



## Notes for the teacher: Chapter 5

*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 5 builds on the theme of religious worship and introduces some of the major Roman festivals. These festivals were held partly to gain the favour and avoid the displeasure of the gods, but they were also put on for the enjoyment of the community.

This chapter focuses on two of the major festivals, the Saturnalia and Lupercalia, as well as a number of smaller festivals.

Chariot racing and gladiatorial shows feature as events which were in origin part of religious festivals. This chapter invites students to explore the crossover between religious rituals which were done for the sake of the gods, and events which brought other benefits to communities or to particular individuals.

#### 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.*

The image at the beginning of the chapter is the Colosseum in Rome. It might be useful to ask students to estimate how many spectators it could hold, and use this as an opening to discuss the role of large-scale public events within a community. Students will almost certainly know something about gladiator shows already, and they could reflect on how public events such as these might have shaped the identity of the Romans. They might also like to write a list of our modern-day public festivals or events (such as Christmas, or the Olympic Games), and think about what these contribute to our communities and why we still continue to hold them.

**What's interesting**

The huge number of religious festivals celebrated by the Romans is interesting, since we observe comparatively few today. Similarities can be drawn between the Saturnalia and Christmas, such as the time of year, the spirit of fun, and the custom of gift-giving. Students could consider the Lupercalia in the context of Valentine's Day, and discuss what the differences between them show about our beliefs about romance, marriage and children.

Many students will already know quite a bit about chariot racing and gladiatorial shows, and are likely to enjoy discussing these. The fast-paced and dangerous nature of these contests makes them exciting / appalling to imagine. Students might enjoy comparing the size of the Circus Maximus or Colosseum to modern sports stadiums (Wembley Stadium, for example, seats 90,000 spectators). The chariot racing scenes from the 1959 film *Ben Hur* very effectively evoke the danger and excitement of a chariot race; Russell Crowe's performance in the film *Gladiator* conveys the brutal gore of a gladiator fight. Modern-day images of the Circus Maximus in Rome, as well as the Colosseum, are also useful for conveying the huge scale of these events.

Chapter 4 provided an opportunity for students to refine their understanding of the Romans and realise that theirs was a community that changed dramatically over time; Chapter 5 continues this progression and offers the chance for students to realise that not all Romans held the same beliefs. Source 5.2 and 5.4 highlight that not all Romans enjoyed gladiatorial shows or chariot races. It might be interesting for students to consider how one and the same event can be viewed in different ways.

Students could also consider how powerful Romans might have used public events for their own gains: Source 5.3 shows the political dimension to public shows and asks students to discuss how popularity could be bought by sponsoring a show on a lavish scale.

Spartacus is a very famous figure from Roman history, and students might enjoy watching extracts from the famous 1960s film. Students might like to contrast his story with their memory of the stories about heroes in Chapter 2; do we respond differently when we hear a story about someone who challenged the status quo?

The theft of the Sabine Women (re-told in Exercise 5.3) is one of the most famous stories from Rome's past, and it invites obvious and important questions about how we should treat women. Chapter 7 will return to the darker flavours of this story alongside some of the other dark stories from Rome's early history. In the context of Chapter 5 it might be interesting to discuss the theft of the Sabine women alongside the story of the riot at a gladiatorial show (see Exercise 5.9), and think about behaviour in the context of large public events. Do we behave better or worse when we gather en masse?

**What's difficult**

Students often find chariot races and gladiatorial shows very enjoyable to learn about. It is important to remember, however, that these festivals illuminate some of the darker aspects of Roman society. This chapter is a good opportunity to explore difficult issues of slavery, animal cruelty and blood sport.

As in the previous chapter, the stories in Chapter 5 span across hundreds of years of Roman history. For example, the story of the theft of the Sabine women dates from the 8th century BC, and Scorpus the charioteer lived in the 1st century AD. Students should now be in the habit of referring to the



time-line on pp4-5, and they should be encouraged to explore the differences within the Roman community, both at one point in history and across the centuries.

### **Suggestions for cultural comparisons and wider discussion**

- **the role of festivals and holidays within different cultures:** which religions or cultures have lots of festivals and holidays, and which aspects of life and death do they celebrate? Students might like to compare, for example, the religious festivals within Hinduism, the saints' days celebrated by the Catholic church, or the public holidays in the USA.
- **the importance of childbirth and the role of the Lupercalia:** in the age of modern medicine we often forget how difficult and dangerous pregnancy, childbirth and infancy can be. How is fertility celebrated or discussed today? Is it considered taboo? How are male and female ideas of fertility presented? How else do different cultures celebrate fertility?
- **the value of community celebrations:** aside from Christmas and Easter, what festivals do we celebrate which bring communities together? Students might like to consider bank holiday events, May Day fetes, village / county shows, Bonfire Night, street carnivals and so forth. What value is there in bringing communities together in these ways?
- **cruelty to animals and bloodlust:** when is it acceptable to kill animals? Is there a difference between killing animals for sport and for food? It is easy to condemn the Romans for their bloodlust, but how often do people today use violence as a form of entertainment through the medium of film or video games?
- **slavery:** systemic slavery is no longer legal, but students could consider the degrees of enslavement which still exist today. Students could consider human trafficking, the exploitation of migrants, the right to a living wage, workers in sweatshops in developing countries. Are some minorities marginalised or given fewer rights in some countries? What human rights do we expect in order to have 'freedom' and why are we still so far from achieving these on a global scale?
- **dangerous sports:** at what point does sport become too dangerous? Students could discuss car crashes in Formula One, head injuries in rugby and American football, boxing or wrestling matches.
- **the political / power dimension to large-scale public events:** what do the people who put on the shows hope to achieve by funding impressive displays? What political agenda do countries have in bidding to hold major sporting events on their home soil? In what ways do sporting events become politically charged? Students could consider the Russian state-sponsored doping scandal, the USA boycott of the 1980 Moscow Olympics, Colin Kaepernick 'taking a knee' in American Football.

### **Suggested extension and creative activities**

- students could plan and stage their own mini Saturnalia festival
- students could write a diary entry as a slave reflecting on his or her experience of the Saturnalia
- students could write a letter to Spartacus as if they were a slave or a gladiator asking to join his rebellion
- students could research and create a poster of gladiatorial armour and weapons
- students could write a reply to Pliny, disagreeing with his view on chariot racing



## LANGUAGE MATERIAL

### Overview

vocabulary	practice material
Chapter 5 CL vocabulary list	AL Exercise A5.1 AL Exercise A5.2 online Quizlet vocabulary flashcards
grammar	practice material
present tense <ul style="list-style-type: none"> <li><i>sum, eo, possum</i></li> <li><i>adsum, absum</i></li> </ul>	CL Exercise 5.1 CL Exercise 5.2 <b>CL Exercise 5.3<sup>1</sup></b>
present tense <ul style="list-style-type: none"> <li><i>fero, volo, nolo</i></li> </ul>	CL Exercise 5.4 <b>CL Exercise 5.5</b> AL Exercise B5.1 AL Exercise B5.2
present tense <ul style="list-style-type: none"> <li>1st and 2nd conjugation verbs</li> </ul>	CL Exercise 5.6 <b>CL Exercise 5.7</b> AL Exercise B5.3
present tense <ul style="list-style-type: none"> <li>3rd and 4th conjugation verbs</li> </ul>	CL Exercise 5.8 <b>CL Exercise 5.9</b> AL Exercise B5.4
present participles	CL Exercise 5.10 <b>CL Exercise 5.11</b> AL Exercise B5.6 AL Exercise B5.7 AL Exercise C5.2
consolidation / revision	practice material
vocabulary and grammar	online vocabulary quiz
present tense	AL Exercise B5.5 AL Exercise C5.1
all syntax	AL Exercise C5.3

### What's difficult, and how best to teach it

- Translating sentences** is likely to be more challenging than the stories, because a wider range of vocabulary from previous chapters reappears. It might be useful to consolidate vocabulary as a warm-up before beginning a set of sentences. The grammar practised will also be more wide-reaching, as within a set of sentences a range of different endings has been built in. If

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<sup>1</sup> Latin stories are denoted in bold



teachers wish to focus on just one aspect of grammar, they may decide to side-step a particular sentence.

- **The quantity of known vocabulary is 150 words by Chapter 5.** Therefore vocabulary consolidation tasks become increasingly important. It is very useful to do a mini test or flashcard review of vocabulary before embarking on an exercise, so that students go into the exercise confident that they can remember a significant number of the words contained within it. Additional Language B exercises provide an excellent opportunity for targeted revision of prior vocabulary, since they always focus on a specified range of words e.g. verbs from Chapters 3-5.
- **Present tense endings for irregular verbs are introduced first.** This is because it is often easier for students to recognise repeated appearances of a particular verb than to jump straight in to manipulating and piecing together the present tense endings for a wide range of verbs across the conjugations. It is also important that the irregular verbs are not dealt with as an afterthought because a) they are very common and b) the present / imperfect tense of *sum* will be essential for the passive verb forms covered in Chapter 9. While students are learning the irregular present tenses, they should also notice the person endings (-o / -m, -s, -t, -mus, -tis, -nt) which were used in the imperfect tense, and will be used in all present / future tense forms too.
- **The present tense is one of Latin's most difficult tenses to learn,** because it looks different in each conjugation. The verb's conjugation dictates the endings, and when the future tense is met in Chapter 6 students will find that the future endings for 3rd conjugation verbs resemble the present tense endings for 2nd conjugation verbs. This means that it is important not to gloss over the difference between the endings in the different conjugations. The dominant vowels should be familiar from Chapter 3 and the imperfect tense / infinitive, but it would be sensible to start with consolidation work on identifying a verb's conjugation before the main present tense endings are learned.
- **Of the four conjugations, the present tense endings in the 3rd conjugation are often least well known** because the vowel used is not consistent throughout, but Latin has more verbs in the 3rd conjugation than any other. This means that it is very important to make sure these endings are learned carefully.
- **It is important not to forget the perfect tense:** this should be the most familiar of the tenses learned so far, and it is by far and away the most common tense which students will meet. Chapters 3-5, however, have focussed largely on verb forms which use the present stem and the key person endings -o / -m, -s, -t, -mus, -tis, -nt. It is important that students do not forget that the perfect tense uses a different stem, and endings which do not fit entirely with the core person endings met in the imperfect and present tenses.
- **Students often need to practice their command of English verbs too.** Students often find it difficult to manipulate English verbs, or to remember which English forms equate to the different tense labels. Now that three different Latin tenses have been met, many students will benefit from practice in reciting English verbs across different tenses. A very useful exercise is to ask students to give the present tense, imperfect tense and perfect tense of an English verb (e.g. *I seek, I was seeking, I sought*): this will help them gain confidence in attaching the name of a tense to an English verb form.
- **Participles have typically been viewed as a very difficult part of Latin grammar,** but this is largely because of the difficulty of the perfect passive participle, which will not be introduced until Chapter 9. The present participle is relatively straightforward: very little needs to be changed when translating into English (unlike the cumbersome perfect passive



participle form, which often needs to be recast for idiomatic English). The main challenge is the concept that a part of a verb can behave like an adjective. For students who are likely to find this concept difficult, the main message should be that the *-ns / -nt-* ending means *-ing*.

For students who can handle the idea of a verb behaving like an adjective, the most important principle to cement is that the participle has to copy the case of the noun it describes, and the case of that noun depends upon its role in the sentence; many students will want the case of the noun described by the participle to be nominative because the noun is doing the action and so seems like a subject. It will be helpful for students to practise thinking about the sentence without the participle in, and then add the participle afterwards. Students could be introduced to the label of a finite verb - i.e. a verb with a person ending - and they can be encouraged to refine their understanding of the rules about cases by including the idea that the case of a nominative noun depends on its relationship to a finite verb, not to the participle.

- **For students who are struggling to juggle the different aspects of grammar**, or simply to save time, students could focus on one aspect of grammar within each translation task e.g. person endings, or tense translations, or finding the accusative nouns. This focus can rotate across different tasks so that students can practise juggling the different grammatical balls, but taken one ball at a time. Malleable copies of the Latin stories are available in the online resources, and it may be useful to highlight certain words or phrases in advance in order to encourage students to focus on particular details.

### 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 and consolidating prior vocabulary
- identifying a verb's conjugation from its principal parts and remembering that different conjugations are dominated by different vowels
- focussing on the person endings of a present or imperfect tense verb (*-o / -m, -s, -t, -mus, -tis, -nt*) and using these to get the subject of a verb right
- learning the present and imperfect tense forms of the verb *to be*
- recognising present participles from their *-ns* or *-nt-*, and translating the participle as *-ing*

## 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 5.3: The theft of the Sabine women**
  - Chapter 5: Introduction - Religious ceremonies and festivals
  - Figure 5.1 Fasti Amiternini
- **Exercise 5.5: The Ludi Romani**
  - Chapter 5: Introduction - Religious ceremonies and festivals
  - Source 5.1: The origin of the Circus Maximus
  - Online comprehension and audio file
- **Exercise 5.7: Spartacus**
  - Chapter 5: Introduction - Gladiatorial shows
  - Figure 5.6 Colosseum
  - Source 5.3: An advertisement for a gladiatorial show from Pompeii
  - Source 5.4: Animals in the arena
  - Figure 5.7: A man fighting a lioness
- **Exercise 5.9: Violence at a gladiator show**
  - Chapter 5: Introduction - Gladiatorial shows
  - Figure 5.6 Colosseum
  - Source 5.3: An advertisement for a gladiatorial show from Pompeii
  - Source 5.4: Animals in the arena
  - Figure 5.7: A man fighting a lioness
- **Exercise 5.11: Death of a charioteer**
  - Chapter 5: Introduction - Chariot races
  - Figure 5.4 Bronze and ivory chariot
  - Figure 5.5 Mosaic of a charioteer
  - Source 5.1: The origin of the Circus Maximus
  - Source 5.2: Disgust at the chariot races
  - Online comprehension and audio file