Incorporating
The Romans
Speak for
Themselves

by
Theresa Bimbane
J. F. K. Middle School
Florence, Massachusetts
Incorporating

The Romans Speak for Themselves

Ecce Romani Workshops at Amherst Regional Middle School

April 7, 2001

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 Larcius 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?

Theresa Bimbane
JFK Middle School
Florence, MA. 01062
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 Larcius Macedo. Before you read Pliny's description, find two adjectives that describe Larcius. What kind of master was he? Find out what his slaves did to him.

Read all about it!

What happened next?

1. Larcius Macedo, vir praetorius, erat superbus dominus et saevus.
2. Se lavat in villâ Förmianâ et repente eum servî circumscriptum. Alius
3. faucès invâdit, alius os verberat, alius pector et ventrem contundit.
4. Ubi servî eum examinem putant, abiciunt in fervēns pavimentum.
5. Ille, sive quia nôn sentit, sive quia sé nôn sentire simulat, immōbilis
6. et extentus iacet, sed nôn est mortuos.

What did these slaves do to Larcius?

Where did they find Larcius?

How did they leave Larcius?

Who came to Larcius?

What happened to those who had attacked?

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 did Pliny say about the situation between masters and slaves?

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

Theresa Bimane, JFK Middle School, Flore

Quot pericula, quot contumeliâs, quot lūdibria patimur! Nec pos-
sumus esse sēcūrī, etiam si remīssī et nutēs sumus, quia servī nōn
iūstī sed scelerstī sunt et igitur dominīs necant.
Incorporating

The Romans Speak for Themselves

April 7, 2001

8th Grade class – Second year of Latin

Prior to reading accounts from Ovid and Pliny on the Ludi Circenses, students note photos of chariopteers 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.

Theresa Bimbane
JFK Middle School
Florence, MA.
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?

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?

Theresa Bimbane, JFK Middle School, Florence, MA.
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 pates usque.
3. Studioso ___________ "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!

Theresa Bimbane, JFK Middle School, Florence, MA.
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 CALVISIO SUO S.

2 Omne hoc tempus quiete legi ac scribo. "Quemadmodum," in-

3 quis, "in urbe potes?" Circenses sunt in urbe, qui me nē levissimē

4 quidem tenent. Nihil novum, nihil varium; sais est semel illōs spec-

5 tāre. Ergō magis mīror itō milia virōrum tam puellīter identidem

6 cupere currentēs eqūos et insistentēs curribus hommēs 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?

Theresa Bimbane, JFK Middle School, Florence, MA.