A TRAILBLAZING NEW LATIN CURRICULUM

CHAPTER 2

GAIUS VALERIUS CATULLUS

Complementary infinitives and infinitives with impersonal verbs; Partitive Genitive; Dative Nouns, Clauses, Imperatives and Prohibitions; Conditional Sentences; Positive, Comparative, and Superlative Adjectives and Adverbs; Genitive and Dative Pronouns

Chiasmus, Sibilance, Anaphora, Apostrophe, Rheterical Question, Hyperbaton, Onomatopoeia, Transferred Epithet

MEMORABILE DICTUM

Vivamus, mea Lesbia, atque amemus.

"Let us live and love, my Lesbia." (Catullus 5, 1)

In this often quoted line, Catullus links living and loving, and in the poem he recommends living or love since happiness is ultimately central.
AN OVERVIEW

*Latin for the New Millennium* is the crown in Bolchazy-Carducci’s thirty-five year tradition of serving the Latin classroom. The series provides a comprehensive approach to the study of Latin that synthesizes best practices and cutting-edge pedagogy. *LNM* brilliantly fuses the traditional grammar approach with the reading method.

B-C commissioned esteemed Latinists, Professors Milena Minkova and Terence Tunberg, to create Level 1 and 2 texts that address the full legacy of Latin literature and include a strong aural-oral component. The authors’ passion for Latin’s rich post-antique corpus and for oral Latin makes *Latin for the New Millennium* a groundbreaking program.

When teachers using *LNM* 1 and *LNM* 2 requested a Level 3, B-C tapped the talented duo of Helena Dettmer of the University of Iowa and LeaAnn Osburn, former B-C editor and high school classroom veteran. Dettmer and Osburn had collaborated previously on *A Catullus Workbook* and are recognized for their creative classroom expertise and their commitment to scholarship. In developing *LNM* 3, they drew on Bolchazy-Carducci’s respected set of author texts for upper-level Latin, the popular *LEGAMUS* Transitional Readers and the Latin Literature Workbook Series. To learn more about *LNM* 3, see pages 16–22.

The *Latin for the New Millennium* program offers amenities for both teachers and students from eBooks to workbooks, teacher’s manuals, a free web-based Teachers’ Lounge for classroom teachers, free teacher webinars, audio recordings, electronic flashcards, free test banks and other downloadables, and much more. This brochure provides information on all the program components.

STUDENT TEXTS

CHAPTER TITLE PAGE

Introduces chapter’s grammar and morphology topics

Full Page Artwork
- stunning image serves as prompt for chapter Latin reading
- rich artwork appeals to visual learners
- Teacher’s Manual provides background information about the image

MEMORĂBILE DICTŬ
- Famous Latin saying connects to chapter’s Latin reading passage
- Subject matter of saying stimulates thoughtful discussion

Chapter title page to left taken from *LNM* 2, Chapter 9. Brochure cover image from *LNM* 3, Chapter 2.
LNM celebrates the continuum of Latin literature and builds strong readers of Latin

All LNM readings are drawn from the works of Latin authors. The adapted readings of Level 1 and 2 grow in complexity as students deepen their Latin reading skills. Each chapter of Level 2 features an unadapted classical Latin reading from Nepos’ Life of Atticus. Level 3 provides comprehensive resources for students as they read unadapted selections from key Latin authors. All LNM readings offer subject matter that invites discussion.

LNM proudly presents the full legacy of the Latin language and Latin literature.

LNM 1

• features the Roman authors from Plautus and Terence to Augustine and Boethius
• introduces students to those Roman authors regularly taught: Caesar, Catullus, Cicero, Horace, Ovid, Pliny the Younger, and Vergil

LNM 2

• constitutes a pioneering expansion of the traditional Latin curriculum—building on Latin’s Roman foundations to celebrate the richness of the Latin written in the subsequent 1,500 years
• takes students through the adapted authentic Latin of such authors as Bede, Heloise, Petrarch, Erasmus, and Copernicus. Each chapter keeps students grounded in the first century BCE with thought-provoking readings from the Life of Atticus.

LNM 3

• provides students with an in-depth experience of the Roman authors Caesar, Catullus, Cicero, Horace, Ovid, and Vergil
• showcases the intellectual circle of Erasmus and his friends through the lens of their correspondence
• demonstrates the full continuum of the Latin tradition with Petrarch’s “Ode to Vergil” and John Parke’s “In Praise of Horace”

STUDENT TEXTS
FUSION APPROACH
GRAMMAR DRAWN DIRECTLY FROM LATIN READINGS

Each grammar or syntax concept is presented separately.

BY THE WAY provides additional information or insight.

Plentiful English-to-Latin and Latin-to-English EXERCISES reinforce the new grammar and morphology.

"LNM's fusion of reading, grammar-translation, and oral-aural communication-friendly approaches is based on the best in current Latin pedagogy. A particular strength of the series is its teaching of the importance of context in learning Latin."
– Ronnie Ancona
Hunter College and City University of New York Graduate Center

Complete morphology charts from the outset. Students get to see the big picture.

STUDY TIP provides student-friendly assistance in the form of a mnemonic device, an alternative explanation, or a clarification for complex concepts.

Examples of the concept are excerpted from the chapter's Latin reading. The grammar in each LANGUAGE FACT flows directly from the Latin reading.
LNM Level 2 teaches students to recognize and comprehend the full set of complex constructions from the ablative absolute to conditions.

LNM Level 1 presents the indirect statement, thereby ensuring students’ mastery of this key concept.

These STUDY TIPS help students (1) readily recognize the result clause and (2) distinguish the result from the purpose clause.

The EXERCISE requires immediate student practice with a discrete component of the new grammar.

BY THE WAY clarifies a key grammatical point for the students.
COPIOUS EXERCISES

Multiple EXERCISES ensure that students become comfortable with new concepts.

Authors Minkova and Tunberg have developed a range of creative, transformational exercises that require a deeper comprehension of the materials than do the ordinary exercises.

Dialogue between Aeneas and Mercury builds off the chapter reading—an adaptation from Vergil’s Aeneid.
Each REVIEW presents the three chapters’ VOCABULARY TO LEARN in a VOCABULARY TO KNOW list organized by part of speech.

For every three chapters, a REVIEW offers a set of new exercises to test cumulative mastery of the new grammar and syntax.

EXERCISES are designed to build on one another for a spiraling effect and deeper comprehension.
Each chapter of LNM 1 and 2 contains a **TALKING** section, immersing students in conversational Latin about everyday matters.

**BY THE WAYS** give students additional information about a topic or insight into a difficult concept. Often, as in the discussion of the Roman concept of time, the **BY THE WAY** calls students’ attention to a cultural difference.

An everyday reality of school life—“Late for School”—serves as a natural introduction to cardinal and ordinal numbers.

The **TALKING ABOUT A READING** sections in LNM 2 find the teenagers talking about the chapter Latin reading or about the undapted Atticus passage.

“My students are enjoying the dialogues between Marcus, Maria, and Helena.”

— Linda Kennedy, Bishop McGuinness High School
Kernersville, North Carolina

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**STUDENT TEXTS LNM 1 & 2**

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ENGLISH VOCABULARY BUILDING

Each REVIEW includes a MĪRĀBLE AUDĪTŪ section of themed Latin phrases, mottoes, proverbs, or abbreviations referenced in English today.

In each chapter, immediately following the VOCABULARY TO LEARN, EXERCISE 2 is designed to build students' English vocabulary through derivatives study.

The Teacher’s Manuals offer an expanded set of English derivatives for teachers to present to their classes.
SAMPLE REVIEW PAGES

Some 320 full-color images not only enrich LNM 1 & 2 but also provide instruction through informative captions. Images of material culture like this connect students to how the Romans lived. This image shows the instruments associated with writing in the Roman world and connects to the exercise.

Latin reading in REVIEW 1 of LNM 1 presents the unadapted Latin wit of Martial.

EXERCISES in each REVIEW test cumulative mastery of the three chapters’ vocabulary and grammar.

Images connect Latin literature with historical figures of the period.

New reading in the REVIEW is connected to the Vergil readings in the previous chapters.

STUDENT TEXTS LNM 1 & 2
EXTENSION MATERIALS IN REVIEW SECTIONS

Each REVIEW in LNM 1 introduces students to the basic stories of the twelve Olympians. Gods in the REVIEW have usually been encountered in the Latin chapter readings.

Mythology essays culminate in a Latin version of a significant story about the gods.

Mythology Topics of LNM 1:
- Mars, Jupiter, Juno
- Neptune, Pluto, Vesta, Ceres
- Apollo
- Mercury
- Minerva, Diana, Venus
- Bacchus
- Vulcan

Mythology Topics of LNM 2:
- Perseus, Hercules, Theseus, Jason
- The Trojan War
- The Odyssey
- The House of Atreus, The House of Labdacus
- Aeneas; Romulus and Remus; the Horatii and the Curiatii; Mucius Scaevola, Cloelia, Horatius Cocles

Illustrations demonstrate Rome’s influence through the ages and the perennial interest in classical mythology.
Study of Roman and Post-Antique Culture Flows from the Latin Readings

Connecting with the Ancient World

In chapter 10 your student texts will include a review of land and sea routes of the ancient Mediterranean, focusing on the roles of trade and transportation. The reader will encounter a variety of landscapes and cultural contexts, from the bustling markets of ancient Rome to the serene beauty of the Greek islands. This chapter aims to provide a comprehensive overview of the region, highlighting key aspects of its history and culture.

Culture/Daily Life Topics Covered in LNM 1 Connecting Essays:
- Slavery in Ancient Rome
- Roman Marriage
- Roman Attire
- Roman Food
- Roman Cities and Roads
- Gladiatorial Games
- Roman Education

The culture essays for LNM 2 not only contextualize the Latin chapter readings but also deepen students' understanding of the foundations of their culture.

Culture/Daily Life Topics Covered in LNM 2 Connecting Essays:
- The Orders of Medieval Society
- Universities in the Middle Ages
- The Renaissance
- The New World
- The Scientific Revolution

Lush images bring the Roman world and its material culture to life.

Student Texts LNM 1 & 2

Universities in the Middle Ages

By the late 12th century universities had emerged as centers of higher learning, offering degrees in theology, law, and medicine. Students from across Europe attended these institutions, fostering a spirit of intellectual inquiry and the exchange of knowledge. This period marked a significant shift in the way education was conducted, with universities providing a structured curriculum and research opportunities.

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SCHOLARLY ESSAYS SHOWCASE
CURRENT SCHOLARSHIP IN THE CLASSICS

Classics scholars from across the United States were invited to pen an essay on a field of their expertise. The EXPLORING essays give students a taste of scholarly writing and insight into key topics raised by the Latin chapter readings. EXPLORING essays and accompanying illustrations trace the classical influence from Rome through the centuries to the current day.

To see a full Table of Contents and the list of scholarly essays and their authors, check out www.lnm.bolchazy.com.

Topics Covered in LNM 1 EXPLORING Essays:
• Roman Comedy: Roman Productions and Modern Renditions
• Roman Families: Parents and Children Then and Now
• Roman Government: Politics in Greece, Rome, and the United States
• The Myth of the Trojan Horse: Never Look a Gift Horse in the Mouth
• Roman Law: The Justice System in Ancient Rome
• Roman Disasters: Earth, Air, Fire, and Water
• Roman Libraries: Public Libraries and Their Books

LNM is a rich trans-disciplinary experience that helps students make connections between their study of Latin and the Roman and early European worlds and the other subjects they study.

Topics Covered in LNM 2 EXPLORING Essays:
• Tragic Love Stories through the Ages: Love and Longing
• The Muslim Influence in Spain
• Cicero’s Enduring Influence: Cicero, the Humanists, and the American Founding Fathers
• New Worlds: Searching the Globe and the Universe
• The Development of the Sciences: Autodidacts, Polymaths, and Their Theories

STUDENT TEXTS LNM 1 & 2
Each chapter of *LNM* 2 ends with an unadapted passage of classical Latin from Nepos’ *Life of Atticus*. Ten additional Nepos readings like this one follow *LNM* 2’s fifteen chapters.

The format for the Atticus readings follows that of traditional Latin author texts with facing vocabulary and notes. The Nepos readings empower *Latin for the New Millennium* students to transition easily from Latin 1 and 2 to *LNM* 3 and reading authors in-depth.

The Atticus readings give students experience with some 264 lines of connected Latin prose as well as with the major events and figures of the late Republic and the Principate.

The Atticus sections continue to build the students’ Latin vocabulary foundation. *LNM*’s vocabulary is geared to Latin literature.

Latin *COMPREHENSION QUESTIONS* for the Atticus readings train students to find answers in the Latin itself.

The Atticus sections continue to build the students’ Latin vocabulary foundation. *LNM*’s vocabulary is geared to Latin literature.

**TAKE NOTE** sections explain special linguistic, cultural, or historical aspects of a Latin word.

Creative **EXERCISES** for the Atticus sections build on the Latin of the original Nepos reading.
Student Workbooks contain a battery of exercises that supplement those in the text itself.

Student Workbooks feature black-and-white illustrations that provide visual context for the Latin readings.

Teacher’s Manual for each level contains additional information for the teacher to share as desired.

Adapted Latin passages expose students to additional works from authors (Catullus and Cicero samples reproduced here) introduced in the regular text as well as to other authors (Sulpicia and Kepler samples reproduced here) not presented in the regular text.

Teacher’s Manuals for Student Workbooks contain complete translations and answers to all the exercises.

Sample pages are taken from the Teacher’s Manuals for the LNM Workbooks in order to demonstrate both the student and the teacher version.
LATIN FOR THE NEW MILLENNIUM, LEVEL 3 FEATURES:

- historical overview essays: “The Last Century of the Roman Republic,” “Augustus and the Principate,” and “Why Post-antique Latin”
- background essays that provide literary and historical context for each author
- a representative sampling of unadapted Latin selections from each author’s corpus
- initial reading for each author with transitional aids to ease students’ adjustment to the author’s style
- vocabulary and notes on same page or page facing the Latin passages
- English comprehension questions following each Latin reading—some require citing Latin from the text
- first exercise, for each Latin reading, that addresses recognition of grammar and syntax found in the passage
- grammar and syntax review sections with exercises for student practice
- LANGUAGE FACTS drawn from the LNM 3 readings that introduce grammar and syntax concepts commonly encountered in Latin 3
- notes and exercises that introduce students to literary analysis
- essay and scansion questions that give students practice with advanced Latin study expectations
- Latin VOCABULARY BUILDING lessons
- student-friendly STUDY TIPS, BY THE WAYS, REMINDERS, and TAKE NOTES
- BY THE WAYS, for the first occurrence of a figure of speech, that provide a definition and an explanation of its effect on the Latin passage
- 69 full-color illustrations that are both visually appealing and instructive
- six maps that familiarize students with the geography of the Latin readings
- two historical timelines: “The Late Republic and Augustan Principate in Rome” and “The World of Erasmus”
- appendix on Latin meters and on figures of speech/literary terms
- appendix on grammatical forms, paradigms, and syntax and one for supplementary grammar, morphology, and syntax
- Latin-to-English glossary

Excerpt from historical essay “Augustus and the Principate”

OCTAVIAN GRANTED THE TITLE AUGUSTUS
In thanking the Senate. granted Octavian the title of “Augustus,” henceforth an exalted home of great religious significance. From this point on, Octavian will be known as Augustus. In addition, he was granted the authority to appoint the Senate, the Praetor, and the other officers of the state. The emperor and emperor’s wife were now exempt from all the burdens of state, and very soon, their power was irresistible. The remaining members of the Senate were given lesser functions. At first, Augustus was the head of the Senate, the dictator. Octavian was not as an author for the whole, and he was the leader of the Senate. He often referred to the Senate’s authority, granting it the right to make war. This way, he was able to oversee the organization of the government in Rome. More generally, Augustus promised that the state was intended to be a traditional authority. For example, regular elections were held, as in former times, and a Senate was appointed from among them. The Senate did not grant power from above, but from below, stability in the constitution. Humanity with the gods,” By referring to traditional religious practices, Augustus hoped to bring Rome back to the time of the former religious authorities.

The Last Century of the Roman Republic (44 BC–AD 31)

The last century of the Roman Republic was a period of significant political and social change. The period began with the assassination of Julius Caesar and ended with the death of Augustus. During this time, Rome experienced major reforms and a shift in power dynamics. The period was marked by civil wars, political assassinations, and military campaigns. The end of this period saw the rise of the Roman Empire, with Augustus becoming the first emperor. The Last Century of the Roman Republic (44 BC–AD 31) explores the political and social changes that occurred during this time, providing insight into the factors that shaped Rome’s development.
**Reading for Comprehension and Nuance**

- **Pre-reading sets contextual information for each Latin reading.**
- **Study Tip** suggests student-friendly ways to master the information presented, provides comprehensive explanations for a concept encountered in the reading, or clarifies difficult material.
- The first reading for each of the Roman authors provides visual aids that help students see linguistic patterns and facilitate their transition to a given author’s style. At the end of the lesson, the **Reading Redux** presents the Latin without any aids.
- **By the Ways** provide additional information or insight.
- Copious notes and vocabulary aids facilitate students comprehending the Latin reading without being bogged down looking up words.

*Latin for the New Millennium, Level 3 Teacher’s Manual* includes additional background information, translations, answers to all exercises, **Teacher by the Ways**, notes on the illustrations, **Teaching Tips**, English derivatives, and multiple choice quizzes for the derivatives.
STUDENT TEXTS: LNM 3

BUILDING GRAMMAR, SYNTAX, AND VOCABULARY MASTERY

LANGUAGE FACTS flow from the Latin readings. Recognizing that students appreciate the opportunity to review, LNM 3 provides review based on a concept’s appearance in the Latin reading. The relative clause of characteristic is part of a LANGUAGE FACT that reviews the indicative relative clause and introduces the relative clause of purpose and of characteristic.

BY THE WAY explains a point of syntax from the text and connects it to similar constructions.

Every LANGUAGE FACT lesson is followed by an exercise that provides practice applying the lesson to Latin sentences.

Illustrations enrich a student’s understanding of the world that produced the authors and their works by providing images that connect back to the Roman era.

The lesson for each Latin reading culminates in an ESSAY. LNM 3 is designed to ladder concepts and skills that students will especially need in Latin 4 and AP Latin.

LNM 3 readily addresses the needs of a differentiated classroom—it provides review for students needing same as well as higher level thinking activities like essay writing. Note that all essays require careful citation of the Latin text.

Full-color images provide visual connections and show classical influence through the ages while comprehensive captions give background to the subject matter.

*LNM 3* uses **VOCABULARY BUILDERS** to help students recognize creative approaches to expanding their Latin vocabulary. Many of these focus on making connections among synonyms.

**VOCABULARY BUILDER**

There are five groups of synonyms in the list below. List each word according to the group to which it belongs. Give the English meaning for each group of synonyms. These words can be found in the passage above.

- spina, an. f. (2)
- sympsis, sympsis, m. (L)
- smsa, nm. (2)
- vemae, vemae, c. (2)

**EXERCISE 1**

1. In line 109, what is the case and use of *nuncius*?
2. In line 206, what is the form of *lentus*?
3. In line 208, what is the case and use of *minens*?
4. In line 210, what is the case and use of *attentus*?
5. In line 210, what is the case and use of *minens*?
6. In line 211, what is the case and use of *lentus*?
7. In line 212, what is the case and use of *minens*?
8. In line 214, what is the case and use of *lentus*?
9. In line 215, what is the case and use of *attentus*?
10. In line 216, what is the case and use of *lentus*?
11. In line 216, what is the case and use of *attentus*?
12. In line 217, what is the case and use of *minens*?
13. In line 217, what is the case and use of *lentus*?
14. In line 218, what is the case and use of *minens*?
15. In line 219, what is the case and use of *lentus*?

These questions check on students’ comprehension. Those that require Latin citation reinforce the critical skill of documenting an answer.

The first exercise following each Latin reading asks students to identify points of grammar and syntax. These questions can also be used as prompts for working through the readings.

For a more comprehensive examination of what *Latin for the New Millennium*, Level 3 offers—check out the complete Table of Contents at [http://www.lnm.bolchazy.com/samples.html](http://www.lnm.bolchazy.com/samples.html).
For subsequent occurrences of a less complex figure of speech, notes simply identify their presence.

**BY THE WAYS** for the first occurrence of a figure of speech provide a definition and an explanation of its effect on the Latin passage.

A complete roster of figures of speech from *LNM 3* appears in Appendix C.
DEVELOPING LITERARY ANALYSIS SKILLS

Prose authors like Caesar and Cicero regularly employ idioms. A **VOCABULARY BUILDER** in the Caesar chapter like this one in the Cicero chapter provides a set of such idioms.

**STUDY TIP** expands on the **LANGUAGE FACT** and suggests a way for students to apply the information to their Latin reading.

A comprehensive discussion of Latin meter and the eight meters introduced in LNM 3 appears as Appendix B in the student text.

Reinforcement is key to mastery. Thus, **REMINDERS** restate a **STUDY TIP** or explanation given previously in the text.

For a more comprehensive examination of what *Latin for the New Millennium*, Level 3 offers—check out all of Chapter 1 (Caesar) at http://www.lnm.bolchazy.com/samples.html.
DEVELOPING LITERARY ANALYSIS SKILLS, (CONTINUED)

Information that expands a student’s understanding of the Latin reading but is not immediately needed to facilitate comprehension of the Latin reading appear in the TAKE NOTE section at the end of the notes for a reading.

ESSAYS require students to apply analytical skills and to build their understanding of the connections between content and literary style.

The poetry of Catullus, Horace, Ovid, Vergil, Petrarch, and Parke introduce students to eight meters. The scansion exercise following each poetry reading requires students to practice this important skill.

Images make connections through the ages showing the classical influence’s enduring effect. This bust of Maecenas appears on the writer Lady Gregory’s estate in Ireland.

For a more comprehensive examination of what Latin for the New Millennium, Level 3 offers—check out all of Chapter 2 (Catullus) at http://www.lnm.bolchazy.com/samples.html.
Audio recordings of each Latin chapter reading for *Latin for the New Millennium*, Levels 1 and 2. Master teachers and oral Latin enthusiasts Anna Andresian (Regis Jesuit High School, Aurora, Colorado) and Professor E. Del Chrol (Marshall University, West Virginia) provide a professionally recorded reading in the restored classical pronunciation of Latin. This set of recordings is a *sine qua non* for every *Latin for the New Millennium* classroom and for meeting oral Latin classroom standards.

To hear samples of the recordings:
*http://ipodius.bolchazy.com/Audio/LNMAudioReadings.html

The Complete *Latin for the New Millennium* Levels 1 and 2 Vocabulary in the Palm of Your Hand!

*Repetitio est mater memoriae*: these 2,500+ vocabulary cards, arranged chapter by chapter, English to Latin and Latin to English, allow students an easy way to memorize Latin vocabulary words as they appear in each chapter of *Latin for the New Millennium*, Levels 1 and 2. Students can use the cards to help them memorize the full lexical forms of the Latin vocabulary words. These cards make vocabulary review a snap as students review on the school bus, waiting in line in the cafeteria, etc.

To see samples of the flashcards:
*http://ipodius.bolchazy.com/Software/VocabLNM.html

Students enjoy electronic quizzing and testing!
The 'Teachers' Lounge provides teachers access to a test bank for *LNM* Levels 1, 2, and 3.

*www.lnm.bolchazy.com* provides students access to *Links Latinae* and to the *Pompeiiiana Newsletter Archive*. Links Latinae connects students to internet resources for such topics as: Latin dictionaries • oral Latin • Later Latin • Latin games, puzzles, and exercises • Roman culture, monuments, and history • Roman art and archaeology • historical, detective, and science fiction set in ancient Rome.

*note URLs to links are case sensitive*
LNM eBooks available through xplana™
xplana™ is student and teacher friendly:
- searchable content
- adjustable text size, typeface, line space
- customizable: add notes, highlights, and other annotations (all of which are added to the embedded annotation manager for convenient access)
- worry-free archive
- available on any computer with an internet connection
- readable on the web (via Windows or MAC computers), iPhone, iPad, on tablet computers, and Android devices

Bolchazy-Carducci Publishers xplana™ eBook home page shows all B-C texts on xplana™
MEMORĀBILE DICTŪ

SPQR: Senātus Populusque Rōmānus.

"The Senate and the People of Rome."
These four letters form what is known as an acronym, one that symbolized supreme power in ancient Rome.

READING

This story describes how Rome was said to have been founded in 753 BCE. King Numitor of Alba Longa was overthrown by his cruel and ambitious brother Amulius, who not only seized the throne, but so feared that one of Numitor's male descendants might have a legitimate claim on it that he made Numitor's daughter Rhea Silvia a priestess of the goddess Vesta. These priestesses were not allowed to marry during their childbearing years.

RŌMULUS ET REMUS


Search for all occurrences of a specific word or phrase.
Page number reference to print book page numbers.
View as the printed book.
Teacher’s Manuals contain **TEACHING TIPS** that suggest additional classroom activities or insights into presenting a concept.

LNM Teacher’s Manuals for Levels 1 and 2 offer a bounty of oral-aural Latin learning activities correlated to the student texts.

**ORAL EXERCISES** in the TMs give teachers step-by-step instructions to facilitate implementation of the oral-aural approach and to build teachers’ own confidence with oral Latin.

Authors Milena Minkova and Terence Tunberg enthusiastically assert that students who engage in Latin aural comprehension and oral production gain a deeper understanding of and facility with Latin.
Teacher’s Manuals for Levels 1 and 2 reproduce the full copy of the student text surrounded by a battery of supplemental materials in addition to translations for the Latin passages and answers to all the exercises. Full student pages are not included for Level 3.

Each Teaching Tip provides suggestions for additional classroom activities.

For each chapter’s Latin vocabulary, a Teaching Tip alongside the student derivatives exercise (always Exercise 2) gives a set of additional English derivatives and their meanings.

This page shows a representative Oral Exercise and a Dictation and Oral Exercise. Each Teaching Tip reinforces and supplements the student text’s Talking section. In addition, the companion page of the Teacher’s Manual provides supplementary conversational Latin vocabulary for discussion of contemporary food items.

Teacher by the Way gives additional background information for cultural, historical, and literary topics introduced in the student text.

Comprehension Questions for the English background essays in each Unit Review of the student text are printed with answers in the Teacher’s Manual. The questions are available as free downloads in the LNM Teachers’ Lounge.
The Teacher’s Manual for LNM Level 2 begins each chapter with a suggested set of topics for grammar, syntax, and morphology review topics presented in LNM Level 1.

TEACHER BY THE WAY includes explanations and background information for every illustration in the student text, enhancing the didactic options for the images.

CHAPTER 9

REVIEW TOPICS

1. Comparative and superlative adjectives, originally presented in Chapters 6 and 8, may need a quick review before discussing Janus adjectives.

2. Students may find similarities, either positive or negative, it would be wise to review them now before presenting the irregular adjectives ille, illa, illuim, illos, illas, illa, and illum.

MEMORABLE DICTUM

Inexpertus, a, um – inexpertis, who has not experienced something.

TEACHER BY THE WAY

Quentin Matsys painted two portraits of his friend Erasmus. The one depicted from 1517 hangs in the Galería Nacional de Arte Antigua in Rome. Italy. Matsys was well known for his portraits which presented the sitter in the midst of appropriate surroundings. Matsys’ style blends Italian influences like that of Leonardo da Vinci with the Flemish tradition of such painters as Jan van Eyck. The other painting, a double portrait of Erasmus and his friend Peter Gilles, was painted specifically for their mutual friend Thomas More. Erasmus and More had been friends since 1489 and Erasmus had introduced More to Peter Gilles, the town clerk of Antwerp, to whom he makes reference in his Utopia. Letters from 1517 state to the importance the principals placed on the double portrait and how eager Erasmus was for it to be sent to More. The Erasmus half of the diptych resides at Hampton Court while the Gilles portrait is privately owned.

TEACHING TIP

Ask the students to note that in the illustration Erasmus is writing something. Ask them to speculate about what he might be writing. Try to elicit the answer that he is writing a book. Inform the students that Erasmus in fact was an author and did write books. See p. 101 of this teacher’s manual for a list of Erasmus’ writings. Then ask the students what else an author sometimes writes besides books. Help the students arrive at the conclusion that authors sometimes write letters to their friends. Erasmus wrote so many letters that they became a collection. See p. 190 for information on the twelve volumes of his letters. Erasmus wrote to friends who have become famous in history such as Thomas More and Martin Luther. He also wrote to less well-known people such as William Mountjoy to whom the letter in this chapter is written. Also ask what Erasmus’ facial expression indicates. He is serious about what he is doing and he is concentrating on his writing. Finally instruct the students to look at the illustrations on p. 191 and 201. These two pictures show winter storms which is the topic of Erasmus’ letter to Mountjoy. The teacher may choose to ask students what winter storms they remember most clearly from their own experience (if the students live where winter storms occur).

The initial TEACHING TIP of each chapter provides suggestions for using the chapter title page illustration as a pre-lection activity.

Each set of two pages in the Teacher’s Manuals delineates correlations with the National Standards for Classical Language Learning. Additionally, the Teacher’s Manuals provide correlations to the LNM student workbooks, the LNM mythology and history enrichment texts, as well as to the aural-oral activities in the Teacher’s Manuals.
DIGITAL RESOURCES FOR TEACHERS

The Latin for the New Millennium Teachers’ Lounge provides a battery of resources and support for classroom teachers.

TEACHERS ASSISTING TEACHERS . . .

The Teachers’ Lounge provides teachers opportunities to share with their colleagues:

- to blog about their experiences with LNM
- to chat about their insights into using LNM
- to post materials: worksheets, syllabi, activities, strategies

The Teachers’ Lounge contains a treasure chest of LNM teacher-created materials ready to be downloaded.

B-C MATERIALS AVAILABLE IN THE TEACHERS’ LOUNGE . . .

Free Reproducibles for Downloading:

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- paradigm sheets
- all maps, with and without place-names, created for LNM
- sets of comprehension questions for background essays
- sight readings and multiple choice comprehension questions
- supplemental Latin readings for LNM 1, Chapters 1–12

Digital Version of the LNM Teacher’s Manuals

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WEBINARS FOR TEACHER PROFESSIONAL DEVELOPMENT AND LNM LESSONS

Free webinars—learn from the comfort of your home or your office

Sample topics:

- “Overview of Latin for the New Millennium Program”
- “Aural-oral Activities”
- “LNM Implementation and Pacing Suggestions”
- “Navigation of the Teachers’ Lounge”

“The most exciting feature of Latin for the New Millennium is Bolchazy-Carducci’s innovative online support system. Utilizing the popular Ning format, this interactive Teachers’ Lounge provides a place for teachers using this new series to network and collaborate, participate in threaded discussions, create blog pages, upload lesson plans, worksheets, flashcards, photos, videos, and other multimedia, exchange activity links, and much more.”

kład Sharon Kazmierski

Clearing House, Classical Outlook 86.1, Fall 2008
Master Teacher Rose Williams engages students in these four enrichment texts that complement the mythology and history presented in *Latin for the New Millennium*. Each is illustrated and features a glossary of Latin and special terms.

### The Original Dysfunctional Family

*Basic Classical Mythology for the New Millennium*

Rose Williams  
x + 62 pp (2008) 6” x 9” Paperback  

*The Original Dysfunctional Family* presents the key stories of the twelve Olympians as well as those of Ceres and Bacchus. Features: • Genealogical chart of the Olympian family and their offspring • Chronological arrangement of stories • Greek version of each Olympian presented first, followed by the Roman adaptation.

### From Romulus to Romulus Augustulus

*Roman History for the New Millennium*

Rose Williams  
x + 70 pp (2008) 6” x 9” Paperback  

*From Romulus to Romulus Augustulus* provides a comprehensive overview of Roman history from its foundation to Theodoric (753 BCE–526 CE). Features: • Timeline of Roman history from founding to Theodoric • Engaging narrative of key events and figures in Roman history • Major literary figures presented within the context of Roman history.

### The Clay-Footed Superheroes

*Mythology Tales for the New Millennium*

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A witty introduction to the heroes of antiquity. Features: • Chronological introduction to the heroes, their families, and their adventures • Special Note on the Roman counterparts to the Greek gods • Two maps: Odysseus’ Adventures and Aeneas’ Journey to Rome.

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*Early European History for the New Millennium*

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Experience the maze of power plays and the gradual rise of sovereign states that followed the collapse of the Roman Empire. Features: • Overview of the history of ideas developed in western civilization • Assessment of the critical events in early European history • Presentation of the key historical and literary figures of early Europe • Timeline of European history from the fifth century to the eighteenth.
This Level 3 text strives to address all the deficiencies teachers encounter with other transitional volumes, and offers instead a comprehensive introduction to a series of authors with every support—lexical, grammatical, historical—that the reading neophyte could need.

This volume not only sets the scene for each passage but then, in the passage notes and in the “Take Note” sections, provides cultural details that relate directly to customs and practices mentioned in the reading. All of these resources give students the means to apply top-down reading strategies to the text, anticipating what may be said and relating it to what they already know—a critical skill for fluent readers to develop.

– Jacqueline M. Carlon, University of Massachusetts at Boston, LNM 3 Foreward

What makes LNM appealing to students? At first glance, it draws readers in, with clear, large font, straightforward explanations, and brightly colored scenes from Italian cities and images from Roman artifacts and architecture, evoking a sense of exploration, entry into a world where Latin is yet alive, where people read, write, speak, and live the language. The book takes an interwoven approach to the skills needed for meeting the standards of proficiency in language acquisition: reading comprehension and translation, composing and speaking Latin, and Roman history and culture.

Overall, LNM is student-friendly, and excellent for courses in which the goal is to introduce students to the multiple modes of language learning, together with a history of Roman culture and the spread of the Latin language, through excerpts from primary texts, adapted to the level of the students’ proficiency.

– Elza C. Tiner, Lynchburg College, Classical Outlook Vol. 88 No. 3, Spring 2011

You have probably saved Latin in the new millennium by writing LNM. This book totally updates Latin courses and emphasizes how the study of Latin complements current curriculum requirements on the national level. LNM promotes cross-curricula activities. Students are using it as a source for their world history projects. They can now speak in Latin just as in other languages. (I never knew how to say volleyball!) It also totally supports preparing students for standardized tests.

– Dawn LaFon, White Station High School, Memphis, Tennessee

I feel that Latin for the New Millennium’s visual appeal, vocabulary, clear and concise grammatical explanations, abundant drill material, and engaging readings were instrumental in aiding my students to excel in the National Latin exam.

– Kevin Finnigan, Skaneateles High School, Skaneateles, New York
WANT TO LEARN MORE?

The *Latin for the New Millennium* website, [lnm.bolchazy.com](http://lnm.bolchazy.com), features a range of resources that enable you to understand and appreciate more fully the LNM program and the LNM difference.

Check out the following:

- Frequently Asked Questions
- Why Post-Antique Latin: An Essay
- Scope and Sequence
- National Standards for Classical Language Learning Correlations
- State Standards Correlations
- Annotated Table of Contents
- Reviews from Classical Journals and Teacher Testimonials
- Links *Latinae* for Students and Teachers
- Bios for Authors, Editors, and Consultants

Complete Samples from Texts include:

- Table of Contents for Levels 1, 2, and 3
- Foreword for Levels 1, 2, and 3
- *LNM* 1 Student Text, Chapters 1–3, 7, 16, and Review 1
- *LNM* 1 Teacher’s Manual, Chapter 1
- *LNM* 1 Student Workbook and Teacher’s Manual, Chapter 1
- *LNM* 2 Student Text, Chapters 1–3, 7, 13, and Review 1
- *LNM* 2 Student Text, Atticus Section 1
- *LNM* 2 Student Workbook, Chapter 7
- *LNM* 2 Student Workbook Teacher’s Manual, Chapter 1
- *LNM* 3 Student Text, Chapters 1 and 2
- *LNM* 3 Teacher’s Manual, Chapters 1 and 2

FOR ORDERING

**LATIN FOR THE NEW MILLENNIUM, LEVEL 1**


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