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ABSTRACT

The guide contains classroom activities and instructional techniques to be used in implementing the first-year core Latin language curriculum for Georgia's public schools. Activities are correlated with goals and objectives specified in the state curriculum. Each provides information and directions for teachers and/or students and includes suggestions for evaluation. Introductory sections discuss the philosophy of foreign language education, the planning process for learner-centered foreign language instruction, and suggestions for promoting students' cognitive awareness in the classroom. A series of classroom activity units follows. Each unit contains a brief text on the topic, ideas for class activities, a list of resources, and a brief bibliography. Topics, all related to Roman civilization, include architecture, entertainment, clothing, family, the Roman Forum, Roman history, housing, and religion. A bibliography of print, nonprint, and computer resources for instruction is included. (MSE)

# Latin I

# Resource Guide

Georgia Department of Education
Werner Rogers
State Superintendent of Schools
1992

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# LATIN I

# RESOURCE GUIDE

LATIN I Course Number: 61.041

Division of Curriculum and Instruction
Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334-5040

Werner Rogers
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# CONTENTS

# Introduction to the Latin I Resource Guide

In the <u>Latin I Resource Guide</u> several cultural and historical aspects of Latin are presented as supplementary materials, particularly for the use of new teachers. Each topic includes specific content and facts that may contribute to classroom presentations. Activities for the Latin I classroom are also suggested. Finally, materials with related reading passages taken from original authors are noted.

The writers of this guide intended to provide colleagues with material that can be integrated into the everyday Latin classroom. Topics presented in this guide are found in the Quality Core Curriculum, Function D, Latin, first year. No topic should be viewed as one-dimensional or comprehensive. Teachers are encouraged to adapt these topics to their individual needs.

Because of the variety of Latin textbooks used in Georgia, each reading or activity may have to be supplemented with glossed vocabulary assistance and lexical explanations appropriate for the particular textbook being used. Nonetheless, these readings represent the Quality Core Curriculum's commitment to reaching proficiency in Latin translation and reading.

# Philosophy

Learning a foreign language benefits all students. Through learning how to listen, speak, read and write proficiently in a second language, the student develops communicative skills that are necessary within a global society.

With the ever-increasing interdependence of nations, foreign language study is crucial to the global effectiveness of the United States in education, diplomacy, security and economics. It is also vital to our international understanding and cultural awareness of other peoples. Given the economic and political imperatives to be better prepared to function in a multicultural setting, learning another language enables learners not only to communicate with speakers of other languages, but also to understand the cultural perspective of the people and to become more sensitive to cultural diversity within the course of communication.

The ability to communicate effectively in a second language, in combination with training in other disciplines, is a highly desirable aspect of career preparation. The U.S. Department of Labor's Occupational Handbook observes that in the last decade of the 20th century people will have a better opportunity for employment in any profession if they know a second language. The presence of more than 1200

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foreign-owned facilities within the state of Georgia, employing more than 85,000 Georgians, signals the necessity of a broader perspective and increased global awareness on the part of all citizens. Moreover, many United States-based firms that are heavily involved in international business maintain their headquarters in Georgia. There exists, therefore, a multinational presence within the state that will continue to need Georgians prepared to work within an international context.

While there are clear national imperatives that relate to language study, there are also many personal benefits that accrue as a result of the investment in learning another language. Language students improve study skills as they learn better how to organize, attend to detail, memorize, take notes, spell and develop review techniques. Furthermore, foreign language study provides a vehicle for exercising and extending such cognitive functions as analysis, discrimination, inference, induction and reconstruction. Consequently, the student is able to apply these cognitive functions to other areas with greater facility and insight. Foreign language study also provides a frame of reference for problem solving and for coping and interacting with other lifestyles and peoples. Continued foreign language study enables students to go beyond functional tasks -- to wonder, to imagine, to create, to

decide what is good, enjoyable and necessary for their own lives.

As a result of skills acquired through their language-learning experience, foreign language students perform better than other students on college entrance examinations and other standardized tests. They also generally perform better in classes of English and mathematics than their peers who have never studied another language. Students can gain greater insights into the workings of their native language through seeing its relationship to another language. Enhanced understanding of English grammar and vocabulary is a direct benefit of foreign language study. In the same manner, the skill of analysis, whether an intentional or a subliminal aspect of language study, provides students with a vital key to the understanding of higher-level mathematics.

For students to develop a real, functional use of a second language, they must devote at least five to seven years to language learning. Such an experience is most effective if begun at an early age when children are acknowledged masters of language acquisition. Students should have the opportunity to learn foreign languages as early as possible, even from the first year of school, and for as long as possible.

For Georgia's youth to be prepared to function within the developing global society, they must be provided a

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curriculum that enables them to use a second language for effective communication in real-life situations. Therefore, classroom activities and assessment techniques should reflect the practical applications of language usage.

The Georgia Board of Education has adopted the foreign language component of the Quality Core Curriculum as its mandated direction for foreign language instruction in Georgia's classrooms. Through its implementation, our students will be taking one of their biggest steps toward becoming globally literate citizens.

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# The Planning Process in Learner-Centered
# Foreign Language Instruction

## From the Classroom to the QCC and Back

Many components have to be brought together to allow
successful learning and teaching to take place.   The
following short guide for planning instruction is designed
as  a model in the organization of these components.
Whatever the planning process chosen by the teacher -- and
there is  no one exclusively correct method -- there are two
basic premises.

   1.   The nature of the learner, the nature of the
        teacher and the time allocated to foreign language
        learning  re essential considerations.

   2.   The interaction between the learner and the
        teacher in the classroom is crucial to language
        learning.  The teacher is responsible for the
        planning and the implementing the foreign language
        program; the learners carry  the results of the
        classroom experience into their future.

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# The Profile of the Learners

gain awareness
of other lifestyles
and cultures

gain satisfaction
from learning
a second language

feel confident
about using the
second language

see the purpose in
what they are doing

**T H E**

use the second
language to
communicate real
information

talk in the second
language to each
other as well as
to the teacher

ask questions
and make comments
as well as
respond

**L E A R N E R S**

use the second
language to ask
for help or
explanation

understand the
second language
for instruction
and explanations

receive information
about their own
progress

# The Profile of the Teacher

understands
the aim of the
curriculum

takes account of how
students learn effectively
in classroom

builds students'
confidence in
using the second
language

**T H E**

creates a proper
environment in the
classroom through
posters, maps,
realia

helps the students
see purpose of
what they're doing

**T E A C H E R**

does not inhibit
students' desire to
communicate by
overemphasizing
correct language

devises communicative
situations in which
students can practice
language use

increases opportunities
for students to interact
by planning activities
involving groups and pairs

creates "real-life"
situations in class

uses the second
language as much as
possible for class-
room management

uses material that
appeals to young people

keeps students
informed about
their own progress

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# The Performance Planning Cycle

**LANGUAGE**

known vocabulary
learn new vocabulary
known grammar
learn new grammar

**MATERIALS**

pictures
slides
films
tapes
songs
dialogues
charts
stories

**STUDENTS'
PERFORMANCE**

**SKILLS**

listening
speaking
reading
writing

**ACTIVITIES**

individual
pair
group
whole class

**EVALUATION**

oral testing
written testing

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The purpose of all planning and teaching is to enable the learners to function confidently in the target language, according to their ability and appropriate to the time spent on task.

There are five basic principles to consider in the learners' progress toward a satisfactory performance level in the language.

1. Language - Students progress from the known language to the new language, which includes grammar and vocabulary.

2. Skills - They are integrated as naturally as possible. Culture is expressed by language; it is not a skill.

3. Materials - They are as authentic and as lively as possible. The textbook should be the resource for only a part of the teaching time. The remainder is used for materials that the learners and the teacher bring to class, including human resources (native speakers, field trips, exchange students).

4. Activities - They vary frequently and require different classroom configurations (see Performance Planning Cycle).

5. Evaluations - Only what is taught will be tested, and evaluation will be accomplished in various imaginative ways. Oral testing becomes more important, because oral performance in the target language is the norm rather than the exception.

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## Planning: From the Yearly Program to the Individual Lesson

### The Year

The Quality Core Curriculum (QCC) determines the minimum content for each year, according to the level of the learners.

The teacher, who knows the learners' abilities, can determine whether additional topics should be planned and taught. Generally the textbook should not determine the scope and sequence for one year's work. Authors, by the very nature of the textbook writing process, have an ideal learner in mind or have based the text on a group of learners familiar to them but who may have little in common with the learners at another school. For this reason, among others, the QCC was developed by experienced teachers in the state of Georgia.

The extent to which a teacher exceeds the requirements of the Quality Core Curriculum is ultimately the decision of the individual, keeping in mind the capabilities of the learners. Although the responsibility for such an important decision may be viewed as a problem, it may also be regarded as a privilege to be exercised gladly. Whatever the decision, it is the teacher who must ensure that the needs of the learners are met, so that the learning experience is satisfactory.

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## The Topic (the unit of the course)

Again, the teacher must determine whether the unit of the course meets the QCC requirements and what the goals are for the learners. The following questions will be helpful in evaluating the effectiveness of the topic.

1. Is the vocabulary age-appropriate and recent? Are there too many new items? What is the active vocabulary? What is the passive vocabulary?

2. Is the cultural information current and learner-relevant?

3. Are there enough activities and exercises for all four skills (listening, speaking, reading, and writing)?

4. Is grammar dealt with in a way that clarifies its supportive nature to the learner?

5. Are there exercises for the learners to work in pairs and small groups?

6. Are there ideas for tests that reflect the teaching emphases and help the learner?

7. Is there listening and reading material for use by individual learners?

8. Is the suggested time frame realistic for the learner?

## The Individual Lesson Plan

Format:   Warm up

Overview

Presentation of new material

Practice

Check

Possibly homework

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**Note:** In most classrom situations it will be possible to set a fixed appropriate amount of homework. It must be given with clear instructions at the end of the lesson before the class period ends. It must be checked at some time during the lesson, not necessarily always at the beginning of class or at home. The success of foreign language instruction should not be dependent on homework, because such an approach excludes too many learners.

The foreign language lesson takes place in the target language. If the use of English seems necessary, it should be restricted to closely defined areas of instruction. A constant switch between target language and English doesn't give learners a comprehensive example on which they can model their own use of the language.

## Warm up

The scene and the tone of the lesson have to be set. It may start with a general conversation on a birthday, a game of football, a new piece of clothing, the weather, a previously learned material, some recent news event, etc. Everyone is involved.

## Overview

The teacher focuses on the topic/activity/plan for the lesson; the learner stays involved. Students should to know where the lesson is going and that it has a goal.

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## Presentation of new material

New material is presented by means of a listening text, picture, video, reading text, teacher story, etc. Teachers should remember that new words do not prevent understanding and that pre-teaching is necessary if the text is too difficult.

Comprehension of newly presented material is checked in the target language through different types of exercises (matching, blanks to fill, questions, etc.).

## Practice

The teacher should arrange activities for all skill areas in different classroom configurations for the students to practice the new information and the new vocabulary. Grammar may be taught from examples in an inductive way and practiced with examples made up of known materials. The level of ability of the learners will determine how explicit the explanations of grammar will be; in the early stages of language learning, grammar may often be reduced to lexical items.

## Check

The lesson needs a summing-up phase when the learners and the teacher establish whether they have met the goal that was presented in the overview. An effective strategy

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for ending a lesson is to introduce very briefly a portion

of the next lesson.

The lesson plan presented above is an example that

invites  variation, because foreign language lessons should

never become totally predictable in their sequence.  The

basic elements are always there, but the learner is kept

motivated by being involved in the planning, by being

positively reinforced through oral and written encouragement

from the teacher (tests) and by being constantly surprised

with new variations of the same material.

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# Suggestions for Teaching the Cognitive Skills

In a nutshell, cognitive learning can be reduced to three aspects: obtaining information, interrelating information and evaluating information (Fisher and Terry, in press). Students have a right to be informed about all three. The term "metacognition" means being aware of one's own thinking processes. Teachers should take every opportunity to help students think through their cognitive processes and feel at ease with the terminology. It is embarrassing that until recently we have not made thinking a legitimate focus in the classroom. Obtaining information in the foreign language class involves the use of all the senses to bring new ideas and experiences to one's cognitive awareness. The following suggestions may be useful in triggering your own ideas.

1. Make the classroom a visual feast to stimulate right-brain learning. Put up pictures with a dramatic content that evoke strong emotional responses; use them to teach an expressive vocabulary, to stimulate creative writing, to inspire a skit. Change them frequently.

2. Keep a bulletin board that is sectioned off to invite student-contributed examples of metaphor, simile, onomatopoeia, alliteration and puns in the target language. Students place their examples under the proper heading and gain experience in classifying.

3. Keep maps -- world, regional, city -- on the walls or ceiling for ready access when locating the action of an event or reading passage.

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4. Display ads in the target language that contain logical fallacies: false analogies, innuendo, stereotyping, loaded words and examples of bandwagon appeals. Use them as a springboard to discuss faulty reasoning.

5. Create a cartoon corner with examples of humor clipped from foreign magazines; analyze the responses of the class members as to what makes a particular cartoon funny -- or a flop. Post original cartoons drawn by your students. Provide wordless cartoons and invite students to create the captions.

6. Every day put the lesson plan for each period on the board in skeletal form; it will help students see the structure undergirding their learning activities.

7. Find every possible reason for displaying student-created drawings and sketches. Use them to cue pattern drills, to establish in-group jokes, to capture and reshape the essence of a shared class experience.

8. Unleash your spatial creativity by hanging displays, mobile-fashion, from the ceiling. Movable components that stir gently in currents of air show how perspectives can change.

9. Use the ceiling itself: Put the whole solar system over your students' heads; or focus in on constellations of stars with their designations in the target language; run the trunk of a paper tree up one wall and spread its branches over the ceiling -- then populate it with flocks of birds to be identified, and animals of forest and jungle. Perch a particularly ominous creature directly over the desk of the class clown.

10. Set aside wall space for a permanent "newspaper" to publish poems, artwork, paragraphs, editorials, news items and letters of students from all levels of the language you teach. Run a contest to come up with the best design for the masthead and wittiest logo.

11. Post the lyrics of a "song of the week" in a prominent place; keep a tape of the song playing softly in the background as students enter the classroom; take 10 minutes midweek to teach the song to your students -- they'll develop a rich repertoire of music to share.

12. Think three dimensionally. Stand an old coatrack in one corner with an irresistible assortment of odd headgear, jackets, wrap-around skirts, cloaks and umbrellas to help students establish new identities when role-playing.

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13. Make sure there are real plants with flowers abloom in your room, just for the sheer aesthetic pleasure of the color and fragrance they provide. Grow an array of herbs in pots to offer interesting textures and odors and to provoke discussions of good things to eat.

14. Above all, keep in mind that where language-learning is the goal, a visually stimulating classroom is not an option, it is a requisite. It supplies images and models -- both print and nonprint -- that motivate students to speak spontaneously; it helps students develop their powers of observation (try adding a new visual in an unlikely area of the room and see how many students can spy it by the end of the class); and it visually reinforces points of target culture.

15. Information is also obtained in the foreign language classroom through listening. Assuming that students cannot produce the correct sounds of the target language if they cannot hear them, turn minimal pair exercises into listening games and give students plenty of opportunity to "play."

16. Teach them the clues that native speakers listen for in a stream or oral language to help distinguish person, number, gender and tense.

17. If you live in an area where there is a sizable population of native speakers, invent listening assignments in which your students are sent to public places to eavesdrop discreetly on conversations and bring back linguistic discoveries to share: a new vocabulary word, an interesting idiom, an angry retort, something funny that made everyone laugh.

18. Bring guest speakers into the class (in the flesh or on film) and help your students become comfortable with listening for the gist -- the audio equivalent of skimming and scanning.

19. Capitalize on the compelling human response to story by telling anecdotes, folktales and ghost stories; let your students convert the listening experience into another form -- a picture, a dramatic enactment, a poem, a dance.

20. Write audio-motor units to teach oral language and culture through physical response to commands. Make sure that the tape has fascinating background sounds to help establish the dramatic situation.

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21. Buy commercially prepared tapes of the sounds of nature (waves crashing, bird calls, the song of whales). Use them to establish an atmosphere for exercises calling for synthesizing, associating and intuitive problem solving. Find tapes that help students identify the paralinguistic features that reveal anger, sarcasm, hostility, joy.

22. Ask your students to make their own tapes of interesting sounds -- a cricket chirping, the wail of an ambulance, a church organ. Then ask class members to identify what they hear -- a wonderful way to motivate vocabulary learning while providing for creative involvement of students.

The second aspect of cognitive learning, interrelating information, can be enhanced through specific techniques. Curtain and Pesola (1988, pp. 102-112) give excellent examples of how a Foreign Language in the Elementary School teacher can use "thematic webbing" to provide holistic instruction and tie the content of the foreign language class to other areas of the school curriculum. Using the theme of bears, for instance, they suggest activities ranging from creating a year time line tracing the bear's cycle of hibernation and activity (science) to making puppets and enacting a story about bears (art and dramatics). They also show how the use of Venn diagrams can help even the youngest language learner to become aware of differences and similarities, and how children can participate in graphing activities to gain experience in classifying and counting.

Another technique, the "semantic cluster," helps students to see relationships among ideas. The teacher gives the class a topic, which the student writes in the

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center of a piece of paper. Then, for only a minute or two, the students begin to free-associate words, phrases, images and emotions that are called to mind by the topic. They are written randomly around the central word, encircled and connected to the stimulus word by lines to produce the semantic cluster.

TV ads for
nose spray

rigidity                                    phone calls that
                                            try to sell or
cucumber                                    solicit
                        **HATE**

invasion of                      bigotry
privacy
                            junk mail
        terrorism
                    insensitivity
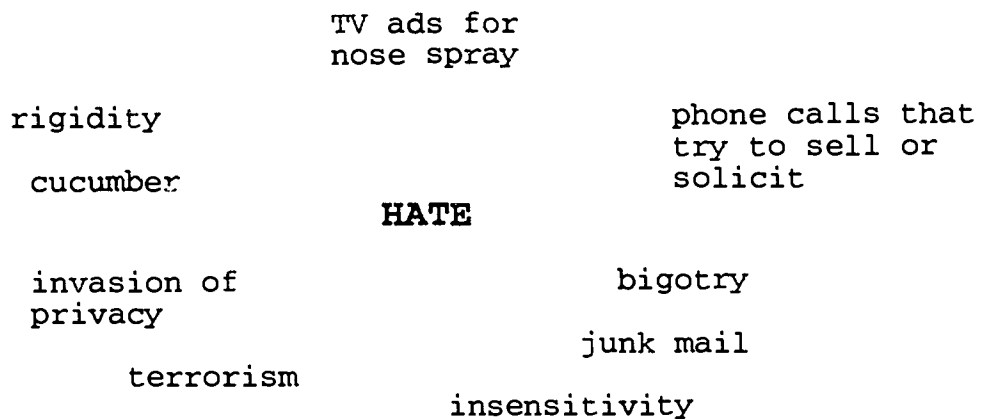

The teacher can put a semantic cluster on the overhead projector and ask students to look for interrelationships. In the above example, it might be seen that tasteless TV ads, unwanted phone calls and junk mail are all invasions of privacy, while rigidity, bigotry and terrorism have definite links to insensitivity -- and so does invasion of privacy. Only the cucumbers are left unaffiliated in this semantic cluster, and a student wit is sure to invent a semi-plausible interrelation.

A classic source for practice in interrel   ng ideas is the analogy. Foreign language teachers at the middle school

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level and above can help students connect words with their meanings through the use of analogies. Teach the traditional format of the analogy as used in the SAT (A:B :: C:D). Gradually introduce, with plenty of examples in the target language, the main categories of analogies (Bencich, et al., pp. 5-6).

| | | |
|---|---|---|
| a. | synonyms | cheat : deceive :: trust : believe |
| b. | antonyms | cut : bind :: destroy : build |
| c. | abstract to concrete | patriotism : flag :: death : coffin |
| d. | cause and effect | rain : growth :: sun : heat |
| e. | degree of intensity | big : colossal :: dark : ebony |
| f. | class to species | car : Volvo :: dog : Doberman |
| g. | part to whole | window : house :: zipper : pants |
| h. | use | hammer : nail :: scissors : cloth |
| i. | large to small | whale : dolphin :: condor : canary |

Point out how grammatical clues can be helpful in identifying true analogies: a noun must have a parallel noun, not a verb, for instance.

hat : head :: shoe : foot

Have students create their own analogies, using words from present and past vocabulary lessons, and explain their analogy.

Still another technique, known as the Frayer Model (illustrated below), helps students identify the essential characteristics and examples that define a word. It also

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adds a new twist by requiring students to list nonessential

characteristics and provide nonexamples (Bencich, et al., p.

91).

## THE FRAYER MODEL

| ESSENTIAL CHARACTERISTICS | NONESSENTIAL CHARACTERISTICS |
|---|---|
| 1. slender cylinder | 1. length |
| 2. contains material that makes a mark | 2. width |
| 3. used for writing or drawing | 3. color |
| 4. pointed | 4. manufacturer |
| | 5. shape |

pencil

| EXAMPLES | NONEXAMPLES |
|---|---|
| 1. mechanical pencil | 1. fountain pen |
| 2. wooden pencil | 2. ruler |
| 3. Heath pencil | 3. felt-tipped marker |
| 4. eyebrow pencil | 4. chalk |

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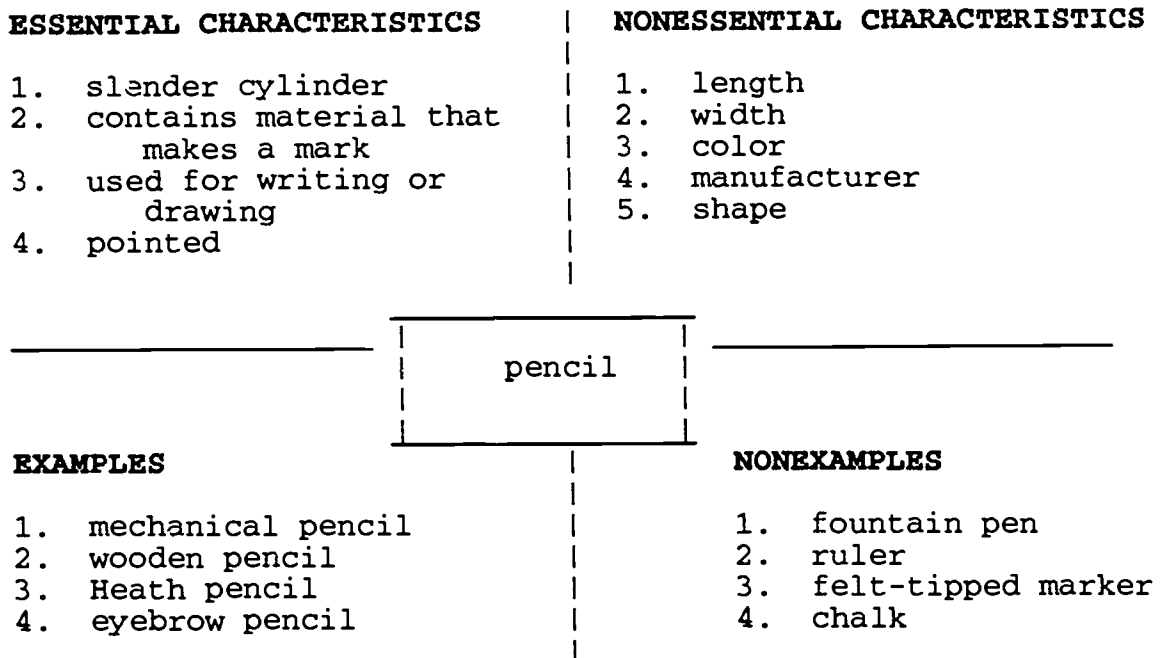
These and other techniques that help students learn to interrelate information can be adapted for different levels of cognitive development.

The third aspect of cognitive learning, evaluating information, emphasizes critical thinking skills. There could be no better use of class time than helping students develop the ability to think critically about what they see, hear and read in the second language. One caution is essential: When asking questions that call for the use of higher order thinking skills such as analysis, synthesis and evaluation, the teacher must increase the "wait time" for a student response before redirecting the question to another student. Increasing the usual two- to three-second wait to five seconds has been shown to elicit more detailed answers in a student's native language; for an answer in a foreign language, waiting an additional two or three seconds will encourage a more detailed response.

Another possibility is for the teacher to ask an analysis, synthesis or evaluation question to the entire class and let groups of three or four arrive at the answer. A whole-class discussion of all the answers should follow, with the teacher asking students to label the thought processes that have been used (inferring, comparing, generalizing, identifying cause and effect, etc.). Teachers should be careful to ask some questions that have multiple answers or answers open to several interpretations. This

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procedure helps students realize that problems do not always have just one solution. It is also important to require students to generate questions themselves, with an emphasis for more advanced students on going beyond the usual knowledge or comprehension level questions. Studies have shown (Eze, 1988) that students who formulate questions that are later used on their own exams have a better attitude toward test-taking and demonstrate higher levels of achievement.

An interesting variation is to give students the answer and ask them to supply the question that elicits that response. This switch on the usual classroom procedure gives students an opportunity to think divergently and sometimes leads to an unexpectedly humorous answer: "9-'W'"? The question is, as every American student of German will know, "Does your name begin with a 'V,' Herr Wagner?"

In both reading and listening activities, teachers can assist students sharpen their critical thinking skills. Being able to identify the main idea of a paragraph or an oral presentation takes practice; ferreting out the supporting details requires even more experience. Students need help in learning how to judge logical consistency. They also need help in making inferences as they read or listen and help in evaluating the accuracy of the implied but not directly stated idea. Awareness of an author's or

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# Roman Architecture

## Architectural Elements

The Romans borrowed the three orders of <u>columns</u> --
Doric, Ionic and Corinthian -- from the Greeks. Of these
three, the Romans preferred the ornate Corinthian order.
They also developed the Composite style by combining the
Ionic scrolls and the Corinthian acanthus leaves.
Reproductions of these columns are found in many Southern
antebellum homes. In Washington, D.C., the Lincoln Memorial
has Doric columns; the U.S. Capitol has Corinthian columns;
the White House has Ionic columns.

The Romans borrowed the <u>arch</u> and the <u>vault</u> from the
Etruscans. Their use ranged from the practical, in bridges
and aqueducts, to the decorative, in the triumphal arch.
This type of decorative arch is found in the Arc de Triomphe
in Paris.

The best known example of the <u>dome</u>, a hemispherical
vault, is the dome of the Pantheon, located in the heart of
Rome. The Jefferson Memorial in Washington, D.C., was
influenced by the Roman use of the dome.

## Materials

Although many materials were used in Roman buildings,
the most typical was concrete containing the volcanic
material pozzolana. This relatively inexpensive and easily

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manageable building material allowed the Romans to achieve their feats of engineering. The concrete was decorated with marble, brick, pebbles, stucco or plaster.

## Examples of Roman Architecture

Eleven aqueducts were in use in Imperial Rome. The first, built by Appius Claudius in 312 B.C., the Aqua Appia, was underground. Others, like the Aqua Claudia, used arches to bring the water to the city. The Aqua Claudia had arches supporting 9½ miles of its 46-mile length. In France, near Nimes, the Pont du Gard demonstrates the Romans' ability to create a utilitarian and aesthetically pleasing marvel of engineering. This aqueduct supplied each inhabitant of Nimes with 100 gallons of water each day.

The Arch of Constantine, a triumphal arch, was built to commemorate Constantine's victory over Maxentius at the Mulvian Bridge. Some of the decorative sculptures on it were "borrowed" from earlier monuments. The sculptures of Constantine's era are of inferior workmanship.

The Pantheon, the temple of all gods, was originally built by Marcus Agrippa but completely restored by Hadrian in A.D. 125. Its dome is one of the major achievements of Roman architecture. It measures 142 feet in diameter and 142 feet in height.

The Colosseum, the Flavian Amphitheatre, was begun by Vespasian in A.D. 70 and dedicated by Titus in A.D. 80. An

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elaborate system of substructures and corridors lies

underneath the arena. There were four levels of seats, and

a spectator's ticket indicated which gate led to his seat.

The exterior was decorated with Ionic, Doric and Corinthian

columns that flanked arches. A system of awnings could be

used to protect the spectators from the sun.

## Ideas for Activities

Students identify classical elements in examples of architecture shown by the teacher. (Examples of Roman influences in local architecture should be used where possible.)

Students create a model of a famous structure such as the Pantheon, the Colosseum, an aqueduct, a Roman temple, etc.

Students research a style of architecture influenced by classical forms, such as Renaissance, Neo-Classicism or Classical Revival.

Students make a poster or bulletin board to display pictures or photographs of local architecture with classical elements.

Students read and report about Vitruvius and his writings about architecture or about Frontinus and his writings about aqueducts.

Students create a seating plan of the Colosseum's <u>cavea</u> and make tickets for various seats at an event to be held there.

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**Suggested Resources**

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# Roman Entertainment

## Chariot Races (Ludi Circenses)

Chariot races were held in a <u>circus</u>, a race track for chariot races. Although there were five or six in Imperial Rome, the <u>Circus Maximus</u>, located between the Palatine and Aventine hills, was the oldest and largest, seating 250,000 spectators. It was approximately 200 yards wide and 600 yards long. The <u>spina</u> was the wall running down the center of the Circus Maximus; it was four feet high and 12 feet wide. On it were two obelisks, small temples, the underground altar of Consus, statues, seven wooden eggs and seven bronze dolphins to mark the laps. The spectators' seats were known as <u>cavea</u>. The posts that marked the turns were called <u>metae</u>. Races began at the starting gates, <u>carceres</u>. The <u>porta triumphalis</u> was the gate at the curved end of the circus.

## Events

A typical day's events included the <u>pompa</u>, a parade from the Capitoline, through the Forum to the Circus and once around the track. In this parade were the magistrates giving the games, images of the gods, priests and musicians. The races began with the dropping of a handkerchief. Each race was seven laps, or about six miles. During the time of Augustus, a chariot race consisted of 10 to 12 heats in one

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day, but these increased to as many as 24 heats during the reign of Caligula.

## Participants

The charioteers were the <u>aurigae</u>. They belonged to <u>factiones,</u> or racing syndicates. The two original <u>factiones</u> were the red and the white; later, the green and the blue were added. The <u>quadriga</u> was a four-horse chariot. Although the <u>quadriga</u> was the most common, sometimes <u>bigae</u> (two-horse chariots) and <u>trigae</u> (three-horse chariots) were used. The <u>aurigae</u> carried a dagger to cut the reins wrapped around their waist in case of an accident.

## Gladiatorial Games (Munera Gladiatorum)

The first gladiatorial games were the funeral games of Marcus Brutus in 264 B.C. For another century and a half, these games kept their funeral significance. During the Republic, a politician, perhaps an <u>aedile</u>, could secure his popularity by giving these games.

The first permanent amphitheatre was built in 29 B.C., but it was later destroyed by fire. It is said that it was actually two theatres that could be turned to face each other across an arena, hence the name "amphi-(two)-theatre." The most famous amphitheatre in Rome was the Flavian Amphitheatre, or the Colosseum, begun by Vespasian and dedicated in A.D. 80 by Titus. It was constructed on the

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site of the lake in the garden of Nero's Golden House. It could hold 50,000 spectators.

Just like the other types of public entertainment, the gladiatorial games were presented by an official who wanted to gain popularity.

## Events

The games lasted from dawn to dusk. The order of events included <u>criminales ad bestias</u>, <u>venatio</u> (hunt), <u>gladiatores meridiani</u> (condemned prisoners forced to kill each other), <u>pompa</u> (parade), <u>prolusio</u> (mock battle with wooden swords) and actual combat.

## Participants

The <u>editor</u> was the person who gave the games, and the gladiators were trained by a <u>lanista</u>. <u>Samnite</u> was the earliest type of gladiator, heavily armed with a visored helmet, a shield (<u>scutum</u>), a sword (<u>spatha</u>) and greaves on the left leg only. The <u>Thrax</u> gladiator was lightly armed with a round shield (<u>parma</u>) and a curved sword (<u>sica</u>), and helmet and a pair of greaves. The <u>Retiarius</u> wielded a net and a three-pronged spear. The <u>Myrmillo</u> was armed as a Gaul, with a short sword, a shield and a helmet with a fish decoration. The <u>Essedarius</u> was a charioteer, lightly armed, who drove a two-wheeled chariot pulled by two horses. Gladiatorial games were stopped by Honorius in A.D. 404.

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## Theatrical Productions (Ludi Scaenici)

Plays were first given in Rome in the circus or on temporary wooden stages that could be disassembled after each performance. The first permanent theatre was the Theatre of Pompey, dedicated in the Campus Martius in 55 B.C. According to Pliny, it could hold 40,000 spectators. The two other theatres in Rome were the Theatre of Balbus (A.D. 13) and the Theatre of Marcellus (A.D. 13).

The stage represented a street. Its backdrop depicted house fronts. As there was no change of scenery, the action took place on this street that led to town (on the right) and to the harbor (on the left). Special parts of the stage were the scaena (the back wall of the stage), the proscaenium (the actual stage or platform), the cavea (seating for spectators) and the orchestra (a semicircular area with seats for senators).

## Presentations

Plays were given at festivals, primarily the Ludi Megalenses (April 4-10), the Ludi Apollinares (July 6-13), the Ludi Romani (September 5-19) and the Ludi Plebeii (November 4-17).

Aediles were responsible for giving the presentations and contracted with a dominus who was in charge of an acting group. Performances took place in the daytime, generally before 3 p.m. Romans loved spectacles, and to please the

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crowd, such props as 600 mules and a house burning down were used on stage.

Drama became less popular than mime and pantomime on stage. Drama written after the time of Nero was usually meant to be read to an audience rather than acted.

## Playwrights

Comedy and tragedy were introduced to Rome in the third century B.C. through Latin translations of Greek works. Quintus Ennius, frequently called the father of Roman poetry, is credited with the importance of tragedy in early Latin literature. The greatest writers of comedy were Plautus (ca. 254-184 B.C.) and Terence (ca. 185-161 B.C.). Of their works, six plays of Terence and 21 plays of Plautus have survived. Seneca the Younger (ca. 4 B.C.-A.D. 65), Nero's tutor, wrote tragedies. This Stoic philosopher was forced to commit suicide after taking part in the Piso Conspiracy to kill Nero.

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# Unit Questions

These unit questions may be used with the answers as a student study guide or without the answers as a worksheet. Teachers will notice that some of these questions require information not presented in the unit; they are added to this list to prompt students in independent study and readings.

1.  What was the seating capacity of the Circus Maximus?                                                about 250,000

2.  How many racing <u>factiones</u> were there?                              four

3.  What was the parade that preceded the chariot race? pompa

4.  Between what two hills was the Circus Maximus located?                              Palantine and Aventine

5.  In whose honor were the chariot races held?      the gods

6.  What were the <u>carceres</u>?                              starting gates

7.  What were the two types of lap markers in the Circus Maximus?                              eggs and dolphins

8.  How many horses usually pulled the chariots during a race?                              four

9.  What were the two original <u>factiones</u>?      red and white

10. Who were the <u>aurigae</u>?                              charioteers

11. What were the dimensions of the Circus Maximus?                              200 yards by 600 yards

12. What was the wall in the center of the Circus called?                              spina

13. What was a chariot pulled by four horses?      quadriga

14. Why did charioteers carry a dagger? to cut the reins in case of accidents

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15. What did a Roman do in a _cavea_?                                sit and watch

16. What were the _metae_?                                          turning posts

17. Why were the symbols of Castor and          They were gods
    Pollux (eggs) and of Neptune (dolphin)        associated
    chosen as lap markers of the circus?        with horses.

18. What was the seating capacity of the
    Colosseum?                                                        50,000

19. From what group did the Romans get the
    idea of gladiatorial fights?                                     Etruscans

20. What was the original function of the            funeral
    gladiatorial fights?                                               games

21. Who was the Emperor when the Colosseum
    was dedicated?                                                     Titus

22. How did the Colosseum get its name?     from the colossus,
                                             or huge statue, of
                                                 Nero nearby

23. What is the origin of the word _arena_?       _harena_, sand

24. What public official was responsible for
    the public games during the Republic?                            aedile

25. Who decided whether a gladiator should
    be killed or spared?                                              editor

26. What Thracian gladiator led a slave
    rebellion?                                                      Spartacus

27. Who were _lanistae_?                              gladiator trainers

28. For whose funeral were gladiatorial         Marcus Brutus
    games introduced into Rome?                    (264 B.C.)

29. Why is it inaccurate to say that Nero        It was built
    persecuted Christians in the Colosseum?     after Nero's
                                                         time.

30. What was distinctive about the helmet       It had a fish
    of a _Mymillo_?                              emblem on it.

31. With what did a _Retiarius_ fight?              a net and a
                                               three-pronged spear

32. By what name was the Colosseum known            Flavian
    in ancient times?                             Amphitheatre

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33. What is the origin of gladiator?            gladius, sword

34. In what year was the Colosseum completed?            A.D. 80

35. With what phrase did the gladiators            Nos morituri
    salute the magistrate giving the game?            te salutamus

36. What were venationes?            animal hunts

37. What were naumachiae?            mock naval battles in
                                      the arena, flooded
                                      for the occasion

38. What type of entertainment was            gladiatorial
    called munera rather than ludi?            combats

39. What famous phrase of Juvenal criticized            panem et
    his contemporaries' interest in food and            circenses
    amusements?

40. What did a Roman do at the vomitoria            enter and exit

41. What were promoters promising withawnings for protection
    advertisement "Vela erunt"?            from sun

42. For what had the site of the Colosseum            a lake in the
    been used before the construction of            gardens of
    the amphitheatre?            Nero's house

43. What spectacle can still be seen in            bullfights, in
    ancient Roman amphitheatres that pits    Provence, France
    man against beast?

44. What is the earliest known Roman            the one at
    amphitheatre?            Pompeii

45. Who were the two most famous Roman            Plautus and
    writers of comedies?            Terence

46. Who built the first permanent theatre
    in Rome?            Pompey

47. What tutor of Nero wrote tragedies?            Seneca

48. Where did senators sit during plays?    in the orchestra

49. About what time did play performances
    begin?            3 p.m.

50. In which munera gladiatorum might
    it be safe for you to participate?            prolusio

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## Ideas for Activities

Students watch the chariot race from <u>Ben Hur</u> or the gladiatorial scenes from <u>Spartacus</u>.

Students research ancient Greek drama and compare and contrast it with P man drama.

Student research the different types of gladiators such as <u>Myrmillo</u>, <u>Thrax</u>, <u>Retiarius</u>, <u>Essedarius</u> and <u>Samnite</u> and make models or posters to illustrate their weapons.

Teachers introduce authentic Latin relating to entertainment, such as from the graffiti of Pompeii. (<u>Speculum</u>  <u>Romanum</u> from the American Classical League Materials Center has some mini-lessons.)

Students select a character from a play or from mythology and create a mask, using papier mâche.  Students briely explain the character to the class.

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# Roman Clothing

| | |
|---|---|
| Bracae | Bracae were the traditional trousers that the Romans wore only occasionally. |
| Calcei | Calcei were the footgear worn by the Romans outdoors. Soleae were the footgear worn inside. |
| Paenula | The paenula was a cloak with an attached hood. This garment was worn when the weather was severe or wet. |
| Palla | The palla was the garment worn as a cloak in cooler weather. |
| Pileus | The pileus was a conical-shaped hat worn by the Romans as protection from the sun. A causia or a petasus was worn as a traveling hat. |
| Stola | The stola was the garment of Roman women. This dress was dyed in various colors, unlike the white of male garments. Worn indoors, it extended to the feet and was fastened at the waist with a girdle. |
| Toga | The toga was the long piece of cloth that was draped about the body with great care, extending to the feet. It was worn in public over the tunica. Most togas were of white wool. Togas of senators and knights had a purple stripe. The toga was the symbol of Roman citizenship. |
| Toga candida | The toga candida was the toga worn by a man seeking public office. |
| Toga praetexta | The toga praetexta was a toga with a purple border, worn by a boy of aristocratic family until the age of 16. The adolescent then wore the toga virilis. |
| Tunica | The tunica was the garment worn by men in the house or while working outside the home. It was a short-sleeved woolen shirt reaching to the knees. |

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## Ideas for Activities

### Making Roman garments

Teachers work with the Home Economics Department of
their schools to conduct a seminar on Roman dress. Seminar
leaders can give concrete ideas on how to make Roman
clothing and plan to give a classical fashion show for a
possible PTA program.

### Marcus and Julia in Rome

Teachers have younger students make individual male and
female Roman dolls. Proper Roman clothing can then be cut
out of appropriate material or paper. A set of clothing
appropriate for each doll can be created for the different
Roman celebrations. Children, priests, senators and
magistrates can also be created with appropriate clothing.

## Selected Resources

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Hammond, N. G. L. and Scullard, H. H., eds. Oxford
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## Ancient Passages

1. et tunicae manicas habent
                   -- Vergil, _Aeneid_, 9.616

2. hic eques, hic juventum coetu stola mixta laborat
                   -- Statius, _Silvae_, 5.1,2

3. cedant arma togae
                   -- Cicero, _De Officiis_, 1,22,77

4. eheu quam fatuae sunt tibi Roma togae
                   --Martial, _Epigrams_, 10,18,4

5. fovebit Romanos, rerum dominos, gentemque togatas
                   --Vergil, _Aeneid_, 1.282

6. pro longae tegmine pallae Tigridis exuviae per dorsum a
   vertice pendunt
                   --Vergil, _Aeneid_, 11.576

7. pallamque induta rigentem insuper aurato circumvelatur
   amictu
                   --Ovid, _Metamorphoses_, 14.262

8. itaque, postquam legatos vidit, uxori clamavit, togam
   postulavit
                   --_Civis Romanus_, Cincinnatus Reading


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# The Roman Family

| | |
|---|---|
| Familia | included all the persons under the authority of the head of the household. The term was also used often to describe all clients, slaves and real estate and personal property belonging to the pater familias. |
| Pater familias | referred to the head of a Roman household. |
| Sui Iuris | referred to the independent status of the head of the household, while |
| Alieno Iuri Subiecti | described the dependent condition of the whole household in relation to its head. |
| Patria Potestas | described the power of authority that the pater familias exerted over a familia. He had absolute authority over his children and all descendants in the male line. This power allowed the pater familias to decide on the acceptability of a child. He decided on all the forms of punishment and penalties, including the possible punishment of death for the family members. |
| Manus | was the authority a man exercised over his wife. Upon marriage, a woman passed completely into the direct authority of her husband as pater familias of the new familia. |
| Bullae | were the ceremonial gold necklaces that the father placed around the neck of any child that he deemed worthy of rearing. A girl wore her bulla until she married. A boy's bulla was carefully saved, so that if he ever were to become a victorious general and celebrate a triumph, he would have his bulla to wear to ward off any jealousy or envy. |

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| Mater familias | was the mother of a Roman home. She supervised the business of the house and managed the early education of the children. She also served as a helper and partner to her husband. |
|---|---|

## Vocabulary

| Latin word | English translation | Derivative |
|---|---|---|
| mater | mother | maternal, maternity, matrimony, matron, matriarch, matricide |
| pater | father | paternity, paternal patricide, patrimony patriarch, patron patrician |
| soror | sister | sorority, sororicide |
| frater | brother | fraternize, fraternal fraternity, fratricide |
| filius | son | filial, affiliation |
| filia | daughter | -- |
| avia | grandmother | -- |
| avus | grandfather | atavism, atavistic |
| proavia | great-grandmother | -- |
| proavus | great-grandfather | -- |
| avunculus | maternal uncle | avuncular |
| matertera | maternal aunt | -- |
| sobrinus | maternal male cousin | -- |
| sobrina | maternal female cousin | -- |
| patruus | paternal uncle | -- |
| amita | paternal aunt | -- |
| patruelis | paternal cousin (male or female) | -- |
| suus, sua, suum | his/her/its | -- |
| meus, mea, meum | my | me |
| me | me | me |

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## Ideas for Activities

### Family trees

To encourage the study of a family tree, teachers type the terms for the family relatives in Latin and distribute them to the students. The concept of agreement of adjectives should be taught prior to the assignment (e.g., _mea_ _mater_ and _meus_ _pater_). Students can be asked to produce a family tree in Latin, illustrating their family for at least three generations.

### What's in your family?

Students make an inventory of what a typical American father owns as the head of a household. Students are asked to consider only what their fathers have legal claim to as far as people and property are concerned. Then, students make a similar list with reference to the authority of a Roman _pater_ _familias_. The teacher then leads discussions and takes questions. Stress the term _independence_ as a good starting point for initial discussion.

### Make your own _bulla_

Students make their own bulla to reflect the idea of belonging. Teachers stress the importance of having a _bulla_ and the circumstances under which one would stop wearing one. Teachers or students may obtain gold tooling foil from

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an arts and crafts store. This material is soft enough for students to make an impression in the foil with a ball point pen to write their names and create an illustration.

## Selected Resources

Johnston, M. Roman Life. Atlanta: Scott, Foresman and Company, 1957.

Hammond, N. G. L. and Scullard, H. H. eds. Oxford Classical Dictionary. Oxford: Clarendon Press, 1970.

Plautus, Miles Gloriosus

Cicero, Oratio Pro Caecina

## Ancient Passages

1. nescio quid male factum a nostra hic familia est ...
   ita senex talos elidi jussit conservis meis.
   --Plautus, <u>Mil.</u>, 2.2.11,17

2. neque enim dubium est, quin, si ad rem judicandum verbo
   ducimur, non re, familiam intelligamus, quae constet ex
   servis pluribus, quin unus homo familia non sit, verbum
   certe hoc non modo postulat, sed etiam cogit
   --Cicero, <u>Caecin.</u>, 19, 55

3. Paterfamilias appellatur, qui in domo dominium habet;
   ecteque hoc nomine appellatur, quamvis filium non
   habet; non enim solam personam ejus, sed et jus
   demonstramus. Denique et pupillum patremfamilias
   appellamus.
   --<u>Dig.</u>, 50,16,195

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# Roman Forum

## The Roman Forum

The Roman Forum was basically a rectangular area in a valley between the Palatine, Capitoline and Esquiline hills. It began as a marketplace for farmers and merchants but developed into the civic, political and religious center of Rome. As early as the Tarquins, this marshy area was drained by the Cloaca Maxima. Building was begun during the monarchy and continued until the early seventh century, A.D. However, during the Empire, the Republican Forum was no longer large enough for the city's population. Beginning with the forum of Julius Caesar, separate fora were built by Augustus, Nerva, Trajan and Vespasian to accommodate the needs of the citizens. The importance of the forum gradually diminished, and factors such as Christianity, barbarian invasions and even an earthquake contributed to its decline into a cow pasture and a quarry for marble.

## Monuments in the Forum

| | |
|---|---|
| Lapis Niger | a black marble stele; oldest monument in the Forum according to legend, the tomb of Romulus |
| Regia | the traditional residence of Numa, the second king and founder of the cult of Vesta; later office of Pontifex Maximus |
| Temple of Vesta | circular building with 20 Corinthian columns, housing the sacred fire of Rome |
| Atrium of Vesta | residence of the six Vestal Virgins, priestesses of Vesta. |

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| | |
|---|---|
| Curia | the senate house, first built by Tullus Hostilius, burned down in 52 B.C. during the funeral of Clodius. The new Curia was built by Julius Caesar. |
| Temple of Castor and Pollux (pr Dooscuri) | built in 484 B.C by dictator Aulus Postumius in honor of Castor and Pollux, who appeared at the Roman victory over the Latins at Lake Regillus (496 B.C.) |
| Basilica | used for public meetings and court hearings |
| Basilia Porcia | first basilica in the Forum, built by the censor Cato (185 B.C.), destroyed in 52 B.C. |
| Basilica Aemilia | built in 179 B.C. |
| Basilica Sempronia | replaced by Basilica Julia |
| Basilica of Constantine | built in the 4th century A.D. It inspired Michelangelo. |
| Comitium | the site of political assemblies |
| Rostra | speaker's platform; originally decorated with the iron prows (rostra) from ships captured at the Battle of Antium (338 B.C.) |
| Temple of Saturn | one of the oldest temples in the Forum. Dedicated to the legendary god-king of Italy during the Golden Age, it served as the state treasury. |
| Temple of Janus | dedicated to the two-faced Roman god. Its doors closed during times of peace. |
| Arch of Septimius Severus | triumphal arch dedicated to Septimius Severus and his sons Caracalla and Geta for their victory over the Parthians |
| Arch of Titus | triumphal arch commemorating Titus's conquest of Jerusalem |
| Column of Phocas | last monument built in the Forum (A.D. 608); a 44-foot fluted Corinthian column placed on a base |

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## Ideas for Activities

Students select a monument from the Forum and do research on the monument for a brief written report, a poster or a diagram of its original or present appearance. Brief oral presentations can be made to the class.

Students do research on the Imperial Fora to learn about the emperors responsible for them and the major buildings in these fora.

Students research the Roman basilica, its floor plan, its function and its influence on the Christian basilica.

Students write a short play of a Roman's daily activities that would take place in the Forum. The play should demonstrate a basic knowledge of the buildings in the Forum and their function. The project can be done in small groups, culminating in a presentation to the class.

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# Roman History

## Chronology of important historical Roman events, up to the time of the Empire

B.C.

| | |
|---|---|
| 753 | Legendary founding of Rome by Romulus |
| ca. 616-509 | Rome ruled by Etruscan kings |
| 509 | Republic established after the expulsion of Tarquin |
| | Temple of Jupiter Capitolinus is dedicated |
| 498 | Temple of Saturn is built |
| 494 | Office of Tribune is created |
| 493 | Rome joins the Latin League |
| 449 | Publication of Twelve Tables is begun |
| 390 | The Gauls sack Rome and then withdraw |
| 340-338 | Rome dissolves the Latin League |
| 312 | The Via Appia is built |
| 312 | Rome's first aqueduct is built |
| 287 | The Hortensian Law gives power to the Plebeians |
| 268 | First Roman silver coins are struck |
| 264-241 | First Punic War with Carthage |
| 218-210 | Second Punic War |
| 197 | Rome defeats Philip V of Macedon at Cynocephalae |
| 190 | Rome crushes Antiochus the Great of Syria at Magnesia |
| 149-146 | Rome triumphs in the Third Punic War |
| 133-122 | Land reforms of the Gracchi |

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| | |
|---|---|
| 112-106 | War with Jugurtha of North Africa |
| 81 | Sulla becomes dictator |
| 81 | Cicero delivers his first oration |
| 73-71 | Spartacus' revolt against Rome |
| 63 | Cicero becomes Consul |
| 60 | First Triumvirate is formed |
| 58-51 | Julius Caesar's campaigns in Gaul |
| 55 | Pompey's Theatre, the first stone theatre, is built |
| 49-48 | Civil war between Caesar and Pompey |
| 48 | Caesar meets Cleopatra |
| 48 | Library at Alexandria is destroyed by fire |
| 46 | Caesar is appointed dictator for 10 years |
| 44 | Caesar is assassinated |
| 43 | Octavian, Caesar's heir, is elected Consul |
| | Second Triumvirate is formed |
| 42 | Second Triumvirate defeats Caesar's assassins at Philippi |
| 41 | Antony meets Cleopatra |
| 31 | Antony and Cleopatra defeated at Actium |
| 27 | Octavian ascends the throne, taking the name Augustus |

Richard J. Beaton
Griffin High School

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# Roman Housing

The _insula_ was a block of apartments, usually three or four stories high. The ground floor was either rented to one tenant or divided into shops, or _tabernae_. The individual apartments, _cenacula_, in an _insula_ often lacked sufficient lighting, heating and sanitation. Construction of these buildings was so poor that collapse and fire were frequent threats to the tenants.

The _villa_ originally was a country house that included a farm. Later, there were _villae_ that had no farm but were merely luxurious country homes for the wealthy.

The _domus_ was a house in town, most frequently one story high. Shops flanked the _fauces_ (entrance way) that led into the _atrium_ (reception room). The most noticeable feature of the atrium was the _impluvium_ (pool) in the center. Through the _atrium_ were the _tablinum_ (study) and, further back, the peristyle that surrounded a garden. Rooms that clustered around the _atrium_ included _cubicula_ (bedrooms) and _alae_. In the rear part of the house around the peristyle were the _triclinia_ (dining rooms) and the _culina_ (kitchen).

## Ideas for Activities

The teacher explains about the <u>domus</u> -- how it differed from the <u>insula</u> and <u>villa</u> <u>rustica</u>, what its principal rooms were, what their function was, etc. A transparency or a sketch of a floor plan is helpful for the explanation.

Students label a floor plan, which may or may not have a list of rooms printed on it.

Students do research on the Roman mosaics used to decorate houses and on mosaic techniques. Using <u>tesserae</u> made of bits of colored paper, students may create their own mosaic of a mythological scene or a copy of a Roman mosaic.

Teachers should specify maximum and minimum sizes and set due dates for the preliminary sketch and the completed project.

Students, with the teacher's help, develop a list of derivatives from the vocabulary associated with the <u>domus</u>.

| Latin Word | English Translation | Derivative |
|------------|--------------------|------------|
| domus | house | domicile |
| ianua | door | janitor |
| fauces | vestibule | faucal |
| atrium | reception area | atrium |
| cubiculum | bedroom | cubicle |
| culina | kitchen | culinary |
| hortus | garden | horticulture |

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Students draw the floor plan of their home or apartment and  label the rooms with Latin names.

Students research the excavations of Pompeii or Herculaneum  and draw a floor plan of a specific house.

## Selected Resources

Carcopino, J.  Daily Life in Ancient Rome.  H. T. Powell, ed.  Translated by E. O. Lorimer.  New Haven: Yale University Press, 1940.

Carpiceci, A. C.  Pompeii: 2000 Years Ago.  Translated by M. Hollingsworth and J. Papi.  Firenze: Bonechi, 1977.

Cowell, F. R.  Life in Ancient Rome.  New York: G. P. Putnam's Sons, 1980.

Heimbach, E.  Victims of Vesuvius.  1988.  (Available from American Classical League Materials Center)

Werner, P.  Life in Rome in Ancient Times.  Translated by D. MacRae.  Geneva: Editions Minerva, S.A., 1978.

Sally D. Camp
Newnan High School

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# Roman Religion

## 14 Olympians

**Jupiter (Zeus)** was the ruler of the gods. He was considered the father of the gods and was married to Juno. The heaven was his realm. The oak tree was his symbol. He was worshiped especially on the days of the full moon.

**Juno (Hera)** was the wife of Jupiter. She was the chief of the Roman goddesses and guardian of women. The month of June is named for her. The Kalends were sacred to her. The lamb and the peacock were associated with her worship.

**Mercury (Hermes)** was the messenger of the gods. He was also the god of traders, travelers and thieves. May 1 was his traditional celebration.

**Mars (Ares)** was the son of Jupiter and Juno. He was the god of war, and the month of March is named in his honor. Wolves and woodpeckers were sacred to him.

**Neptune (Poseidon)** was in control of the seas. He was the son of Cronus and Rhea. He was given the epithet "Earth Shaker." The Isthmian Games were held in his honor. The horse, the dolphin and the pine tree were sacred to him.

**Apollo** was the sun god, the son of Jupiter and Leto. He was also the god of manly youth and beauty. Delphi is his famous ancient shrine. He was worshiped on the seventh and 20th days of the month.

**Vulcan (Hephaestus)** was the god of fire and the blacksmith of the Olympians. Because of his lameness, he was thrown out of heaven. August 23 was his major celebration.

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| | |
|---|---|
| Bacchus (Dionysus) | was the son of Jupiter and Semele. He was the teacher of the vine. The panther, tiger, snake, goat and dolphin were sacred to him. |
| Venus (Aphrodite) | was the goddess of love and beauty. Accounts of her birth vary greatly. Her husband was Vulcan. Her famous son was the impish Cupid. Her celebration day was August 10. The rose, myrtle, dove and cypress were sacred to her. |
| Minerva (Athena) | was the child born of the headache of her father, Jupiter. She was the goddess of learning and arts and crafts. Her favorite city was Athens. Her special day was March 19. The owl, snake and olive were sacred to her. |
| Diana (Artemis) | was the twin sister of Apollo. She was the deity of the moon and the hunt. Springtime was sacred to her. The dog, deer, goat and lion were her favorites. |
| Ceres (Demeter) | was the daughter of Cronus and Rhea. She was the goddess of vegetation and crops. Her annual celebration was April 12-19. |
| Vesta (Hestia) | was a sister of Jupiter and the goddess of the hearth and the flame. Her shrine was attended by a group of attendants named the Vestal Virgins. The flame was extinguished and relighted on the New Year, March 1. |
| Pluto (Hades) | was the ruler of the Underworld. He was stern and pitiless. He is pictured as attended by Cerberus, the three-headed dog. The cypress tree and the narcissus were sacred to him. |

## Other Information About Roman Religion

| | |
|---|---|
| Cumae | was the place associated with the Sibyl, a woman reputed to possess powers of prophecy and divination. |

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| | |
|---|---|
| Augurs | were a group of official diviners charged with interpreting omens for guidance in public affairs. They numbered three originally, but were increased to 16. |
| Vestal Virgins | were the official attendants of Vesta. There were initially two, then four, and finally, in historical times, six. They served 30 years: 10 in training, 10 in service, and ten in preparing new vestals. |
| Numen | was the actual representation of the divine, a spirit presiding locally or inhabiting a certain object. |
| Lares | were the ghosts of the dead. |
| Penates | were worshipped in close association with Vesta and the Lares. The Penates were the chief private cult of every household. |
| Pontifex Maximus | was the chief of the Roman priests. His official residence was in the Regia. |

## Ideas for Activities

### Mythology Booklets

Teachers or students may prepare booklets for use in studying the Roman pantheon. A specific god or goddess is represented on each page. A short summary of the importance of this deity in Roman life, along with the symbols or stories pertinent to the deity, could be added. Questions about the deity may be listed as a review by students.

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## Genealogies

Students may be asked to make a family tree for the Olympians or for a specific royal family.  Short resumes from student research may be added.

## Ask the Gods

Questions about contemporary issues and problems may be posed for the gods to answer.  Students may assume the personality and characteristics of a specific god and answer as the god might.

## Selected Resources

American Classical League, Teaching Materials and Resource
    Center, Miami University, Oxford, Ohio   45056

Bulfinch, T.  The Age of Fables.  New York:  Mentor Books,
    1953.

Rose, H. J.  Religion in Greece and Rome.  New York:  Harper
    and Row, 1959.

Warmington.  Remains of Old Latin.  New York:  G. P.
    Putnam's Sons, 1930.

Cicero, De Deorum Natura.

Ovid, Fasti.

Tacitus, Annales.

Vergil, Aeneid.

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## Ancient Passages

1. Quam volumus licet ipsi nos amemus, tamen nec numero
   Hispanos, nec robore Gallos, nec calliditate Poenos,
   nec artibus Graecos, nec denique hoc ipso huius gentis
   et terrae domestico nativoque sensu Italos ipsos et
   Latinos, sed pietate ac religione atque hac una
   sapeintia, quod deorum numine omnia regi gubernarique
   perspeximus, omnis genies nationesque superavimus.
                                    --Cicero, De Ilar. Resp., 19

2. Exigi monumtum aere perennius...
   Non omnis moriar, multaque pars mei
   Vitiabit Libitinam: usque ego postera
   Crescam laude recens, dum Capitolium
   Scandet cum tacita virgine pontifex.
                                    --Horace, Carm., III, XXX, 1. 6-9

3. Talibus ex adyto dictis Cumaea Sibylla
   horrendas canit abmages antroque remugit,
   obscuris vera involvens: ea frena furenti
   concutit ec stimulos sub pectore vertit Apollo.
   Ut primum cessit furor et rabida ora quierunt,
   incipit Aeseas heros.
                                    --Vergil, Aen., VI. 98-102

4. Virgo Vestae quid aetatis et ex quali familia et quo
   ritu quibusque caerimoniis et religionibus ac quo
   nomine a pontefice maximo capiatur, et quo statim iure
   esse incipiat simul atque capta est; quodque, ut Labeo
   dicit, nec intestato cuiquam nec eius intestatae
   quisquam iure heres est.
                                    --Aulus Gellius, I, XII


                                    Richard J. Beaton
                                    Griffin High School


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# RESOURCE GUIDE - LATIN I

## SELECTED BIBLIOGRAPHY

The following bibliography was taken from the <u>ACTFL Selected Listing of Instructional Materials for Elementary and Secondary School Programs</u>, developed by the American Council on the Teaching of Foreign Languages under a grant from the U.S. Department of Education. The descriptions of certain materials represent the opinions of the volunteers selected by ACTFL to review the materials.

### AUDIO CASSETTES

DRAMATIC PRESENTATIONS
American Classical League
> Presentations of the events of Roman history, plus one fantasy combining and contrasting the Roman world and life in 20th century America. All Romans speak in Latin. Speakers of other languages speak in English. Each tape contains a teacher's guide.

LATIN GRAMMAR MADE EASY
Wible Language Institute
Teacher's Guide
> These two tapes give practice with the endings of the five declensions of nouns and their use in simple sentences.

PRONUNCIATION OF CLASSICAL LATIN: A Practical Guide
Stephen G. Daitz
Jeffrey Norton Publisher, 1984
> Excellent for fostering pronunciation skills, these materials offer cogent explanations of why it is important to pronounce Latin accurately. The script is accurate and of high quality.

THE PRONUNCIATION OF THE CLASSICAL LATIN LANGUAGE
Wible Language Institute
> These two cassettes stress the pronunciation of vowels, consonants and key Latin words. A simple short story in Latin is read three times, the second time for student repetition and the third for dictation. For beginning students.

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# COMPUTER SOFTWARE

BASIC LATIN VERB FORMS
Daniel V. McCaffrey
American Classical League, 1985
> Simple, menu-driven drills testing five verbs in all
> six tenses, active and passive forms, of the indicative
> mood.  Ideal for practice in basic verb forms.  Keeps
> score and provides paradigms, synopses, comparisons of
> active and passive forms, correct answers and
> step-by-step guidance.


CUSTOMIZED LATIN MASTER MIND FOR BEGINNING LATIN STUDENTS
Merit Audio Visual
> Combination vocabulary builder and reading-in-context
> game.  Easy to customize.  Includes questions on
> culture, sports, food, dining, travel and sightseeing.
> For beginning students.


CUSTOMIZED LATIN WORD/VERB GAMES FOR BEGINNING LATIN
STUDENTS
Merit Audio Visual
> Designed to improve vocabulary and conjugation skills.
> Includes practice lists divided into adjectives and
> adverbs, objects at home and school, sports, art and
> music.  For beginning students.


INTRODUCTION TO LATIN VOCABULARY I AND II
W. Frank McArthur and Robert A. Quinn
Gessler Publishing Company, 1985
> Disk 1 drills vocabulary, cognates and Roman numerals.
> Disk 2 teaches familiar phrases, endings, medical and
> mathematical Latin, and Roman home and life.


LATIN CERTAMEN PRACTICE
Tessera Inc., 1984
Nine disks in series
> Certamen or "Quiz Bowl" questions are given in areas of
> grammar, history, derivatives, culture and mythology.
> There are two levels of difficulty.  Students may
> select from five time limits and two levels of
> difficulty.  Students get one chance to answer, and a
> wrong answer produces an "incorrect" message and the
> correct answer.  Incorrectly answered questions may be
> printed out for future study.

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LATIN FLASH DRILL
Robert Latousek
Centaur Systems
    A drill-and-practice program for the many paradigm
    charts of Latin forms and endings, including nouns,
    pronouns, adjectives and verbs.  All drills offer
    command options for the user who needs help or hints.
    Drills are not correlated with any textbook.
    Vocabulary is presented in LATIN VOCABULARY DRILL (next
    entry).


LATIN VOCABULARY DRILL
Robert Latousek
Centaur Systems
    A drill-and-practice program designed to teach
    vocabulary.  Includes bilingual drills with optional
    scoring; hints are given as English derivatives.
    Teacher's edition allows for customization.  Contains
    over 1,000 basic words.  There is a general version as
    well as textbook-specific versions for Ecce Romani,
    Latin for Americans, Latin for Reading and First Year
    Latin.


## DICTIONARY/WORD LIST


ORBIS PICTUS LATINUS:  Illustrated Latin Dictionary
Hermann Koller
Longman Inc., 1983.   3rd edition.   515 pages.
    An unusual Latin dictionary with pictures based on
    ancient and medieval sources to illustrate the
    definitions of Latin words.  It includes important
    words in the daily life and culture of the Romans, and
    the definitions are in simple Latin.  An attractive and
    fascinating resource for the Latin classroom.


## FILMSTRIPS/SLIDES


ANCIENT ROME, ROMAN FORUM AND POMPEII
William Seaman
American Classical League
25 slides with mimeographed commentary.
    Excellent slides with informative commentaries, useful
    in presentation and discussion of the architecture and
    monuments of Rome and Pompeii in Latin classes.


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ANCIENT ROME:  The Age and Its Art
Martin Engel; Judith Bantz (producer)
Educational Audio Visual Inc., 1971
Three filmstrips, 20 minutes each; audio cassettes
> The quality of the illustrations is very good, and the
> filmstrips present, in very short time, a good
> discussion of Roman art and architecture, with some
> contrasts with Greek art.  Suitable for cultural and
> historical background for Latin classes.

COLOR SLIDE SET - ROMAN, GENERAL
The American Numismatic Society
> Thirty-six slides plus booklet with illustrations of
> the slides and brief description, setting each coin in
> context.  An excellent survey of Roman coinage, with
> Latin easily readable on many coins, making the set an
> excellent resource for teaching language as well as
> civilization.  The slides are of excellent quality, and
> the accompanying booklet is well-written with useful
> information for the numismatic novice.  Suitable for
> use with students from elementary to high school.

GREEK AND ROMAN SPORTS - Parts 1 and 2
Educational Audio Visual Inc., 1973
> Two filmstrips, two audio cassettes, teacher's notes,
> printed text and discussion questions.  Excellent
> filmstrips for providing cultural background in the
> Latin or Greek class.  They invite provocative
> comparisons and discussions of ancient versus modern
> sports and societies.  For high school students.

MYTHOLOGY OF GREECE AND ROME
Stories of Ceres and Proserpina, Apollo and Daphne, Pegasus
and Bellerophon
Phoenix Film Inc.
> This 20-minute film presents a general survey of myth
> and is useful as an introduction to mythology in Latin
> or Greek classes.

PANDORA'S BOX
Kent State University, 1975
> This is a good point of departure for discussion of
> mythology in the Latin or Greek classroom.  There is
> some simplification, but the visuals are pleasing.
> Suitable for middle-school classes.

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RELIGION IN ROMAN LIFE
Educational Audio Visual Inc., 1975
       This 18-minute film provides excellent cultural
       background for the Latin class, with good historical
       perspective and information on foreign cults, vestal
       virgins and types of priests.  Includes audio cassette
       and teacher's notes with discussion questions.


SLAVES IN ANCIENT ROME
Educational Audio Visual, Inc., 1974
       A 20-minute film with thorough coverage of the subject.
       Contains intriguing information; well-illustrated using
       images from ancient sources.  The presentation is
       clear, but the voice of the speaker is monotonous.
       Includes audio cassette and teacher's notes containing
       script of audio cassette and bibliography.


THE ROMAN EMPIRE
Wilhelmina Jashaemski, consultant
Coronet/MTI Films and Video, 1968
       A good survey of the Roman Empire, daily life (focusing
       primarily on Pompeii), and the Empire in the West and
       the East.  The pictures are excellent, and the script
       is interesting.  Excellent for junior and senior high
       school.  Includes cassettes, booklet with objectives,
       summary and further study activities.

THE WORLD OF GREECE AND ROME
Gareth L. Schmeling
Virginia State Department of Education
14 filmstrips, script, glossary
       Good resources for the Latin or Greek class.  Presents
       a variety of pictures of the ancient monuments, and the
       accompanying script provides good descriptions and
       historical background.


WOMEN IN ANCIENT GREECE AND ROME
Marjorie Wall Bingham and Susan Hill Gross
Glenhurst Publications, 1983.   125 pages.
Cassette, background book, filmstrip guide, teacher's guide,
unit text
       The background book provides an excellent overview of
       the subject; the teacher's guide spells out objectives
       and tentative answers to questions posed in the
       background book, and the cassette and filmstrip provide
       dramatic visual reinforcement.  There is much here from
       which teachers of Greek and Latin language can pick and
       choose in designing units of study.  This is a unique
       resource of highly professional quality.

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## GAMES/SIMULATIONS

THE ROMANS POP-UP: A Pop-Up Book to Make Yourself
Andy Hall and Maggie Hall
Tarquin Publications, 1983. 2nd edition. 32 pages.
   This book provides material for constructing six pop-up
   scenes illustrating the city of Rome, the Forum, the
   Roman house and family, the Roman legion,
   entertainment, trade and religion. It is a useful
   resource for teaching culture in elementary school
   Latin classes.


## GRAMMAR

ENGLISH GRAMMAR FOR STUDENTS OF LATIN
Norma Goldman and Ladislas Szymanski
The Olivia and Hill Press Inc., 1983. 202 pages.
   This is a handbook written in simple English to help
   elementary Latin students understand basic grammatical
   concepts. Excellent for purposes of remediation and as
   a supplemental grammar source. Should be made
   available to every Latin student.


## MAGAZINE/PERIODICAL/POSTER

CLASSICAL CALLIOPE: The Muses' Magazine for Young Learners
Rosalie F. Baker and Charles F. Baker, editors
Cobblestone Publishing Company
   Contains interesting stories, many of which involve
   mythology. Each magazine has a different cultural
   theme. Suitable for lower-level students but too easy
   for upper levels.


OMNIBUS
Joint Association of Classical Teachers (J.A.C.T.),
publisher
   A good magazine to give to students who are working on
   specific projects or want more detailed information on
   a particular subject that is contained in the textbook.


69

POMPEIIANA NEWSLETTER
Pompeiiana Inc.
    Perfect for a fun, interesting and motivating day in
    the classroom.  A variety of topics are discussed, many
    of which are popular with students, such as pop music,
    television and movie personalities.  Topics are a good
    source of class discussion.


ROME 750-100 BC
ROME 113 BC-AD 50
ROME AD 41-285
ROME AD 270-570
John Moore
Discourses Limited, 1969
    Useful time-lines for the chronological development of
    Roman civilization.


## READERS


38 LATIN STORIES
Anne H. Groton and James M. May
Bolchazy-Carducci Publishers, 1987.    106 pages.
    A good variety of selections.  Myth is emphasized in
    the first half, and culture and history in the second.
    The appropriateness of Cicero, even adapted, in the
    first year may be questioned.  For first year Latin
    students.


LATIN POETRY FOR THE BEGINNING STUDENT
Richard A. LaFleur
Longman Inc., 1987.              93 pages.
    Excellent early reader.  Teacher's edition available.
    Nine selections from seven authors.  Poems are glossed
    and include evaluative questions.  Clear, explicit
    teacher's guide.  For average and above students,
    grades nine through college.


LATIN READINGS and MORE LATIN READINGS
Gertrude Drake
Bolchazy-Carducci Publishers, 1984.        109 pages.
    Selections of Latin with interlinear vocabulary under
    the more difficult words.  Uses a plastic grid to
    conceal or reveal vocabulary.  Designed to help
    students translate independently.  The more interesting
    readings are found in the first book.  The manuals
    provide complete translations and questions.  Teacher's
    manuals available.

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LIVELY LATIN
John K. Colby
Longman Inc., 1954
    An excellent supplementary reader.  Stories are short,
    varied, captivating and well-graded.  Designed for
    first- and second- year students.


LIVY:  Rome and Her Kings
W. D. Lowe and C. E. Freeman
Bolchazy-Carducci Publishers, 1984.     110 pages.
Contains cultural and grammatical notes.  Summaries in
English provide continuity between selections.  A good
graded reader for average students in grades nine through
12.


ON THE WAY TO THE FORUM: A Latin Reader for First Year
Students of All Ages
Sylvia Clark Coolidge
NECN Publications, 1987.        186 pages.
    Contains a wide variety of readings from many sources.
    Vocabulary is glossed and graded in difficulty.  To
    accompany the entire first year of Latin.


ROMAN VOICES
Carol Clemeau Esler
NECN Publications, 1984.                145 pages.
    This book provides selections of everyday Latin, such
    as inscriptions, graffiti etc., arranged by themes,
    with ample preparation given for reading nonliterary
    Latin.  Translations, additional information and
    suggestions for projects are included in the teacher's
    guide.  The themes adapt easily to those in the most
    recent Latin textbooks, and students enjoy reading
    ordinary people's Latin.


SCRUTANDA
M. G. Balme and M. C. Greenstock
Oxford University Press, 1973.             96 pages.
    This supplementary reader contains a variety of
    passages adapted from Roman authors.  Subjunctives are
    glossed.  The questions on each passage encourage
    reading for comprehension rather than literal
    translation.  Lacks illustrations.  Intended for
    sight-reading in Latin I or II classes.


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SHORT LATIN STORIES
Philip Dunlop
Cambridge University Press, 1987.          79 pages.
     Fifty stories (about one page or less).  Varied topics
     provide interesting insights into classical and Roman
     mores, interests, beliefs and daily life.  Graded to
     accompany the Cambridge Latin Course; easily integrated
     into classroom use.  Comprehension questions accompany
     many stories; cultural notes are short but sufficient.


SPECULUM ROMANUM
Gregory A. Staley, editor
American Classical League.          159 pages.
     Ten mini-lessons containing extracts of real Latin on a
     variety of cultural topics; each lesson includes an
     introduction, the brief extracts of Latin with
     vocabulary, notes for the teacher, translations,
     discussion questions and suggestions for further
     activities.  This is an excellent collection of
     authentic materials for cultural enrichment of first-
     and second- year Latin classes.


THE POT OF GOLD (Adapted from Plautus' Comedy for Use in
First Year Latin)
Erika Rummel
NECN Publications, 1987
     This is an enjoyable alternative to textbook readings.
     It is a simplified versions of Plautus' play, with some
     glosses.  Stage directions enable students to enact
     this brief version and thereby develop speaking skills.
     Appropriate for first-year students, grades seven
     through 12.


## TEACHER RESOURCES


AMO, AMAS, AMAT AND MORE
Eugene Ehrlich
Harper & Row, Publishers, 1987.      303 pages.
     A very useful book for giving students insight into how
     Latin is still operative and functional in English and
     showing them how to use Latin expressions in English.
     It also stresses the tight correlation between language
     and culture.


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CLASSICAL MYTHOLOGY
Mark Morford and Robert Lenardon
Longman Inc.  3rd edition.
        A standard textbook on classical mythology, useful as
        background and for special projects in the teaching of
        Greek and Latin.  Well-illustrated; good bibliography
        and indexes.


LATIN FOR BEGINNERS
Dorsey Price Salerno
American Classical League, 1985
        A superb book for both inexperienced and experienced
        teachers. Material ranges from lesson plans to how to
        present Latin grammar and fresh approaches to Roman
        culture, civilization and history.  Abundance of
        practical classroom suggestions.  Especially
        recommended for middle and junior high school programs.


MYTHOLOGY AND YOU:  Classical Mythology and Its Relevance to
Today's World
Donna Rosenberg and Sorelle Baker
National Textbook Company, 1981.          295 pages.
        Especially useful for giving insight into the why and
        wherefore of mythology and for applying the messages of
        mythology to one's own life.  It will help the teacher
        of Greek and Latin draw the connections between ancient
        mythology and modern life. Teacher's guide available.
        A very good resource for special class projects.


MYTHOLOGY:  GREEK AND ROMAN
Thomas Carpenter and Robert Gula
Longman Inc.
        A well-researched and well-written text with an
        excellent listing of sources.  Especially useful as a
        resource tool on mythological topics.
        Well-illustrated; good use of primary sources.


MYTHS AND THEIR MEANING
Max Herzberg
Allyn and Bacon Inc., 1984.          357 pages.
Written in a lively and interesting manner, this book offers
useful background for the study of Greek and Latin.  The
myths are retold, illustrated with photographs of works of
art and accompanied by pedagogical activities.  Word study
sections are included.  Special attention is given to Roman
divinities.  Some stereotyping is present.


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ROME: Its People, Life and Customs
Ugo Enrico Paoli
Longman Inc., 1984.                336 pages.
    Eminently useful as a resource book for teachers and as
    a reference book for students' projects, at all levels.
    It presents an in-depth study of a wide variety of
    aspects of Roman private and public life and culture.
    It has excellent maps and pictures and contains
    passages from various authors and further references to
    Latin literature.  It is particularly useful for its
    inclusion of Latin terms in its discussions of Roman
    culture.


WHO'S WHO IN GREEK AND ROMAN MYTHOLOGY
David Kravitz
Clarkson Potter Inc.
This mythological dictionary is praised for its
completeness, scope and comprehensive entries.


VICTIMS OF VESUVIUS
Elizabeth L. Heimbach
American Classical League, 1988.                91 pages.
    Excellent cultural background on daily life in Pompeii;
    it is suitable for students' research and projects and
    can be used with any Latin textbook that stresses
    culture.  The accompanying videocassette is of high
    quality and shows slides while providing a commentary
    that is carefully coordinated with the book.


WELCOME TO ANCIENT ROME
Anne Millard
National Textbook Company, 1981
    An interesting little book with many small, captioned
    pictures (colored and black and white drawings)
    illustrating a wide range of Roman cultural topics as
    background to the study of Latin and the Romans.  It
    motivates students to learn about culture.


WORD MASTERY FOR STUDENTS OF LATIN
Joseph M. Pax
Bolchazy-Carducci Publishers, 1965.                96 pages.
    This workbook gives abundant practice with
    word-building in Latin, with English derivatives from
    the Latin words.


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## VIDEOCASSETTES

ANCIENT ROME
Erich Gruen and Nadine Harmon, consultants
Coronet/MTI Films and Video, 1977
    Ancillary material includes film guide sheet listing
    objectives, summary and activities for before and after
    viewing. A good introduction to Roman civilization for
    use at the beginning of the year in a Latin class. It
    offers a good balance of material, plus dramatizations
    with voice-over narration. The interpretations offered
    are traditional and sound.


CLASH OF THE TITANS
Beverly Cross
MGM, publisher, 1981
    A good movie to use at the end of a unit on heroes. An
    interesting and entertaining way to make students
    compare and contrast Greek mythology with Hollywood's
    conception of the subject.


FRA JACOBUS - A Beginning Latin Film
Phoenix Film Inc., 1988
    Ancillary material includes teacher's guide with
    script, activity sheet and student worksheet. This
    entertaining and engaging 15-minute cartoon relates the
    simple story of Brother John and his alarm clock,
    spoken in Latin. Good color, story line and use of
    Latin only. However, the story does not reflect Roman
    culture and values and contains no recognition of how
    the Romans told time; Latin sentences are always in
    English word order, and no attempt is made to use the
    restored pronunciation of Latin. Designed for grades
    four through eight or first-year Latin for older
    students.

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Tile VI - Bill Gambill, Associate State Superintendent of Schools, Coordinator
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