

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

March 30 - April 3, 2020

Course: Latin IA

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Supplemental Link: [CLC Unit 1 Dictionary](#)

(https://www.na5.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/na5e/dic/dicna1.html)

Weekly Plan:

Monday, March 30

- “The Baths” worksheet, questions 1-7
- “The dative case: review” worksheet

Tuesday, March 31

- “The Baths” worksheet, questions 8-14
- “in thermis” worksheet

Wednesday, April 1

- Complete the “Practicing the Language: *in taberna* exercise” worksheet.

Thursday, April 2

- “The Wonderful World of Word Order” worksheet
- If time: review Stage 9 vocab

Friday, April 3

- “in apodyterio” worksheet

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Nota bene: All worksheets are included here in this packet. If you do not have access to a printer, as many do not, you should follow the same format of the worksheets: use a clean sheet of notebook paper for each worksheet, include your title and header, and answer each question fully and in the correct order.

Bonam fortunam! - Miss Salinas and Miss Baptiste

Monday, March 30

Read the first part of “**The Baths**”, on page 126-128 of your red book (stop right before Seneca’s paragraph in bold), and complete the first seven questions on the corresponding worksheet, also titled “**The Baths**”.

Review our grammar of the unit by completing the worksheet “**The dative case: review**”

Tuesday, March 31

Read the last part of “**The Baths**” on page 128-129 of your red book, and complete the last seven questions on the corresponding worksheet, also titled “**The Baths**”.

Complete the worksheet “**in thermis**”.

Wednesday, April 1

Complete the worksheet “Practicing the Language: **in taberna** exercise”. Read each sentence, complete it with the correct noun or phrase, and *translate*. (Use the story “in taberna” on pg. 122 to help you if necessary.)

Thursday, April 2

Complete “**The Wonderful World of Word Order**” worksheet. *Translate*.

If you have extra time, review the Stage 9 vocabulary list on page 130.

Friday, April 3

Read or review “**in apodytēriō**” on page 124.
Answer the questions on the worksheet.

Nomen:

Classis:

Magistra:

Dies:

Stage 9 culture questions: the baths – questions 1-7

Read pages 126-128 in your textbook and answer the following:

1. At what time of day would Caecilius go to the baths?

2. What kinds of activities took place in the baths?

3. What was the **palaestra**?

4. What three activities did people do there?

5. What did Caecilius do in the following rooms?

a) apodytērium

b) tepidārium

c) caldārium

d) frīgidārium

6. How were oil and strigils used in the baths?

7. Give three possible reasons why the women's baths were smaller than the men's.

Nomen:

Classis:

Magistra:

Dies:

Stage 9 culture questions: the baths – questions 8-14

Read pages 128-129 in your textbook and answer the following:

8. What seven types of people did Seneca constantly hear in the baths?

9. From whom did the Romans learn to build baths?

10. What feature of the bath complex did Roman skill improve?

11. Explain how this system worked.

12. Give the name for this system.

13. Where else was the system used?

14. What was the most commonly used fuel for the furnaces?

Nomen:
 Classis:
 Magistra:
 Dies:

The dative case – review

If you need help remembering this information, use your Stage 9 grammar notes or page 121 of your red book.

	<i>1st Declension</i>	<i>2nd Declension</i>	<i>3rd Declension</i>	
<i>Nominative Singular</i>	puell_____	serv_____	mercātor	leō
<i>Dative Singular</i>	puell_____	serv_____	mercātor_____	leōn_____
<i>Accusative Singular</i>	puell_____	serv_____	mercātor_____	leōn_____
<i>Nominative Plural</i>	puell_____	serv_____	mercātor_____	leōn_____
<i>Dative Plural</i>	puell_____	serv_____	mercātor_____	leōn_____
<i>Accusative Plural</i>	puell_____	serv_____	mercātor_____	leōn_____

The nouns in bold above are in the _____. These nouns serve as the _____ of a verb and are often translated into English by a phrase that begins with the prepositions _____ or _____.

Complete the chart below for the Latin pronouns “I” and “you”:

	<i>1st Person (Latin)</i>	<i>translation</i>
<i>Nominative Singular</i>	ego	I
<i>Dative Singular</i>		
<i>Accusative Singular</i>		

	<i>2nd Person (Latin)</i>	<i>translation</i>
	tu	you

How are the two words which are both translated as “you” different?

When do you use the first one?

When do you use the second one?

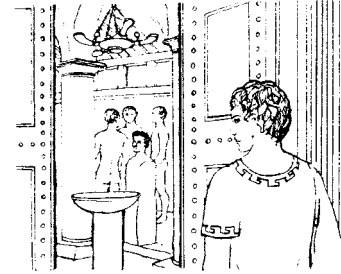
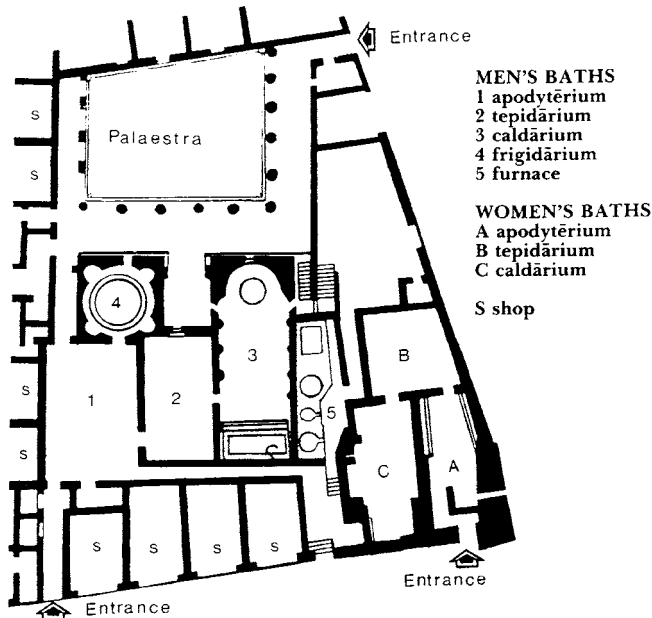
Stage 9

in thermīs

1 The small pictures show different parts of the baths. Write each of the following captions underneath the picture to which it belongs.

- a) Pompēiānī sē exercēbant.
 b) servus dominum **rādēbat**.
 c) fēmina ad tabernam ambulābat.

- d) iuvenis ad thermās vēnit.
 e) cīvēs togās dēposuērunt.
rādēbat - was scraping



1



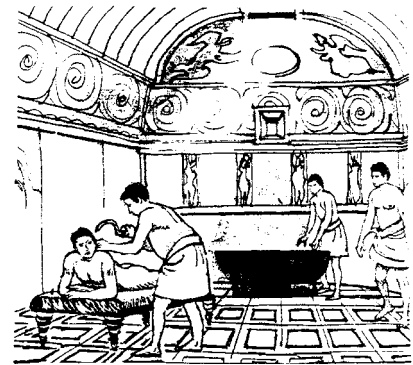
2



3



4



5

2 Draw a line from each picture to the right part of the plan.

Nomen:
Classis:
Magistra:
Dies:

Practicing the Language: “in taberna” exercise

*This exercise is based on the story **in taberna**, (p. 122). Write out each sentence, completing it with the correct noun or phrase. **Then translate the sentence.***

1. Metella _____ ad forum ambulāvit.
(cum Quīntō, cum Grumioōne, cum Melissā)

2. postquam forum intrāvērunt, _____ cōspēxerunt.
(portum, tabernam, vīllam)

3. Metella gladiātōrēs et _____ in tabernā vīdit.
(āctōrēs, fēminās, centuriōnēs)

4. servī fēminīs _____ ostendēbant. (togās, stolās, tunicās)

5. servī gladiātōribus _____ ostendēbant. (tunicās, togās, stolās)

6. mercātor servīs _____ dedit. (signum, togam, gladium)

7. servī mercātorī _____ trādidērunt. (togam, togās, stolās)

8. mercātor _____ vituperāvit, quod togae erant sordidae.
(gladiātōrēs, fēminās, servōs)

A *Grammatically identify each word in the following sentences. Underline the verbs; write **Nom.** above nouns in the nominative case; write **Acc.** above nouns in the accusative case; write **Dat.** above nouns in the dative case; put parentheses around prepositional phrases; put brackets around subordinate clauses (**quod** and **postquam** clauses). Then translate each sentence. One is done for you.*

Nom. Dat. Acc.

1 mercātor amīcīs vīnum (in tricliniō) offerēbat. *The merchant was offering wine to his friends in the dining room.*

2 Metella filiō dōnum ēmit.

3 Grumiō hospiti cēnam parābat.

4 cīvis, postquam thermās intrāvit, athlētās cōspexit.

5 amīcī, quod erant ignāvī, umbram timēbant.

6 servī gladiātōribus cibum ferēbant.

B *Grammatically identify each word in the following three sentences using the same symbols as above. Then translate each sentence.*

1 Quīntus servō pecūniam dedit.

2 pecūniam Quīntus dedit servō.

3 dedit servō pecūniam Quīntus.

Nomen:
Classis:
Magistra:
Dies:

“in apodyterio” story questions

- *Answer the following questions about the story on page 124 of your red book.*
 - *If you have not read the story in class yet (6E), read the story before answering in the questions. You can use the optional sheet on the next page: “in apodyterio: translation” to help you.*
 - *If you have already read the story in class (6A, B, C, and D), re-read the story and, if you can, find your written translation to help you answer the questions. You may also use the optional sheet on the next page – “in apodyterio: translation” – to help you if you’ve lost your original copy.*
1. Look at the first line under the title of the story, written in italics. Where are the two servants? Why do you think are they remaining there while others are enjoying the public baths and exercise area?
 2. In line 4, **custodio** means “I am guarding”. What does **custodis** mean in Sceledrus’ question on line 5? (Remember your verb endings: -o/m, -s, -t, -mus, -tis, -nt!)
 3. In lines 8-9, why does Sceledrus say he is blaming Anthrax?
 4. In line 11, Sceledrus claims, “**furem facile agnosco.**” Translate this sentence. (Clue: *facile* is an adverb.)
 5. In the italic portion on lines 12-14, what two things does the thief do?
 6. Look at lines 18-21. Whose toga was it that the thief was trying to steal?
 7. In lines 22-23, the thief begs for mercy. What three reasons does he give? Do you think he is telling the truth?
 8. On the last line, in italics, what do the merchant and the slaves do? What do you think will happen to the thief next?