



Notes for the teacher: Chapter 7

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

The theme of Book 2 is Roman history, from its mythical beginnings, to the reign of Augustus and the beginnings of empire. Knowledge of this content will provide helpful context for Latin texts studied at GCSE and A Level. Chapter 7 provides a broad overview of history from the time of Rome's foundation to the troubled end of the Republic.

The introduction encourages students to reflect on how the Romans told their own history, firstly by relating stories which they acknowledged were largely mythical, and later by referring to their own well-kept records. Even then, however, when Roman history was founded more firmly on facts, story-telling remained an essential element. Roman historians such as Livy and Tacitus were keen to create vibrant characters in their written history and scenes rich in emotions. It is partly for this reason that *de Romanis* aims to explore the past through telling stories in Latin.

Chapter 7 starts with the Roman kings and explains how Rome was governed by them. It explains the evolution of the political structures which shaped Roman government, and why Rome developed from a monarchy into a republic. An overview of the Roman Republic explains the shift from one-man rule to a process of decision making which rested upon shared power and collective discussion.

Most importantly, this chapter focuses on the nature of power and the different forms of power which existed. Students are introduced to the concepts of official power (*imperium*) and influence (*auctoritas*), alongside other sources of power such as wealth, patronage, and corruption.

The chapter ends with a discussion of the strengths and weaknesses of the Republic and asks students to consider the tension between the principle of shared rule and the impact of individual ambition and increasingly unequal personal wealth.

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.

A good place to begin is the timeline on pp.ix-x. Students should be clear on the overview of Roman history: when Rome was founded, how long the kings reigned and how long the Republic lasted. It will also be helpful for them to learn the names and identities of some of the key figures, whom they will meet again and again, in particular Tarquinius Superbus, Hannibal, Cicero, Julius Caesar, Cleopatra, Octavian, Mark Antony.

It can be useful to see the extent to which students have considered questions about the nature of power in our own society, and to ask them how we choose to govern ourselves, and what strengths and weaknesses there are in our own system of government. It is also helpful to highlight how official and unofficial power might manifest itself today: the official power of a police officer or judge, for example, compared with the unofficial power of a wealthy person, influential celebrity, or brute force and violence.

What's interesting

It is important to remember that many of the early stories from Rome's history are very dark, for example the fratricide of Romulus or the theft of the Sabine women. These stories, however, were integral to Rome's identity. It is interesting, therefore, to note that, although the Romans saw their civilisation as great, they did not present it as being without fault.

The blend of myth and history created some sensational stories, and students are likely to enjoy the dramatic nature of many of the stories in this chapter: Horatius Publius returns in glory to Rome, only to murder his sister in front of the other citizens, Tullia is the epitome of a power-crazed and demented wife, and Tarquin the Proud and his lust-filled, wanton son are odious in the extreme. Stories about the end of the period of the kings are interesting because they clearly illustrate why the Romans detested kingship and why they designed their institutions to avoid one-man rule.

Students may enjoy debating the pros and cons of the different types of power present in Rome, such as *imperium*, *auctoritas*, the loyalties required within the system of patronage, and the opportunities for corruption.

Some of the Chapter 7 vocabulary relates to social status and roles in society, i.e. *libertus*, *dominus*, *domina*, *civis*, *senator*. This provides an opportunity to discuss the huge inequalities in Roman society, the different levels of individual rights, and to revisit the question of slavery.

Exercise 7.11 explores the role of debate in the context of the Carthaginian wars. The story acts as a hook, therefore, for teachers who would like to delve further into the story of Rome's greatest enemy, Hannibal. If time allows, students may enjoy hearing more about the story of his remarkable campaign in Italy. Extracts from Livy's account of the wintry Alpine crossing are well worth reading.

What's difficult

The discussion of power rests on an understanding of the labels introduced in this chapter. It is very important that students understand what the senate was, for example, before they begin thinking about



whether the Republic was a good system of government. It is important, therefore, to spend sufficient time explaining the structures of power before moving on to discussion.

Students often have not considered the question ‘how should we be governed?’ before. Understanding the roles of the British monarch and government, and the relationship between them can be complicated. By inviting students to consider their own system of government, or other modern examples, they will come to the study of Rome’s political history with a sharper understanding.

The nature of monarchy and republican rule in Rome are nuanced. For example, not all the kings were wholly bad or autocratic. Romulus is believed to have instituted the senate and assemblies, and Numa established religious practices and laws. Similarly, the Republic had weaknesses as well as strengths, and students should be discouraged from being too quick to label kings as bad and the Republic as good.

Some of the early stories of Rome’s history are so dark that they may strike difficult notes in the context of a classroom lesson. The abduction of the Sabine women, Horatius’ murder of his sister and Sextus Tarquinius’ rape of Lucretia are particularly troubling: they include sexual aggression and exploitation, and they raise difficult questions about the power-balance in relationships between men and women. Teachers may wish to consider how some of these stories sit alongside their own school’s PSHE programme. Teachers who are keen to use these stories as a way to reflect on the more damaging elements within human relationships may like to discuss the role stories such as these play in making sure that issues are aired, rather than silenced.

Suggestions for cultural comparisons and wider discussion

- **power and corruption:** is Tarquinius Superbus a good example of how power can corrupt? Students could consider modern examples of abuses of power, such as the UK MP expenses scandal, the role of data analytics and social media within recent elections, or the #metoo movement.
- **social equality:** the Romans shared power but had a very unfair and unequal society and were at ease with the practice of slavery. How fair and equal are our societies today? Students could consider differences of wealth, age, social class, gender, race and geography.
- **dark stories:** the Romans had lots of dark stories, but students might like to consider similarly dark stories or moments within our own history or culture, for example the success of the British industrial revolution and the role within British power played by imperial colonialism and slavery.
- **who has power in our society, and what is the nature of that power?** Students could consider who or what drives decision making in Britain today. Does the media / social media have more power than elected politicians?

Suggested extension and creative activities

- students could write and illustrate a glossary explaining all the key terms and characters from the introduction
- students could read extracts from Livy’s account of Hannibal crossing the Alps with his army and elephants
- students could have a go at creating their own historical drama, using story-telling as a vehicle for history in the style of Livy



- the UK has a constitutional monarchy and a representative government. Students could research what this means, and argue the strengths and weaknesses of this system.
- students could design and justify their own ideal system of government. They could then debate its strengths and weaknesses with other students.

LANGUAGE MATERIAL

Overview

vocabulary	practice material
Chapter 7 CL vocabulary list	AL Exercise A7.1 AL Exercise A7.2 AL Exercise A7.3 ¹ AL Exercise A7.4 online Quizlet vocabulary flashcards
grammar	practice material
subordinate clauses <ul style="list-style-type: none"> • <i>quod, postquam, ubi, antequam, quamquam</i> 	CL Exercise 7.1 CL Exercise 7.2²
pronouns <ul style="list-style-type: none"> • <i>is, ea, id</i> 	CL Exercise 7.3 AL Exercise B7.1
cases <ul style="list-style-type: none"> • time phrases • place phrases 	CL Exercise 7.4 CL Exercise 7.5
pronouns <ul style="list-style-type: none"> • <i>hic, haec, hoc</i> • <i>ille, illa, illud</i> 	CL Exercise 7.6 CL Exercise 7.7 AL Exercise B7.2 AL Exercise B7.3
pronouns <ul style="list-style-type: none"> • <i>qui, quae, quod</i> 	CL Exercise 7.8 CL Exercise 7.9 AL Exercise B7.4
pronouns <ul style="list-style-type: none"> • <i>quis, quis, quid</i> 	CL Exercise 7.10 CL Exercise 7.11
consolidation / revision	practice material
vocabulary and grammar	online vocabulary quiz

¹ As a progression from Book 1, some of the Additional Language A exercises from Chapter 7 onwards also practise manipulation of key verb and case endings.

² Latin stories are denoted in bold



pronouns	AL Exercise B7.5 AL Exercise C7.1
all syntax	AL Exercise C7.2
vocabulary from chapters 1-7 <ul style="list-style-type: none">● 1st declension nouns● 2-1-2 adjectives● 1st conjugation verbs	online AL Section D exercises

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 ten sentences a range of different endings has been built in. If 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 210 words by Chapter 7.** 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. nouns from Chapter 7. Additional Language Section D (available online) provides further consolidation of vocabulary met so far: this revisits words by category, which is a very accessible way of consolidating endings and practising the manipulation of words which all follow the same pattern e.g. nouns in the 1st declension only.
- **Subordinate clauses are very important for a clear understanding of sentence structure.** Students are often very hazy about what counts as a clause because sentences at this level typically translate easily enough from Latin to English without much thought about sentence structure. The concept of a clause, however, is one of the most important principles of syntax: a clear understanding that each finite verb has its own clause will help students handle more complex syntax more easily (e.g. the differences between subordinating with a clause or with a participle) and it will also help them understand principles of English punctuation. The most ambitious linguists will benefit from a strong grip on the principle that a new clause allows for a whole new case-structure, and this means that the same noun / pronoun can appear in more than one case within a sentence.
- **Pronouns (*is, hic, ille, qui, and quis*) introduce new case endings** and for this reason, they have not been formally introduced previously. Within these endings, it is useful for students to remember that the neuter nominative and accusative pl forms always look the same as the feminine nominative sg (and are far more common than the feminine form), and that the genitive and dative sg forms have very different endings from the noun paradigms learned so far. Students should be ready to translate pronouns in isolation (e.g. *haec* as *these things*), as well as pronouns working in tandem with a noun (e.g. *hic senator*).

It is worth pointing out how English deals with these pronouns too, as many students will not have consciously realised that the plural of *this* is *these*, and the plural of *that* is *those*. English has cases for many of its pronouns, e.g. *who, whom, whose, he / him, she / her, they /*



them / their etc., and many students will enjoy sharpening their understanding of English grammar in tandem with Latin grammar.

When translating pronouns, it is important to highlight that the number and gender depend on the noun represented, but that the case depends on the pronoun's role in its own clause. This is particularly important for relative clauses, since the relative pronoun will always be in a different clause from the noun it relates to, and might therefore be in a different case.

- **Time phrases using the ablative** should not be problematic in so far as students should already be used to adding an extra word in English to handle the ablative case, but they will now need to be careful to remember the range of English prepositions which might be needed to translate an ablative noun (*by, with, from, in, at*). It is conventional to divide ablative time phrases into *time when* and *time within which*, but the boundary between the two is often blurred, and so *de Romanis* focuses on the idea of *time when*, defined as *at* or *in*. The main difficulty relating to time phrases is largely that students often forget that an expression of time is an option. Plenty of practice in meeting time phrases from Chapter 7 onwards will keep this on their radar.
- **Place expressions without prepositions can easily be missed.** The accusative of place e.g. *Romam* to mean *towards Rome* can easily be mistaken for an accusative object of a verb. Similarly, if students are making assumptions rather than noticing the case of e.g. *Roma festinavi*, they might easily mistake *I hurried from Rome* for *I hurried to Rome*. Again, there is plenty of practice of place expressions in the stories which follow; it can often be useful to highlight these details before students translate a story so that they are not overlooked.
- **The meaning of *quis* and *quid* is often forgotten.** Revising *quis, quis, quid* together with other question words such as *-ne, nonne* and *num* will help to embed the understanding of these as question words.

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
- learning to recognise the various forms of *hic, ille, is, qui, quis* as part of each particular pronoun and remembering the range of English forms (e.g. *this / these*) is far more important than an exact knowledge of all the Latin pronoun endings.
- being ready to translate a pronoun on its own as, e.g., *these things / those men*
- the introduction of pronouns should not result in students forgetting their key case endings: as ever, the accusative and ablative remain the most important case endings to keep in focus



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 7.2: Rome elects its second king**
 - Chapter 7: Introduction - Rome ruled by kings
 - Figure 7.1 Intervention of the Sabine Women by Jacques-Louis David
- **Exercise 7.5: Publius Horatius kills his sister**
 - Chapter 7: Introduction - The story of Rome: history or myth?
 - Figure 7.1 Intervention of the Sabine Women by Jacques-Louis David
 - Source 7.2: Good morals of the early Republic
- **Exercise 7.7: The rape of Lucretia**
 - Chapter 7: Introduction - The last king: Tarquin the Proud
 - Figure 7.4 Brutus, one of the founders of the Roman Republic
 - Source 7.1: Tullia and Tarquin
 - Source 7.2: Good morals of the early Republic
 - online comprehension and audio file
- **Exercise 7.9: Cincinnatus is chosen as dictator**
 - Chapter 7: Introduction - Dictators
 - Source 7.2: Good morals of the early Republic
 - online comprehension and audio file
- **Exercise 7.11: What to do about Hannibal?**
 - Chapter 7: Introduction - The Roman Republic
 - Figure 7.5 Fasti Capitolini for 264-172 BC
 - Chapter 7: Introduction - Different forms of power: *imperium*, *auctoritas*, wealth, patronage and corruption
 - Figure 7.6 Modern-day SPQR fire hydrant cover
 - Source 7.3: *Imperium* and *auctoritas* in the Roman Republic