Caecilia et Verus in Foro Romano

Instructor Manual

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Author's Notes

Fabulae Caeciliae is not a traditional Latin curriculum, focused on grammatical structures and translation. Instead, this curriculum fosters language learning because it is based on two critically important pedagogical principles: language immersion and literacy development. Understanding the philosophy that undergirds this pedagogy is important.

First and foremost, the text is structured to immerse readers in the language in the same way that beginning readers encounter their own language. Through simple sentences coupled with illustrations and photographs, readers can make sense of the story one sentence at a time. The gradual release of forms and the planned repetition of those forms build a scaffold of understanding as patterns emerge and vocabulary is absorbed. Readers can understand the content in the narrative without "translating" it into their own language, but ultimately the meaning becomes clear.

Consequently, the structure of the text and the suggestions in this instructor manual rely on proven literacy-based experiences and strategies. Rather than regarding the text as something to be dissected (i.e., translated), readers experience the text as a story to be understood through the combination of words and illustrations. The explanations and exercises provided in this manual for instructors allow them to enhance the students' basic understanding, which is grounded in the language itself. The goal is to move beyond decoding to fluency.

Objectives of
Caecilia et Verus in Foro Romano

The goals of this book are straightforward:

- To bring students to a basic understanding of Latin through reading a simple narrative
- To provide knowledge of Latin grammar through repetition and the gradual release of new forms
- To provide a basis for further study in Latin
- To present ancient Roman culture and history through the narrative, photos, and illustrations
- To enhance English vocabulary through the Latin vocabulary contained in the narrative
- To enhance fluency through reinforcement of patterns met in *Ecce Caecilia et Verus*

How to Use This Book

This manual contains a summary of the grammar and forms contained in the narrative. Whether or not you, the instructor, have studied Latin, this manual will provide the information you need to help young readers learn the language. This manual also provides grammar and usage explanations in a more formal sense, to be explored in addition to reading the text itself. The students, however, should first encounter the text without the grammar. The instructor can use the related grammatical explanations as a reinforcement of the understanding that comes from the reading.

The intent of this book is that the text, in combination with the photos and illustrations on each page, will enable readers to understand the story in a natural and reciprocal way. Each page builds on the pages before it. Gradually, comprehension will emerge from incremental interactions with the Latin narrative. Readers will notice repeated patterns and vocabulary; this is intentional and is essential to the learning process.

To enable students to begin to "think in Latin," the instructor should follow these basic steps:

Start by reading aloud

Each selection should be read *three times* in order to facilitate discussion and understanding.

1. Start with the Latin narrative on each page. Read it aloud.

    • Look at the illustration that provides the context for the narrative. The illustration explains the action taking place on the page. If it is a photograph, the explanations contained in this manual will provide a historical context for the narrative.

    • Ask the students, "What is happening on this page?"

2. Read the Latin narrative aloud again.

    • Ask, "What is this about?"

    • Connect the students' responses to the illustration on the page.

    • Responses can be in Latin or English or both.

    • Expect general responses.

    • Resist the temptation simply to translate the sentence, although that may result from the process.

3. Read the Latin narrative again.

    • Ask the questions provided for each chapter in this manual.

    • Brainstorm other questions you might ask.

    • Discuss connections between the Latin words and their English meanings and related English derivatives, which are listed for each chapter in the section starting on page 94 in this manual.

Getting Started in Latin

Pronunciation note: *All pronunciation notes refer to the classical pronunciation of Latin, believed to be that used during the Roman Republic and early Empire period. Ecclesiastical or "church" Latin, as used by the Roman Catholic Church starting in the Middle Ages, contains softer sounds that are similar to Italian. For example, Caecilia is pronounced "Chay-chee-lee-ah" in Roman Catholic Latin. In classical Latin, it is pronounced "Kay-kee-lee-ah." This text prefers the classical Latin pronunciation because it is the way the great Roman authors Caesar, Cicero, and Virgil spoke.*

Let's get started! In the first chapter, we meet Cecilia and her brother Verus. Note that Cecilia's name is spelled *Caecilia* in Latin, but the English version shortens the first syllable by removing the *a*. The combination of *ae* is called a diphthong, or two sounds blended together to make one sound. In this case, *a+e* becomes *ah+eh* and yields the sound *eye*.

Most of the letters in this text are pronounced as they are in standard English. Here are a few sounds that are different:

<div align="center">

c = k
v = w
ae = eye
eu = you
e = eh
i = ee
o = oh
u = ooh

</div>

Some of the vowel sounds in Latin are long—i.e., prolonged when pronounced. To aid in pronunciation, the convention arose by which these vowels may be marked with *macrons*, which are long lines over the vowel. For example, the final *a* in the word *villa* in the sentence below does not need a macron because it is in the nominative case; therefore, it is not prolonged when pronounced.

> Chapter I: *Nostra **villa** in monte Palatino est*. Our house is on the Palatine Hill.

However, in the sentence below from Chapter VII, the final *a* in *familia* does need a macron because it is in the ablative case, which causes it to be pronounced long. This is also true of the *i*'s in *amicis*.

> Chapter VII: *Cum **familiā** et **amīcīs** celebramus*. We celebrate with family and friends.

In accordance with inductive pedagogy inherent in the Fabulae Caeciliae series, the student text does not contain any macrons. However, the sounds are lengthened on the recordings provided and are noted in this manual.

Capitulus I: Ad Forum Romanum

Capitulus I
Ad Forum Romanum

Salve! Hodie ad Forum Romanum ibimus.

1

Translation:

Hello! Today we will go to the Roman Forum.

Illustration:

The children are pictured standing before the Arch of Titus, which was present in their day, having been built by the emperor Domitian roughly half a century before Cecilia and Verus were born.

Nostra villa in monte Palatino est.

2

Translation:

Our house is on the Palatine Hill.

Illustration:

The Palatine Hill directly overlooks the Forum, and it would have been an easy downhill walk for the children to reach the Forum from their villa.

Quaestiones/Questions

I. Ubi hodie ibimus?	*Hodie ad Forum Romanum ibimus.*
Where will we go today?	Today we will go to the Roman Forum.
II. Ubi est villa Caeciliae?	*In monte Palatino est.*
Where is Cecilia's house?	It is on the Palatine Hill.
III. Qui in Palatino habitant?	*Multi senatores cum familiis in Palatino habitant.*
Who lives on the Palatine Hill?	Many senators live with their families on the Palatine Hill.
IV. Quid faciunt senatores?	*Senatores leges faciunt et imperatorem adiuvant.*
What do the senators do?	The senators make laws and help the emperor.
V. Quis est pater?	*Pater est senator.*
Who is their father?	Their father is a senator.
IV. Qui Romam aedificaverunt?	*Familiae senatorum urbem aedificaverunt.*
Who built Rome?	The families of the senators built the city.

Grammar and Forms

Noun forms: A basic review

In Latin, nouns change their forms by changing their endings according to their grammatical use in a sentence. This is called the *case* of the noun.

There are **five basic cases** in Latin, explained simply as follows:

Nominative = subject or main part of the sentence; may also be a *predicate nominative* with a form of verbs of being

Genitive = possessive form

Dative = indirect object

Accusative = direct object or following certain prepositions

Ablative = used in relational phrases, with or without prepositions

Declensions

The term *declension* refers to nouns in two ways:

1. Declensions are groups of nouns that share the same endings. There are five groups, or declensions. Nouns are grouped into declensions according to the spelling of their second form, the genitive case, which provides the base of the noun.

2. When a noun is displayed in all of its forms, singular and plural, this process is called *declining* a noun. A noun listed in all of its forms is referred to as *declined*, and the result of that process can be called a *declension*.

Nouns also have gender, usually related to their spelling and declension. For example, most first-declension nouns are feminine.

Nouns in Chapter I

This chapter contains some noun forms that were seen in *Ecce Caecilia et Verus*. For example, *nostra villa* (our house) is in the nominative case and is used as the subject of the verb *est*.

Villa is a first-declension noun and is feminine in gender. In this book, feminine nouns are designated with (f.) after them, and masculine nouns are designated (m.). Neuter nouns are designated (n.).

Nouns are presented in this book in the traditional style of the nominative case followed by the genitive case. Hence, we see, for example, *villa, villae*.

This is the declension of **villa, villae** (f.):

Case	Singular forms	Translation	Plural forms	Translation
Nominative	*villa*	house (subject)	*villae*	houses (subject)
Genitive	*villae*	of the house	*villārum*	of the houses
Dative	*villae*	to/for a house	*villīs*	to/for houses
Accusative	*villam*	house (direct object)	*villās*	houses (direct object)
Ablative	*villā*	house (with or without a preposition)	*villīs*	houses (with or without a preposition)

Each declension has its own signature set of endings. The charts contained in this manual are samples of typical nouns. They are provided as supporting explanation of the content and are not intended to be an end in themselves.

In this chapter, we also encounter a few new third-declension nouns:

mons: mons, montis (m.) = hill, mount

senatores: senator, senatoris (m.) = senator

leges: lex, legis (f.) = law

These are declined in the same way as *mater, matris* (f., meaning *mother*), which we encountered in *Ecce Caecilia et Verus*. This is the declension of **lex, legis** (f.):

Case	Singular forms	Translation	Plural forms	Translation
Nominative	*lēx*	law (subject)	*lēgēs*	laws (subject)
Genitive	*lēgis*	of the law	*lēgum*	of the laws
Dative	*lēgi*	to/for a law	*lēgibus*	to/for laws
Accusative	*lēgem*	law (direct object)	*lēgēs*	laws (direct object)
Ablative	*lēge*	law (with or without a preposition)	*lēgibus*	laws (with or without a preposition)

Verb forms

In *Ecce Caecilia et Verus*, the text centered primarily on present tense verbs. In this book we see a review of present tense forms.

We encounter present tense in these regular verbs (verbs that have a standard stem):

habitant = they live

adiuvant = they help

faciunt = they make

We also see present tense in this irregular verb (that is, a verb that has no standard stem):

est = he/she/it is

In this book, readers will encounter three new tenses: future, imperfect, and perfect. In Chapter I, we see the following new forms:

ibimus = we will go (future tense)

aedificaverunt = they built (perfect tense)

At this first encounter, these forms are to be taken at face value. More work with these tenses will take place in the following chapters.
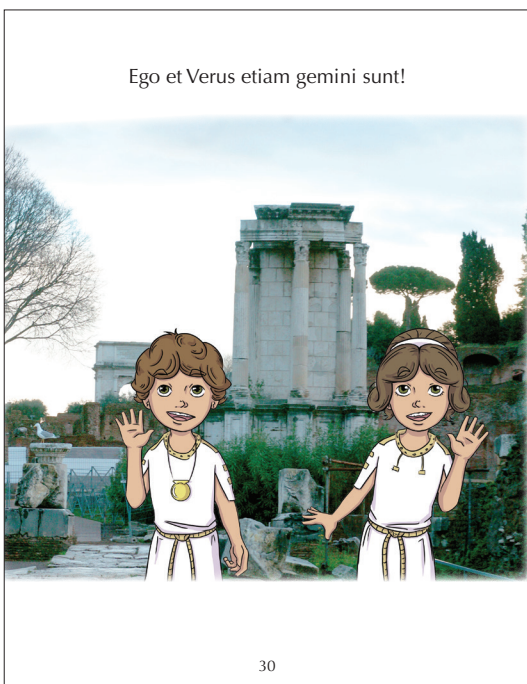
Capitulus IV: Templum Vestae

Urbem Romam condiderunt.

29
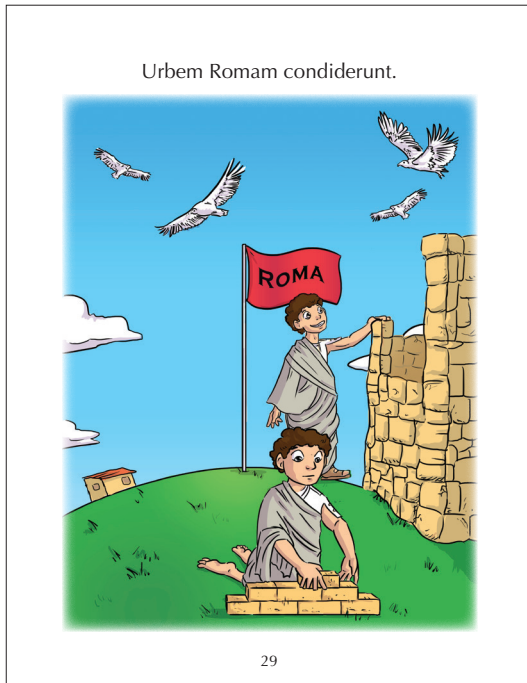
Translation:

They founded the city of Rome.

Illustration:

In Roman myth, Romulus and Remus founded Rome, but we know from archaeological evidence that the area was inhabited long before the twins were reputed to have founded it.
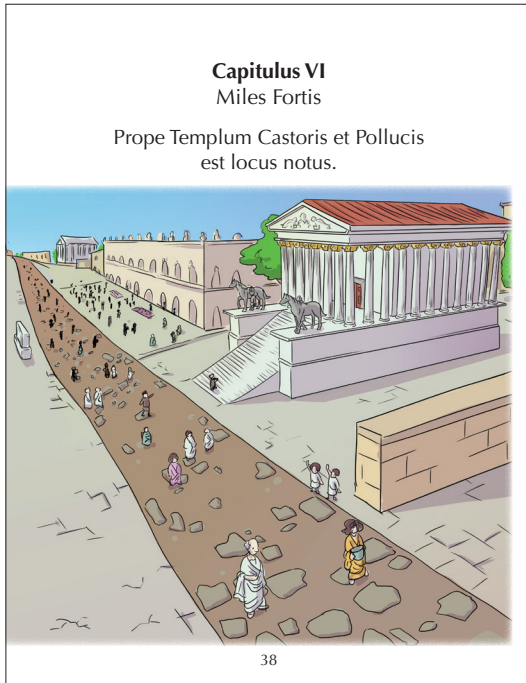

Ego et Verus etiam gemini sunt!

30

Translation:

I and Verus are also twins!

Illustration:

Behind the remains of the Temple of Vesta can be seen the Arch of Titus.

Capitulus VI
Miles Fortis

Prope Templum Castoris et Pollucis
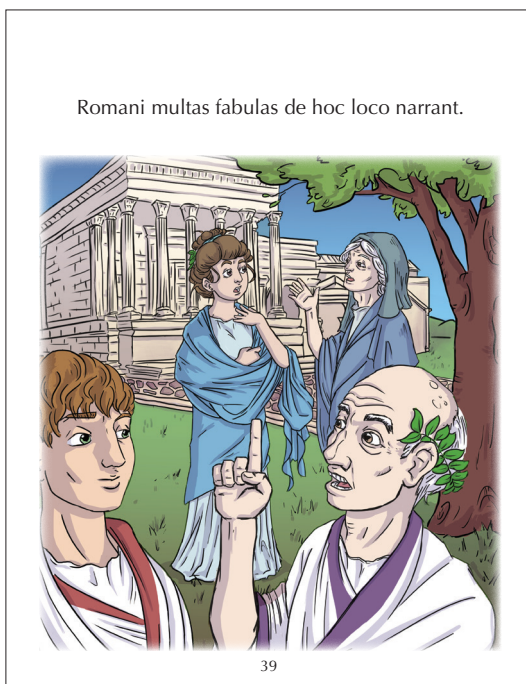est locus notus.

38

Translation:

Near the Temple of Castor and Pollux is a famous place.

Illustration:

Across the Via Sacra from the Temple of Castor and Pollux was a large open area of the Forum.

Romani multas fabulas de hoc loco narrant.

39

Translation:

The Romans tell many stories about this place.

Illustration:

The story that every Roman knew but that has been largely forgotten by all but those who are knowledgeable about ancient Rome is about a knight named Marcus Curtius. The Romans used him as an example of a noble Roman who sacrificed everything for the good of Rome.

Capitulus VI: Miles Fortis

Vocabulary

apparuit = he/she/it appeared

claudit = it closed

complere = to fill

equo = horse

erat = there was

fabulas = stories

fortis = brave

loco/locus = place

miles = soldier

multas = many

narrant = they tell

notus = well-known, famous

omnes = all

poterant = they were able

profundum = hole, chasm, opening

saltavit = he/she/it jumped

servavit = he/she/it saved

timebant = they were afraid

Having Fun with Latin Vocabulary: English Derivatives

Latin vocabulary words provide the basis for at least sixty percent of the English language. The vocabulary contained in this book yields a rich array of words in English, known as derivatives, that look and sound like their Latin roots and have a meaning that is similar to the root word. How do the following examples fulfill the three requirements for being derivatives? Look up their English meanings to see how they resemble the Latin roots because they look and sound like them and have similar meanings.

Vocabulary and Derivatives: Chapter I

Latin word	English meaning	Derivatives
aedificaverunt	they built	edifice
faciunt	they make, they do	factory, factors
familiis	families	family, familiar
imperatorem	emperor	imperial
leges	laws	legislature
mons	hill	mountain
senatores	senators	senators, senatorial
ubi	when, where	ubiquitous
urbem	city	urban, suburb

Vocabulary and Derivatives: Chapter II

Latin word	English meaning	Derivatives
ambulabimus	we will walk	ambulatory, ambulance
gladiatores	gladiators	gladiators
liberi	children	liberty, libertines
multa	many	multiple
nomen	name	nominal, nominate
primum	first	prime, primitive
spectat	he/she/it watches	spectator, spectacle
visitabimus	we are visiting	visit, visitor

Roman History and Culture

This book explores the heroes, gods, and myths of the Romans during the early Roman Empire. Cecilia and Verus tell the story through their perspective as children. Descriptions of each illustration provide background information, not only about the illustration but also about the context that the illustration provides for the narrative on each page. The text that follows provides additional background information to support the content of each chapter.

Chapter I: Ad Forum Romanum

The Roman Forum was an integral part of Roman society. Roman citizens and slaves alike visited the Forum daily to shop, to pray, and to catch up on the news of the day, much as people today search the internet or turn on the evening news. Cecilia and Verus belong to the *patrician* class and are descended from the *patres*, the founding fathers and the earliest residents of Rome. They are wealthy, and their father is a Roman senator. He goes to the Curia, or Senate house, daily. The family lives on the Palatine Hill, the most exclusive neighborhood in ancient Rome. The walk to the Roman Forum described by Cecilia takes the children down the hill into the Forum. They are always accompanied by a slave, who serves as a bodyguard because the Forum could be a dangerous place. The family would never walk there unescorted.

N.B. Slavery was part of the fabric of Roman society. This repugnant practice was not racially based; rather, slaves were the spoils of war and came from the various regions of the Roman Empire. Greek slaves were often employed as tutors for patrician boys. Slaves worked in the kitchens, gardens, fields, and shops of Roman citizens. Many were employed as personal nannies and bodyguards. It was not uncommon for slaves to be freed upon the death of their masters or as a reward for service. This created an additional class in Roman society, *freedmen* (not to be confused with *free men*, who were born free). The Roman poet Horace was the son of a freedman.

Chapter II: Colosseum

On their way to the Forum, the children walk past the relatively new (at that time) Flavian Amphitheater, now commonly known as the Colosseum, the largest amphitheater in the world today and an astounding example of architecture and engineering, especially when one considers when it was built. Construction began under the emperor Vespasian in 72 A.D. and was completed in 80 A.D. under his successor and heir Titus. Further modifications were made during the reign of Domitian (81-96 A.D.). It is called the Flavian Amphitheater because the three emperors were part of the Flavian dynasty. It was situated just east of the Roman Forum and could hold, it is estimated, between 50,000 and 80,000 spectators. It was used for gladiatorial contests and public spectacles. Children did not attend these spectacles because of their brutality.

Chapter III: Via Sacra

The *Via Sacra* (Sacred Way or Holy Road) was the main thoroughfare of the Roman Forum, which was the combined governmental, religious, and social center of ancient Rome. The *Via Sacra* started at the top of the Capitoline Hill and wound past some of the most important religious sites of the