



# Notes for the teacher: Chapter 10

*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 10 introduces Egypt and Cleopatra. Egypt was of great importance to Rome because of its strategic position, its wealth, and as a source of food. The study of Egypt is interesting and varied, not only because of its own exceptional history and culture, but also because of Cleopatra's sensational love affairs with two of Rome's most powerful men, and the role Egypt played therefore in Rome's civil wars.

Cleopatra's wealth, her turbulent life and the wretched nature of her death take centre-stage in this chapter; students will also get the chance to further their understanding of the life-stories of three of Rome's most powerful men: Julius Caesar, Mark Antony and Octavian. Cleopatra's death dovetails with the end of the Roman Republic; the political upheaval this caused in Rome will be explored in Chapter 11.

### 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 might be useful to draw a timeline showing the history of Egypt compared to the history of Rome. Students often think of ancient civilisations as roughly contemporaneous, and it is useful for them to marvel at how ancient Egypt's civilisation really was.

Cleopatra is usually a figure known to students: it is useful to ask students what they know about her already. They will probably know that she was Egyptian and wealthy, but they may not know how interconnected her story was with the story of the end of the Roman Republic.



The chapter's opening image, of Cestius' pyramid in Rome, could be used to ask students why they think the Romans were so fascinated with Egypt. Students might like to discuss why people are so often enthralled by communities which are exotic and wealthy.

### **What's interesting**

This chapter is a great opportunity to study a variety of topics, if time permits. The Herodotus story in Exercise 10.4, for example, provides a springboard to discuss the Ancient Greeks' rather different approach to historiography. Alexander the Great also provides an excellent opportunity for students to do some independent research. Alexandria is an interesting and unique city, particularly as a centre of both trade and scholarship. Students could be encouraged to think about how knowledge was shared at a time before the printed word or electronic media, and why it was that trade and knowledge often went hand in hand.

Egypt is a fascinating country, and most students will already be interested in the reach of its history far, far into the past and the fabulous wealth of the pharaohs. The story of Egypt is a useful opportunity for students to consider how geography affects power: they might like to look at the online map of the Roman empire and consider why Egypt's location (both relative to the Nile and the Mediterranean) allowed it to be a wealthy trade centre.

Attitudes to this wealth are worth exploring: the Romans seem to have been fascinated by the exoticness of Egypt, but students might like to discuss how it is that extraordinary wealth can be both alluring and also repellent, especially in the context of traditional Roman Republican values.

The drama of the stories in Chapter 10 should be of great interest. Cleopatra was herself embroiled in civil war in Egypt, and Egypt later became involved in the civil war between Octavian and Mark Antony. The relationships between Cleopatra and Caesar, and later Mark Antony, are told in vibrant stories, such as Cleopatra hiding in a linen cloth, or her dramatic visit to Antony on a sensational gold and silver boat. Both love affairs ended abruptly, amid danger and death.

Cleopatra's identity within a Roman context was shaped partly by those who were keen to celebrate Octavian's success and to set this against the threat posed by an unnervingly powerful and unrestrained eastern queen. The sources for the chapter (particularly Source 10.4) encourage students to consider what happens to our understanding of the past when it is told partly through the lens of imaginative writing and to consider the impact of political bias on literary texts.

Cleopatra is a fascinating figure because she was powerful, clever, brave and ruthless. Her life was dominated by brutal power struggles, first in the civil war against her own brother, and later in the clash of east versus west which ultimately lost Egypt its independence. *de Romanis* focuses on her story in its Roman context, but it is important not to forget that she was a key figure in the history of Egypt and the last of their pharaohs.

### **What's difficult**

There are multiple key players in this period of Roman history, and students can easily become confused by the events that followed the death of Caesar, when Mark Antony, Lepidus and Octavian struggled for supreme power. It is helpful to create mini-biographies for each of these characters so that students grow familiar with the big ideas of whom they loved, whom they hated, whom they fought against, what they cared about, and how they died. If they can keep the life stories of each figure clear in their heads, knitting them together within the history of Rome will be much easier.



Cleopatra has become famous as a sex symbol, and so her story also raises difficult questions about the relationship between sex and power. This might seem uncomfortable to a modern reader. Source 10.3 suggests that the Romans were contemptuous of Cleopatra's power over an apparently emasculated Antony. Students might find it interesting to discuss whether societies have been too quick to be obsessed with Cleopatra's attractiveness: has this obsession reduced Cleopatra's identity in some way, or should we be impressed by her readiness to turn her beauty to her own advantage? Students might benefit from some discussion of contemporary values, and a comparison with political marriages throughout history.

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

- **What was the source of Cleopatra's power and what were its limits?** Cleopatra was a remarkably powerful historical figure: what sort of power did she have? In what ways was her power limited? Students might like to consider her gender, race, and culture.
- **West v. east:** the Romans had a complicated relationship with the east. They admired the culture and wanted its wealth, yet they were disgusted by what they saw as excess and luxury. Some of the sources in this chapter define Roman identity by contrast with eastern differences. How do our ideas of cultural identity manifest themselves today? What is the impact of celebrating or excluding foreignness / otherness within a society?
- **Powerful stories:** the story of Cleopatra captured the imagination of artists and writers in her own context (e.g. Horace and Virgil), and continued to do so throughout history (e.g. William Shakespeare). Why is this? What other figures from history are particularly famous, and what is it that captures our imaginations?
- **Turning history into myth:** the poetic licence used by writers like Horace (see Source 10.4) brings back into focus questions explored in Chapter 7 about the thin line between myth and history. Students might like to discuss the impact when fiction and history intertwine. Can they think of other modern-day figures (such as Osama Bin Laden, perhaps) who have been distorted by contemporary story-telling?
- **Can we trust the sources?** The fictionalised portrayal of Cleopatra within Roman sources invites discussion of how to interpret sources through the filter of their own contemporary values. The idea of a source with a contemporary political or cultural agenda will be key to the theme of image and propaganda in Chapter 11, and so teachers may like to pave the way for this here.

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

- students could write a diary entry from the perspective of a young Cleopatra: forced to flee Egypt, fighting a civil war against her brother and desiring Caesar's help
- using Source 10.2, students could draw a picture of Cleopatra's barge when she sailed to meet Mark Antony
- students could write a love letter from Caesar to Cleopatra or Antony to Cleopatra, or a letter from Cleopatra planning her return to Egypt after Caesar's death
- students could write a reply from Mark Antony to answer the criticisms made of him in Source 10.3
- students could write a script and act out the final days of Mark Antony's life: his defeat at the Battle of Actium, and later his dramatic death and farewell to Cleopatra



## LANGUAGE MATERIAL

### Overview

vocabulary	practice material
Chapter 10 CL vocabulary list	<a href="#">AL Exercise A10.1</a> <a href="#">AL Exercise A10.2</a> <a href="#">AL Exercise A10.3<sup>1</sup></a> online Quizlet vocabulary flashcards
grammar	practice material
idiom <ul style="list-style-type: none"> <li>• <i>alius</i> and <i>-que</i></li> <li>• adjectives and idiom</li> <li>• emphatic word order - the chiasmus</li> <li>• <i>nesesse</i> and <i>primus</i></li> </ul>	CL Exercise 10.1 CL Exercise 10.2 CL Exercise 10.3 <b>CL Exercise 10.4<sup>2</sup></b> <b>CL Exercise 10.5</b>
verbs <ul style="list-style-type: none"> <li>• the imperfect passive</li> <li>• translating the imperfect active and passive</li> </ul>	CL Exercise 10.6 <b>CL Exercise 10.7</b> <a href="#">AL Exercise B10.1</a> <a href="#">AL Exercise B10.2</a> <a href="#">AL Exercise B10.3</a> <a href="#">AL Exercise B10.4</a>
idiom <ul style="list-style-type: none"> <li>• genitive and dative cases</li> </ul>	CL Exercise 10.8
<b>consolidation</b> <ul style="list-style-type: none"> <li>• the imperfect active</li> <li>• the imperfect passive</li> <li>• the perfect passive</li> </ul>	CL Exercise 10.9 <b>CL Exercise 10.10</b> <b>CL Exercise 10.11</b> <a href="#">AL Exercise B10.5</a> <a href="#">AL Exercise B10.6</a>
consolidation / revision	practice material
vocabulary and grammar	online vocabulary quiz
verb tenses	<a href="#">AL Exercise B10.5</a> <a href="#">AL Exercise B10.6</a> <a href="#">AL Exercise C10.1</a>
all syntax	<a href="#">AL Exercise C10.2</a>
vocabulary from chapters 1-10 <ul style="list-style-type: none"> <li>• neuter nouns</li> </ul>	online <a href="#">AL Section D exercises</a>

<sup>1</sup> 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.

<sup>2</sup> Latin stories are denoted in bold



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| <ul style="list-style-type: none"><li>● 4th and mixed conjugation verbs</li></ul> |  |
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### 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 300 words by Chapter 10.** 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 8 and 9. Additional Language Section D now 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. verbs in the 4th conjugation only.
- **Consolidation now takes centre stage.** In Chapters 10, 11 and 12 there is relatively little new grammatical material. The consolidation notes are among the most important sections within each chapter because they cover key blocks of grammar which have been learned piecemeal. It can be tempting to whizz past these since they contain nothing new, but students will benefit from thorough revision of the material within them.
- **Students now need to learn the passive person endings:** the imperfect passive makes use of the passive person endings *-r, -ris, -tur, -mur, -mini, -ntur*. Students should be encouraged to learn these thoroughly, as they will also be used in Chapters 11 and 12 for the present and future passive. It is helpful to train students to look at the end of the verb first, to identify the person, and then the tense (here denoted by *-ba-*), then what action the verb refers to. This will be useful when they also meet the present and future passive, and it will help them translate smoothly into English because English verbs are constructed in the reverse order to Latin, starting with the person, then the tense, then the word which states what the action was.
- **Students need to keep practising how to form English verbs:** the overlap in *was* between imperfect active, imperfect passive, perfect passive can be very confusing. If students can handle English verbs with ease within these tenses, they will find the Latin versions much easier to translate. Lots of practice in identifying active or passive verbs in English will help students to comprehend the difference between e.g. *I was ruling / I was ruled / I was being ruled*.
- **The imperfect tense can be translated in a number of ways.** It is worth reminding the most ambitious students that the imperfect passive (like the imperfect active) is not always translated best as *was / were ---ing*. Students can be reminded that the imperfect tense in Latin is used for actions which are continuous or incomplete but that the English for e.g. *regebantur* might be *they were ruled*.
- **Idiom:** some of the new material (e.g. the notes on *primus* or *nesesse*) deals with idiom, or words which are used in slightly unusual ways. Some students will enjoy the precision of the



notes on idiom, but there is no need to linger on them. For most students, it is much more important to focus on the key material such as verb forms and vocabulary.

- **Word order and emphasis:** The Latin stories make increasing use of emphatic word order and patterns such as delayed or promoted adjectives, and chiasmus. This is important preparation for learning to appreciate weighting and nuance within a literary text. Students should be encouraged to read Latin as far as possible in the order of its words, before recasting into more idiomatic English. This will help them notice when a sentence promotes or lingers on a key detail.
- **The genitive and dative cases are the hardest of Latin's cases to recognise.** They are not as common as the nominative, accusative and ablative, their endings overlap with the endings for other cases, and students find it very hard to match the Latin spelling with the sound of these endings. This chapter may be a useful opportunity for ambitious students to check that their knowledge of these endings is accurate; for students who struggle to recognise cases, the greater priority is to recognise the accusative and ablative endings.

### 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
- the imperfect passive and the person endings *-r, -ris, -tur, -mur, -mini, -ntur*
- manipulating English verbs so that students feel comfortable pinning the name of a tense to its form in English

## 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 10.4: Herodotus travels to Egypt**
  - Chapter 10: Introduction - Egypt and Rome
  - Figure 10.1 Cestius' pyramid
  - Chapter 10: Introduction - Ancient Egypt
  - Figure 10.2 Section of a mosaic showing the river Nile
- **Exercise 10.5: Alexandria**
  - Chapter 10: Introduction - Alexander, Alexandria and the Ptolemaic dynasty
  - Figure 10.3 The burning of the library of Alexandria



- **Exercise 10.7: Cleopatra, queen of Egypt**
  - Chapter 10: Introduction - Cleopatra
  - Chapter 10: Introduction - Cleopatra and Julius Caesar
  - Figure 10.4 Cleopatra VII
  - Figure 10.5 Cleopatra's Needle
  - Source 10.1: Cleopatra and Julius Caesar
  - online comprehension and audio file
- **Exercise 10.10: Cleopatra and Julius Caesar**
  - Chapter 10: Introduction - Cleopatra
  - Figure 10.4 Cleopatra VII
  - Figure 10.5 Cleopatra's Needle
  - Chapter 10: Introduction - Cleopatra and Julius Caesar
  - Source 10.1: Cleopatra and Julius Caesar
- **Exercise 10.11: Cleopatra meets Mark Antony**
  - Chapter 10: Introduction - Cleopatra
  - Figure 10.4 Cleopatra VII
  - Figure 10.5 Cleopatra's Needle
  - Chapter 10: Introduction - Cleopatra and Mark Antony
  - Chapter 10: Introduction - The Battle of Actium
  - Chapter 10: Introduction - Cleopatra's death
  - Figure 10.6 The death of Cleopatra
  - Source 10.2: Cleopatra sails to meet Mark Antony
  - Source 10.3: Roman outrage at the power of Cleopatra
  - Source 10.4: Cleopatra, the enemy of Rome
  - online comprehension and audio file