

Incorporating
The Romans
Speak for
Themselves

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Ecce Romani Workshops at Amherst Regional Middle School

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The following handouts have been created for class activities. Students usually work in groups of three. Students are already familiar with Pliny from earlier readings in *The Romans Speak for Themselves*.

7th /8th Grade Class - First year of Latin

Prior to doing the readings from Pliny, students read and discuss *The Treatment of Slaves*, pp. 75 - 77 in *Ecce Romani*.

Next, students read and translate *A Slave Runs Away* in Chapter XI.

As students wonder what will happen to the runaway slave Geta, and how Cornelius will respond to the escape, I present Pliny's account in which they can read in Latin about other slaves' actions. They enjoy reading about *Larcus Macedo* because this account gives them some insight into other slaves' actions.

To culminate the treatment of slaves, students discuss the issue of cruelty toward another person. Is it ever justified? Why? Why, not?

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The Romans Speak for Themselves

On

Slaves and Masters

What do you remember about the masters whom we met earlier?

1. Who were the *sympathetic masters*?
2. In what ways did they treat their slaves fairly?
3. How did they care for their slaves?
4. Who were the *cruel masters*?
5. How did they mistreat their slaves? Why?

Meet another master!

His name was Larcus Macedo. Before you read Pliny's description, find two adjectives that describe Larcus. What kind of master was he? Find out what his slaves did to him.

Read all about it!

Where did they find Larcus?

- 1 Larcus Macedō, vir praetorius, erat superbus dominus et saevus.
- 2 Sē lavat in villā Fōrmiānā et repente eum servī circumstant. Alius
- 3 faucēs invādit, alius ōs verberat, alius pectus et ventrem contundit.
- 4 Ubi servī eum exanimem putant, abiciunt in fervēns pavimentum.
- 5 Ille, sīve quia nōn sentit, sīve quia sē nōn sentire simulat, immōbilis
- 6 et extentus iacet, sed nōn est mortuus.

What did these slaves do to Larcus?

How did they leave Larcus?

What happened next?

- 7 Tum dēmum eum quasi exanimātum efferunt; excipiunt eum
- 8 servī fideliōrēs, concubinae cum ululātū et clāmōre concurrunt.
- 9 Dominus oculos tollere corpusque agitāre incipit (iam tūtum est).
- 10 Diffugiunt servī.

Who came to Larcus?

The master dies a few days later, but he dies avenged because most of the slaves are captured and put to death before he dies. Pliny laments the precarious position of masters:

What happened to those who had attacked?

What did Pliny say about the situation between masters and slaves?

Did Pliny's conclusions surprise you? Why? Why, not?

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- 11 Quot perīcula, quot contumeliās, quot lūdibria patimur! Nec pos-
- 12 sumus esse sēcūrī, etiam sī remissī et mūtēs sumus, quia servī nōn
- 13 iūstī sed scelestī sunt et igitur dominōs necant.

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8th Grade class - Second year of Latin

Prior to reading accounts from Ovid and Pliny on the *Ludi Circenses*, students note photos of charioteers and races in their text.

In addition to the introduction in Chapter 27, students read excerpts from *Jenny's First Year Latin*. Focus is on background and vocabulary terms on chariot races.

Once they are familiar with the *Ludi Circenses*, they read and translate the reactions from Marcus, Sextus, and Euclides.

Their reaction leads to reading the account from Ovid found in the *Romans Speak for Themselves*. Students enjoy reading the account on *Finding a Date* because they find it humorous. They also relate to the topic.

In order to give students another viewpoint on the races, students read Pliny's *View On Chariot Races*. They note his attitude and discuss his opinion of those people who attend the races.

To culminate the topic of chariot races, students reenact the account from *Finding a Date*.

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The Romans Speak for Themselves

On

Finding a Date in Ancient Rome

Or

Why Some Men Went to the Races

In Chapter 27, why were Marcus, Sextus, and Cornelia excited to go to the races?

Why was Euclides going to the races?

What did Euclides want to do before the races ended? Why?

Who was Gaius Apuleius Diocles? What had he done for twenty-four years?

How did groups of spectators show their support for teams?

Were spectators only interested in watching the races?

Find out what Ovid suggested that men do. What were Ovid's first two suggestions?

Who was Ovid?

In your groups, read and translate Ovid's suggestions to men.

Fold your paper so that you do not look at the questions at the right as you work on the account.

OVID, *THE ART OF LOVE* I.135–162

Where should a man sit?

1 Tū pete etiam certāmen equōrum nōbīlium; multa commoda
2 capāx populī Circus habet. Proximus ā dominā sedē; nēmō prohibet.
3 Iunge latus tuum laterī eius quā potes usque. "Cūius equī veniunt?"
4 studiōsē rogā et sine morā favē cuicui favet illa. Utque fit, in
5 gremium puellae pulvis sī forte dēciderit, digitīs eum excute. Etsī
6 nūllus est pulvis, tamen excute nūllum; quaelibet causa sit apta offi-
7 ciō tuō. Parva animōs levēs puellārum capiunt: est ūtile multīs virīs
8 pulvīnum compōnere facilī manū; et prōdest ventōs movēre tenuī
9 tabellā et scamna dare sub tenerum pedem puellae.

Whose team should he favor?

What kinds of things delight girls?

In order for a girl to notice a man,
what kinds of pleasantries
should he do for her?

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Finding a Date at a the Races

Simplify Ovid's suggestions.

Find the suggestions in the account. Write the appropriate command on the line.

1. _____ proximus a domina.
2. _____ latus tuum lateri eius qua potes usque.
3. Studiose _____, "Cuius equi veniunt?"
4. _____ digitis pulvis a gremio .
5. _____ nullum etsi nullus est pulvis.
6. _____ pulvinum facili manu.
7. _____ ventos tenui tabella.
8. _____ scamna sub tenerum pedem puellae.

Now, in your groups, decide who is going to be:

1. Ovid
2. The man at the races
3. The "domina"

Reenact Ovid's suggestions to men, using the above list.

Be ready to perform for the class!

The Romans Speak for Themselves

What were Pliny's Views On The Chariot Races?

Find out what Pliny said about the races in his letter to a friend.

What was the name of his friend?

1 C. PLINIUS CALVISIŌ SUŌ S.
2 Omne hoc tempus quiētē legō ac scribō. "Quemadmodum," in-
3 quis, "in urbe potes?" Circēnsēs sunt in urbe, quī mē nē levissimē
4 quidem tenent. Nihil novum, nihil varium; satis est semel illōs spec-
5 tāre. Ergō magis mīror tot mīlia virōrum tam puerīliter identidem
6 cupere currentēs equōs et insistentēs curribus hominēs vidēre.

What would Pliny do while others were at the races?

Why wouldn't he attend the races?

What has amazed Pliny?

What opinion did Pliny have of those men who would attend the races?

What would these men see over and over?

How did Pliny's views differ from those of Ovid?

How did Pliny think of himself in regard to those men who would attend the races?