



Notes for the teacher: Chapter 2

de Romanis has been designed for a selective approach. Students need to learn the new vocabulary and grammar from each chapter's Core Language section, but teachers should select a suitable combination of introductory and practice material to suit the time available and the needs of their students.

INTRODUCTORY MATERIAL

The notes which follow aim to highlight areas of interest within the theme for each chapter; teachers are encouraged to be selective in accordance with the age and interest of their classes.

Overview

Chapter 2 introduces heroes who were important to the Romans, both from myth and early Roman history. It explores the stories of Hercules, Aeneas, and Romulus, as well as Horatius Cocles, Mucius Scaevola and Cloelia.

How to begin

For all chapters, it is beneficial to read and discuss the introduction in overview before beginning the Core Language material: students will find the Latin sentences and stories more interesting (and more accessible) if they are already familiar with the context behind them. The PowerPoint slides available online might be helpful for teachers keen to offer a compressed introduction; in addition the worksheets (also available online) will direct students' attention to the most important details in the introduction. As students progress through each chapter, the Latin stories will provide opportunities to return to aspects of the introduction in greater depth. Detailed at the end of these notes is a breakdown of which material might work best alongside each Latin story.

As with Chapter 1, some students will already be familiar with some of the stories about Roman heroes and asking them what they already know is an excellent way to draw them into the topic. It might be worth asking students what they know about the most famous of the Roman heroes (e.g. Hercules and Romulus), or asking them to explain what they think a 'hero' is or should be.

Story-telling is at the heart of this chapter, and most students really enjoy hearing a story, especially if it is told dramatically. The teacher, in the role of storyteller, can really bring to life the key moments in these stories, either by re-telling them in their own words, or by reading aloud the dramatic passages in the Sources section.

For teachers whose students are keen to take the stage, asking students to read sections of the introduction aloud is also an option. Students often enjoy this as a task and it can be an excellent way to lead into group discussion afterwards. Asking students to describe a character afterwards in their own words will help them engage with the stories in a more vivid and vibrant way.

**What's interesting**

Students will be familiar with the modern-day concept of a hero. A natural starting point for class discussion might be to ask them what they think a hero should be like, and what characteristics they think a Greek or Roman hero might have had.

Hercules is a well-known figure from myth, and lots of students will be enthusiastic about recalling what they know, particularly if they have seen Disney's *Hercules*. They may be less familiar, however, with the gruesome story of Hercules and Cacus. Similarly, the story of Romulus and Remus will be familiar to some, but they may not have considered the darker side to this myth.

The story of Aeneas is introduced here, and acts as a good summary of the plot of the *Aeneid*. Aeneas will be a very important figure in later chapters, and early familiarity with his character and the core plot of his adventures will mitigate confusion later when his story grows more complex.

The story of Cloelia's heroic escape makes a useful counterpoint to the male heroes within this chapter, and will demonstrate to the students that the persona of a hero was not limited to one gender. It also provides the opportunity to consider the Romans in the context of their enemies, and to realise that it was possible to admire characteristics shown by the opposing side.

What's difficult

The word 'hero' will be very familiar to students, but they will need to learn that it has a different meaning in a different cultural context. Students should be encouraged to re-evaluate the word 'hero', just as they did with 'god' in Chapter 1.

The Roman story flows from myth into history. It can be difficult for some students to comprehend that the Romans rooted their history in stories which were fanciful, such as the she-wolf raising Romulus and Remus. It can also be difficult to reconcile the modern idea of history with the mythical stories which the Romans told about their own foundation and early days. Students could be encouraged to think about ways their own society has done this too, e.g. stories about King Arthur, Bible stories, or creation myths.

Similarly, students who are used only to the mythical stories about Classical heroes might be surprised to find out that some heroes were historical figures. It might be helpful to make comparisons between figures from our own history whom we might view as heroes (e.g. Winston Churchill).

The Aeneas myth can overwhelm. For anyone who is used to teaching the *Aeneid*, it can be tempting to go into much greater depth in retelling the myth, but there is a risk that students get overwhelmed with the details. Aeneas will feature in subsequent chapters, so here it is sufficient to keep with the theme of Aeneas as a hero who had to do his duty. Students could empathise with his character, and discuss what is easy and difficult about doing one's duty.

Rome has two foundation myths. Because students are often already familiar with the Romulus myth, they can find it surprising to hear about Aeneas as another foundation myth. It is important to help students remember how far apart these myths are (even on a mythical timeline!), and that Aeneas' role was to create a new race, whereas Romulus won the fame of founding the city.

**Suggestions for cultural comparisons and wider discussion**

- **commemorating individuals in our own societies:** when / why do we ‘hero-worship’ men and women from our own histories? Students could discuss heroes from recent history e.g. Gandhi, Martin Luther King, WW1 soldiers, Greta Thunberg.
- **the qualities of heroes and our cultural values:** what do modern-day heroes show us about what our society values? Do we still value the concept of doing our duty even if it hurts us personally? Are there other aspects to the Roman heroes which we would no longer consider to be heroic?
- **history written by the winners:** what stories might have been told about Rome if they had been written by the losing side? Are we too quick to celebrate victory without considering its cost? Students might like to consider ideas of ‘fake news’, propaganda / our desire to create a positive retrospective version of events.
- **physical representation of heroes:** how are heroes shown in the paintings and statues included in Chapter 2? What does this suggest was valued about that hero, e.g. strength, beauty, endurance? What do images of ourselves and our modern idols or heroes suggest we value about them? Students might like to consider the role that modern media (e.g. Instagram) plays in creating images of modern-day celebrities.
- **the concept of a new race defined by a new bloodline:** students might like to discuss this in the context of the Aeneas myth and consider how are attitudes to this might have changed over time.

Suggested extension and creative activities

- students could act out or devise freeze-frames to tell the story of Horatius on the bridge (perhaps followed by Mucius Scaevola and Cloelia)
- students could think about how images of heroes were used as decorations within Roman houses (e.g. the wall painting shown in Figure 2.2) and design their own wall-painting or piece of pottery inspired either by an ancient or modern-day hero
- students could write Cloelia or Horatius’s story from their perspective

LANGUAGE MATERIAL

Overview

vocabulary	practice material
Chapter 2 CL vocabulary list	AL Exercise A2.1 AL Exercise A2.2 AL Exercise A2.3 online Quizlet vocabulary flashcards
grammar	practice material
nouns <ul style="list-style-type: none"> ● neuter nouns 	CL Exercise 2.1 AL Exercise B2.1



adjectives <ul style="list-style-type: none">• 2-1-2• 3rd declension	CL Exercise 2.2 CL Exercise 2.3 AL Exercise B2.2 AL Exercise B2.3 AL Exercise B2.4
prepositions (+ accusative case)	CL Exercise 2.4 CL Exercise 2.5¹ AL Exercise C2.2
adjectives used without nouns	CL Exercise 2.6
verbs <ul style="list-style-type: none">• persons of the verb• perfect tense endings in full	CL Exercise 2.7 AL Exercise B2.5 AL Exercise B2.6 CL Exercise 2.8 CL Exercise 2.9
consolidation / revision	practice material
vocabulary and grammar	online vocabulary quiz
nouns	AL Exercise C2.1
all syntax	AL Exercise C2.3

What's difficult, and how best to teach it

- **Remembering vocabulary:** from now on, the new vocabulary for each chapter is printed at the start of the Core Language section. Students should learn this vocabulary before they encounter the new grammar. The grammar will be easier to learn if the words used in the practice material are already familiar, and the process of translating will help students strengthen their long-term knowledge of these words. Students should also work on understanding the conventions for listing vocabulary so that they can answer questions about parts of speech, stem, declension, gender and so forth.
- **The gender of nouns is not always obvious.** Students should learn the gender as part of the vocabulary work, and gender can be tested as part of a vocabulary test or quiz, perhaps for a bonus point. Students will need plenty of repetition to become comfortable with why the gender of a noun is so important: they need to remember that neuter nouns have slightly different endings within a declension, and that the ending for an adjective depends partly on the gender of the noun it describes.
- **The 3rd declension nominative is difficult to spot.** It is very useful for students to be drilled in the fact that (unlike the 1st and 2nd declension nominative sg forms) 3rd declension nominative sg forms can end in almost anything! In addition, they need to remember that the stem of a 3rd declension noun or adjective may look quite different from its nominative. The proper nouns from Chapter 1 (e.g. *Iuppiter*, *Iov-*, *Mars*, *Mart-*, *Venus*, *Vener-* and *Iuno*, *Iunon-*) are good for reinforcing this point.

¹ Latin stories are denoted in bold



- **Neuter accusative endings** break the pattern of *-am*, *-um*, *-em* and *-as*, *-os*, *-es* and can, therefore, be easily missed. This is particularly acute in the 3rd declension for the neuter accusative sg endings, since these forms copy the nominative and therefore do not have their own fixed ending.
- **Agreement of adjectives:** adjectives remain a key focus within Chapter 2 and adjectives are now identified as belonging to particular declensions. Rather than learning separate paradigms / tables for nouns and adjectives, it is helpful to continue to practise case endings across declensions (see p54), so that students refer to the same block of knowledge whenever they work out the case ending for either a noun or an adjective. e.g. '*fortis* needs a 3rd declension ending. It's describing an accusative plural noun: the accusative pl endings are *-as*, *-os*, *-es*, therefore the right ending is *-es*'.

Small variations to the core endings (e.g. *-ia* for a nominative pl neuter 3rd declension adjective, but *-a* for a nominative pl neuter 3rd declension noun) may delight the most linguistically minded, but these should not get in the way of learning the most important endings, and the teacher may well decide to side-step some of the more fiddly differences and focus predominantly on masculine and feminine forms.

- **Misunderstanding prepositions:** students should learn that a preposition is a word positioned before a noun, and not just a word which might show the position of something. It is helpful to train students to bracket a prepositional phrase by joining a noun to its preposition and translating as a chunk. Long term, this is very useful, so that students do not mistake an accusative after a preposition as an accusative object.
- **Understanding the order of verb tense endings:** the perfect tense verb endings are the same for all verbs and the perfect tense is the most common tense in written Latin. Chanting perfect tense endings as a class is a very effective way of learning these endings, but it is useful also to practise the order 'I, you (sg), he / she / it...' etc. that students can recall at speed which ending relates to which person of the verb.
- **Remembering the verb *to go* is often difficult.** Because the stem *i-* or *iv-* is so short, it is common to forget this verb, or fail to recognise it. The verb *to go* is very important vocabulary, however, and so it is worth prioritising this in vocabulary learning tasks.

What to prioritise if you are short of time

de Romanis has been designed for a selective approach: it is highly unlikely that any student will have the time to do all the exercises within it. Teachers will need to make a decision about which Core Language practice material to use to help students understand new vocabulary and grammar, and which Additional Language or online materials to use to reinforce or extend the core content of each chapter. For an explanation about the differentiation built into the different categories of Additional Language and online exercises, see the Teachers' Introduction to Book 1.

For students and teachers who are short of time, the following are the key things to focus on within the Core Language section.

- learning new vocabulary



- core rules for neuter endings rather than learning the paradigms in full:
 - neuter noun accusative endings are the same as their nominative
 - neuter pl nominative and accusative always end in *-a*
- bracketing prepositions together with the noun which follows them
- remembering case endings by groups across declensions, and using the declension of a noun or adjective to find the right ending (see p54)

LATIN STORIES

The Latin stories are a good opportunity to connect with material from the Introduction to each chapter. Below is a list of material which would work well alongside each Latin story.

- **Exercise 2.5: Aeneas travels from Troy to Italy**
 - Chapter 2: Introduction - Aeneas
 - Figure 2.2 Wounded Aeneas
 - online comprehension and audio file
- **Exercise 2.8: Horatius fights bravely at the bridge**
 - Chapter 2: Introduction - Heroes of the early Roman Republic
 - Source 2.3: Horatius Cocles
- **Exercise 2.9: Cloelia swims to safety**
 - Chapter 2: Introduction - Heroes of the early Roman Republic
 - Figure 2.5 Cloelia crossing the Tiber
 - Source 2.4: Cloelia
 - online comprehension and audio file