



Notes for the teacher: Chapter 11

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 11 focuses on Augustus: his role as Julius Caesar's heir in the Liberators' war, as triumvir alongside Mark Antony and Lepidus, and as victor in the Battle of Actium, where he defeated Antony to become sole ruler of the Roman world. The chapter explores the peace which Augustus presented to the people, the carefully constructed propaganda of the era, and in particular how literature and Rome's poets became an important part of the story of the age of Augustus.

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.

Augustus' consolidation of power and his own narrative of bringing peace and stability to Rome is best understood set against a backdrop of public fatigue and misery after so many years of bloody civil war. Students could be invited to consider what public feeling in Rome might be both before and after the Battle of Actium. This would encourage them to recap the Romans' attitudes to Julius Caesar, the war against the Liberators, and the deaths of Antony and Cleopatra, and to remember that behind the sensational stories of the Roman (and Egyptian) potentates, is a reality of day-to-day life for Roman citizens which needs to be imagined.

What's interesting

Chapter 11 brings to a conclusion the story of the Roman civil wars and the end of the Republic. Chapters 7-10 explained how *auctoritas*, wealth and military strength enabled considerable personal power. Students should, therefore, already have the context to understand how Octavian was able to gain staggering power and influence at such a young age despite the limits the Roman Republic set in theory upon *imperium*. As the heir of Caesar, Octavian gained vast wealth and the loyalty of his



followers. Students should be able to understand how this in turn brought political prestige at Rome and the raw power of soldiers whose loyalty was up for sale.

Augustus himself is a fascinating and exceptional figure: students should be keen to discuss his ruthlessness in the civil war, his skill in reinventing himself as Augustus, his political genius in giving one-man rule an acceptable Republican framework, and his longevity as sole ruler of a now stable state.

The theme of power is developed further in Chapter 11, in Augustus' use of propaganda and image. The chapter explores the myth-making which surrounded Augustus, and the possible gaps between this and reality. Students are encouraged to consider how Augustus' story and reputation was shaped by his new name, his building programme, his use of religion, statues and coins, and the way in which his story was told by Rome's leading poets.

The theme of propaganda invites many questions about the information which those in power choose to give out. It is interesting also for students to consider the ways and means by which rulers can shape their public image: students could reflect on the different roles of coins, statues, buildings and literature in shaping public opinion.

Chapter 11 is an excellent opportunity to prepare for the study of Latin literature. Many of the most famous authors (Virgil, Horace, Livy, and Tacitus in particular) were influenced by the horror of the years of civil war, the promise of peace which Augustus brought, and the tension between the new political framework and the old Republican ideals. In addition, Exercise 11.9 brings into view the importance of the countryside within much Augustan poetry: the peace and beauty of the countryside is often celebrated in the wake of the damage wreaked by war on crops, land, buildings and people.

The chapter also looks at how and where women could exert their influence on Roman politics: Source 11.1 focuses on Hortensia's atypical public speech against the triumvirs, and the introduction to the chapter mentions Livia and the influence that women had behind the scenes in the imperial family.

What's difficult

Octavian's rise to power was ruthless and bloody, and (like Julius Caesar) his story sheds light on the dark side of power. Although we often think of the legacy of Augustus first, as bringer of peace and stability, his actions as Octavian are shocking and brutal. The sources bring out this uncomfortable clash: Source 11.1 and Source 11.4 are a useful point of contrast with Augustus' highly celebratory record of his own achievements.

It can also be difficult for students to remember the flip side to the Augustan peace: on the surface, it will seem fairly indisputably to have been a good thing to bring calm and stability to the fractured Roman community. Augustus' control over the Roman state, however, came at a price, and students may need some help to evaluate its impact on Roman political freedom. The more critical notes within the *Aeneid* (or, for example, Source 11.4) are a useful prompt to consider what the Romans had to give up in exchange for Augustus' unchallenged dominance. Later writers such as Tacitus made considerable use of the theme of slavery as a parallel for loss of political freedoms; this might be a useful lens through which to discuss the question, and indeed a useful opportunity to discuss more broadly the extent and limits to human freedom at the same time.



Understanding propaganda can be difficult. Students should be encouraged to think critically about the images and content in the sources, in order to see past the primary message and consider what else can be understood from this material. Comparisons to modern propaganda campaigns might be useful.

Suggestions for cultural comparisons and wider discussion

- **does the end justify the means?** Augustus restored peace to Rome for many years: does it matter that, as Octavian, he committed so many violent acts along the way? Students might like to make comparisons with modern-day rulers and think about what needs to be done to acquire and then to hold on to power.
- **propaganda:** what messages do those in power choose to give out? Does the truth matter? How can we be sure that the messages we receive are real? Students could consider this question in the context of political campaigning in the midst of social media and targeted advertising.
- **literature and poetry:** many students will not have heard of our poet laureate, or think that there is any value in this post. Is there still a role for literature in shaping public opinion? Who are the modern-day equivalents? Students might like to consider the impact made by singers, rappers, public commentators in chat shows, YouTube influencers and so forth.
- **text and context:** many Roman texts were shaped by their contemporary context. Students might like to discuss what the influences are which are shaping (or have shaped) fiction today.
- **the story of one man:** students might like to consider other individuals whose life-stories have dominated the history of their age, such as Hitler, Stalin, Marie Antoinette, Florence Nightingale and so forth. Does the story of an individual bring history to life, or is our understanding blinkered by thinking too much about just one person?

Suggested extension and creative activities

- students could use Chapter 11 as an opportunity for further reading of Latin texts in translation: the *Res Gestae*, other sections of the *Aeneid*, the poetry of Horace, or the early chapters of Tacitus' *Annals* would all dovetail with the content of Chapter 11
- students could create their own propaganda campaign relating to an idea or message of their choice
- students could consider the genre of laudatory poetry and write a poem in honour of a chosen person

LANGUAGE MATERIAL

Overview

vocabulary	practice material
Chapter 11 CL vocabulary list	AL Exercise A11.1 AL Exercise A11.2 AL Exercise A11.3¹ AL Exercise A11.4

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.



	online Quizlet vocabulary flashcards
grammar	practice material
consolidation <ul style="list-style-type: none">• adverbs• adverbs and idiom	CL Exercise 11.1 CL Exercise 11.2² AL Exercise B11.5
consolidation <ul style="list-style-type: none">• the infinitive	CL Exercise 11.3 CL Exercise 11.4
indirect statement	CL Exercise 11.5 CL Exercise 11.6 AL Exercise C11.1
verbs <ul style="list-style-type: none">• the present passive	CL Exercise 11.7 CL Exercise 11.8 CL Exercise 11.9 AL Exercise B11.1 AL Exercise B11.2 AL Exercise B11.3
consolidation / revision	practice material
vocabulary and grammar	online vocabulary quiz
verb tenses	AL Exercise B11.4
all syntax	AL Exercise C11.3
vocabulary from chapters 1-10 <ul style="list-style-type: none">• prepositions• pronouns• irregular 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 330 words by Chapter 11.** 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

² Latin stories are denoted in bold



Chapters 9 and 10. 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 manipulation of words which all follow the same pattern, e.g. nouns in the 1st declension 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.
- **Idiom:** as with Chapter 10, the notes on idiom will be of interest for some students. For most students, however, it is much more important to focus on the main consolidation notes.
- **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.
- **Consolidation of the infinitive:** broadly speaking, the Latin infinitive will translate directly into an English infinitive. This should present no problems to students. Some students, however, might like to approach the infinitive more conceptually, and understand that its role is to refer to an action in a fairly abstract form: it is a part of the verb which behaves like a noun. As such, it can be subject or object of another verb and, if described by an adjective, that adjective will be neuter. To help students understand this concept, it can be useful to give pairs of English examples such as *I want food / I want to eat / food is good / to eat is good* so that they can see how an infinitive is a grammatical form akin to a noun.
- **Indirect statement is introduced here** so that students can become familiar with the main principles before meeting more complex versions of this construction at GCSE and beyond. It is deliberately kept relatively simple in this chapter, using only the present active infinitive, so as not to confuse or overwhelm. There are three main difficulties in this construction:
 - students need to remember to add the word *that* in English.
 - the infinitive will not be translated as *to*.
 - the tense used when translating the infinitive depends on the tense of the main verb.

Of these, the third is the hardest for students: they will benefit from plenty of practice of the English idiom *they say that someone IS doing something; they said that someone WAS doing something*.

- **The present passive is introduced here.** As with other tenses in the passive voice, it is very important to establish ease with the English verb forms first. Once students are comfortable with the English verb forms, the Latin should be fairly straightforward to learn: the passive person endings are known from the imperfect passive, and the varying vowels across the conjugations are familiar from the present active. As ever, the third conjugation is not wholly straightforward, and students might like to note the active *regis* in contrast to the passive *regeris*.



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
- within the consolidation boxes, the comparative and superlative adverbs are the most important to review because it is so easy for students to confuse these with a comparative or superlative adjective
- indirect statement: this is arguably Latin's most common construction. Students need to be ready to spot it and they need to remember to add the word *that* in English.
- revision of the passive in English: the present passive is not particularly common in Latin, and it will be helpful to use this new material rather as an opportunity to revise how to translate the passive in general (especially the perfect passive)

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 11.2: Octavian becomes Julius Caesar's heir**
 - Chapter 11: Introduction - Octavian / Augustus and a new era for Rome
 - Chapter 11: Introduction - Julius Caesar's death and the beginnings of Octavian's power
 - Figure 11.5 Temple to Mars Ultor
- **Exercise 11.4: Octavian, Mark Antony and Lepidus**
 - Chapter 11: Introduction - The triumvirate
 - Source 11.1: The women of Rome oppose the triumvirate
- **Exercise 11.6: Actium**
 - Chapter 11: Introduction - The Battle of Actium
 - Source 11.2: Augustan coins
 - Source 11.4: Tacitus summarises Augustus' rise to power
 - online comprehension and audio file
- **Exercise 11.8: Augustus as *princeps***
 - Figure 11.1 The Prima Porta statue of Augustus
 - Figure 11.2 Modern copy of the Prima Porta statue
 - Chapter 11: Introduction - Peace and a new beginning
 - Figure 11.3 Panel from the Ara Pacis
 - Chapter 11: Introduction - Augustus, the first Roman emperor
 - Figure 11.5 Temple to Mars Ultor
 - Figure 11.6 The Via Labicana Augustus



- Chapter 11: Introduction - Propaganda
- Source 11.2: Augustan coins
- Source 11.3: Augustus' achievements
- Source 11.4: Tacitus summarises Augustus' rise to power
- **Exercise 11.9: Augustus and the poets**
 - Chapter 11: Introduction - Propaganda
 - Chapter 11: Introduction - Augustus and the poets
 - online comprehension and audio file