



Notes for the teacher: Chapter 12

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

As the final chapter of *de Romanis*, Chapter 12 departs from the narrative of the end of the Republic, and focuses on Roman Britain as a conquered territory of the Roman Empire. Chapter 12 looks at the island of Britain, its tribes and customs, and what Roman writers, such as Julius Caesar himself, had to say about them. It invites students to question the reliability of sources written by the Romans about the Britons, and to evaluate the impact of empire. Chapter 11 focussed on the new era of peace which Augustus ushered in and the celebration of his military success; in contrast, Chapter 12 looks out from the viewpoint of Britain as a conquered province and considers the costs as well as the benefits Roman rule brought to the native inhabitants of their territory.

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 ask students to consider the viewpoint of the conquered and to remind them that the Roman celebration of conquest is only half the story. They could think back to Chapter 9 and imagine that they are Britons living at the time of Julius Caesar's invasion: what would their feelings have been towards the Romans? Would they feel welcoming or hostile to the benefits or disadvantages which the Romans brought? The map printed on p190 is a useful way to highlight the size of the Roman territory, and students could discuss what it would have meant to be part of so large an empire.

Students could also consider the prospect of invasion from the Roman perspective. Source 12.1, which predates the Roman invasions, might be a useful starting point: students could discuss whether



this account offers any convincing reasons for attempting to conquer Britain. They could then consider the reasons why the Romans might have decided to invade Britain in the first place. Students might also like to use the map on p190 as a way to discuss the challenges the Romans faced in maintaining control over an empire of this size.

What's interesting

The introduction explains how the Romans gradually won power in Britain, and students might like to consider the different ways in which one community can establish control over another. As explained in Chapter 9, Julius Caesar's two attempts at invasion did not secure territory as such, but he did establish alliances with leaders of different British tribes. These developed over time, and in AD 43 the emperor Claudius invaded Britain in support of a pro-Roman king. The invasion won him the surrender of eleven British kings. Later Roman governors pushed the boundaries of the Roman territory further west and north. In AD 122 the emperor Hadrian ordered the construction of the most famous marker of these boundaries: Hadrian's Wall.

The Emperor Claudius is a notable character who was vividly described by Roman authors such as Tacitus. Those students who are keen to expand their understanding of political history could be encouraged to consider issues surrounding succession in the years following Augustus' rule. Claudius was a hated member of the imperial family, but he was a descendant of Augustus, and in the power vacuum after Caligula's death, he was seen as the only choice. Students should also discuss the treatment of Claudius by his own family, and their reaction to his disability and illness.

The descriptions of Britain and its tribes are very interesting and, at times, amusing. Students will find it interesting to consider how far they might believe the sources by looking at who wrote them and what might have influenced their opinions. It is also interesting to think of Britain as a place that was mysterious and exotic from the perspective of the Romans.

Students may not have considered before the perspective of a conquered people, or perhaps only considered these issues in black and white. The use of force, ruthless response to rebellions, the lack of freedom, taking taxes and other sources of wealth, exploitation of natural resources etc. should not be downplayed. The chapter also invites students to see what benefits and protections the peoples conquered by the Romans might have enjoyed: security against attack or internal power struggles, increased trade, better infrastructure such as roads, walls and city centres etc.

Most students will already have heard about and be interested in the story of Boudicca: her leadership, drive and her ruthless commitment to fighting back against the injustices of Roman rule. In addition, her story ends with her dramatic suicide as a final act of rebellion and refusal to live under Roman rule. Students should be encouraged, however, to consider how her story subsequently has been controlled by others, and not least the British. The opening image to the chapter is her statue by Westminster Bridge, and students might like to reflect on the irony that the Victorians used her story to glorify their power over their own empire.

The Latin stories about Boudicca and Calgacus and their opposition to Roman rule are centre-stage in Chapter 12. These stories are interesting on their own terms, but students may also like to consider the way in which they were told by the Roman writers. As is the case throughout *de Romanis*, the Latin stories are closely modelled on original Latin texts: students could be encouraged to notice the rhetorical flavour of the speeches given by Boudicca and Calgacus, and in particular the recurring theme of freedom versus servitude. Some students may be interested in the idea that the symbol of



servitude became a key theme in later Latin texts: as the rule of the emperors grew more established and the political freedoms of Roman citizens reduced, some writers used this theme as a way to highlight the cost of losing their own political freedoms and rights.

The chapter ends by looking at the impact of established Roman rule on Britain. Infrastructure improved, and the presence of wide-reaching trade routes and the Roman army brought a multi-cultural dimension to the British population. Source 12.3 and Source 12.4 encourage students to consider life from the everyday viewpoint of the soldiers who were stationed there, far from home, and the local communities who adapted to living with a much more mixed population.

The final focus in Chapter 12 is Hadrian's Wall. This is a good hook to think about or visit other Roman remains, or reflect on how Roman influence lives on in many of our place names. Many of these remains are impressive in their technical skill, even at a distance of nearly 2,000 years. It is also a useful entry point for students to explore the question of why communities commit to large building projects. Chapter 11 explored Augustus' building programme within his own image-making; Chapter 12 offers the chance to consider how complicated the balance sheet is when it comes to cost and return on major investments.

As a marker of the limits of Roman expansion, and as a lasting imprint of Roman presence, Hadrian's Wall is a fitting end to *de Romanis*: it encourages students to consider the scope in space and time of the story of Rome: how far the story has come since Aeneas landed in Italy, and how far into the future Rome's influence and footprint might remain.

What's difficult

The focus on the perspective of the conquered peoples of Britain, such as Boudicca and Calgacus, raises aspects of empire and conquest which are challenging. The obvious and important comparison is with the British Empire, and it might be salutary for students to consider how we might judge the morality of our own history.

It is easy to be drawn to the stories of the big-name players such as Boudicca and Calgacus, and students may need encouragement in order to think about history from an everyday perspective. Exercise 12.11 should help them imagine life as soldier on Hadrian's Wall or life in the communities which had to live alongside the military outposts. The images in Source 12.3 and 12.4 of the Regina tombstone and the Vindolanda tablet provide visual stimuli for students to think about the many different stories that interweave within the past.

Suggestions for cultural comparisons and wider discussion

- **the use / abuse of an individual's story:** Boudicca fought back against large-scale conquest, and yet her statue has been used to celebrate the power of Queen Victoria's empire. Can students think of other examples where the story of the past has been reshaped to justify the actions of the present?
- **how do countries spread their values to other communities?** Students might like to consider the cultural influence of the USA, or the spread of Christianity, or the western desire to promote democracy on a global scale, or charitable interventions which involve educational programmes.
- **infrastructure:** it is easy to look back and see the benefit of improved infrastructure which the Romans brought with them. We often forget, however, about the initial costs in terms of



money and disruption to the landscape. Students might like to discuss this in the context of the proposed HS2 rail link or a fifth runway at Heathrow airport.

- **walls and barriers:** building physical walls has been a hot topic in politics. Students might like to consider their appeal as physical or ideological barriers, and why they might be controversial. This question could be discussed in the context of the Berlin Wall, the iron curtain, President Trump's border wall with Mexico, or the Brexit-induced challenge of the border within Ireland.

Suggested extension and creative activities

- students could write a diary entry from the perspective of Boudicca the night before the Battle of Watling Street, or an eyewitness account from one of the British spectators, watching from the edge of the battlefield
- students could create their own Vindolanda tablet, expressing their feelings as a soldier stationed at Hadrian's wall, on the edge of the empire
- students could read more about the life-story of Claudius (some will enjoy reading or watching *I, Claudius* by Robert Graves)
- students could consider current threats to their own freedoms (e.g. the impact of big data collection on an individual's freedom to preserve their own privacy, or the impact of Brexit on our political / geographical freedom), and write a speech encouraging others to try to defend them

LANGUAGE MATERIAL

Overview

vocabulary	practice material
Chapter 12 CL vocabulary list	AL Exercise A12.1 AL Exercise A12.2 AL Exercise A12.3¹ online Quizlet vocabulary flashcards
grammar	practice material
verbs <ul style="list-style-type: none"> ● the future passive 	CL Exercise 12.1 CL Exercise 12.2² AL Exercise B12.1 AL Exercise B12.2
idiom <ul style="list-style-type: none"> ● <i>nec / neque</i> ● <i>nihil, nullus, nemo</i> 	CL Exercise 12.3

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



consolidation <ul style="list-style-type: none">participles	CL Exercise 12.4 CL Exercise 12.5 AL Exercise B12.4 AL Exercise B12.5
the ablative absolute	CL Exercise 12.6 CL Exercise 12.7 AL Exercise C12.1
consolidation <ul style="list-style-type: none">accusative casegenitive casedative case	CL Exercise 12.8 CL Exercise 12.9 AL Exercise B12.3
consolidation <ul style="list-style-type: none">ablative case	CL Exercise 12.10 CL Exercise 12.11
consolidation / revision	practice material
vocabulary and grammar	online vocabulary quiz
all syntax	AL Exercise C12.2
nouns from chapters 1-12 <ul style="list-style-type: none">chapters 7-8: accusative casechapters 9-10: genitive casechapters 11-12: dative case	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 360 words by Chapter 12.** 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 Chapters 10 and 11. 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.
- Consolidation now takes centre stage.** As with Chapters 10 and 11, in Chapter 12 there is relatively little new material. The consolidation notes offer the opportunity to revise old material, and to pull together strands which have been learned piecemeal, but need to be known as a whole. This applies especially to the notes on cases in this chapter.



- **Word order and emphasis:** The Latin stories make increasing use of emphatic word order and patterns such as delayed or promoted adjectives, and the chiasmus. It is tempting to jump about in a Latin sentence from subject to verb to object and so forth, but the more students can notice the order of the words themselves, the better they will notice when an unusual pattern is used, or when a sentence lingers on a key detail at its start or end. This is excellent preparation for learning to appreciate weighting and nuance within a literary text.
- **The future passive:** as with other passive forms, students need plenty of practice with English verbs, so that they are comfortable manipulating the English first. Students should be reminded that the future passive (like the future active) uses the present tense stem. The passive person endings should now be very familiar from the imperfect and present passive. As with the future active, the difference in future passive endings depends on the verb's conjugation.
- **Idiom:** as with Chapters 10 and 11, the notes on idiom will be of interest for some students. For most students, however, it is much more important to focus on consolidation and vocabulary. For those students keen to master fine details, the genitive and dative sg forms of *nullus* are the most important to focus on because they break with the expected 2-1-2 endings, and they also echo the genitive and dative sg forms of the pronouns *is, ille, hic, qui* and *quis*.
- **Consolidation of participles:** participles offer a good opportunity to practise adjective agreement for 3rd declension and for 2-1-2 adjectives, but some students will find this very fiddly. For students who find adjective agreement difficult, the most important focus should be on recognising a participle as a participle, and remembering the literal translations of e.g. *loving* and *having been loved*. Students should be encouraged to re-cast into more idiomatic English as appropriate, but they will feel most confident about doing this if they are secure about the literal translation first.
- **Ablative absolute:** as with the indirect statement in Chapter 11, the ablative absolute is introduced here in its simplest form to allow students to get used to the concept, before they meet more complex forms of the construction at GCSE.³ The key challenge is largely to recognise the construction in the first place: students should be on the look-out for nouns and participles in the ablative case (especially at the start of a sentence or clause), and be ready to add the word *with* as the start of their literal translation.
- **Consolidation of cases:** as ever, the accusative and ablative cases are the most important.
 - **accusative case:** the best way to revise these endings is by case, across the declensions (*-am, -um, -em* etc), but students need to remember to be alert for neuter nouns since their accusative endings are different. Students should notice how common the accusative case is and they should take care not to assume that every accusative noun they meet is the object of a verb. As noted in Chapter 2, it is good discipline to bracket prepositions with their nouns so that these accusatives can not be mistaken for the object of a verb.
 - **genitive and dative:** these two cases rarely cause significant problems when translating from Latin to English, so long as students are ready to supply the words *of,*

³ The ablative absolute is notorious as a minefield for students who are keen to translate from English into Latin because English idiom very rarely uses anything like it, and so multiple steps are needed to recast the English into a suitable form first. From Latin into English, however, it is much more straightforward, provided students are rigorous about the literal translation of the participle before attempting any rephrasing into better English.



to and *for*. Students should focus on the much more important accusative and ablative endings.

- **ablative case:** the ablative case now has the largest number of different uses and, in addition, the ablative absolute construction means that it is often met at the start of the sentence. This means that students need to be ready to spot an ablative ending, and to supply *by*, *with*, *from*, *than*, *in* or *at* when they translate an ablative.

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
- recognising participles and remembering their literal translations
- learning the label *ablative absolute* so that students can be prompted to notice the construction when they meet it, and then to add *with* to their literal translation of the noun and its participle
- recognising accusative and ablative nouns and remembering the range of ways to translate them
- remembering that *of*, *to* and *for* are often needed to translate the genitive and dative cases

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 12.2: The emperor Claudius invades Britain**
 - Chapter 12: Introduction - Britannia
 - Chapter 12: Introduction - The tribes of Britain
 - Chapter 12: Introduction - Claudius' invasions of Britain
 - Figure 12.2 An image of Claudius defeating Britannia
 - Figure 12.3 Bronze head, possibly of the emperor Claudius
 - Source 12.1 Britain and its inhabitants
- **Exercise 12.5: Boudicca leads a rebellion**
 - Chapter 12: Introduction - The Iceni and Boudicca's revolt
 - Figure 12.4 Boudicca and her daughters
- **Exercise 12.7: Boudicca is defeated**
 - Chapter 12: Introduction - The Iceni and Boudicca's revolt
 - Chapter 12: Introduction - The Battle of Watling Street
 - Figure 12.4 Boudicca and her daughters
 - Source 12.2: The Battle of Watling Street



- online comprehension and audio file
- **Exercise 12.9: Calgacus rouses the Scots**
 - Chapter 12: Introduction - Roman Britain over time
 - Figure 12.1 map of the Roman empire
- **Exercise 12.11: Hadrian's wall**
 - Chapter 12: Introduction - Roman Britain over time
 - Figure 12.1 map of the Roman empire
 - Figure 12.5 Hadrian's Wall
 - Source 12.3 The inhabitants of Britain: Regina and Barates
 - Source 12.4: Hadrian's Wall: Vindolanda tablet 346
 - online comprehension and audio file