

Augury Is for the Birds: Mārcus dē Avibus Discit

Directrix Legendī

This *directrix legendī* (or reading guide) for *Augury Is for the Birds* was created by Matthew Katsenes, Latin teacher at Moultonborough Academy (NH). He has generously made this resource available for others to use alongside this Latin language novella. This reading guide is a great starting point for implementing *Augury Is for the Birds* in a beginning Latin class. You may wish to select a few activities that fit your students' needs or use all exercises as part of a larger unit.

Each chapter in this reading guide adheres to a similar format, as follows.

CAPITULUM #: Titulum

In quō ...

Verba Memoranda

These are core Latin vocabulary words, or words students have likely seen before and will see again frequently.

Verba Discenda

These may be more unusual or topic-specific vocabulary—words students may not have seen before. Some of these words (the more commonly used ones) will transition to *verba memoranda* over the course of the unit.

Grammatica

This section will introduce, remind, or explain one grammatical concept per chapter. There may be practice exercises as well here.

Cultūra

Some additional cultural information.

Quaestiōnēs/Activitātēs

At least one activity per chapter designed to test students' understanding of the content of the story so far.

CAPITULUM I: Pater Bonus Sum

In quō persōnīs maximīs convenimus et dē augūriō discimus.

Verba Memoranda

Scrībe significātiōnēs hōrum verbōrum.

bellum

haec

Hōminēs:

caelum

mihi

discipulus

diēs

nūbēs

filius

ecce!

pugnāre

imperātor

eius

quod

magister

erit

respondēre

mīles

etiam

sub

pater

fābula

puer

vir

Verba Discenda

adversus, a, um hostile

arbor, arboris, f. tree

ater, atra, atrum black

augur, auguris, m. augur
(type of priest)

auspicia referre to report the
auspices

avis, avis, f. bird

canō, canere, cecinī sing
***canentēs** singing

cognōscō, cognoscere,
cognōvī learn, perceive,
understand, become
acquainted with

contrā hostēs against the
enemies

dexter, dextra right
***sinister, sinistra** left

hūc (to) here/hither
***illūc (to)** there/thither

id quod “the thing which”

in hāc/illā parte in this/that
direction

intellegēs intelligent

intelligō, intellegere,
intellēxī to understand

interpres, interpretis, m.
interpreter

Iuppiter, Iovis, m. Jupiter
***Iovis** “of Jupiter” (genitive)

magnā vōce in a loud voice

maximī mōmentī of greatest
importance

nōtus, nōta well-known

nūmen, nūminis, n. divine
power, will of the gods

pāreō, pārēre, pārūī (+dat)
to obey (someone in the
dative case)

quī who

signa deōrum signs of the
gods

suspīrō, -āre, -āvī to sigh

tum then

***tum ... tum** now ... now

volō, volāre volāvī to fly
***volans, volāntis** flying

volō, velle, voluī to want

Avēs:

būbō, būbōnis, m. owl

corvus, corvī, m. raven

Grammatica

In this chapter, we see several sentences using the word **quī** (*who*).

1. What are two other versions of the word **quī** that we use in Latin?
2. When do we use **quī** and when do we use **quae**?

Cultūra

Become an augur! Look out the window and check out the birds. Are they flying? Sitting? Chirping? Eating? Are they flying left or right? Record your observations. As Marcus learns the discipline of augury, you will too, and you'll be able to *auspicia referre* as well! *Scrībe hīc:*

Quaestiōnēs

After initial reading:

1. Dēscrībe persōnās maximās¹ in fabulā (Titus, Mārcus, Lūcius). Scrībe duās rēs dē quāque persōnā.²
2. Estne Marcus augur bonus?
3. Pingē picturam huius capitulī.³

After re-reading:

1. As far as you understand it right now, what does an *augur* do?
2. Cūr Titus filium augūrem esse vult?
3. Eritne Marcus augur bonus? (Quid putās tū?)⁴

¹ persōnae maximae = main characters

² Write two things about each character.

³ Draw a picture of this chapter.

⁴ What do you think?

CAPITULUM II: Fīlius Intellegēns Sum

In quō Marcus fābulam suam narrat.

Verba Memoranda

adversum	esse	nūmen
albus <-> ater	fābula	numerāre
arbor	hostēs	pugnāre
augur	hūc <-> illūc	quid?
avis	in hāc <-> illā parte	respondēre
bonus / malus	intellegens	sperāre
caelum	magnā vōce	volāre
diēs / tōtum diem	mīles	volō <-> nōlō
discipulus	multus / multī	<u>Avēs:</u> būbō
ego	nōtus	corvus
erō	nūbēs	

Verba Discenda

cognōscō, cognoscere,
cognōvī to learn, perceive,
understand, become
acquainted with

fābula dē spectandō /
pugnandī a story about
watching / fighting

fuscus, fusca brown
intellegō, intellegere,
intellēxī to understand
interpres, interpretis, m.
interpreter

pāreō, pārēre, pārūi (+dat)
obey
***signō deōrum pārēbit** will
obey the sign of the gods
signa auguribus mittunt
send signs to augurs

sonōs avium canentium

sounds of birds singing

suspīrō, suspīrāre, suspīrāvī

sigh

Avēs:**cornix, cornīcis, f.** crow**sperō ... futūrum esse** I hope

that ... will be

volāntēs flying**pullus, pullī, m.** chicken

Grammatica

In this chapter, we see several SUPERlatives! Let's figure out how they work:

Positive (normal)**nōtus** well-known**intellegens** intelligent**laetus** happySuperlative**nōtissimus** very well-known / the most well-known**intellegentissimus** very / the most intelligent**laetissimus** very happy / the happiest

Explain the rule for changing a positive (normal) adjective into a superlative adjective.

*Latin has a few irregular (not-following-the-rules) ones. You've seen them before:

Positive (normal)**bonus** good**malus** bad**magnus** bigSuperlative**optimus** very good / the best**pessimus** very bad / the worst**maximus** very big / the biggest

Cultūra


Let's learn a little more about Roman augury. Watch [this video](#) about augury.

Write down here three things you learned:

CAPITULUM III: Oscinēs

In quō Lūcius Mārcum docēre temptat, frūstrā tamen.

Verba Memoranda

adversa <-> secunda	imperātor	rīdēre	
auspicia referre	intellegēns	signum (1) / signa (2+)	
caelum	intellegere	<u>colōrēs:</u> āter <-> albus	
cognōscere	inquit		
dextra <-> sinistra	laetus	cānus	
discipulus	mittere	fuscus	
ecce!	nōbīs	<u>avēs:</u> būbō	
fābula	nūmen	cornix	
filius	parvus <-> magnus	corvus	
hōdiē	quī	pullus	
hūc <-> illūc	respondēre		

Verba Discenda

oscinēs the group of birds that augurs have to
listen to

alitēs the group of birds that augurs have to
watch

an or

estne ... **an** is it (one thing) or (another thing)

canentēs singing
canunt they sing

diē <-> **nocte** during the day <-> at night

maximī mōmentī very important

necesse est auguribus ... it is necessary for
augurs ...

nōn clamābō I will not shout

plūrēs ... **quam** more ... than

rauca vox <-> **pūrissima vox** hoarse voice <->
the purest voice

sonus / sonōs avium sound / the sounds of
birds

volantēs flying
volant they fly

Grammatica

Let's talk about questions with **-ne**.

Audīsne hoc? Do you hear this?

Hoc audiō. I hear this.

Ambulantne an volant pullī?

Do chickens walk or fly?

Pullī nōn volant, sed ambulat.

Chickens do not fly, but walk.

Estne sonus būbōnis an pullī?

Is this the sound of an owl or a chicken?

Est sonus būbōnis.

It is the sound of an owl

Your turn! Translate these questions and answers:

Estne avis ater an albus?

Est avis albus.

Canitne avis an volat?

Avis nōn canit, sed volat.

Cultūra

Every culture comes up with different ways to write down the noises that animals make. In English, a cow says “moo!” In Latin, a cow says “mūgiō!” Fill in the chart with the bird noises we learned about in this chapter. Now google those birds and listen to their songs. Do the Latin words sound right to you? Why or why not?

<u>Bird</u>	<u>Latin Noise Word</u>	<u>Does it sound right to you? Why?</u>
i)		
ii)		

Quaestiōnēs/Activitātēs

This chapter is basically a lesson with a teacher and student. Cut it down to the essential, out-loud, teaching bits (the dialogue). In fact, just a piece of this dialogue is fine. Submit an audio or video dramatization of this scene (in Latin or in English). You can play both parts (do different voices, put on a hat). Or, you can recruit someone to help you (and teach them some Latin, perhaps).

Your video must be at least 30 seconds long and must include at least 2 questions and answers from the chapter.

CAPITULUM IV: Alitēs

In quō Marcus dē alitibus discere temptat, frūstrā tamen.

Verba Memoranda

ā dextrā parte / ā sinistrā parte	nūbēs	pīpiunt
auspicia referre	respondēre	pulpant
caelum	ridēre	sonus
cognōscere	sedēre	<u>avēs:</u> aquilae
diēs / nox	sub arbore	būbōnēs
ego	volantēs	cornīcēs
etiam	<u>sound words:</u> canentēs / canentium	corvī
magister	canunt	pullī
maximī mōmentī	clangunt	vulturēs
necesse est	cūcubant	

Verba Discenda

alitēs a category of birds that augurs *watch*

oscinēs a category of birds that augurs *listen to*

Grammatica

Indirect Statements

In Latin, when we report a statement, we use a special type of sentence. In English, these are the types of sentences which often use the word *that*.

<u>Head Verb</u>	<u>Acc. Subj.</u>	<u>Acc. Obj.</u>	<u>Infinitive</u>
Spērō	Marcum	augurem	futūrum esse.
I hope (that)	Marcus	augur	will be
(I hope that Marcus will be an augur.)			

Spērō	mē	mīlitem nōtum	futūrum esse.
I hope (that)	I/me	famous soldier	will be
(I hope that I will be a famous soldier.)			

Your turn! What is a good translation?

Spērō	tē	discipulum bonum	futūrum esse.
I hope (that)	you	good student	will be

Spērō	Titum	filium	intellectūrum esse. (will understand)
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Spērō	tē	fābulās meās	audītūrum esse. (will listen to)
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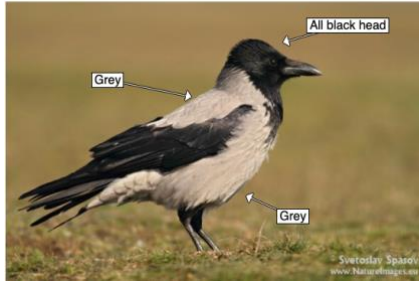
Cultūra

Eagles (*aquilae*) were *maximī mōmentī* to the Romans. Read [this page](#) about the Roman general and politician **Gaius Marius**. *Write down here all that you learn about eagles:*

Quaestiōnēs/Activitātēs

Label all the bird pictures with their names and write a few facts about each bird species in Latin.

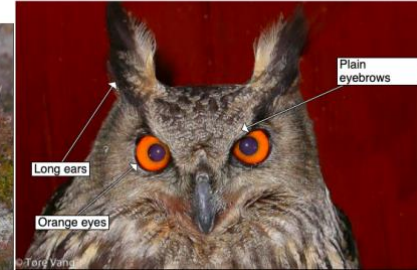
Hooded Crow (*Corvus cornix*)



Raven (*Corvus corax*)



Eagle Owl (*Bubo bubo*)



Golden Eagle (*Aquila chrysaetos*)



Griffon Vulture (*Gyps fulvus*)



CAPITULUM V: Ā Dextrā, Ā Sinistrā

In quō Lūcius Mārcum docēre iterum temptat, frūstrā tamen.

Verba Memoranda

a dextrā parte → ad sinistram partem	dextra / sinistra	nūmen
	discipulus	sē vertit
a sinistrā parte → ad dextram partem	ego	signa deōrum
auspicia secunda / auspicia adversa	intellegere	sōnus
clamābō	maximī mōmentī	spectō / spectāmus / spectat
	meus	volant / canunt

Verba Discenda

ad merīdiem toward the South	ad septentriōnēs toward the North	quō? to what place unde? from what place
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Grammatica

We have seen lots of sentences with the word **quī** (and its cousin **quae**). Here are some from this chapter, which you will translate. Remember that these words mean **who** or **which**. A more detailed explanation of these words (called relative pronouns) can be found [here](#).

1. Avēs quae ā dextrā partē et ad sinistram volant et canunt adversa auspicia faciunt.
2. Cornix quae ā sinistrā parte canit auspiciū secundum facit.
3. Corvus quī ā dextrā parte sonum facit auspiciū secundum facit.

Cultūra / Quaestiōnēs

This is the clearest lesson on the specifics of augury that we have had so far. Please make a chart of the information we learn about which birds and which particular behaviors make favorable or hostile omens. Some birds have different interpretations based on what they're doing and where they are located in the sky.

<u>Avis</u>	<u>Quid facit?</u>	<u>Auspicia adversa / secunda?</u>
<i>any bird</i>	<i>Sing & fly, left → right</i>	<i>good omens</i>

<i>any bird</i>	<i>Sing & fly, right → left</i>	
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Crow

Raven

Owl

CAPITULUM VI: Fābula Augurum

In quō Titus tandem filium cognōscit et intellegit.

Verba Memoranda

auspicia referre	cognōscere	pārēre (+dat)
bellum	intellegere	suspīrāre
callidus / callidissimus	nūmen	

Verba Discenda

acta faciunt do deeds

eventūra things about to happen

Grammatica

In this chapter, we have seen several instances of the present participle. These are the versions of Latin verbs which end in *-ns*, or *-nt*_. They mean “verb-*ing*.” There is a detailed explanation [here](#), but let’s dive in with some examples from our book:

1. Ego avem per caelum **volantem** cognōscō.
*I recognize the bird **flying** through the sky.*
2. **Canentēs** et **volantēs** avēs signa deōrum sunt.
_____ and _____ *birds are the signs of the gods.*
3. Marcus, avēs **spectāns**, sub arbore sedet.
Marcus, _____ birds, sits under the tree.
4. Sunt multae avēs ā dextrā parte ad sinistram partem **volantēs**.
There are many _____ from the right side to the left side.
5. Ego tē caelum **spectantem** spectāvī.
I saw _____ the sky.
6. Ego tē **ridentem** spectāvī.
I saw _____.

Difficilia Verba: these involve more abstract thinking or words that you may know, but may not have been in this particular book.

VerbaContrāria

caelum

augur

bellum

rideō

avēs numerāre

Mini-Project

SOLO Option - Choose one of the paragraph-long speeches that close this chapter (the first one begins “Ō Mārce, ō mī fili...”). Record yourself giving a dramatic reading of your chosen speech. It doesn’t have to be perfect! Make sure you convey the appropriate emotion, and the appropriate phrasing: this is how your teacher will know you understand the text you’re delivering. Send the recording to your teacher.

PARTNER Option - With a partner, record yourselves dramatizing the speeches that close this chapter. One partner plays Titus, the other plays Marcus. Make sure you convey the appropriate emotion, and the appropriate phrasing; this is how your teacher will know you understand the text you’re delivering. There are also unspoken elements (like the word *suspirō*) that you should include. Send the recording to your teacher.

Augury - Final Projects

Become a Backyard Augur

Spend some time outside! Observe the birds in your vicinity. Practice the techniques of augury we have learned in this book. Report the omens to your *imperator*. Be sure to include which birds you saw/heard, what directions you observed them flying in, and your interpretation of the omens. You may creatively extend the rules of augury since we did not cover every single bird you may see/hear.

Backyard Birding for Science

Listen to this [podcast episode](#) from Outside/In (a great podcast about the outdoors). Follow the instructions and join the Cornell University [eBird project](#). Submit your observations from 10 minutes outside according to their instructions. You may need to do this a few times (try different times of day) to earn full credit. You may need to go for a little walk to see some different habitats. Send in a screenshot of your bird dashboard.

Creative (English) Writing

Take the characters in our story. Write the backstory of either Lucius or Titus, or write Marcus's story going into the future.