

# **Southern Regional High School District Course of Study**

Department World Languages Course Number: 5430

**Course Title: Latin III  
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## **Essential Questions of the Course:**

- 1) How do we use Latin to inform and enhance our understanding of the complex political/economic/social/military developments of the 1<sup>st</sup> centuries BC/AD?**
- 2) How do we use Latin to discover the meaning of the Western tradition which we have inherited?**
- 3) How do we use Latin to increase our knowledge of the English language?**
- 4) How do we use Latin to enhance our study of other disciplines?**

## **Assessments:**

- 1) Oral and written quizzes on vocabulary, grammar, translation, history, mythology, and culture.**
- 2) Class discussions**
- 3) Oral presentations**
- 4) Unit tests**
- 5) Projects**
- 6) Graded homework assignments**

## Unit of Study I

**Unit Title: Pastimes (I)**

### **Essential Questions of the Unit:**

- 1) What do the construction and use of the many baths in Rome and throughout its empire tell us about the Romans and their cultural values? Their lifestyles? Their engineering ability?**
- 2) What does the mix of physical and mental activities available at the baths tell us about the Roman sense of well-being?**
- 3) What impact has Ovid's *Metamorphoses* had on Western literature?**
- 4) How are games played by Roman children and adults similar/dissimilar to games played by children and adults today? What does this tell us about human nature?**
- 5) What impact do the gladiatorial games, enjoyed by many (but not all) Romans, have on our perceptions of Roman civilization? Are there parallels in our culture to the bloody spectacle of the games? If so, what do those parallels say about our culture?**

### **Assessments:**

- 1) Oral and written quizzes on vocabulary, grammar, history, mythology, and culture.**
- 2) Class discussions**
- 3) Graded translations of stories dealing with various Roman pastimes**
- 4) Oral recitations of noun and adjective declensions, verb conjugations, and scanned poetry, specifically selections from Ovid's *Metamorphoses*, and Martial's V.24**
- 5) Dictations**
- 6) Sentence analyses and completions**
- 7) Project requiring students to plan their own Roman bath complex**
- 8) Chapter and Unit tests**

## **Content:**

### **Culture:**

- 1) Form and function of Roman baths in Rome and through Empire**
- 2) Stories and poems recited at the baths**
- 3) Selections from Ovid's *Metamorphoses***
- 4) Architecture of the Flavian Amphitheatre (i.e. Colosseum)**
- 5) Types of gladiatorial combat, history of the games**
- 6) Geography/topography of the Roman Empire, 14-180 A.D.**
- 7) Martial, V.24**

### **Vocabulary:**

- 8) Vocabulary related to Roman baths, children's games, and gladiatorial contests**

### **Grammar/Structure**

- 9) Subordinate clauses with the subjunctive mood**
- 10) Imperfect subjunctive, active and passive voices, regular and deponent verbs**
- 11) Pluperfect subjunctive, active and passive voices, regular and deponent verbs**
- 12) Review of perfect passive participles**
- 13) Ablatives absolute**
- 14) Linking QUI**
- 15) Future active participles, forms and translations**
- 16) Participle charts for regular and deponent verbs**
- 17) Diminutive suffixes and English derivatives**
- 18) Frequentative verbs**
- 19) Accusative and infinitive: indirect statement**
- 20) Present system of the irregular verb: FIO, FIERI, FACTUS SUM**
- 21) Present system of the irregular verb: MALO, MALLE, MALUI**
- 22) Infinitives: active and passive voice, present, perfect, and future tenses, regular and deponent verbs**
- 23) Suffixes –ARIUM and –ORIUM and English derivatives**
- 24) Suffixes –URA and –MENTUM and English derivatives**
- 25) Inceptive verbs and English derivatives**

**Skills:**

- 1) Read and write Latin using the active and passive imperfect subjunctive of regular and deponent verbs
- 2) Read and write Latin using the active and passive pluperfect subjunctive of regular and deponent verbs
- 3) Read and write Latin using Ablatives Absolute
- 4) Read and write Latin using linking QUI
- 5) Read and write Latin using future active participles
- 6) Read and write Latin using indirect statement
- 7) Read and write Latin using the irregular verbs FIO, FIERI, FACTUS SUM, and MALO, MALLE, MALUI
- 8) Form new Latin vocabulary by added suffixes to known Latin words
- 9) Form English words from known Latin vocabulary
- 10) Use English dictionaries to research word etymologies
- 11) Use knowledge of Roman games and pastimes to draw comparisons/contrasts with modern life

**Purpose / Rationale of the unit:**

This unit provides students with a sampling of some of the popular pastimes of the early Roman Empire. Students learn how, when, and why the Romans went to the baths, the games, or the chariot races. Students are also introduced to the concept of *mens sana in corpore sano*, a maxim borrowed from the Greeks which was extremely important to the Romans' idea of health and well-being. Students are invited to compare these activities with their own pastimes/hobbies in order to discover similarities and differences between modern life and the life of the Ancient Romans. Students enhance their reading level through the mastery of the imperfect and pluperfect subjunctives, indirect statements, all Latin participles and infinitives, and two new irregular verbs.

**New Jersey Core Curriculum Content Standards:**

- 7.1 Communication: Students will be able to communicate in at least one world language in addition to English.**
- 7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit:**

**10 weeks**

### **Instructional Activities:**

- 1) Practice conjugating regular and deponent verbs in the active and passive imperfect subjunctive, written and oral
- 2) Practice conjugating regular and deponent verbs in the active and passive pluperfect subjunctive, written and oral
- 3) Practice forming and declining future active participles
- 4) Complete participle charts for regular and deponent verbs
- 5) Complete infinitive charts for regular and deponent verbs
- 6) Read and translate Latin containing ablatives absolute and indirect statements
- 7) Conjugate the irregular verb FIO, FIERI, FACTUS SUM in the present, imperfect, and future tenses
- 8) Conjugate the irregular verb MALO, MALLE, MALUI in the present, imperfect, and future tenses
- 9) Read and discuss maps, essays (in English), illustrations, and reproductions of Roman art concerning the early empire, Roman daily life, the baths, and the Flavian Amphitheatre
- 10) Translate English sentences into good Latin
- 11) Translate and analyze Martial's poem, V.24

### **Materials and Resources:**

- 1) Ecce Romani II, Chapters 43-49, Textbook and Activity Book
- 2) Notes and worksheets as prepared by instructor
- 3) Videos (Ancient Rome: The Modern Stadium, Rome's Eternal Wonders, Modern Marvels: The Colosseum, Rome: Engineering an Empire)
- 4) Maps (Early Empire, from 14- 180 A.D.; Roman military outpost at Trier)
- 5) Timelines (list of emperors from 14 – 180 A.D.)
- 6) Illustrations (games at the baths, scene from a Roman comedy, Ovid among the Scythians, girls playing knucklebones, busts of early emperors, plan of the Colosseum, graffiti and inscriptions about gladiators, etching of a *naumachia*, Cyrene overpowering a lion, depiction of the moralist Seneca)

## **Unit of Study II**

**Unit Title: Ceremonies and Rites of Passage (II)**

### **Essential Questions of the Unit:**

- 1) What do the ceremonies and rites of passage celebrated by the Romans tell us about their attitudes toward religion/ adulthood/ citizenship/ and family life?**
- 2) Like most cultures, we, too, use ceremonies to mark important events in our lives. How are our ceremonies similar/dissimilar to those of the Romans'? Do we celebrate the same events? Why are these events important to us? Why were they important to the Romans?**
- 3) How do these ceremonies inspire art and literature?**

### **Assessments:**

- 1) Oral and written quizzes on vocabulary, grammar, history, mythology, and culture.**
- 2) Class discussions comparing and contrasting our and the Romans' use of ceremonies and rites of passage to mark important milestones**
- 3) Graded translations of stories dealing with Roman ceremonies and rites of passage**
- 4) Oral recitations of declensions, conjugations, and scanned poetry, specifically Catullus LXI**
- 5) Dictations**
- 6) Sentence analyses and completions**
- 7) Chapter and Unit tests**

**Content:****Culture:**

- 1) Roman betrothal ceremonies and weddings
- 2) Roman coming of age ceremonies
- 3) Roman religion and the Late Empire
- 4) Roman funerals
- 5) Future lives of the Cornelii
- 6) Rome's multicultural tradition and heritage

**Vocabulary:**

- 7) Vocabulary related to Roman ceremonies and rites of passage

**Grammar/ Structure**

- 8) Result clauses
- 9) Active and passive voices of the present subjunctive
- 10) Active and passive voices of the perfect subjunctive
- 11) Indirect commands
- 12) Latin derivatives in Italian, Spanish, and French
- 13) Impersonal verbs
- 14) Purpose clauses
- 15) Translating the conjunction *ut*

**Skills:**

- 1) Read and write Latin using the active and passive present subjunctive of regular and deponent verbs**
- 2) Read and write Latin using the active and passive perfect subjunctive of regular and deponent verbs**
- 3) Read and write Latin using result clauses**
- 4) Read and write Latin using indirect commands**
- 5) Read and write Latin using impersonal verbs**
- 6) Read and write Latin using purpose clauses**
- 7) Trace Latin words through the Romance languages into English**
- 8) Use knowledge of Roman ceremonies and rites of passage to inform our own understanding of American counterparts and their place with the Western cultural tradition**

**Purpose / Rationale of the unit:**

**This unit wraps up our two and half year journey with the Corneli family as their children come of age in Roman society and prepare to embark on lives of their own. Students gain an understanding of the role tradition and ceremony played within Roman life and are able to compare and contrast that with the role tradition and ceremony plays in contemporary American life. Students are also invited to think about Roman attitudes toward religion, specifically in dealing with the afterlife. Grammatically, this unit includes two new subjunctive tenses, three new types of subordinate clauses with the subjunctive, and a review of impersonal verbs and their translation problems.**

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**Time Frame of Unit:**

**10 weeks**

### **Instructional Activities:**

- 1) Practice conjugating regular and deponent verbs in the active and passive present subjunctive, written and oral
- 2) Practice conjugating regular and deponent verbs in the active and passive perfect subjunctive, written and oral
- 3) Read and translate Latin containing result clauses
- 4) Read and translate Latin containing indirect commands
- 5) Read and translate Latin containing purpose clauses
- 6) Read and translate Latin containing impersonal verbs
- 7) Read and discuss maps, essays (in English), illustrations, and reproductions of Roman art concerning Roman weddings, coming of age ceremonies, funerals, and the late empire
- 8) Translate English sentences into good Latin
- 9) Translate and analyze Catullus' poem dedicating his dead brother's ashes
- 10) Read and discuss (translated) excerpts from Cicero's letters concerning his son's coming of age ceremony
- 11) Deduce Latin root words by looking at a list of derivatives in Italian, Spanish, and French
- 12) Read and discuss an abridged version of the story of Papirius Praetextatus from Gellius, *Noctēs Atticae* I.23
- 13) Read and discuss an abridged version of the story of Arria and Caecina Paetus from Pliny, *Epistulae* III.16
- 14) Read and discuss excerpts from Catullus' wedding hymn LXI

### **Materials and Resources:**

- 1) Ecce Romani II, Chapters 50-54, Textbook and Activity Book
- 2) Notes and worksheets as prepared by instructor
- 3) Timelines (Late Empire, from 211 to 337 A.D.)
- 4) Charts (Sequence of Tenses)
- 5) Illustrations (Roman betrothal ring, courtyard in Pompeii, gold bulla, marble bust of Caracalla, amethyst cameo of Constantine II, bust of Melitene, sylvan sacrifice to Apollo, Tarquinius the Elder consulting an augur, relief sculpture of a marriage ceremony, funeral procession of a warrior)

## Unit of Study III

**Unit Title: Republic to Principate (III)**

### Essential Questions of the Unit:

- 1) What tools are necessary to read and critically interpret primary historical texts?
- 2) How does the reading of primary historical texts enhance and improve our knowledge of the Romans and their culture?
- 3) What were the political, economic, social, and military impacts of Rome's transition from republic to empire?
- 4) How does the role of violence and intimidation in late Republican politics compare/contrast to the history of American politics?

### Assessments:

- 1) Oral and written quizzes on vocabulary, grammar, history, mythology, and culture.
- 2) Class discussions on the political, economic, social, and military impacts of Rome's transition from republic to empire and the role that violence and intimidation played in that
- 3) Graded translations from Eutropius' *Breviārium*
- 4) Oral recitations of declensions and conjugations
- 5) Dictations from Eutropius' *Breviārium* and Cicero's *Prō Milōne*
- 6) Sentence analyses
- 7) Sentence completions
- 8) Chapter and Unit tests

**Content:****Culture:**

- 1) The *cursus honorum*
- 2) Territory of the Late Republic
- 3) Sites of the Civil War following Caesar's assassination
- 4) Chronology of the Late Republic and Early Empire
- 5) Map of Rome and its Environs, map of Forum and important buildings
- 6) Essay on life of Cicero

**Vocabulary:**

- 7) Vocabulary related to Eutropius' historical writing, Cicero's defense of Milo, and Asconius' 1<sup>st</sup> century A.D. commentary on the trial of Milo

**Grammar/Structure:**

- 8) Formation and declension of participles
- 9) Ablatives absolute
- 10) Infinitives (active and passive)
- 11) Indirect statements
- 12) Sequence of tenses
- 13) Formation and translation of the gerund and gerundive
- 14) Gerundive of obligation (future passive periphrastic conjugation)
- 15) Dative of agent

**Skills:**

- 1) Read and write Latin using all tenses and voices of the subjunctive in a variety of subordinate clauses
- 2) Read and write Latin using the gerund, gerundive, and gerundive of obligation
- 3) Use knowledge of Latin and Roman history to read, analyze, and discuss the historical writings of Eutropius, a 4<sup>th</sup> century A.D. writer whose *Breviārium* has been praised as a straightforward, evenhanded account of Roman history
- 4) Use knowledge of Latin and Roman history to read, analyze, and discuss selections from Cicero's *Prō Milōne*, his speech defending Milo against the charge of murdering his political rival, Clodius
- 5) Use knowledge of Latin and Roman history to read, analyze, and discuss selections from Asconius' *In Milōniānam Cicerōnis*
- 6) Construct a likely version of events surrounding Clodius' death using the primary sources read and discussed in class

**Purpose / Rationale of the unit:**

This unit launches the student fully into unabridged, un-edited Latin texts. Beginning with the readings of Eutropius, students have the opportunity to immerse themselves in the writings of actual Roman authors. In doing so, they are able to become adept at recognizing personal style and in critical reading and analysis. Opportunities will abound for discussions of important political, cultural, and literary issues. In the second half of the unit, students will read two accounts of the murder of Clodius on the Appian Way and of the subsequent trial against Milo. In doing so, they will be asked to compare and contrast accounts, and to give their own probable version of events based on what they have read. Grammatically, students review what they have learned thus far on the subjunctive, and are introduced to the gerund, gerundive, and gerundive of obligation.

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**Time Frame of Unit:****10 weeks**

### **Instructional Activities:**

- 1) Read and write Latin using the gerund
- 2) Read and write Latin using the gerundive and gerundive of obligation
- 3) Read and analyze selections from Eutropius' *Breviārum*, Cicero's *Prō Milōne*, and Asconius' *In Milōniānam Cicerōnis* in light of modern scholarship
- 4) Students will report on the major figures of Late Republic and Early Empire, including, but not limited to: Gaius Julius Caesar, Gnaeus Pompeius Magnus, Marcus Tullius Cicero, Marcus Antonius, Marcus Junius Brutus, Lucius Sergius Catilina, Cato the Younger, Cleopatra, Octavianus

### **Materials and Resources:**

- 1) Ecce Romani III, Chapters 55-59
- 2) Notes and worksheets as prepared by instructor
- 3) Videos (Birth of the Roman Empire, Rome: Engineering an Empire, I, Claudius)
- 4) Timelines (63 B.C. to A.D. 14)
- 5) Maps (Italy and Greece showing civil war sites, the Roman Empire at the death of Augustus, central Italy during the Late Republic, the Forum Rōmānum during the time of Cicero)
- 6) Charts (Lifespans of major historical figures during Late Republican and Early Imperial Rome)
- 7) Illustrations ("Cicero and Catiline in the Senate" by Cesare Maccari, marble bust of Cicero, bronze bust of Cato the Younger, medieval depiction of Caesar crossing the Rubicon, coin issued by Caesar, coin issued by Caesar's assassins, sard oval intaglio of Caesar, coin celebrating reconciliation of Antony and Octavian, Forum of Augustus, coin issued by the king of Parthia, coin issued by Antony celebrating annexation of Armenia, coins issued by Augustus celebrating conquest of Egypt and subjugation of Parthia, tombstone from Gloucester, England, marble statues of Roman orators in various poses, modern photograph of the Appian Way, sarcophagus showing funerary procession, the Cūria)

## Unit of Study IV

**Unit Title: Warfare in the Late Republic (IV)**

### Essential Questions of the Unit:

- 1) How does the reading of primary historical texts enhance and improve our knowledge of the Romans and their culture?
- 2) What were the political, economic, social, and military impacts of the Civil War waged in Rome during the 50's and 40's B.C.?
- 3) Is the tradition of Cicero as being weak minded and indecisive justified in light of the situation which surrounded him during the Civil War?
- 4) What was Julius Caesar's legacy in the years and decades following his assassination?

### Assessments:

- 1) Oral and written quizzes on vocabulary, grammar, history, mythology, and culture.
- 2) Class discussions on the political, economic, social, and military situations in and around Rome during the 50's and 40's B.C. Graded translations from Cicero's *Epistulae* and Caesar's *Commentārii Dē Bellō Cīvīlī*
- 3) Oral recitations
- 4) Dictations from Caesar's *Commentārii*
- 5) Sentence analyses
- 6) Sentence completions
- 7) Drawing of a detailed map showing the major phases of the battle of Pharsalus
- 8) Chapter and Unit tests

**Content:****Culture:**

- 1) Cicero's letters
- 2) Battle of Pharsalus
- 3) Roman legionary training, tactics, weapons, organization, and life
- 4) Caesar's writing
- 5) Roman army camps (*castra*)

**Vocabulary:**

- 6) Vocabulary related to Cicero's personal letters and Caesar's commentaries on the Civil War

**Grammar/Structure:**

- 7) Clauses of fearing
- 8) Ablative with special verbs
- 9) Passive verbs used impersonally
- 10) Genitive and dative with special verbs

**Skills:**

- 1) **Read and write Latin using all tenses and voices of the subjunctive in a variety of subordinate clauses**
- 2) **Read and write Latin using the ablative, genitive, and dative with special verbs.**
- 3) **Read and write Latin using a variety of impersonal verbs.**
- 4) **Use knowledge of Latin and Roman history to read, analyze, and discuss selections from Cicero's *Epistulae*, chosen due to their relevance to the civil war waged between Pompey and Caesar**
- 5) **Use knowledge of Latin and Roman history to read, analyze, and discuss selections from Caesar's *Commentārii Dē Bellō Cīvīlī***

**Purpose / Rationale of the unit:**

**In this unit, we continue the focus on primary texts with a varied selection of writings from the authors Cicero and Caesar, written during and about the civil war which raged between Caesar and Pompey in the early 40's B.C. Students will explore the character of Cicero as a private citizen and statesman, establish a connection between politics and warfare during the late Republic, examine Caesar as a writer and as a man of war, and become familiar with the conventions of Roman warfare. Grammatically, students continue their mastery of the subjunctive, and gradually increase their reading level to the point of handling Roman authors with as little scaffolding as possible.**

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**Time Frame of Unit:**

**5 weeks**

**Instructional Activities:**

- 5) Read and write Latin using the dative, ablative, and genitive cases with special verbs
- 6) Read and analyze selections from Cicero's *Epistulae* and Caesar's *Commentāriū dē Bellō Cīvīlī* in light of modern scholarship
- 7) Draw a detailed map showing the major phases of the battle of Pharsalus

**Materials and Resources:**

- 1) Ecce Romani III, Chapters 60-62
- 2) Notes and worksheets as prepared by instructor
- 3) Timelines (51-44 B.C.)
- 4) Charts (Battle of Pharsalus, layout of a Roman *castra*)
- 5) Illustrations (marble busts of Caesar, Cicero, and Pompey, Roman writing materials, relief of *signa* from Trajan's Column, bronze statue of a Republican legionary soldier, impression of cenotaph of a Roman legionary killed in the Teutoberg Forest, relief of Caesar's assassination from the Folger Shakespeare Library in Washington, D.C.)

## Unit of Study V

**Unit Title: Emperor and Empire: Rise of the Roman Principate (V)**

### Essential Questions of the Unit:

- 1) How does the reading of primary historical texts enhance and improve our knowledge of the Romans and their culture?
- 2) In what ways did Augustan Ideals become the benchmarks for future emperors?
- 3) What insights do the letters between Pliny and Trajan give us on imperial and provincial life in the Roman world during the 2<sup>nd</sup> century A.D.?
- 4) How and why was Rome's treatment of Christians different than her treatment of other religious sects?

### Assessments:

- 1) Oral and written quizzes on vocabulary, grammar, history, mythology, and culture.
- 2) Class discussions on the political, economic, social, and military situations in and around the Roman Empire during the early 2<sup>nd</sup> century A.D.
- 3) Graded translations from Augustus' *Rēs Gestae* and Eutropius' *Breviārium*
- 4) Oral recitations
- 5) Dictations from Augustus' *Rēs Gestae*
- 6) Sentence analyses
- 7) Sentence completions
- 8) Construction of a chart comparing/contrasting the reigns of Augustus and Trajan
- 9) Chapter and Unit tests

**Content:****Culture:**

- 1) Augustus' *Rēs Gestae*
- 2) Pliny's *Epistulae*
- 3) Trajan's building program
- 4) Early Christianity and Roman policies

**Vocabulary:**

- 5) Vocabulary related to Augustus' *Rēs Gestae* and Pliny's *Epistulae*

**Grammar/Structure:**

- 6) Indefinite pronouns and adjectives
- 7) Impersonal verbs
- 8) Relative clauses of characteristic

**Skills:**

- 1) Read and write Latin using all tenses and voices of the subjunctive in a variety of subordinate clauses**
- 2) Read and write Latin using indefinite pronouns and adjectives**
- 3) Read and write Latin using relative clauses of characteristic**
- 4) Use knowledge of Latin and Roman history to read, analyze, and discuss selections from Augustus' *Rēs Gestae*, chosen to accentuate and emphasize what Augustus felt were the most important achievements of his reign**
- 5) Use knowledge of Latin and Roman history to read, analyze, and discuss selections from Pliny's *Epistulae*, written while he was serving in the administration of the emperor Trajan**

**Purpose / Rationale of the unit:**

**In this unit, we continue the focus on primary texts with a varied selection of writings from the authors August and Trajan, with a small bit of Eutropius, as well. The focus of these selections is on the legacy of Augustus' principate compared and contrasted with the reign of Trajan nearly a full century later. Students will also explore the life of Christians in the early empire through the eye of Pliny, a 1<sup>st</sup> and 2<sup>nd</sup> century A.D. writer. Grammatically, students continue their mastery of the subjunctive, and gradually increase their reading level to the point of handling Roman authors with as little scaffolding as possible.**

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**Time Frame of Unit:**

**5 weeks**

### **Instructional Activities:**

- 1) **Read and write Latin using the indefinite pronouns and adjectives and relative clauses of characteristic**
- 2) **Read and analyze selections from Augustus' *Rēs Gestae*, Eutropius' *Breviārium*, and Pliny's *Epistulae* in light of modern scholarship**
- 3) **Construct a chart comparing/contrasting the reigns of Augustus and Trajan**

### **Materials and Resources:**

- 1) **Ecce Romani III, Chapters 63-65**
- 2) **Notes and worksheets as prepared by instructor**
- 3) **Timelines (31 B.C. to A.D. 117)**
- 4) **Maps (Imperial Fora, Roman Britain, Roman Empire under Trajan)**
- 5) **Illustrations (relief of the goddess *Pāx* from the *Āra Pācis*, statue of Augustus from the villa of Livia at Prima Porta, inscription of Augustus' *Rēs Gestae* found in a temple in modern Turkey, coins issued by Augustus, the *Āra Pācis*, coins issued by Trajan, marble statue of Trajan, modern photograph of Trajan's Column in Rome, modern photograph of the Arch of Trajan at Beneventum, modern photograph of the temple of Trajan (*Traiānēum*) at Pergamum, illustration of a side relief of early catacombs, rubbing of an epitaph of an early Christian, marble bust of the emperor Hadrian)**