Ashmolean Latin Inscriptions Project Secondary Resource Pack

Latin teaching

This pack uses Latin inscriptions from the Ashmolean Museum to teach Latin grammar and Roman life topics.

The Ashmolean Latin Inscriptions Project (AshLI) is a three-way collaboration between Warwick University, Oxford University (Centre for the Study of Ancient documents/Classics Faculty) and the Ashmolean Museum, supported by the Arts and Humanities Research Council. The project has researched and catalogued all of the Latin inscriptions in the Ashmolean.

The catalogue is online at http://latininscriptions.ashmus.ox.ac.uk/

More free resources

- Additional free resources can be downloaded from: http://latininscriptions.ashmus.ox.ac.uk/resources/

These include PowerPoint presentations to introduce the Cracking Codes activity and Roman names activities.

- The Ashmolean Latin Inscriptions project has designed a series of in-gallery activities for visiting schools. To find out more or arrange a visit go to: https://www.ashmolean.org/learn

Syllabus note

This pack is relevant to the following areas of the OCR Latin GCSE J282:

- J282/01 Content of Language - Accidence & Syntax [The forms of regular nouns of all declensions; imperatives; Prohibitions with *noli* and *nolite*]
- J282/02: Family Life & Relationships (2018/19) (Roman names and social roles)
- J282/02: Conflict & Conquest (2022/23) (Imperatives worksheet)
- J282/06: The Romans in Britain: Roman Army; (Imperatives worksheet)
- J282/06: Beliefs in the Afterlife (Dative worksheet)

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Feedback from teachers helps us learn more about their needs. Please take 2 minutes to fill in this short survey:

https://www.surveymonkey.co.uk/r/6M8BVRF

Your feedback helps us to get funding to make more resources like these and improves the quality of future resources.

Thank You!

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Contents

The Ashmolean Latin Inscriptions Project

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Teaching with Latin Inscriptions: Teaching Guide

Latin inscriptions can be a great way teach about Roman life and to try out Latin skills using real Roman writing. This guide for teachers introduces the basics of the study of Latin inscriptions (known as Latin Epigraphy). It starts with an introduction to some of the different reasons that Romans made inscriptions. Then it gives a quick guide to reading inscriptions, including:

- A guide to the notation used in epigraphic publications
- A guide to the abbreviations that Romans used in their inscriptions
- A list of places to find more information about inscriptions

The guide also includes a series of practice exercises to try out the skills involved as well as activities that you can use to introduce these concepts to your students.

Types of inscription

Image	Type	Examples
	Labelling	• Makers' marks
	Honorific	• Thanks • Congratulations • Commemoration • Self-promotion

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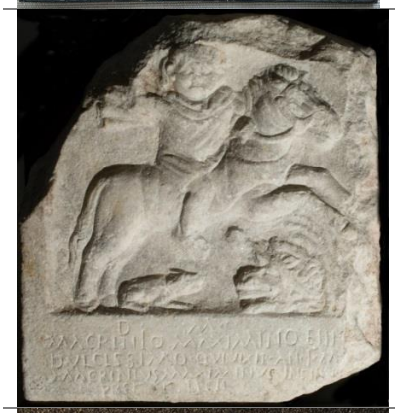
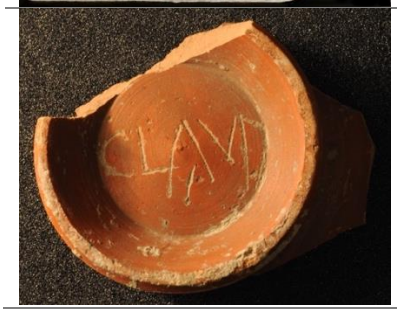
	Votive	• Thanks to deity • Promise to deity • Request to deity
	Legal	• Weights and Measures • Citizenship decrees • Laws • Decrees
	Funerary	• Epitaphs • *Columbarium* plaques • Property markers • Ash urns
	Graffiti	• Ownership marks

You can find out more about some of the different types of inscriptions, including rarer kinds like gold glass and sling bullets in the Ashmolean Latin Inscriptions Project's Featured Objects section: http://latininscriptions.ashmus.ox.ac.uk/featured/

To introduce students to the range of different kinds of Latin inscriptions, you can use the *Roman Writing Matching Activity* cards.

Easy Epigraphy: Decoding Brackets and Symbols

Epigraphic publications use shorthand to record what inscriptions say. Because small changes in the text of Latin can make a big difference to what it means, it is important for editors to show which letters are clear on the inscription and which have been supplied by their own interpretation.

Brackets are used to mark off sections of text that have been subject to editorial intervention. The type of brackets shows what changes have been made.

Symbol	Used for	Inscription says	The epigrapher writes
()	An abbreviated word, which the editor has written out in full	AVG	Aug(ustus)
[ ]	Letters lost through damage, but supplied by editor	VRNIA	[Calp]urnia
[[ ]]	Letters erased in antiquity, but can still be read clearly	~~GETA~~	[[Geta]]
(VAC.)	Marking a deliberately blank space	D M	D (vac.) M
⌜ ⌝	Correcting a mistake made by the original inscriber	INSIRVXIT	ins⌜t⌝ruxit
{ }	Letters carved in error, which the editor has removed		
< >	Letters omitted in error, which the editor has added		
+++	Damaged traces of letters which cannot be recognised; each cross represents one letter.		
ABC	Letters read by a previous editor; currently invisible		

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Deciphering an inscription

This example shows epigraphic notation in action.

Text:	Edition:	**Translation:**
TI·CLAVDIO·DRVS **CAESARI·AVG·GERM** **PONT·MAX·TRIB·POT·** **VIIII·IMP·XVI·COS·IIII** **P·P·** **CENSORI** **VIC**	Ti(berio) ° Claudio ° Drus[i f(ilio)] / Caesari ° Aug(usto) ° Germ(anico) / pont(ifici) ° max(imo) ° trib(unicia) ° pot(estate) ° / VIIII ° imp(eratori) ° XVI ° co(n)s(uli) ° IIII ° / [5] p(atri) ° p(atriae) ° (vac.) censori ° / vic(us) [-]	'To Tiberius Claudius Caesar Augustus Germanicus, son of Drusus, supreme pontiff, holder of tribunician power for the 9th time, hailed victorious general for the 16th time, consul for the 4th time, father of his county, censor. The [-] district (set this up)'.

To practise these skills, try the *DIY Edit your own Inscription activity* in this pack.

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Reading inscriptions

Space was often at a premium on inscriptions, so Romans had their own shorthand for writing them. Sometimes words run into each other without spaces, so the first task is to identify the individual words. Small dots (called interpuncts) often appear between words. Not all inscriptions have these and sometimes they are used inconsistently, but they can be helpful in picking out individual words.

Commonly used names, words and phrases were often abbreviated. Epigraphic publications (like the example above) will often expand abbreviations for you. However, it is helpful to know the most common abbreviations.

First names (Praenomina)

Abbreviation	Name
L.	Lucius
P.	Publius
C.	Gaius
M.	Marcus
Ti.	Tiberius
A.	Aulus
M'	Manius
CN	Gnaeus
D.	Decimus
Q.	Quintus

Common titles

Abbreviation	Title
PONT. MAX.	*Pontifex Maximus,* Chief pontiff
TRIB. POT	*tribunicia potestas,* with tribunician power
IMP.	*Imperator*
COS.	*consul,* the highest political office
P.P.	*pater patriae,* 'Father of the country'

Funerary formulae

Abbreviation	Full phrase	Translation
D.M.	Dis Manibus	To the gods below
F	Filius/Filia	Son/daughter
Vix. Ann. **M** **D**	Vixit Annos Menses Dies	lived for … years …months …days
S.T.T.L.	Sit Tibi Terra Levis	May the earth lie lightly on you
B.M.	Bene Merenti	Well deserving

F	Fecit	Made this
H.S.E	Hic Situs/Sita Est	is buried here
V.A.P.M	vixit annos plus minus	Lived more or less … years

The "Cracking Codes" PowerPoint and worksheet are designed to introduce these abbreviations and practice reading real funerary inscriptions with Latin learners. The presentation notes include full translations and point out interesting facts about these objects.

Reading a tombstone

Roman tombstones are often highly formulaic and (with a bit of practice) easy to read.

To read a typical tombstone:

1. Look for name(s) in the dative case. This is usually the person (or people) for whom the gravestone was erected. In the example above, the name is **Decimus Aemilius Vitalis**
2. Look for name(s) in the nominative case. This is usually the person (or people) who set up the gravestone. Sometimes the verb Fecit/Fecerunt is included to make this clear.
   In the example above, this phrase is **Clodia Helice mater fecit**
3. Look for any familiar formulae and abbreviations. In this case:
    = Vixit annos
    = dies (you can tell the difference between this and the D. that stands for Decimus in the first line by context)
4. Translate any phrases that remain and put it all together

The full translation for the example above is "For Decimus Aemilius Vitalis. He lived for 25 years, 48 days. Clodia Helice, his mother, set this up."

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The *Tombstones and the Dative Case* worksheet and *Cracking Codes* presentation can be used to introduce your students to reading funerary inscriptions.

Teaching with Objects

Latin inscriptions are as important for what they tell us as objects as for the writing on them. Teaching with objects is most effective when it encourages learners to look closely at the objects and think through what they can tell us.

Drawing activities can be great for getting students to look closely at objects and ask more detailed questions. Try:

- Sketching the object and annotating the sketch with things like size colour and personal impressions. Describe what is being depicted in any images and make a clear transcription of the words.
- Observational drawing – looking closely and trying to represent the inscription as accurately as possible. To really focus on the object, you can try drawing without looking at the paper
- Drawing and filling in missing or broken parts (this can include imagining colours, since many ancient stone sculptures and inscriptions were brightly painted)

Drawing is often best done while looking at the objects themselves in the museum. However, you can experiment with working from images on the Ashmolean Latin Inscriptions catalogue. Some objects in the AshLI catalogue have been photographed using a process called RTI (you can find them at: http://latininscriptions.ashmus.ox.ac.uk/collections/rti/). This allows you to drag the light source around and view the texture of the inscription. To view an RTI image, click on the "RTI image" link for the object. Then click the  icon to view full screen and the  icon to move the light source by clicking on the image and dragging the mouse. This should give a clear sense of the texture of the object's surface.

Research activities are another good way to encourage detailed thinking about objects. Try:

- Asking students to do research from an information source with a strict time limit. What were they able to learn in the time and what questions do they still have about the object?
- Debating the objects: imagine you are a museum curator and you can add one of these objects to your collection. Which one should it be and why? Think about what is more important in a museum object: beauty, connections to famous people, showing the lives of ordinary people, how much money it is worth or something else entirely? Have a class debate to decide between the most popular objects.
- Look at the people behind the objects and write a story from their perspective. What did the object mean to them? Work in some facts from your research and feel free to invent details.
- Or imagine the life of the object itself. What would it say if it could talk? What kinds of things has it experienced?
- Two truths and a lie – Go around the class asking students to pick out some facts about the object and try to fool everyone else by slipping in one plausible lie. Get the class to vote on which is the fib.

- Write their own museum label for the object – decide what facts are most important about the object and how to capture people's imagination in a small space.
- Make a poster about your favourite object using eye-catching images and clear explanatory text to help people understand it.
- Make connections between objects. Take a group of objects and sort them by the things they have in common.
- Arrange the objects on a timeline or on a map. Think about how large the Roman empire was and how long it lasted.

The Ashmolean Latin Inscriptions catalogue pages offer detailed information about the objects. Catalogue pages are designed to be detailed enough for experts and professionals to use in their research, but might be useful for practising the skills of skim reading and picking out the most relevant information.

For slightly easier research material, there is a set of fact sheets about selected Ashmolean Latin inscriptions included as part of this pack.

Finding out more:

The Ashmolean Latin Inscriptions Project (AshLI):

- Web catalogue and teacher resources: http://latininscriptions.ashmus.ox.ac.uk
- Blog: http://www.ashmolean.org/ashwpress/latininscriptions or search 'Reading, Writing, Romans'
- Twitter: @AshmoleanLatin

Warwick Epigraphy:

- Links to Inscription Collections and Resources: http://www2.warwick.ac.uk/fac/arts/classics/postgrads/modules/epigraphy/bibliog/online/
- Twitter: @W_Epigraphy

Roman Inscriptions of Britain (RIB):

- http://romaninscriptionsofbritain.org

Curse Tablets of Roman Britain:

- http://curses.csad.ox.ac.uk/

Letters from Hadrian's Wall (Vindolanda):

- http://vindolanda.csad.ox.ac.uk/

Alison Cooley, *The Cambridge Manual of Latin Epigraphy* (CUP 2012)

Introducing Inscriptions: Roman Writing Matching Activity

This activity is designed to explore the wide range of objects that Romans wrote on and the aspects of Roman life they provide evidence for.

Grey cards are modern objects with writing on. White cards are ancient ones. Cards are arranged with their match on the printed sheet. Cut them out and ask the class to match pairs with similar functions and meanings.

Look at the pairs you have made and ask:
- Are these good comparisons?
- How are they similar?
- How are they different?
- Do they use the same materials and technologies?
- Do they show the same ideas or beliefs?
- Can you think of more up-to-date modern equivalents?
- By focusing on objects, what kind of modern writing do we leave out (the internet). Do you think much similarly ephemeral and informal Roman writing survives?
- Who do you think is doing the reading and writing? Are they rich or poor, male or female, slave or free?

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Man writes “An instalment from London” on a bomb during WWII

Roman Lead object. Inscription reads: “Rufus, Commander”

Modern rubber stamp

Roman bronze object with raised writing. Gives the name “Gaius Terentius Maximus”

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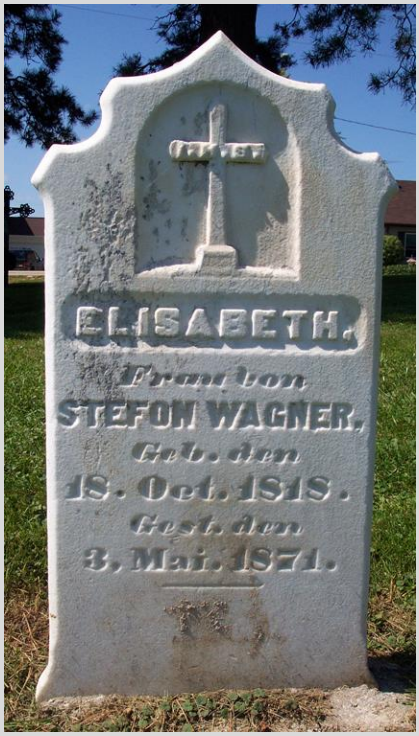
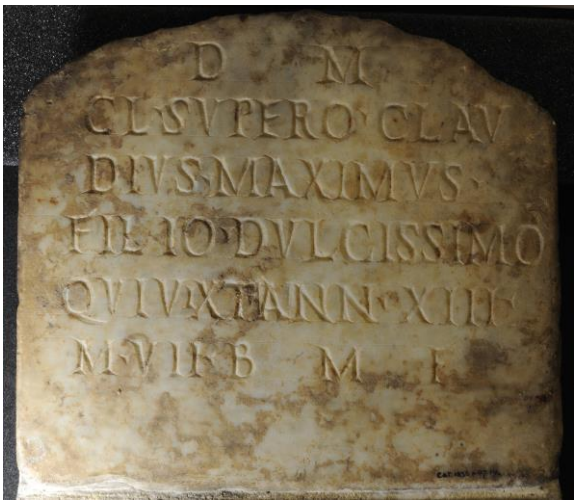


Modern headstone



Roman stone slab. Reads:

"To the departed spirits.
To Claudius Superus. Claudius Maximus set this up for his sweetest son who lived 13 years, 7 months, well-deserving."

Modern bricks

Roman clay object. Reads:

'In the consulship of Apronianus and Paetinus. Of Marcus Vinicius Herculanus'.

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Modern steelyard balance weighing scale.

Roman bronze object, marked with numbers.

Autographed Bass Guitar

Roman Pan Pipes marked with the names “Satavacus” and “Bellicia”

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Glass bottle with company name on it

Roman bottles marked “of Frontinus”

Modern personalised mug

Roman cup decorated with the word “Felix” which is a name that also translates to “Lucky’

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Cracking Codes in Latin Inscriptions: Teaching Notes

Please download the Powerpoint slides from the Project Website, which contain twelve images of Latin epitaphs which contain the formulae presented on the Cracking Codes Worksheet. Your students can use these images to complement those introduced in their worksheet.

The file 'Cracking Codes in Latin Inscriptions: Presentation' contains the material to show to the class.

The file 'Cracking Codes in Latin Inscriptions: Teacher Notes' contains the same material, but in addition the explanation of how to decode the Latin inscriptions.

http://latininscriptions.ashmus.ox.ac.uk/resources/

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Cracking Codes: Reading Roman Tombstones Worksheet

Roman tombstones are packed with abbreviations.
Spot these codes on tombstones:

D.M. (Dis Manibus)
= To the gods below

F (Filius/Filia)
= Son/daughter

Vix. Ann. (Vixit Annos)
= lived for … years

S.T.T.L. (Sit Tibi Terra Levis)
= May the earth lie lightly on you

B.M (Bene Merenti)
= Well deserving

F (Fecit)
= Made this

Can you spot which abbreviation might be confusing? You can usually work out which is which through context.

Other things to look out for:

Roman Numerals (especially I V X and L)

Dies
= Days

Menses
= Months

H.S.E (Hic Situs/Sita Est)
= is buried here

V.A.P.M (vixit annos plus minus)
= Lived more or less … years

Sibi et Suis
= For himself/herself and his/her family

Interpuncts – Little dots, triangles or other shapes in the middle of a line that separate words

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Accidence & Syntax: Dative Case

Roman Tombstones and the Dative Case: Teaching Notes

This worksheet focuses on the dative singular in the 1st and 2nd declension only.

Exercise 1: Answers

Each of these is prefaced by the words 'To the spirits of the departed'.

1) Cornelia set this up for Tiberius.
2) Decimus set this up for Quintus.
3) Livia set this up for Arria.
4) Lucius set this up for Marcia and Julia.
5) Septimus (set this up) for Fausta.
6) Paulus set this up for Claudia.

Exercise 2: Answers

The words may appear in any order, but most often *fecit* appears at the end

1) Romulus Remo fecit.
2) Octavianus Octaviae fecit.
3) Tertia Manio fecit.
4) Aulus Quartae fecit.
5) Faustus Plautillae fecit.
6) Quintus Caecilio fecit.

Extension Exercise

Consolidate the students' understanding of the nominative and dative case by using other verbs:

e.g. *Marcus Rufo dixit* – 'Marcus said (it) to Rufus'
ancilla dominae cantavit - 'the slave-girl sang to her mistress'

If your students are already familiar with the accusative case, they should be able to build more complicated sentences (with both a *direct* (acc.) and *indirect* (dat.) object):

e.g. *Agrippina rosam amico dedit* – 'Agrippina gave a rose to her friend'
Augustus epistulam Liviae scripsit – 'Augustus wrote a letter to Livia'

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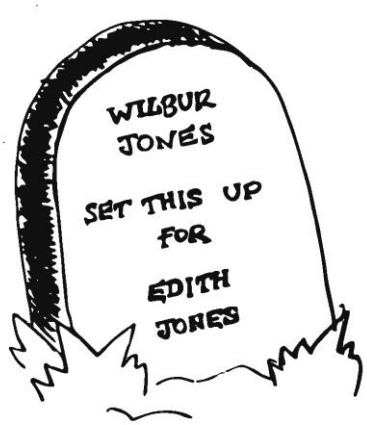
Roman Tombstones and the Dative Case: Worksheet

Modern tombstones can be very simple. Sometimes they just show the name of the person who has died and how long he lived.



The Romans did things differently. They carved **both** the name of the person who had died **and** the name of the person who paid for tombstone.

Roman Names and the Dative Case

In Latin, the name of person who has set up the tombstone appears in the **nominative**. The name of the person that the tombstone is for is in the **dative**. The dative case in Latin means "to" or "for".

Most Roman women's names (e.g. Octavia, Cornelia, Iulia) belong to the 1st declension. Most Roman men's names (e.g. Marcus, Lucius, Publius) belong to the 2nd declension.

	1st declension	2nd declension
Nominative	**Octavia**	**Marcus**
Vocative	Octavia	Marce
Genitive	Octaviae	Marci
Dative	**Octaviae**	**Marco**
Ablative	Octavia	Marco

Looking at the endings is especially important in Latin, because it's the only way to find out who's doing what. Unlike in English, it doesn't matter what order the names appear in!

a) Marc**us** Octavi**ae** fecit
b) Octavi**ae** Marc**us** fecit
c) Marc**us** fecit Octavi**ae**
d) Octavi**ae** fecit Marc**us**

Marcus set this up for Octavia

fecit – *'set this up'*

The Latin word fecit literally means 'did it' or 'made it'. But on a Roman tombstone, it means that the person arranged for the stone to be made and displayed.

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Exercise 1

Try translating these Roman tombstones into English.

**Sometimes the Romans didn't even include the word 'fecit'!*

D M

D M stands for *Dis Manibus* – 'For the Manes gods' but which might be better translated as 'To the spirits of the departed'. When Romans died, they joined the *manes* in the underworld, and were honoured like gods, with sacrifices. These letters appear at the top of many Roman tombstones.

1. _____

2. _____

3. _____

4. _____

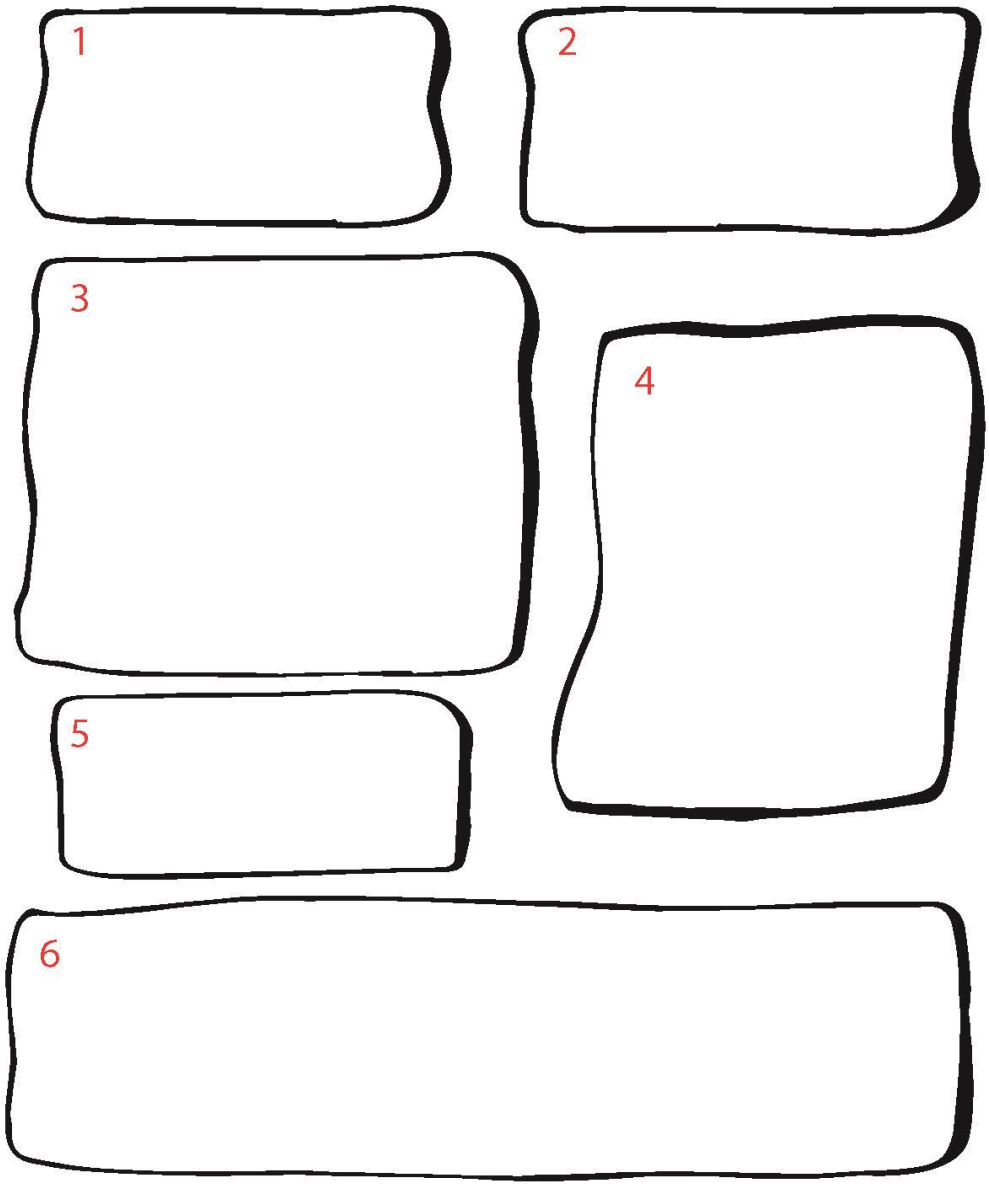
5. _____

6. _____

Exercise 2

Translate these phrases into Latin and write them on the blank tombstones below.

1. Romulus set this up for Remus
2. Octavianus set this up for Octavia
3. Tertia set this for Manius
4. Aulus set this up for Quarta
5. Faustus set this up for Plautilla
6. Quintus set this up for Caecilius



Exercise 3 - *Make a Roman tombstone*

Some Roman tombstones were very small, some no bigger than an A5 piece of paper, and only a few millimetres thin.

You will need:

- A piece of plain paper or card, coloured to look like stone
- A pencil and ruler, to plan the layout of your letters
- The letters **D M**, one name in the **nominative,** one name in the **dative** and the verb '**fecit'**.

Tips:

- If you want to use your own name, or the name of someone you know, you will have to *Latinize* it. Look at the endings in the table above to help you.

- If you want to be authentic, you could write your letters like a Roman:

    - On tombstones, they wrote everything in capital letters
    - Instead of U, they wrote V (so *MARCUS* was written as *MARCVS*)
    - Instead of J, they wrote I (so *JVLIA* was written as *IVLIA*)
    - They didn't have W at all. You can use V instead, which the Romans pronounced in a similar way.
    - They didn't have Y, either. To make the same sound, they would have used the letter I.

Accidence & Syntax: Imperatives

How to train your Roman, PART 1: The Imperative - Teaching notes

To support:
KS3 Students in their study of Latin language, e.g.:

- GCSE Latin (9-1) J282 (OCR) Unit 5d – Imperatives
- WJEC Latin Level 1 Unit 9511 and 9514 – Imperatives

This topic may be followed by:

- AshLI – How to Train Your Roman, Part 2: The Negative Imperative
- AshLI – Firing Insults: Roman Bullets and the Imperative

Exercise 1 [10 marks]:

a) *tace!*

b) *festinate!*

c) *canta!*

d) *doce!*

e) *manete!*

f) *da!*

g) *amate!*

h) *gaude!*

i) *abite!*

j) *mane!*

Exercise 2 [20 marks]:

a) *ride! ridete!*

b) *sta! state!*

c) *veni! venite!*

d) *vive! vivite!* (3rd conjugation)

e) *move! movete!*

f) *scribe! scribite!* (3rd conjugation)

g) *aperi! aperite!*

h) *fer! ferte!*

i) *muni! munite!*

j) *pete! petite* (3rd conjugation)

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How to train your Roman, PART 1: The Imperative - Worksheet

What is the Imperative?

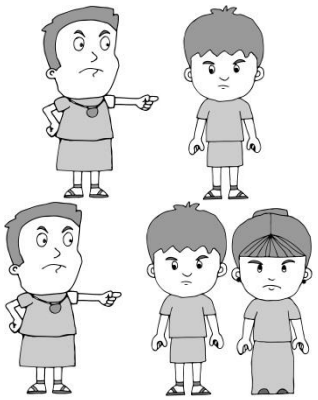
The imperative is the part of a verb used for giving commands.

The word comes from the Latin verb *impero*, which means 'I order'.

Commands such as 'Sit down!', 'Pass me your book!', 'Look over there!' all include verbs in the imperative.

Making the Imperative

For most Latin verbs, the imperative is easy to make:



To tell *one person* what to do:

- Take the infinitive e.g. *audire* - to listen
- Take off the final *–re* ⇨ *audi!* 'Listen!'

To tell *several people* what to do:

- Take the infinitive e.g. *audire* - to listen
- Take off the final *–re* ⇨ *audi-*
- Add the letters *–te* ⇨ *audite!* 'Listen!'

Exercise 1:

If you were a Roman, which imperatives would you use for these situations? Give one-word answers, using the infinitive given in brackets [10 marks].

a) Tell a soldier to be quiet (*tacere*) _____

b) Tell a group of slaves to hurry (*festinare*) _____

c) Tell a bird to sing (*cantare*) _____

d) Tell a philosopher to teach *(docere*) _____

e) Tell a neighbour and his wife to wait (*manere*) _____

f) Tell a merchant to give something (*dare*) _____

g) Tell a young couple to love *(amare*) _____

h) Tell Livia to be happy *(gaudere*) _____

i) Tell Marcus and Claudia to go away (*abire*) _____

j) Tell Claudius to stay (*manere*) _____

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Read This! How to Tame the 3rd Declension

As you can see, most Latin verbs are very easy to turn into the imperative. Only the 3rd conjugation behaves a little differently.

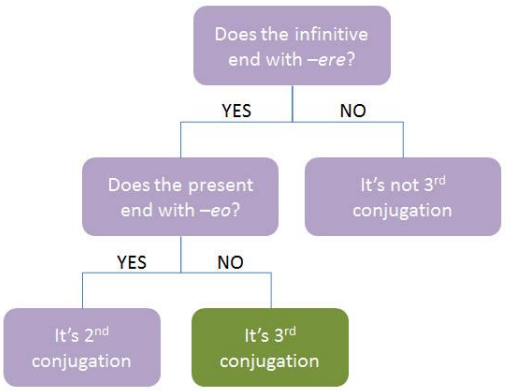
Its imperative *singular* is completely normal, but when forming the imperative *plural*, 3rd conjugation verbs end with *–ite* instead of *–ete*.

Look at these 3rd conjugation verbs, and their imperatives:

capio, capere, cepi, captum - catch
⇨ *cape!* and *capite!* 'Catch!'

lego, legere, lexi, lectum - choose
⇨ *lege!* and *legite!* 'Choose!'

mitto, mittere, misi, missum - send
⇨ *mitte!* and *mittite!* 'Send!'



Exercise 2:

Give the imperative singular **and** plural for the following verbs. Use the principal parts and the flowchart above to help you decide whether the verb belongs to the 3rd conjugation. [20 marks]

a) *rideo, ridere, risi, risum* – laugh _____

b) *sto, stare, steti, statum* – stand _____

c) *venio, venire, veni, ventum* – come _____

d) *vivo, vivere, vixi, victum* – live _____

e) *moveo, movere, movi, motum* - move _____

f) *scribo, scribere, scripsi, scriptum* – write _____

g) *aperio, aperire, aperui, apertum* - open _____

h) *fero, ferre, tuli, latum* – carry _____

i) *munio, munire, munivi, munitum* - defend _____

j) *peto, petere, petivi, petitum* – seek _____

Take Care! Some final irregularities

As is always the case with Latin, there are a few verbs that don't abide by the usual rules. A few *singular* imperatives are irregular, but so common that they are worth learning. Be careful how you pronounce them!

facio, facere, feci, factum – do, make ⇨ *fac!* (pronounced '*fark*'), 'Do!' or 'Make!'
duco, ducere, duxi, ductum – lead ⇨ *duc!* (pronounced '*dook*'), 'Lead!'
dico, dicere, dixi, dictum – speak ⇨ *dic!* (pronounced '*deek*'), 'Speak!'

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How to train your Roman, PART 2: Don't do that!
Teaching Notes

To support:
KS3 Students in their study of Latin language, e.g.:

- GCSE Latin (9-1) J282 (OCR) Unit 5d – Imperatives
- WJEC Latin Level 1 Unit 9511 and 9514 – Imperatives

This topic may be followed by:

- AshLI – How to Train Your Roman, Part 2: The Negative Imperative
- AshLI – Firing Insults: Roman Bullets and the Imperative

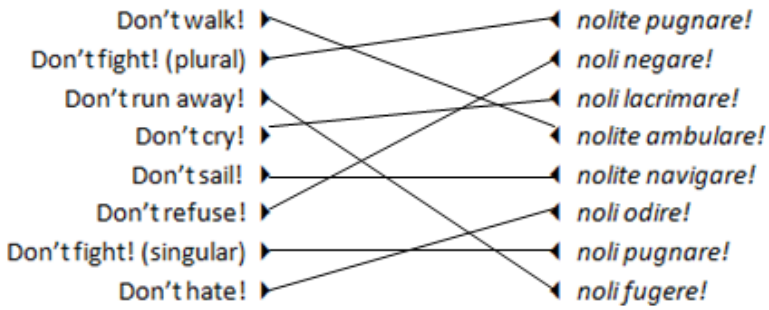
Exercise 1 [20 marks]:

a) Don't hurry! (singular)
b) Don't laugh! (plural)
c) Don't sleep! (singular)
d) Don't go! (plural)
e) Don't stay (singular)
f) Don't watch! (plural)
g) Don't buy (it)! (singular)
h) Don't carry the amphora! (plural)
i) Don't kill Marcus! (singular)
j) Don't fear the enemy! (plural!)

Exercise 2 [20 marks]:

a) *noli currere!*
b) *nolite sedere!*
c) *noli rogare!*
d) *noli iacere!*
e) *nolite cessare!*
f) *nolite bibere!*
g) *noli movere!*
h) *nolite trahere!*
i) *noli videre!*
j) *nolite laborare!*

Exercise 3 [8 marks]:



Exercise 4 [4 marks]:

Example answers:

a) *noli cantare!, noli oculos claudere!*
b) *noli lacrimare!, noli dolere!*
c) *noli currere!, noli festinare!*
d) *noli navigare!, noli vomere!*

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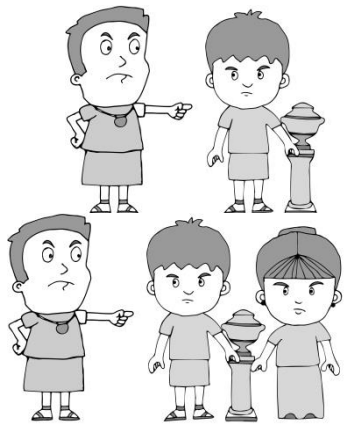
How to train your Roman, PART 2: Don't do that! - Worksheet

The Negative Imperative

- The ordinary imperative is used to tell people what you want them to do, e.g. 'Sit down!', 'Go away!', or 'Come here!'
- The *Negative imperative* is used to tell people what you want them *not* to do, e.g. 'Don't do that!', 'Don't stand there!', or 'Don't daydream!'. It is also called a *prohibition.*

Making the Negative Imperative:



To tell *one person* what not to do:
- Use the command *noli,* 'Don't!'
- Add the infinitive, e.g. *noli tangere!* 'Don't touch!'

To tell *several people* what not to do:
- Use the command *nolite,* 'Don't!'
- Add the infinitive, e.g. *nolite tangere!* 'Don't touch!'

In fact, *noli* and *nolite* are the normal imperatives of the verb *nolo* – 'I do not want'. So what this Roman is really saying is 'Do not want to touch!'.

Exercise 1:
Translate the following sentences into good English. Say whether these commands are for one person (singular) or for more than one (plural) [20 marks].

a) noli festinare!

b) nolite ridere!

c) noli dormire!

d) nolite amphoram portare!

e) noli manere

f) nolite spectare!

g) noli emere!

h) nolite amphoram portare!

i) noli Marcum necare!

j) nolite hostes timere!

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Exercise 2:

Translate the following sentences into good Latin [20 marks].

a) Don't run! (singular)
b) Don't sit! (plural)
c) Don't ask! (singular)
d) Don't throw! (singular)
e) Don't stop! (plural)
f) Don't drink! (plural)
g) Don't move! (singular)
h) Don't drag! (plural)
i) Don't look! (singular)
j) Don't work! (plural)

Wordlist

bibo, bibere, bibi, bibitum - drink
cesso, cessare, cessavi, cessatum - stop
curro, currere, cucurri, cursum – run
iacio, iacere, ieci, iactum – throw
laboro, laborare, laboravi, laboratum - work
moveo, movere, movi, motum - move
rogo, rogare, rogavi, rogatum - ask
sedeo, sedere, sedi, sessum – sit
traho, trahere, traxi, tractum – drag
video, videre, visi, visum - look

Exercise 3:
Match the Negative imperative to its English translation [8 marks]:

Don't walk! ▸	◂ *nolite pugnare!*
Don't fight! (plural) ▸	◂ *noli negare!*
Don't run away! ▸	◂ *noli lacrimare!*
Don't cry! ▸	◂ *nolite ambulare!*
Don't sail! ▸	◂ *nolite navigare!*
Don't refuse! ▸	◂ *noli amare!*
Don't fight! (singular) ▸	◂ *noli pugnare!*
Don't love! ▸	◂ *noli fugere!*

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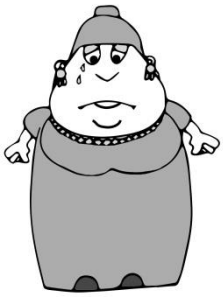
Exercise 4:

What negative imperatives might you use for these Romans? [4 marks]

a) 

b) 

c) 

d) 

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TEACHING NOTES

To support:
KS3 Students in their study of Latin language, e.g.:

- GCSE Latin (9-1) J282 (OCR) Unit 5d – Imperatives
- GCSE Latin (9-1) J282 (OCR) Unit 2c – Roman Army
- WJEC Latin Level 1 Unit 9511 and 9514 – Imperatives
- WJEC Latin Level 1 Unit 9512 – Roman Army

This topic may follow:

- AshLI – How to Train Your Roman, Part 1: The Imperative
- AshLI – How to Train Your Roman, Part 2: Don't Do That!

Exercise 3:
Before giving your class 5 minutes to learn their orders, show them the action which accompanies each one. You can adapt these to suit the space available, and your students. Marching can be on the spot. The "tortoise" formation requires those at the front to hold their imaginary shields (or textbooks) forwards, those in the middle to hold them above their heads, and those around the edges to hold them to the side. You may want to practise this before the game begins.

The order *animum attendite* is useful if students are becoming over-enthusiastic.

We do not have secure evidence for the orders used by real Roman soldiers, but these imperatives are, at least, good Latin guesses. For a full list of the orders used by modern Roman Army Re-enactors, try the Drill Manual of the Roman Military Research Society: http://www.romanarmy.net/pdf/Members%20Handbook%20%28Part%206%29-Drill%20Manual.pdf

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Firing Insults: Roman Bullets Worksheet

One of the most effective weapons used by the Roman army was the sling bullet (or slingshot). Romans slings were made from a length of rope with a small cradle to hold the bullet. The sling was swung around to generate speed, and the bullet was fired when one end of the rope was released.

A soldier who specialized in this type of missile was called a *funditor. Funditores* were lightly armed so that they could move quickly around the battlefield, and they carried their sling bullets in front of them in the folds of their cloaks.

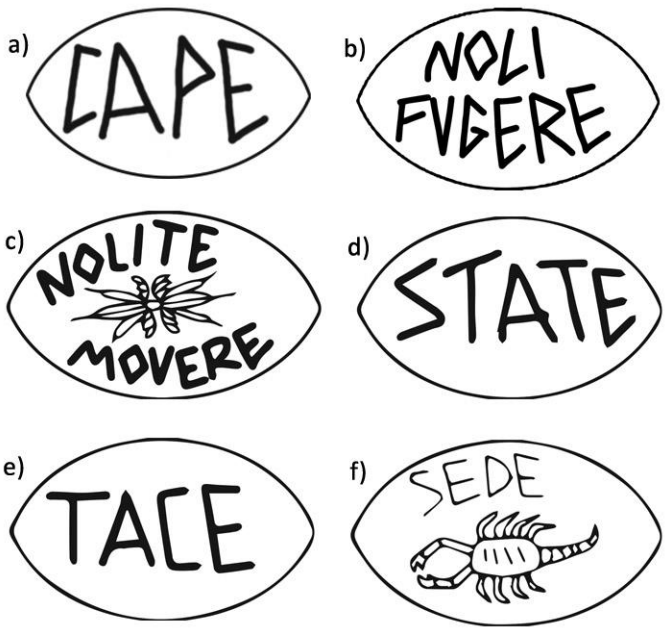
Roman sling bullets were roughly the same weight as a modern golf ball, but were lemon-shaped. A good *funditor* could fire his slingshot several hundred metres.

Bullies with Bullets

Sometimes Roman soldiers wrote messages for the enemy on their sling bullets. They did this by scratching letters backwards inside the hollow moulds which were filled with clay or lead. When the bullets were turned out of the moulds, the messages could be read the right way around. As you'd expect, the messages weren't usually very polite, but they could be quite funny.

Exercise 1:

What do these sling bullets tell the enemy to do?



a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

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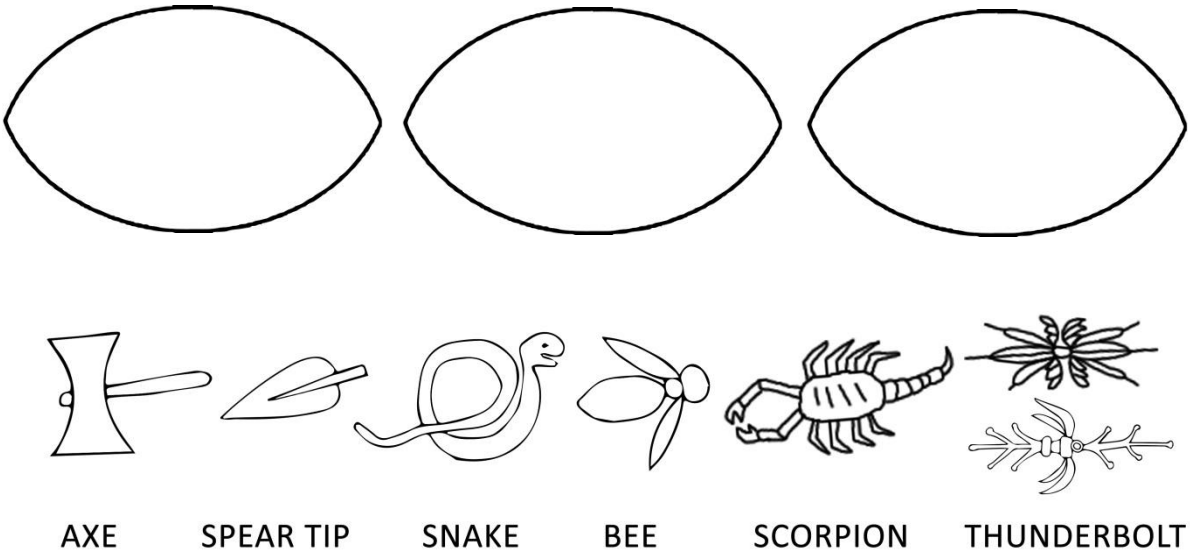
Exercise 2

Design your own sling bullets, using the words you have learned and an authentic Roman design.



Exercise 3

You are Roman legionaries, and your teacher is your *praefectus*. You have 5 minutes to become familiar with these orders. When the time is up, put away this sheet and stand up. The last person to follow the order issued by the *praefectus*, must suffer *gradus deiectio* (loss of rank) and is out. The last person left standing wins, and is promoted to *Primus Pilus* (senior centurion).

- *destringite!* – Draw your sword!
- *recondite!* – Sheath your sword!
- *pila iacite!* – Throw your spear!
- *procedite!* - Forward march!
- *consistite!* Halt!
- *animum attendite!* – Pay attention!
- *scuta tollite!* – Raise your shield!
- *vallate!* – Dig a trench!
- *ad tergum vertite!* – About turn!
- *testudinem facite!* – Make a tortoise!

Roman Names 1: Men and Boys – Teaching Notes

To support:
KS3 Students in their study of Roman culture or Latin language, e.g.:

- GCSE Classical Civilization (OCR): Unit A351: City Life in the Classical World: Rome – the Roman Household
- GCSE Classical Civilization (AQA): Unit 2: Greece and Rome: Drama and Life
- GCSE Latin (OCR): Unit A405: Sources for Latin
- Cambridge Latin Course I, Stage 4 (where characters' names are revised)
- WJEC Certificate in Latin and Roman Civilisation: Topic 9.1. Daily Life in Roman Society and Literature
- Revision of adjectives

This topic may be followed by:

- AshLI – Roman Names 2: Women and Girls

Warm-up

Q. What Roman names do the students already know? Who were they?

e.g. *Julius Caesar,* Roman general
Tacitus, Roman historian
Virgil (Vergilius), Roman poet
Livia, wife of the emperor Augustus
Agrippina, mother of the emperor Nero
Caecilius, Pompeian Banker

Worksheet: Roman Names 1: Men and Boys

Note: Roman naming practices could be extremely complicated. There were many exceptions to these rules, but they represent a "classic" and common format among the upper classes which may be a useful starting point for students.

Name a Roman

- **Extra information:** The *cognomen* of Publius Ovidius Naso (the poet we call Ovid) means "Nose". His branch of the Ovidius family may have had big or interesting noses. The *cognomen* of the poet we call Virgil, Publius Vergilius Maro, comes from an old word meaning "thoughtful". Marcus Tullius Cicero (the orator Cicero)'s cognomen means "chickpea". Perhaps his family were small, or had tiny bald heads!

Q. Do any of the students use a *cognomen* to tell the different branches of their families apart? Do they describe cousins or grandparents by where they live, or what they look like?

- **Extra information:** A Roman man or boy may have been called any one or any two of his three names by his friends. This can make keeping up with who's who in Roman history very tricky!

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Reading Latin Inscriptions

Please download the Powerpoint slides 'Roman Names 1 – Men and Boys' from the Project Website:

http://latininscriptions.ashmus.ox.ac.uk/resources/

This contains five images of tombstones showing male Roman names, highlighted in red.

Extra information: The study of inscriptions is called *epigraphy* (*pron.* 'e-PIG-graphy'), and someone who studies them is called an *epigrapher* or *epigraphist.*

Answers for Roman Names 1 – Men and Boys:

1. Marcus Mattienus Firmus ('Steadfast')
2. Lucius Pontius Helenus (note the tiny *–us* on the end of 'Helenus')
3. Gaius Julius Oecogenes (note C for G, and I for J. 'Oecogenes' is Greek for 'born at home'.)
4. Gaius Ennius Felix ('Lucky'. Note, not all inscriptions are neat!)
5. Gaius Pomponius Hymnus ('Song of Praise')

Choose your own Roman name:

- **Note:** In this activity, students should create three-part **male** names (they will have the chance to make two-part female names in the next worksheet). You might get the ball rolling by using your own name. If you prefer not to use your first name, you could use M. (for Marcus) in place of Miss/Mrs/Ms/Mr or D. (for Decimus) in place of Doctor. Your *cognomen* might be *Scholasticus* ('teacher', 'scholarly'), *Doctificus* ('who makes people learn') or you could ask your students to make suggestions(!) This exercise is a good opportunity to discuss or revise **adjectives.**

Quis est? Who is it?

To set your students a real challenge, encourage them to use a Latin dictionary to look up words. You could even withhold part of the name until the last minute, if you think it will give the game away. The basic rules are *first name, second name, description.*

Suggestions:

- **Easy:** Harrius Potterus Magicus. **Hard:** H. Plastes Magicus (Harry Potter-Magician)
- **Easy:** Petrus Parcerus Araneus. **Hard:** P. Paradisiacus Araneus (Peter Parker-Spiderlike)
- B. Bagginsianus Parvulus (Bilbo Baggins-Very Small)
- D. Quis Temporalis (Doctor Who-Concerned with Time)
- P. Ursus Fuscus (Paddington Bear-Brown, n.b. he was also a member of the Brown family)
- L. Hamiltonius Celer (Lewis Hamilton-Fast)

Roman Names 1: Men and Boys – Worksheet

When we think of famous Romans, we often only remember *one* of their names. In fact, Roman citizen men often had **three** names, and citizen women had **two.**

Parents of a Roman boy combined three elements to make his full name:

1. ***praenomen:*** a simple, common name like *Marcus, Quintus* or *Publius.*
   When writing down a *praenomen*, most Romans only gave the first letter or two.

2. ***nomen****:* a clan name, like a modern surname.

3. ***cognomen:*** a nickname to show which particular branch of the clan he belonged to. In Rome, many important people shared the same *nomen,* so it was important to have a distinctive *cognomen.* A *cognomen* might describe what that branch of the family was like, or might be the name of the place they originally came from:

e.g. L. Caecilius Iucundus
Lucius Caecilius-Delightful branch

M. Egnatius Rufus
Marcus Egnatius-Redhead branch

Q. Roscius Gallus
Quintus Roscius-Gaul branch

Name a Roman

Try inventing some Roman names by choosing a *praenomen, nomen*, and *cognomen* from each column, e.g. M. Flavius Domitianus

Praenomen	***nomen***	***cognomen***
M. (Marcus)	Aemilius	Brutus (unreasonable)
L. (Lucius)	Clodius	Domitianus (home-loving)
Q. (Quintus)	Flavius	Columbanus (dove)
C. (Gaius)	Hortensius	Maximus (greatest)
D. (Decimus)	Lucretius	Vitalis (full of life)
A. (Aulus)	Pomponius	Lentulus (slow)
Ti. (Tiberius)	Valerius	Bibulus (drunk)

Reading Latin Inscriptions

You are going to see some pictures of real Latin inscriptions. Can you read the names that have been highlighted?

1.
2.
3.
4.
5.

Choose your own Roman name:

What would your Roman name be?

You could use your first name for your *praenomen,* and your surname for your *nomen* (just add *–us* or *–ius* to make them sound a bit more Latin).
Then choose a *cognomen*. Some suggestions are given below, but if you have a Latin dictionary or textbook, you might be able to find an adjective for yourself:

Civilis (polite)
Crassus (solid)
Felix (lucky)
Memor (with a good memory)
Magnus (tall, great)
Gregorius (sociable)
Paullus (small)
Albinus (pale)
Pulcher (handsome)
Tacitus (silent)

Quis est? Who is it?

Try to invent 5 more Roman names. You could try characters from books or famous people. See if other people can guess who they are:

1.
2.
3.
4.

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Roman Names 2: Women and Girls – Teaching Notes

To support:
KS3 Students in their study of Roman culture or Latin language, e.g.:

- GCSE Classical Civilization (OCR): Unit A351: City Life in the Classical World: Rome – the Roman Household
- GCSE Classical Civilization (AQA): Unit 2: Greece and Rome: Drama and Life
- GCSE Latin (OCR): Unit A405: Sources for Latin, 1. Work and domestic life (women)
- Cambridge Latin Course I, Stage 4 (where characters' names are revised)
- WJEC Certificate in Latin and Roman Civilisation: Topic 9.1. Daily Life in Roman Society and Literature
- Revision of adjectives

This topic may be followed by:

- AshLI – Roman Names 3: Slaves and Freedmen

Notes:

- Naming practices for women in the Roman world were often very complicated, and the simplified rules presented here are intended as a useful introduction.

- Women's names are often good illustrations of Rome's *patriarchal* society, and this topic would be a good opportunity to reflect on the role and place of women. It may be interesting to note that Roman women did not, as a rule, change their name when they married. A married woman might be *referred to* as *Claudia Metelli* ("Claudia, wife of Metellus"), but the name she was born with remained her official one.

- The study of personal names is called *onomastics*.

A. Fathers and daughters

ANSWERS:
The brackets refer to the descriptions on the front of the worksheet.

- Marcus Livius Drusus - Livia Drusilla (2b, with the "little" *–illa* ending)
- Lucius Caecilius Metellus - Caecilia Metella (2b)
- Quintus Mucius Scaevola – Mucia Tertia (2a, probably distinguishing her from two aunts)
- Gaius Laelius Sapiens – Laelia Minor (2a, distinguishing her from an older sister)
- Quintus Pompeius Rufus – Pompeia Sulla. (2c. Her name combines the *nomen* of her father with a second name in honour of her maternal grandfather, the Roman dictator Lucius Cornelius Sulla. If the relative was famous enough, there was no shame in giving a child a second name in honour of someone from the mother's side.)
- Publius Clodius Pulcher – Clodia Pulchra (2b)
  Lucius Cornelius Sulla – Cornelia Postuma (2d. Sulla died at the age of 60. Cornelia Postuma's mother was his fifth wife!)

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B. Reading Latin Inscriptions

Please download the Powerpoint slides 'Roman Names 2 – Women and Girls' from the Project Website:

http://latininscriptions.ashmus.ox.ac.uk/resources/

This contains five images of tombstones showing female Roman names, highlighted in red. There is a woman's name (in the nominative case) in each one. Can they read them?
Note: A red box highlighting the woman's name will appear after one click. Your students may be able to find the woman's name without this box, but it may be used to help those who find it difficult.

ANSWERS:

1. **Clodia Helice** (pronounced "Hellikay", and means "Willow"). She set this stone up for her son Decimus Aemilius Vitalis, who lived for 25 year and 48 days.
2. **Arria Marcellina.** She set this up for Popsius Severus, her "excellent husband".
3. **Mussia Athenais** (pronounced "Athen-ah-ees, and means "Athenian"). She set up this stone for her son, Lucius Mussius Dexter, who died at the age of 28.
4. **Flavia Marcellina** and **Pompeia Catullina** (feminine of "Catullus"). This mother and daughter set up this grave stone for Lucius Pompeis Marcellinus, a Roman soldier who died in Greece.
5. **Manilia Tyche** (pronounced "Ty-key", and means "Lucky"). She set this up for her husband, Gaius Julius Fortunatus, and her son Gaius Manilius Fortunatus.

C. Choose your own Roman name:

Note: Most will need to use options a) and c) (unless they come from a family with a "branch" name!). Once they've had some time to create their names, put some up on the board, and ask the students to explain their choices.

> e.g. a student whose father is called *John Smith,* and who has one older sister, might be *Smithia Minor.* Or if they would like to be named in honour of their Aunty Susanna, they might be *Smithia Susannilla.*

Extension Projects:

- *Roman History:*
  Do Roman naming practices help us to understand the place of women in Roman society?
- *Humanities:*
  How do Roman naming practices for women compare to those in other cultures? How are girls' names chosen? And do women change their names?

Roman Names 2: Women and Girls - Worksheet

When we think of famous Romans, we often only remember *one* of their names. In fact, Roman citizen men often had **three** names, and citizen women often had **two.**

A Roman woman's name was often linked to the names of other family members, usually her father's. She might have **two** names:

1. ***First name*:** usually a *feminine version* of her father's *nomen* (clan name).
   e.g. The daughter of Gaius Laelius Sapiens had the first name "Laelia".

   If there were lots of women in a family, they might all have the same name! We know, for example, of three sisters from the *Julii* clan, all called *Julia*: Julia Agrippina, Julia Drusilla and Julia Livilla. Second names could be very useful!

2. ***Second name:*** her family might choose:

a. To "number" her, e.g. *Major* ("Elder"), *Minor* ("Younger") or *Tertia* ("Third")
   e.g. One of the daughters of Lucius Aemilius Paullus was called Aemilia Tertia

b. To give her a *feminine version* of her father's *cognomen*
   e.g. The daughter of Gnaeus Pompeius Magnus was called Pompeia Magna

c. To give her a name in honour of a relative. The endings *–illa* or *-ina* mean "little".
   e.g. The daughter of Marcus Plautius Silvanus was called Plautia Urgulanilla after her grandmother Urgulania.

d. To call her "Postuma" if her father had died before she was born.

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A. Fathers and daughters

Look at the Roman names below. Using your knowledge of Roman names, match these Roman women to their fathers:

Father			*Daughter*
Marcus Livius Drusus	○	○	Pompeia Sulla
Lucius Caecilius Metellus	○	○	Mucia Tertia
Quintus Mucius Scaevola	○	○	Laelia Minor
Gaius Laelius Sapiens	○	○	Clodia Pulchra
Quintus Pompeius Rufus	○	○	Cornelia Postuma
Publius Clodius Pulcher	○	○	Livia Drusilla
Lucius Cornelius Sulla	○	○	Caecilia Metella

B. Reading Latin Inscriptions:

You are going to see some pictures of real Latin inscriptions. Can you read the names that have been highlighted?

1._____

2._____

3._____

4a._____

b._____

5._____

C. Choose your own Roman name:

If you were a Roman woman, what would your name be?

_____

Hints:

- For your *first name,* you could use your surname (with an added *–a, -ina, –ia* or *–illa* to make it sound a bit more Latin).
- Then choose a *second name*:

a. If you have sisters, what "number" are you? *Major* or *Minor,* or even *Tertia, Quarta* or *Quinta*?
b. If you've already devised a *cognomen* for your family, add a feminine ending.
c. If you'd like to be named after a favourite relative, add *–illa* to show you're the "little" version.

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Roman Names 3: Freedmen and Freedwomen – Teaching Notes

To support:

- GCSE Classical Civilization (OCR): Unit A351: City Life in the Classical World: Rome – the Roman Household
- GCSE Classical Civilization (AQA): Unit 2: Greece and Rome: Drama and Life
- GCSE Latin (OCR): Unit A405: Sources for Latin – 1. Work and domestic life (slaves) and 2. Social life and entertainment (patronage)
- WJEC Certificate in Latin and Roman Civilisation: Topic 9.1. Daily Life in Roman Society and Literature
- Cambridge Latin Course I, Stage 6: Slaves and freedmen

This builds on the topic:

- AshLI – Roman Names 1 (Men and Boys) and 2 (Women and Girls)

Tips:

- The act of freeing a slave is also called manumission (lit. 'to send from your hand', i.e. release from your power)
- Slaves might be freed for a number of reasons. Some slaves were able to save enough money to buy their freedom. A female slave might be freed so that her owner could marry her; others might be freed in the owner's will.
- Freed slaves remained linked to their former masters through the system of patronage. The former master became the freed slave's patron. Patrons would use their money and status to support their clients and clients would be obliged by law to do some days work and be loyal to their patrons.
- The round pendant worn by the little boy in the funerary relief on page 1 of the worksheet is called a "bulla". It was a protective charm worn until the boy became a man, and also showed that he was a Roman citizen. A child born to freedman (after he has been freed) was a first-generation freeborn citizen.

A. A New Name for a New Life

ANSWERS:

1. Claudia Myrtis
2. Lucius Mussius Gallio
3. Dellia Anna
4. Publius Cornelius Dionysios (pron. *Dye-on-ISS-ee-os*)

B. Reading Latin Inscriptions:

Please download the Powerpoint slides 'Roman Names 3 – Freedmen and Freedwomen' from the Project Website:

http://latininscriptions.ashmus.ox.ac.uk/resources/

This contains five images of tombstones showing a mix of Roman names, highlighted in red.

Some are male, and others female. Some are freeborn, whilst others are freed.

Looking at the Slides:

- *Answers are given on slides 7-11.*
- ***Differentiation:** Younger or less confident pupils may prefer simply to look for the tell-tale L for Libertus/a. More confident students might try to write out the full name in translation.*
- *The dots between letters are called interpuncts and often help you see where one word stops and another begins.*
- *The letter V is used instead of U.*

Extension Work

- **Latin literature:** The place of freedmen in Roman society is an important topic, and one which often appears in Latin literature (e.g. Petronius' *Trimalchio's Dinner* (in his *Satyricon*), Pliny the Younger's *Letters* 7.29 and 8.6, Juvenal *Satires* 1, 4, 6, 7, 9, and Tacitus' *Annals* 14.42-5). Students might consider why the picture of freedmen painted by Roman authors (who were male, freeborn and wealthy) was so often unflattering.

- **IT:** Some of the most impressive houses in Pompeii belonged to freedmen, including the House of Vettii (pron. *VET-ee-ee*). Students could gather research on this house for slide presentation or poster, or even a brochure for a Roman Estate Agent.

- **Art:** Students might try making their own inscription by using a pointed tool in soft clay, or by scratching a pre-prepared tablet of air-dried clay painted with a layer of darker paint.

  The funerary art of Roman freedmen is very distinctive. Good examples of stone reliefs are on display at the British Museum, and can be seen here:
  http://www.britishmuseum.org/research/collection_online/search.aspx?searchText=roman+freedman

- **Creative Writing and Drama:** Students might write a diary entry or devise a dialogue or sketch about being given their freedom, changing their name, and gaining their new rights. Further information on the process may be found online by searching for the "Roman manumission ceremony".

  Two books, written for an academic audience, may be useful for project work by older students:
  - H. Mouritsen, *The Freedman in the Roman World*, Cambridge 2011
  - L.H. Petersen, *The freedman in Roman art and art history*, Cambridge 2006

Roman Names 3: Freedmen and Freedwomen

Roman society was heavily reliant on slaves. Often they were prisoners of war, or the children of slaves, born in captivity. It was usual for a slave to have only one name, e.g. *Felix* or *Melissa*.
If a male slave was given his freedom, he became a *libertus* (freedman), while a female slave became a *liberta* (freedwoman). Freed slaves were allowed to become Roman citizens, wear the toga (if they were men), and take on new citizen-style names. But they did not have a free choice about these names. They had to adopt part of the name of the master who had freed them. Their old master would then become their **patron** and the freedman would become one of their **clients**, each supporting the other, although never as equals.

Freedmen

A new freedman could now have a name with three parts, just like a Roman citizen man: a *praenomen,* a *nomen* and a *cognomen.* As a mark of respect, he adopted the *praenomen* and *nomen* of his master. He then added his old slave name onto the end like a *cognomen.*

A slave called *Felix,* freed by a master called *Marcus Aemilius Vitalis* became *Marcus Aemilius Felix*.

But there was a catch. The Romans thought status was very important, and liked to know about people's backgrounds. To make sure that the freedman *Marcus Aemilius Felix* was not mistaken for a Roman citizen from an old Roman family, he was expected to include the initial letter of his master's *praenomen* and the letter *L* for *libertus* just before his old slave name:

M. Aemilius **M.L.** Felix
(Marcus Aemilius **Marci libertus** Felix)
Marcus Aemilius Felix, **freedman of Marcus**

Freedwomen

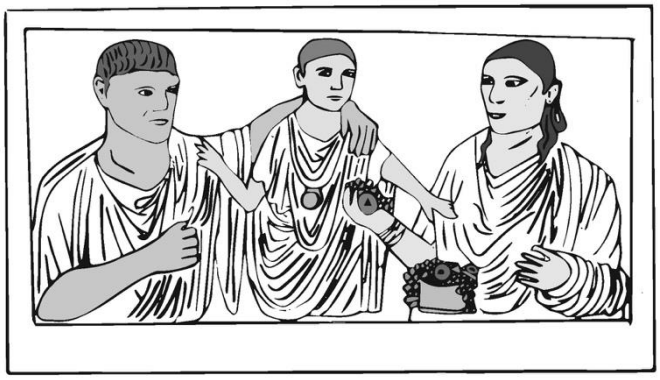
A new freedwoman could now have a two-part name, just like a Roman citizen woman. For her first name, she took on a feminine version of her master's *nomen* and she kept her slave name as a second name. So:

A slave called *Melissa,* freed by a master called *Marcus Aemilius Vitalis* became *Aemilia Melissa.*

But when writing her name down, she also had to include the the initial letter of her master's *praenomen* and the letter *L* for *liberta.*

Aemilia ***M.L.*** *Melissa*
(Aemilia **Marci liberta** Melissa)
Aemilia Melissa, **freedwoman of Marcus**

Some of our best primary evidence for freedmen and freedwomen are the funerary portraits that they chose for themselves. They show the men wearing togas, and people side by side as couples or family groups. These were important signs of their freedom - slaves were not allowed to wear togas, get married or call their children their own.



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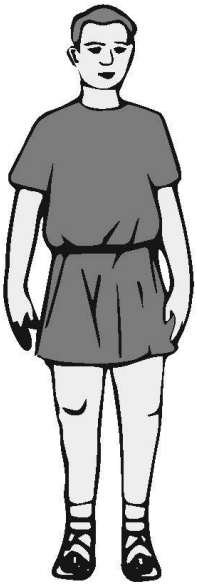
A. A New Name for a New Life

How would these slaves write down their names once they've been freed?

Myrtis

freed by her master Marcus Claudius Paulinus

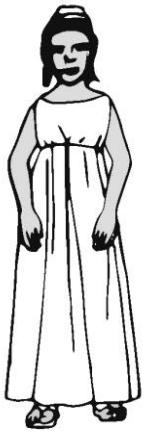
_____
_



Gallio

freed by his master Lucius Mussius Dexter

_____
_



Anna

freed by her master Gnaeus Dellius Lentulus

_____
_

Dionysios

freed by his master Publius Cornelius Taurus

_____
_

B. Reading Latin Inscriptions

You are going to see some pictures of real Latin inscriptions. Try copying down the names highlighted in red, and say whether they belong to a freedperson or a free-born citizen by circling the correct word.

1. _____ Freedperson / Freeborn
2. _____ Freedperson / Freeborn
3. _____ Freedperson / Freeborn
4. _____ Freedperson / Freeborn
5. _____ Freedperson / Freeborn

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