



Notes for the teacher: Chapter 3

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 3 introduces gods who were particularly important to the Romans, and highlights the specifically Roman beliefs about some of the main Olympian gods. Roman worship of Jupiter, Venus and Mars is explained, including the role of their temples in important public events and spaces. The household gods, Vesta, Lares and Penates, are introduced next, followed by Janus and then personified deities such as Fortuna. The concept of deification, and specifically the deification of Romulus (Quirinus) and Julius Caesar, follows. Finally, Sulis Minerva and Minerva Belisama are given as examples of the Roman readiness to combine their religion with those of conquered territories.

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.

It is useful to highlight the idea that Chapter 1 looked at aspects of Roman religion which had been heavily influenced by the Greeks, but that Chapter 2 started to explore stories which were more personal to the Romans. This shift continues into Chapter 3: students will learn about aspects of religion which were specifically Roman.

A good starting point is to encourage students to reflect on what cultural or religious beliefs might show us about what a particular culture valued. The opening image for the chapter is a Vestal Virgin: students often think of Rome as a militaristic society and it might be interesting for them to consider what the importance of the Vestal Virgins shows us about Rome's concern with domestic matters too.



What's interesting

The birth stories for Romulus and Aeneas show that the Romans believed their community had direct descent from the Olympian gods. Students often enjoy exploring the consequences of blending history with fantastical stories such as these, and discussing which values (not necessarily all positive!) the Romans may have believed they had inherited from this divine ancestry.

The personified deities highlight that the Romans valued many different qualities, including some which might seem to be contradictory. For example, they worshipped Mars as a god of war, but also celebrated peace through the personified deity Pax.

The household gods (Vesta, Lares, Penates) introduce the private and personal aspects of religion for the Romans. Students may find the contrast between these and the more distant Olympian gods interesting.

The Capitoline hill is an important site in Rome and is often referred to in Latin texts. It is therefore important for students to know about it. This chapter also opens the door to thinking about Rome as a city and the physical evidence for the Romans which still remains today.

What's difficult

Chapter 3 introduces new, unfamiliar gods, whereas lots of Olympian gods will have been known to students. Students can be tempted to think of the less familiar, non-Olympian gods as unimportant, and so it is necessary to highlight how central many of these were to everyday life. For example, a Lararium was a typical feature in every home.

Because Roman values were sometimes different from ours, it can be difficult to understand why they might have had a god who represented or looked after certain things. For example, having a god of doorways might sound strange to some students, but it is a good opportunity to reflect on the more symbolic aspects of everyday items or practices.

Suggestions for cultural comparisons and wider discussion

- **the importance of duty to one's family and ancestors:** what does the Roman worship of the Lares and Penates tell us about their attitude towards their families? Do we have particularly strong connections to our own ancestors today?
- **merging religions across cultures:** how does this make us feel about the Roman approach to conquest? How would we feel if this happened today?
- **deification:** are students surprised that Romulus and Julius Caesar were deified, despite their enemies and / or their actions? Students might like to consider what this tells us about those in power and the legacies they leave behind. Would this / does this happen today?
- **the power of propaganda:** students might like to use Source 3.4 as a springboard for discussions about how communities spread their own messages. They could consider why coins were so effective as a means of communication. They could also discuss who or what we depict on currency in our own society and what this shows about our values.

Suggested extension and creative activities

- students could create their own Penates from paper and add them to a lararium which they can make from a cardboard box



- students could choose their own quality to personify, e.g. Social Media and draw or write a description of the deity
- before looking at the coins in Chapter 3, students could work in pairs in the following way: one student only should look at the coin and then describe to the other what they see. Their partner should draw what they hear described. Then, students could discuss what they both found to be the most important or striking messages communicated via the images.
- students could research the city of Rome as it is today. On a map, they could find the Capitoline Hill and other sites which have been mentioned in *de Romanis* so far, such as the Forum Boarium.

LANGUAGE MATERIAL

Overview

vocabulary	practice material
Chapter 3 CL vocabulary list	AL Exercise A3.1 AL Exercise A3.2 AL Exercise A3.3 online Quizlet vocabulary flashcards
grammar	practice material
nouns <ul style="list-style-type: none"> • ablative case • prepositions and the ablative 	CL Exercise 3.1 AL Exercise B3.1 AL Exercise B3.2 AL Exercise B3.3 AL Exercise C3.1
prepositions and compound verbs	CL Exercise 3.2
verbs <ul style="list-style-type: none"> • conjugations • principal parts • infinitives 	CL Exercise 3.3 AL Exercise B3.4
irregular verbs <ul style="list-style-type: none"> • <i>sum, eo, possum</i> 	CL Exercise 3.4 CL Exercise 3.5¹
adverbs	CL Exercise 3.6
verbs <ul style="list-style-type: none"> • stems • the imperfect tense 	CL Exercise 3.7 CL Exercise 3.8 AL Exercise B3.5 AL Exercise B3.6 AL Exercise B3.7
further uses of the ablative	CL Exercise 3.9

¹ Latin stories are denoted in bold



	CL Exercise 3.10 CL Exercise 3.11
consolidation / revision	practice material
vocabulary and grammar	online vocabulary quiz
verb tenses	AL Exercise B3.8
all syntax	AL Exercise C3.3

What's difficult, and how best to teach it

- **Conventions for listing vocabulary have changed.** In Chapter 3, verbs are listed with three principal parts in the vocabulary list. It is important for students to understand why these are given. A good habit is to practise vocabulary in the form *I love, to love, I loved*. This helps to remember the meaning of the principal parts, as well as unusual English past tenses.
- **The ablative case means a whole new set of case endings.** The ablative, however, is easier to learn than the accusative, because it has no separate endings for neuter nouns. As with the accusative, it is helpful to chant endings across declensions i.e. *-a, -o, -e* (*-i* for adjectives) and *-is, -is, -ibus*. Students can practise retrieving endings from these lists: e.g. if a student knows that *mons* is a 3rd declension noun, stem *mont-*, they can recall the ablative sg endings *-a -o -e* and so work out that the ablative sg is *monte*.
- **The 3rd declension ablative sg can be *-e* or *-i*.** Broadly speaking this is *-e* for nouns and *-i* for adjectives, but there are some exceptions, e.g. *mare* has ablative sg *mari*. This is not particularly mentioned in Book 1, because it is much more important at this stage for students to focus on broad principles than too much fiddly fine-grained detail, but is picked up in the Appendix to the Grammar Reference in Book 2.
- **Some prepositions are followed by the accusative, and others by the ablative.** This provides a very good opportunity to practise recognising case endings. As for Chapter 2, students should be encouraged to bracket together the words in a prepositional phrase.
- **The preposition *in* can be followed by the accusative or the ablative.** Some students will not have realised the difference in English between the two meanings of *in*: *into the river* and *in the river*. It is worth reinforcing this difference, and - for ambitious students - to use it as an opportunity to encourage a very close attention to grammatical endings. Less confident students could be reassured that often the meaning will be clear from context.
- **Conjugations can be difficult to remember.** Conjugations will be very important for present tense and future tense endings (introduced in Chapters 5 and 6 respectively), so it is worth helping students to become familiar with these groups and their dominant vowels before they have to learn the more complicated tense endings in later chapters. It is important to stress that the conjugation affects the vowel which is used before the main ending in the imperfect tense and the infinitive (and later, in the present and future tenses).
- **Translating the imperfect tense:** although the imperfect tense endings are very straightforward to recognise, students need to know to be flexible about how they translate it (see p90).



- **Present and perfect stems can look very different.** Students need to be aware that different stems are used for different tenses, and these can look quite different. There is no straightforward way to predict one stem from the other, especially for the 3rd conjugation, which is the most common. It is good practice for students to circle the stems in the vocabulary lists so that they learn to notice these differences. Ideally principal parts should be learned in full when learning vocabulary, but at the very least students need to develop dictionary skills in order to find verbs in the vocabulary reference list. It is worth setting some targeted practice in looking up perfect tense verbs; they may need to hunt around to find the verb under its present stem listing.
- **Nouns in the ablative** which are not in a prepositional phrase can be difficult to translate because students need to remember to add *by*, *with* or *from* in English and - as discussed in Chapter 1 - remembering when to add words is one of the harder aspects of translation.
- **Translating sentences** often will be more difficult than the Latin stories, because it is in the sentences that lots of vocabulary from previous chapters reappears. It might be useful to consolidate vocabulary as a warm-up before beginning a set of sentences. In addition, the grammar will also be more wide-reaching, as within a set of ten sentences more different endings will be practised. If teachers wish to focus on just one aspect of grammar or the most common forms, they may decide to side-step a particular sentence.

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
- ablative case endings
- imperfect tense endings
- recognising a verb's conjugation from its principal parts
- practising looking up verbs to reinforce that present and perfect stems are different, and verbs will be listed under their present stem

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 3.5: Aeneas, Vesta and the Penates**
 - Chapter 3: Introduction - Household gods: Vesta, Lares and Penates
 - Figure 3.1 Vestal Virgin
 - Figure 3.2 Lararium from the House of Menander in Pompeii
 - Figure 3.3 Aeneas brings the Penates to Italy
 - Source 3.:1 Aeneas is ordered to bring Vesta and the Penates to Italy
- **Exercise 3.8: Romulus is turned into the god Quirinus**
 - Chapter 3: Introduction - Men become gods: Quirinus and Julius Caesar
 - Source 3.2: The deification of Romulus
 - Source 3.4: Augustus and the Julian Star
- **Exercise 3.10: An unlucky gateway**
 - Chapter 3: Introduction - Janus
 - Figure 3.4 Coin showing an image of Janus
 - Source 3.3: Numa and the temple of Janus
 - online comprehension and audio file
- **Exercise 3.11: The sacred geese**
 - Introduction: Romans and the Olympians
 - online comprehension and audio file