

Remote Learning Packet

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

April 20 - 24, 2020

Course: 6 Latin

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Weekly Plan:

Monday, April 20

- Complete worksheet based on lines 1-7 of *controversia* on page 136
- Practice Stage 10 vocab flashcards

Tuesday, April 21

- Complete worksheet based on lines 8-17 of *controversia* on page 136

Wednesday, April 22

- Complete worksheet based on lines 18-26 of *controversia* on page 136-137

Thursday, April 23

- Complete worksheet based on lines 27-34 of *controversia* on page 136-137

Friday, April 24

- Stage 10 grammar notes: comparative adjectives
- Practice Stage 10 vocab flashcards

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

Monday, April 20

Today we will begin reading the passage “**controversia**” beginning on page 136. Read lines 1-7 and complete Monday’s worksheet below.

Background: Quintus is a young man (*iuvenis*), and as such, he is in his third stage of schooling. His teacher is called a **rhetor**. We will learn more about Roman schools in the culture section, but it is enough here to say that Quintus was training to become a skilled public speaker. He not only had opinions (*sententias*) about the issues of the day, but he also needed to learn how to argue for his point of view. In this story, we get a glimpse of what it would have been like for Quintus in the school of a **rhetor**.

When you finish the worksheet, practice your Stage 10 vocabulary flashcards.

Tuesday, April 21

We will be continuing our reading of “**controversia**” today. Read lines 8-17 on page 136, and answer the questions which follow in Tuesday’s worksheet.

Wednesday, April 22

Continue reading “**controversia**,” lines 18-26, (pages 136-137) as the debate continues. Answer the questions presented to you in Wednesday’s worksheet.

Thursday, April 23

Today we come to the end of “**controversia**.” Read lines 27-34, and complete Thursday’s worksheet.

Friday, April 24

Today we are introduced to the “comparative degree” of Latin adjectives. You may recall that in Stage 8 we learned the “superlative degree” of adjectives. Superlatives tell us who’s the angriest, *iratissimus*, or happiest, *laetissima*. Adjectives in the comparative degree allow us to compare two things or people to see which is greater, *maior*, or more clever *callidior*. We saw many examples of comparatives in our story, “**controversia**.”

Read grammar notes “**Stage 10 grammar: Comparative Adjectives**” carefully and supply answers when prompted.

Review your Stage 10 vocabulary flashcards.

Monday

Story questions: *controversia*, l. 1-7

Open your red book to pages 136-137. Then complete this worksheet. As you read the Latin story, read it out loud to see if you can pronounce each of the words.

1. What does *controversia* mean? (Hint: check the gloss on the side.) _____
2. Based on what you saw in the model sentences last week (pgs. 132-135), what do you think the *controversia* in this story might be about? _____

3. On line 1, we learn something about Quintus' friend Alexander. Using that information, in the following sentences, fill in the blanks with one of the following adjectives. *You will only use two of the words.*
 Graecus Britannicus Gallicus Romanus
 - a. Quintus in Imperio Romano habitat. Quintus est _____.
 - b. amicus, Alexander, in Graecia habitat. Alexander est _____.
4. Where were Quintus and Alexander going (line 2)? _____
5. *ibant* means "they were going". Conjugate and translate the rest of the verb here:

	<i>singular</i>	<i>plural</i>
<i>1st person</i>	ibam <i>I was going</i>	
<i>2nd person</i>		
<i>3rd person</i>		ibant <i>they were going</i>

Circle the correct **tense** for this verb: present imperfect perfect

6. According to line 4, Theodorus used to teach young men in a *porticus longa*. Draw a *porticus longa* below:

7. **Label** the cases of the sentence on lines 6-7, **underline** the verb, then **translate**:

rhetor iuvenibus controversiam nuntiabat...

“The _____ the _____ to the _____
_____...”

8. *iuvenibus* is in the dative case. Give the rest of the endings we know for this noun:

	<i>Singular</i>	<i>Plural</i>
<i>Nominative</i>	iuvenis	iuven_____
<i>Dative</i>	iuven_____	iuvenibus
<i>Accusative</i>	iuvenem	iuven_____

Circle the correct **declension** for this noun: 1st 2nd 3rd

9. Write, in Latin and English, the topic of the day’s debate according to line 7:

Latin: _____

English: “_____ better than _____.”

10. Look at the picture right below line 7. Alexander is the young man wearing red and green. Who do you think is the man sitting in the white chair?

Tuesday

Story questions: *controversia*, l. 8-17

Open your red book to pages 136-137. Read today's lines out loud in Latin, and look at the pictures. When you are finished reading, complete this worksheet.

1. What is the adverb in line 8 which tells us that Quintus strongly disagrees with Alexander? (Write down the Latin word, then **translate** it.)

Latin: _____ English: _____

2. Which nationality, Greeks or Romans, did Quintus think was better?

3. After Theodōrus heard Quintus' words, he told Quintus that in the debate they were seeking *argumentum*, not *sententiam*. What is the difference between those two words?

4. Line 11 contains the verb *quaerimus*, which means "we are looking for/searching for." Conjugate this verb in the present tense and provide meanings as indicated below:

<i>Person</i>	<i>Singular</i>	<i>Plural</i>
<i>1st person</i>		quaerimus <i>we search for</i>
<i>2nd person</i>		
<i>3rd person</i>	quaerit <i>he/she searches for</i>	

Circle the correct **conjugation** for this verb: 1st 2nd 3rd 4th

5. In the sentence *Quīntus rhētorī et amīcīs argūmentum explicāvit*, circle the case of the underlined nouns.

nominative

dative

accusative

6. Look at lines 14-16. Quintus gave four reasons why he thought that the Romans were better than the Greeks. Provide three of these reasons:

a. _____

b. _____

c. _____

7. Quintus said two things about the Greeks. What are they?

a. _____

b. _____

8. What is your *sententia* (opinion) of Quintus' "proof"? Do you agree or disagree with him?

Wednesday

Story questions: *controversia*, l. 18-26

Open your red book to pages 136-137. Read today's lines out loud in Latin, and look at the pictures. When you are finished reading, complete this worksheet.

1. In **lines 18-19**, Quintus continued to argue that the Romans were better than the Greeks. Write **Verum** if the following statements are true, and **Falsum** if any are false. For the false statements, please correct the statement.

Quintus dixit,

- a. _____ "We Romans are the best sculptors."
- b. _____ "We build roads and bridges everywhere."
- c. _____ "The city of Rome is more beautiful than all cities."

2. In lines 18-19, Quintus uses the verb **aedificāmus**, which means "we build." Please conjugate this verb in the imperfect tense and provide the meanings. Two are done for you.

Person	Singular	Plural
1st person	aedificābam-- <i>I was building</i>	
2nd person		
3rd person		aedificābant-- <i>they were building</i>

3. In line 20, we see that Quintus was coming to the end of his *argumentum*. What **adverb** indicates that for us?

4. According to Quintus, how do the Romans work?

5. What do the gods give to the Romans? (lines 20-21)

6. Quintus accused the Greeks of three things. Provide the missing words for the translation of the sentences in lines 21-22 (*vōs Graecī . . . nihil dant.*):

“ _____ Greeks are _____. You _____ work. The gods
_____ nothing _____.”

7. In lines 23-24, after Quintus finished explaining his opinion, how did the young Pompeian men respond?

8. Line 25 tells us *iuvenēs Pompēiānī tacuērunt*. Why do you think this happened?

9. What did Alexander do before he spoke to his audience? (line 26)

Thursday

Story questions: *controversia*, l. 27-34 (end)

Open your red book to pages 136-137. Read today's lines out loud in Latin, and look at the pictures. When you are finished reading, complete this worksheet.

1. Who was speaking the sentences (“*Vos Rōmānī* . . .”) starting in line 27? _____

2. In the two sentences on lines 27-28, Alexander makes three statements about the Romans and one about the Greeks. What does he say to the Romans? *The first one is done for you.*

a. y'all are pathetic/miserable _____

b. _____

c. _____

What does he say about the Greeks, his own people?

d. _____

3. Translate the sentences that start at the end of line 28 and end on line 31.

a. “*vos Graecas statuas spectatis, vos Graecos libros legitis, Graecos rhetores auditis.*”

Y'all look at _____, y'all read _____, you listen to _____.

b. “*vos Romani estis ridiculi, quod estis Graeciores quam nos Graeci!*”

Y'all _____ ridiculous, because _____ more Greek than _____!

4. Pause at the end of line 31 when you have finished reading Alexander's *argumentum*. Who do you think will be the *victor* of this *controversia*: Quintus or Alexander? Why?

5. In line 32, what did the other young men do when Alexander finished speaking?

6. In the final line, who did Theodorus announce to be the winner? What was his explanation for why that young man won?

7. Do you think Theodorus' judgement was fair, or do you think he might have been biased? Why or why not?

BONUS: On page 137, find the connection to your science class! Whom can you spot? What did you learn about him recently from your science packet?

Friday

Stage 10 grammar: Comparative Adjectives

Use this word bank to help you fill in the blanks below. You will use each word once.

number	superlative	case
degree	comparatives	

We learned in Stage 8 that adjectives have levels of intensity called _____. The basic degree is called the **positive** degree. It is the form that appears in all vocabularies (e.g. *ferox, ferocem*; fierce). We also learned that the _____ is the highest degree of adjective (e.g. *ferocissimus*; fiercest, very fierce).

Now study the following pairs of sentences:

nōs Rōmānī sumus callidi.

We Romans are clever.

nōs Rōmānī sumus **callidiōrēs** quam vōs Graecī.

*We Romans are **more clever** than you Greeks.*

nōs Rōmānī sumus fortēs.

We Romans are brave.

nōs Rōmānī sumus **fortiōrēs** quam vōs Graecī.

*We Romans are **braver** than you Greeks.*

The words in **boldface** are known as _____. They are used to **compare** two things or groups with each other. In the examples above, the Romans are comparing themselves with the Greeks.

Remember that Latin adjectives must **agree** with the nouns they modify **in** _____, _____, and **gender**.

Now you try it! The first one is done for you.

1. **stultus** - foolish, stupid

positive: Pompeiani sunt **stulti**.

translation: The Pompeians are foolish.

comparative: Nucenerini sunt **stultiores** quam Pompeiani.

translation: The Nucenerians are more foolish than the Pompeians.

superlative: Romani sunt **stultissimi**.

translation: The Romans are the most foolish/very foolish.

2. **iratus** - angry

positive: Melissa erat **irata**...

translation: _____

comparative: ...sed Grumio erat **irator** quam Melissa.

translation: _____

superlative: Clemens erat **iratissimus**.

translation: _____

3. **magnus** - large, big, great

N.B.: magnus is an irregular adjective, so it changes in an unusual way. Ecce!

positive: Nuceria est **magna**.

translation: _____

comparative: Roma est **maior** quam Nuceria.

translation: _____

superlative: Italia est **maxima**.

translation: _____