



NACCP 5e Teaching Materials

NACCP offers supplementary teacher-made materials to support classroom teachers who use The Cambridge Latin Course (CLC). Our materials correspond to the Stages in CLC Units 1-4. All materials are available on our website: www.cambridgelatin.org

For over 30 years, NACCP has offered materials to support the CLC 4th Edition. Items that reflect vocabulary and storyline changes in the CLC 5th Edition are being added when they become available. Similar to our original materials, these items are organized by **5th Edition Topic** area: **Culture, Reading, Vocabulary, and Student Self Assessments.**

On the following pages, we have assembled a cross-section of our 5e Teaching Materials to show representative content and format from each topic area for **Stage 13**. It provides an opportunity for you to “try before you buy” and determine if our materials will be of value to you in your classroom.

The 5th Edition examples that follow include:

- Culture – Anticipation Guide
- Contextual Vocabulary Quiz
- English Comprehension Questions
- Latin Comprehension Questions
- Student Self Assessments

I. Directions:

Read the following statements carefully and decide whether you **agree, disagree, or don't know**.

- If you *agree* with the statement, check the column marked C for **consentio** (I agree)
- If you *disagree*, check D for **dissentio** (I disagree)
- If you *do not know*, check N for **nescio** (I do not know).

Before reading...				After reading...		
C	D	N	Statement	V	F	Why?
			Gaius Salvius Liberalis was born in Pompeii and came to Britain after the eruption of Mount Vesuvius.			
			Salvius was a successful lawyer, orator, and farmer.			
			Salvius commanded the Roman army in northern Britannia while Governor Agricola was supervising the law courts and administering the southern territories.			
			Rufilla likely owned far fewer slaves and slave girls than Caecilius and Metella.			
			Rufilla reached public prominence while she and Salvius lived in Rome.			
			Rufilla's epitaph provides little information about her.			
			Britain was completely uncivilized and uninhabited when Romans discovered it.			

			Copper and tin were exported to the Mediterranean world after the Roman arrival in Britannia.			
			According to Julius Caesar, the island's populations was "countless".			
			In a Celtic tribe, the king or queen usually held absolute power and permitted no one else to advise them.			
			Celtic government, art, and religious practices were so similar to the Romans' that the Celts welcomed Romans as allies, not conquerors.			
			All the Celtic tribes in Britain at the time of the Roman invasion had completely different languages, customs, and governments.			
			Britain imported wine, oil, and other goods from Rome and the rest of the empire.			

II. Directions:

Read pp 16 - 21. Decide whether the statements above are true or false.

- If the statement is true, check **V *verum*** (True).
- If the statement is false, check **F *falsum*** (False) and explain **Why**.

III. Directions:

After reading the cultural information pages, match the appropriate definition in **Column B** to the term in **Column A**

Column A	Column B
_____ A. Salvius	1. Birthplace of Salvius
_____ B. Vespasian	2. The Roman governor of Britain
_____ C. Agricola	3. Performed religious ceremonies for the emperor
_____ D. Arval Brotherhood	4. Priestess of the welfare of the emperor
_____ E. Urbs Salvia	5. A Roman emperor
_____ F. Rufilla	6. The assistant governor of Britain.

Quaestio Magna

IV Directions:

Choose one of the following topics.

- Both the Roman Empire and the United States began as small, relatively weak nations and grew into vast world powers by expanding westward. Compare and contrast what you know of Rome's westward expansion into Britannia with American westward expansion in the nineteenth century. Consider such factors as the causes of the expansion, the treatment of native populations, the management of conquered territories and their integration into the larger society, and any other important factors.
- We have now met two very different wealthy, powerful Roman men: Lucius Caecilius Iucundus of Pompeii and Gaius Salvius Liberalis in Britannia. Discuss the ways in which the two are different, and what factors might have caused these differences? Consider such factors as their involvement in politics and government; their families and family background; their treatment of "inferiors" such as slaves and foreigners; and any other factors which seem important to you.

STAGE 13 CONTEXTUAL VOCABULARY QUIZ - A

Directions: Write a correct English meaning for each underlined word. As each word appears in context, be sure to indicate by your translation the proper person and tense of a verb, the proper number (singular or plural) of a noun.

1. Bregāns canem ingentem sēcum habēbat. 1. _____
2. Bregāns semper fessus est. 2. _____
3. Bregāns dormīre vult. 3. _____
4. quid dīxistī? Cantiacī
dominum vulnerāvērunt? 4. _____
5. omnēs dē vītā dēspērābant. 5. _____
6. servī labōrāre nōlunt. 6. _____
7. dominus noster īrātus advenit. 7. _____
8. ego novum horreum aedificāre voluī. 8. _____
9. Alātor dominum nostrum petīvit et vulnerāvit. 9. _____
10. ūnus servus aeger erat. 10. _____
11. Salvius servum aegrum ē turbā trāxit. 11. _____
12. iste Bregāns est stultior quam cēterī. 12. _____
13. carnificēs eum statim interfēcērunt. 13. _____
14. custōdēs in cubiculum ruērunt. 14. _____
15. Salvius statim Pompēium excitāvit. 15. _____
16. Bregāns cantāre suāviter nōn potest. 16. _____
17. ubi sunt ancillae? nūllās ancillās videō. 17. _____
18. Volubilis venīre nōn potest. 18. _____
19. alterum horreum iam plēnum est. 19. _____
20. “īta vērō, difficile est,” inquit Volūbilis. 20. _____
21. “quid est hoc aedificium?” inquit Salvius. 21. _____
22. Pompēius carnificibus omnēs
custōdēs trādīdit. 22. _____

CLC Stage 13: *coniūrātiō*
English Comprehension Questions

Directions: Please read the story *coniūrātiō* and answer the following questions:

1. Why were Salvius and Varica among the Cantiaci?
2. Who was Salvius' host?
3. What kind of man was the host?
4. What were the slaves digging from the ground?
5. Why did Salvius drag one slave from the rows?
6. According to Salvius, what sort was a sick slave?
7. To whom did Salvius hand over the sick slave?
8. Who was the slave's son?
9. What did Alator want?
10. When did Alator enter Salvius' bedroom?
11. What did Salvius do after Alator attacked and wounded him?
12. Who heard the sounds and rushed into the bedroom?
13. Whom did Salvius immediately awakend?
14. According to Salvius, what sort were all the slaves?
15. What did Salvius demand for all the slaves?
16. What was Pompeius not able to do?
17. According to Salvius, why were the guards not innocent ?
18. How did Pompeius agree?

**CLC Stage 13: coniūrātiō
Latin Comprehension Questions**

Directions: Please read the story *coniūrātiō* and answer the following questions:
respondē Latīnē!

1. cūr Salvius et Vārica apud Cantiacōs erant?
2. quis erat hospes Salvī?
3. quālis vir erat Pompēius Optātus?
4. quid servī ē terrā effodiēbant?
5. cūr Salvius ūnum servum ex ōrdinibus trāxit?
6. prō Salviō, quālis est servus aeger?
7. quibus Salvius servum aegrum trādīdit?
8. quis erat filius servī?
9. quid Alātor voluit?
10. quāndō Alātor cubiculum Salvī intrāvit?
11. quid Salvius ēgit, postquam Alātor eum petīvit et vulnerāvit?
12. quī sonōs audīvērunt et in cubiculum ruērunt?
13. quem Salvius statim excitāvit?
14. prō Salviō, quālēs sunt omnēs servī?
15. quid Salvius omnibus servīs poposcit?
16. quid agere Pompēius nōn potest?
17. prō Salviō, cūr custōdēs nōn sunt innocentēs?
18. quō modō Pompēius cōsēnsit?

5e Stage 13 Student Self-assessment

Directions: Read the descriptions of tasks that you can do as a result of completing the stage and check the appropriate area to indicate how you rate yourself.

I can do the following:	Agree	Agree, but need to improve	Not yet
Read and understand Latin sentences like the Model Sentences.			
Demonstrate understanding of a Latin story similar to ones in the text.			
Read, comprehend, and answer questions about a Latin story.			
Recognize the infinitive (“to” verb form) in sentences with possum, volo, nolo .			
Know the present tense of sum, possum, volo, nolo .			
Know two different ways to say “and” in Latin.			
Identify major facts about Britannia, the British tribal system, and imports and exports.			
Identify major facts about life in Roman Britain: mining, farming, slavery, the career and life of Salvius and Rufilla			
Pronounce all the words of the Stage 13 Checklist correctly and know their meanings.			
Define and give the Latin roots for some English words derived from the Latin vocabulary in the stage.			

I can read and understand Latin sentences like the following samples:

nōs dē hāc coniūrātiōne audīre volumus.

dominus est vulnerātus.

Salvius duo aedificia vidit.

pueri puellaeque in primo ordine stabant.

nōnne Cervīx arātōribus praeest?
