

Remote Learning Packet

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

Week 7: May 11-15, 2020

Course: 6 Latin

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Weekly Plan:

Monday, May 11

- Optional video: *Lucia et Alexander*
- Lucia et Alexander* worksheet

Tuesday, May 12

- Optional video: Education in Rome
- Stage 10 culture questions pt. 1

Wednesday, May 13

- Stage 10 culture questions pt. 2

Thursday, May 14

- Stage 10 culture questions pt. 3

Friday, May 15

- 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 7 of remote learning. This week, we're focusing on the Stage 10 Culture section, and learning about education in Ancient Rome! Have you ever wondered what Quintus and Lucia's school day is like? It's quite different from ours - for starters, Quintus' school didn't even have a building! Watch Tuesday's video for more.

Monday, May 11

Today, we're reading our last short story of Stage 10. This one, *Lucia et Alexander*, is a conversation between Lucia and Melissa. It makes me laugh!

→ (Optional) Watch the video on Google Classroom, reading the story out loud.

→ Then, complete the worksheet on the story *Lucia et Alexander*.

Tuesday, May 12

Today, we'll begin our culture questions for Stage 10!

→ (Optional) Watch the video on Google Classroom introducing the culture section.

→ Then, complete the worksheet on part 1 of the culture questions.

Wednesday, May 13

Today, we'll continue our culture questions for Stage 10.

→ Complete the worksheet on part 2 of the culture questions.

Thursday, May 14

Today, we'll finish our culture questions for Stage 10.

→ Complete the worksheet on part 3 of the culture questions.

Friday, May 15

Euge, no 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.

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: *Lucia et Alexander*

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.

This passage is a short play in the form of a dialogue (a conversation, here between two people).

1. What do you know about the two characters in play? (List one thing for each person.)

a. Lucia _____

b. Melissa _____

2. Where are the two young women walking in line 1? _____

3. Whom does Lucia see? _____

4. Does Melissa know Alexander? Give proof for your answer from line 4.

5. Lucia tells us **three** things about Alexander (lines 5-7):

a. Alexander is a _____ young man.

b. Every _____ in the _____ Theodorus _____ Alexander
and _____.

c. Quintus and Alexander are _____

6. What does Melissa think of Alexander?

7. Lucia thinks that Alexander is very clever (**callidissimus**). What evidence does she give for this opinion (lines 9-10).

8. What is Melissa's opinion of Quintus? (line 8)

9. Between the two (Alexander and Quintus) who is more clever in Lucia's opinion? (line 12)

10. Translate the following statement by Lucia (lines 12-13):

nōs Rōmānī nōn semper sumus meliōrēs quam Graecī.

_____ Romans are not _____ than the _____.

12. Melissa asks Lucia, "Does Alexander _____ you?" (line 14)

13. What is Lucia's answer? (line 15) _____

14. Do you believe her? Why or why not?

15. In this play, we see examples of regular adjectives, comparatives, and superlatives.

Fill in the blanks for the following adjectives:

<u>callidus</u> <i>clever</i>	_____ <i>more clever</i>	_____ <i>very/ most clever</i>
<u>bonus</u> <i>good</i>	_____ <i>better</i>	_____ <i>best</i>
_____ <i>brave</i>	<u>fortior</u>	_____ <i>bravest</i>

Tuesday

Culture questions: Education in Rome, pt. 1

Use pages 143-144 of your red book to complete this worksheet.

1. At what age was formal schooling usually begun?

2. How many students and teachers were there in the first school a Roman child would attend?

3. What did a typical Roman classroom look like?

4. What were the duties of a *paedagōgus*?

5. What three things did children study with the *lūdī magister*?

6. Did Roman children have to attend school?

7. Was there an educational fee?

8. Why would children go to school?

9. What are the definitions of these terms? a) tabulae b) stilus c) pap̄rus

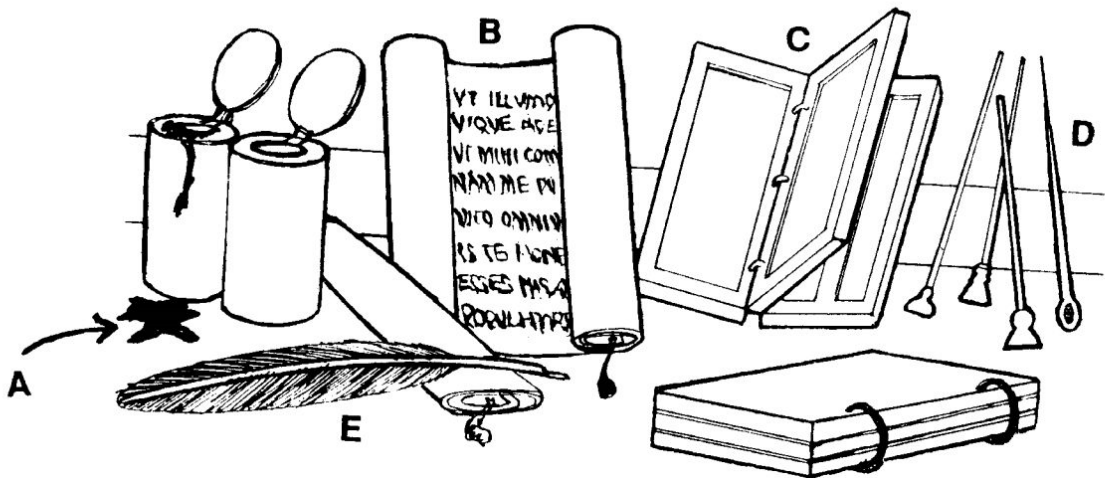
10. What instruments were used for writing on papyrus?

11. What was ink made from?

Stage 10 Writing materials

Refer to pages 143-144 in your textbook. What are the writing materials below made of? Choose the right substances from the box below and write them down in the appropriate space below the picture. Some of the articles could be made from more than one substance.

feather	wax	plastic	aluminum	resin	reed
wood	ivory	soot	stainless steel	bone	bronze



A is made from _____

B is made from _____

C is made from _____

D is made from _____

E is made from _____

What three substances in the box above were not used by the Romans?

Why not?

Wednesday

Culture questions: Education in Rome, pt. 2

Use pages 144 of your red book to complete this worksheet.

1. How did students work in school in Ancient Rome?

2. What was classroom discipline like?

3. How long was a school day?

4. When did the students have holidays?

5. When did Quintus go to secondary school?

6. What was his teacher's name at this level?

7. What was the major way to study the works of authors such as Homer, Virgil and Horace besides listening and reciting the pieces?

8. What two other subjects were taught? For what reason were they taught?

9. When would Quintus leave the *grammaticus*?

10. What two languages would he know well?

11. Why was it important for him to know Greek?

12. What declension is the noun *grammaticus*? _____

Decline below:

Singular

Plural

NOM. <i>grammaticus</i>	NOM.
DAT.	DAT.
ACC. <i>grammaticum</i>	ACC.

Thursday

Culture questions: Education in Rome, pt. 3

Use pages 143-145 of your red book to complete this worksheet.

1. Who was the teacher at the third level of education?

2. What two things did he teach?

3. In what three ways would a Roman use the skills gained in this school?

4. When the *rhetor* taught public speaking, what were four parts to this training?

5. For what scientific or technical achievements are the Greeks and Romans famous?

6. a) What was the purpose of ordinary Roman schools?
b) What four abilities did this include?

7. How did a student learn (a) science or (b) technical skills?

8. Apart from the ludi magister, where else could girls learn basic literacy?

9. What might a Greek slave have taught the girls from wealthy families?

10. What skills did girls from poorer families learn?

11. Now that you've learned about the Roman education system, one last culture question: What most surprised you about the Roman education system? Would you like to be a student in Ancient Rome along with Quintus and Lucia? Why or why not?

12. And now, one grammar question: What declension is *rhetor*? _____

Decline below:

Singular

Plural

NOM. <i>rhetor</i>	NOM.
DAT.	DAT. <i>rhetoribus</i>
ACC.	ACC.