

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: Latin II

Teacher(s): Ms. Silkey erin.silkey@greatheartsirving.org

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Supplemental Link: [CLC Unit 3 Dictionary](#)

Weekly Plan:

Monday, April 20

- Check answers to last week's crossword puzzle answers against key provided and make corrections
- Write a matching vocabulary quiz using the template provided and take your quiz

Tuesday, April 21

- Check your storyboard illustrations against the translation key provided
- Read "Masada II" (p. 151) and complete "Masada II Comprehension Questions" worksheet

Wednesday, April 22

- Read "Rome and Judea" on pages 163-165
- Answer the questions on the "Stage 29: Rome and Judea" worksheet attached

Thursday, April 23

- Complete part I of "Stage 29: Present Passive Verb Conjugations" grammar sheet, check answer key, and make corrections
- Complete part II of "Stage 29: Present Passive Verb Conjugations"

Friday, April 24

- Check answers to last week's sentence translations against the key provided and make corrections
- Complete "Stage 29: Sentence Translations" 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

Monday, April 20

1. Check last week's crossword puzzle answers against the answer key provided and make any necessary corrections in a different color pen.
2. This week, you are going to practice our Stage 29 vocabulary a little differently. This week, you will write your own matching vocabulary quiz using the template provided. You will notice that there are only 15 questions on the quiz, but we have 26 vocabulary words in this unit. You should choose the 15 words you struggle with the most from the Stage 29 Vocabulary to make your quiz.
3. After you make your quiz using the template provided, review those words, then take your quiz to test your knowledge without referencing the Stage 29 vocabulary. You may write your answers in a different color pen if you would prefer. Be sure to check your answers once you've finished and make any necessary corrections.

Tuesday, April 21

1. Check your storyboard illustrations against the translation key provided. If your illustrations misrepresented the caption, put an "X" by them and briefly summarize the action of the caption in a different color pen.
2. Read "Masada II" on page 151 and answer comprehension questions on the "Masada II Comprehension Questions" worksheet. Space has been provided to answer the questions directly on the worksheet itself, but if you prefer, you may answer the questions on a separate sheet of notebook paper. If using notebook paper, be sure to title it "Masada II Comprehension Questions" and use a full header.

*Note that students who were new to Latin this year may answer half of the Comprehension Questions. Which questions you answer are up to you, but you must answer at least 5 of the questions.

Wednesday, April 22

1. Read "Rome and Judea" on pages 163-165.
2. On a separate sheet of notebook paper, answer the questions on the "Stage 29: Rome and Judea" worksheet attached. Be sure to title your paper "Rome and Judea Questions" and use a full header.

Thursday, April 23

1. Complete part I of the "Stage 29: Present Passive Verb Conjugations" grammar sheet attached. Check your work against the answer key provided, and make any necessary corrections in a different color pen.
2. After correcting part I, complete part II of the grammar sheet.

Friday, April 24

1. Correct your answers to last Friday's sentence translations (sentences a, b, d, and e in number 3 on p. 152) against the answer key provided and make any necessary corrections in a different color pen.
2. Complete the "Stage 29: Sentence Translations" worksheet provided. Space has been provided to translate the sentences directly on the worksheet itself, but if you prefer, you may translate the sentences on a separate sheet of notebook paper. If using notebook paper, be sure to title it "Stage 29: Sentence Translations" and use a full header.

*Note that students who were new to Latin this year may translate just 3 out of the 6 sentences.

Answer Keys

Monday, April 20th

See separate answer key for the Stage 29 Vocabulary crossword puzzle

Tuesday, April 21st

See separate answer key for the "Stage 29: Masada Part I Storyboard" worksheet

Thursday, April 23rd

See separate answer key for part I of the "Stage 29: Present Passive Verb Conjugations" grammar sheet

Friday, April 24th

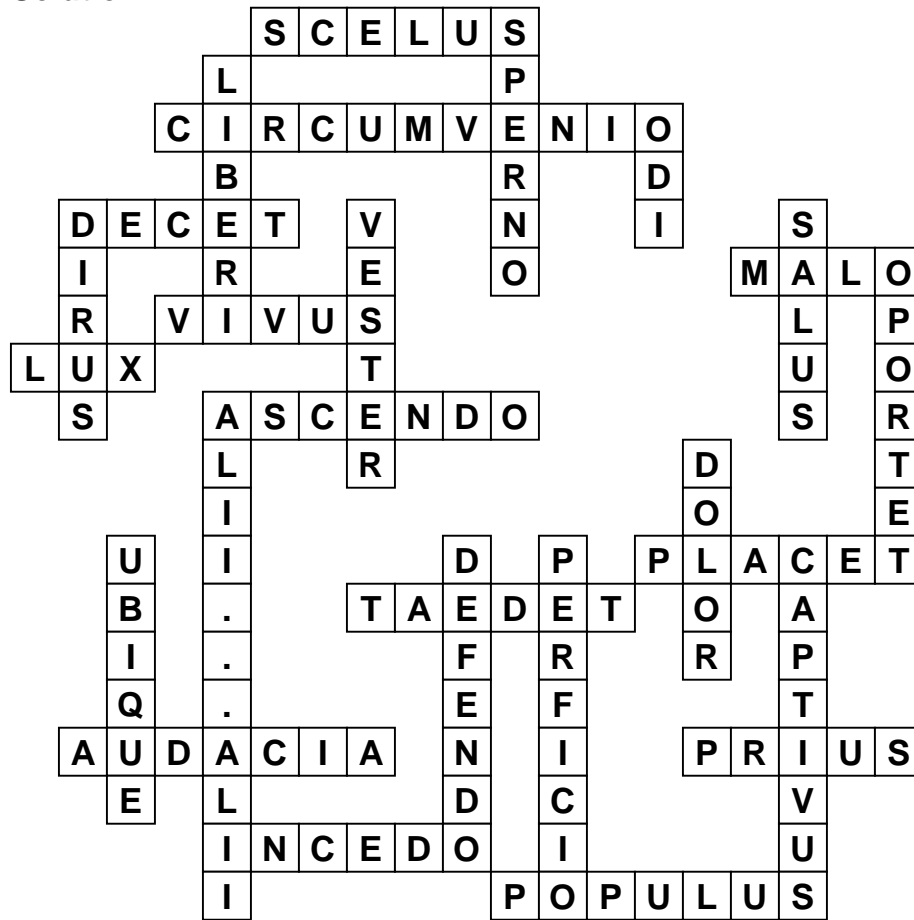
About the Language 2: more about the passive voice (p.152)

Sentence Translations from last week:

- a. cūr ad carcerem **redūcīmur**? ab hostibus **circumveniris**. *Why are we being taken back to prison? You are surrounded/are being surrounded by enemies.*
- b. tū et amīcus ā captīvīs **dēcipiminī**. tacēre **iubeor**. *You and your friend are being deceived by the captives. I am ordered/being ordered to be quiet.*
- d. ā comitibus **dēserēbar**. in fossās **iaciēbāminī**. *I was being deserted by my companions. Y'all were being thrown into ditches.*
- e. identidem **monēbāris** ut domī manērēs. *You were being warned repeatedly to stay at home.*

Stage 29 Vocabulary

Solution:



Nomen _____

Periodus _____

Dies _____

Stage 29 Vocabulary Quiz

I. Create your own Vocabulary Quiz

Fill in the blanks on the left with Latin words taken from the Stage 29 Vocabulary list, and fill in the blanks on the right with the English definitions. One example is given for you. Choose words that you are still struggling with or having a hard time remembering.

<u>Latin Vocabulary Words</u>	<u>English Definition</u>
<u>d.</u> 1. malo	a. _____
____ 2. _____	b. _____
____ 3. _____	c. _____
____ 4. _____	d. prefer
____ 5. _____	e. _____
____ 6. _____	f. _____
____ 7. _____	g. _____
____ 8. _____	h. _____
____ 9. _____	i. _____
____ 10. _____	j. _____
____ 11. _____	k. _____
____ 13. _____	l. _____
____ 14. _____	m. _____
____ 15. _____	n. _____
____ 16. _____	o. _____

II. Review and take the Quiz

After you have made your quiz, study the words that you have chosen and then take the quiz.

Nomen: **KEY**

Stage 29: Masada Part I Storyboard

Classis:

Diēs:

Directions: Create an illustration in each of the boxes for the sentence(s) given. Use the story and vocabulary on pages 150 and 151 of the textbook to help you.

Lines 1-24

<p>1. ex carcere, ubi captīvī custōdiēbantur, trīstēs clāmōrēs audiēbantur. duae enim fēminae Iūdaeae fortunam suam lūgēbant. From the prison, where captives were being guarded, sad shouts were being heard. For two Jewish women were mourning their fortune.</p>	<p>2. ūnā cum eīs in carcere erant quīnque līberī, quōrum Simōn nātū maximus sōlācium mātī et aviae ferre temptābat. Together with them in the prison were five children, of whom Simon the eldest was trying to bring comfort to his mother and grandmother.</p>
<p>3. “dē morte patris vestrī,” mater inquit, “prius narrāre nōlēbam. nunc tamen audeō vōbīs tōtam rem patefacere quod nōs omnēs crās moritūrī sumus. “I didn’t want to tell (you) about the death of your father before,” said the mother. Now, however, I dare to reveal the whole story to you because we will all die tomorrow.</p>	<p>4. “nōs Iūdaeī contrā Rōmānōs trēs annōs pugnāre cōgēbāmur. annō quārtō iste Beelzebub, Titus, urbem Ierosolymam expugnāvit. We Jews were being forced to fight against the Romans for three years. In the fourth year that Beelzebub Titus took the city of Jerusalem by storm.</p>
<p>5. numquam ego spectāculum terribilius vīdī: ubīque aedificia flammīs cōnsūmēbantur; I have never seen a more terrible sight: everywhere buildings were being consumed by flames;</p>	<p>6. ubīque virī, fēminae, līberī occīdēbantur; everywhere men, women, and children were being killed.</p>

Lines 24-36

<hr/> <p>7. Templum ipsum a militibus diripiēbatur; tōta urbs ēvertēbātur. The temple itself was being plundered by soldiers; the whole city was being overturned.</p>	<hr/> <p>8. in illā clade periērunt multa mīlia Iūdaeōrum; sed nōs, quamquam a militibus infestis circumveniēbāmur, cum circiter mīlle superstitibus ēffūgimus. In that disaster many thousands of Jews perished; but although we were being surrounded by hostile soldiers, we escaped with about a thousand survivors.</p>
<hr/> <p>9. duce Eleazārō, ad rūpem Masadam prōcessimus: quam ascendimus et occupāvimus. ibi nōs, mūnitiōnibus undique dēfēnsī, Rōmānīs diū resistēbāmus. With Eleazar as our leader, we proceeded to the rock Masada, which we climbed and occupied. There, defended on all sides by fortifications, we were resisting the Romans for a long time.</p>	<hr/> <p>10. intereā dux hostium, Lūcius Flāvius Silva, rūpem castellīs multīs circumvēnit. Meanwhile the leader of the enemy, Lucius Flavius Silva, surrounded the rock with many forts.</p>
<hr/> <p>11. deinde militēs, iussū Silvae, ingentem aggerem usque ad summam rūpem exstrūxērunt. Then the soldiers, at the order of Silva, built a huge ramp up to the top of the rock.</p>	<hr/> <p>12. postrēmō aggerem ascendērunt, magnamque partem mūnitiōnum ignī dēlēvērunt. Finally they climbed the ramp and destroyed a large part of the fortifications with fire.</p>

Stage 29: Masada II Comprehension Questions

Answer the following questions based on the Masada II passage on page 151:

1. How is the plan Eleazar proposed described (line 1)? Write out and translate the Latin word.
2. Write out and translate the present passive verb in line 4.
3. What does Eleazar say is better than trusting the Romans (lines 4 and 5)?
4. In what manner does Eleazar say he welcomes death (lines 5 and 6)?
5. What effect did Eleazar's words have on the Jews (lines 7 and 8)?
6. What question does Simon ask after hearing this gruesome account (line 13)?
7. What affected Simon's mother more than a fear of slavery (lines 14 and 15)?
8. Write out and translate the imperfect passive verb in line 15.
9. How was Simon's mother able to escape the fate of all the others at Masada (line 16)?
10. How does Simon react to this (line 17)? What does he say he wants to do (lines 18 and 19)?

Read page 163-165 in your textbook and answer the following:

- 1 When and after what event did Judea become a client state of Rome?
- 2 List three religious concessions that Caesar and Augustus made to the Jews.
- 3 By the time of our stories, what three aspects of life in Judea were causing unrest?
- 4 Who was the emperor when this unrest escalated into a revolt against Roman rule?
- 5 Name the two Roman generals who were given the job of crushing the rebellion.
- 6 What happened to the first of these generals? What did the second general accomplish in Judea in AD 70?
- 7 Where and what was Masada?
- 8 Who went there and under whose leadership?
- 9 Name the legion and the general who eventually took Masada.
- 10 Name the historian who recorded these events.

Stage 29: Present Passive Conjugations

I. Read the following notes and fill in any missing information. Once you've completed this section, check your work against the key provided.

In Unit 1 of the Cambridge Latin Course, we learned that there are four distinctive patterns of endings for verbs called conjugations. Note the following examples of present active verbs from Unit 1:

1 st Conjugation:	puella labōrat. puellae labōrant.	<i>The girl is working.</i> <i>The girls are working.</i>
2 nd Conjugation:	servus rīdet. servī rīdent.	<i>The slave is laughing.</i> <i>The slaves are laughing.</i>
3 rd Conjugation:	leō currit. leōnēs currunt.	<i>The lion is running.</i> <i>The lions are running.</i>
4 th Conjugation:	mercātor dormit. mercātorēs dormiunt.	<i>The merchant is sleeping.</i> <i>The merchants are sleeping.</i>

From observing these sentences, we note that while these present active verbs have the same personal endings, the preceding **vowel** (or vowels) distinguishes one conjugation from another.

The same is true for present passive verbs. Note the following examples of the present passive:

1 st Conjugation:	puella amātur. puellae amantur.	<i>The girl is loved.</i> <i>The girls are loved.</i>
2 nd Conjugation:	servus dērīdētur. servī dērīdentur.	<i>The slave is mocked.</i> <i>The slaves are mocked.</i>
3 rd Conjugation:	leō occīditur. leōnēs occīduntur.	<i>The lion is killed.</i> <i>The lions are killed.</i>
4 th Conjugation:	mercātor pūnītur. mercātorēs pūniuntur.	<i>The merchant is punished.</i> <i>The merchants are punished.</i>

From observing both the passive and active forms of these conjugations, we note that the **same vowel** (or vowels) characterizes each conjugation in **both** the **passive and active** forms:

The **1st conjugation** is characterized by the vowel _____.

The **2nd conjugation** is characterized by the vowel _____.

The **3rd conjugation** is characterized by the vowels _____ and _____.

And the **4th conjugation** is characterized by the vowels _____ and _____.

The chart below gives the full endings (i.e. vowel plus personal ending) for 1st, 2nd, 3rd, and 4th conjugation verbs in the present passive:

	<i>1st Conjugation</i>	<i>2nd Conjugation</i>	<i>3rd Conjugation</i>	<i>4th Conjugation</i>
<i>1st person sing.</i>	-or	-eor	-or	-ior
<i>2nd person sing.</i>	-āris	-ēris	*-eris	-īris
<i>3rd person sing.</i>	-ātur	-ētur	-itur	-ītur
<i>1st person plural</i>	-āmur	-ēmur	-imur	-īmur
<i>2nd person plural</i>	-āminī	-ēminī	-iminī	-īminī
<i>3rd person plural</i>	-antur	-entur	-untur	-iuntur

N.B. The 2nd person singular is high lighted above due to the vowel change in the passive voice. A short “i” becomes a short “e” before the ending “-ris”. We will see this again in the future tense.

Referring to the chart on the above, conjugate the following verbs in the present passive:

	<i>1st Conjugation</i> amō, amāre	<i>2nd Conjugation</i> dērideō, dēridere	<i>3rd Conjugation</i> occīdō, occīdere	<i>4th Conjugation</i> pūniō, pūnīre
<i>1st person sing.</i>				
<i>2nd person sing.</i>				
<i>3rd person sing.</i>				
<i>1st person plural</i>				
<i>2nd person plural</i>				
<i>3rd person plural</i>				

II. After checking your work against the key provided, conjugate the following verbs in the present passive:

	<i>1st Conjugation</i> mandō, mandāre	<i>2nd Conjugation</i> noceō, nocere	<i>3rd Conjugation</i> spernō, spernere	<i>4th Conjugation</i> sciō, scire
<i>1st person sing.</i>				
<i>2nd person sing.</i>				
<i>3rd person sing.</i>				
<i>1st person plural</i>				
<i>2nd person plural</i>				
<i>3rd person plural</i>				

Stage 29: Present Passive Conjugations

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From observing these sentences, we note that while these present active verbs have the same personal endings, the preceding **vowel** (or vowels) distinguishes one conjugation from another.

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From observing both the passive and active forms of these conjugations, we note that the **same vowel** (or vowels) characterizes each conjugation in **both** the **passive and active** forms:

The **1st conjugation** is characterized by the vowel “**ā**”.

The **2nd conjugation** is characterized by the vowel “**ē**”.

The **3rd conjugation** is characterized by the vowels “**ī**” and “**ū**”.

And the **4th conjugation** is characterized by the vowels “**ī**” and “**ū**”.

The chart below gives the full endings (i.e. vowel plus personal ending) for 1st, 2nd, 3rd, and 4th conjugation verbs in the present passive:

	<i>1st Conjugation</i>	<i>2nd Conjugation</i>	<i>3rd Conjugation</i>	<i>4th Conjugation</i>
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<i>1st person sing.</i>	amor	dērideor	occīdor	pūnior
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<i>3rd person sing.</i>	amātur	dēridētur	occīditur	pūnītur
<i>1st person plural</i>	amāmur	dēridēmur	occīdimur	pūnīmur
<i>2nd person plural</i>	amāminī	dēridēminī	occīdiminī	pūnīminī
<i>3rd person plural</i>	amantur	dēridentur	occīduntur	pūniuntur

Stage 29: Sentence Translations

Translate the following sentences containing present and imperfect passive verbs (Remember that if you are unsure of your passive voice translation, you can use the phrase “by my mother” to test it):

1. magnīs in domibus, ubi dīvitēs habitābant, cēnae splendidae cōnsūmēbantur.

2. cibus sūmptuōsus ā servīs offerēbātur; vīnum optimum ab ancillīs fundēbātur.

3. “ecce domine! ultimae figūrae sculpuntur.”

4. “mater, cūr tū lacrimīs opprimeris?”

5. tū frātrēsque obstinātiōne iam nimium afficiminī.

6. amōre līberōrum meōrum plūs quam timōre servitūtis afficiēbar.
