



LATIN FOR THE NEW MILLENNIUM



TEACHER'S MANUAL **2**
LEVEL

LATIN FOR THE NEW MILLENNIUM

Series Information

LEVEL ONE

Student Text (2008)

Student Workbook (2008)

Teacher's Manual (2008)

Teacher's Manual for Student Workbook (2008)

ANCILLARIES

*From Romulus to Romulus Augustulus:
Roman History for the New Millennium* (2008)

*The Original Dysfunctional Family:
Basic Classical Mythology for the New Millennium* (2008)

LEVEL TWO

Student Text (2009)

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ANCILLARIES

*From Rome to Reformation:
Early European History for the New Millennium* (2009)

*The Clay-footed SuperHeroes:
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LATIN FOR THE NEW MILLENNIUM



TEACHER'S MANUAL **2** LEVEL

Milena Minkova and Terence Tunberg



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**Latin for the New Millennium
Teacher's Manual, Level 2**

Milena Minkova and Terence Tunberg

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LIST OF ABBREVIATIONS

AF

Anglo-French

CL

Classical Latin

CPO

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

CS

The Clay-footed SuperHeroes (Mythological Tales ancillary)

LL

Late Latin

ME

Middle English

ML

Middle Latin

OE

Old English

OF

Old French

RR

From Rome to Reformation (Early European History ancillary)



PREFACE

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 and post-Roman European culture in which Latin flourished as an active, literary language. 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 in *Latin for the New Millennium*, Level 2 follows the pattern started in Level 1 and is the key to this combination, since the student begins each chapter with 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 bring the learner back to 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 2, students begin with readings from the Venerable Bede and proceed through the centuries up to the Latin writings from the era of the scientific revolution, and even beyond. 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 in these readings and their introductions is bolstered in both levels by the supplementary material pertaining to mythology, Roman history, early European 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 an 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.
- **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.
- **Vocabulary to Learn and Derivatives** Some (but not all) of the 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 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 will be exposed to English words based on Latin and thus bolster their vocabulary in English.

DIALOGUES ON DAILY LIFE AND UNADAPTED LATIN

Near the end of each chapter is a dialogue in which a group of modern students (who were already introduced in Level 1) are the characters, and these characters, after briefly discussing a topic of modern relevance, introduce passages from the *Life of Atticus* (Cicero’s best friend) by Cornelius Nepos, who knew both Atticus and Cicero in person. These passages are completely unadapted and are equipped with notes that explain all new features and vocabulary. The vocabulary and reading notes are on the same page or the page facing the Latin passage. This arrangement allows the students not only to have the notes available as they read the Latin but also prepares them for this format that is often used in upper level Latin books. Throughout the second volume, therefore, students will read a completely **unadapted** work of classical Latin literature. After Chapter 15, there are ten sections entirely devoted to segments of the *Life of Atticus* by Cornelius Nepos. These segments are equipped with copious notes, and each segment is followed by an exercise that helps the student actually **use** Latin to understand each portion of the *Life of Atticus* that precedes the exercises. These exercises also provide valuable practice in various aspects of the grammatical structure of Latin treated in Level 2.

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. *Latin for the New Millennium* presents an abundance of images of buildings, objets d’art, and artifacts carefully chosen to represent the ethnic and geographic diversity of the Latin heritage and also the different periods in which Latin played a vital cultural role. These full-color illustrations represent a visual panorama 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 and to regard them as a documentary of the classical world and its later influence.

REVIEW COMPONENTS

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

REVIEW EXERCISES

After every three chapters, a **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 also contains more reading passages to help the student understand Latin literature and its heritage today.

CLASSICAL MYTHOLOGY

A passage on Mythology, called **Considering the Classical Heroes**, introduces the reader to stories about the Greek and Roman heroes. A related passage in Latin about the heroes and their exploits reinforces the Latin lessons of the three chapters.

ASPECTS OF POST-ROMAN LIFE

English background essays, called **Connecting with the Post-Ancient World**, discuss important aspects of medieval and early modern culture in which the use of Latin was of primary importance and had an effect on our present culture.

EXPLORING POST-ROMAN AND MODERN LIFE

Scholars from various universities throughout the United States graciously agreed to provide essays that reflect upon the role that Latin played in the development of European history and from there American culture. The title of these essays always starts with the word **Exploring**.

MIRĀBILE AUDĪTŪ

Each review ends with a section called **Mirābile Audītū** that presents a series of Latin quotations, mottoes, phrases, or abbreviations currently used in English

Milena Minkova wrote Chapters 1, 2, 3, 5, 7, 9, 11, 12, 14, 15, Reviews 1, 2, 3, 4, 5 (without the “Culture” section), the ten sections of the “Life of Atticus,” the glossaries, and the grammar appendices. Terence Tunberg wrote the Prologue, Chapters 4, 6, 8, 10, 13, the “Culture” sections in all five reviews, and the supplemental grammar appendix. Both authors have benefited, throughout the composition of the textbook, from continuous mutual advice and support.

M.M. and T.T.

2009

Visit www.lnm.bolchazy.com to see the electronic resources that accompany *Latin for the New Millennium* and to share ideas in the online teacher’s lounge with other teachers using this series.



RESOURCE LIST

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 Post-Antique eras. By no means is this resource list exhaustive. Teachers are encouraged to share titles they have found useful through the www.lnm.bolchazy.com website. The section titled “The Greek World” contains titles for the references this book makes to the Greek world. The sections titled “Roman History,” “Late Empire, Early Christianity, and Middle Ages,” and “Renaissance and the Modern World” contain some primary sources as well as scholarly works. Additional titles not found in the list for Level 1 have been added to the following resource list. For young children’s Latin readers, beginning Latin easy readers, and familiar children’s books in Latin, please see the resource list in the Teacher’s Manual, Level 1.

*Asterisked entries indicate primary sources in the original language and in translation.

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MAPS, POSTERS, AND CHARTS

Available from American Classical League TMRC. Miami University, Oxford, 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.

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Computer Assisted Language Instruction Consortium (CALICO)

Joint Association of Classical Teachers (JACT)

Vergilian Society

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

ERRATA

Latin for the New Millennium Level 2 Student Textbook, first edition, printed 2009

The Editors appreciate those who alerted us to some of the typos and errors in *Latin for the New Millennium* Level 2 student edition. These changes have been made to the student text pages as they have been printed in the LNM 2 Teacher's Manual. We welcome additional feedback of this nature.

A template oversight resulted in the following set of errors. In each of these instances "tense" has been deleted from the phrase "subjunctive tense."

p. v Chapter 1 and Chapter 2 Language Facts listings

p. 1 Chapter 1 Title Page heading

p. 4 Language Fact I heading

p. 17 Chapter 2 Title Page heading

p. 21 Language Fact I heading

p. 456 "subjunctive tenses" = "subjunctives"

Additional errata and updates are available at: <http://www.bolchazy.com/prod.php?cat=latin&id=5637> and in the *Latin for the New Millennium* Teachers Lounge: <http://newmillatin.ning.com/>



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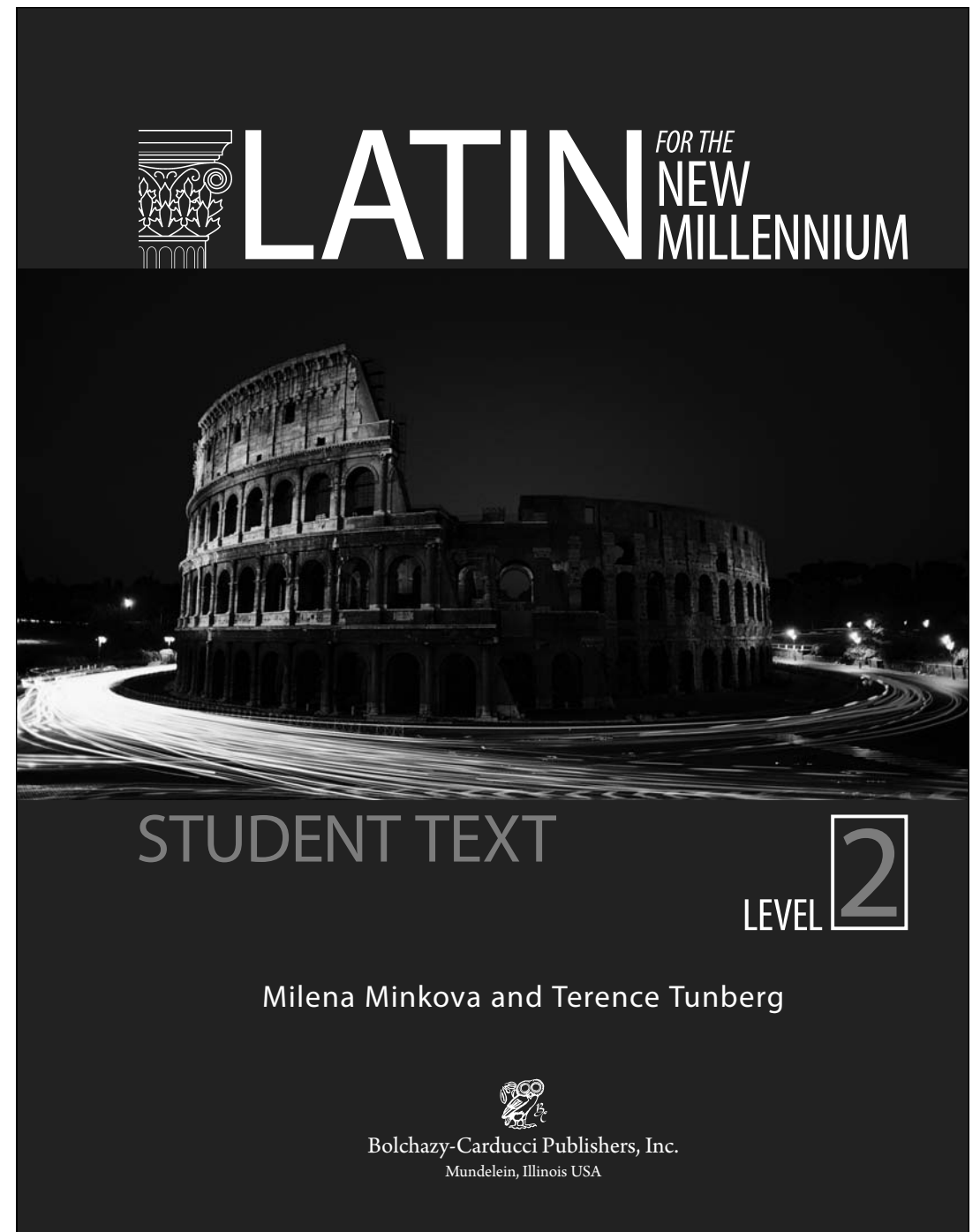
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Milena Minkova and Terence Tunberg

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FOREWORD

Latin for the New Millennium, Level 2, is just as *mirabile visū* and *mirabile doctū* as Level 1. All the strengths of LNM1 continue with LNM2. Every aspect of this book truly does take the study of Latin into the new millennium. This textbook series is not only student friendly but also teacher friendly.

The literary sections demonstrate the influence of the Latin language throughout the ages up to the current time (see p. xxvi for more on this important topic) and focus on real people facing real challenges. Students will find the stories interesting because of the diversity of the authors, time periods, and subject matter. Students will be able to relate the literary selections to their own lives (e.g., parental interference in the story of Heloise and Abelard), and to other subject areas (e.g., world history in the reading selections about Charlemagne and Christopher Columbus) and to current world events such as the crisis in the Mideast (e.g., in the Latin reading and English information about the Crusades). Essays by current practicing scholars in each review section further explore subjects that are relevant to life today, such as the development of the sciences from its ancient roots to its modern manifestation and Cicero's influence through the ages.

What an inspired choice to include the unadapted *Life of Atticus* by Cornelius Nepos! Students will certainly empathize with a friend torn between two other friends as Atticus was torn between Cicero and Antony. Likewise the emotions concerning an arranged marriage are sure to elicit strong student response.

The quote, labeled *memorabile dictū* at the beginning of each chapter, reinforces the diversity of the Latin language and the influence which Latin has exerted throughout the centuries up to the modern age. In this section, students will become familiar with authors such as Thomas More (Chapter 11) whom they will encounter in their history and English literature classes. This also allows the student and the teacher to connect Latin with other subject areas and to engage in cross-curricula discussions.

The grammar is explained at a good pace with a reasonable amount covered in each chapter. The explanations are clear and concise. They promote student success by building on the similarities with what the students have already learned. Study tips aid students in remembering the grammar and syntax. Then what makes the concept difficult to understand is pointed out in the "By the Way" section thus limiting student frustration by alerting them to what is difficult.

The exercises in each chapter are of varying levels of difficulty. Thus drills are available for students of different ability levels and each student's needs are met. In addition to exercises that test a student's mastery of forms, sentences and reading passages allow students to improve their reading comprehension. This same methodology characterizes the workbook which features similar kinds of exercises as well as additional Latin readings.

Every textbook raises student questions and inquiring minds need to know. The Teacher's Manual teaching tips enable teachers to add depth to their instruction with suggestions that encourage higher level thinking skills. Teaching tips also lessen frustration for teachers and students by pointing out how to build on previously learned materials and the exceptions to the current lesson. In addition, excellent explanations address questions that students ask about Latin such as "How did Latin survive after the Roman Empire?" This enables the teacher to use class time wisely when answering and allows beginning as well as veteran teachers to enhance instruction. In addition, many teaching tips suggest techniques such as TPR (Total Physical Response) that have proven successful in many language classrooms. This allows students to develop language skills that they can apply to learning any world language.

The general vocabulary words, which are used over and over again, are starred in each chapter alerting students to which words are needed for mastery. English derivatives from the Latin vocabulary words are used in English sentences in *Latin for the New Millennium*. The students have to analyze the context of the sentence while finding the English words derived from the Latin vocabulary words, thereby encouraging higher level thinking skills. Having students write the Latin word as well as the derivative enables the students to store the words in their long term memory and better prepares them for the vocabulary encountered on standardized tests as well as academic competitions. A special feature called "Take Note" provides unique background about certain words, sometimes about their technical use and other times—as with *pecus* and *virtus*—about the evolution of the word's meaning. These notes, like the Latin reading passages, promote cross-curricular discussion.

One of the distinctive characteristics of *Latin for the New Millennium* is the emphasis on conversational Latin. The conversational Latin dialogues reinforce the chapters' grammar forms and vocabulary, thus improving the student's comprehension. By providing oral and aural language learning training, the text prepares students to learn modern languages while improving their mastery of the Latin language.

Teachers today not only have to teach, they have to document that they have adhered to the national standards in teaching their subject. By including national standards correlations to all the aspects of this series, *Latin for the New Millennium* easily allows teachers to teach and to fulfill all the demands made on them in writing and implementing standards-based lesson plans and providing individualized student instruction. Students benefit when teachers' energies focus on maximizing classroom instruction and interaction with students.

The series also encourages the incorporation of technology on a daily basis in the classroom, another demand of the new millennium. The resources at the *Latin for the New Millennium* website provide a constant stream of teaching and learning ideas for classroom activities and student assessments. They also provide teachers with a means to publish student work online in the Student Project Gallery. Students and teachers are encouraged to join eClassics, to play *Carpe Praedam*, and to listen to MP3 recordings of the Latin readings. A dedicated Quia test bank provides teachers and students with quiz, test, and review options with instant feedback. Electronic flash cards allow students to learn their vocabulary with their iPods while traveling to school.

As with Level 1, a review section follows every three chapters. A set of review exercises reinforces mastery. The mythology essays introduce the major classical heroes and their stories while a background essay discusses a major topic of the post-ancient world such as the medieval university. Throughout the text, vibrant full color illustrations with captions that instruct enrich the lessons and show the ongoing influence of the Romans and their descendants. Essays by current scholars reveal how practices, customs, thoughts, and words from previous eras have taken root in modern society. This multidisciplinary approach is a boon to understanding Latin's place at the center of the history of ideas in the western world.

Latin for the New Millennium, Level 2, pulls together the genius and creativity of the authors along with other classical scholars and teachers throughout our great country to provide materials that will carry the importance of learning Latin well into the next century. They all deserve our greatest thanks.

DAWN LAFON
White Station High School
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PREFACE

Learning Latin helps you learn English and other languages better, and, perhaps even more importantly, it offers you the linguistic key to the thoughts that shaped European (and therefore American) culture from the Romans to the age of the scientific revolution in early modern times. Latin was the language the leading minds of the West used to express themselves and to record their ideas in permanent, classical form for a long time after the disappearance of the ancient Western Roman Empire (see p. xxvi for more on this important topic). In this book you will learn each step of the language by using it. Doing is learning!

CHAPTER COMPONENTS

READING PASSAGES

Each chapter begins with a reading passage well supplied with notes that help you understand all elements you have not seen previously. You meet these new elements by reading them first and by seeing them in context. Often you do not need an explanation to understand how they function, because they are surrounded by everything you already know and they naturally fit into the context. The reading notes feature an alphabetical listing of the vocabulary words you have not yet learned and those words that you will need to learn later in the chapter are marked with an asterisk.

These reading passages are adapted from real works of Latin literature, and they are placed in chronological order. So, as you complete each chapter, you follow the story of Latin as a literary language and the people who used it during the Middle Ages, Renaissance, and early modern period. In the process you learn about the culture and the periods of time in which the featured reading of each chapter was produced.

LANGUAGE FACTS AND EXERCISES

In the body of each chapter you will find simple explanations of the language facts used in the chapter reading, along with many exercises that allow you to apply all the elements you are learning. By doing all the exercises in each chapter and in the student workbook, you will not only be reading and writing Latin, you'll be speaking it too! Many of these exercises involve oral exchange with the instructor and with other students. A person who gains an active facility in any language, in addition to a reading ability, is more likely to progress quickly to a deep understanding of the language and the works written in it. If you can speak and write in a language, you will probably not need to be reminded about forms and grammatical rules as often as a learner who lacks active practice. In this book you will build on this active oral facility begun in Level 1 as a basic part of learning the language.

CONVERSATIONAL LATIN AND NEPOS' *LIFE OF ATTICUS*

Near the end of each chapter you will find a Latin dialogue in which the modern students you met in Level 1 discuss in Latin situations encountered in modern life. By the end of each dialogue these characters introduce you to reading an unadapted piece of Latin from the *Life of Atticus* (Cicero's best friend) by Cornelius Nepos, who knew both Atticus and Cicero in person. These passages are completely unadapted, and they are equipped with both vocabulary words that you have not been required to learn and with notes that help you understand all new features. The vocabulary words and reading notes are in two columns by line number.

ADDITIONAL FEATURES

In each chapter you will also find many other things that will help you learn and enjoy Latin.

- **Memorabile Dictū** A famous saying labeled with this Latin phrase begins each chapter. The Latin saying is often so well known that it has become a proverb in many languages. Learning each famous saying will increase your understanding not just of Latin, but also of the thoughts and ideas which were important in the Middle Ages and the Renaissance and which have continued to play a role in modern life.
- **Study Tips** Each chapter contains rhymes, mnemonic devices, and tips that will help you master Latin.
- **By the Way** In each chapter this phrase appears to alert you to some additional information that is being presented or to an additional explanation of something that is difficult.
- **Illustrations** The text is richly illustrated with images that both complement and enhance the text. Illustrations of archaeological and historical sites, of the writers and places associated with their lives, and of artworks connected to the stories stimulate visual learning. The captions for these illustrations provide additional information about the writers and their cultural context.
- **Take Note** In the chapter reading vocabulary, words marked with a double dagger are explained with additional details (linguistic, cultural, or historical) in a Take Note section that immediately follows.

REVIEW COMPONENTS

At the end of each set of three chapters a review contains various components.

VOCABULARY TO KNOW

The Vocabulary to Learn from each of the three preceding chapters is put together to form a complete list of these words. This list is called Vocabulary to Know and is an excellent way to study the cumulative vocabulary for each set of chapters.

EXERCISES

Here you will see many new exercises that will help you review the material in each unit. Often an additional reading passage in Latin will be found among the exercises and this passage will offer more information about the time period being studied and will help you understand Latin literature and its heritage today.

CLASSICAL MYTHOLOGY

This section is titled Considering the Classical Heroes. It includes in English some of the principal stories about the Greek and Roman heroes and is followed by a passage in Latin that supplies some additional information on the same topic. These stories provide some of the main themes for literature and art from classical to modern times.

ASPECTS OF MEDIEVAL, RENAISSANCE, AND EARLY MODERN LIFE

In this section, entitled Connecting with the Post-Ancient World, you will read in English about some important aspect of the history of western European culture in which Latin played a vital role.

EXPLORING THE INFLUENCE OF LATIN ON MODERN LIFE

Here you will find an essay in English on how Latin has influenced modern times. Each of these essays has been written by a university scholar with special expertise in this field of study.

MIRĀBILE AUDĪTŪ

The final component in each review section is a list of Latin quotations, mottoes, phrases, or abbreviations used in English. These sayings relate to one of the unit topics.

COMPONENTS IN ADDITIONAL READINGS FROM NEPOS' *LIFE OF ATTICUS*

UNADAPTED READINGS

Following Chapter Fifteen, you will find ten sections which are entirely devoted to segments from the *Life of Atticus* by Cornelius Nepos. On the page facing each Latin section, there are copious notes, both vocabulary notes and reading notes. The two types of notes are arranged in a two-column format which will allow you to read across both pages and often see in one horizontal line the vocabulary words with their definition, the information presented in the reading note, and the line of Latin text. This format has been specially designed to aid students in making the transition from their Latin I and II textbooks to the reading of continuous, unadapted Latin text.

VOCABULARY TO LEARN AND EXERCISES

Each segment of Latin is followed by vocabulary to learn and exercises that give you valuable practice in some fundamental grammatical constructions and also help you to understand the readings more thoroughly by actually using Latin.

Each author of this book has written different sections of the textbook but both authors have benefited, throughout the composition of the textbook, from continuous mutual advice and support.

M.M. and T.T.
2009

Visit www.lnm.bolchazy.com to see the electronic resources
that accompany *Latin for the New Millennium*.



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INTRODUCTION

To say that Latin literature did not end with the Romans would be an understatement. In fact the Roman contribution to Latin, however fundamental, is a mere beginning. The amount of surviving Latin literature written in Europe since the collapse of the Western Roman Empire in the late fifth century CE is almost inconceivably larger than the surviving corpus of literature left by the Romans themselves.


This heritage of post-Roman Latin literature was anything but a sterile idiom reserved for a few reclusive monks. The very pulse of western European civilization, as it developed through the Middle Ages and the Renaissance, moved primarily to the rhythms of Latin prose and poetry.

The language of Caesar and Cicero performed new functions and came to be used in ways unimagined by the ancient Romans. Latin became the vehicle for sciences as refined as ballistics and hydrodynamics. Latin exclusively provided the academic and philosophical vocabulary for the expression of Europe's most sophisticated thoughts. Latin was the language in which fundamental concepts, such as gravity and the heliocentric solar system, received their first coherent expression. Latin, along with some revived terms from ancient Greek, supplied the language of botany and zoology. Latin was the international language of cartography, geography, history, and ethnography, the sciences through which the discoveries of Renaissance explorers gradually became part of the consciousness of European civilization. Latin, and not any of the nascent national tongues, was the primary linguistic vehicle for all of this before about 1750 CE.

But medieval and Renaissance Latin was not merely the language of scholars, scientists, and philosophers; it also produced poetry, letters, satire, fiction, and many other genres—including works widely recognized as monuments and masterpieces of world literature, ranging from the stories of the Venerable Bede and the *Carmina Burana* to Thomas More's *Utopia* and Erasmus' *Praise of Folly*. Even as the language of creative literature, Latin still rivaled the vernacular tongues in the Renaissance.

This international and multicultural role of Latin was in some ways already anticipated in the literature of the Roman Empire, when the peoples of the Roman provinces, especially in the West, began using Latin and not their native tongues as their means of literary expression. Thus Petronius and Seneca, who were from Spain, wrote in Latin just as the African Apuleius also produced his literary work in Latin. This multicultural role for Latin was even more pronounced in the Middle Ages and Renaissance, when Latin served as an international language and a vehicle for a literary tradition which eventually extended even to the New World. Moreover, in the Middle Ages and Renaissance Latin was no longer anyone's native tongue, and this long-lasting phenomenon of the Latin language, based on stable written sources rather than fluid popular usage, supporting such a vast, varied, and dynamic literature from about 450 CE to about 1750 CE is arguably more distinctive and significant than any literature produced by people who wrote in their native tongue.

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The existence of Latin curricula in the secondary schools is often defended because Latin offers access to the origins of western civilization. The literary heritage of the Romans is certainly fundamental. But the Latin literature produced after the time of the ancient Romans is no less central to our culture, language, and institutions than the literature of the ancient Romans. If “cultural literacy” is one of the goals of our education, teachers of Latin should think seriously about broadening their perspective and consistently exploiting post-antique as well as Roman Latin.

Latin helps students build vocabulary and verbal skills in English and modern languages. Students who have taken Latin in secondary school typically earn higher verbal scores in college entrance exams than their peers who never studied Latin. However, Latin could offer even more linguistic resources and verbal power if more attention were paid to post-antique Latin in secondary school curricula. Medieval Latin lies at the basis of nearly the whole spectrum of the vocabulary for modern universities, degrees, and academic institutions (and this includes basic English words, such as “faculty,” “dean,” “chancellor,” “graduate,” etc.). Medieval and Renaissance Latin is the source for our terminology for telling time (the Romans had no mechanical clocks). The list of our word debts to post-Roman Latin would embrace physics, astronomy, botany, and many other sciences, not to mention such disciplines as philosophy and law.

Yet Latin is typically taught, and Latin teachers are typically prepared, in a way that assumes that Latin is only about the ancient Romans—and not even the entire Roman tradition (since most of Roman literature produced after about 120 CE has little place in canonical curricula). What other literary and linguistic discipline focuses so exclusively on its origins alone? It is time for a change. Both teachers and students of Latin should make the most of what the Latin tradition actually has to offer. In the long run, the place of Latin in our educational system will be more secure, if such a broadening of perspective can be achieved. Some idea of the immense contributions to our culture made by Latin after the time of the Romans, and selected readings of some of the astoundingly rich post-Roman Latin literature, should be a basic part of the teaching of Latin today at all levels. In *Latin for the New Millennium*, Level 2, we have endeavored to provide teachers and students, who are still learning the fundamentals of the Latin language, with the readings and cultural information that will help to add this wider and richer perspective to the Latin classroom.

This wider perspective added by Level 2 is in no way inconsistent with standard placement tests and activities commonly employed by Latin teachers today. In LNM Level 2 the Vocabulary to Learn is composed of a selection of words most commonly employed in such authors as Cicero and Virgil. These words remain common throughout the entire Latin tradition, and our reading selections consistently highlight this vocabulary. LNM Level 1 is filled to the brim with information on Roman authors, Roman culture, and Roman history. More information on things Roman is offered in LNM Level 2, both in the notes to each chapter, and in the concluding part of each chapter, where the reader will find unadapted readings from the *Life of Atticus* by Cornelius Nepos, a contemporary of Cicero.

Latin teaching in the new millennium should take full account of the fact that Latin literature is a phenomenon spanning the millennia.



TEACHING TIP

Ask students the English equivalent of countries such as Dānia, Helvētia, Hibernia, Lūsitānia, Pannonia, Phoenīcia, Polōnia, Suecia, Tzechia and the English equivalent of the cities Barcinō, Berolinum, Bruxellae, Constantinopolis, Cracōvia, Lutetia Parisiōrum, Massilia, Olisīpō, and Pīsae.

Answers: Denmark, Switzerland, Ireland, Portugal, Hungary, Lebanon, Poland, Sweden, the Czech Republic; Barcelona, Berlin, Brussels, Istanbul (NB: Greek Orthodox students will likely refer to this city as Constantinople), Cracow, Paris, Marseilles, Lisbon, and Pisa.

LATIN FOR THE NEW MILLENNIUM: LEVEL 2

MAP WORK - PAGES XXVIII-XXIX

Find the answers to each of the following questions on the map.

1. Name three seas in Latin.

Pontus Euxinus, Mare Aegaeum, Mare Internum

2. What are the two Latin terms used for "sea"?

mare and pontus

3. Name four islands in Latin.

Britannia, Crēta, Hibernia, Ithaca, Samos, Sicilia

4. Name two mountains in Latin.

Vesuvius Mōns, Olympus Mōns

5. Name two mountain ranges in Latin.

Pŷrēnaei Montēs, Alpēs Montēs

6. Which of the Latin names in capital letters are currently in use in English?

Africa, Asia, Austria, Caucasus, Croātia, Ithaca, Macedonia, Samos, Syria

7. Which body of water labeled as an "oceanus" is today considered a "sea"?

Sarmaticus Oceanus



A full size reproducible version of this worksheet, without the answers, can be downloaded at www.lnm.bolchazy.com

HOW TO USE THIS BOOK

Answers to reproducible worksheets will be given in a larger size below for the teacher's convenience.

ANSWERS TO MAP WORK – PAGES XXVIII-XXIX

1. Pontus Euxinus, Mare Aegaeum, Mare Internum

2. *mare* and *pontus*

3. Britannia, Crēta, Hibernia, Ithaca, Samos, Sicilia

4. Vesuvius Mōns, Olympus Mōns

Standard
3.1



5. Pŷrēnaei Montēs, Alpēs Montēs

6. Africa, Asia, Austria, Caucasus, Croātia, Ithaca, Macedonia, Samos, Syria

7. Sarmaticus Ōceanus



A full size reproducible version of this page, without the answers, can be downloaded at www.lnm.bolchazy.com
 The teacher may wish to have this map enlarged when reproducing it for ease of student use in completing this activity.

LATIN FOR THE NEW MILLENNIUM: LEVEL 2

MAPS AND GEOGRAPHY - PAGES XXVIII-XXIX

Label the following places on the map. Construct a system that differentiates among countries, cities, bodies of water, and mountains.

Alexandrēa	Basilēa	Constantinopolis	Dānia	Helvétia	Mare Aegaeum	Phoenicia	Rōma
Athēnae	Carthāgō	Cracōvia	Gādītānum Fretum	Hierosolyma	Massilia	Polōnia	Roterōdamum
Barcinō	Caucasus	Croātia	Gallia	Lūsitānia	Olympus Mōns	Pontus Euxinus	Tyrus



HOW TO USE THIS BOOK

The answers to this worksheet can be seen easily on the two facing pages.