

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

May 4-8, 2020

Course: 6 Latin

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Weekly Plan:

Monday, May 4

- Optional: Watch the intro video for today on Google Classroom
- Complete the worksheet for *anulus Aegyptius*, l. 1-9

Tuesday, May 5

- Optional: Watch the intro video for today on Google Classroom
- Complete the worksheet for *anulus Aegyptius*, l. 10-21

Wednesday, May 6

- Optional: Watch the intro video for today on Google Classroom
- Complete the worksheet for *anulus Aegyptius*, l. 22-29

Thursday, May 7

- Watch the optional intro video for today on Google Classroom
- Complete the worksheet for *contentio*

Friday, May 8

- attend office hours
- catch-up or review the week's work

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

Salvete, discipuli! Welcome to Week 6 of remote learning! We have several new things this week. First, you might notice that the whole packet is posted this week instead of individual assignments. It was getting complicated with all the ways to complete assignments for different classes, so now it is much simpler. However, we do have one new thing on the Google Classroom this week: videos from your teachers! Log on each day to see an optional video from Miss Salinas and/or Ms. Baptiste.

Monday, May 4

Remember how we learned a while back that the Romans were superstitious people who believed in ghosts, werewolves, and lucky and unlucky charms? This week, we have a new story, *anulus Aegyptius*, with a mysterious object: an ancient ring! But will it bring good luck or bad luck to its wearers?

→ Watch the intro video on Google Classroom (optional), then complete the questions on today's worksheet.

Tuesday, May 5

anulus Aegyptius continues today as we find out what happens to the innkeeper and his wife now that they own the ring. *ēheu! quam infelix sunt!*

→ Watch the intro video on Google Classroom (optional), then complete the questions on today's worksheet.

Wednesday, May 6

anulus Aegyptius comes to a dramatic end today as the ring finds a new owner. *ēheu*, I hope the bad luck doesn't follow them into Caecilius' house...

→ Watch the intro video on Google Classroom (optional), then complete the questions on today's worksheet.

Thursday, May 7

Now that we're finished with our story, we're going back to something we saw in the model sentences for this chapter: Romans and Greeks debating who is the best!

→ Watch the intro video on Google Classroom (optional), then complete the worksheet *contentio*.

Friday, May 8

Euge, no more new work on Fridays! You can use today to catch up on anything you might have missed, or to upload your completed packet to the Google Classroom (it's due on Sunday night at midnight).

If you have questions, comments, ideas, or want to see my lovely face, attend Office Hours today at 9:00am by following the link in the stream of our Google Classroom. See you there!

Monday

Story questions: *anulus Aegyptius*, l. 1-9

Open your red book to page 140. 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 the title of this story mean?

“The _____”

(Look at the picture on p. 141 to see an actual **anulus Aegyptius**.)

2. The story began with Syphāx. Who is he? (Hint: If you don't remember, look at page 21.)

Provide the both the Latin and English answers:

Syphāx est _____ / Syphax is a _____

3. Where was Syphax, and what was he doing? (back to page 140, line 1)

4. A **caupō** is an innkeeper. It is a 3rd declension noun. Decline this noun by providing the missing parts: (Pay attention to the clues given below. If you have trouble remembering the endings, check pg. 121.)

Case	Singular	Plural
Nominative	caupo	
Dative		
Accusative		<u>caupōnēs</u>

5. Why did Syphax hand over a ring to the innkeeper? (lines 3-4) He said,

“**pecuniam non habeo quod Neptunus navem meam delevit.**”

“I don't have _____ because _____ my
_____.”

6. When the innkeeper accepted the ring, what did he do with it? (line 5)

7. What adjective did both he and Syphax use to describe the ring?

Latin

English

8. How had Syphax acquired* the ring? (line 7-8) (*acquired: gotten)

9. Where had the ring originally been found? (line 8-9)

10. **invenit** means “he/she found.” Translate different forms of this verb below.

invenit: invēnit (the only difference between the present and the perfect tense is a longer-sounding e)

Cavē! (That’s Latin for **be careful!**) Watch the endings! Who is doing each action?

a) invenitis _____ (present tense)

b) invēnerunt _____ (perfect tense)

c) inveniēbāmus _____ (imperfect tense)

Tuesday

Story questions: *anulus Aegyptius*, l. 10-21

Open your red book to page 140. 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 did the innkeeper do with the ring when he returned home? (line 11)

2. **anulus eam delectavit** (line 12). Whom does “eam” refer to? _____

3. **uxor postridie ad urbem contendebant** (line 13). Whom did his wife meet in the next sentence?

4. (Lines 14-15) **femina, quod erat perterrita, servo pecuniam dedit.** Why did the woman give money to the slave? (*It gives the reason in the sentence in bold.*)

Because she was _____.

5. What did the slave catch sight of and demand next? (lines 15-16) _____

6. **femina ad tabernam rediit et maritum quaesivit.** How do you think the woman was feeling at this point? Circle one (or two) of the following and explain your answer.

happy

scared

sad

angry

guilty

ēheu! Once the innkeeper's wife found her husband, they realized something horrible was happening!

7. What did the innkeeper see? (middle of line 18) _____

8. What was happening? (end of line 18) _____

femina marito rem totam (*the whole story*) **narravit.** (line 19)

9. What was “the whole story” that the wife told?

10. What was the conclusion the innkeeper reached after hearing this whole story (line 20)?

“The _____ is _____.”

caupo: “anulus tabernam meam delevit.” (lines 20-21)

11. What does he mean by that? How could a ring destroy an inn?

Comparing luck

Several people in this chapter have had bad luck. Using the adjective **infelix, infelicem** - unlucky, add the correct degree of unluckiness to each sentence.

Positive degree: no change
stem

Comparative degree: add -ior to stem

Superlative degree: add -issimus to

Quintus controversiam amīsīt (lost). Quintus _____ erat. (positive)

Syphax navem suam amīsīt. Syphax _____ erat. (comparative; use infelic- as the stem)

caupo tabernam suam amisit in incendio. caupo _____ erat. (superlative; use infelic-
as the stem)

Wednesday

anulus Aegyptius, l. 22-29 (pg. 141)

This section of the story has a lot of action - it just begs to be illustrated. Here's a chance to do just that. Read the sentence for each box and create a cartoon based on the sentence. You may choose to differentiate characters by giving them different clothes, hair, etc. The characters in this section of the story are:

servus ingens

tres servi (inimici)

Grumio

Poppea

Servus ingēns, postquam pecūniam et anulum cēpit, ad urbem contendit.	Subitō trēs servōs cōspexit. Servī inimīcī erant.	Inimīcī (trēs servī), postquam pecūniam conspexērunt, servum verberābant.
servus fūgit, sed ānulum āmisit.	Grumiō cum Poppaeā ambulābat.	(Grumiō) ānulum invenit.

Words to help:

capit: cēpit takes: took

inimīcī enemies

verberat: verberavit beats: beat

fugit: fūgit

flees: fled

āmisit

lost

"Quid vidēs?" rogāvit Poppaea.	"ānulum videō," inquit. "anulus Aegyptius est."	"euge!" inquit Poppaea. "ānulus fēlix est."

1. Poppaea thought the ring was **lucky**. Who had the **opposite** opinion earlier in the story? (line 20)

2. Who was right? _____

Give a reason for your answer:

Thursday

contentio (an argument between a Greek and a Roman)

Circle one:

1. If a verb ends with -mus, who is doing the action? I you we

2. If a verb ends with -tis, who is doing the action? he, she, it y'all they

Now, translate the verbs below, keeping in mind the answers you circled above.

<i>docēmus</i> _____	
<i>pingimus</i> _____	<i>spectātis</i> _____
<i>aedificāmus</i> _____	<i>accipitis</i> _____
<i>sumus</i> _____	<i>pugnātis</i> _____
<i>servāmus</i> _____	<i>habētis</i> _____
<i>facimus</i> _____	<i>audītis</i> _____
<i>superāmus</i> _____	<i>estis</i> _____
<i>labōrāmus</i> _____	

The dialogue on the next page is an argument between a Greek and a Roman. Now that you know what the Latin words in the box above mean, complete the sentences below with Latin words from the box above. You will use each Latin word once. When you are done, translate each sentence.

HINT:

If the speaker is talking about their own culture, using the pronoun “nos”/“we”, which verb ending will they use? _____

If the speaker is talking TO someone about that person’s culture, using the pronoun “vos”/“ya’ll”, which verb ending will they use? _____

HINT #2:

This dialogue is very similar to our Stage 10 model sentences. If you get stuck or would like to see pictures that might help you place and translate the verbs, open your red book to pgs. 132-135.

Roman: nōs Rōmānī viās et pontēs _____.

We _____ roads _____ bridges.

Greek: sed nōs Graecī statuās _____ . nōs pictūrās _____ .

But we _____ statues. We _____ pictures.

Roman: vōs semper āctōrēs _____ . vōs estis ignāvī. nōs Rōmānī dīlīgenter
_____.

*Y'all _____ actors. Y'all _____ lazy. We
_____ diligently.*

Greek: vōs estis barbarī quod semper _____ .

_____ are _____ because you _____.

Roman: vos _____ turbulentī quod semper contentiōnēs _____ . nōs Rōmānī
pācem _____ .

*Y'all _____ disorderly _____ y'all always _____
arguments. _____ preserve the _____.*

Greek: sed vōs semper praemium _____ .

_____ y'all _____ accept the _____.

Roman: nōs Rōmānī _____ fortissimī. nōs Graecōs semper
_____.

We Romans _____ . We always
_____ the _____.

**Greek: vōs tamen rhētorēs Graecōs _____ . nōs Graecī Rōmānōs
_____ . nōs sumus auctōrēs.**

_____ however _____ Greek _____. We
_____ the Romans. _____ creators.

Whom do you think has won the argument: the Roman or the Greek? Explain your answer.
