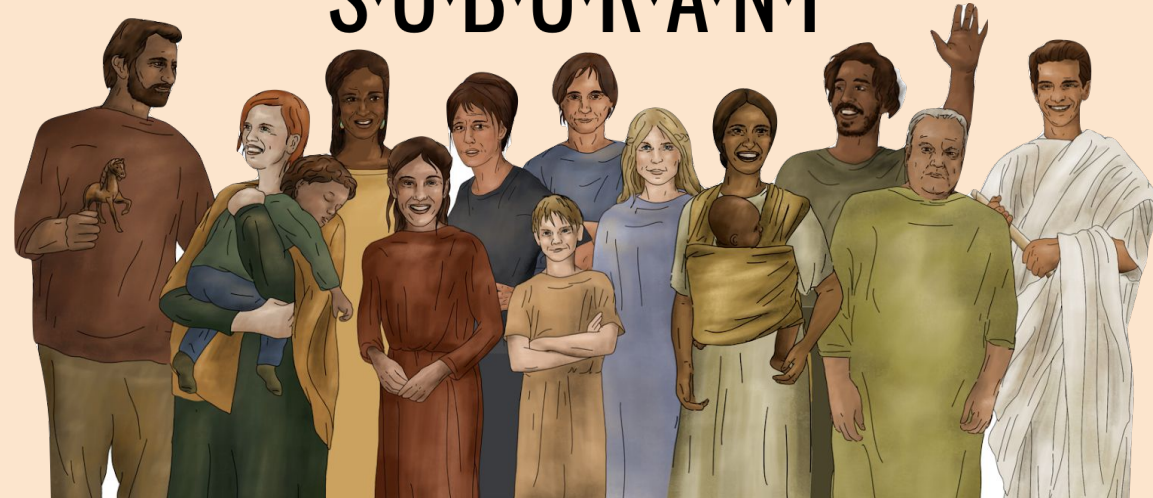
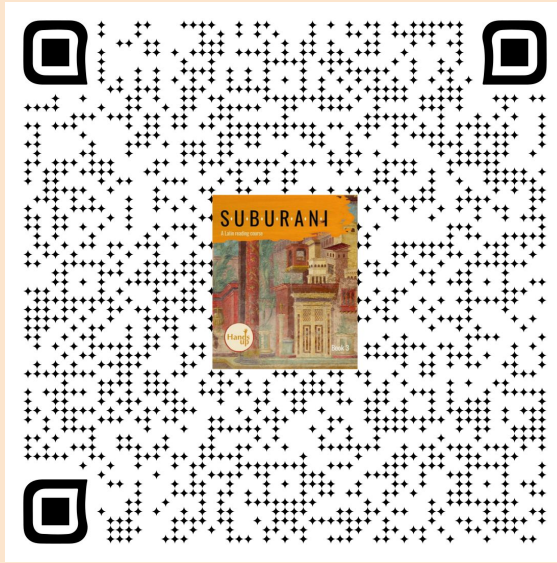


SUBURANI



Teaching with SUBURANI Book 3



<https://tinyurl.com/Book3Pacing>

William H. Lee
Hands Up Education
magisterwhlee@gmail.com
  @MagisterLee



<https://hands-up-education.org/training.html>



Scan or use the URL to learn more
about upcoming training sessions,
in-person and online!



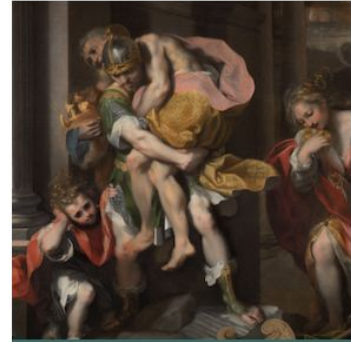
33. AMOR



34. NATURA



35. IMAGO



36. MIGRATIO



37. MORES



38. AVARITIA



39. URBS



40. IMPERIUM

Quick Survey

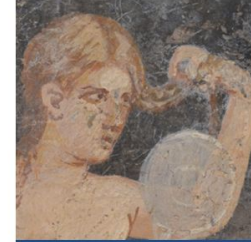
Book 3



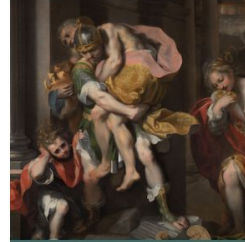
33. AMOR



34. NATURA



35. IMAGO



36. MIGRATIO



37. MORES



38. AVARITIA



39. URBS



40. IMPERIUM

Go to: [menti.com](https://www.menti.com)

Code: 18945184

Daedalus and Icarus take flight

hōs aliquis tremulā dum captat harundine piscēs,
 aut pāstor baculō stīvāve innixus arātor
 vidit et obstipuit, quīque aethera carpere possent
 crēdidit esse deōs. et iam lūnōnia laevā
 parte Samos (fuerant Dēlosque Parosque relictāe),
 dextra Lebinthos erat fēcundaque melle Calymnē,
 cum puer audāci coepit gaudere volātū
 dēsēruitque ducem caelīque cupidine tractus
 altius ēgit iter. rapidi vīcīnia sōlis
 mollit odorātās, pennārum vīncula, cērās.
 tābuerant cērae. nūdōs quatit ille lacertōs,
 rēmigiōque carēns nōn ūllās percipit aurās,
 ōraque caeruleā patrium clāmāntia nōmen
 excipiuntur aquā, quae nōmen trāxit ab illō

Ovid, *Metamorphoses* 8.183–189

tremulus, a, um *trembling*
 captō, āre *try to catch*
 harundō, dinis *fishing rod*
 baculum, l *walking-stick*
 stīva, ae *plow handle*
 arātor, ōris *plowman*
 obstipēscō, ere *be astounded*
 aether, eris *upper air*
 laevus, a, um *left*
 fēcundus, a, um *fertile*
 volātus, ūs *flying, flight*
 cupidō, inis *desire*
 rapidus, a, um *fierce*
 vīcīnia, ae *proximity*
 odorātus, a, um *sweet-smelling*
 vinculum, ll *fastening*
 cēra, ae *wax*
 tābēscō, ere *melt away*
 quatit, ere *shake, wave*
 lacertus, l *arm*
 carēō, ēre + abl. *be without*
 percipit, ere *catch*
 excipit, ere *receive*

- 22 **hōs**: i.e., Daedalus and Icarus.
 23 **innixus**: *leaning on*. This applies to both **pāstor** and **arātor**.
 24 **quīque ... possent = et eōs qui ... possent**. Relative clause of characteristic.
 25–6 **lūnōnia laevā parte Samos = lūnōnia Samos erat laevā parte**. There was a sanctuary of Hera (Juno) on the island of Samos. That Samos is on his left (i.e., to the west) is the first sign that Icarus has gone astray; the island lies just off the Aegean coast of modern Türkiye, far to the east of a direct route from Crete to Athens (their destination).
 26 **Dēlosque Parosque**: Aegean islands closer to a direct route from Crete to Athens.
 27 **fuerant ... relictāe = relictāe erant**.
 28 **Lebinthos ... Calymnē**: two more islands off the Aegean coast Türkiye.
 29 **cum puer ... coepit**: *cum (when)* can be used with an indicative verb when it expresses the main idea of the sentence.
 28 **caelīque cupidine**: *caelī* is an objective genitive.
 30 **ēgit iter**: *he traveled*.
 31 **vīncula**: This is in apposition to **cērās**.
 32 **cērās**: *wax*. Using the plural form for the singular is a common feature of poetry.
 33 **rēmigiō**: *wings*. Lit. *oars*.
 34–5 **ōra ... aquā**: Notice the intricate arrangement of nouns and adjectives. **ōra** is plural for singular.
 35 **quae nōmen trāxit ab illō**: i.e., the Icarian Sea (a part of the larger Aegean Sea).



Icarus' fate

at pater infēlīx, nec iam pater, 'Icare,' dixit,
 'Icare,' dixit 'ubi es? quā tē regiōne requirā?'
 'Icare' dicēbat, pennās adspexit in undīs,
 dēvōitque suās artēs, corpusque sepulcrō
 condidit, et tellūs ā nōmine dicta sepultrī.

Ovid, *Metamorphoses* 8.183–189

dēvoveō, ēre *curse*
 sepeliō, ire *bury*

40

36–8 **Icare ... Icare ... Icare**. The repetition of a word at the beginning of successive phrases or sentences is used for emphasis. This is called **anaphora**.

38 **dicēbat**: note the change of tense from the two preceding uses of **dixit** (lines 36 and 37).

40 **tellūs ā nōmine dicta sepultrī**: i.e. the island of Icaria (off the coast of Türkiye).
dicta = dicta est.

Landscape with the Fall of Icarus

According to Brueghel
 when Icarus fell
 it was spring

a farmer was ploughing
 his field
 the whole pageantry

of the year was
 awake tingling
 near

the edge of the sea
 concerned
 with itself

sweating in the sun
 that melted
 the wings' wax

unsignificantly
 off the coast
 there was

a splash quite unnoticed
 this was
 Icarus drowning

William Carlos Williams (1883-1963)

The myth of the escape of Daedalus and Icarus, and Ovid's retelling of it, has inspired many artists. *Landscape with the Fall of Icarus (above)* was painted in around 1560. It was thought to be by the Dutch Renaissance painter Pieter Brueghel the Elder, but recent analysis has led some experts to believe it to be a copy by an unknown artist.

William Carlos Williams was a twentieth century American poet who wrote in free form verse. The poem he wrote in response to Bruegel's painting was published in his last book, *Pictures from Brueghel and Other Poems*, which, among other works, included ten poems, each based on a painting by Bruegel.

The subject of many of Bruegel's paintings were peasants and the ordinary people. As in the painting above, the supposed subject is often **hard** to spot in the composition, and the focus is instead given to normal, daily life.

1. The plowman, the shepherd, and the fisherman are all mentioned in Ovid's account. Ovid says they believe what they are seeing to be gods flying in the air. Is this the impression given in the painting?
2. Bruegel did not make Icarus fall the focus of his composition. Why do you think Bruegel presented the scene in this way?
3. From your reading of Ovid's poem, who or what do you think is to blame for Icarus' death?
4. Is Ovid's telling of the Daedalus and Icarus story critical of the characters or sympathetic towards them?
5. What techniques has Ovid used as a poet to bring this story to life for his readers?

Textual transmission

When we read a poem of Catullus, it is printed in a book or it has been digitized so that we can read it on a computer screen or a phone. But the printing press wasn't invented until about 1450. Before that, literary works had to be copied out by hand – hence the word *manuscript*, from *manū scriptum*, written by hand. In ancient Rome, books were first published in the form of papyrus rolls. By the late first century AD, they were also available in a form that resembled a modern book, as sheets of papyrus or parchment (animal skins), fastened together by strips of leather; gradually parchment volumes (*codicēs*) replaced papyrus rolls. There were booksellers and libraries, but by modern standards only very few works were published.

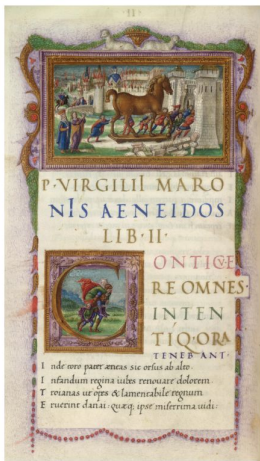
Over the centuries scribes copied and recopied the texts. For most authors the oldest surviving manuscripts are from the ninth and tenth centuries. Each time a copy was made, mistakes could have crept in. The scribes had various levels of education – some would not have known Latin – so the accuracy of the copies varied. The manuscripts themselves would have presented difficulties for the copyist. Often there was no punctuation, or very little. Until the Middle Ages there was no system of word division, and earlier manuscripts often had no spaces between words, although in the time of Augustus sometimes a small dot was placed between them. All this means that the texts of classical writers that we read may not be exactly the same as what was originally written.

Some authors, such as Vergil, were popular, and their works were used as school texts. As a result, for certain authors several manuscripts have survived and can be compared. There are manuscripts of Vergil that go back to the fifth and sixth centuries. But it is only by chance that we can read some authors, including Catullus. Just one manuscript of his collected poems is known to have come down from antiquity. It was being read in Verona, Catullus' birthplace, at the end of the thirteenth century. Although that manuscript disappeared, copies of it had been made, and by about 1375 three manuscripts of Catullus' collected poems were in existence. The text of Catullus that we read today is based on these.

The first printed edition of Catullus' poems was made almost a hundred years later, in 1472. As a result of centuries of copying, the text contained many errors. Scholars in the fifteenth and early sixteenth centuries corrected many of these errors, and the text gradually improved. However, there are still many places where scholars disagree over the correct reading.

Only a small portion of Roman literature has survived. We know about some of the missing works; for example: parts of the *Historiae* and *Annales* of Tacitus; the memoirs of Agrippina, mother of Nero; the poems of Cornificia, a woman who lived in the first century BC. Until the late twentieth century it was thought that the poems of

Cornelius Gallus had been entirely lost, apart from a single line. Gallus, who lived about 70–26 BC, wrote love poems which inspired Ovid and other poets. However, archaeologists working in Egypt in 1978 found a papyrus fragment with nine lines of Gallus' poetry. The papyrus has been dated to no later than AD 25, making it the oldest known papyrus fragment. Writings on papyrus can survive for centuries in the dry conditions of the Egyptian desert. It is possible that yet more discoveries of previously unknown literary texts will be found.



A manuscript of Vergil's *Aeneid*, copied in around AD 1500, probably produced for Ludovico Agnelli, Bishop of Cosenza.

1. Think about the sort of mistakes you make when copying a piece of writing. What mistakes might the scribes who copied manuscripts have made?
2. Only a tiny proportion of Latin literature has survived. Think about: (a) why some texts survived; (b) why other texts were lost.
3. Think about how we preserve documents today. Do you think that two thousand years from now people will be able to read them?

Language note 1: present subjunctive

1. Look at the following sentences, which you met in Book 1:

in temporibus dūrīs vīvīmus.

We live in hard times.

iō, Nerō! nōs tē amāmus!

Hurrah, Nero! We love you!

vīvīmus (*we live*) and **amāmus** (*we love*) are forms of the present indicative.

2. Now look at the following extract:

vīvāmus, mea Lesbia, atque amēmus

Let us live, my Lesbia, and let us love

vīvāmus (*let us live*) and **amēmus** (*let us love*) are forms of the present subjunctive.

3. As in paragraph 2, the present subjunctive can be used to mean *let's do something*. For example:

rūmōrēs senum ūnius assis aestimēmus.

Let's value old men's gossip at a single penny.

When the present subjunctive is used in this way, it is known as the **hortatory** or **jussive** subjunctive. The term hortatory is used with first person verbs (*I* and *we*), and jussive with second and third person verbs (*you* and *he, she, it, they*).

4. Like the imperfect and pluperfect subjunctive, which you met in Book 2, the present subjunctive is also used after *cum* (meaning *when, since, because*), *ut* (meaning *to, in order to, that*), and in other situations, such as indirect questions. For example:

quārē id faciam, fortasse requīris.

Perhaps you ask why I do this.

5. Study the forms of the present subjunctive:

vocem teneam mittam audiam capiam

vocēs teneās mittās audiās capiās

vocet teneat mittat audiat capiat

vocēmus teneāmus mittāmus audiāmus capiāmus

vocētis teneātis mittātis audiātis capiātis

vocent teneant mittant audiant capiant

6. Compare the forms of the present subjunctive above with the forms of the present indicative on page 254. Notice that the first conjugation has an **-e-** in its endings, and the others have an **-a-**.

Pacing

Backward design: Where do you want to be at the end of the year / semester and then look at how many instructional periods you have (e.g. 41 90-minute instructional periods vs. 81 50-minute instructional periods during 1st semester)

Go through the chapters and decide how much time you'd like to spend per chapter



- = Holiday
- = Student Holiday/Staff Development
- = Teacher Work Day/Staff Development
- = Teacher Trade Day/Staff Trade Day/Student Holiday
- * = Student Holiday/Parent Conference (Elementary ONLY)
- ⊖ = Early Release (Secondary)
- ⊖ = Early Release Staff Development (District)
- ⬆ = Inclement Weather Day

First Day of School: August 12, 2024
Last Day of School: May 22, 2025

Alamo Heights Independent School District
7101 Broadway
San Antonio, Texas 78209
210.824.2483 / 210.822.2221 (Fax)

www.ahisd.net
First Semester ID: 87 Days
Second Semester ID: 87 Days
ID: 174 Instructional Days

Teacher Contract Days: 187

2024-2025 School Year Calendar

JULY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

OCTOBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16*	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October 11 - School Holiday/Teacher Workday
October 14 - School Holiday
October 14 - 1st Nine Weeks Ends/October 17 - 2nd Nine Weeks Begins
October 18 - Elementary Student Holiday/Parent Conference

JANUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 1 - 3 - Winter Break
January 6 - Teacher Work Day
January 7 - 3rd Nine Weeks Begins
January 15 - Early Release (District)/Staff Development
January 20 - School Holiday

APRIL						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

April 9 - Early Release (District)/Staff Development
April 18 - School Holiday

AUGUST						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 5 - 9 - Teacher Work Day/Staff Development
August 12 - 1st Day of School/1st Semester Begins/1st Nine Weeks Begins

NOVEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November 13 - Early Release (District)/Staff Development
November 25-26 - Student Holiday/Teacher Trade Day
November 25-29 - School Holiday (Thanksgiving Break)

FEBRUARY						
S	M	T	W	T	F	S
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February 14 - Student Holiday/Teacher Work Day
February 17 - Student Holiday/Staff Development
February 28 - Elementary Student Holiday/Parent Conference

MAY						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 2 - School Holiday (Battle of Flowers)
May 22 - Early Release (Secondary)
May 22 - Last Day of School
May 22 - 4th Nine Weeks Ends/End of 2nd Semester
May 22 - Graduation
May 23 - Teacher Work Day
May 24 - Memorial Day

SEPTEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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September 2 - School Holiday

DECEMBER						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
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28	29	30	31			

December 2 - Early Release (Secondary)
December 20 - 2nd Nine Weeks Ends/End of 1st Semester
December 23 - 31 - Winter Break

MARCH						
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30	31					

March 7 - 3rd Nine Weeks Ends/March 18 - 4th Nine Weeks Begins
March 10 - 14 - Spring Break
March 17 - Student Holiday/Teacher Work Day

JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 19 - 21 - Summer Break

NORTH EAST
INDEPENDENT SCHOOL DISTRICT

2024-2025
INSTRUCTIONAL CALENDAR

SCHOOL YEAR STARTS: AUG. 12
SCHOOL YEAR ENDS: MAY. 22
SCAN QR FOR DETAILED CALENDAR INFO

24 AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER						
S	M	T	W	T	F	S
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NOVEMBER						
S	M	T	W	T	F	S
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DECEMBER						
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30	31					

25 JANUARY						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY						
S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MARCH						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE						
S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2024-2025 NORTHSIDE ISD Academic Calendar

24 August						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Aug 12-16 Teacher Work Day/Staff Dev.

September						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sept 2 Holiday

October						
S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Oct 14 Student Holiday/Teacher Planning Day

November						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17					

SUBURANI Book 3
Number of lines per
chapter

SUBURANI Book 3
Number of words per
chapter

Lines	Prose	Verse	Total
			
39. urbs	562	781	1,343
40. imperium	1,529	146	1,675

Pacing Suggestions & Sample Lesson Plan

Suggestion #1

- Finish Book 2 during 1st Semester of Latin 3
- Second Semester → Start Book 3
- Latin 4 AP → Finish Book 3 & AP required readings
- Pros: More time to deal with storylines in Books 1 & 2
- Cons: Textbook distribution (There's a solution!)

Suggestion #2

- Finish Book 2 in Latin 2
- Start and finish Book 3 in Latin 3
- Pros: Clean slate for each level of Latin
- Cons: Relying on outside of class time for some of the culture, history, & mythology topics

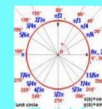
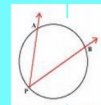
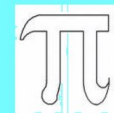
Suggestion #3

- Start Book 3 in Latin 3, continue in Latin 4, and finish in AP

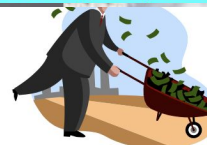
Name: William H. Lee
 Week: September 16-20

	Students will be able to:	Student-Centered Activities	Teacher-Centered Activities	Assessment
MONDAY	<ul style="list-style-type: none"> - acquire Latin vocabulary words from Chapter 34 - acquire English words derived from Chapter 34 Latin vocabulary words - read and comprehend authentic Latin prose and poetry passages written by Roman authors (Ovid, Pliny the Elder, Lucretius, Cicero, Martial, Horace, Tacitus, Ammianus Marcellinus, Vergil, Seneca the Younger, Pliny the Younger) - recognize perfect active and perfect passive subjunctive verb forms - form subjunctive verb forms for Conjugations 1-4 + sum (and compounds), volō, nōlō, and mālō in present, imperfect, perfect, & pluperfect - explore various topics related to the theme natura - compare and contrast how ancient Romans viewed nature and how modern people view nature - identify the influences the Romans had on modern society 	Choral Reading Dramatization Individual Reading Pre-reading Sentence Strips Cloze Exercises Characterization Finding Examples Jigsaw Illustration Storyboards Flyswatter Flashcard Teams Vocab Echo Reading Sentence Sequencing Sentence Puzzles Assignment Autopsy Color-Coding Relays Physical Scavenger Hunt Webquest Class Discussion Google Forms Survey Certamen Jeopardy Nearpod Socrative GooseChase (Digital Scavenger Hunt) Gimkit Kahoot! Quizlet / Quizlet Live Digital Breakout EDU Blooket	Grammar Groaner Guided Translation Comprehension questions Oral Latin Culture Notes Scivastis?	Grammar Groaner Practice Warm-Up Self-Assessment Culture Worksheet Oral Translation Written Translation Snake sentences Google Forms Survey Vocabulary Quiz Stage Test Spiral Test Projects Reading Assessment Class Discussion
Procedures:	<ul style="list-style-type: none"> - Warm-Up (Tiered Reading activity) - Chapter 34 B: Wealth underground (Pliny the Elder) - Discussion: Exploiting the Earth - Chapter 34 C: The origins of agriculture (Lucretius) - Review for Showcase of Wisdom - Performance Task: Read Chapter 34 DI and 34 DII in Latin and provide a short summary of the 2 readings - SHOWCASE OF WISDOM – CHAPTER 34 VOCABULARY & DERIVATIVES – (Readings A-G) – THURSDAY, 9/19 - CELEBRATION OF KNOWLEDGE – CHAPTER 34 (Readings A-G) – MONDAY, 9/23 			
TEKS:	1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B			
IEP	Simplified Reading Reduced Assignment Extra Time		Extra Copy of Notes (Copies of all notes and assignments are on my website) Preferential Seating Check for understanding	
Technology	Teacher Computer		Student Device	

Reading and Teaching Authentic Latin Literature

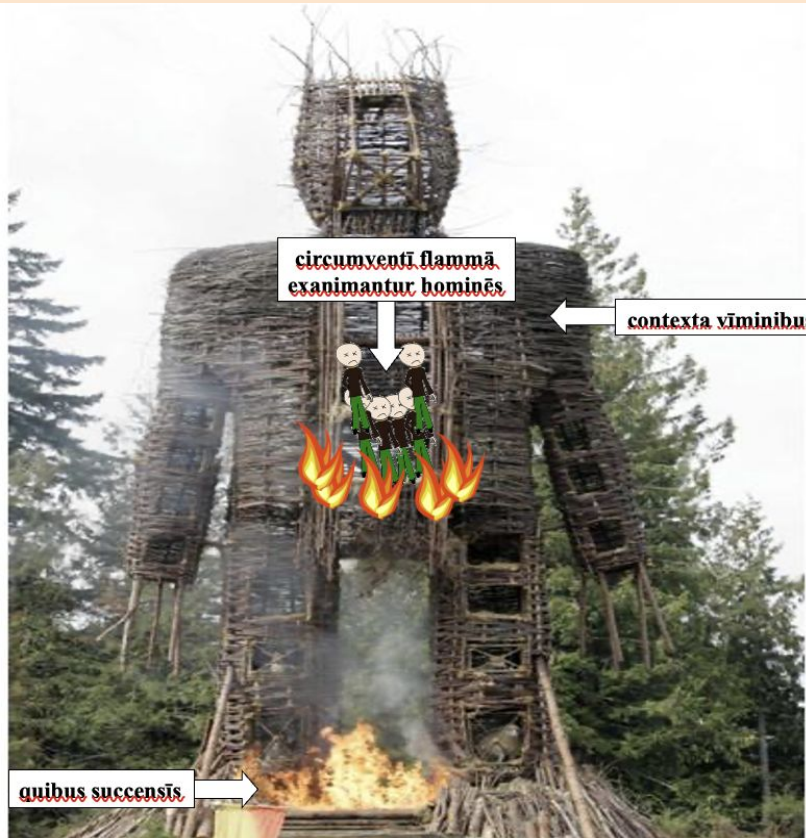


You know numbers and angles, man with no hair, but organization is as foreign to you as hair on your head.



dantur opēs nullīs nunc nisi divitibus.

Reading and Teaching Authentic Latin Literature



*circumventi flammā
exanimantur hominēs*

contexta vīminibus



*supplicia eōrum quī in furtō aut in latrōciniō aut
aliquā noxiā sint comprehēnsī grātiōra dīs
immortālibus esse arbitrantur;*

*sed, cum eius generis cōpia defēcit,
etiam ad innocentium supplicia
dēscendunt.*

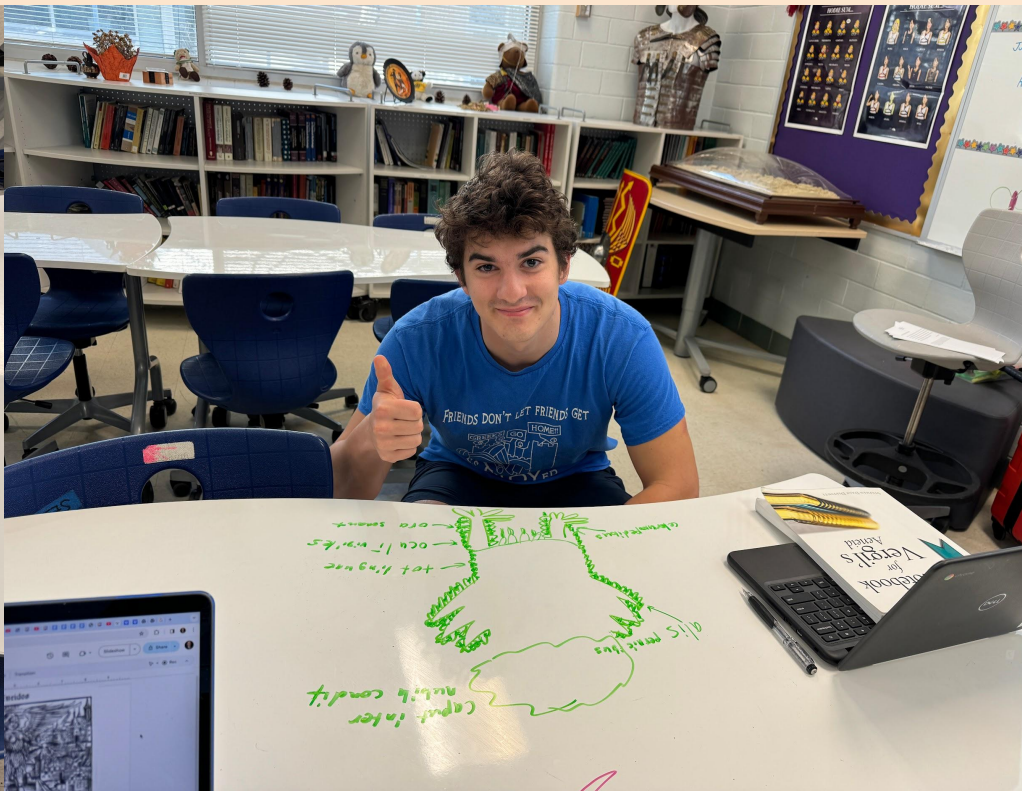
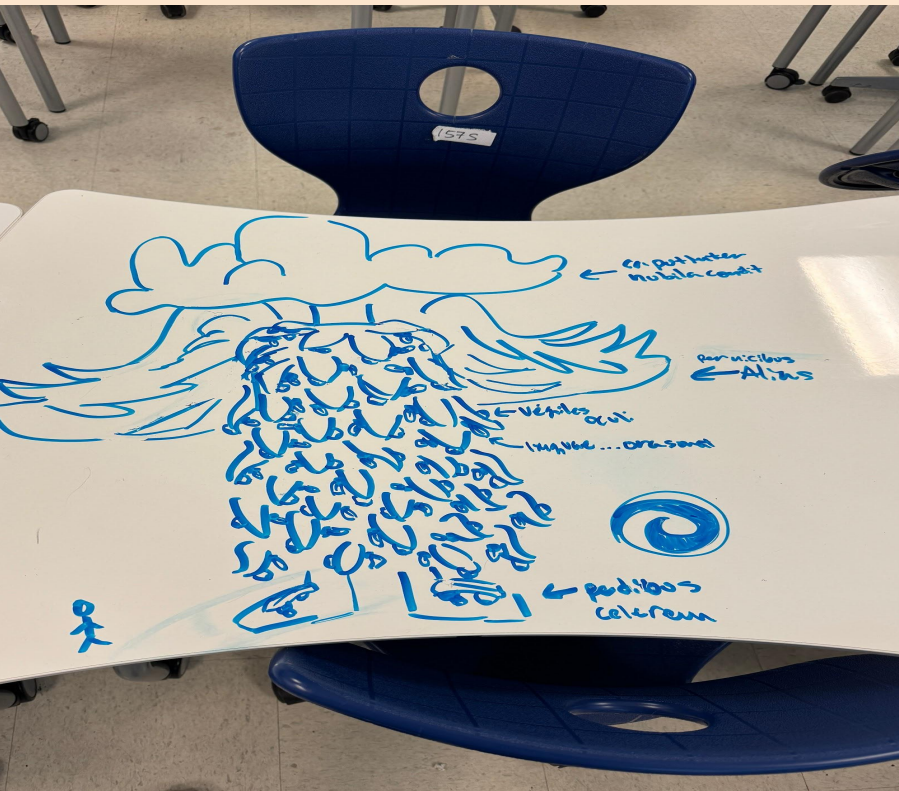
*quibus succensīs,
circumventi flammā
exanimantur hominēs*



Paint 2

quibus succensīs

Reading and Teaching Authentic Latin Literature



Reading and Teaching Authentic Latin Literature



Using Book 3 with AP or IB or Literature Class

S·U·B·U·R·A·N·I

— Book 3 —

Alignment with the AP Curriculum

Language and Grammar

Incorporates an array of grammar in context, with instruction and practice activities for specific topics

- Present and perfect subjunctives
- Subjunctive clauses
- Conditionals
- Gerundives and gerunds
- The supine

Summarizing and Translating Latin texts

- Over 1400 lines of Latin
- 650+ lines of prose and more than 750 lines of verse
- Additional support:
 - Glossary and commentary for each passage
 - Discussion questions
 - Tiered passages
 - Teacher notes

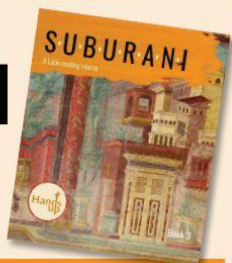
Historical and Cultural Context

History and culture topics

- The Trojan War
- The Gallic Wars
- Eruption of Mount Vesuvius
- Expanding the Empire
- Political propaganda
- Philosophy and life
- *Mos maiorum* and Roman values
- Memorializing the dead
- Political and literary patronage

Featured authors

- Catullus
- Pliny the Younger
- Ovid
- Julius Caesar
- Vergil
- Cicero
- Horace
- Tacitus



Benefits as a Precursor to or Resource for AP

1. VOCABULARY

- 70% of the words in the Vocabulary for Learning are on the proposed list of AP Required Vocabulary
- Over 75% of the AP Required Vocabulary is featured over the entire Suburani Latin Course (Books 1–3)

2. VARIETY OF AUTHORS/TEXTS

- Features 30 authors, more than half of which are also on the AP Teacher's Choice Suggested Readings list
- 8 thematic units with over 150 passages

3. RESOURCES AND SUPPORT

- Web subscription provides access to online, interactive text
- Supplemental student activities for grammar and vocabulary practice



Assessment	Weighting % HL (SL)
External assessment Paper 1: Reading comprehension, translation, and guided analysis questions based on a set of two unseen extracts. Paper 2: Short answer questions based on an extract from a prescribed core text and an extended response based on a prompt Higher Level composition: Students submit an original composition in prose Latin or Classical Greek guided by intentions and informed by classical sources and additional research. Alongside the composition, students submit a rationale of no more than 10 entries that explains how the composition achieved the stated intentions	30% (35%) 30% (35%) 20% (Not part of SL)
Internal assessment Research Dossier: An annotated collection of primary source materials that answers a question on a topic related to the classical language, literature, or culture.	20% (30%)

IB Reading Prescribed Reading List:

Core: Vergil's *Aeneid* 2.195–227, 2.370–558, 2.730–804

Companion: Ovid's *Heroidēs* 7.1-7.124

Companion: Aulus Gellius' *Noctēs Atticae* 5.14

2024:

Core: Cicero Pro Caelio 10–16, 30–36

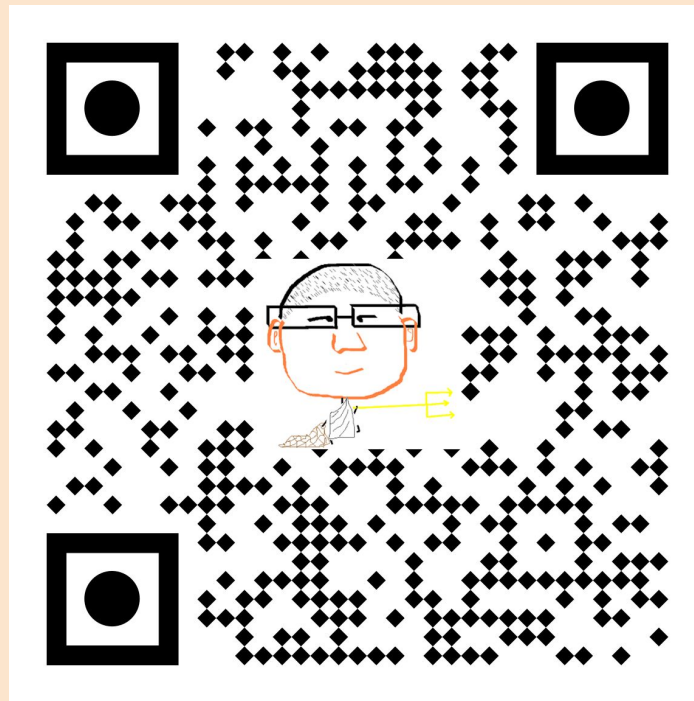
Companion 2024: Catullus' *Carmina* 64.48–64.207

Companion 2024: Seneca's *Dē Clementiā* 1.8-1.9

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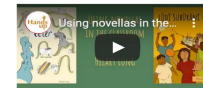
36. MIGRATIO



[OPEN THE ACTIVEBOOK](#)



UK teachers' experiences using *Suburani*
Tuesday 16th November 2021
▶ Session details



Using novellas in the classroom
Sunday 17th October 2021
▶ Session details



Preparing for GCSE Latin with *Suburani*
Tuesday 5th October 2021
▶ Session details



US teachers' experiences using *Suburani*
Tuesday 7th September 2021
▶ Session details

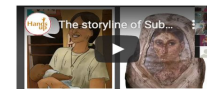
SESSION PPT



Preparing to teach ELDAS Latin Literature
Wednesday 1st September 2021
▶ Session details



Language teaching with *Suburani*
Monday 26th July 2021
▶ Session details



The storyline of *Suburani* Books 1 and 2
Friday 23rd July 2021
▶ Session details



Using the software of *Suburani*
Tuesday 22nd July 2021
▶ Session details

SESSION PPT



An introduction to *Suburani*
Wednesday 21st July 2021
▶ Session details



Teaching Britannia
Sunday 28th February 2021
▶ Session details



Suburani Book 2 preview
Sunday 3rd January 2021
▶ Session details



Interview with Hilary Lang, author of *Coler*
Monday 23rd November 2020
▶ Session details