

# ABBREVIATIONS

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**AF**

Anglo-French

**CL**

Classical Latin

**CPO**

Classroom Presentation Options (e.g., black/green/white/smart board, overhead or LCD projector, PowerPoint® presentation, etc.)

**LL**

Late Latin

**ME**

Middle English

**ML**

Middle Latin

**ODF**

*Original Dysfunctional Family* (classical mythology enrichment text)

**OE**

Old English

**OED**

Online Etymology Dictionary

**OF**

Old French

**OLD**

Oxford Latin Dictionary

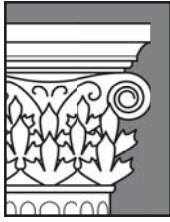
**RRA**

*From Romulus to Romulus Augustulus* (Roman history enrichment text)

**SE**

Student Edition





# PREFACE

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*Latin for the New Millennium* is designed as a comprehensive introduction not only to the Latin language and how it works but also to the Roman world, the cultural milieu in which the language flourished. The language and cultural elements are seamlessly woven together in the course of each chapter and then again examined in the review following every three chapters.

## CHAPTER AND COURSE COMPONENTS

### METHODOLOGICAL APPROACH

In writing *Latin for the New Millennium*, we have aimed at combining the best elements in the various methodologies for teaching Latin that have been commonly available until now. Modern methods of teaching Latin have been divided between two approaches: (1) the analytical or deductive method according to which students must learn rules and paradigms, and then reinforce the knowledge of these abstract principles by practice with texts and exercises; (2) the inductive or reading method that enables the student to read a text and to become aware of linguistic features (or rules) from the reading and study of the text. In *Latin for the New Millennium* we hope to have combined the advantages of each. In other words, we have striven to provide a path to a thorough and systematic knowledge of the structure of the language, the main advantage of the analytical method, together with a great deal of reading and activities related to reading that lead to a more intuitive grasp of the idiomatic qualities of the language, the main advantage of the reading method.

The layout of each chapter is the key to this combination, since the student begins each chapter with an extensive reading, and these initial passages contain, in a context understandable through induction and annotations, instances of every new element to be explored further in the same chapter. In the body of each chapter, after the introductory reading, these new elements are explained in a more analytic way, yet the explanations always refer the learner back to the reading—in ways that invite comparison with the initial passage.

### CHAPTER READINGS

The principal readings in each chapter consist of passages adapted (to the level of knowledge presupposed for each chapter) from some of the most significant works of Latin literature. The introductions to each passage give considerable information about the cultural context in which each author wrote, and about the development of the Latin literary tradition. The order of the chapter readings is chronological. In Level 1, students begin with readings from Plautus and Terence and proceed through the centuries to the writings of Ammianus, Augustine, and Boethius. By completing the entire course contained in *Latin for the New Millennium*, students will gain an understanding of the entire patrimony of Latin and its effect on our culture. While Level 1 of *Latin for the New Millennium* focuses on the classic texts in Latin written by such great Roman authors as Vergil, Catullus, Cicero, and Ovid, Level 2 of the series centers on the huge and fundamental heritage of works written in Latin during the medieval, Renaissance, and early modern periods—a linguistic heritage that gave us our basic vocabulary in the

national languages for telling time, medicine, the natural sciences, and the academic world. The cultural information that is found in these readings and their introductions is bolstered in both levels by the Review Exercises and supplementary material pertaining to mythology, Roman history, and important Latin sayings.

## ORAL LATIN AND LATIN CONVERSATION

A person who gains an active facility in any language, in addition to a reading ability, is, in our view, more likely to progress quickly to a deep understanding of the language and the works written in it. Our experience indicates that a student who learns by using a language will probably not need to be reminded about forms and grammatical rules as often as a learner who lacks active practice. Therefore, in every chapter of *Latin for the New Millennium*, we have included a set of exercises that concentrate on an oral exchange between instructor and students. The oral exercises in *Latin for the New Millennium* can be completed without any extempore speaking ability on the part of the teacher. This is possible because the oral exercises are found only in the teacher's manual. Here not only are all the answers supplied, but every question is written out in full for the teacher, along with detailed instructions for each step of the exercise. The teacher needs only to follow the instructions and read each question aloud. The response must come from the learner.

## GRAMMAR

Grammar is also a great help for acquiring a sophisticated understanding of any language, and especially a language like Latin, which is primarily studied today by people whose main goal is to read works of literature written in the original Latin language, works which were designed from the start for a cultivated audience. While we believe in the value of the reading method, and we know how active usage of a language can vastly improve and accelerate a student's learning of that language, we also recognize the utility of grammar. Therefore, while each chapter is rich in exercises and activities, we have taken care to provide explanations of all the grammar relevant to each chapter. The student who uses *Latin for the New Millennium* learns by actively using Latin, but is also asked to understand the structure of the language and apply that understanding in the exercises.

## OTHER CHAPTER ELEMENTS

- **Memorabile Dictū** Each chapter features a famous saying, labeled **Memorabile Dictū**, a Latin phrase that is so well known that it has become a proverb in many languages. Learning each famous saying will increase a student's understanding not just of Latin, but also of English. These sayings invite discussion of their meaning and how they relate to the modern world and students' experiences. As students' facility in Latin grows, this discussion could be conducted in Latin.
- **Reading Vocabulary** All the new vocabulary in the reading passage at the beginning of each chapter is explained by copious notes. Students need not be required to learn the vocabulary that faces the reading passage. A unique feature of the **Reading Vocabulary** is that not all the verbs show in print their pronoun subject. For example, if the sentence in the reading is "*Cicero Terentiam videt,*" *videt* in the **Reading Vocabulary** would have as its definition "sees" rather than "he sees." This has been done to avoid the common beginner's mistake of translating the sentence as "Cicero he sees Terentia." On the other hand, if the sentence were to read "*Terentiam videt,*" *videt* would be defined "he sees." This unique feature gradually disappears as students learn more about verbs and become more accustomed to reading Latin.
- **Vocabulary to Learn and Derivatives Exercises** Some (but not all) of these new words are repeated in the **Vocabulary to Learn** for each chapter and students should be directed to learn these. The traditional form of writing vocabulary words is followed in the **Vocabulary to Learn**: principal

parts are listed from the second chapter on and nouns show the nominative and genitive singular and gender from the start. The **Vocabulary to Learn** is followed by **Derivative Exercises**. Students who carefully learn all of the **Vocabulary to Learn** will quickly acquire a vocabulary based on words most commonly encountered in classical literary texts, and in the **Derivative Exercises** they will be exposed to English words based on Latin and thus bolster their vocabulary in English. Each chapter concludes with a list of words derived from the Latin words in the chapter's **Vocabulary to Learn**. The student text presents the list grouped like the vocabulary list by part of speech. The teacher's manual provides notes on the derivatives. Teachers are encouraged to use this material for their presentations on the derivatives. Each chapter of the student workbook for *LNM 1* includes an exercise that tests the English derivatives presented in that chapter. In addition, the teacher's manual contains background notes for Latin words in the chapter reading that are not words that students must learn. Teachers may draw on these notes as appropriate for a given class.

## DIALOGUES ON DAILY LIFE

In the latter part of each chapter of Level 1, readers will find a dialogue labeled **Talking** in which a group of modern students are the participants. The same group of students is featured in every chapter, and they encounter many of the typical situations that young people experience in modern daily life. All the necessary vocabulary is explained, so the users of *Latin for the New Millennium*, if they so wish, may conduct simple Latin conversations like those in the model dialogues. These dialogues have been designed for the benefit of those teachers who are especially interested in making use of the oral element of language learning in their classes, and who want to introduce a colloquial element to the Latin their students learn. This colloquial element can become a bridge between the lives of modern students and the thoughts of the ancient, medieval, or Renaissance authors who wrote in Latin—a bridge constructed of the same basic language, Latin.

## VISUAL LEARNING

The Latin language and Roman culture have not only inspired writers throughout the ages and influenced modern life but have also left their legacy in the visual arts. Throughout the text, reproductions of paintings, drawings, sculptures, and other artworks demonstrate how Roman historical events and the tales of the gods and goddesses have inspired artists through the ages. *Latin for the New Millennium* presents an abundance of images of archaeological sites, buildings, objets d'art, and artifacts carefully chosen to represent the ethnic and geographic diversity that marked the Roman world. These full-color illustrations represent a visual panorama of the Roman world and support the written word in pictorial form, thus stimulating the imagination and memory for a more vibrant recollection of the text's content. Teachers are strongly encouraged to mine the illustrations as though a documentary of the Roman world and its later influence.

## REVIEW COMPONENTS

After each set of three chapters there is a Review and supplementary readings.

## REVIEW EXERCISES

The Review provides additional exercises to help the students give continued attention to the material in each unit. The review also includes a summary list of all the **Vocabulary to Learn** found in the chapters of each unit. This section features even more material to help the student understand Latin literature and its heritage today.

## CLASSICAL MYTHOLOGY

A passage on mythology, entitled **Considering the Classical Gods**, introduces the reader to stories about the Greek and Roman gods and heroes. A related passage in Latin about the gods reinforces the Latin lessons of the three chapters.

## ASPECTS OF ROMAN LIFE

An English background essay, called **Connecting with the Ancient World**, discusses an important aspect of Roman daily life which connects to related material presented in the three chapters preceding the review.

## EXPLORING ROMAN AND MODERN LIFE

Scholars from various universities throughout the United States graciously agreed to provide short essays that reflect upon the role that Latin and its culture play in our modern lives. The titles of these essays always start with the word **Exploring**.

## MĪRĀBILE AUDĪTŪ

Each review ends with a section called *Mirabile Auditū* that presents a series of Latin quotations, mottoes, phrases, or abbreviations currently used in English. The three supplementary essays and the *Mirabile Auditū* section are designed to elicit classroom discussion about similarities and differences between the world of the Romans and America in the twenty-first century.

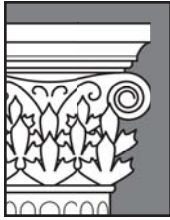
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Milena Minkova wrote the Introduction; Chapters 1, 2, 3, 5, 7, 9, 13, 14, 17, 18, 20; Reviews 1, 3, 5, 6, and 7; the glossaries; and the appendices. Terence Tunberg wrote the Preface; Chapters 4, 6, 8, 10, 11, 12, 15, 16, 19, 21; and Reviews 2 and 4. Both authors have benefited, throughout the composition of the textbook, from continuous mutual advice and support.

M. M. and T. T.  
2008

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Join the *Latin for the New Millennium* Teachers' Lounge for access to electronic resources featuring a test bank, maps, worksheets, reading comprehension quizzes, and more. Go to the *LNM* web pages at [www.bolchazy.com](http://www.bolchazy.com) and find the Teachers' Lounge under "Support."



# RESOURCE LIST

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## EDITORS' NOTE

We have attempted to assemble a comprehensive, representative resource list paying special attention to those topics or areas often less familiar. To that end, we provide an especially larger listing for the Late Empire, Early Christianity, and Middle Ages section. By no means is this resource list exhaustive. Teachers are encouraged to share titles they have found useful through the [www.lnm.bolchazy.com](http://www.lnm.bolchazy.com) website.

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## MAPS, POSTERS, AND CHARTS

**Available from American Classical League TMRC. Hamilton, OH.**

Map of Roman Empire; Map of Roman Italy; Rome, Central Archeological Area; Roma Archaica.

Circus Maximus, Colosseum; Constitution Preamble; Latin Abbreviations; Latin Phrases in Common Use; Legal Terms; Pantheon; Pompeii; Promotional Posters: Latin Is.

Derivative Tree Chart; Loan Word Chart; Romance Language Chart; Skeleton Chart.

**Available from L and L Enterprises, Phoenix, AZ.**

Ancient Civilization Wall Map (small and large size).

Using Latin Phrases; The Fabulous Five; Latin Promotional Mini-posters; Pater Noster; Pledge of Allegiance; Roman Scenes and Proverbs; Seven Hills of Rome; Remembering the Cases.

**Available from Aims International Books, Cincinnati, OH.**

*Quo Modo Sentis Hodie* Poster.

## ADDITIONAL ITEMS

**Available from Bolchazy-Carducci Publishers, Mundelein, IL.**

Latin Buttons.

*Toga Beats*

**Available from American Classical League TMRC. Hamilton, OH.**

Latin-related CDs, DVDs, tapes, software; coins; greeting cards; games; accessories and jewelry; mimeographs; historical novels; Latin readers; and Junior Classical League items.

**Available from L and L Enterprises, Phoenix, AZ.**

Latin knowledge cards, British Museum book of postcards of Ancient Greece and of Rome.

Latin-related activity books; buttons; coloring books; key chain tags; note cards; origami projects; pencils; puzzle books; rulers; stamps; stickers; stuffed animals; tattoos; tote bags; and T-shirts.

## MISCELLANEOUS

**Available from American Classical League TMRC. Hamilton, OH.**

*2006 Updated Survey of Audio-Visual Materials and Textbooks in the Classics.*

*2007 Edition of ACL Software Directory for the Classics.*

## WEBSITES

For a regularly updated list of website resources, check [www.lnm.bolchazy.com](http://www.lnm.bolchazy.com).

## PROFESSIONAL ORGANIZATIONS

Most of these organizations offer a journal that teachers will find beneficial. Consult the organization's website to learn more.

American Classical League (ACL)

American Classical League: Teaching Materials and Resource Center (TMRC)

*\*ACL Sponsored Activities:*

Junior Classical League

National Committee for Latin and Greek

National Greek Exam

National Junior Classical League

National Latin Exam

National Senior Classical League

National Mythology Exam

American Council on the Teaching of Foreign Languages (ACTFL)

Archaeological Institute of America (AIA)

Classical Association of Canada

Classical Association of New England (CANE)

Classical Association of the Atlantic States (CAAS)

Classical Association of the Middle West and South (CAMWS)

Classical Association of the Pacific Northwest (CAPN)

Classical Association of the Southwestern United States (CASUS)

Computer Assisted Language Instruction Consortium (CALICO)

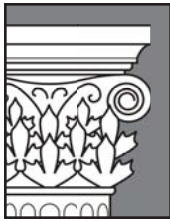
Joint Association of Classical Teachers (JACT)

Society for Classical Studies (SCS)

Vergilian Society

In addition, many states and cities have classics-related organizations.





# INTRODUCTION (PP. XXV–XXXVI)

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## PAGE XXV

### Standard 4.1

### EDITOR'S NOTE

The comprehension questions and answers as well as some of the **Teaching Tips** and **Teacher by the Way** notations in this teacher's manual were written by Elisa C. Denja, LeaAnn A. Osburn, Karen Lee Singh, and Donald E. Sprague, classics editors/educators at Bolchazy-Carducci Publishers.

### HOW TO USE THIS BOOK

Please note that the correlations to the Standards for Classical Language Learning are printed just below page numbers from the student text. They correspond to the related activities or information presented on a given page or pages in the student text. For example, a set of standards is provided for the two pages devoted to the Latin reading with its background note, reading vocabulary list, and comprehension questions. The aural/oral activities that appear only in the teacher's manual are optional exercises that meet standard 1.2. As national standards are revised, see [www.lnm.bolchazy.com](http://www.lnm.bolchazy.com) for updated correlations.

Eisemann Communication assisted in preparing the correlations of *Latin for the New Millennium* with the national standards. For an overview of the standards themselves and the correlations, please consult [www.bolchazy.com](http://www.bolchazy.com).



### TEACHING TIP

The teacher may choose to use the picture of the Etruscan couple on this page and the brief mention of the Etruscan alphabet to open a discussion on what role the Etruscans played in early Roman times. Students may be directed to pp. xxxiv–xxxv (SE) to find Etruria on the map.



### TEACHING TIP

The teacher may wish to discuss with the students the term “Romance languages.” Many modern languages come from the language used by the ancient Romans: French, Italian, Portuguese, Spanish, Romanian, etc. Romansch (spoken by the descendants of the Raetians and one of the four official languages of Switzerland) is also derived from Latin.



### TEACHER BY THE WAY

Based on archaeological evidence, it appears that Etruscan women were an important part of the social structure. Often the names of both mother and father were placed on funerary inscriptions. The freedom of women within society is likewise apparent on monuments where they can be seen reclining with their husbands on the same couch, attending games, and having a place of honor in the tomb itself. Notice the affectionate pose of the couple in the illustration on p. xxv (SE). Clearly married love was valued in Etruscan society and family life was important.

Tombs also provide evidence for the style of Etruscan homes. Some of these features were borrowed by the Romans, especially the central hall and three rooms at the back. This type of house was known at Pompeii as well as at Rome, according to Vitruvius, author of *Dē architectūrā*.



### TEACHING TIP

The teacher may wish to have students read an English translation of Livy's traditional account of Tanaquil, wife of Tarquinius Priscus, the fifth king of Rome. The independence of Etruscan women is evident in this tale. Her behavior is the antithesis of the ideas of womanly decorum held by the Romans.

## PAGE XXVI



### TEACHING TIP

Students will enjoy singing the English "alphabet" song, replacing the English letter names with the Latin letter names. Students may be instructed to clap once where there is no Latin letter name (e.g., "J") equivalent to the English one.



### TEACHING TIP

The teacher may choose to display any Latin words (a list is provided below for the teacher's convenience) and instruct the students to spell out the word using the Latin letter names. The students may become curious to know what the Latin words mean. Definitions are given below.

- *pars* – part
- *nox* – night
- *ruber* – red
- *ēgī* – I have done
- *familia* – family
- *carō* – flesh
- *dēcernō* – I decide
- *herba* – plant
- *Kalendae* – Kalends (first day of the month)
- *quoque* – also
- *timor* – fear
- *Pythia* – Pythia (name of Apollo's priestess)
- *iēcī* – I threw
- *fēlix* – happy
- *ignis* – fire
- *mūtō* – I change



## PAGE XXVII

Standards 1.2, 4.1

### COMPREHENSION QUESTIONS AND ANSWERS FOR PAGES XXV–XXVII (SE)

Reproducible versions of the questions alone are available at [www.Inm.bolchazy.com](http://www.Inm.bolchazy.com).

- Trace the roots of the Latin alphabet from its beginnings forward.  
North-Semitic alphabet eleventh century BCE, Phoenician alphabet, Greek alphabet, Etruscan alphabet, Latin alphabet.
- Which two letters in the English alphabet are not found in the Latin alphabet?  
W and J.
- When does the letter J begin to appear in Latin?  
During the Middle Ages and the Renaissance.
- Look at the Latin inscription on the sign from Pompeii (on the right of p. xxvii [SE]). Find at least three Latin words. List an English word you believe is based on the Latin word.  
duovir — virile, virility                      spectacula — spectacular, spectacle  
colonia — colonial, colony                    perpetvom — perpetual, perpetuity  
honoris — honor

## PAGE XXVIII



### TEACHING TIP

Students may want to know the English meanings of the Latin words in Exercises 1 and 2. The definitions are provided for the teacher's convenience.

### ► EXERCISE 1 ANSWERS

- |              |               |               |                     |
|--------------|---------------|---------------|---------------------|
| 1. I nourish | 7. smooth     | 13. I approve | 19. shoemaker       |
| 2. student   | 8. seat       | 14. note      | 20. use             |
| 3. frog      | 9. journey    | 15. I put     | 21. syllable        |
| 4. I scrape  | 10. I fear    | 16. gift      | 22. Pyrene (a name) |
| 5. I hold    | 11. I strive  | 17. I howl    |                     |
| 6. I seek    | 12. wonderful | 18. wolf      |                     |

### ► EXERCISE 2 ANSWERS

- |                 |                  |             |
|-----------------|------------------|-------------|
| 1. summer       | 7. or if         | 13. bronze  |
| 2. I make level | 8. walls         | 14. poem    |
| 3. carriage     | 9. and not       | 15. ah      |
| 4. I praise     | 10. penalty      | 16. to this |
| 5. or           | 11. neither      |             |
| 6. forecourt    | 12. Carthaginian |             |

## PAGE XXIX



### TEACHER BY THE WAY

Historical evidence can be cited for reading the first syllable of “*magnus*” as naturally long, but other evidence suggests it is naturally short. Thus in some grammar books, such as the one by Gildersleeve and Lodge, we find this syllable marked as long, but in other books as in *LN*M it is treated as short.



### TEACHING TIP

The students may also wish to find out the meanings of the Latin words in Exercise 3. The definitions are provided for the teacher’s convenience.

### ► EXERCISE 3 ANSWERS

- |               |                |                 |
|---------------|----------------|-----------------|
| 1. food       | 7. glory       | 13. kidney bean |
| 2. I take     | 8. Zeus        | 14. paper       |
| 3. a heap     | 9. library     | 15. I hide      |
| 4. I grow     | 10. philosophy | 16. old         |
| 5. bud, jewel | 11. a girdle   |                 |
| 6. a Gaul     | 12. theory     |                 |

## PAGE XXX



### TEACHING TIP

The teacher may wish to provide the students with some practice on syllables and stress accent. Here are some examples with the answers included for the teacher’s convenience.

Underline the ultima in each word.

1. legō
2. rēgis
3. imperātor

Underline the penult in each word.

1. causa
2. pūnītum
3. armātus

Underline the antepenult in each word.

1. vulnerō
2. tetigī
3. sublātum

Underline the penult if it is long.

1. pōnō
2. spēlunca
3. pauperis

Underline the syllable that will receive the stress accent in each word.

1. ōrāculum
2. petītum
3. cōnstātia
4. exstīntum
5. vulneris
6. solitus

## PAGE XXXI

Standards 2.2, 3.1, 3.2, 4.1, 4.2



### TEACHING TIP

Given the passage about the bathhouse on this page and the picture from Bath, England, the teacher may wish to open a discussion about baths during Roman times. The use of the *calidarium*, *frigidarium*, *tepidarium*, and *sudarium* may be explained by the teacher, and students may be encouraged to learn and/or pronounce these words.



### TEACHER BY THE WAY

Baths were often constructed on locations having hot or mineral springs, such as Bath in England and Bāiae, a resort town on the Bay of Naples.

Modern Bath in Roman times was named after the Celtic goddess of healing, Sulis. In the first century, her shrine was taken over by the Romans and she was identified with the goddess Minerva. The site was then known as *Aquae Sulis Minerva*. In a temple relief she is represented with a Medusa-like head and a mustache!

The spa contained a great bath (73 ft. by 29 ft.) and three other swimming pools: the *calidarium* (hot bath), *tepidarium* (warm bath), and *frigidarium* (cold bath). In the second century the spring was enclosed within a wooden barrel-vaulted building that housed these three pools. Hot air baths were fueled by coal fires. A constant flow of water was directed to the pools through lead pipes, which still function today.

Archaeological excavations have revealed many sacred votive offerings, curse tablets, and innumerable coins at the bottom of the springs. The curse tablets, written in Latin, heaped curses on anyone suspected of wrongdoing. The ancient tradition of throwing coins accompanied by a wish still prevails today in Rome at the Trevi Fountain where tourists/visitors do the same.

More information on bath complexes in Rome can be found on pp. 478–479 of this teacher's manual.

## PAGE XXXII

Standards 2.1, 3.1, 3.2



### TEACHING TIP

The teacher may wish to instruct the students to find the Tiber River, which is pictured here, on the map on pp. xxxiv–xxxv (SE).

## COMPREHENSION QUESTIONS AND ANSWERS FOR PAGES XXXII–XXXIII (SE)

Reproducible versions of the questions alone are available at [www.lnm.bolchazy.com](http://www.lnm.bolchazy.com).

1. Who were the legendary founders of Rome?  
Romulus and Remus.
2. According to legend, in what year was Rome founded?  
753 BCE.
3. Over the course of the monarchic period, how many kings ruled Rome?  
Seven.
4. What event occurred in 509 BCE?  
The beginning of the Roman Republic (with two consuls in charge).
5. What is the term associated with the two leaders of the Republic?  
Consul.
6. Which two leaders oversaw Rome's shift from a republic to a principate?  
Julius Caesar and Octavian/Augustus.
7. What major activity associated with empire-building took place during the principate?  
Territorial expansion.
8. Name two developments that characterized the late empire.  
Severe economic problems, internal political unrest, and/or frequent invasion by the Germanic tribes.
9. Describe Diocletian's response to the troubles of the empire.  
Diocletian divided the empire into two halves, the Eastern and Western empires, in order to make ruling the empire more manageable.
10. Explain the origin of the term "vandalism."  
The fifth-century invasion and pillaging of Rome by the tribe known as the Vandals, who occupied the Roman province of North Africa, led to the term "vandalism" meaning wanton destruction.

11. Describe Latin's role in the centuries after 476 CE.

Latin flourished as the major literary language in the Western Roman Empire and was spread to non-Romanized places like Ireland, Scandinavia, and the New World.



### TEACHING TIP

The teacher may ask the students to find the dates mentioned on this page in the timeline on pp. 405–408 (SE).

## PAGE XXXIII

Standards 2.1, 3.1

RRA 1



### TEACHING TIP

The teacher may instruct the students to locate Byzantium/Constantinople, discussed here in the second paragraph, on the map on pp. xxxiv–xxxv (SE).



### TEACHING TIP

The teacher may ask the students to find the dates mentioned on this page in the timeline on pp. 405–408 (SE).

## HOW TO USE THIS BOOK AND ITS ENRICHMENT TEXTS

Two enrichment texts are available for use with this book: *The Original Dysfunctional Family* (abbreviated ODF) and *From Romulus to Romulus Augustulus* (abbreviated RRA). RRA will be particularly useful in order to help students keep the time periods of the authors and of the events the authors wrote about straight in their minds. Chapter title pages will include, when appropriate, a notation on what chapter of RRA the teacher may wish to assign.



### TEACHING TIP

The teacher may wish to assign Chapter 1 of the Roman history enrichment text *From Romulus to Romulus Augustulus* at this point.

## COMPREHENSION QUESTIONS AND ANSWERS FOR PAGES XXXIII–XXXVI (SE)

Reproducible versions of the questions alone are available at [www.inm.bolchazy.com](http://www.inm.bolchazy.com).

1. Whom did the Romans consider the father of Latin literature?  
Ennius.
2. What was Ennius's most famous work? Its subject matter?  
*Annālēs* was an epic poem about Rome's early history.

3. What famous Latin saying means “Carthage must be destroyed”?  
*Carthāgō dēlenda est.*
4. Who is the author of that saying?  
Cato the Elder/Cato the Censor.
5. When was Carthage said to have been destroyed?  
146 BCE, at the end of the Third Punic War.

## PAGE XXXIV

### Standard 3.1



#### TEACHING TIP

Ask students the English equivalent of countries such as *Britannia* and *Germānia* and the English equivalent of the cities *Neāpolis* and *Athēnae*.



#### TEACHING TIP

Additional reproducible worksheets, morphology charts, and their associated answer keys, related to this material, are available for download at [www.lnm.bolchazy.com](http://www.lnm.bolchazy.com).

- **Map Work – Pages xxxiv–xxxv (SE)**
- **Maps and Geography – Pages xxxiv–xxxv (SE)**

## PAGE XXXVI



#### TEACHING TIP

Students may be encouraged to find the city of Carthage, mentioned in the second paragraph, on the map on pp. xxxiv–xxxv (SE).



#### TEACHER BY THE WAY

Although the works of Ennius have been preserved only in fragments (about a thousand lines), he had a great influence on subsequent poets such as Vergil. Quotable quotes include:

- a test of friendship: *Amīcus certus in rē incertā cernitur* (A friend in need is a friend indeed);
- an application of wisdom to life: *Quī ipse sibi sapiēns prōdesse nequit nēquiquam sapit* (A man who himself is wise but unable to be useful to himself is wise for nothing);
- the famous description of Fabius Maximus: *Ūnus homō nōbīs cūnctandō restituit rem* (One man by delaying restored the state for us);
- and the line on Manius Curius: *Quem nēmō ferrō potuit superāre nec aurō* (Whom no one was able to defeat either by sword or by gold).

We also have preserved for us the example of excessive alliteration that has given rise to much laughter in Latin classrooms over the years: *Ō Tite tūte Tatī tibi tanta, tyranne, tulisti!* “O Titus Tatus you tyrant (all vocative), you brought to yourself such great (troubles)” —translated in context, which plays off the more literal “. . . you took/acquired for yourself such great things.”

On the other hand, he composed his own epitaph, in which his high esteem among Romans proved to be prescient:

*nēmō mē lacrumīs decōret neu funera flētū  
faxit. Cūr? Volitō vivos per ōra virum.*

(Let no one honor me with tears, or make a funeral pyre by weeping.  
Why? I fly living through the mouths of men.)



### TEACHER BY THE WAY

Plutarch’s *Life of Cato* is a good source of snappy quotations attributed to this statesman, soldier, and author. For example, while discussing the power of women, he said: “All other men rule their wives; we rule all other men, and our wives rule us.” Attempting to persuade the Roman people to forego a distribution of grain, he began his speech by saying, “It is a hard matter to argue with the belly, since it has no ears.” And to a tribune who had been accused of using poison and was trying to pass a useless bill, he said, “I know not which is worse, to drink your mixtures or to enact your bills.”

