board to piece the body together. It may be helpful to begin with the students who have the larger pieces (*caput* and *pectus*) and then build the body off of those pieces. Help the students figure out where each body part belongs in the diagram. As each body piece is placed on the board, pronounce the Latin word out loud and have the students repeat it.
3. When Joe Body Parts has been assembled on the board, give the students scissors and the “Joe Body Parts” handout. Instruct them to cut out the individual pieces of Joe Body Parts and assemble him using the diagram on the board as an example. When the students have correctly assembled him, provide them with the white paper and glue sticks and instruct them to glue the pieces down on the paper.
4. Display the “Body Parts Chant” transparency on the overhead. Chant it slowly with the students, and do the action associated with each body part as you say its name: *caput. caput oculus. caput oculus auris*, etc. As the students become more comfortable with the chant, increase the speed to see how fast the class can chant the words together while pointing to the body parts.
5. Hand out the copies of the “Body Parts of Augustus” worksheet. Have the students label his body parts using the word bank at the bottom of the worksheet.
6. Divide the students into small groups and give each group a set of coloring supplies and one sheet of butcher paper. Help each group tape their paper to the floor so that it does not move around. Instruct each group to choose one student to lay down on the butcher paper and a second student to trace the outline of the first student’s body.
7. Ask each group to use their coloring supplies to decorate their outline like a television, movie, or cartoon character. When they are finished, they should label every body part that they have learned during the lesson.
8. Have each group present their drawing to the class. Display the drawings around the classroom by taping them to the walls.

Discussion

- Name the parts of your face in Latin.
- Using your knowledge of the Latin terms for body parts, what would you use to operate a machine manually?

Background Information

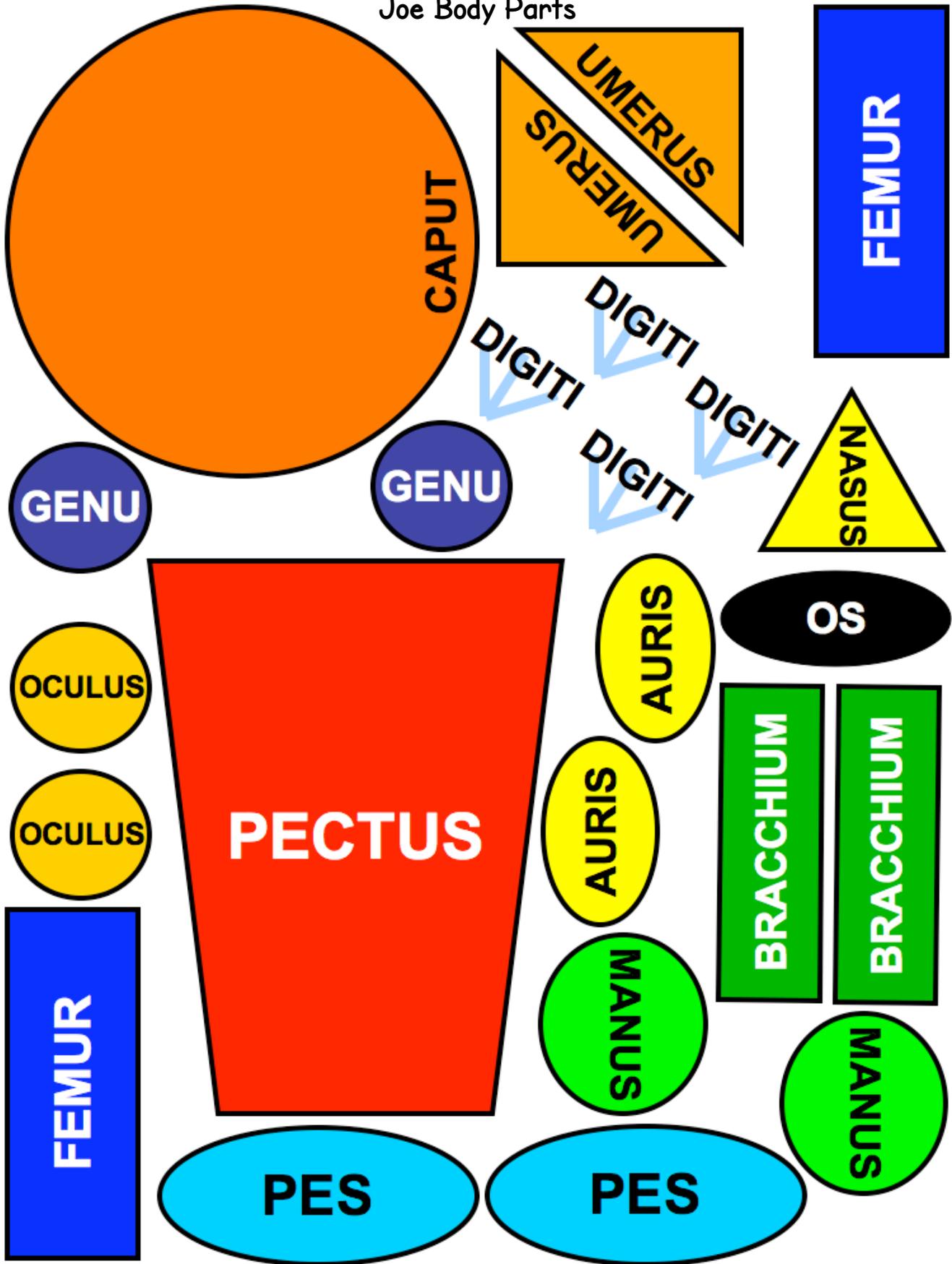
Ovid was a Roman poet who wrote in the late first century BC and the early first century AD. One of his most famous works is the *Metamorphoses*, an epic poem that was 15 books long. The *Metamorphoses* is a collection of several stories from Classical mythology about transformations. This lesson’s daily quotation comes is adapted from *Metamorphoses* 1.550-2, during his retelling of the story about Daphne. Daphne was a nymph, and one day Apollo fell in love with her. However, Daphne resisted Apollo’s advances and fled. When he pursued her, she prayed to her father, who was a river god, for help. Her father answered her prayer by turning her into a laurel tree. Although Apollo was disappointed, he decided to adopt the laurel tree as his favorite tree. (This is why successful Roman generals wore wreaths of laurel to celebrate their victories.)

The Latin word *digitus* primarily refers to fingers, but may also describe toes. The word may derive from the ability of fingers to grasp or receive (Greek *dechomai*). However, the word comes to describe the digits on the feet as well, especially in animals that have no hands or fingers. This lesson uses the Latin word in both senses.

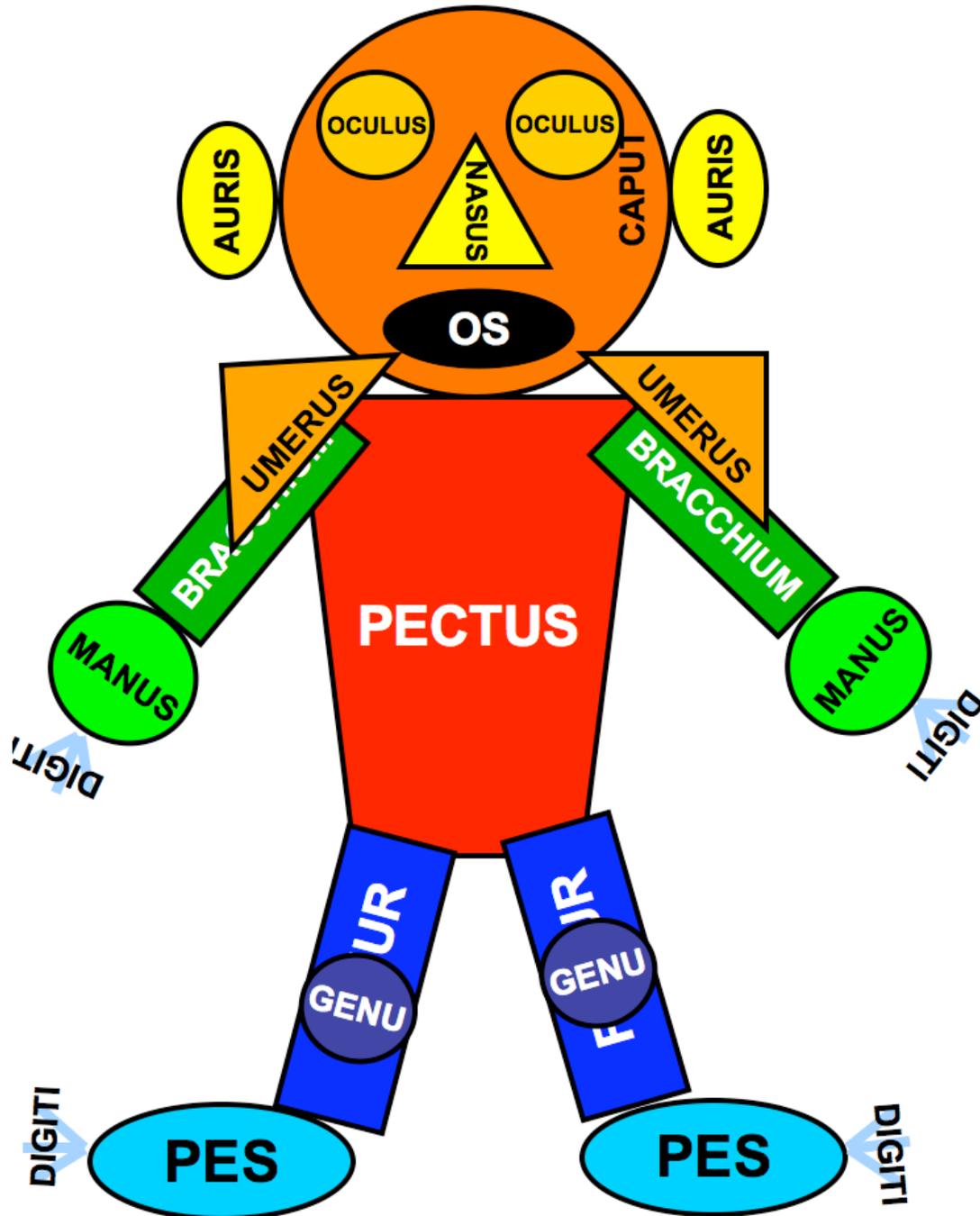
The activity “Joe Body Parts” is adapted from a similar activity presented by Susan Senechal.



Joe Body Parts



Joe Body Parts - Answer Key



Body Parts Chant

adapted from Susan Senechal

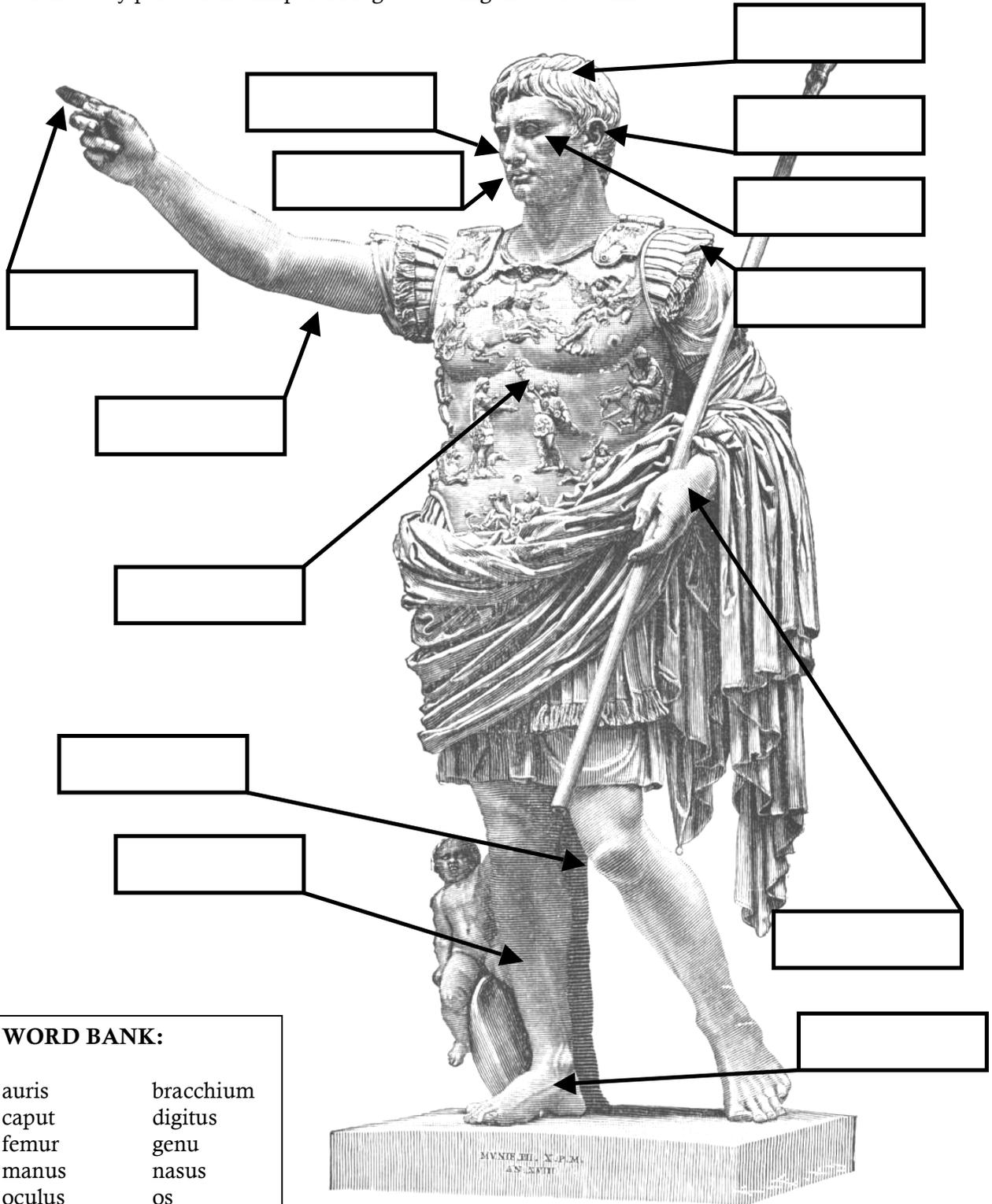
Perform the actions as you chant!

caput	touch head
oculus	blink eyes
auris	wiggle ears
nasus	sniff 3 times
os	bite 3 times
umerus	shrug shoulders
pectus	beat chest
bracchium	flap arms
manus	clap
digitus	wiggle fingers
femur	touch leg
genu	touch knee
pedes	stomp feet



Body Parts of Augustus

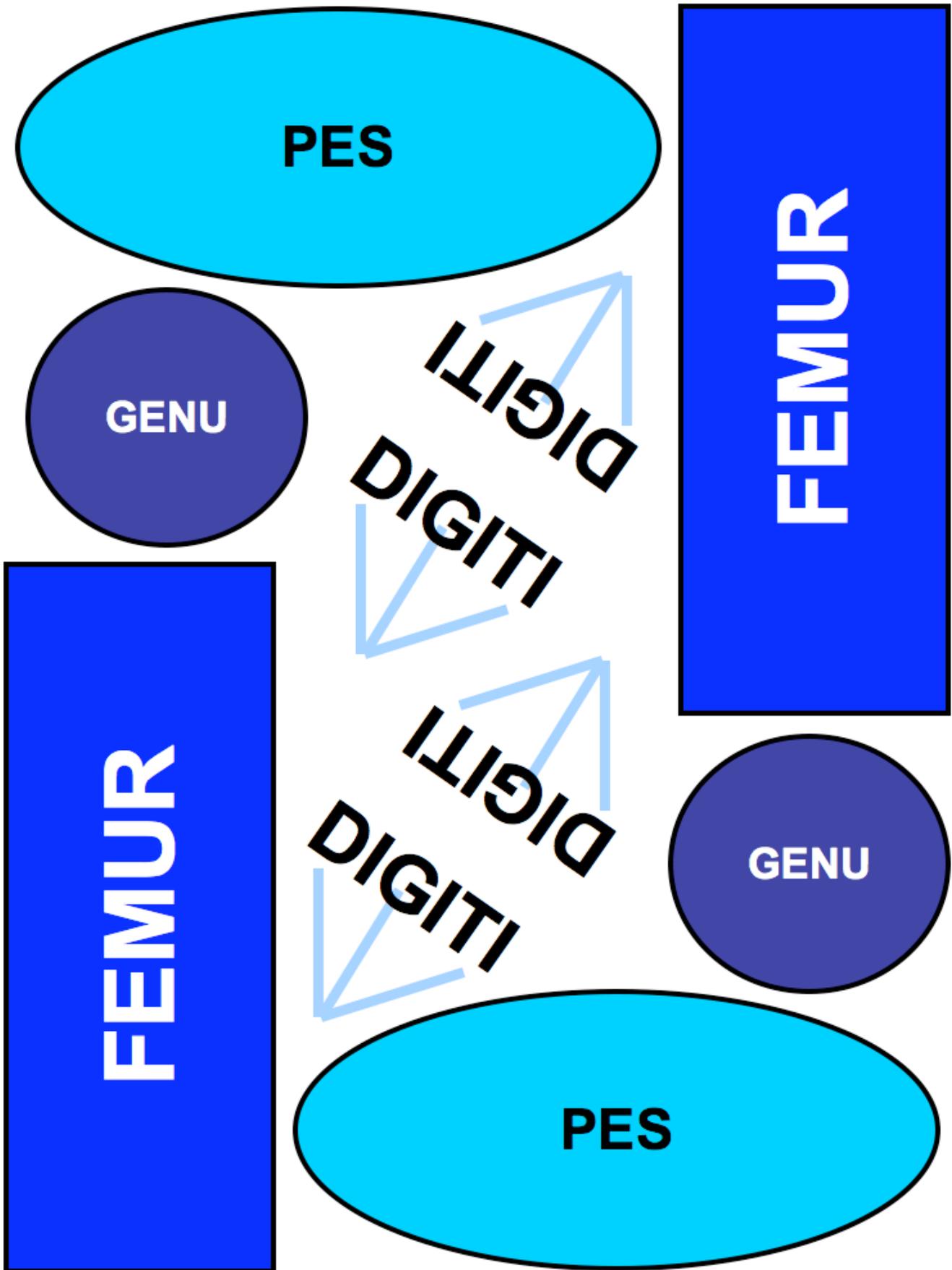
Label the body parts of the Emperor Augustus using the word bank below!



WORD BANK:

auris	bracchium
caput	digitus
femur	genu
manus	nasus
oculus	os
pectus	pes
umerus	





PECTUS



MANUS

UMERUS
UMERUS

MANUS

NASUS

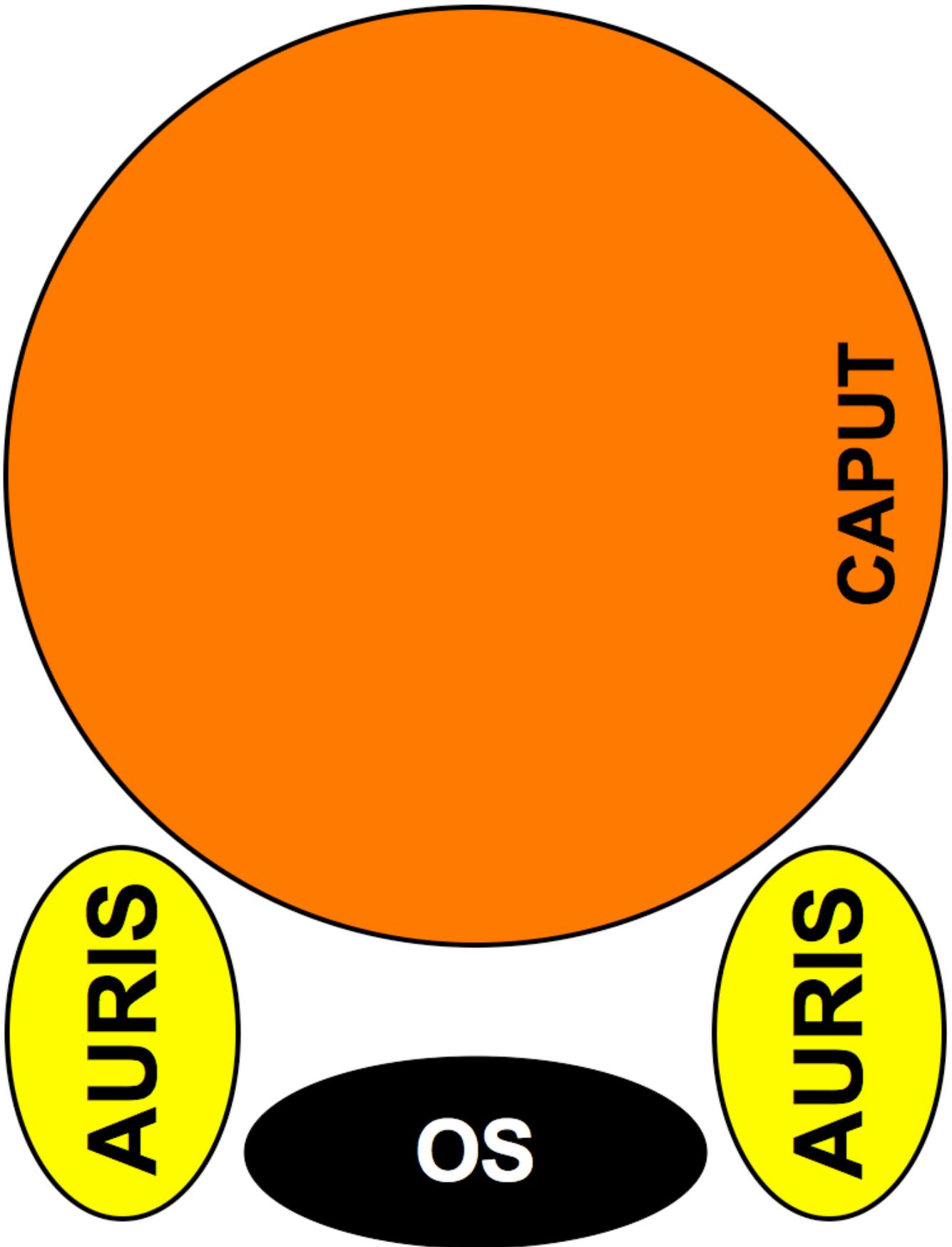
OCULUS

BRACCHIUM

OCULUS

BRACCHIUM





Simple Commands

Through this lesson, students will explore how to express several simple actions in Latin by learning these words in the form of commands. They will practice this knowledge by playing a game similar to “Simon Says.” If you have taught the lessons on members of the family and parts of the body, this activity may be used to review the vocabulary from those lessons.

Objective

- To learn basic verbs in Latin.
- To review the Latin words for members of the family and parts of the body.

Materials

- name tags
- markers

Preparation

1. Download the “Simple Commands” cards from the companion website to this volume. Print the cards and cut them out to create flashcards.
2. On the nametags, write the Latin words for the names of the family (e.g., *avus*, *avia*, *pater*, *māter*, *filius*, and *filia*). Each student in the class will need one name tag.

Procedure

1. Introduce the idea of a command in English. Verbally demonstrate for the students the difference between a command and other types of verbs. For example, show the difference between the verb in “my mother woke me up this morning” and the command that she might have used: “wake up, John!”
2. Show each of the “Latin Commands” flashcards to the students to help teach them the meaning of each command. Invite them to guess the action based on the picture on the card. Once they know the meaning of the command, have the students perform the command.
3. Pass out the name tags to the students so that at least one student per position in the family, and have them divide themselves into groups according to their position in the family.
4. Play *Simon Dicit* (like “Simon Says”) with the students using the commands that they have learned. Refer to the “*Simon Dicit* Instructions” for the parts and options of each command. Address each command to a specific member of the family, and use the word *tangite* to review parts of the body. For example, if you say “*Simon dicit, ‘patrēs, tangite tuōs oculōs,’*” then only the students who are wearing *pater* name tags should touch their eyes. Have the students swap name tags so that they can hear the singular and plural forms of each of the members of the family.

Discussion

- What is the difference between the Latin commands *sedē* and *sedēte*?

Background Information

The following page shows the differences between giving a command to one person (singular) and to multiple people (plural). Note that the plural command, which is used when speaking to more than one person, is formed by adding *-te* to the singular command. If you have taught the “Greetings and Conversations” lesson, the students may realize that this rule is similar to the difference between *salvē* and *salvēte*. Also note the differences between singular and plural forms of the nouns. (In this situation, the singular forms of *avus* and *filius* act irregularly – *avus* becomes *ave* and *filius* becomes *fīlī*.)



Simon Dicit Instructions

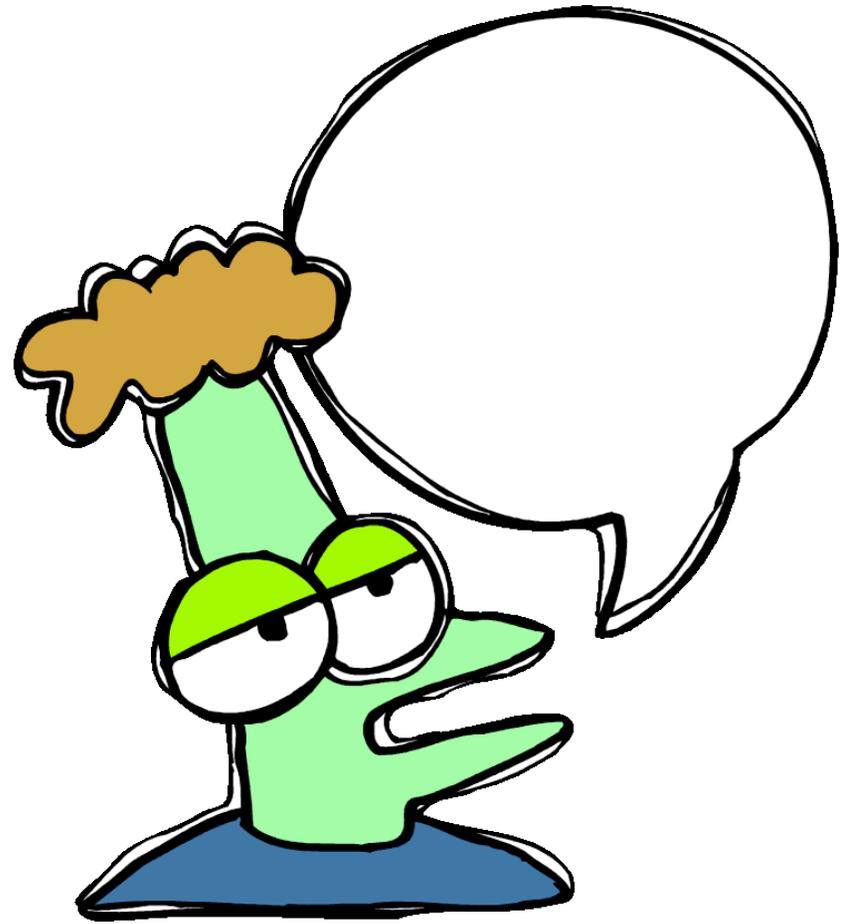
Simon dicit...

<i>Singular (One Person)</i>		<i>Plural (Multiple People)</i>	
ave...	(grandfather)	avī...	(grandfathers)
avia...	(grandmother)	aviae...	(grandmothers)
pater...	(father)	patrēs...	(fathers)
māter...	(mother)	mātrēs...	(mothers)
fīlī...	(brother)	fīlī...	(brothers)
fīlia...	(sister)	fīliae...	(sisters)
ambulā.	(walk)	ambulāte.	(walk)
aperī iānuam.	(open the door)	aperīte iānuam.	(open the door)
claudē iānuam.	(close the door)	claudite iānuam.	(close the door)
dīc.	(speak)	dicite.	(speak)
plaudē.	(clap)	plaudite.	(clap)
salī.	(jump)	salīte.	(jump)
sedē.	(sit)	sedēte.	(sit)
siste.	(stop)	sistite.	(stop)
surge.	(stand up)	surgite.	(stand up)
tace.	(be quiet)	tacite.	(be quiet)
tange...	(touch)	tangite...	(touch)
tuōs pedēs.	(your feet)	tuōs pedēs.	(your feet)
tuum genu.	(your knee)	tua genua.	(your knees)
tua femora.	(your legs)	tua femora.	(your legs)
tuum pectus.	(your chest)	tua pectora.	(your chests)
tuōs umerōs.	(your shoulders)	tuōs umerōs.	(your shoulders)
tuum nāsū.	(your nose)	tuōs nāsōs.	(your noses)
tuōs oculōs.	(your eyes)	tuōs oculōs.	(your eyes)
tuum caput.	(your head)	tua capita.	(your heads)
tuās aurēs.	(your ears)	tuās aurēs.	(your ears)
tuum ōs.	(your mouth)	tua ōra.	(your mouths)





ambulā



dīc





aperī iānuam



claude iānuam





plau^de



salī



– Simple Commands –

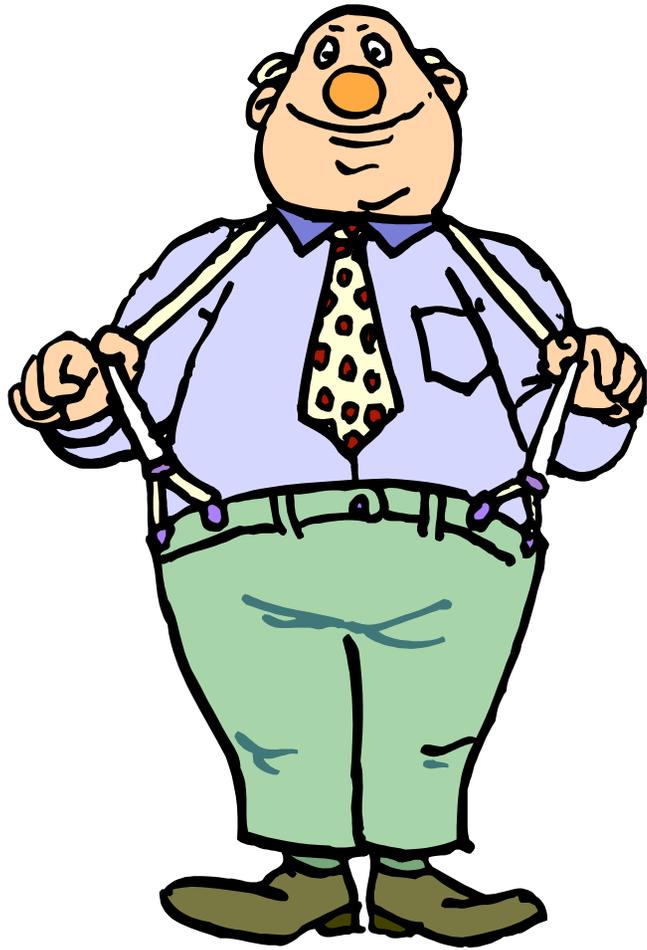


sedē



siste



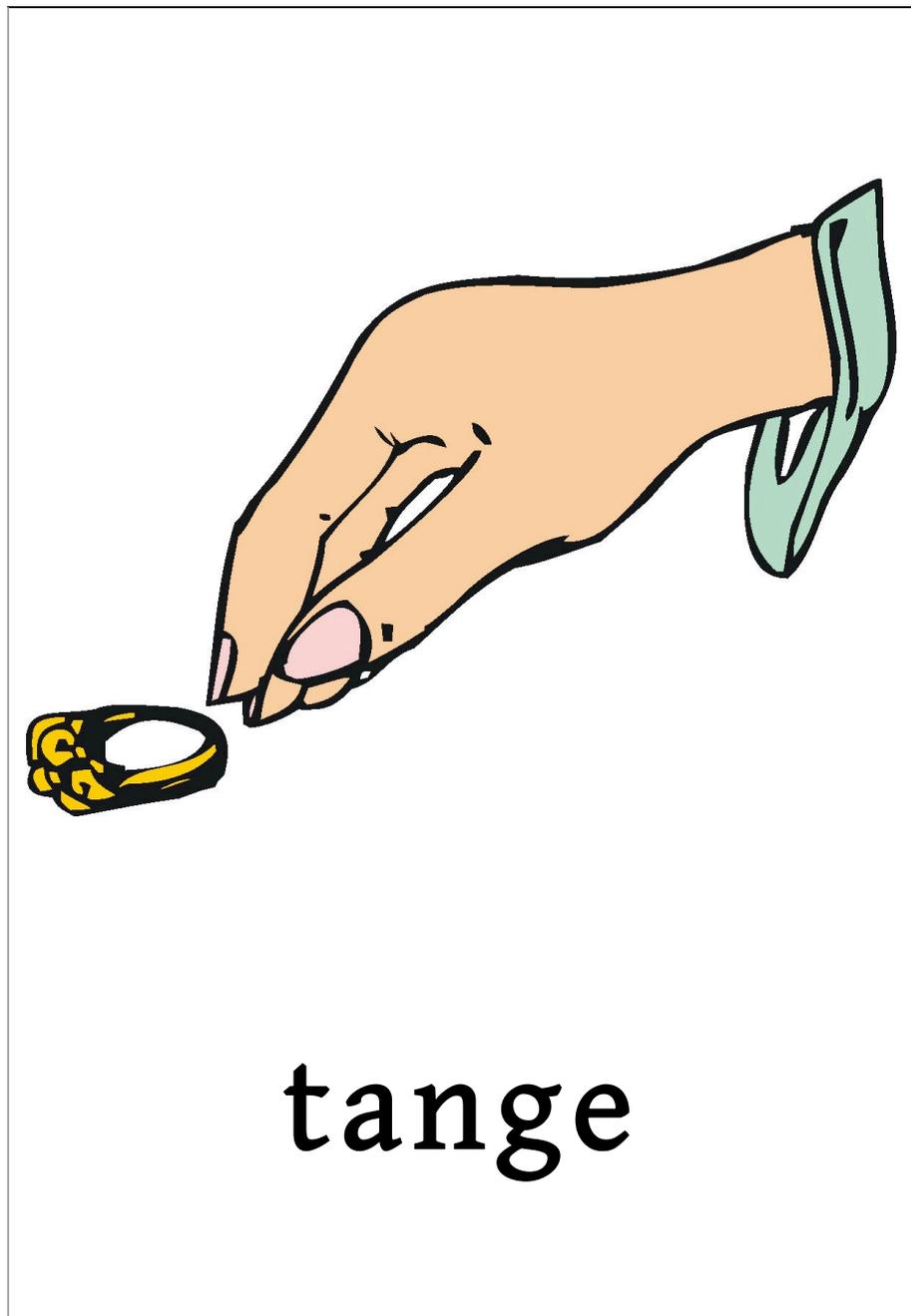


surge



tace





tange



Emotions

This lesson teaches students words for common emotions and expressions in Latin and allows them to explore how the idea of gender is expressed in Latin. It also helps them relate to the poetry of ancient authors by establishing similarities between expressions of emotion in modern and ancient societies.

Objective

- To learn how to express emotions in Latin.

Materials

- index cards (4" x 6")
- coloring supplies
- nametag stickers
- glue (sticks)
- magazines
- "Emotions" flashcards
- poster
- scissors
- construction paper
- stereo (or iPod with speakers)
- "Motus Animi" handout
-

Key Vocabulary

confūsus – confused
dēfessus – tired
est – he/she is
fortis – brave
gravis – dignified
infirmus – sick
invidus – jealous

iratus – angry
laetus – happy
lascivus – mischievous
mirātus – amazed
sum – I am
territus – scared
tristis – sad

Preparation

1. Decorate and illustrate a poster to display this quotation from Catullus 85: *ōdī et amō*.
2. Cut out the "Emotions" flashcards (available from the companion website).
3. Write the Latin words for each emotion on the nametag stickers. Make one for each student.
4. Pick out twelve pieces of construction paper, of several different colors. Write one emotion in Latin at the top of each page.
5. Choose about ten songs to demonstrate the twelve emotions taught in this lesson and prepare to play them in class.

Procedure

1. Begin the lesson by showing the students the poster with the Catullus quotation. Explain who Catullus was and what he wrote. Translate the quotation for the class: "I hate and I love." Ask the students what they think this quote can tell us about Catullus' emotional state at the time. Explain that although Romans like Catullus lived thousands of years ago, they still underwent many of the same emotions that we experience today. Show the students some derivatives from these words.
2. Ask students if they can identify what emotions are, and ask for some examples in English. Explain to the class that they will be learning about emotions. Teach them the Latin term for emotion, *mōtūs animī* ("motions of the mind"). Discuss why the Romans called emotions "motions of the mind." For example, emotions are not constant: a person's feelings are always changing and in motion.



3. Present the flashcards and have the students repeat the Latin word on each sign to make the connection between the Latin word and the expression. Showing them the pictures on the flashcards, tell hypothetical stories that would induce each emotion for the students to help them guess the meaning of each Latin word. For example, “you woke up on a Monday morning to find snow all over the ground and the radio told you that school was cancelled for the day. How would you feel?”
4. As you progress through the flashcards, help students understand the different endings for the different genders of each word. (See background information below for details.) Show them how the masculine (-us) words can be changed into feminine (-a) words, and how some emotions (those that end in -is) may describe both genders. Give examples, like “John *est laetus*, sed Julie *est laeta*.”
5. After you teach an emotion, give its flashcard to a student. The student must hold the card and portray that emotion while you discuss the remaining emotions.
6. When you have finished teaching all the emotions, have one student state in Latin and English the emotion that he is portraying, and make sure each student uses the correct gender of the emotion. For example, a male student holding the *laetus* card should say “*sum laetus*, I am happy.” The person next to him must then state the first person’s emotion (“*est laetus*, he is happy”) and then his own (“*sum fortis*, I am bold”). Continue around the circle in this manner. The last person must describe everyone else’s emotions in addition to his own.
7. To review the words for the different emotions, place a nametag sticker on each student’s back. Then ask the students to help each other figure out what emotion is written on their nametag. The students must be able to recognize the Latin word on their classmates’ backs and demonstrate that emotion to them without talking.
8. Instruct the students to sit down when they think they have determined what emotion is on their back. When everyone is sitting down, have each student tell you what emotion he thinks he has: check their answers and correct them if needed.
9. Distribute the “*Motus Animī*” handout so that they can use it as a reference it during the next activity.
10. Place several magazines at each table. Instruct each student to look for pictures in the magazines that correspond to the Latin emotions. When a student finds a picture, he must look at the emotion list, determine which emotion his picture is, announce to the class what he has found, and glue it onto the piece of construction paper designated for that emotion. Post all the pages on the wall in the classroom to create one large collage of emotions!

Discussion

- How do you tell someone that you are “happy” in Latin? Remember to use the correct ending, and show your happy face!
- How is the poetry of Catullus relevant to our modern day experiences?
- What does it mean that emotions are *mōtus animī* or “motions of the mind”?

Background Information

Catullus was a poet who wrote during the first century B.C. Most of his poetry is about love and the ups and downs of his relationship with a girlfriend named Lesbia. Catullus 85, the whole poem to which the opening quotation belongs, is very short, and you may wish to share it with your students:

*ōdī et amō. quārē id faciam, fortassē requīris.
nesciō, sed fierī sentiō et excrucior.*

I hate and I love. Perhaps you may ask me why I do this.

I do not know, but I feel how it happens to me and I am tortured.



All of the emotions used in this lesson are adjectives, and therefore sometimes use different forms to describe each gender. Adjectives that end in *-us* describe males (“masculine”). To make these adjectives describe females (“feminine”), change the *-us* to *-a* (e.g., *iratus* becomes *irata*). Adjectives that end in *-is* can apply to either males or females (“common gender”).



Motus Animi - Emotions



fortis
brave



tristis
sad



infirmus
sick



defessus
sleepy



miratus
amazed



iratus
mad



gravis
dignified



confusus
confused



laetus
happy



invidus
jealous



terrirus
scared



lascivus
mischievous







fortis



tristis





infirmus



dēfessus





mirātus



confūsus





gravis



iratus





laetus



invidus





lascīvus



terrītus



Mock Roman School

In this lesson, students explore the methods and challenges of Roman education by experiencing the activities of a normal school day in Rome. Clad in togas, they will learn about language through memorization exercises, write on wax tablets, and do arithmetic using pebbles.

Objectives

- To learn what it would be like to be a Roman student.
- To make a connection between modern American schooling and ancient Roman schooling.

Materials

- white bedsheet
- clay
- popsicle sticks
- beads or pebbles
- styrofoam trays
- “Writing in Ancient Rome” handout
- “Memorization Passage” handout

Preparation

1. On the day before this lesson, instruct the students to bring a white bed sheet from home.

Procedure

1. Help the students put on their bed sheets as if they were togas. First, they should hold the sheet so that the long side is parallel to the ground, and then twirl it around their body, wrapping themselves in the sheet as in a cocoon. When they run out of sheet, they should throw the end over their shoulder. If necessary, you may use a couple safety pins to hold the toga in place. Remind the students that the Romans did not have safety pins, so they would have to continually fix their toga so it would not fall off!
2. Discuss the various levels of ancient Roman education (elementary, grammar, and rhetoric) and how each of these compares to our levels of education today.
3. Describe to the students a typical day in a Roman school. Point out a few problems with Roman education: e.g., lack of resources, only the male children of the wealthy attended schools. Encourage them to think about how Roman schools compare to modern schools.
4. Pass out copies of the “Memorization Passage” handout. Translate, explain, and interpret the poem with the class. Have them repeat the first line of the poem, in order to memorize it. Have volunteers try reciting as much of the poem as they can. Remind the students that in Roman schools, the students learned Latin by memorizing many passages just like this one.
5. Point out the pictures on the “Memorization Passage” handout. Show the students how the people are holding wax tablets and explain to them that they are now going to make wax tablets like those that would have been used in schools in Ancient Rome.
6. Pass out the styrofoam trays, clay, and popsicle sticks. Have each student spread out clay on the tray, covering as much surface area of the tray as possible. Tell students these are like the wax tablets that Roman students used, and help them write on the tablet using their *stylus* (popsicle stick).

Alternatively, you can melt beeswax or the wax of a candle to create more authentic wax tablets. Use a microwave-safe container, add some brown crayon for color, melt it in the microwave, and pour it into similar trays. Since wax can melt the styrofoam, try miniature chalkboards. Flat balsa wood squares also work: place popsicle sticks flat in a square shape on the balsa wood and slowly pour a thin layer of wax into the middle of the square formed by the popsicle sticks. Be very careful with this technique, as the wax is hot and can be messy to use.



7. Give students the “Writing in Ancient Rome” handout. Show them that we share the same letters and discuss similarities and differences between Roman and modern handwriting. Let the students write their names and a message on the tablet using the provided alphabet. Have them exchange tablets and see if they can read each other’s writing.
8. Divide the class into groups of two or three students and give each group a handful of beads or pebbles (other small round objects also work). Have them use the pebbles to do simple arithmetic, like the Romans did: addition, subtraction, multiplication, and division (according to their level of exposure to math). Perhaps give them some simple math problems to solve with their pebbles.

Discussion

- How was a Roman classroom different from a modern American classroom? Would you rather be a student in Rome or America?
- What were some of the challenges that Roman children faced at school?
- What did Roman children use to write on?

Background Information

The Romans had no public school system in the way that we do: a teacher ran his own school, each teacher only had a handful of students, and there was no curriculum standard among schools. Parents were not required to send their children to school: many people grew up illiterate, some left the house to attend schools, and some were educated in the home by hired tutors (Greek slaves). The only free form of education was that done by the parents themselves: schools required daily payment and slave tutors had to be bought. Early in Rome’s history, only boys received a full education, while girls would stay at home with their mother to learn to do housework and weaving. But by the Imperial Period (A.D. first century), both boys and girls were educated by professional teachers. Teachers relied heavily upon corporal punishment.

There were generally four stages to formal Roman schooling. Children would be educated in the home until the age of about 6 or 7 by their parents and household slaves. After this, they would be sent to an elementary school, where a *litterātor* would teach them practical lessons for everyday use: basic reading and writing, arithmetic, Roman numerals (the only number system used in Rome), telling time, and weights and measures. They could then move on to grammar school at age 12 or 13, where they would learn Latin and Greek literature from a *grammaticus*. From there they could proceed to rhetoric school at age 16, where they would learn public speaking (roughly equivalent to a college education). Students could stop at any point along this course when they could not afford it, as school attendance was not required.

A typical school day began early in the morning before dawn. A slave (*paedagōgus*) would escort the child from the house to the school and carry his or her books and writing supplies. They would use wax tablets for writing: they etched letters into the beeswax with a *stylus*, and erased their writing by scraping over the words and smoothing out the wax. Thus a wax tablet would last for a long time, but eventually the wax would have to be melted and smoothed out again. (The people in the pictures on the “Memorization Passage” handout are holding such wax tablets.) They learned the languages by memorizing and reciting passages of Latin and Greek: usually short maxims, occasionally poems. Pebbles and abacuses were often used to teach counting and arithmetic.

The poem on the “Memorization Passage” handout is Ode 3.13 by Horace. In it, he describes his appreciation for a spring that was on his farm, located next to an oak tree. He praises its cool refreshing waters and offers to sacrifice a goat kid in its honor. In the end, he says that his written adoration of it will make it famous.

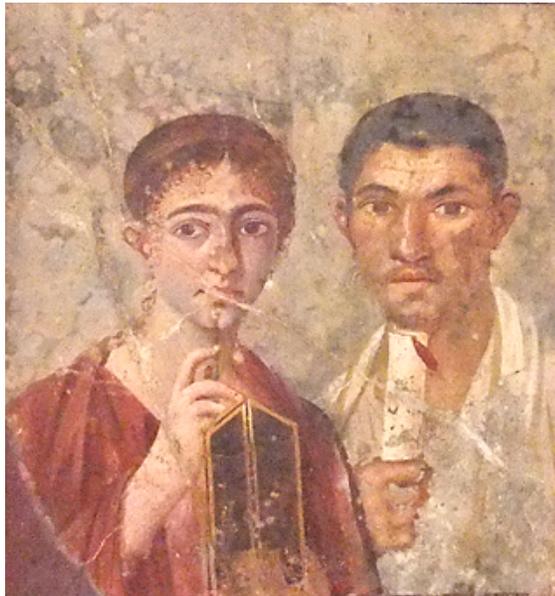


Memorization Passage: Horace's Odes 3.13

o fons Bandusiae splendidior vītrō,
 dulcī digne merō nōn sine flōribus,
 crās dōnāberis haedō,
 cuī frons turgida cornibus
 prīmīs et venerem et proelia dēstinat.

tē flāgrantis ātrox hōra Canīculae
 nescit tangere, tū frīgus amābile
 fessīs vōmere taurīs
 praebeēs et pecorī vagō.

fīēs nōbīlium tū quōque fontium
 mē dicente cavīs impositam īlicem
 saxīs, unde loquācēs
 lymphae dēsiliunt tuae.



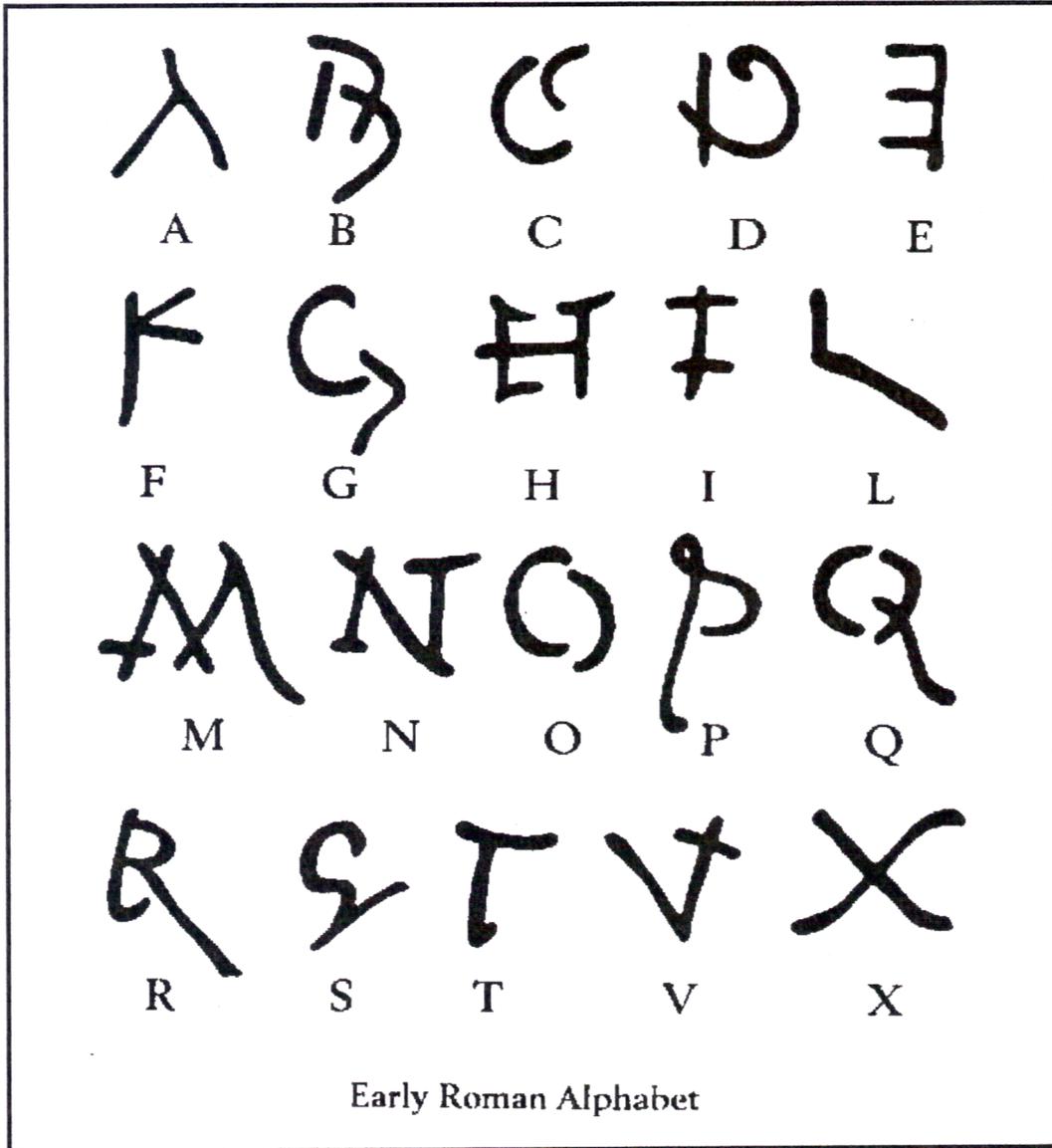
Oh, fountain of Bandusia, shinier than glass,
 worthy of sweet wine and flowers!
 Tomorrow I will sacrifice a goat to you.
 His horns are beginning to sprout,
 and his life shall be both sweet and rough.

The harmful season of the fierce Dog Star
 does not affect you; you can always give
 refreshing water to tired bulls
 and to wandering flocks of sheep.

You will become a famous fountain,
 since I am writing about the oak next to you –
 the one near that little cave where your
 chattering waters leap about.



Writing in Ancient Rome



Phrases and Mottoes

Classicists and archaeologists rely on several forms of writing in order to learn about Greek and Roman culture. This lesson explores two of these forms: pottery and parchment scrolls. Although stone inscriptions are more durable than pottery and scrolls, these forms of writing more often record ancient literature and thus contain more evidence for the cultures of these ancient civilizations.

Objective

- To become familiar with Latin phrases and mottoes.
- To increase awareness of Latin's presence in our everyday lives.

Materials

- small terra cotta pots
- large ziploc bags
- wood glue
- thick dowel rods
- coloring supplies
- permanent marker
- rubber or garden gloves
- parchment paper
- "Latin Phrases and Mottoes" handout
- "Famous Quotations from Latin Literature" handout

Preparation

1. Write one of the phrases from the handouts on each pot using permanent marker. Place each pot into a large ziploc bag, and drop it on the floor to break it into fairly large pieces. (You may need to use a hammer to break the pot into pieces.)
2. Cut the dowel rods into pieces approximately 10" long.
3. Laying a piece of parchment paper flat horizontally (landscape), glue one dowel rod to the left and right sides of the paper. Roll the dowel rod on the right towards the dowel rod on the left to form a scroll. To make the paper look more authentic, you may wish to use a lighter to burn the edges of the paper.

Procedure

1. Ask the students if they have ever heard of the term "archaeology." Discuss what they think it might mean. Explain that through archaeology and the work of archaeologists, we have come to know much about the ancient Romans. Inform the students that they will be archaeologists for a day!
2. Divide the class into groups, and hand each group a ziploc bag with a broken pot inside, as well as a bottle of wood glue. Hand a pair of gloves to each student to protect their hands. You might also use glue guns with older students, under adult supervision.
3. Help the students to put the pots back together using the glue. Discuss the challenges that this presents, and explain that this sort of work is typical of that of an archaeologist.
4. Discuss what finding a pot might say about a culture. What is written on the pot? What does this say about the society?
5. Provide them with the "Latin Phrases and Mottoes" and "Famous Quotations from Latin Literature" handouts. Ask them to search the handouts for the quotation they found on their pot, and discover what the quotation means.
6. Show the class the scroll that you have made. Demonstrate how the scrolls were read and unrolled from left to right, rather than up and down. Discuss the role that scrolls played in Roman society.



7. Show the students how to make their own scrolls using the dowel rods, glue, and parchment paper. As soon as they have finished constructing their scrolls, instruct the students to write some Latin phrases on their scrolls, using their handouts. Point out that people still use many of these Latin phrases today.

Discussion

- Describe some of the ways ancient Romans wrote things down in Latin.
- What was your favorite Latin phrase?

Background Information

The Romans often inscribed their writing in stone, such as triumphal arches or the façades of buildings. (See “Inscriptions” lesson for more information on this form of writing.) But more often, the Romans would write on scrolls (*volūmina*), which were made of papyrus (a plant grown along the Nile River in Egypt) or parchment (made from the skin of cattle, sheep, or goats). A scribe would write on the scroll in columns, approximately two to four inches wide, for the entire length of the roll. When using a scroll, the reader would unroll it with his right hand and roll the other side up with his left hand, leaving only one column visible at a time.

In the first century A.D., the *cōdex* became popular, which was precursor to the modern book. Eight sheets of parchment would be folded in half, stitched together, and bound between two wooden boards. Parchment (of a *cōdex* or a *volūmen*) could be washed in order to erase the text.

These *cōdicēs* likely developed out of wax tablets: two wooden boards, each covered with wax, would be bound together so that it might be folded up. A scribe would be able to write on the tablet by scraping into the wax with a *stylus*. When the writer no longer had need of the text, he could smooth over the wax to erase the writing.

Many state mottoes are written in Latin, and some have been included on the “Latin Phrases and Mottoes” handout. For a complete list of state mottoes in Latin, you may refer to “US Latin State Mottoes” (latin-phrases.co.uk/mottos/countries/us/states/). You may also consult Waldo E. Sweet, *Latin Proverbs: Wisdom from Ancient to Modern Times* (Bolchazy-Carducci, 2005) for more popular phrases in Latin.



Latin Phrases and Mottoes

based on a list compiled by Brett Wilson

accipere quam facere praestat iniūriam. – It is better to suffer a wrong than to do wrong.

acta est fabula, plaudite! – The play is over, applaud!

aegrōtō, dum anima est, spēs esse dicitur. – It is said that for a sick man, there is hope as long as there is life.

ālea iacta est! – The die is cast!

amīcus vērus est rāra avis. – A true friend is a rare bird.

amor vincit omnia: et nōs cēdāmus amorī. – Love conquers all: let us yield to love.

ars longa, vīta brevis. – Art is long, life is short.

audētēs fortūna iuvat. – Fortune favors the brave.

aut disce aut discēde. – Either learn or leave.

ave, imperātor, moritūrī te salutant. – Hail, emperor, those who will die salute you.

caveat emptor. – Let the buyer beware.

cave canem! – Beware of the dog!

cōgitō, ergō sum. – I think, therefore I am.

cōgitiōnis poenam nēmō patitur. – No one should be punished for his thoughts.

dē gustibus nōn est disputandum. – You should not argue about taste.

dum spīrō, spērō. – While I breathe, I hope.

et tū, Brūte? – You too, Brutus?

fāma volat. – Rumor has wings.

nam et ipsa scientia potestas est. – Knowledge is power.

nēmō sine vitiō est. – Nobody is without fault.

nīl dēspērandum! – Never despair!

nōn scholae sed vītae discimus. – We do not learn for school, but for life.

per aspera ad astra. – Through difficulties to the stars.

semper parātus. – Always prepared

sī vīs amārī, amā. – If you want to be loved, love.

suum cuique. – To each and every one his own.

vēritas vōs liberābit. – The truth will set you free.



Famous Quotations from Latin Literature

based on a list compiled by Elizabeth Humphries

dux fēmina factī. – A woman got it done! (Vergil)

carpe diem, quam minimum crēdula posterō. – Seize the day, trusting little in tomorrow. (Horace)

tē nē cēde malīs, sed contrā audentior ito. – Do not surrender to evil, but go boldly against it. (Seneca)

sapere aude. – Dare to be wise. (Horace)

vēnī, vīdī, vīcī. – I came, I saw, I conquered. (Julius Caesar)

forsan et haec ōlim meminisse iuvābit. – Perhaps one day it will be pleasant to remember even these things. (Vergil)

nullum magnum ingenium sine mixtura dēmentiae fuit. – There has been no great intellect without a bit of insanity. (Seneca)

omne tulit punctum qui miscuit ūtile dulcī. – You'll make a point more convincing if you mix the useful with a spoonful of sugar. (Horace)

putō deus fīō. – I think I'm becoming a god. (the dying words of Vespasian)

quot homines, tot sententiae. – There are as many opinions as there are people. (Terence)

fēlix qui potuit rērum cognoscere causās. – Fortunate is he who has been able to learn the causes of things. (Vergil)

sōl omnibus lūcet. – The sun shines on everyone. (Petronius)

amīctiae nostrae memoriam spērō sempiternam fore. – I hope that the memory of our friendship will be everlasting. (Cicero)

si quid agis, prūdenter agās, et rēspice fīnem. – If you do anything, do it cautiously, and consider the end. (Polythecon)

ēheu fugācēs lābuntur annī. – Alas, the fleeting years slip by. (Horace)

quid rīdēs? mūtātō nōmine dē tē fābula narrātur. – Why do you laugh? Just change the name and the same tale is told about you. (Horace)

fas est et ab hoste docērī. – It is proper to learn even from an enemy. (Ovid)

homo vītae commodātus nōn dōnātus est. – Man has been lent to life, not given. (Syrus)

nēmō timendō ad summum pervenit locum. – No man reaches the top by fearing. (Syrus)

nihil aliud scit necessitas quam vincere. – Necessity knows nothing other than victory. (Syrus)

audendum dextrā; nunc ipsa vocat rēs. – The hand must dare: now the occasion itself calls. (Vergil)

dulce et decorum est prō patriā morī. – It is sweet and fitting to die for one's country. (Horace)



Romulus and Remus

The story of Romulus and Remus explains the foundation of Rome. In this lesson, students will not only learn the story, but also be exposed to the story in the original Latin. This may be a good lesson to open a unit on Classical culture topics, as it introduces some of the key values in Roman society.

Objectives

- To understand the story of Romulus and Remus.
- To examine the story of Romulus and Remus in Latin.
- To consider the importance of foundation stories and how they describe a society.

Materials

- transparencies
- overhead projector
- “Romulus and Remus” handout
- “Romulus and Remus Storyboard” worksheet

Preparation

1. Copy the picture of the Capitoline she-wolf sculpture and the “Romulus and Remus” handout onto transparencies.

Procedure

1. Tell the story to the students one section at a time: on the overhead projector, place a piece of paper over the bottom portions of the story so that only the section from Eutropius (both the Latin and the English translation) is visible. Read the English translation with the students. When you have finished, point to the underlined words in the Latin text and ask the students to find the underlined English word to which it corresponds. They should be careful, because the order of the words in Latin is not always the same as the order in English!
2. When you have finished with the passage from Eutropius, proceed to the passage from Aurelius Victor. Then do the same for the passage from Livy.
3. Show the students the transparency of the Capitoline she-wolf sculpture and discuss with the students what this image represents.
4. Discuss why a foundation story is important to a society. How is this story different from our own country’s foundation stories? What can the Romulus and Remus story tell us about the Romans? For example, the story tells us that the Romans were concerned with justice, occasionally became violent in their political struggles, and often considered the state more important than their family.
5. Pass out copies of the “Romulus and Remus” and “Romulus and Remus Storyboard” handouts. Have the students work on the storyboard handout in teams: they should draw a picture in each square to follow the order of the story, and label each picture with Latin words or phrases from the story (not necessarily making complete sentences).

Discussion

- How is the story of Rome’s foundation different from the story of our country’s beginning?
- What does the story of Romulus and Remus tell us about the Romans and their opinions of themselves as a people?



Background Information

Eutropius, Aurelius Victor, and Livy were ancient Roman historians. Eutropius wrote a survey of Roman history from the time of Romulus and Remus until A.D. 364. Aurelius Victor wrote is sometimes considered to have written a set of biographies entitled “On Distinguished Men” (*dē Virīs Illustribus*). Livy was one of the most prolific of the Roman historians: he wrote the *Ab Urbe Condita*, which consisted of 142 books and covered the history of Rome from its founding until 9 B.C.

The Capitoline she-wolf sculpture depicts the she-wolf (*lupa*) as it is nourishing the young twin boys Romulus and Remus. It is a popular symbol of Roman society, as it represents the humble origins of the state’s founder. Copies of this sculpture may be found all over the city of Rome even today.

The story of Rome’s founding may be called an etiological myth, as it explains the origins of both the state and the society. The civilization derives its name directly from Romulus’ name. Several aspects of Roman culture might be said to derive from this story as well. The two brothers used an augury competition (in which both looked for birds in the distance) to make a decision; throughout much of Roman history, people often turned to augury and other forms of divination in order to determine what course of action would be favorable.

The walls were a very important feature of the city, as they protected the residents from enemies on the outside. Once during the early history of Rome, a woman was put to death after she let the enemy inside the city walls.

Just as Romulus resorted to killing his brother over a boundary issue, Roman political struggles often gave way to violence. Sulla, a Roman politician during the early first century B.C., was once driven out of the city by force. However, he soon gathered up an army and marched on the city of Rome to seize power.

The story also shows a concern for justice (the brothers restored their grandfather to power) and the priority of state matters over the family (Romulus killed his brother in order to protect the state). Encourage your students to find more themes in the story and predict values of the society that derive from these themes!



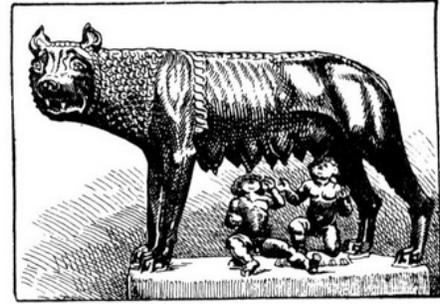


Romulus and Remus

From Eutropius:

Rōmānum imperium ā Rōmulō exordium habet, qui Rhēae Silviae, Vestālis virginis, filius et ... Martis cum Remō frātre ūnō partū ēditus est.

The Roman empire has its beginning from Romulus, the son of Rhea Silvia, a Vestal, and of Mars, who was born in one birth with his twin brother Remus.



From Aurelius Victor:

Proca, rex Albānōrum, Amūlium et Numitorem filiōs habuit, quibus regnum annuīs vicibus habendum reliquit. sed Amūlius frātrī imperium nōn dēdit et ut eum subōle prīvāret, filiam ēius, Rhēam Silviam, Vestae sacerdotem praefēcit quae ā Marte compressa Remum et Rōmulum ēdidit. Amūlius ipsam in vincula compēgit, parvulōs in Tiberim abiēcit, quōs aqua in siccō reliquit. ad vāgītum lupa accurrit eōsque ūberibus suīs aluit. mox Faustulus pastor coniugī ēducāndōs dēdit. qui posteā Amūliō interfectō Numitorī avō regnum rēstituerunt; ipsī cīvitatem condidērunt, quam Rōmulus auguriō victor, quod ipse XII, Remus VI vulturēs vīderat, Rōmam vocāvit.

King Proca of the Albans had two sons: Amulius and Numitor, who inherited the kingdom to reign jointly. But Amulius did not let his brother rule; he made Numitor's daughter, Rhea Silvia, a priestess of Vesta so that she would not bear him a grandson. But she gave birth to twins, Romulus and Remus, and their father was Mars. Amulius locked her up in chains and cast the small boys into the Tiber River, but the water washed them up onto dry land. A she-wolf ran to them as they cried and nourished them. Soon the shepherd Faustulus picked them up and gave them to his wife to be raised. Afterwards, when Amulius had been killed, they restored the kingdom to their grandfather Numitor. Then they founded a city on their own, which Romulus named Rome, after himself. This was because the brothers had left it up to an augury contest, and Romulus was the winner: Remus saw only six vultures, but Romulus saw twelve.



From Livy:

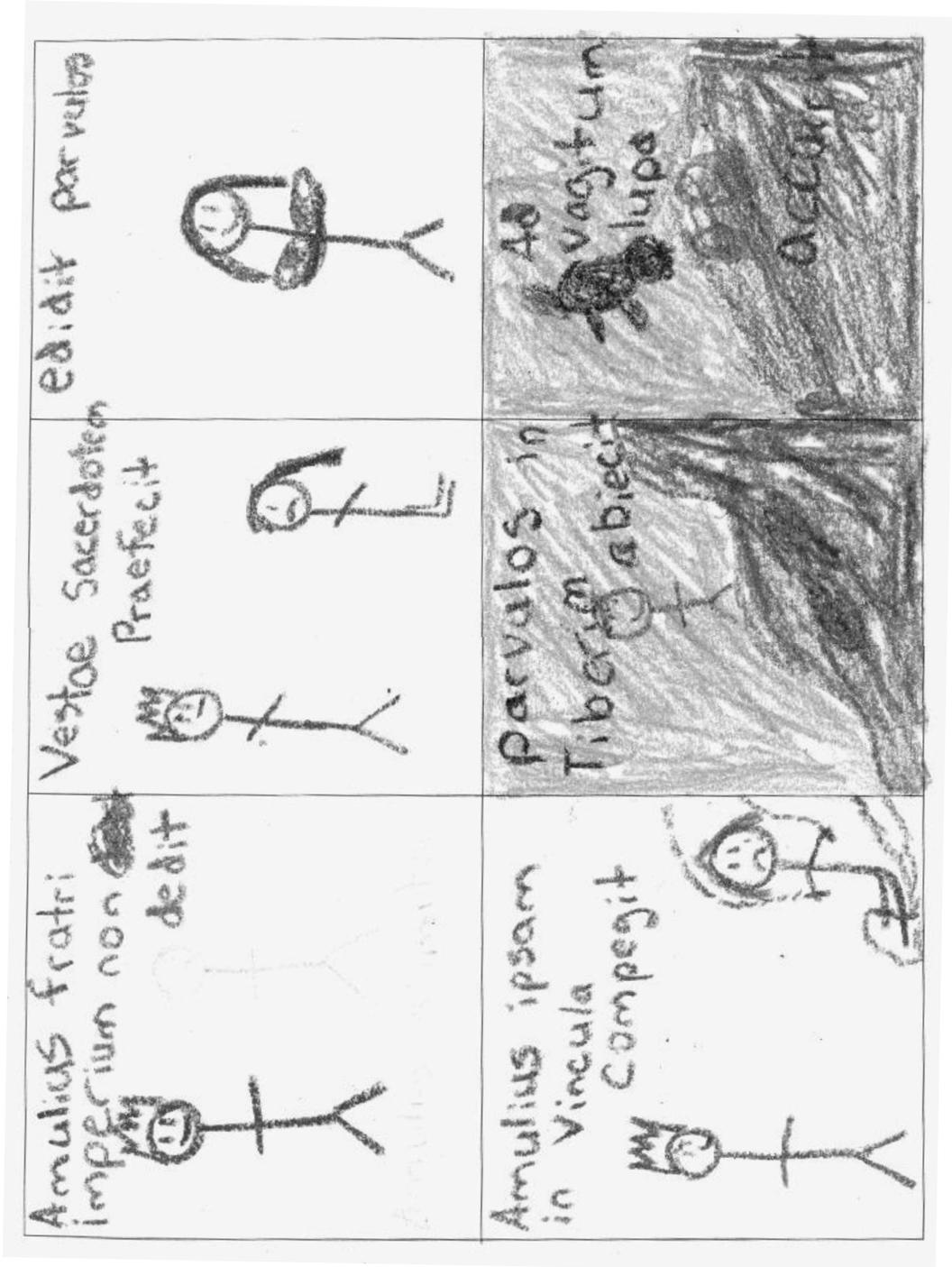
fāma est lūdibriō fratris Remum novōs transiluisse mūrōs; inde ab iratō Rōmulō, cum verbīs quōque increpitāns adiēcisset “sic deinde, quicumque alius transiliet moenia mea,” interfectum.

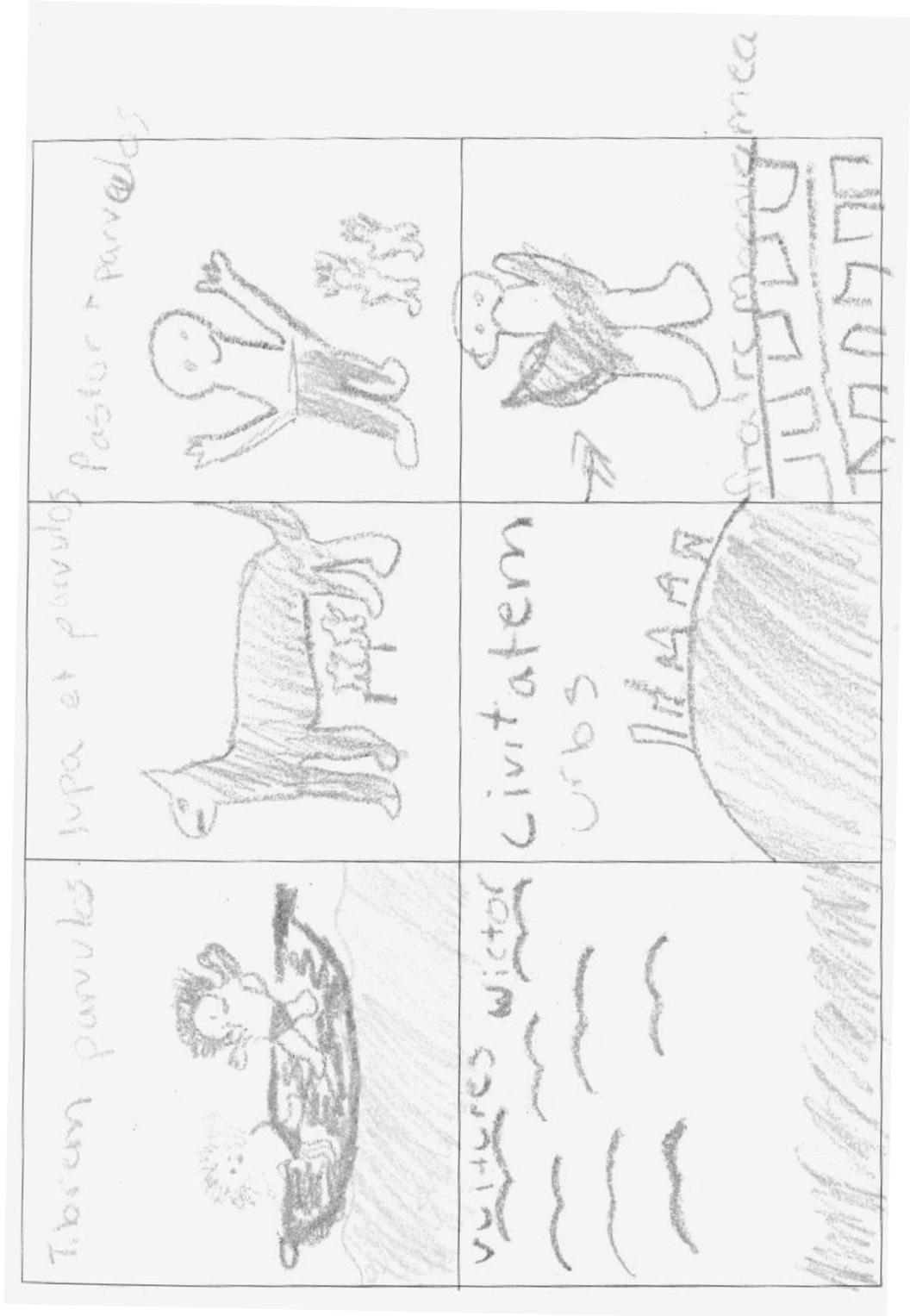
There is a story that Remus jumped over the new city walls to mock his brother; at that point he was killed by the angry Romulus. Over his brother's dead body, Romulus yelled these words: “Let everyone die who dares to jump over my walls!”



Romulus and Remus Storyboard







Fabulae in Fenestris

In this lesson, students will further explore the structure of Latin sentences through the use of prepositional phrases. They will practice constructing and comprehending these sentences by illustrating the scene using shapes on the window.

Objective

- To review vocabulary from previous lessons.
- To introduce prepositions and prepositional phrases.
- To help students to construct and comprehend simple Latin sentences.

Materials

- teddy bear
- dry erase markers
- sticky tac
- colored die-cut gels
- small ziploc bags
- paper towels

Key Vocabulary

circum – around
prope – near

sub – under
super – over

Preparation

1. Print one copy of the “*Fabulae in Fenestris*” card set (available from the companion website to this volume) for every two students and cut them out. Use different colors of cardstock for each set of words: pages 1-2 (prepositional phrases) should be on one color, pages 2-3 (singular nouns and verbs) should be on another color, and pages 4-5 (plural nouns and verbs) should be on another color.
2. Find die-cut gels (or felts) that fit the descriptions in the “*Fabulae in Fenestris*” card set. These cards are for common, yet specific, types of gels that you may find in a craft store. Distribute the die-cut gels into the ziploc bags, allowing one bag of gels per student. Alternatively, you might use reusable stickers or anything that might stick to a window. You might even provide the students with dry erase markers, with which they can draw directly on the window.

Procedure

1. Using the teddy bear, teach the students the meanings of the prepositions *sub*, *super*, *circum*, and *prope*. Move the students and the bear around the room in order to demonstrate the position of the students in relation to the bear. When you have positioned everyone in this fashion, write a sentence on the board to describe it.

circum ursum sumus: stand in a circle around the bear.

prope ursum sumus: move the bear to the side of the room and stand next to it.

sub urso sumus: hold the bear above the students’ heads.

Kim super ursum est: place the bear under the seat in which Kim is sitting.

2. Once they begin to understand how these prepositional phrases operate, allow the students to be creative by placing themselves and the bear at different parts of the room and then describing their position in Latin (using either full sentences or just prepositional phrases).
3. Bring the students over to the windows and provide them with the sets of “*Fabulae in Fenestris*” cards, the gels, and the dry erase markers. Instruct them to create a sentence using the cards, and use stick tac to attach them to the window. Help them check their sentences for agreement between nouns and adjectives (masculine or feminine) and between nouns and verbs (singular or plural).



SAMPLE

4. After they have written several sentences for the same picture, encourage them to erase the old picture and construct a new sentence.

Discussion

- How does Latin construct sentences differently from English?



sub stellā

super stellam

circum stellam

prope stellam

sub ursō

super ursum



circum
discipulum

prope
discipulum



piscis

rāna

ursus

stella

porcus

magister



est

est

salit

ambulat

currit

sedet



piscēs

porcī

rānae

discipulī

sunt

sunt



ambulant

saliunt

sedent

currunt

et

et



Sentence Structures

In this lesson, students will explore the basic structure of a Latin sentence and notice how Latin sentences are constructed differently than they are in English. Students will also begin to comprehend several sentences in Latin by recalling vocabulary they learned in previous lessons.

Objective

- To practice knowledge of the Latin words for animals, family members, foods, trades and professions, items in the classroom, and emotions.
- To introduce common Latin verbs.
- To help students to construct and comprehend simple Latin sentences.

Materials

- colored cardstock
- whiteboard markers
- paper towels
- magnetic strips
- “Story Captions” worksheets

Key Vocabulary

amat – he/she loves

cupit – he/she wants

dūcit – he/she leads

edit – he/she eats

portat – he/she carries

spectat – he/she watches

tenet – he/she holds

timet – he/she fears

vexat – he/she annoys

vocat – he/she calls

Preparation

1. Using colored cardstock, print the “Simple Sentences” cards (available from the companion website to this volume). Print the masculine nouns and adjectives on blue cardstock, and the feminine nouns and adjectives on pink cardstock. The objects and verbs should also be printed on different colors. Cut out the cards and attach a magnetic strip to the reverse of each card.
2. Print the “Story Captions” worksheets from the companion website to this volume and laminate each page. Alternatively, you can place each “Story Caption” worksheet inside a plastic sheet protector.

Procedure

1. Using the “Simple Sentences” cards, arrange the cards into four columns in this order: subjects, adjectives, objects, and verbs.
2. Before you begin, go around the room and teach each student one of the verbs for this lesson. Make sure they remember the Latin word, and ask them to think of a way to act out its meaning.
3. Using the verb cards, teach the class the meaning of each verb. As you introduce each card, remind the student you chose for that verb in step 2 to demonstrate the action for the class.
4. As a class, choose one word from each column of words on the board. Move the cards to another part of the board and arrange them in the same order (subject, adjective, object, verb) to create a sentence. Having the class help you translate the sentence, show the students how basic sentences are constructed in Latin. Show the students how feminine (pink) nouns are matched to feminine adjectives, and masculine nouns (blue) are matched to masculine adjectives. Illustrate the sentence on the board to demonstrate its meaning. Then move these four cards back to the columns from which they came.



5. Invite the students one at a time to select words from the columns on the board. When a student forms a complete sentence, help him to translate and illustrate the sentence on the board just as you did. As you translate each sentence, help the students notice how sentences are constructed and compare the structure of sentences in Latin with those in English.
6. Hand out a laminated “Story Captions” worksheet to each student. Invite the students to illustrate the Latin sentence in the box using their whiteboard marker. Have the students check with you for corrections when they are done.
7. As students finish, have them erase their drawings with a paper towel and trade their worksheets with other students. Encourage them to continue trading worksheets until they have illustrated several sentences.

Discussion

- How does Latin construct sentences differently from English?

Background Information

By examining the differences in word order between Latin and English, you may notice one of the key differences between the two languages. Whereas the sense of a sentence in English depends on the order in which the words appear, the sense of a sentence in Latin depends on inflections, or word-endings. Since the meaning of a sentence is derived from the specific formation of each individual word, the words may be arranged in any order the author wishes. However, the fundamental pieces of a sentence frequently follow a few rules:

- the verb is the last word in the sentence;
- the first word of the sentence is the subject of the verb; and
- an adjective follows the word to which it refers.

Thus, all of the adjectives on the cards in this lesson modify the subject of the sentence. Recall from the “Emotions” lesson that adjectives must match the gender of the noun they modify. That is, adjectives that end in *-us* refer to males (or nouns that end in *-us*), adjectives that end in *-a* refer to females (or nouns that end in *-a*), and adjectives that end in *-is* may refer to any noun. Not all nouns follow the same paradigm as these adjectives, so you must make a judgment on the gender of the noun based on its meaning. (For example, *histrion* is a masculine noun, even though it does not end in *-us*: Recall that actors in Rome were all males.) Additionally, each of the verbs in these sentences has an object, which contains the common object ending *-m*. For example, the sentence *miles laetus horologium portat* means “the happy soldier carries a clock.”



SUBJECTS (masculine)

histrīo

avus

fīlius

magister

mīles



SUBJECTS (feminine)

māter

sīmia

fīlia

vacca

rāna



ADJECTIVES (masculine)

lascīvus

infirmus

iratus

fortis

territus



ADJECTIVES (feminine)

confūsa

mirāta

tristis

laeta

dēfessa



fīliam

patrem

hōrologium

sellam

frūmentum

OBJECTS



OBJECTS

ensem

cāseum

pānem

piscem

ursum



VERBS

amat

dūcit

tenet

spectat

portat



VERBS

vocat

edit

cupit

vexat

timet



A large empty rectangular box with a black border, intended for writing or drawing.

vacca laeta olīvās edit.



– Sentence Structures –

A large empty rectangular box with a black border, intended for writing or drawing.

sīmia aviam iratam portat.

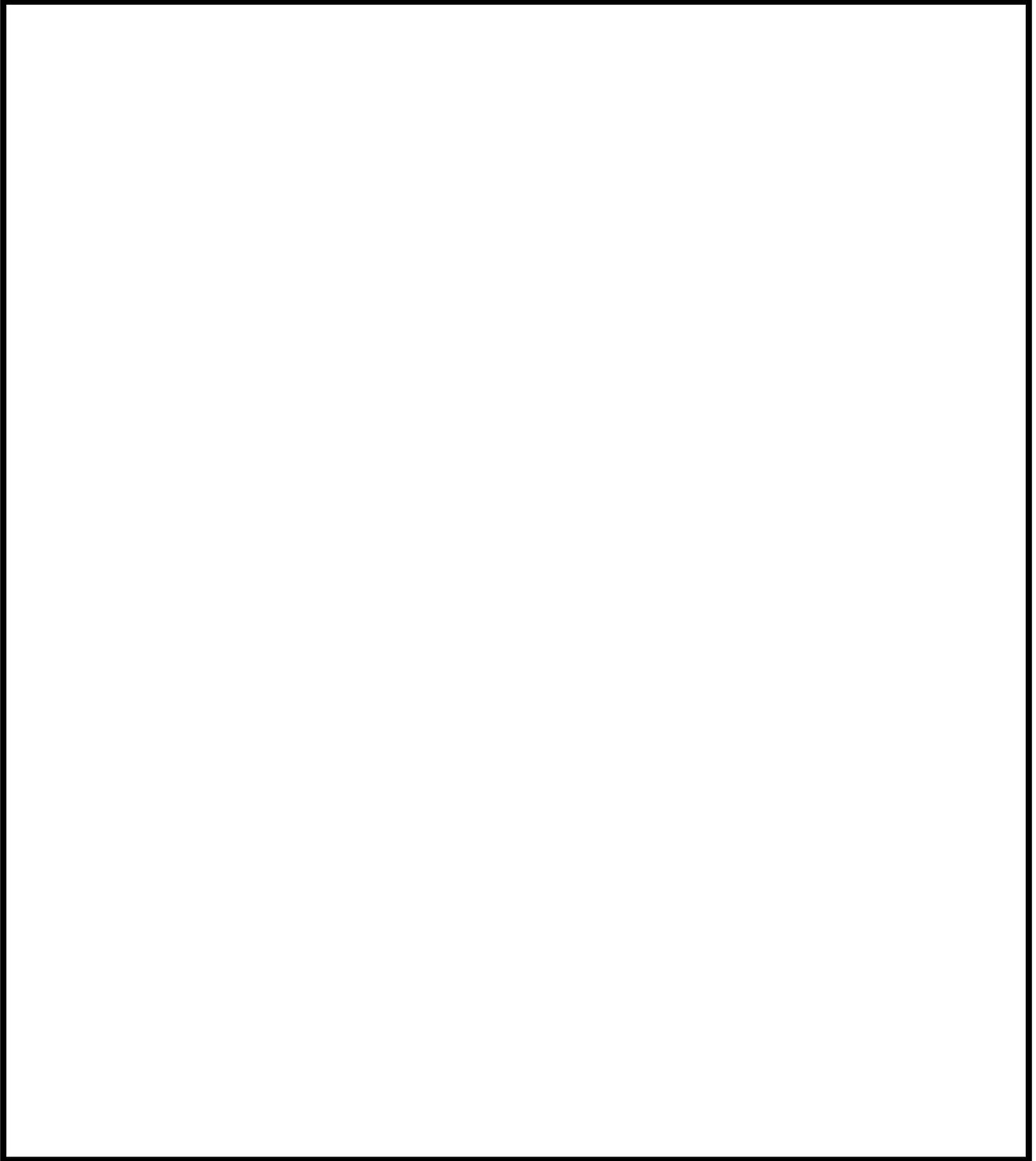


māter cum magnō equō ambulat.



māter et pater leōnem parvum tangunt.





avus confūsus in sellā sedet.



– Sentence Structures –

rāna infirma dicit.



fīlius tristis iānuam claudit.



– Sentence Structures –

A large empty rectangular box with a black border, intended for writing or drawing.

equus canem territum vexat.



fīlia frīgida cum patre ambulat.



– Sentence Structures –

A large empty rectangular box with a black border, intended for students to write or draw.

cunīculus plaudit et ambulat ad avem.



Foods

In this lesson, students will learn the words for food in Latin and explore some of the differences between modern and ancient cuisine. They may be surprised to see how dining has changed between the time of the Ancient Romans and today!

Objectives

- To be able to identify foods in Latin.
- To understand the differences between modern and ancient dining.

Materials

- | | |
|--------------------|--------------------------------------|
| • poster | • markers |
| • tape | • scissors |
| • index cards | • plastic foods (see key vocabulary) |
| • jar of olives | • bread or crackers |
| • grape juice | • green and red grapes |
| • cheese cubes | • apples |
| • paper plates | • paper cups |
| • plastic utensils | • napkins |
| • white paper | • coloring supplies |

Key Vocabulary

cāseus – cheese
pānis – bread
ōvum – egg
faba – bean
lac – milk

ūvae – grapes
olīvae – olives
mālum – apple
piscis – fish
vīnum – wine

Preparation

1. Decorate and illustrate a poster to display this quotation from Horace’s *Satires* (2.2.17-8): *cum sale pānis lātrantem stomachum bene lēniet.*
2. Print the “Foods” flashcards (available from the companion website to the volume) and cut them out.
3. On each index card, write the name of each of the plastic foods, in Latin. Prepare one index card for every piece of plastic food you have. For example, if you have three plastic pieces of cheese, write *cāseus* on three separate index cards.
4. Set the plastic foods out on a table at the front of the classroom. Also lay out the flashcards for *vīnum* and *lac* among the plastic foods.
5. Prepare the actual food so that it may be eaten during the class, place each item on a separate paper plate, and array them out on a table. Set the cups, plates, napkins, and utensils on the table as well.

Procedure

1. Show the students the poster of the quotation from Horace and translate for them: “with a little salt, bread will appease a grumbling stomach.” Explain how the foods that the Romans ate were very simple, and that meals often consisted of bread with a little bit of flavoring.
2. Briefly discuss the types of foods that the Romans ate. Invite the students to describe modern Italian and American cuisine, and compare their answers to Roman food.



3. Divide the class into small groups of 3-4 students. Distribute the index cards evenly among these groups: their set of index cards will serve as a shopping list. Working as a team, the students should attempt to collect all of the items on their shopping list from the selection of plastic foods.
4. When students have finished, check and correct their answers. Have the teams return to the “market” at the front of the room to acquire the correct food items.
5. Collect the plastic foods and pass out the sheets of paper to the students. Invite them to imagine that they own a restaurant or market in ancient Rome: it is their job to create a menu of their offerings. Using the coloring supplies, they must use all of the Latin food terms that they have learned, illustrate each food, and include prices for each item.
6. Inform the students that they will now participate in a banquet and eat some of the foods that the ancient Romans would have eaten. As they go through the line, require them to tell you the Latin name for each food they serve themselves.
7. While they are eating, tape all of the flash cards to the board at random. When they have finished eating, invite two students up to the board at a time and give them each a flyswatter. Instruct them to swat different items of food, in Latin. The first player to find and hit the correct food with the flyswatter wins the round. The players should then pass their flyswatter to a classmate, who takes their place at the board. Continue playing until every student has had a turn at the board.

Discussion

- What kinds of food did the Romans eat?
- Would your favorite food have been around in ancient Rome? If not, what would you enjoy eating?
- In what ways were Roman meals different from modern American meals?

Background Information

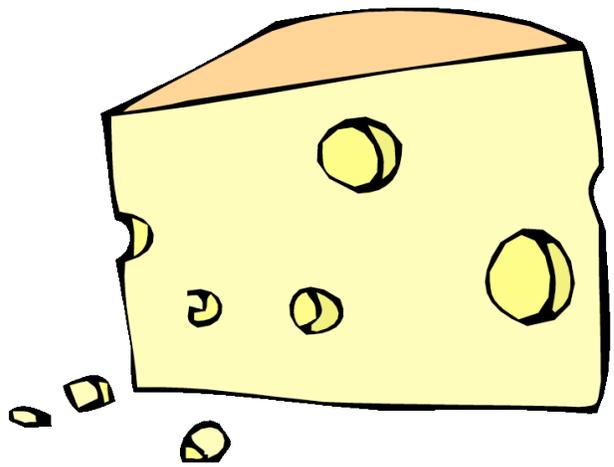
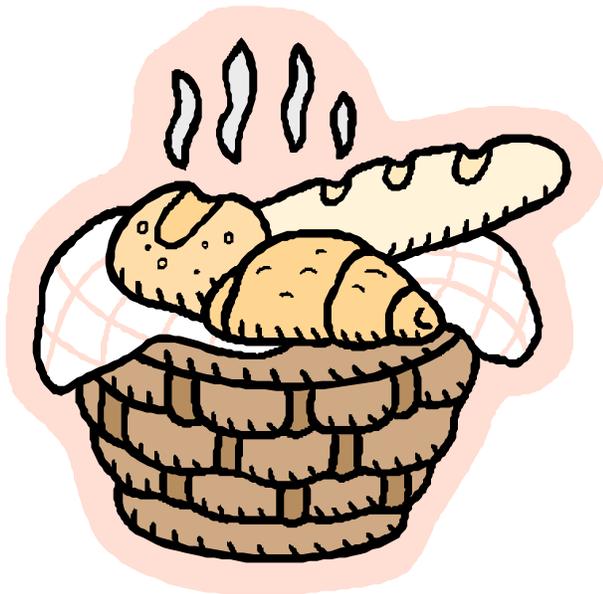
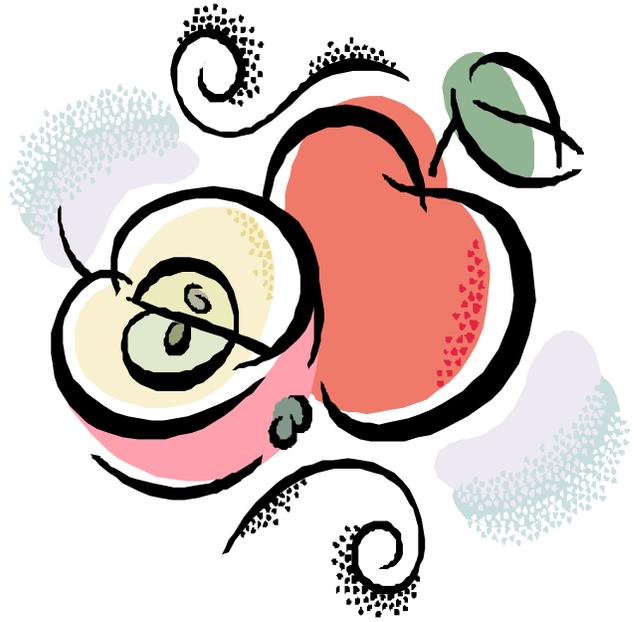
Wheat bread was the staple of any Roman diet, and would be flavored with products such as honey or cheese. Vegetables, including cabbage, asparagus, onions, garlic, radishes, and beans, accounted for a large portion of any Roman meal. The wealthy could afford to serve meat, such as sausage, pork, fish, or oysters, in addition to their bread and vegetables. Dishes would be heavily flavored with strong sauces, spices, and herbs. A combination of fruit, honey, and vinegar would often be used to flavor dishes as well (similar to sweet-and-sour sauces).

The upper classes would drink wine, heavily diluted with water. Lower classes would commonly drink *posca*, which was a low-quality wine that tasted like vinegar – also heavily diluted with water. Romans rarely drank undiluted wine and milk, as it was considered barbaric. (However, milk was commonly used for medical purposes.)

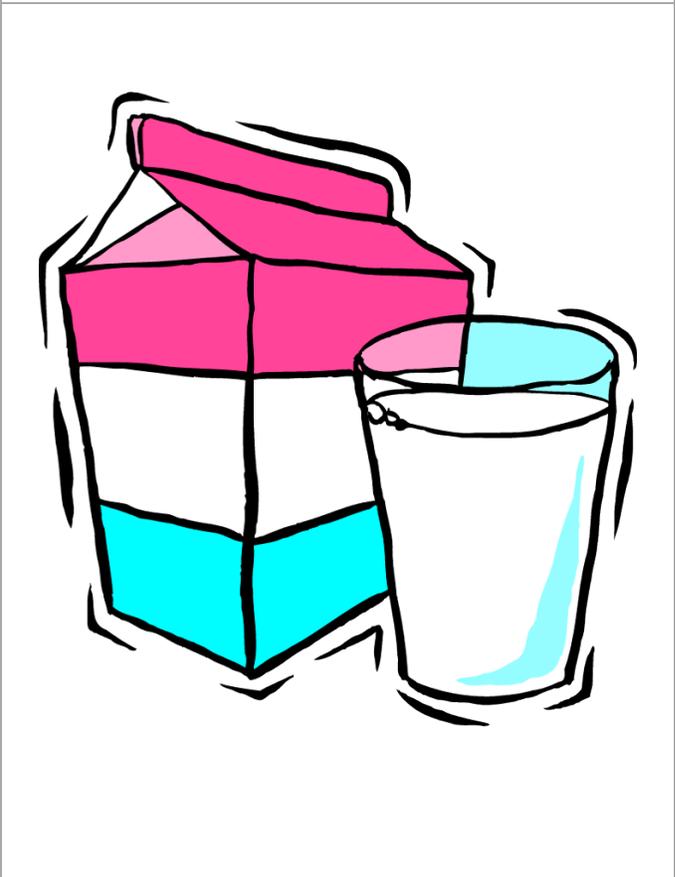
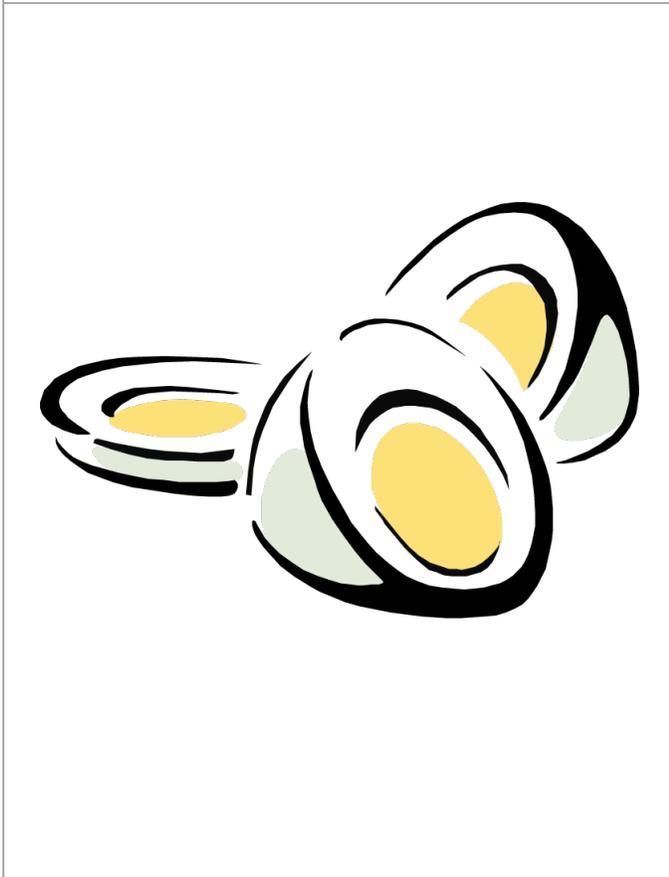
Breakfast (*ientāculum*) was a very light meal (perhaps only a piece of bread) that was sometimes served at the beginning of the day. A light lunch (*prandium*) was eaten in the middle of the day. The main meal of the day was the dinner (*cēna*), eaten around sunset. The upper classes of Romans would often eat their meals while reclining on the couches in the dining room (*trīclīnium*) or in their private garden (*hortus*). The only utensils in common use were knives and spoons – the Romans would eat most of their meals with their fingers!



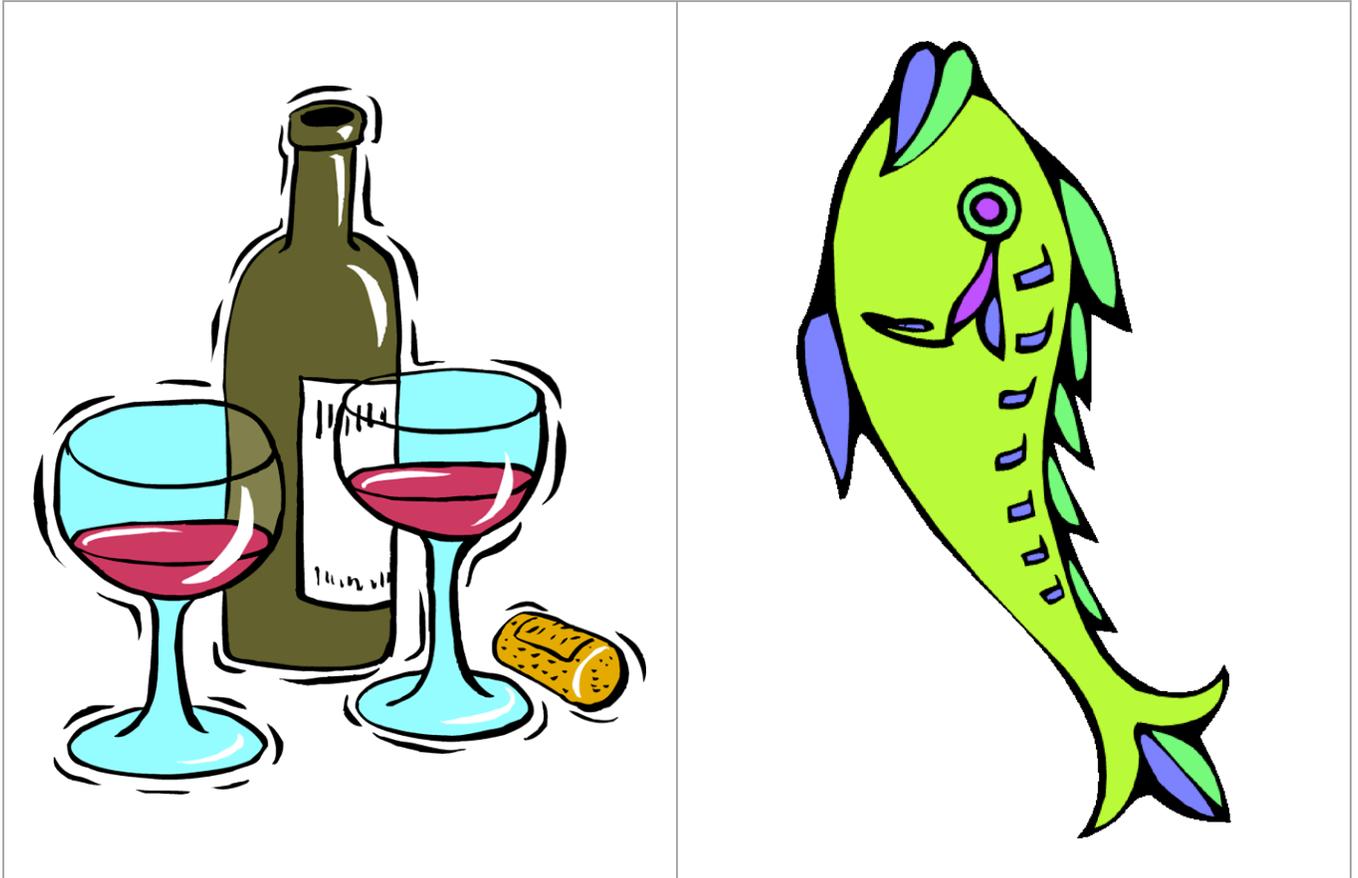
- Foods -



- Foods -



- Foods -



Animals

In this lesson, students will learn and review the names of animals in Latin through several activities. The cards used in the card game at the end of this lesson may also be used to play other games, such as “Go Fish” or “Old Maid.”

Objective

- To learn the names of the animals in Latin.

Materials

- posterboard
- index cards
- stuffed animals
- overhead projector
- markers
- transparencies
- cardstock
- scissors

Key Vocabulary

avis – bird

canis – dog

cuniculus – rabbit

equus – horse

leo – lion

ovis – sheep

porcus – pig

pullus – chicken

rāna – frog

sīmia – monkey

ursus – bear

vacca – cow

Preparation

1. Decorate and illustrate a poster with a quotation adapted from the *Metamorphoses* by Ovid: *velut avis, ab alto quae teneram prolem produxit in aera nido, hortaturque sequi.*
2. Prepare name tags for each animal by writing the name of each animal on an index card.
3. Make transparencies of the “Jungle and Forest Animals” and “*Agricolae Fundus Est*” lyrics sheets.
4. Print out the “Animals Concentration” cards (available from the companion website to this volume) and cut them out. You will need one set of cards for every 3-4 students in your class.

Procedure

1. Open the lesson by showing the poster with the quotation from Ovid to the class. Translate it for them: “Just like a bird, who leads forth her tender young from the nest up into the air, he urged his son to follow him.” Briefly explain the myth of Daedalus and Icarus, and inform the students that they will learn about animals today.
2. Give each student a Latin name tag for an animal. For larger classes, have the students form groups and give one name tag to each group.
3. Create a petting zoo at the front of the class by setting out the stuffed animals on the floor. One at a time, have the students go to the zoo and choose the animal that they think matches the Latin name on their card. Help the students match the animals to the corresponding name tags. As each animal is correctly named, point out some English derivatives from the Latin word for that animal.
4. Place the lyrics for the “Jungle and Forest Animals” song on the overhead. Have the students sing these songs together; as they sing the name of each animal, the student who is holding that stuffed animal should hold it up for the class to see.



5. Place the lyrics for the “*Agricolae Fundus Est*” song on the overhead. Use the lyrics to teach the students the Latin words for the sounds that animals make (the bold words in the lyrics). For a song about farm animals written mostly in English, see the “Farm Animals Song” below. Then sing the song in the same fashion as the “Jungle and Forest Animals” song.
6. Collect the stuffed animals from the students. Begin a game of charades with the students: ask for a volunteer from the class, and whisper the Latin name of an animal in his ear. The student should then act like that animal without talking, while his classmates try to guess, in Latin, which animal he is portraying.
7. Divide the class into small groups of 3-4 students each. Give each group a set of “Animals Concentration” cards and have them lay out all of the cards facedown on a table. The students should then take turns flipping over two cards at a time, trying to match the Latin name of the animal to the English name of the animal. If they do not find a match, then they should turn the cards over so that they are facedown again. Play should then continue clockwise.

Discussion

- How do you say in Latin the sound that a cow makes?
- What is your favorite animal? What is its name in Latin?
- What are some English words that are related to the Latin words for animals?

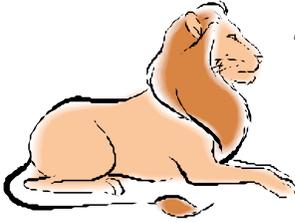
Background Information

The quotation that opens this lesson is slightly adapted from Ovid’s *Metamorphoses* 8.213-5, where he is telling the story of Daedalus and Icarus. Daedalus was imprisoned on an island with his son, Icarus. Watching the flight of birds, he contrived two sets of wings, made of feathers and beeswax, so that he and his son might fly away from the island. Icarus did not heed his father’s warnings and flew too close to the sun. The wax on his wings began to melt from the heat of the sun, his wings fell apart, and he fell to his death below in the sea. The sea was named the Icarian Sea in memory of Icarus.



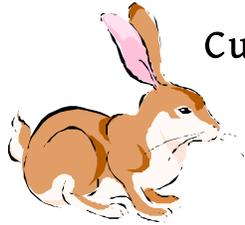
Jungle and Forest Animals

to the tune of "Here We Go 'Round the Mulberry Bush"
adapted from Susan Senechal



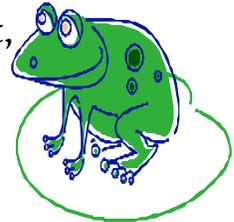
The **leo** is the king, is the king, is the king,
The **leo** is the king,
of the green jungle.

Sīmia swings along, swings along, swings along,
sīmia swings along,
through the big tall trees.



Cunīculus loves carrots, loves carrots, loves carrots,
cunīculus loves carrots,
which are bright and orange.

Rāna croaks ribbit ribbit, ribbit ribbit, ribbit ribbit,
rāna croaks ribbit ribbit,
while hopping everywhere.



Avis flaps his wide wide wings, wide wide wings, wide wide wings,
avis flaps his wide wide wings,
flying everywhere.

Ursus is the big brown bear, big brown bear, big brown bear,
ursus is the big brown bear,
that many kids call "Teddy."



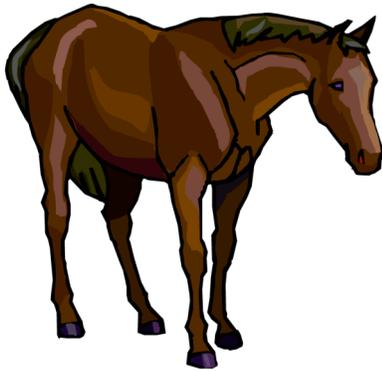
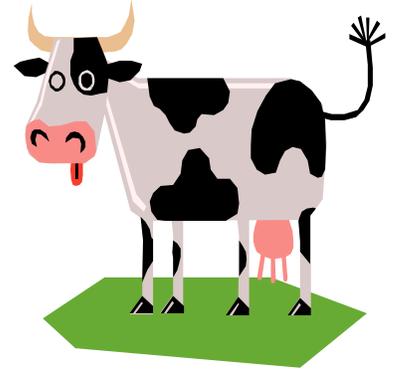
Agricolae Fundus Est

to the tune of "Old McDonald"



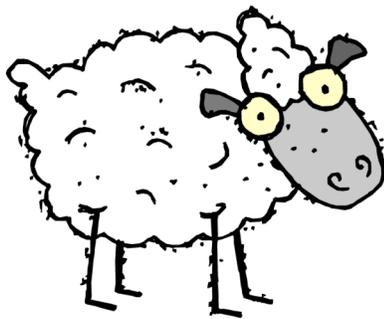
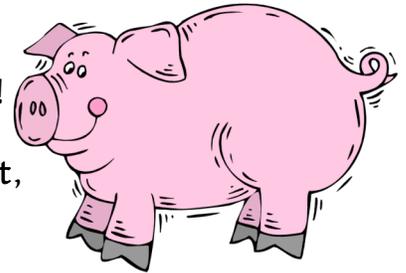
agricolae fundus est, i-ae-i-ae-o!
et in fundō **canis** est, i-ae-i-ae-o!
cum **latrat** hīc, **latrat** hūc
lātrat, **lātrat**, ubīquē **lātrat**,
agricolae fundus est, i-ae-i-ae-o!

agricolae fundus est, i-ae-i-ae-o!
et in fundō **vacca** est, i-ae-i-ae-o!
cum **mūgit** hīc, **mūgit** hūc
mūgit, **mūgit**, ubīquē **mūgit**,
agricolae fundus est, i-ae-i-ae-o!



agricolae fundus est, i-ae-i-ae-o!
et in fundō **equus** est, i-ae-i-ae-o!
cum **hinnit** hīc, **hinnit** hūc
hinnit, **hinnit**, ubīquē **hinnit**,
agricolae fundus est, i-ae-i-ae-o!

agricolae fundus est, i-ae-i-ae-o!
et in fundō **porcus** est, i-ae-i-ae-o!
cum **grunnit** hīc, **grunnit** hūc
grunnit, **grunnit**, ubique **grunnit**,
agricolae fundus est, i-ae-i-ae-o!



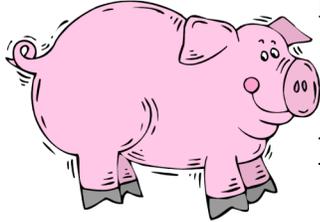
agricolae fundus est, i-ae-i-ae-o!
et in fundō **ovis** est, i-ae-i-ae-o!
cum **bālat** hīc, **bālat** hūc
bālat, **bālat**, ubīquē **bālat**,
agricolae fundus est, i-ae-i-ae-o!

agricolae fundus est, i-ae-i-ae-o!
et in fundō **pullus** est, i-ae-i-ae-o!
cum **glōcidat** hic, **glōcidat** huc
glōcidat, **glōcidat**, ubīquē **glōcidat**,
agricolae fundus est, i-ae-i-ae-o!

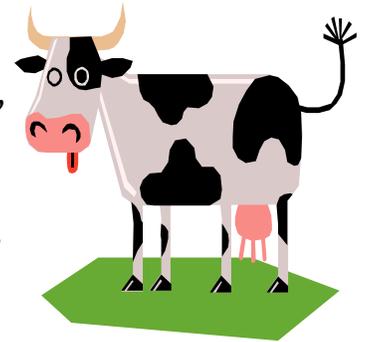


Farm Animals Song

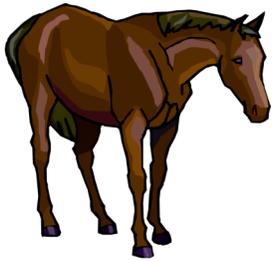
to the tune of "The Wheels on the Bus"
adapted from Susan Senechal



Porcus in the mud goes oink oink oink,
oink oink oink,
oink oink oink,
porcus in the mud goes oink oink oink,
all day long.



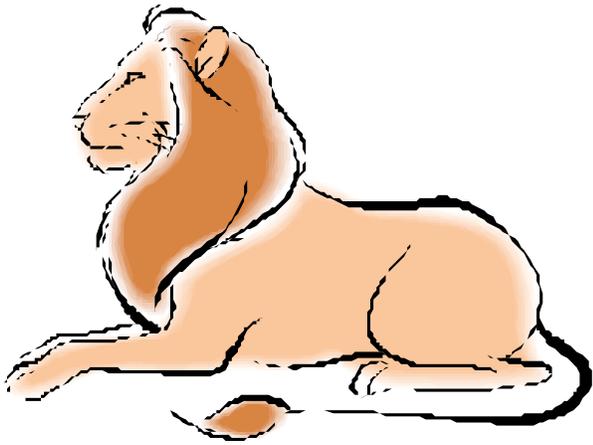
Vacca giving milk goes moo moo moo,
moo moo moo,
moo moo moo,
vacca giving milk goes moo moo moo,
all day long.



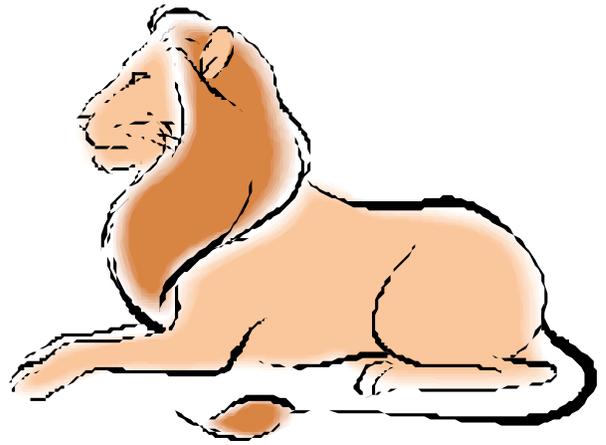
Equus galloping goes neigh neigh neigh,
neigh neigh neigh,
neigh neigh neigh,
equus galloping goes neigh neigh neigh,
all day long.

Canis man's best friend goes bark bark bark,
bark bark bark,
bark bark bark,
canis man's best friend goes neigh bark bark bark,
all day long.





leo



lion

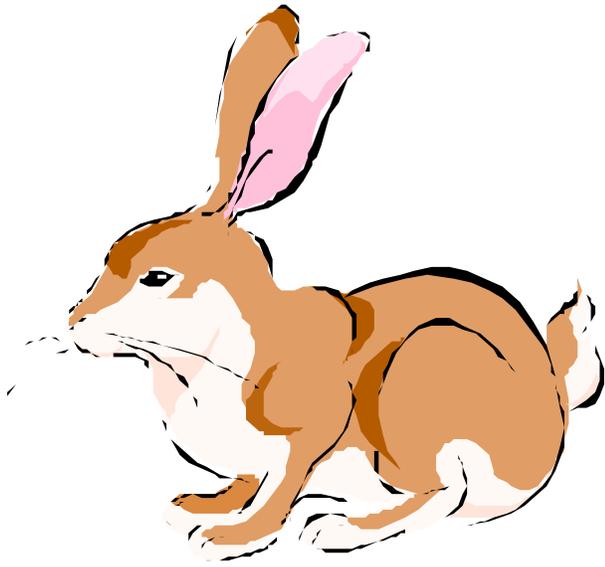


sīmia

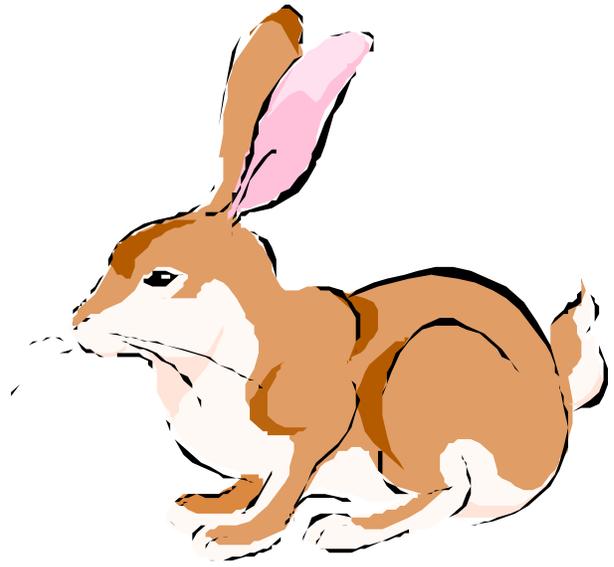


monkey

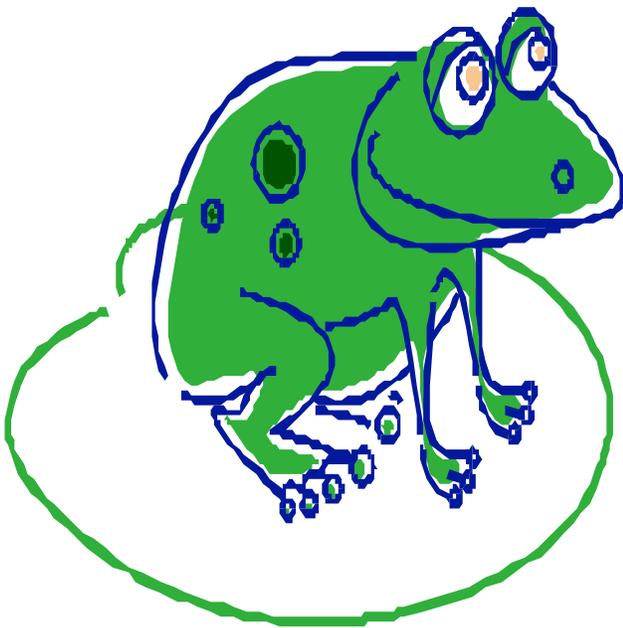




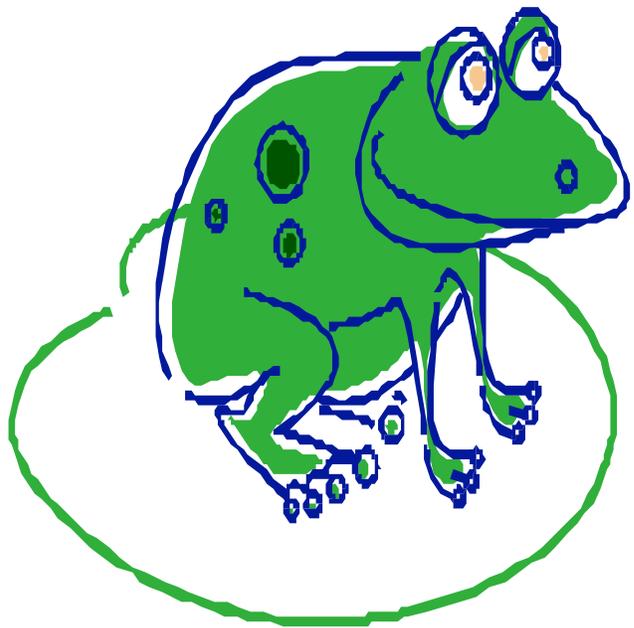
cunīculus



rabbit



rāna



frog



avis



bird

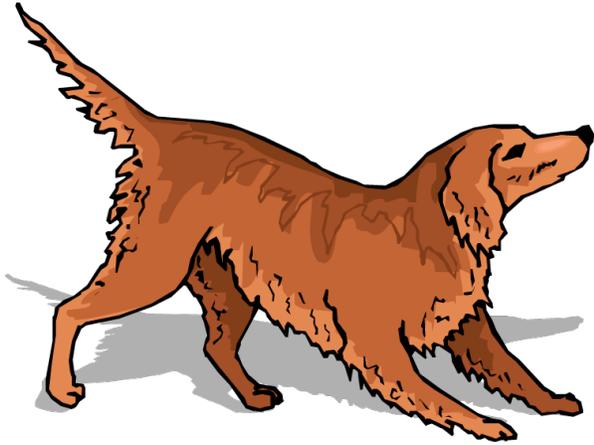


ursus

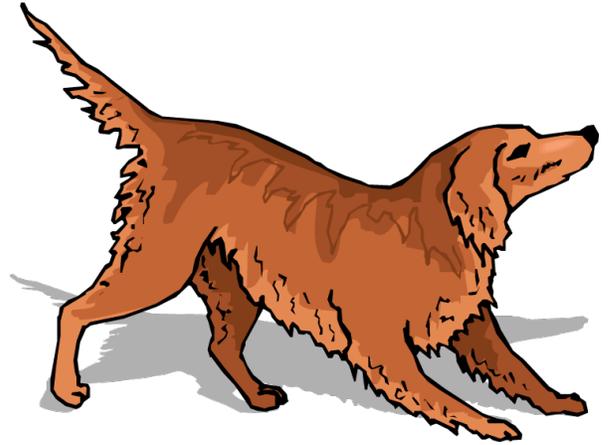


bear

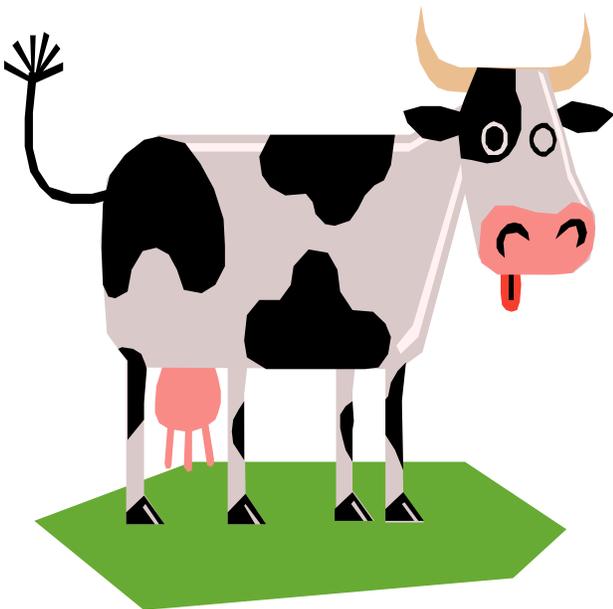




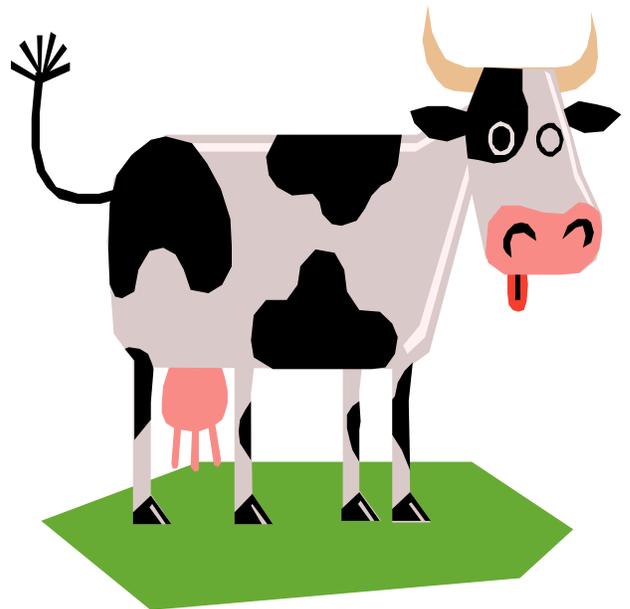
canis



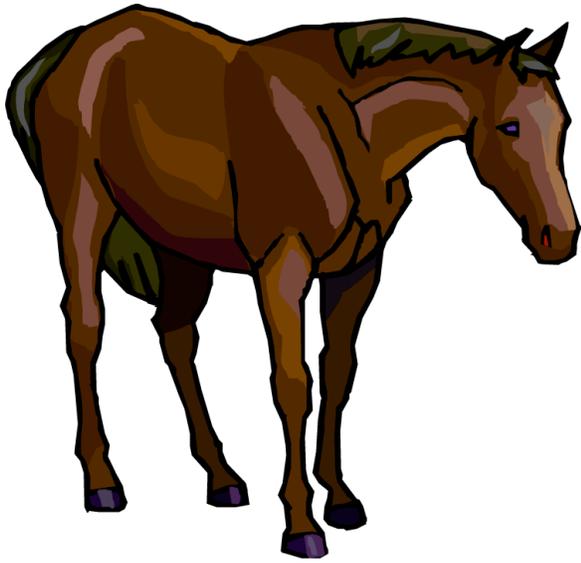
dog



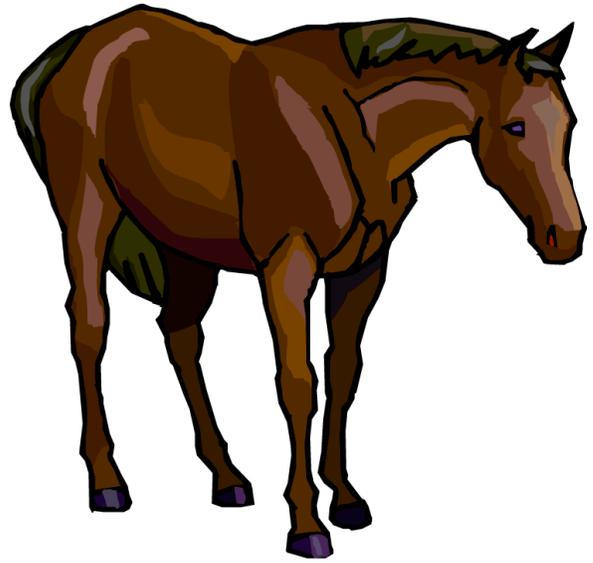
vacca



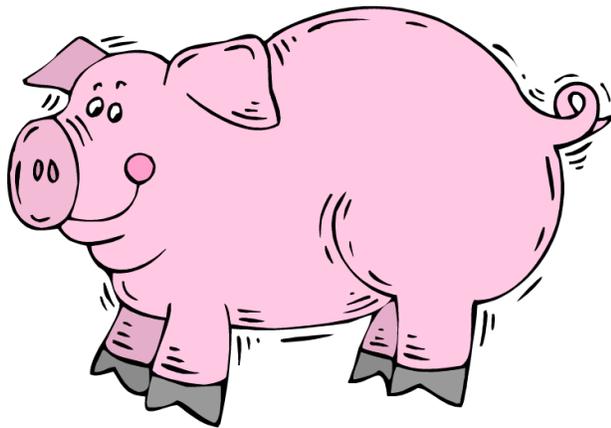
cow



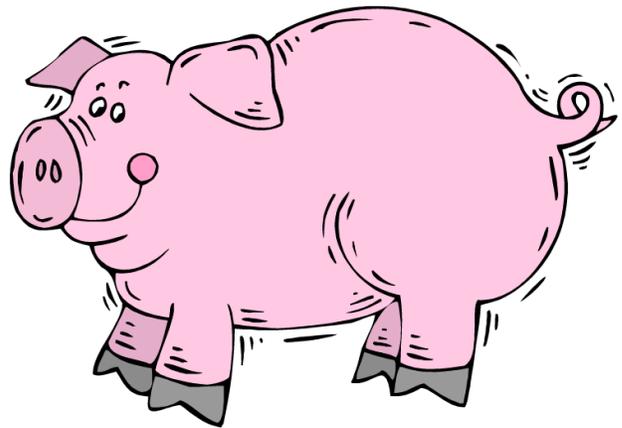
equus



horse

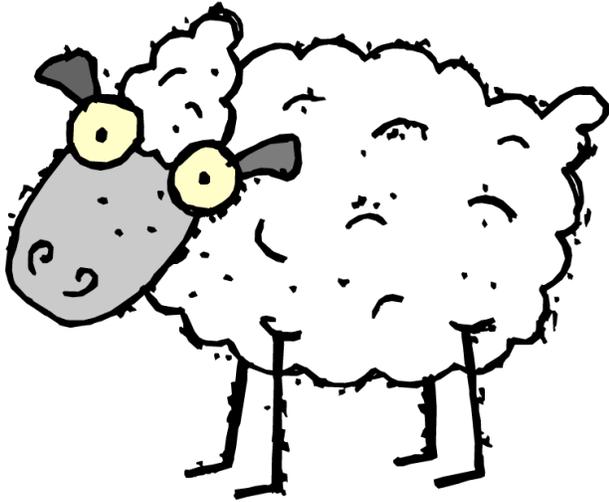


porcus

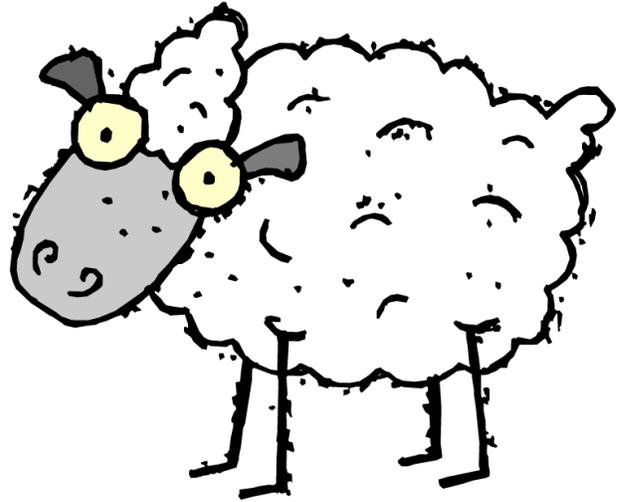


pig





ovis



sheep



pullus



chicken

