

Remote Learning Packet

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

May 4-8, 2020

Course: Latin II

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

Weekly Plan:

Monday, May 4

- Read “The origins of Rome” on page 148
- Answer the questions on the “Stage 29: The origins of Rome” worksheet
- Watch Monday’s short instructional video on Google Classroom

Tuesday, May 5

- Read “The Roman Forum” on pages 160-162
- Answer the questions on the “Stage 29: The Roman Forum” worksheet

Wednesday, May 6

- Review the answer keys the “Present Passive Conjugations Quiz” and “Arcus Titi II Comprehension Questions”
- Complete parts I-III of the “Stage 29 Review” worksheet

Thursday, May 7

- Review the answer keys the “Purpose Clauses with *qui* and *ubi*: Practice Sentences” and model Sentences
- Complete part IV of the “Stage 29 Review” worksheet

Friday, May 8

- No new assignments, attend office hours and/or get caught up on previous 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

Monday, May 4

1. Read “The origins of Rome” on page 148.
2. On a separate sheet of notebook paper or in a google doc, answer the questions on the “Stage 29: The origins of Rome” worksheet provided. Be sure to title your paper or doc “The origins of Rome” and use a full header.
3. Watch Monday’s short instructional video on Google Classroom.

Tuesday, May 5

1. Read “The Roman Forum” on pages 160-162.
2. On a separate sheet of notebook paper or in a google doc, answer the questions on the “Stage 29: The Roman Forum” worksheet provided. Be sure to title your paper or doc “The Roman Forum” and use a full header.

Wednesday, May 6

1. Review the answer keys to last week’s “Present Passive Conjugations Quiz” and “Arcus Titi II Comprehension Questions.” If you still have access to those assignments, I encourage you to compare your answers to those on the answer keys.
2. Complete parts I-III of the “Stage 29 Review” worksheet. We will have a Stage 29 Assessment Tuesday and Wednesday of next week (May 12th and 13th).

Thursday, May 7

1. Review the answer keys to last week’s “Purpose Clauses with *qui* and *ubi*: Practice Sentences” the Stage 29 Model sentences from week 1. If you still have access to those assignments, I encourage you to compare your answers to those on the answer keys.
3. Complete part IV of the “Stage 29 Review” worksheet. We will have a Stage 29 Assessment on Tuesday and Wednesday of next week (May 12th and 13th).

Friday, May 8

No new assignments! Use this day to attend office hours and/or get caught up on previous work from the week!

Read page 148 in your textbook and answer the following:

- 1 How did the Romans explain the name of their city? What is the traditional date for the founding of Rome?
- 2 What confirmation have archaeologists found for this tradition?
- 3 Who inhabited the surrounding area in the eighth century BC?
- 4 What were three advantages the city site had?
- 5 How did the site change from the sixth century onwards?
- 6 How many kings did Rome have? Who was the last king? What happened to him?
- 7 What changes in the government of Rome took place in 509 BC?
- 8 How did the government change again in the course of Augustus' life?

The Roman Forum

Read pages 160–162 in your textbook and answer the following:

- 1 Give four respects in which the Forum Romanum was the center of Rome.
- 2 What was the **miliarium aureum**? Who set it up?
- 3 Name at least four other **fora** eventually built in this area of Rome. Which was the most splendid?
- 4 List at least five things a person could do in the Forum.
- 5 What was a **basilica**? What two activities went on there?
- 6 What was the **cūria**?
- 7 What two types of procession went through the Forum?
- 8 Where was the Forum located?
- 9 What was the main building on the Capitoline? Why was it so special? What two activities took place there?
- 10 Where did the emperors live?
- 11 What was the **rostra**? Where was it located? From what did it get its name?
- 12 What famous event took place at the **rostra**? What was the result?
- 13 What were the distinguishing features of the Temple of Vesta? What was the important duty of the Vestal Virgins?
- 14 What was the Via Sacra? Where was it? What special events took place on it?
- 15 What monument was erected at the eastern end of the Via Sacra? Who commissioned it? What event did it commemorate?
- 16 What building was located between the **rostra** and the **cūria**? Who were held there?

Name: **KEY**

Stage 29: Present Passive Conjugations Quiz

Grade & Section:

Teacher:

Date:

Conjugate the following verbs in the **present passive indicative**:

1. adōrō, adōrāre

<i>1st person singular</i>	adōror
<i>2nd person singular</i>	adōrāris
<i>3rd person singular</i>	adōrātur
<i>1st person plural</i>	adōrāmur
<i>2nd person plural</i>	adōrāminī
<i>3rd person plural</i>	adōrantur

2. compleō, complēre

<i>1st person singular</i>	compleor
<i>2nd person singular</i>	complēris
<i>3rd person singular</i>	complētur
<i>1st person plural</i>	complēmur
<i>2nd person plural</i>	complēminī
<i>3rd person plural</i>	complentur

3. dūcō, dūcere

<i>1st person singular</i>	ducōr
<i>2nd person singular</i>	duceris
<i>3rd person singular</i>	ducitur
<i>1st person plural</i>	ducimur
<i>2nd person plural</i>	ducimini
<i>3rd person plural</i>	ducuntur

4. custōdiō, custōdire

<i>1st person singular</i>	custōdior
<i>2nd person singular</i>	custōdiris
<i>3rd person singular</i>	custōditur
<i>1st person plural</i>	custōdimur
<i>2nd person plural</i>	custōdini
<i>3rd person plural</i>	custodiuntur

KEY

Name: **Stage 29: arcus Titi II Comprehension Questions**

Grade & Section:

Teacher:

Date:

Answer the following questions based on the arcus Titi II passage on page 154.

1. What was Domitian's purpose when he left his chariot (lines 1-2)?
Domitian left his chariot to make a sacrifice.
2. What did he do next (line 2)?
He greeted the senators and equites.
3. **admīrātiōne** (line 3). What caused this feeling? What did it prompt the emperor to do?
Seeing the arch moved him with admiration. This prompted him to summon Salvius and praise him very much.
4. What order did the emperor give to Salvius?
Domitian ordered Salvius to thank Haterius.
5. Why do you think the emperor did not wish to meet Haterius personally?
Answers will vary.
Some possible responses are: 1. He was too moved by the sight of the arch. 2. He was too busy with the sacrifice. 3. He felt he was too important to talk to a lowly builder even if he was an important one, etc.
6. **inde . . . obtulit** (lines 5-6). Describe how the victim was to be sacrificed.
The victim was to have its throat cut with a knife by Domitian himself.
7. To whom were the emperor's words addressed (lines 8-9)?
The emperor was addressing Titus.
8. What three points did he make in his speech (lines 8-9)?
The three points he makes in his speech are:
 1. That the victim (i.e. the bull) is being sacrificed to (the divine) Titus
 2. This arch is being dedicated to Titus.
 3. The greatest thanks are being given to Titus by the Roman people (i.e. The Roman people give Titus the greatest thanks).
9. **subitō . . . prōsiluit** (lines 10-11). Why did Simon's action at first pass unnoticed?
Simon's action at first was not noticed because all the Romans had their eyes fixed intently on the sacrifice.

KEY

10. **mediōs in sacerdotēs irrūpit** (line 11). Why did he do this?
He did it in order to seize the sacrificial knife.
11. Write down the Latin phrase that explains the reaction of the spectators (lines 12-13).
. . . *audacia eius attoniti*.
12. Why do you think Domitian was **pavōre commōtus** (line 13)?
Answers will vary.
Some possible responses are: 1. Domitian is the emperor and thinks this is an assassination attempt on his life. 2. Simon is a Roman prisoner and Domitian feels threatened by him, etc.
13. **mātrēm . . . interfēcit** (lines 18-20). Describe Simon's actions.
He killed his family with the knife: first his mother and grandmother, having hugged them beforehand, then his brothers and sisters.
14. Describe Simon's death (lines 20-22).
He killed himself with the knife after cursing the Roman people.
15. Look back at lines 16-22. In what ways did Simon's words and actions copy those of Eleazarus at Masada (Masada II, lines 2-12)?
Eleazar had made a speech about the Jews not being slaves to the Romans, that it's better for them to die instead, which influenced the men present to kill their wives and children after they had hugged them first. Then they killed themselves. Simon made a similar speech, hugged his mother and grandmother, killed them and his siblings, then himself.

Name: **KEY**

Purpose Clauses with *qui* and *ubi*: Practice Sentences

Grade & Section:

Teacher:

Date:

*Translate the following sentences containing purpose clauses with *qui* and *ubi*. Underline the purpose clause in each sentence, then translate the sentence:*

1. sacerdos haruspicem accessit qui victimam inspiceret.

The priest summoned the soothsayer to inspect the victim (*literally* “who was to inspect the victim”).

2. libertus donum quaerebat quod patronum delectaret.

The freedman was looking for a gift to please his patron (*literally* “that was to please his patron”).

3. Haterius quinque fabros elegit qui figurās in arcu sculperent.

Haterius chose five craftsmen to sculpt figures in the arch (*literally* “who were to sculpt figures in the arch”).

4. domum emere volebam ubi filius meus habitaret.

I was wanting to buy a house where my son might live.

5. senator gemmam pretiosam emit quam uxori daret.

The senator bought a precious gem to give to his wife (*literally* “which he was to give to his wife”).

6. feminae liberique locum invenerunt ubi latērent.

The women and freedmen found a place to hide (*literally* “where they might hide”).

Week 1 Key

Stage 29 Model Sentences Translations

Sentence 1

In the middle of Rome is a very well-known mountain, which is called the Capitoline. On the top of the Capitoline stands a temple, where the god Jupiter is worshiped.

Sentence 2

Under the Capitoline lies the Roman Forum. Every day/Daily the forum is filled by a huge crowd of citizens. Some do business; others stand in the colonnades and are greeted by their friends; others are carried through the forum on sedan-chairs. Everywhere a great din is heard.

Sentence 3

Sometimes splendid parades/processions are led through the forum.

Sentence 4

Near the middle of the forum is the temple of Vesta, where a sacred fire is cared for by the Vestal Virgins.

Sentence 5

In the furthest part of the forum the Rostra stand, where speeches are given/held among the people.

Sentence 6

Near the Rostra is the prison, where prisoners of the Roman people are guarded.

Nomen:
Classis:
Diēs:

Stage 29: Review

I. Conjugate the following verbs in the **present passive** indicative.

Remember that you must first determine the conjugation of each verb based on its infinitive (i.e. 1st conjugation → -āre, 2nd conjugation → -ēre, 3rd conjugation → -ere, and 4th conjugation → -īre) in order to conjugate it correctly:

	celebrō, celebrāre	teneō, tenēre
<i>1st Person Singular</i>		
<i>2nd Person Singular</i>		
<i>3rd Person Singular</i>		
<i>1st Person Plural</i>		
<i>2nd Person Plural</i>		
<i>3rd Person Plural</i>		

	agō, agere	serviō, servīre
<i>1st Person Singular</i>		
<i>2nd Person Singular</i>		
<i>3rd Person Singular</i>		
<i>1st Person Plural</i>		
<i>2nd Person Plural</i>		
<i>3rd Person Plural</i>		

II. Conjugate the following verbs in the **imperfect passive** indicative:

Again, remember that you must first determine the conjugation of each verb in order to conjugate it correctly:

	celebrō, celebrāre	teneō, tenēre
<i>1st Person Singular</i>		
<i>2nd Person Singular</i>		
<i>3rd Person Singular</i>		
<i>1st Person Plural</i>		
<i>2nd Person Plural</i>		
<i>3rd Person Plural</i>		

	agō, agere	serviō, servīre
<i>1st Person Singular</i>		
<i>2nd Person Singular</i>		
<i>3rd Person Singular</i>		
<i>1st Person Plural</i>		
<i>2nd Person Plural</i>		
<i>3rd Person Plural</i>		

III. **Review** the answer key provided for the “Interpreting the evidence” worksheet from week 1 (March 30th-April 3). If you still have your answers to this worksheet from week 1, check your answers against this worksheet.

IV. **Translate** the following sentences containing **present and imperfect passive** indicatives and **purpose clauses with *qui* and *ubi***:

1. diēs fēstus ab omnibus cīvibus celebrābātur.

2. Salvius, togam splendidam gerēns, locum quaerēbat ubi cōspicuus esset.

3. āra ingēns, prō arcū exstrūcta, ā servīs flōribus ornābātur.

4. septem captīvī Iūdaeī, quī mediā in pompā incēdēbant, ā spectātōribus vehementer dērīdēbantur.

5. Imperātor Domitiānus ad āram prōgressus, culturum cēpit quō victimam sacrificāret.

6. “tibi, dīve Tite, hic arcus dēdicātur; tibi grātiaē maximae ā populō Rōmānō aguntur.”

Read pages 135–141 in your textbook and answer the following:

Knowledge of the Roman occupation of Britain is based on three types of evidence:

I Literary evidence

- 1 When did Julius Caesar come to Britain? Where did he land? How many times did he come? **He first arrived in 55 BC. He landed on the southeast coast. He came twice.**
- 2 About whom was Tacitus writing? What was this person's connection with Britain? How were Tacitus and this person related? **Tacitus was writing about his father-in-law, Agricola. Agricola has previously served as a member of the Roman army in Britain and became governor of the province.**
- 3 Explain the basis for bias in the writings of Julius Caesar and Tacitus. **Caesar wrote his account in order to justify his actions to the senate in Rome and to place himself in a favorable light. Tacitus was anxious to honor the memory of his father-in-law and to praise his success as a soldier and a governor.**

II Archaeological evidence

- 1 What is the task of the archaeologist? **To uncover and explain the remains of the past.**
- 2 Give two of the ways sites are located. **Some sites are already known but have not been completely excavated. Others are found by accident.**
- 3 How was Fishbourne discovered? **A workman digging a drain came across fragments of a mosaic floor which led to the discovery of the Roman palace.**
- 4 What two things do archaeologists watch for on a site? What does this accomplish? **The existence and position of any building foundations, and the way in which the various levels or layers of earth change color and texture. This helps them build up a picture of the main features on the site.**
- 5 What else do archaeologists look for? Why? **They also look for smaller pieces of evidence in the soil, such as bones, pottery, jewelry, and coins. The aim is not just to find precious objects but to discover as much as possible about the people who used the buildings, what their lives were like, when they lived there, and what happened to them.**
- 6 What two finds help in dating an excavation site? **Roman coins and pottery.**
- 7 What information can pottery also reveal? **It can reveal trade and travel patterns.**
- 8 Trace the three-part development archaeologists have discovered on many sites in Britain. **A gradual development from a simple timber-framed farmhouse building to a larger stone house to a grander, multi-roomed mansion with baths, mosaic pavements, and colonnades.**

- 9 What do excavations reveal about Roman activity in southeast Britain? about Roman activity in northwest Britain? The presence of Romano-British villas suggest that the southeast of Britain was largely peaceful and prosperous whereas the military fortresses in the northwest suggest that hostile tribes were still a problem in that part of the province.
- 10 What is revealed by the excavation of roads? the excavation of Romano-British towns? the excavation of military sites? The excavation of roads shows how effective and numerous communications must have been. The excavation of towns shows how advanced urban life was. The excavation of military sites has shown the important role performed by the army in maintaining peace and protection for the province. It has also shown the movements of army personnel around the country and told us much about the lives of Roman soldiers.

III Inscriptional evidence

- 1 What is the source for much of the inscriptional evidence about Roman Britain? The tombstones of soldiers.
- 2 Study the standard pattern for such inscriptions, given on page 140. Then examine the inscriptions on page 141 and answer the questions for each.
- (a) 1. Caecilius Avitus 2. Optio 3. Twentieth Legion Valeria Victrix 4. 34 5. 15
- (b) 1. Gaius Lovesius Cadarus 2. Soldier 3. Twentieth Legion Valeria Victrix 4. 25 5. 8