THE GRAMMAR-TRANSLATION METHOD AND THE COMMUNICATIVE APPROACH: COMBINING SECOND LANGUAGE ACQUISITION APPROACHES TO TEACH LUCAN AND STATIUS IN HIGH SCHOOL

By

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Abstract .................................................................................................................................................. 5

Introduction ........................................................................................................................................... 6

Chapter 1: Foreign Language Acquisition Methodologies and their Implications for Latin Pedagogy ...........8

  Historical Overview of Classical and Modern Foreign Language Pedagogy ........................................... 8
  The Benefits of Latin ............................................................................................................................ 9
  The Grammar-Translation Method ....................................................................................................... 10
  The Communicative Approach ............................................................................................................ 16

Chapter 2: Teaching Post-Augustan Latin in High School: Lucan and Statius ........................................... 23

  Lucan and Statius ............................................................................................................................... 25
  Thematic Similarities ......................................................................................................................... 28
  Parallel Passages ............................................................................................................................... 30
    Dreams and Visions ......................................................................................................................... 30
    Prophecy, Witches, and Necromancy ............................................................................................. 37
    Urbs Capta .................................................................................................................................. 41

Chapter 3: Techniques for a Multi-Modal Approach to Teaching High School Latin and their Application to
Lucan and Statius ................................................................................................................................. 49

  Warm-Up Activities .......................................................................................................................... 50
  Classroom Activities ......................................................................................................................... 52
    Communicative Classroom Activities .......................................................................................... 52
    Grammar-Translation Classroom Activities ............................................................................... 53
    Vocabulary .................................................................................................................................. 54
  Approaching the Translations ............................................................................................................ 55
    Pre-Reading Strategies ................................................................................................................ 55
    Translating .................................................................................................................................. 57
    Post-Reading Strategies ............................................................................................................... 58
  Assessments ...................................................................................................................................... 60

Lesson Plans: Applying Multi-Modal Techniques to Lucan and Statius .................................................. 63

Conclusion .............................................................................................................................................. 75

Works Cited .......................................................................................................................................... 79
ABSTRACT

This thesis examines the history of second language pedagogical approaches in order to apply techniques and activities of the Communicative Approach to the method commonly used in Latin classrooms – the Grammar-Translation Approach. Evidence has shown that Comprehensible Input and Output are vital to the communicative competence of students learning second languages, but is lacking in classrooms which employ a strict Grammar-Translation Approach. This thesis combines both of these second language learning systems to create a multi-modal curriculum for use in a high school classroom. In particular, this study culminates in a set of lesson plans to be used with specific passages from Lucan’s Bellum Civile and Statius’ Thebaid that have a clear Vergilian precedent and would therefore be useful and interesting to students who have studied Vergil’s Aeneid in preparation for the Advanced Placement Examination.
INTRODUCTION

The efficacy of Comprehensible Input and Output in high school Latin classrooms is often overlooked by teachers who have been trained to teach using a descriptive Grammar-Translation method. Despite the fact that the Grammar-Translation method for teaching second languages has been criticized widely by linguists and modern language teachers (Richards and Rodgers 2014: 5), it continues to be one of the favored approaches to Latin instruction. The resultant lack of communication in the classroom can produce Latin students who possess far less communicative competence than their modern language learning counterparts (Chang 2011: 13).

As a foil to the Grammar-Translation method, it is useful to examine the Communicative Approach, the second language acquisition approach whose focus is primarily Comprehensible Input and Output in the target language (Richards and Rodgers 2014: 84). I will examine both of these second language acquisition approaches, including their typical classroom activities, their pedagogical goals, and the performance outcomes expected as a result of each. In addition, I will discuss and take into account the criticisms of each method with an eye toward creating a usable multi-modal curriculum for teaching high school Latin. This curriculum will combine typical Communicative activities which focus heavily on Comprehensible Input and communication with Grammar-Translation activities that ensure that students engage with the morphology and syntax in a way that produces true comprehension of what they are translating. The anticipated result of combining these methods in a Latin classroom is that the teacher will simultaneously increase the students’ communicative competence while still gleaning the benefits of intense grammatical instruction.
In addition to examining a multi-modal approach to teaching high school Latin, this thesis also investigates the effects of introducing post-Augustan Latin authors, specifically Lucan and Statius, into a high school classroom. Due to the fact that Advanced Placement students will inevitably translate Vergil in preparation for their end-of-year examination, Lucan’s and Statius’ epics, which hearken back to Vergil (Hardie 2007: 2), are ideal to translate either prior to or following the completion of the Advanced Placement Exam. Through a combination of Grammar-Translation and Communicative activities, this thesis will culminate in a post-Augustan unit, complete with daily activities, paired passages for translation, and explanations of Vergilian precedents, with which the students may be familiar. By making use of these detailed lesson plans, a teacher can introduce post-Augustan Latin texts to her students while engaging the class in Communicative activities.

The purpose of this thesis is to encourage the use of Communicative activities along with typical Grammar-Translation ones in the high school Latin classroom. Additionally, this thesis aims to expand the corpus of texts typically employed by Latin teachers in high school by introducing a discrete set of lesson plans for a unit on Lucan and Statius.
CHAPTER ONE: Foreign Language Acquisition Methodologies and their Implications for Latin Pedagogy

Historical Overview of Classical and Modern Foreign Language Pedagogy

There is a strong and long-standing tradition of teaching Latin by means of a descriptive Grammar-Translation approach. This pedagogical methodology has been in place since schools started offering foreign language instruction as part of the curriculum in the nineteenth century, and despite the fact that it is no longer a favored method of modern language pedagogy, the Grammar-Translation approach has only recently been called into question as an effective way to learn Latin (Richards and Rodgers 2014: 5). This approach has persisted for a multitude of reasons, most notably a reliance on tradition (Fomin 2005: 205). From the nineteenth to the twentieth centuries, this descriptive approach to language learning bled over into modern foreign language classrooms as well (Richards and Rodgers 2014: 7). Linguistics and modern language pedagogy experienced a reform movement in the late nineteenth century spearheaded by scholars such as C. Marcel, F. Gouin, Wilhelm Viëtor and many others (Richards and Rodgers 2014: 8). Their foremost contention was that a descriptive Grammar-Translation method of language learning lacks authenticity and results in poor communication skills among learners. This reform led to the development of a multitude of second language acquisition theories and methods which are in use to this day and are continuously revised as linguists make new strides in the field of second language acquisition. Curiously, Latin instruction did not embrace the methodological revolution in the modern languages.  

Although many Latin programs still employ the Grammar-Translation method, as discussed throughout the paper, the push for new methodologies and techniques in the Latin classroom has begun to follow modern language pedagogy. This is a result of cognitive psychologists’ claim that rote memorization without context is ineffective in any language classroom. For how cognitive psychology relates to the Latin classroom, see Sebesta (1998: 21-4).

W.H.D. Rouse from Cambridge used the direct method (one which espouses classroom communication) with his students in the early twentieth century. However, for various reasons, including lack of communicative competence...
Although there are a number of Latin textbooks in use in current classrooms that have attempted to move to a more naturalistic reading approach to Latin instruction, critics agree that these texts are more of an extension of the Grammar-Translation approach than a transformation of the pedagogical tradition (Fomin 2005: 203). Explanations for why this is the case abound. Some teachers and scholars contend that we are simply following the tradition of hundreds of years of Latin instruction (Fomin 2005: 202). Some claim that an attempt at an oral, Communicative Approach is disingenuous and too difficult due to the fact that there are no native speakers of Latin (Cardinaletti 2011: 432). Regardless, Latin classroom instruction has not fully taken advantage of the lessons learned from successful pedagogy in modern language classrooms.3

The Benefits of Latin

There can be no denying that the study of Latin has marked benefits for students whose first language is English. The similarity of English and Latin vocabularies has been shown to improve students’ scores on such tests as the SAT and the ACT. Studies have shown that there is a direct correlation between the richness of a student’s English vocabulary and the amount of time she studied Latin (Holliday 2016: 7).4 English-speaking students of Latin have also been shown to possess a deeper understanding of the particulars of English grammar than students

3 This is not to say that spoken Latin is completely moribund. Conventions that encourage spoken Latin, such as Conventiculum Latinum in Kentucky (https://mcl.as.uky.edu/conventiculum-latinum), and those run by The Paideia Institute (https://www.paideia.org/living_latin_in_rome) focus on treating Latin as a living language. Many of these conventions strongly encourage, sometimes even require, that conversations among participants are held only in Latin.

4 Studies throughout the twentieth century disagree on the importance of studying Latin over any other language. Many show that students who study any foreign language benefit from their vocabulary acquisition and understanding of basic grammatical concepts. These studies by Ringborn 1997, and Odlin 1990, are fully explicated in Holliday 2016: 7-9. Despite these contradictory studies about the specific languages, there is no question that the study of Latin is beneficial to English speaking students through vocabulary acquisition and grammatical and syntactical knowledge.
who never studied Latin (Cardinale 2011: 344). One contention is that this is a result of the way that Latin has been taught, i.e. using the Grammar-Translation method. The Grammar-Translation method of language acquisition requires extensive comprehension of grammatical concepts in the first language before Latin grammar can be understood and used effectively (Holliday 2016: 9). The obvious by-product of this intense grammatical method of instruction is that English students are intimately acquainted with corresponding syntactical structures in their own language. The benefits of learning a new language, particularly Latin, can be determined, among many other variables, by the method by which the language is taught. If the method focuses on grammar and vocabulary acquisition, students will see benefits in their first language in those areas. If the method focuses on communicative competence, students will see benefits in their abilities to effectively communicate in the second language. This chapter is a study of two opposing second language acquisition methods, the Grammar-Translation method and the Communicative Approach, and the possible benefits and setbacks of employing each of these methods in a modern Latin classroom.

The Grammar-Translation Method

The Grammar-Translation method is the approach most typically employed by Latin teachers to educate their students, primarily as a result of tradition. This is the method by which most Latin teachers were taught, and we teach what we know. Within the Grammar-Translation

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5 This is made clear by the textbooks which are ordered for classrooms throughout the country. According to Sebesta, “one of the most widely adopted secondary-school textbook series, Jenney’s First Year Latin and Second Year Latin ... prepares students to begin reading in the middle of their second year ...” (1998:18). Jenney’s Latin (Jenney 1990: New Jersey) text employs a strict Grammar-Translation approach. A Google search for “most popular Latin textbooks”, yields listings for Latin for the New Millennium (Tunberg and Minkova 2017: Mundelein), Wheelock’s Latin (Wheeleock 2005: New York), and The Cambridge Latin Course (Cambridge School Classics Project 2015: New York), each of which uses Grammar-Translation or Reading approaches. While a Google search is in no way scientific, it is indicative of how commonly teachers and students use Grammar-Translation approach textbooks.
bubble, there are several different strategies with accompanying textbooks. Textbooks such as *Wheelock’s Latin* (Wheelock 2005: New York) and *The Jenney Series* (Jenney 1990: New Jersey) employ a strict grammar approach. These texts teach grammar through paradigms and supplement that knowledge either with sentences or short passages relevant to the grammar of the chapter. Texts such as the *Cambridge Latin Course* (Cambridge School Classics Project 2015: New York) and *Latin for the New Millennium* (Tunberg and Minkova 2017: Mundelein) teach Latin through the reading approach. These textbooks introduce students to grammatical concepts through reading passages, and then round out that exposure with paradigms at or near the end of the chapter. Regardless of where the paradigms are introduced, all these textbooks subscribe to the Grammar-Translation method. Information about grammatical concepts is written in English, while charts are used to give students a visual summary of the concept.

The goal of the Grammar-Translation method is not communication, but translation. Extensive knowledge of the rules of the grammar in the second language is prioritized over every other aspect of learning the language. Accuracy of grammar and vocabulary is highly valued in this pedagogical method. Students who complete a full course of Latin through the Grammar-Translation method are expected to have the ability not only to identify specific grammar points in the second language, but to be able to articulate how the grammar point is being used in the text. It is not sufficient for a student to be able to say that a word is in the ablative case. She needs to be able to explain the particular use of the ablative and make a reasonable claim in defense of her assertion. It is argued that this emphasis on rules and accuracy teaches students to be more accurate and deliberate in their translations of Latin texts. This exposure to using language in an intentional way is expected to carry over into the students’ use of their primary language (Richards and Rodgers 2014: 6). Once a student has completed her grammar textbook,
she is prepared to translate original texts from Latin into English. Some textbooks, such as the *Cambridge Latin Course* (Cambridge School Classics Project 2015: New York), emphasize practicing reading extended and continuous passages, while textbooks like *Wheelock’s Latin* (Wheelock 2005: New York) expose students primarily to isolated sentences. Emphasis on translating from English into Latin may also be a component of this type of instruction, but this is not the focus of learning Latin through this method.

Communication in the L2 is neither practiced nor emphasized in the Grammar-Translation method.6 Oral output and aural input are not important facets of this method, because they do not adhere to the concept of accuracy of language, which is prioritized (Richards and Rodgers 2014: 6). Most of the Latin heard or spoken by learners of this approach involves simple greetings or memorized passages from primary texts. It is not uncommon for teachers of Latin to expect their students to memorize multiple lines of Cicero or Vergil, which can then be recited on cue. Memorization, however, does not necessarily equate to meaningful communication, and these students often only understand what they are reciting because they translated the passage with deliberate grammatical accuracy with their teacher before memorizing it.

Because communication in the second language is not emphasized, all instruction in a classroom which employs the Grammar-Translation method is in the students’ primary language. This allows instructors and students to engage in meaningful conversations about the functions of grammar as well as the meaning of the texts they are translating. However, the practice of instructing in the first language greatly reduces opportunities for Comprehensible Input from the teacher. Students do not hear the grammar or the vocabulary in action, but only see it in texts.

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6 There are of course some teachers who do practice speaking Latin to their students, but that is not the main goal of the Grammar-Translation method.
Comprehensible input revolves around the theory that grammar need not be taught explicitly, but is naturalized through the continuous aural input from a teacher (Carlon 2013: 107). This is most easily achieved if students are exposed to consistent and understandable messages from a teacher, if this teacher is using interesting material, and if students feel comfortable while they are engaging with the teacher in the second language (Patrick 2015: 111). This theory of second language acquisition assumes that humans have a natural ability to learn language, and that the most effective way to learn a second language is by mimicking the techniques we used to learn our primary language (Morrell 2006: 134).

Latin via the Grammar-Translation method is taught primarily through charts and paradigms. Students are asked to memorize charts of noun declensions and verb tenses. Along with these paradigms, students are instructed in specific grammatical features of the language, such as case uses of nouns and modal functions of verbs. In most Grammar-Translation textbooks, vocabulary is provided to the students with English translations of each word. There is no expectation that students will infer the meaning of the Latin vocabulary through context. The vocabulary provided is either relevant to the translation or illustrates the grammar point of the chapter (Richards and Rodgers 2014: 6). For example, a chapter which introduces the third declension will typically provide students primarily with third declension nouns in the vocabulary section. The grammar graduates throughout the textbook, usually from the simplest to the most difficult concepts. However, some textbooks, e.g. *Cambridge Latin Course* (Cambridge School Classics Project 2015: New York), introduce grammatical points based on their frequency of occurrence in the corpus of extant Latin texts. Once the particular grammar point and the accompanying vocabulary have been mastered, students apply these new skills to

7 Hans Örberg’s textbook *Lingua Latina per se illustrata* (Örberg 2003: Indianapolis) also introduces grammar based on occurrence in the Latin corpus.
translation. This consists of either disconnected sentences or short excerpts of text. In either case, the sentences will be directly relevant to the specific grammar point of the chapter. “Much of the lesson is devoted to translating sentences into and out of the target language, and it is this focus on the sentence that is a distinctive feature of the method,” (Richards and Rodgers 2014: 6).

The classroom, homework, and assessment activities are heavily focused on paradigm and vocabulary memorization, as well as accurate translation. Students are often expected to complete charts using various words from their new vocabulary list. Charts which highlight the similarities and differences among various declensions and conjugations are favored. Practice of vocabulary words is a common activity in a Grammar-Translation classroom. This is done through creating flashcards, copying vocabulary lists, or preparing for regular vocabulary quizzes. Many teachers facilitate vocabulary memorization by requiring students to practice class-wide chanting, or oral recitation of the full dictionary entry of the Latin words. The memorization of the principal parts of verbs and the dictionary entry of nouns is essential in order to reproduce charts accurately. For this reason, vocabulary memorization through multiple activities is very important in the Grammar-Translation method.

Sentence mapping is another activity often employed in this pedagogical approach. In order to ensure deliberate and accurate translation, students in the grammar learning phase of their Latin education are often asked to map out every word in the sentences they translate. This is done by distinctly marking subject, verb, direct object, indirect object, and prepositional phrases. The practice of sentence mapping helps students become very intentional in their translations. It also encourages them to look closely at the grammatical details of each sentence.

Unfortunately, even if in many cases deservedly, this approach to language learning has drawn much criticism. This method can become unendingly tedious to a student because it relies
upon memorization and reproduction of charts, translation of isolated sentences, and application of complex rules of grammar and syntax (Richards and Rodgers 2014: 7). Because of the lack of communication in the classroom, students develop little to no communicative competence, which affects their confidence in using the second language not only orally, but in their writing and translating skills as well (Chang 2011: 13). Instruction in the first language not only affects the communicative abilities of the student, but also greatly reduces the opportunities for comprehensible input in the second language. Finally, this approach tends to be teacher- rather than student-centered. Student-centered learning has become an important approach to delivering instruction in the modern classroom because it facilitates cooperation, problem solving, and positive student attitudes (Overby 2011: 111). In a lecture-style classroom, in which the teacher stands in front of the students and delivers grammatical explanations to the class, as tends to happen with the Grammar-Translation method, students often lose focus and interest in the subject matter.

Despite these criticisms, there are many important benefits that can be derived from the Grammar-Translation method of learning Latin. The intense study of Latin grammar, which is unavoidably intertwined with explanations of English grammar, offers students an opportunity to more fully understand the complexities of their own language. This happens regardless of the fact that Latin and English are dissimilar in their syntactical structures, especially when compared to many modern languages. The importance of grammar instruction is further explained by Cardinale, who writes in a discussion of the usefulness of the continued study of Latin:

> The study of grammar creates language awareness and, in so doing, it seems to facilitate the study of both L1 and L2, not just classic languages, regardless of the fact that the learning must take
into account their status as natural languages that are no more spoken (2011: 345).

In addition, this approach equips students with the language necessary to discuss explicitly grammatical features of the first language as well as the second language. Because instruction is given in the primary language of the students, the level of discourse in the classroom can be elevated to the age-appropriate linguistic complexity of the students, as opposed to being simplified in order to accommodate the students’ limited understanding of the second language (Chang 2011: 15). This method also facilitates assessment of students. Their understanding of paradigms, and the accuracy of their translations are immediately apparent on any test or quiz. When there is an error or a misunderstanding in translation, the problem can be diagnosed and corrected immediately through additional instruction.

Finally, and most importantly, studying Latin in this way affords students the opportunity to practice their skills in logic and analytic thinking. “The precise, fixed, and logical nature of the language will do much to hone students’ analytical skills, if a method emphasizing grammar and syntax is used” (Carpenter 2000: 394). The ability to think analytically is a skill that transfers into many other aspects of students’ lives, regardless of whether they pursue a career in Classics. The importance of this aspect of learning Latin, particularly through the Grammar-Translation method, cannot be overstated, and is one of the most valuable things that Latin teachers can offer their students.

**The Communicative Approach**

If there is an antithesis to the Grammar-Translation Approach, it is the Communicative method of second language acquisition. This approach to language learning, which has come to be favored by many modern language teachers, espouses goals, methods and assessments contrary to those of the Grammar-Translation Approach. The Communicative Approach arose
from the increasingly global economy of the 1960s and 1970s, and was implemented out of a need for people to be able to communicate more easily with colleagues from different countries, specifically English speaking countries (Richards and Rodgers 2014: 84). As can be inferred from the name, the primary goal of this approach is to increase the communicative competence of the students in the second language. This is accomplished through extensive Comprehensible Input from the teacher, who engages her students primarily in the second language. The primary language is rarely, if ever, used in the Communicative Approach.

The linguistic theory behind this pedagogical method is that language should be functional, and that its most important facet is communication. In a study of the usefulness of this approach to Taiwanese students, Chang states, “[CA] presupposes that language learning always occurs in a social context, and it should not be divorced from its context when it is being taught” (2011: 16). This approach emphasizes the social aspect of language learning over grammar, translation, or even vocabulary building.

Translation is not stressed or practiced in this method (Richards and Rodgers 2014: 87). Rather than focusing on grammar and vocabulary, the Communicative Approach emphasizes two categories of functional communication: notional (concepts that the student wishes to discuss) and functional (methods by which the student will discuss those concepts). Aspects of the notional category include such things as time, frequency, history and religion, while the communicative function category is composed of items such as greetings, requests, asking questions, complaining and giving instructions (Chang 2011: 16).

In this approach, fluency of communicative language is valued more highly than grammatical accuracy. A student who makes grammatical mistakes in the second language while still communicating effectively is not likely to be stopped and corrected by the teacher (Chang
2011: 17). In fact, the teacher plays a minimal role in the Communicative Approach. This method relies heavily on student-centered learning.\(^8\) Students learn communicative competence through interaction with each other in pairs or groups that encourages functional communication through socialization. Each student is made responsible for her own learning of the second language by actively participating in discourse with her peers (Fazal et al. 2016: 125). The role of the teacher is mainly as a facilitator of communication between pairs or groups of students, as well as a participant in that communication in order to model correct syntactical structures through aural input (Richards and Rodgers 2014: 98). This role requires the teacher to be competent enough in the second language to understand what is being communicated to her by the students, regardless of the syntactical accuracy of the students’ utterances.

Due to the fact that rote memorization of forms and grammatical rules is not emphasized in this method, the learning activities in the classroom are focused around group interaction rather than paradigms and charts. Typical activities in the Communicative Approach include tasks such as student interviews, surveys between pairs of students, opinion- and belief-sharing, and role-playing (Richards and Rodgers 2014: 97). All of these activities grant the learners the opportunity to practice the second language in a functional way. These activities also encourage students to experiment with the language. Making mistakes is part of the learning process rather than something to be feared or a cause for embarrassment (Chang 2011: 17). This emphasis on oral practice in the classroom has the added benefit of giving students confidence in their use of the language. Rather than spending most of their class time listening to a teacher, students taught via the Communicative method are engaged in speaking with each other for the majority of

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\(^8\) Student-centered learning is not unique to the Communicative Approach. In fact, it is possible to teach Latin through the Grammar-Translation Approach by means of student-centered classroom management. However, because so much of the Grammar-Translation Approach relies upon the teacher giving explicit grammatical instruction to her students, the natural method of instruction is teacher-centered.
instruction time. This focus on communication does not require that grammar and syntax be abandoned in the classroom. Rather, these aspects of the language are introduced as auxiliary to functional communication, and there is not an insistence on accuracy (Richards and Rodgers 2014: 92). Any grammar instruction which is given to these students is done with the goal of effective communication rather than rule memorization (Wright 2010: 46).

The importance of Comprehensible Input of the second language is a primary focus of the Communicative Approach. Studies of second language acquisition have shown that students who are exposed to meaningful Comprehensible Input in the classroom perform at a higher level on communicative exams than their counterparts who are not. Some research suggests that these students test at the same level of their counterparts on exams which focus on grammar and syntactical structures, but this may be dependent on the number of years they have studied the language (Rodrigo et al 2004: 54). Comprehensible Input can be employed either through oral communication or reading, but results are best when students are exposed to both forms of second language input. Equally important is Comprehensible Output, which allows students to experiment with the language and to find ways to communicate when they lack vocabulary, with the intended consequence that they become more confident in their use of the second language (Wright 2010: 41).

The Communicative Approach draws some criticism from linguists and language teachers. The main concern is that the focus on communication over grammatical accuracy can lead students to practice mistakes which, because they are not corrected by the instructor, thus become fossilized, making incorrect syntax much more difficult to unlearn (Richards and Rodgers 2014: 103). In addition, teachers using this method lose the opportunity for discussion with their students in the primary language at the students’ grade level, in that it requires teachers
to speak to their students using simple language in the second language that does not allow for higher level conversations either among students or between student and teacher (Chang 2011: 16).

This approach to language learning poses obstacles to the study of Latin, as many of the textbooks available for Latin teachers rely on the Grammar-Translation method. The onus to create new materials and write scripts, for now, rests largely on a teacher who chooses to teach Latin via the Communicative Approach, and most Latin teachers do not possess the communicative competence to teach Latin orally without extensive preparation. In addition, the most obvious challenge is the lack of native speakers of Latin, which makes learning to communicate in the language seem contrived and artificial. Advocates of using the Grammar-Translation method over the Communicative Approach argue that a focus on communicative competence does not meet the needs of learners who will never have an opportunity to speak with native speakers (Chang 2011: 18).

Nonetheless, Reginald Foster, O.D.C. and his students who founded the Paideia Institute favor using conversational Latin as a teaching tool. The Paideia Institute, an organization focused on keeping the classical languages alive, states on its website

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9 While it is true that few Latin textbooks utilize communication, there are an increasing number of resources available for teachers on the internet. Any teacher who would like to experiment with Communicative activities in the Latin classroom should visit Justin Slocum Bailey’s page (http://indwellinglanguage.com), Keith Toda’s page (http://totallycomprehensiblelatin.blogspot.com), and Latinitium (https://www.latinitium.com/) where an abundance of materials and strategies can be found. All of these pages will be discussed more thoroughly in Chapter 3.

10 Reginald Foster, friar of the Order of Discalced Carmelites, is an expert in the Latin language and was a Papal Latin secretary for forty years. During this time he taught a summer intensive Latin course for Latin teachers free of charge. He is an extremely important figure in the fight to keep the study of Latin alive. His pedagogical method is to treat Latin as a living language. His students are discouraged from memorizing charts, but are taught grammar in context, both through reading real Latin texts as well as communicating in the language. He requires that his students interact with actual Latin texts from the inception of their study (Stille 2003: 223-9). His textbook *Ossa Latinitatis Sola* (Foster and McCarthy 2016: Washington DC) makes his method accessible to students and teachers. His blog, *Latinitatis Corpus, Reginaldo Procuratore* (http://thelatinlanguage.org/reggies-blog/), contains articles written about him, and information about his pedagogical method.
“Students who become fluent speakers of Latin and Greek gain a stronger and more intuitive grasp of the languages’ nuances, making them better readers and more confident translators” (The Paideia Institute, https://www.paideiainstitute.org/). In the prologue to the recently published textbook *Ossa Latinitatis Sola* (Foster and McCarthy 2016: Washington DC), Foster and McCarthy argue that teaching Latin orally through easy conversation between teacher and student will alleviate boredom in the classroom and help to keep the Latin language alive (2016: XXVII).

Regardless of the methodology a teacher uses to impart this beautiful language to her students, the goals remain the same. Latin teachers want to encourage an interest in the language, an appreciation of its nuances, and a desire to read Latin literature which has been continuously produced for hundreds of years. Since language learning is an individual experience for each student and should not be reduced to a single pedagogical approach, I advocate a multi-modal approach to Latin instruction that takes full advantage of the benefits of both the Grammar-Translation and Communicative methods, while minimizing the potential disadvantages of each. Students should have the opportunity to practice spoken Latin in the classroom while receiving meaningful Comprehensible Input from the teacher. At the same time, these students should be given the opportunity to hone their grammar and translation skills, while intelligently discussing complexities in their primary language. In this way, the study of Latin can be seen as an approach to learning an actual language as opposed to a decoding exercise, when students focus on the meaning and form of individual words rather than on the text as a whole. As Father Reginald Foster forcefully stated, “... any method which does not take on the language from the very first day is in all probability a tremendous waste of time, and, what is worse, it creates a
false idea or perception of what Latin actually is” (Foster and McCarthy 2016: XXX). As Latin teachers, we should use the best attributes of both methods to promote a passionate interest in the language.

11 Wheelock’s Latin (Wheelock 2005: New York) utilizes sententiae antiquae in each chapter. These are sentences taken directly from ancient authors and illustrate the grammatical point of the chapter. Through these sententiae, students who use Wheelock’s text have the opportunity to read real Latin as beginners. As the preface to the textbook states, “It can hardly be disputed that the most profitable and the most inspiring approach to ancient Latin is through original Latin sentences and passages derived from the ancient authors themselves” (Wheelock and LaFleur 2005: xv). This is in line with the pedagogical ideal of Reginald Foster, O.D.C., who requires that his students engage with ancient Latin from the very beginning of the course. In this way, Wheelock’s and Foster’s texts give students at the inception of their study access to real Latin which does not typically exist in Latin textbooks.
CHAPTER TWO: Teaching Post-Augustan Latin in High School: Lucan and Statius

In an ideal high school Latin program, students will spend between three and five years in pursuit of their ultimate goal – reading the Advanced Placement Latin syllabus or equivalent advanced texts. The AP curriculum includes readings from Vergil’s *Aeneid* and Caesar’s *De bello Gallico*. Students who take the Advanced Placement Exam are not only expected to translate portions of these works, but they are also expected to understand major themes, stylistic features, poetic figures, scansion, and the historical significance of each text. An AP Latin course and success on the AP Exam ensures a very solid understanding and appreciation of Augustan poetry and Ciceronian prose. Depending upon the length of the Latin program, students may have a semester or an entire year of reading unadapted Latin prose or poetry between completion of their intermediate courses and the beginning of AP work. Often this gap is filled with other Augustan authors, such as Ovid and Horace, although in some instances, reading Vergil and Caesar is begun prior to the AP course.

This chapter argues that students should have an opportunity to study post-Augustan Latin epic — specifically Lucan’s *Bellum Civile* and Statius’ *Thebaid* — during this gap. Both works follow the epic style of the *Aeneid* and have a strong Vergilian precedent due to their use of themes, vocabulary, and poetic figures, which follow the model of the works of Vergil. The study of this precedent can be beneficial to students either before they begin their study of Vergil, or after they have finished the AP Exam. In this chapter, I have chosen passages from Lucan and Statius. These are paired thematically and can easily be compared both topically and

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12 Post-Augustan, sometimes also called Silver Age Latin, refers to the corpus of texts which was written during the Imperial period. The works of the authors of that time are characterized by rhetorical schools, imperial rule, and the shadow left behind by the death of the republic (Dudley 1972: ix).

13 The AP Latin exam is administered mid-May, often leaving two weeks to one month of class time which can be filled with interesting and relevant Latin. This is an ideal opportunity to introduce Lucan and Statius.
stylistically with the *Aeneid*, with which the students who have completed the AP syllabus will be very familiar.

While the desire to teach post-Augustan Latin to high school students can be unconventional (there is a perception that the Latin written during this period is more difficult to translate, probably due to the fact that there is a long tradition of teaching Augustan and Ciceronian literature in high school),¹⁴ the impetus for this is simple. Post-Augustan Latin, particularly the epics written by Lucan and Statius, is historically relevant, accessible to teenagers, and even perhaps inherently appealing to them as it tends to be gory, pessimistic, and full of horror (Summers 1920: 30-1). As high school Latin teachers, it is important to remember that one of our goals is to encourage our students to continue their study of Latin after they graduate. One way to encourage this is to present literature they are excited to read. There is no faster way to inspire a teenager to translate than by telling him that he is going to read about a witch raising a corpse from the dead. While there may be some resistance from administrators or parents due to the content of the *Bellum Civile* and the *Thebaid*, every passage in this chapter was carefully chosen to align with the nature of the corpus of literature that students are reading in their English and History classes. Additionally, the historical contexts in which both Statius and Lucan write appeal to high school students. The study of Domitian and Nero will engage teenagers and encourage them to focus in class. Post-Augustan Latin is underrepresented in the high school curriculum, but I believe that there is no reason to shy away from these works. The students will be able to translate them, and they will enjoy what they are translating.

¹⁴ This tradition can be seen in the canon of works chosen for the AP Examination throughout the years. Although the exam has gone through many iterations, when it was changed in 1999, it highlighted Vergil, Caesar, Cicero, Ovid, Horace and Catullus, all of whom are Ciceronian or Augustan authors (Boyd 1197: 95). Currently the two authors studied are Vergil and Caesar.
Lucan and Statius

Marcus Annaeus Lucanus, born at Corduba in 39 CE, was the nephew of Seneca the Younger and lived during the reign of Emperor Nero. He was welcomed into the court of Nero, and by all accounts friendly with the Emperor (Fantham 2015: 6). In fact, the beginning of his work is full of praise for Nero, a stylistic trope inherited from his predecessor, Vergil, who praised Augustus. Vergil’s praise of Augustus, whether overt or subtle, began at the debut of his poetic career in the *Eclogues* (1.6-10, 1.40-5), continued in the *Georgics* (1.24-45, 1.498-514, 2.170-2) and was the premise of the *Aeneid*, (1.286-96, 6.791-805). Whether or not Lucan’s praise is sincere has been debated. Lucan at any rate was implicated in the Pisonian conspiracy and forced to commit suicide at the age of 25 (Braund 1992: xiv).

Lucan’s single extant work, *Bellum Civile*, is an epic poem about the civil war in Rome - the result of Caesar crossing the Rubicon. This epic in ten books (very likely unfinished)\(^{15}\) condemns civil war using stylistic features common in post-Augustan poetry – horror, violence, paradox, and extreme emotion and hyperbole in general (Hardie 1993: 62). Lucan’s work has been criticized for its excesses. The gore, shocking violence, and horrific scenes of panic and post-battle treatment of the dead lead many to avoid his work. As Braund (1992: xlviii-xlix), however, notes, these excesses are a stylistic choice by Lucan to portray and condemn the very real horrors of civil war.

Lucan is very often compared to Vergil by those who claim that he wrote the “anti-*Aeneid*”, that is, an antithesis to Vergil’s epic through intertextual subversion (Casali 2015:81-2). This claim is made for several reasons. To begin, there is no clear hero in the *Bellum Civile*.

\(^{15}\) There are certain clues that tell us that this work was meant to consist of twelve books, as Vergil’s *Aeneid*. For instance, the re-animated cadaver in Book 6 tells Pompey’s son that he will hear more information from a more knowledgeable source, his own father, but this foretold interaction does not occur in the ten books that we have. See further Conte 1987: 446.
Caesar is portrayed as ruthless, blood-thirsty, and unconcerned for the fate of Rome. On the other hand, Pompey is weak, old, and past his prime. There is no “Aeneas” figure in this epic, nothing to give the reader the impression that a hero will save Rome (Conte 1994: 446-7). Vergil’s stylistic flourishes are also absent from Lucan’s work. Braund (1992: xlvi) explains why this is the case:

Gone is Vergil’s versatile, musical treatment of the hexameter. In its place is a more repetitive, even monotonous, use of rhythm, more suited to the grim portrayal of the horrors perpetrated by citizens against their fellow citizens.

While the *Aeneid* is an optimistic poem full of nationalistic hope and prophecies about the great men who will lead Rome, the *Bellum Civile* is a pessimistic work displaying the ruin of Rome and prophecies which support that view (Davis 2007: 22-3). In his treatment of themes, vocabulary, and main characters, what Lucan has written is not an *anti-Aeneid*, but rather, a reverse *Aeneid*. To read Lucan’s text as simply an antithesis in violent opposition to Vergil’s poem is overly simplistic (Casali 2015: 81-2). Rather, his is the pessimistic foil to Vergil’s optimism.17

Publius Papinius Statius, born sometime in the 40s CE, lived during the reign of Domitian and was one of his protégés. Very little is known about the life of Statius other than the few lines which Juvenal (7.82-7) wrote about Statius’ recitation of the *Thebaid*, and what Statius wrote about his own career in *Silvae* 5.3 (Newland et al. 2015: 3). Beyond that, we have no information about Statius’ life. Statius wrote three works which have survived: *Silvae*, a collection of poems in five books written on various subjects, the *Achilleid*, an epic about the life

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16 Lucan’s vocabulary is grim and monotonous. His vocabulary choices demonstrate death and destruction. Even the colors he chooses are dark and lacking flourish. On Lucan’s style, see Braund 1992: xlvi-xlvii.

17 There is much debate among scholars about whether the *Bellum Civile* should be read as a pessimistic epic, or one that represents a sort of ideal of Rome. For discussion of optimism and pessimism in Lucan, see Davis 2007:20-8.
of young Achilles, and the *Thebaid*, an epic about the civil war between the sons of Oedipus in Thebes. Due to its thematic and stylistic similarity to both the *Aeneid* and the *Bellum Civile*, the *Thebaid* is the work from which excerpts are taken for this chapter.

The *Thebaid* tells the story of the brothers Eteocles and Polynices fighting for control of the throne of Thebes. This fraternal struggle pulls the entire city-state into a bloody civil war, which is concluded when the brothers kill themselves and Creon ascends to the throne. Statius, like Lucan, follows the post-Augustan tradition of horror and grimness (Summers 1920: 30). Though not as unrelentingly shocking in its gore as the *Bellum Civile*, the *Thebaid* features gruesome battle scenes, gory deaths of individual warriors, and disrespectful treatment of the dead. In fact, it has been argued that the *nefas* of a war between two brothers provides an element of horror that goes a step beyond Lucan’s civil war (Ganiban 2007: 45).

While Lucan wrote an epic considered by some to be an antithesis of the *Aeneid* (Casali 2015: 81), Statius’ *Thebaid* closely follows the model of the *Aeneid* (Summers 1920: 38). Lucan removes the influence of the gods – a theme so vital to the story of the *Aeneid* – from his epic. Rather, his work focuses on the choices made by mortals, specifically those in power, and the dire consequences of those actions. Statius on the other hand, closely imitating the *Aeneid*, keeps the influence of the deities as a driving theme in the *Thebaid*. The gods are involved in the action, whether by witnessing it or by moving events forward (Ross 2004: xxvii). The subject of the poem itself is mythic, whereas Lucan’s subject is historical. Despite these differences, when comparing the authors of the *Bellum Civile* and the *Thebaid*, and when considering the theme of civil warfare, the emperors under whom both of these men lived, and the proximity of their ages, it is impossible not to draw connections between the two (Conte 1994: 484). Statius, while mirroring Vergil, is also taking cues from Lucan (Summers 1920: 42).
Thematic Similarities

In addition to Vergilian epic meter and poetic devices, there are many thematic elements in the poems of Lucan and Statius for which there is a Vergilian precedent. In a classroom of students who either will read or have read the *Aeneid*, these themes can be closely connected to Vergil’s work and provide the students the opportunity to reflect on the elements of a Roman epic, the similarities and differences of Augustan and post-Augustan Latin, and how the political climate may have affected the way in which the author composed his work. This juxtaposition of epics can impart to the students a deeper understanding of Vergil and put the *Aeneid* into a broader literary and historical context. In a discussion of how to read Vergil in a broader literary setting, Hardie (2007:2) writes, “…some of the most important in that open-ended series of readings are constituted by the epics of Vergil’s successors.” Lucan and Statius are perhaps among the successors to whom Hardie is referring.

The number of shared themes among these three works is beyond the scope of this paper. Illustrative is each author’s treatment of the underworld. In the *Aeneid* (6.9-892), Aeneas travels to the underworld with the Sibyl, where he meets his father and is introduced to a long line of Roman heroes and receives a prophecy about the grand future of Rome. Lucan and Statius both treat the concept of the underworld and the afterlife in a more pessimistic way. In both, their texts, due to civil war, the underworld already exists among the living. As Hardie states, “Lucan’s *Bellum Civile* begins at night with characters figuratively out of the Underworld … Statius begins the *Thebaid* with repeated eruptions from Hades” (1993: 59). The treatment from both Lucan and Statius of the unburied bodies forced to remain on the surface of earth, combined with the fact that prophecy is made through necromancy rather than through divine inspiration of
the gods, gives the reader the impression that the Underworld has enveloped the world of the living.

In all three epics, figures from the past appear to offer instructions to the protagonists or to prophesy about the future (Hardie 1993: 61-63). In the *Aeneid* (2.268-97), Hector appears to Aeneas in a dream to warn him about the fall of Troy, and to advise him to take his family and leave rather than fight against the Greeks. In *Bellum Civile* (1.185-203), the personified *Roma* appears to Caesar in a vision and implores him to stop his ingress into the city so as not to bring civil war upon the Romans. In the *Thebaid* (1.56-88), Oedipus performs this function by praying to the gods to curse his sons as punishment for abandoning him.

By writing pessimistic epics about civil war and the destruction it causes, Statius and Lucan have supplied the reader with themes that are treated more gently by Vergil. For instance, both Statius and Lucan describe in extensive detail the horrendous and sacrilegious ways in which the bodies of the dead are treated by the victors of battles: they either needlessly tear the corpses apart (e.g. Luc. 2.124-220, *Theb.* 9.256-60), or they cannibalize the carcasses (*Theb.* 7.65-74). The concept of frantic families looking for the corpses of their loved ones amongst a pile of unrecognizable bodies is evocatively employed by both Statius and Lucan as a clear condemnation of civil war. Lucan describes women embracing faceless corpses (Luc. 3.758-61) and parents stealing pieces of dead bodies from the pile of unknown fallen soldiers (Luc. 2.166-73). Statius writes about wives reattaching random body parts to the trunks of their fallen husbands (*Theb.* 3.114-78) and performing funerals for their enemies because it was impossible to know which bodies belonged to their loved ones (*Theb.* 12.35-6).\(^{18}\) The comparisons between

\(^{18}\) Passages such as these show that, while Statius is following Virgil, he is also a successor of Lucan and emulates the *Bellum Civile* in *Thebaid*. For discussion of parallels between Lucan and Statius, see Roche 2015: 393-407.
these horrors and the ways fallen enemies are treated in the *Aeneid* provide rich opportunities for classroom discussion.

**Parallel Passages**

The treatment of the themes by each of the three authors provides material for discussion in the classroom, particularly when students are initially being introduced to the post-Augustan authors. While there will likely not be enough time to read both Lucan’s and Statius’ entire epics in English, supplying the classroom with English translations\(^\text{19}\) of these thematically similar passages will allow students to engage with the authors and the motifs of epic.

The three themes - 1) dreams and visions, 2) prophecy, witches and necromancy, and 3) the *urbs capta* form the crux of the parallel passages selected for students to translate in class. These passages were selected because they connect stylistically and thematically to each other, are between fifteen and forty lines each, which allows high school students access to them over the course of one or two class periods, and each has a very clear Vergilian precedent that allows for richer classroom discussion of the way these three authors interact thematically and stylistically.

1 - Dreams and Visions

Dreams and visions are common motifs of epic poetry which convey a plethora of messages to the reader. Dreams are used by Vergil to deliver prophecies and warnings, as in Book 2 (268-97) when the ghost of Hector appears to Aeneas to warn him to flee Troy, or to explain the actions of a character, as in Book 4 (465-8) when dreams plague Dido and lead her to decide that committing suicide is her only recourse (McNeely 1997: 62-3). Although there are

\(^{19}\) For these works in translation, I prefer Braund’s 1992 translation of *Bellum CCivile*, and Ross’s 2004 translation of *Thebaid*. 

Nielson 30
fewer dream scenes in *Thebaid* and *Bellum Civile* than in the *Aeneid*, the paucity of these dream sequences makes those that exist even more powerful. There are only three dreams in the *Bellum Civile*: Pompey’s dream of Julia (3.8-35), Pompey’s optimistic dream before battle (7.7-24), and the simultaneous nightmare of Caesar and his soldiers after battle (7.760-86). Unlike Aeneas, the recipients of those dreams do not follow the instructions that these dreams impart (Harris 2017: 5). The *Thebaid*, like *Bellum Civile*, has a limited number of dreams: Eteocles’ grandfather appears to him in a dream in the guise of Tiresias (2.100-24), and Atalanta dreams of the death of Parthenopaeus (9.570-601). The dreams of Eteocles and Pompey, in which they are given warnings and instructions for the future, bear unmistakable similarities to Aeneas’ dream of Hector as Troy is being destroyed. The first set of parallel passages for use in a high school classroom includes these dreams. The similarities and differences in style, language, and outcome, both with respect to each other and to Vergil, will be discussed in Chapter 3 in the accompanying lesson plans.

**Pompey’s Nightmare:**
The ghost of Julia, daughter of Julius Caesar and former wife of Pompey Magnus, appears to Pompey while he sleeps. She describes the underworld, blames his current wife for his misfortunes, and promises that she will haunt him forever.

```
inde soporifero cesserunt languida somno
membra ducis. Diri tum plena horribis imago
visa caput maestum per hiantes Iulia terras
tollere, et accenso furialis stare sepulchro.
“sedibus Elysiis campoque expulsa piorum
ad Stygias,” inquit, “tenebras manesque nocentes,
post bellum civile trahor. Vidi ipsa tenentes
Eumenidas quaterent quas vestris lampadas armis.
praeparat innumeratas puppes Acherontis adusti
portitor: in multas laxantur Tartara poenas.
vix operi cunctae dextra properante sorores
sufficiunt: lassant rumpentes stamina Parcas.
coniuge me laetos duxisti, Magne, triumphos:
fortuna est mutata toris: semperque potentes
```
detrahere in cladem fato damnata maritos,
innupsit tepido paelex Cornelia busto.
haereat illa tuis per bella, per aequora, signis,
dum non securos liceat mihi rumpere somnos,
et nullum vestro vacuum sit tempus amori,
sed teneat Caesarque dies, et Iulia noctes.
me non Lethaeae, coniunx, oblivia ripae
inmemorem fecere tui, regesque silentum
permisere sequi. Veniam, te bella gerente,
in medias acies. Numquam tibi, Magne, per umbras
perque meos manes genero non esse licebit.
absclidis frustra ferro tua digna. Bellum
te faciet civile meum.” Sic fata, refugit
umbra per amplexus trepidi dilapsa mariti. (Luc.3.8-35)

Then the weary limbs of the leader gave way to drowsy sleep. Then Julia, an image full of dreadful horror, seemed to raise her sorrowful head through the gaping earth, and to stand on the fiery sepulcher like a Fury. She says, “After civil war, I am dragged, driven from the Elysian seats and field of the blessed to the Stygian darkness and guilty shades. I myself saw the Furies holding torches to brandish at your weapons. The ferryman of scorched Acheron is preparing innumerable ships: Tartarus is widened for many punishments. All the sisters are scarcely sufficient for the work with each of their right hands hurrying: breaking threads wearies the Parcae. With me as your wife, Magnus, you led joyful triumphs: Fortune has been changed with your marriage bed: your mistress Cornelia, having been condemned by fate to drag her powerful husbands constantly into disaster, married in a warm tomb. Let her cling to your standards through wars and through the seas, provided that it is permitted for me to break into your insecure slumbers, and let there be no time left vacant for your love, but let Caesar hold your days and Julia your nights. Husband, the oblivion of Lethe’s shore has not made me forgetful of you, the kings of the dead have permitted me to follow you. I will come, while you are waging wars, into the middle of the battle lines. Through the shades and through my ghost, Magnus, it will never be permitted for you not to be his son in law. In vain you sever your pledges with your sword. Civil war will make you mine.” Thus having spoken, the shade fled, having dissolved through the embrace of her nervous husband.

Vocabulary Notes:

8 sporifer: sporifer, -fera, -ferum - sleep inducing

20 All translations are my own. For use in a high school classroom, these passages have been translated as literally as possible without compromising the English meaning.
hiantes: hio, hiare, hiavi, hiatus-a-um - to gape, to be open
accenso: accensus, -a, -um - on fire
Elysii: Elysium, -ii n. – realm of the blessed in the lower world
campo: campus, -i m. - field
expulsa: expello, expellere, expuli, expulsus-a-um - to drive out
Stygiis: Stygius, -a, -um – Stygian, hellish
nocentes: noceo, nocēre, noci, nocitum - here = guilty
trahor: traho, trahere, traxi, tractus-a-um - to draw, to drag, to draw out
Eumenidas: Eumenides, -um f. – Eumenides, Furies
quaterent: quatio, quater, x, quassus-a-um - to shake, to cause to tremble
lampadas: lampas, lampadis f. - torch, brightness; light
praeparat: praeparo (1) - to get ready, to prepare, to prepare for
Acherontis: Acheron, Acherontis m. – Acheron, river in Hades
adusti: adustus, -a, -um - scorched
portitor: portitor, portitoris m. - ferryman, boatman; here = Charon
laxantur: laxo (1) - to extend, to widen
Tartara: neuter plural; translate as Tartarus
properante: propero (1) - to speed up, to do in haste
sufficium: sufficio, sufficere, suffeci, suffectum - (+ dat) to suffice for
lassant: lasso (1) - to tire out, to exhaust
stamina: stamen, staminis n. - vertical threads of a loom; thread, string
Parcas: Parca, -ae f. - Fates
toris: torus, -i m. - (pl) bed, couch
cladem: clades, cladis f. - disaster, loss
innupsit: innubo, innubere, innupsi (intr.) - to marry
paelex: paelex, paelicis f. - concubine, mistress
An interesting word for Julia to use considering that Pompey and Cornelia are husband and wife.
busto: bustum, -i n. - pyre; grave mound, tomb
haereat: haereo, harēre, haesi, haesum - to cling, to stick
aequora: aequor, aequoris n. - here = sea
securos: securus, -a, -um - carefree; secure, safe
rumpere: rumpo, rumpere, rupi, ruptus-a-um - to break, to burst through
Lethaeae: Lethaeus, -a, -um – of Lethe, infernal
oblivia: oblivium, -i n. - forgetfulness, oblivion
ripae: ripa, -ae f. - river bank
genero: gener, generi m. - son in law
abscidis: abscido, abscidere, abscidi, abscisus-a-um - to cut off, to cut short, to destroy
pignora: pignus, pignoris n. - pledge, security, guarantee, assurance
fata: for, fari, fatus-a-um sum - to say, to speak
amplexus: amplexus, -us m. - embrace, caress
dilapsa: dilabor, dilabi, dilapsus-a-um sum - to fall apart, to disperse, to decay

Grammar and Style Notes:
plena: takes the genitive
dextra properante: ablative absolute
20 **coniuge me**: ablative absolute
22 **detrahere**: complementary infinitive with damnata
   **fato**: ablative of means
24 **haereat**: jussive subjunctive
25 **non**: though *non* usually modifies a verb, in this case it modifies *securos somnos*
26 **sit**: jussive subjunctive
27 **teneat**: jussive subjunctive
29 **fecere** = *fece*rt
30 **permisere** = *permiserunt*
32 **te ... gerente**: ablative absolute
35 **umbra ... mariti**: synchysis

**Eteocles’ Nightmare:**
*As Eteocles sleeps, his grandfather, disguised as the prophet Tiresias, appears to him in a dream. Eteocles is warned to destroy his brother Polynices before he takes the throne. Before the ghost disappears, he rips off his disguise and simulates suicide over his sleeping grandson.*

```
   dehinc tangere ramo 100
   pectora et has visus Fatorum expromere voces:
   “non somni tibi tempus, iners, qui nocte sub alta,
   germani secure, iaces, ingentia dudum
   acta vocant rerumque graves, ignave, paratus.
   tu, veluti magnum si iam tollentibus austris 105
   Ionium nigra iaceat sub nube magister
   immemor armorum versantisque aequora clavi,
   cunctaris. iamque ille novis – scit Fama – superbit
   cunubiis viresque parat, quis regna capessat,
   quis neget, inque tua senium sibi destinat aula. 110
   dant animos socer augurio fatalis Adrastus
   dotalesque Argi, nec non in foedera vitae
   pollutus placuit fraternel sanguine Tydeus.
   hinc tumor, et longus fratri promitteris exsul.
   ipse deum genitor tibi me miseratus ab alto 115
   mittit: habe Thebas, caecumque cupidine regni
   ausurumque eadem germanum expelle, nec ultra
   fraternos inhiantem obitus sine fidere coeptis
   fraudibus aut Cadmo dominas inferre Mycenas.”
   dixit, et abscedens – etenim iam pallida turban
   sidera lucis equi – ramos ac vellera fronti
   deripuit, confessus avum, dirique nepotis 120
   incubit stratis, iugulum mox caede patemem
   nudat et undanti perfundit vulnere somnum. (Theb. 2.100-24)
```

Then he seemed to touch his chest with a branch and to utter these voices of fate: “It is not time for sleep for you who lie lazily under
the deep night, unconcerned about your brother. Just now great deeds and grave preparations call you as you idle. You delay, just as if a master sailor should lie idle under a black cloud with winds raising a great Ionian, unmindful of his tackle and sea-turning rudder. And now that man - Rumor knows - will conquer with a new marriage and is gathering strength. He who seizes kingdoms, who denies them, and destines for himself old age in your palace. Adrastus, fated by prophecy to be his father in law and the dowry of Argos give him spirit, nor was Tydeus, polluted by brotherly blood, not pleased in a pact of life. Hence his pride; and you are promised to your brother as a long exile. That father of the gods himself, pitying you, sent me from on high: hold Thebes, and drive out your brother, blind with desire for rule and about to dare the same things, nor further allow him, longing for fraternal death, to trust in the deceptions begun or to hand over the Mycenean rule to Cadmus. He spoke, and departing - for already the horses of light are disturbing the pale stars - he tore the branches and fillets from his forehead, confessing himself to be the grandfather. And he leaned over the bed of his ill-fated grandson, then he bares his throat gaping with slaughter and drenches sleep with the streaming wound.

Vocabulary Notes:
100 **ramo**: ramus, -i m. - branch
101 **expromere**: expromo, expromere, exprompsi, expromptus-a-um - to bring out, to fetch out; here = to utter
102 **iners**: iners, inertis - unskilled, incompetent, inactive, sluggish
103 **germani**: germanus, -i m. - brother
104 **secure**: securus, -a, -um - safe, secure; here = mindless
105 **iaces**: iaceo, iacēre, iacui - to lie, to lie down
106 **dudum**: adv. - a short time ago, just now, once, formerly
107 **ignave**: ignavus, -a, -um - listless, lazy, idle, cowardly, unproductive
108 **paratus**: paratus, -us m. - preparation
109 **veluti ... si**: just as if, just as though
110 **tollentibus**: tollo, tollere, sustuli, sublatus-a-um - to lift, to raise, to destroy
111 **auster**: auster, austri m. - wind, South wind
112 **Ionium**: Ionius, -a, -um – Ionian
113 **iacat**: iaceo, iacēre, iacui– to lie, to lie down
114 **magister**: magister, magistri m. - chief, master, director, here = master sailor
115 **versantisque**: verso (1) - to keep turning, to twist, to bend
116 **aequora**: aequor, aequoris n. - here = sea
117 **clavi**: clavus, -i m. - rudder
118 **cunctaris**: cunctor, cunctari, x, cunctatus-a-um sum - to delay, to hesitate
119 **parat**: here = gathers
120 **capessat**: capesso, capessere, capessivi, capessitus - to try to reach, to seize, to snatch at
<table>
<thead>
<tr>
<th>Page</th>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>senium: senium, senii n.</td>
<td>feebleness of age, decline, senility</td>
</tr>
<tr>
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<td>aula: aula, aulae f.</td>
<td>palace</td>
</tr>
<tr>
<td>111</td>
<td>socer: socer, soceri m.</td>
<td>father in law</td>
</tr>
<tr>
<td></td>
<td>augurio: augurium, -ii n.</td>
<td>prophecy, sign, omen</td>
</tr>
<tr>
<td></td>
<td>Adrastus: Adrastus, -i m.</td>
<td>– king of Argos, father-in-law of Tydeus and Polynices</td>
</tr>
<tr>
<td>112</td>
<td>dotalesque: dotalis, -is, -e</td>
<td>of a dowry</td>
</tr>
<tr>
<td></td>
<td>Argi: Argi, -orum m.</td>
<td>– Argos</td>
</tr>
<tr>
<td>113</td>
<td>Tydeus: Tydeus is the son of Oeneus and the father of Diomedes</td>
<td></td>
</tr>
<tr>
<td>114</td>
<td>tumor: tumor, tumoris m.</td>
<td>- swelling, anger, pride</td>
</tr>
<tr>
<td></td>
<td>promitteris: promitto, promittere, promisi, promissus-a-um</td>
<td>to send forth, to promise, to guarantee</td>
</tr>
<tr>
<td></td>
<td>exsul: exsul, exsulis m.</td>
<td>- exile, refugee</td>
</tr>
<tr>
<td>115</td>
<td>ab alto:</td>
<td>from on high, from heaven</td>
</tr>
<tr>
<td>117</td>
<td>ultra: adv.</td>
<td>- beyond, farther, besides</td>
</tr>
<tr>
<td>118</td>
<td>inhiantem: inhio (1)</td>
<td>- to long for, to be eager for</td>
</tr>
<tr>
<td></td>
<td>obitus: obitus, -us m.</td>
<td>- death, downfall, ruin</td>
</tr>
<tr>
<td></td>
<td>sine:</td>
<td>sino, sinere, sivi, situs-a-um - to allow</td>
</tr>
<tr>
<td>119</td>
<td>fraudibus: fraus, fraudis f.</td>
<td>- fraud, deception</td>
</tr>
<tr>
<td></td>
<td>Cadmo: legendary Phoenician founder of Thebes (267)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mycenas: Mycenae, -arum f.</td>
<td>- Mycenas</td>
</tr>
<tr>
<td>120</td>
<td>abscedens: abscedo, abscedere, abscessi, abscessum</td>
<td>- to go away, to depart, to vanish</td>
</tr>
<tr>
<td></td>
<td>turbant: turbo (1)</td>
<td>- to throw into confusion, to disturb, to agitate</td>
</tr>
<tr>
<td>122</td>
<td>vellera: vellus, velleris n.</td>
<td>- fleece, skin, pelt</td>
</tr>
<tr>
<td>122</td>
<td>deripuit: deripio, deripere, deripui, dereptus-a-um</td>
<td>- to tear off, to remove</td>
</tr>
<tr>
<td></td>
<td>avum: avus, -i m.</td>
<td>- grandfather</td>
</tr>
<tr>
<td></td>
<td>dirique: dirus, -a, -um</td>
<td>- ill-omened, ominous, dire</td>
</tr>
<tr>
<td>123</td>
<td>stratis: stratum, -i n.</td>
<td>- bed</td>
</tr>
<tr>
<td></td>
<td>patentem: pateo, patēre, patui</td>
<td>- to open, to be exposed, to gape</td>
</tr>
<tr>
<td>124</td>
<td>nudat: nudo (1)</td>
<td>- to bare, to uncover, to strip</td>
</tr>
<tr>
<td></td>
<td>undanti: undo (1)</td>
<td>- to move in waves, to undulate, to overflow</td>
</tr>
<tr>
<td></td>
<td>perfundit: perfundo, perfundere, perfudi, perfusus-a-um</td>
<td>- to drench, to bathe, to flood</td>
</tr>
</tbody>
</table>

**Grammar and Style Notes:**

<table>
<thead>
<tr>
<th>Page</th>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>visus:</td>
<td>ellipsis; sc. est</td>
</tr>
<tr>
<td>105</td>
<td>veluti ... si:</td>
<td>introduces a simile</td>
</tr>
<tr>
<td>106</td>
<td>iaceat:</td>
<td>present subjunctive in a comparison as well as condition</td>
</tr>
<tr>
<td>109</td>
<td>capessat:</td>
<td>subjunctive in a relative clause of purpose</td>
</tr>
<tr>
<td>110</td>
<td>neget:</td>
<td>subjunctive in a relative clause of purpose</td>
</tr>
<tr>
<td></td>
<td>aula: ablative of place where</td>
<td></td>
</tr>
<tr>
<td>111</td>
<td>socer: ellipsis; sc. esse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>augurio: ablative of means</td>
<td></td>
</tr>
<tr>
<td>113</td>
<td>fraterno sanguine:</td>
<td>ablative of means</td>
</tr>
<tr>
<td>114</td>
<td>longus ... exsul:</td>
<td>ellipsis; sc. esse</td>
</tr>
<tr>
<td>115</td>
<td>deum = deorum</td>
<td></td>
</tr>
<tr>
<td>116</td>
<td>cupidine:</td>
<td>ablative of means</td>
</tr>
<tr>
<td>117</td>
<td>ausurumque:</td>
<td>future active participle of audeo</td>
</tr>
</tbody>
</table>
2 - Prophecy, Witches, and Necromancy

Book 6 of *Bellum Civile* and Book 4 of the *Thebaid* provide the reader an introduction to post-Augustan horror by using necromancers to impart prophecy about the underworld and about the future calamities of the civil wars. These interactions with prophetic witches can be compared to Aeneas’ interaction with the Sibyl in Book 6 of the *Aeneid*. In *Bellum Civile*, the Thessalian witch, Erichtho, is sought out by Pompey’s son so that he can learn the outcomes of the war. The passage is graphic, bloody, and full of gore; Erichtho is described as a terrifying, corpse-bidding witch who mangles the bodies of the dead with her mouth and cuts dead fetuses out of cadavers to perform rites (Luc.6. 507-69). In fact, based on the description of Erichtho’s frightening appearance and unholy magic, she can be considered an anti-Sibyl, a foil to the holy and powerful prophetess who takes Aeneas to the underworld (Hardie 1993: 77). In the following passage, Lucan explains to the reader that Erichtho learns her answers not by sacrifice or augury, but by raising the dead. In a similar vein, Statius writes that Eteocles, terrified by a raving woman’s prophecy, seeks wisdom from the prophet Tiresias. Like Erichtho, Tiresias does not learn the secrets of the future from the gods. Rather, he learns them by coaxing the dead to speak to him. The parallel passages chosen for this section discuss how these two necromancers learn about the future. The two passages which directly address the necromancy (Luc. 6. 667-84; 21

While Hardie addresses the concept of Erichtho as an anti-Sybil, he cautions that this reading may be an oversimplistic attempt to equate the two prophetesses. He argues that Erichtho also mimics Allecto the Fury. For further discussion of Erichtho, see Hardie 1993: 76-7.
Theb. 4.553-60), could easily be substituted for the ones which I have chosen, but should be used with caution due to the more graphic nature of the subject matter.

Erichtho:
The son of Pompey, seeking guidance about the future, decides to visit Erichtho. He seeks her out because this witch does not receive prophecy through augury or sacrifices, but in ways detested by the gods.

Qui stimulante metu fati praenoscere cursus,  
impatiensque morae, venturisque omnibus aeger,  
nec quaeisisse libet, primis quid frugibus altrix  
aere Iovis Dodona sonet, quis noscere fibra  
fata queat, quis prodat aves, quis fulgura caeli  
servet, et Assyria scrutetur sidera cura,  
aut si quid tacitum, sed fas, erat. Ille supernis  
detestanda deis saevorum arcana magorum  
noverat, et tristes sacris feralibus aras,  
umbrarum Ditisque fidel: miseroque liquebat,  
scire parum superos. Vanum saevumque furorem  
adiuvat ipse locus, vicinaque moenia castris  
Haemonidum, ficti quas nulla licentia monstr  
transierit, quarum, quidquid non creditur, ars est.  
Thessala quin etiam tellus herbasque nocentes  
rupibus ingenuit, sensuraque saxa canentes  
arcanum ferale Magos. (Luc. 6.423-40)

Who, with fear urging him to know the courses of fate, and impatient of delay, and sick at all about to come, he consults not the tripods of Delos, nor the caves of the Pythia, nor does he wish to have asked what Dodona, the nourisher with the first foods, sounds with the bronze of Jupiter, nor who is able to understand the Fates from entrails, who interprets the birds, who watches over the lightnings of heaven, and examines the stars with Assyrian care, or if there was anything secret, but permitted. That man knew the savage priests’ mysteries, detested by the gods, and the altars mournful with funeral rites, the faith/proof of the shades and of Dis: and it was clear to the miserable man that the gods knew too little. The place itself encourages the useless and savage fury; and the city of the Thessalians [witches] was near the camp, whom no lawlessness of invented horror can surpass, the art of whom is whatever is not believed. In fact, on its crags, the Thessalian land even produced both harmful herbs and stones about to hear magicians singing a dreadful secret.
Vocabulary Notes:
423  **stimulante**: stimulo (1) - to goad, to torment, to spur on, to excite
     **praenoscere**: praenosco, praenoscere, praenovi, x - to find out beforehand
424  **venturisque**: future active participle of venio
     **aeger**: aeger, aegra, aegrum - sick, weary, exhausted
425  **tripodas**: tripus, tripodis m. - tripod, oracle (here, a Greek accusative)
     **Deli**: Delius, -a, -um – Delian, of Apollo
     **Pythia**: Delphic oracle (1285)
     **antra**: antrum, -i n. - cave, cavern, grotto
426  **frugibus**: frux, frugis f. - produce, crops, grain, vegetables
     **altrix**: altrix, altricis f. - nourisher
427  **aere**: aes, aeris n. - copper, bronze
     **Dodona**: the sanctuary of Zeus Naios in Epirus and the oldest Greek oracle (489)
     **fibra**: fibra, -ae f. - lobe (of liver or lungs), entrails
428  **queat**: queo, quire, quivi, quitum - to be able
     **prodat**: prodo, prodere, prodidi, proditus-a-um - to bring forth, to reveal, to disclose
     **fulgura**: fulgur, fulguris n. - flash of lightning
429  **scrutetur**: scrutor, scrutari, x, scrutatus-a-um sum - to scrutinize, to examine
430  **fas**: fas n. (indecl.) - (+ est) it is permitted
     **supernis**: supernus, -a, -um - upper, celestial
431  **detestanda**: detestor, detestari, x, detestatus-a-um sum – to curse, to detest
     **arcana**: arcanus, -a, -um - secret, concealed
     **magorum**: magus, -i m. - magician, priest
432  **feralibus**: feralis, -is, -e - deadly, fatal, gloomy, funerary
433  **Ditisque**: Dis, ditis, m. - Pluto
     **liquebat**: liqueo, liquere, liqui - it is clear, it is apparent, it is evident
434  **parum**: parum n. (indecl.) - a little, too little
     **vanum**: vanus, -a, -um - empty, vacant, useless
435  **adiuvat**: adiuvo (1) - to help, to encourage
     **vicinaque**: vicinus, -a, -um (+ dat) - neighboring, nearby
436  **Haemonidum**: Haemonides, -ae m. - Thessalians
     **licentia**: licentia, -ae f. - freedom, lawlessness
437  **transierit**: transeo, transire, transii, transitus-a-um - to go over, to surpass
438  **Thessala**: Thessalus, -a, -um - Thessalian
     **quin**: here = in fact
     **nocentes**: noceo, nocere, nocui, nocitum (+ dat) - to harm, to injure
439  **rupibus**: rupes, rupis f. - cliff
     **ingenuit**: ingigno, ingignere, ingenui, ingenitus-a-um - to cause to grow, to implant
440  **arcanum**: arcanum, -i n. - secret, sacred mystery
     **ferale**: feralis, -is, -e - deadly, fatal, gloomy, funerary

Grammar and Style Notes:
423  **stimulante metu**: ablative absolute
426  **quaesisse**: perfect active infinitive of quaero
primis ... frugibus: ablative of means

sonet: subjunctive in an indirect question
fibra: ablative of means
queat: subjunctive in an indirect question
prodat: subjunctive in an indirect question
servet: subjunctive in an indirect question
Assyria ... cura: ablative of means
scrutetur: subjunctive in an indirect question
si quid: si (ali)quid
detestanda: gerundive
deis: dative of agent with detestanda
transierit: potential subjunctive
sensuraque: future active participle of sentio

Tiresias:
Tiresias is asked by Eteocles to divine the future. Tiresias does this not by looking at entrails of animals or paths of the stars, but by raising the dead.

ille deos non larga caede iuvencum, 410
non alacri penna aut verum salientibus extis,
nec tripode implicito numerisque sequentibus astra,
turea nec supra volitante altaria fumo
tam penitus, duae quam Mortis limite manes
elicitos patuisse refert; Lethaeaque sacra
et mersum Ismeni subter confinia ponto
miscentis parat ante ducem, circumque bidentum
visceribus laceris et odori sulphuris aura
graminibusque novis et longo murmure purgat. (Theb.4.409-18)

That man says that the gods have not so thoroughly revealed the truth by the lavish slaughter of young bulls, nor by the swift wing nor by leaping entrails, nor by the confusing tripod and by numbers following the stars, nor by smoke flying over incensed altars, as the shades summoned from the boundary of cruel Death; and he prepares in advance the rights of Lethe and the leader submersed below the confines of Ismenos that mixes with the sea, and he purifies all around with the mangled viscera of sheep and with the breeze of odorous sulfur and with fresh herbs and a long murmuring.

Vocabulary Notes:

409 iuvencum: iuvencus, -i m. - bullock
410 alacri: alacris, -is, -e - lively, quick
penna: penna, -ae f. - feather, wing
salientibus: salio, salire, salui, salitum - to jump, to leap, to hop
extis: exta, -orum n. - vital organs
The primary subject matter of both the *Bellum Civile* and the *Thebaid* is civil war. Both authors repeatedly condemn this heinous act of fraternal violence in their epics. In each poem, two powerful figures who mirror each other (Caesar and Pompey in *Bellum Civile* and Eteocles and Polynices in the *Thebaid*) participate in a power struggle that pulls their respective communities into a war resulting in the deaths of many innocent victims and the destruction of their regions. In an effort to highlight the horrors and evils of civil war, both Statius and Lucan describe in gruesome ways family members, neighbors and friends killing each other in battle.
Both authors illustrate the panic that ensues among the people as soon as they realize that they
are under attack. In Book 1 of *Bellum Civile*, Lucan describes how people in Rome react to the
news that Caesar is on his way. The terror and uncertainty not only of the common people but of
the senators as well are simultaneously evocative and unnerving. Similarly, in Book 7 of the
*Thebaid*, Statius explicates the panic that the people of Thebes feel. They alternate between
dread and complacency, prepare for their own deaths, or seek out loved ones.

The idea of a city struck by dread at the approach of an enemy is common in post-
Augustan Latin, both in epic and in historiography. Smolenaars (1994: 199), in his commentary
on Book 7 of the *Thebaid*, provides the generic formula for a panic-stricken city: (1) the enemy
approaches and causes fear; (2) the people either behave erratically or prepare for war; (3) the
author describes the psychological effects the news of imminent disaster has on people and (4)
gives specific information about how the panic has manifested itself. This formula is seen in
both of the following parallel passages, as well as in Book 11 (139-52, 468-82) of the *Aeneid* as
Aeneas’ forces come upon Laurentum.

**Panic at Rome:**

*The Roman people are told of Caesar’s approach. In a panic, they all attempt to flee the city. In
their minds, they see Caesar not as a man, but as a monster.*

Caesar, ut inmensae conlecto robore vires
audendi maiora fidem fecere, per omnem
spargitur Italiam vicinaque moenia conplet.
vana quoque ad veros accessit fama timores
inrupitque animos populi clademque futuram
intuitit et velox properantis nuntia belli
innumeratas soluit falsa in praeconia linguas.

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22 The formula for the *urbs capta* is far more intricate and detailed than the scope of this paper permits: see

23 This particular passage is not on the translation list for the AP Latin Examination. Students, however, will be
familiar with it because they are expected to read the entire *Aeneid* in translation. It could be assigned with those of
Lucan and Statius so that the similarities and differences in style can be discussed in class.
Caesar, as his immense strength with his force having been
gathered together gave him faith for daring greater things, is
scattered through all Italy and he occupies the neighboring fortified
towns. False report also added to true fears and invaded the minds
of the people and imparted future disaster, and the swift announcer
of imminent war loosened innumerable tongues in false
proclamations. There is one who says that brazen troops rush into
combat where Mevania spreads itself on the bull-bearing plains
and that where the Nar falls in the Tiber river, the barbarian
squadrons of savage Caesar rush around; and that he himself
bearing all the eagles and the collected standards is approaching
with not just one column but with a crowded camp. Nor do they
see him as they remember him: and a greater beast rushes to their
minds, one more savage than the conquered enemy. [He says] that
the peoples lying between the Rhine and the Elbe, uprooted from
their northern boundaries and patriarchal seat, follow behind him,
and that the city was ordered to be sacked by wild nations with the
Roman watching. Thus each man by fearing gives strength to
rumor, and with no author of evils they fear those things which they invented. Nor is the rabble alone terrified, having been struck with baseless fear, but the senate house and the Fathers themselves jumped from their seats, and the senate, fleeing, delivers the hated decrees of war to the consuls. Then, uncertain what safety they should seek, and what fearful things they should leave, where the impetus of flight leads each one, he urges forward the headlong populous, and in a long unbroken row the columns rush. You would think either that heinous firebrands had seized the houses or that the swaying homes were hanging in quaking ruin, thus the frantic crowd rushed heedless(ly) through the city with a headlong step, just as if the one hope in the shattered situation was to leave the patriarchal walls.

Vocabulary Notes:
466 conlecto: colligo, colligere, collegi, collectus-a-um - to gather together, to collect
robere: robus, roboris n. - strength, power
468 vicinaque: vicinus, -a, -um - neighboring, nearby
conplet: conpleo, conplere, conplevi, conpletus-a-um - to fill up
469 vana: vanus, -a, -um - empty, vacant, false
cladenque: clades, -is f, - disaster, loss, ruin
470 velox: velox, velocis - speedy, swift
properantis: properly (1) - here = imminent
472 praecoria: praeconium, -i n. - proclamation, announcement
473 est qui: here = there is one who
tauriferis: taurifer, taurifera, tauriferum - bull producing
Mevania: near the Via Flaminia
474 ruere: ruo, ruere, rui, rutus-a-um - to charge, to swoop down on
turmas: turma, -ae f. - troop, squadron
475 adferat: adfor, adfari, x, adfatus-a-um sum - to address
qua: where, by which way
Nar: the Nar river
Tiberino: Tiberinus, -a, -um – of the Tiber River
inlabitur: inlabor, inlabi, x, inlapsus-a-um sum - to flow, to sink, to fall
amni: amnis, amnis m. - river
476 discurrere: discurro, discurrere, discucurri, discursum - to run about in different directions, to dash around
alas: ala, -ae f. - here = squadron
477 conlataque: confero, conferre, contuli, conlatus-a-um - to bring together, to collect
478 incedere: incedo, incedere, incessi, incessum - to march, to advance
479 qualem: qualis, -is, -e - what sort of, what kind of
480 inmanior: immanis, -is, -e - huge, enormous
481 Rhenum: Rhenus, -i m. – the Rhine
Albimque: in Germania
482 Arctois: Arctos, -i m. – the North, the North pole
483 pone: adv. - behind
Panic at Thebes:

With war approaching, the people of Thebes panic. They rush around the city, certain that they are about to die. They prepare pyres for themselves and mentally alternate between fear and complacency.
Who could show in words astonished Thebes? In the sight of a war bringing their last moments, black night terrifies the sleepless city and threatens day. They run around the walls; in that horror nothing is guarded, nothing is secure enough, and the towers of Amphion are weak. Everywhere a different rumor and fear announce more and greater enemies. They see Inachian tents against them and strange fires in their mountains. These ones (call on) the gods with prayers and complaint, those ones urge Mars’ weapons and warhorses, others in weeping rest on beloved chests and miserably commission pyres and tomorrow’s funerals. If a light sleep causes their eyes to droop, they wage war; now delay seems a profit, now a weariness to those astonished; they fear the light and they pray for the light. Tisiphone goes, shaking twin snake(s) and rages in each camp. She hurls a brother on this one, a brother on that one, or their father on both. Far away that man roused in the deep palace invokes the Furies and retakes his eyes.

Vocabulary Notes:

452 **queat**: queo, quire, quivi, quatum - to be able
   **atonitas**: attonitus, -a, -um - astonished
453 **suprema**: here = last moments
454 **terrata**: territo (1) - to keep frightening, to intimidate
   **minatur**: minor, minari, x, minatus-a-um sum - to threaten
455 **discurrunt**: discorro, discurrere, discurri, discursum - to run about in different directions, to dash around
   **saeptum**: saepio, saepire, saepsi, saeptus-a-um - to guard, to fortify, to strengthen
456  **fidum:** fidus, -a, -um - certain, sure, safe
457  **invalidaeque:** invalidus, -a, -um - weak
458  **Amphionis:** Amphio, Amphionis m. – son of Zeus and Antiope, husband of Niobe
459  **annuntiat:** annuntio (1) - to announce, to proclaim
460  **tentoria:** tentorium, -ii n. - tent
461  **Inachia:** Inachius, -a, -um - referring to the first king of Argos
462  **precibus:** prex, precis f. - prayer
463  **questuque:** questus, -us m. - complaint
464  **fletu:** fletus, -us m. - crying, tears
465  **rogos:** rogus, -i m. - funeral pyre
466  **crastina:** crastinus, -a, -um - tomorrow’s
467  **demisit:** demitto, demittere, demisi, demissus-a-um - to drop, to lower, to droop
468  **lumina:** here = eyes
469  **modo ... modo:** now ... now
470  **lucra:** lucrum, -i n. - profit, gain
471  **taedia:** taedium, -i n. - weariness
472  **attonitis:** attonitus, -a, -um - astonished
473  **geminum:** geminus, -a, -um - twin, double
474  **excutiens:** excutio, excutere, excussi, excussus-a-um - to shake off, to shake loose
475  **bacchatur:** bacchor, bacchari, x, bacchatus-a-um sum - to revel, to rage, to run wildly
476  **Tisiphone:** Tisiphone, -is f. – one of the three Furies who haunted murderers
477  **ingerit:** ingero, ingerere, ingessi, ingestus-a-um - to carry in, to throw in, to heap
478  **ille:** i.e. Oedipus
479  **imis:** imus, -a, -um - deepest, lowest
480  **Furias:** Furia, -ae f. – the Furies; Magaera, Tisiphone, and Alecto
481  **reposcit:** reposco, reposcere - to demand back, to claim

Grammar and Style Notes:
452  **dictis:** ablative of means
455  **muris:** dative with a compound verb
456  **invalidaeque ... arces:** ellipsis; sc. *sunt*
459  **externosque ... ignes:** chiasmus
460  **hi ... deos:** ellipsis; sc. *rogant*
460-461  **hi** (line 460) ...  **hi** (line 460) ...  **hi** (line 461): anaphora
461  **fletu:** ablative of manner
462  **miserique:** adjective with adverbial force
463  **demisit:** present general condition
464  **modo ... visae:** ellipsis; sc. *sunt*

These sets of parallel passages reveal thematic and stylistic similarities and differences that invite students to appreciate the historical and literary contexts of Lucan and Statius as well
as intertextual Vergilian themes and stylistic devices. By providing our students access to these works that they may not otherwise have the opportunity to translate, we can help them to contextualize all three authors. Post-Augustan epics are rich in themes and style and should be included in a high school syllabus along with their Augustan counterparts.
CHAPTER THREE: Techniques for a Multi-Modal Approach to Teaching High School Latin and their Application to Lucan and Statius

As outlined in Chapter 1, both the Grammar-Translation method and the Communicative Approach have benefits and disadvantages in a Latin classroom. A combination of the two methods will help students learn the language and more fully enjoy their experience in the classroom. Below I have summarized various activities and teaching strategies from both methods, which can be used to teach the paired passages from Lucan and Statius discussed in Chapter 2. Using activities from both methods every day will allow a teacher to ensure that students are comfortable with the grammar and still learning to communicate in Latin.

The task of integrating activities from two separate foreign language techniques into one classroom can seem daunting, especially to a teacher who has only been trained in the Grammar-Translation method. Thanks to the advent of YouTube, blogs, and other online resources, Latin teachers now have access to a plethora of materials which have been developed by experienced and creative teachers. Keith Toda, a Latin teacher in Georgia, has created an accessible blog filled with activities that focus on communication and Comprehensible Input (http://todallycomprehensiblelatin.blogspot.com/p/ci-reading-strategies.html). Justin Slocum Bailey has a similar blog which centers around teaching Latin through Comprehensible Input. He also provides links to articles about Latin pedagogy, links to ideas for activities, as well as a platform to ask him questions directly (http://indwellinglanguage.com). Latinitium, operated by David Pettersson, is a website which provides stories and videos in Latin, as well as podcasts, which can be helpful when integrating the Communicative Approach into the classroom (https://www.latinitium.com/blog). Eidolon is run by Donna Zuckerberg and provides classicists a place to post articles written on a variety of subjects, including pedagogy (https://eidolon.pub). This online journal espouses progressive ideals with an eye to opening a space for anyone of any
level to write about the classics. For Grammar-Translation ideas, Mark Damen from Utah State University has created a website which caters to students using *Wheelock’s Latin* (Wheelock 2005: New York). He has developed supplementary grammar exercises that are helpful for students who are struggling with specific grammatical concepts (http://www.usu.edu/markdamen/Latin1000/index.htm). These exercises are useful for students using any textbook.

Latin teachers looking for Communicative and Grammar-Translation activities should consider expanding their search into blogs made by teachers of other languages. FluentU is a blog that provides teachers with general activities and advice for teaching language through many different methods (https://www.fluentu.com/blog). This blog differs from the Latin-centric resources in that it supplies teachers with activities from second language acquisition methods of educators and experts in many modern languages. This short list has barely scratched the surface of the activities, ideas, and advice available to teachers who seek to incorporate Comprehensible Input and communication strategies into their classrooms. Because all these resources are freely available, teachers can feel empowered to experiment with different activities and use a variety of techniques to help keep students engaged.

**Warm-Up Activities**

At the beginning of class, it is important for teachers to get their students into the right frame of mind to study Latin. Most teachers assign a warm-up activity which students begin as soon as they walk into the classroom (Rashidi 2013: 130). In a multi-modal approach to teaching Latin, these warm-up activities should alternate between communicative strategies and grammar-heavy techniques. This is an ideal time to give students using a grammar approach practice in grammar, parsing, and charts (Ervin 1982: 96). This warm-up should not take more than five to
ten minutes of class time, and it should be relevant to what the students learned the day before. This time is an opportunity to give students a chance to complete a chart for a grammatical concept with which they struggled during the previous class, or one that they need to review.

Undertaking warm-up activities from a Communicative Approach can be as simple as pairing students and asking them to have a short discussion about what they read the day before. To provide further instances of Comprehensible Input, the teacher can use this time to speak in Latin to her students while they draw or write what she says. Regardless of the task the teacher chooses, the warm-up exercises should be relevant to the content the students are learning and not take more than ten minutes of class time. What follows is a list of warm-up activities which can be used in a multi-modal classroom. These activities can easily be assigned to teams or individuals.

1. **Synopses** – The teacher chooses a verb with which the students have previously struggled or need to review. The students complete a full synopsis of that verb. The synopses, as well as the charts mentioned below, can also be completed by students on the board in teams (Ervin 1982: 98). (GTM)²⁴

2. **Charts** – If the students previously struggled with a pronoun, adjective, noun, or verb, their teacher will instruct them to warm-up by declining or conjugating on an appropriate chart (Ashe 1998: 244-245). (GTM)

3. **Vocabulary Drawings** – The teacher posts a short list of Latin vocabulary previously encountered words without their English. Students then draw pictures to indicate the meaning of the vocabulary words. (GTM, CA)

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²⁴ GTM indicates that this is an activity usually used in the Grammar-Translation Method. CA indicates that this is an activity based on ideas from the Communicative Approach.
4. **Short Discussion** – Students are paired by their teacher, which works best if the pairs are made before class and posted on the board. The teacher posts a simple discussion question on the board, and students communicate about it in Latin as best they can for five minutes. Beginning students may benefit from partial scripts created by the teacher in order to facilitate communication. The prompts for these discussions are based upon the texts that the students were reading the day before, as this will result in students having access to applicable vocabulary. These discussions can take the form of opinion-sharing, interviewing, or even role-play (Richards and Rodgers 2014: 97) (CA)

5. **Comprehension Drawing** – The teacher reads a short passage written in easily comprehensible Latin. As the students listen to their teacher read, they draw a picture which illustrates what they are hearing. The teacher should read the passage at least three times to give the students a chance to fully comprehend it and refine their drawing with each reading (Toda: http://todallycomprehensiblelatin.blogspot.com/2017/09/drawing-dictation.html). (CA)

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**Classroom Activities**

In a multi-modal approach classroom, it is important to devote roughly the same amount of classroom time to Communicative activities as to translation. As a result, teachers who choose to use both approaches will need to allocate more days than they would in a strict Grammar-Translation class to cover the same material.

*Communicative Classroom Activities*

The Communicative Approach to language learning favors group work that requires students to speak to each other in the target language (Richards and Rogers 2014: 97). If the students lack vocabulary to discuss the topic, important words can be posted on the board for
them to refer to throughout their discussion. They can also be taught circumlocution, by which they speak around the topic using vocabulary that they already know. Communicative activities such as role-playing, opinion-sharing, and interviews, all conducted in Latin, can be tailored to the texts that the students are reading (Chang 2011: 17). Beyond communicating with each other in the target language, it is important for students to be given the opportunity to write in the target language. As Carlon explains, writing and speaking in Latin are vital to the students’ understanding of the language because, “Research has shown that output is an important part of attaining a detailed grasp of the grammar of a language …” (2013: 108). Output such as free-writing and timed-writing activities, in which students are asked to summarize in Latin what they translated the day before, not only allows students to look back on the previous translation, but also gives them a chance to use new vocabulary they read in the previous class (Toda: http://todallycomprehensiblelatin.blogspot.com/2014/04/writing-in-latin-part-2.html).

**Grammar-Translation Classroom Activities**

Just as important as communication is fundamental understanding of the grammar. Typical Grammar-Translation activities such as synopses, charts, sentence mapping, and discussion of grammar and syntax should be employed in a multi-modal classroom. Because these translations are meant to be used with Advanced Placement students, we can assume that they will have learned basic Latin grammar. Nonetheless, there will invariably be concepts with which the students struggle, and grammar-heavy activities can bridge gaps in understanding. These activities should be relevant to the translations with which the students are working. Asking students to map the grammar of sentences (underline the main verb, circle the subject, draw arrows between adjectives and the nouns they modify, *vel sim.*) will help to ensure that the
students truly understand the grammar and syntax of each sentence and will result in more accurate translation of a text.

_Vocabulary_

Vocabulary acquisition is a vital aspect of the study of Latin, regardless of the instructional method. In fact, Ur states that vocabulary is “the most important language-learning benefit of intensive study of a text,” (2012: 29). Vocabulary-focused activities are an important aspect of a Latin classroom. When approaching texts, a good strategy is to pre-teach the vocabulary relevant to the passage. Carlon argues that second language acquisition research shows that a fundamental understanding of vocabulary is more important to comprehension than understanding the grammar and that “the learner will not truly acquire a word until it has been seen or heard in a minimum of six to as many as twenty different contexts” (2013: 109). The number of vocabulary-related activities available for teachers to use is enormous; they are easily accessible through a google search. Osburn provides a list of Latin-specific vocabulary games for middle school students including Simon Says, word scrambles, and Latin Jeopardy (1998: 82-83). Below is a short list of effective vocabulary acquisition activities.

1. **Pictures** – Students draw pictures of their new vocabulary words and label the pictures with the full dictionary entry. This does not apply just to nouns and verbs, and they do not have to be exact representations of the words. Even prepositions and adverbs can be creatively represented by a picture.

2. **Vocabulary lists** – This requires that students keep lists of their vocabulary, separated according to part of speech. These lists must include the entire dictionary entry, as well the English translation. Examples of blank vocabulary sheets, along with the applicable paradigm,
can be found on Mark Damen’s website (http://www.usu.edu/markdamen/Latin1000/Vocsheet/indexvoc.htm).

3. Memory games – Students are given packs of vocabulary cards, half of which are in English and half in Latin. The cards are arranged face-down. Each student turns over two cards at a time and tries to make a correct Latin and English pair (Toda: http://todallycomprehensiblelatin.blogspot.com/2016/04/memory-card-game.html).25

4. Fly-swatter – To play this game, vocabulary words are written at random on the board. Students are organized into two teams. Each team is given one fly swatter (or ruler or sticky hand). The teacher reads out the word in English. The first team to swat the corresponding Latin word wins a point (PDST: http://www.pdst.ie/sites/default/files/Vocabulary%20Games%20-%20The%20fly%20swatter%20game.pdf).

**Approaching the Translations**

*Pre-Reading Strategies*

Students who have been taught Latin via the Grammar-Translation method often approach their translations one word or one sentence at a time. This can detract from their understanding of the full text they are translating. I have often assigned students a text to translate, and upon asking them to summarize what they have translated receive blank stares. This is because they do not understand the text holistically but treat the Latin as a puzzle rather than as language (Abbott 1998: 37). They become so engrossed in the grammar and vocabulary that they lose context. Being occupied by the grammar and not reading the language linearly is something that Knudsvig and Ross describe as the “hunt-and-peck method of working through a Latin text, searching for subject, then verb, then object, so that they might order the information

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25 There are many ways to play this game. The instructions on Keith Toda’s blog are slightly different from mine.
in an understandable sequence.” (1998: 32). This method of translating Latin runs contrary to the ideas embraced by the Communicative method, and it results in students decoding a text rather than reading and understanding it. However, this tendency to hunt-and-peck at the expense of comprehension can easily be overcome by employing pre- and post-reading strategies. Regardless of the language a student is learning, comprehension of the text will be increased by preparatory work prior to delving into the passage (Ur 2012: 30).

Teaching the paired passages from Lucan and Statius will require the teacher to do an extensive amount of pre-reading preparation. Before using any of the pairs, background information, context, and Vergilian precedent (as outlined in Chapter 2) should be presented to the students. This preparation can also encourage students to think critically about the text they are about to translate. Assigning students to write two or three of their own discussion questions after they finish translating is a good way to ensure that they are approaching the text through the lens of comprehension rather than just decoding it.

On his blog, Keith Toda offers many engaging strategies for pre-reading a text. The *dictatio* activity, during which the teacher reads aloud Latin sentences as the students copy them, is one that will effectively prepare students to read Lucan and Statius for the first time (Toda, http://todallycomprehensiblelatin.blogspot.com/p/ci-reading-strategies.html). It is important to note that Toda does not read difficult Latin to his students. Rather, he reads sentences that he has written himself that use vocabulary and grammatical structures with which the students are already familiar. This strategy of embedded reading, modifying Latin passages to allow students easier access to the content, is one which is becoming increasingly popular in Latin classrooms that focus on Comprehensible Input (Patrick 2015: 120-2). With the paired passages, the best way for a teacher to utilize this activity is to write five or six simple sentences that summarize
the content of the passage and use vocabulary found in it. This exposes students to what they are about to translate and allows them to hear and write vocabulary that is related to the passage. All Toda’s pre-reading activities somehow engage the students in communication, either by listening or by speaking.

Translating

Regardless of their age or ability, students are more successful when they translate in the classroom under the supervision of the teacher. Many teachers assign translation as homework, but it is preferable to be readily available to students when they come across confusing grammar or syntax (Singh 1998: 94). Translations should be done in groups rather than individually. This fosters communication among the students and allows them to help each other work through any difficulties they encounter. Translating as a group can also motivate and help students to work autonomously (Ur 2012: 234). Before translation begins, I ask my students to read the Latin aloud. This technique can lower their affective filter,\(^{26}\) and when students have been exposed to the Communicative method, it can serve as a pre-reading strategy to help put the passage in context (Perry 1998: 107). Below is a list of translation activities which can be employed in a multi-modal classroom.

1. Sentence mapping – The teacher picks one or two of the more difficult sentences in the passage and asks the students to map out the grammar. This can be used as a pre-reading activity or one used during translation. (GTM)

\(^{26}\) The affective filter is Stephen Krashen’s hypothesis that states that there are variables inside and outside the classroom which affect a student’s ability to process new linguistic information, and that input will not be comprehensible to a student if her affective filter is high. Therefore, the more relaxed and at ease a student is in a language class, the more likely she will be able to process the linguistic information presented by a teacher. For further discussion of the affective filter and second language acquisition theory, see Krashen 1982: 10-30.
2. Choral Reading – Rather than in small groups, the class translates the text together, led by the teacher. The teacher projects the text onto the board and assists the class in translating by indicating the English word order of the sentence while students translate into English out loud (Toda, http://todallycomprehensiblelatin.blogspot.com/p/ci-reading-strategies.html). (GTM, CA)

3. Jigsaw – This is a common Communicative Approach method of learning. Students are split into “home groups.” Each student in that group is assigned to a second group which has been given a section of text to translate. The second group translates that chunk of text together, following which the student returns to the home group and teaches the translation to her fellow students (Singh 1998: 93; Richards and Rogers 204: 97). (CA)

It is important for a multi-modal teacher to remember that translation should not be the only, or even the main goal of classroom work. At least half of classroom time should be spent in oral communication either between teacher and students, or among students themselves. Because these students have already finished learning grammar, communication and translation should be the main objectives. Any grammar that is taught should supplement the translation and communication exercises.

Post-reading Strategies

Because of the nature of translating, and the fact that it is not typically part of a Communicative Approach syllabus, the translation portion of classroom work tends to be more heavily focused on the Grammar Translation Method (Richards and Rogers 2014: 91). Nonetheless, post-reading activities allow students to practice communication while also solidifying their understanding of the translated text. As with translating, these communicative tasks need to be done in groups or pairs, with the teacher acting as a facilitator of communication (Jameel 2011: 526). Due to the fact that students have spent a considerable amount of time with
the text, both through translating and pre-reading activities, when they practice post-reading activities, they will have a strong base of vocabulary with which they can engage each other in oral discussion about texts. Teachers and students should remember that their skill in translating Latin will not equal that in speaking or listening. Their sentence structure will be simple, and their grammar very often wrong. A post-reading activity in the Communicative Approach will encourage students to communicate in Latin, regardless of their skill level (Richards and Rogers 2014: 95). This communication will be challenging at first, but speaking and listening, however imperfectly, are the goals (Chang 2011: 17). At the outset of introducing communicative activities, the teacher should consider posting vocabulary or model sentences on the board in order to facilitate discussion between pairs of students (Osburn 1998: 81). This will simultaneously lower the affective filter and supply the teacher with examples to refer to as she moves through the classroom and listens to discussions. As students become more comfortable speaking with each other, fewer model sentences and vocabulary words will appear on the board during discussion. As with all the other activities outlined, the following list of post-reading strategies should be tailored to the text that has just been translated.

1. Opinion Sharing – This is a task in which students discuss their opinion in Latin about something they have just read. This activity usually focuses heavily on the use of adjectives (Richards and Rogers 2014: 97). After translating Statius and Lucan, students should be asked to share their opinions about specific characters and events in pairs. As with other communicative activities, it may be useful to provide a partial script or model sentences to lower the affective filter. (CA)

2. Interviews – Students are paired and asked to interview each other in Latin about what they have just translated. This activity gives students the opportunity to recall relevant vocabulary
encountered in the text. It also affords them the chance to discuss how they feel about what they have read (Bowens and Strawbridge, https://www.fluentu.com/blog/educator/communicative-language-teaching-lesson-plan/; Gruber-Miller 1998:168). (CA)

3. Timed or Free Writes – Rather than speaking to each other, this activity affords students the opportunity to write in Latin. Students are given a prompt and asked to write for a certain amount of time. As a post-reading strategy, the prompt should ask them for a summary or an opinion about what they have just translated (Toda, http://todallycomprehensiblelatin.blogspot.com/p/ci-reading-strategies.html). (CA)

4. What Comes Next? – This can be a spoken activity between pairs of students or a writing activity. After reading a text and discussing it as a class, the teacher asks students to make a prediction in Latin about what will happen next in the story. Predicting is a component of reciprocal teaching which engages students in deep literacy learning through employing comprehension strategies and includes summarizing, questioning, and clarifying (Fisher and Frey 2016: 98).27 (CA)

Assessments

Formative and summative assessments are vital in a Latin classroom, in order to gauge a student’s communicative, grammar, and translation skills (Ur 2012: 168). The most common form of summative assessment is the end-of-unit test. A test is easy to write and administer in a strict Grammar-Translation course. The teacher typically gives the students charts to complete, sentences to translate, and grammar questions. Testing students who are taught via the Communicative method is more difficult. A summative assessment in communication must

27 Deep literacy learning refers to the concept that, through critical thinking and carefully chosen activities, students will be able to transfer their understanding from the surface, resulting in students possessing the ability to “seek to interact with content and ideas, and actively link concepts and knowledge across content,” (Fisher and Frey 2016: 73). For a thorough discussion of the impact of learning on literacy, see Fisher and Frey 2016.
involve individual interviews with every student in the target language. In most high school classrooms, this is not feasible. Rather, in the Communicative Approach, semester-long formative assessments, that is, observation of student progress throughout the semester, can be used to determine proficiency level (Ur 2012: 168). In a multi-modal classroom there are ways to administer an end-of-unit test that includes both Grammar Translation and Communicative Approach principles. The following is an outline of the kinds of activities that might be included on a multi-modal assessment.

1. Passage in Latin – This should be a relatively short passage which students will be expected to read but not translate. It should include vocabulary which the students have seen throughout their translations and have used in communicative activities. Their ability to read this passage will be assessed through comprehension and grammar questions. (GTM, CA)

2. Comprehension and Grammar Questions – After the students read the passage provided, they will answer comprehension questions. They also answer questions about grammar and syntax. The comprehension questions are in Latin while the grammar questions are in English. Among these questions, translation of short sentences in the passage will also be included. (GTM)

3. Listening Comprehension – Rather than listening to each student speak in the target language, the teacher reads a short passage in Latin. This Latin passage is easily comprehensible. After students have listened to the teacher read the passage (at least 3 times), they are invited to draw a picture which illustrates what they heard. (CA)

Added to these assessment activities can be any number of Grammar-Translation or Communicative instructional strategies such as synopses, charts or essays. Since the main focus of the course is communication and translation, those are the skills that the test should highlight.
While testing is very important, there are some disadvantages in summative assessment. For instance, students with anxiety may have trouble, or the assessment may not give a fair presentation of what a student is capable of because the affective filter is high (Ur 2012: 169).

When writing a test, Latin teachers, especially when working with an experimental multi-modal curriculum, should strive to ensure that the students leave the exam feeling successful.

The strategies and activities which have been outlined throughout this chapter represent a small percentage of what is available to Latin teachers. Applying them theoretically in this study demonstrates one approach to teaching the paired passages of Lucan and Statius. These activities should not be considered a comprehensive list. A Latin teacher who hopes to integrate communication into a Grammar-Translation classroom can be assured that these techniques will be useful regardless of the text that she chooses for her students to translate.
LESSON PLANS: Applying Multi-Modal Techniques to Lucan and Statius

Applying the framework for a multi-modal approach to teaching Latin outlined in Chapter 3, the following lesson plans can be used to teach the passages of Lucan and Statius discussed in Chapter 2. This unit on post-Augustan Latin is designed to give students an opportunity to translate Lucan and Statius, communicate orally with each other, and reflect further on what they have already learned from translating Vergil.

Depending on the number of lines in each of the passages, these plans will require one to three class periods per passage. Each includes warm-up, pre-reading, post-reading, and translation activities: On each day, students will engage in three separate activities as they translate. Each class period includes at least one Grammar-Translation activity and one Communicative Approach activity, as outlined in Chapter 3. Students will either speak or compose Latin or hear their teacher speak Latin daily, thus exposing them to as many opportunities as possible for communication and Comprehensible Input and Output. All the Latin that students will hear from the teacher is simplified in order to make it comprehensible, and their conversations as well as their free writes are also expected to be in simple Latin.

Each class period begins with a warm-up activity, which should take no more than ten minutes. Its purpose is to prepare students to translate Latin. The warm-up is followed by a pre-reading activity, the translation, and a post-reading activity over the course of two or three days. Students are not usually expected to work through the translations on their own. In class, they either translate in groups of three or four, work in jigsaw groups, or translate together chorally with the teacher leading them. While the number of lines scheduled for translation each day may seem to be fewer than students should be completing, this pace is designed to give the class time to work on communication, comprehension, vocabulary acquisition, and grammar. By following
these lesson plans, a teacher of this unit should easily be able to finish all six passages of Lucan and Statius discussed in Chapter 2 within three weeks, while at the same time giving her students ample time to practice their Latin communication skills.

**DAY 1:**

**Lines:** Pompey’s Nightmare (Luc. 3.8-19)

**Warm-Up:** Vocabulary Drawings

Instructions: Draw pictures of the following vocabulary words taken from our passage and label them with the full dictionary entry.

- *manes, manium* m. - spirits of the dead
- *tenebrae, tenebrarum* f. - darkness, night
- *aequor, aequoris* n. - level surface, plain, sea
- *umbra, -ae* f. - shade, shadow, ghost
- *clades, cladis* f. - disaster, loss
- *immemor, immemoris* - forgetful, forgetting, negligent, heedless
- *caecus, -a, -um* - blind, obscure, dark, gloomy

**Pre-Reading:** Dictatio (Toda, http://todallycomprehensiblelatin.blogspot.com/p/ci-reading-strategies.html)

Instructions: The teacher will read a passage in Latin aloud three times. Students will listen to the teacher and write down everything they hear, refining their dictation with each reading. Following the *dictatio*, the teacher will lead the entire class through a translation.

Dum Pompeius dormiebat, umbram vidit!

Umbra Iulia, filia Caesaris, erat.

Ante eius mortem, Iulia Pompeiusque mariti sunt.

Iulia irata est et Pompeio dicit.

Umbra Iulieae de Stygia, de inferis, de poenis in Tartara loquitur.

Illa, tamen mortua est, promittit numquam se quietam Pompeio dare.

Pompeius timidus erat et vigilavit.

Iulia locuta discedit.

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28 The vocabulary words chosen from these activities all come directly from the passage students will be translating that day.

29 I wrote the Latin for the *dictationes* and comprehension drawing activities based on the translation passages assigned for the day. For *dictatio*, see page 39.
**Translation**: In groups of 3 or 4

**Instructions**: Students break into assigned groups of 3 or 4 and translate for 15 minutes.

**DAY 2:**

**Lines**: Pompey’s Nightmare (Luc.3.20-35)

**Warm-Up**: Charts

**Instructions**: Fill in the following chart for the Present Indicative and Perfect Indicative of *sequor, sequi, x, secutus-a-um sum* - to follow

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<th>Singular</th>
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**Translation**: Choral<sup>30</sup>

**Instructions**: The teacher posts the Latin on the board and, using a laser pointer, points to the Latin words in English word order as the students practice choral reading.

**Post Reading**: Free Write: What Comes Next? (Fisher and Frey 2016: 98)

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<sup>30</sup> For discussion of choral reading, see page 40.
Prompt: Julia has just appeared to Pompey in a dream and has told him that she will continue to haunt him because he is at war with her father. In at least five Latin sentences, write what you think Pompey’s reaction to her visit will be. What actions do you think he might take next? During this activity, refer to the vocabulary in your text as well as your notes.

DAY 3:

Lines: Eteocles’ Nightmare (Theb. 2.100-13)


Instructions: The teacher will read a passage in Latin aloud three times. As they listen, the students will draw a picture which includes everything they hear, refining the drawing with each reading. Following the drawing, the teacher will lead the entire class through the translation chorally.

Eteocles, princeps Thebais, iacens in lecto, dormit.
Subito, supra Eteoclem, umbra apparat.
Umbra avus Eteoclis est, sed similis Tiresiae vati videtur.
Umbra in fronte ramos et vellera gestat.

Pre-Reading: Vocabulary Acquisition

Instructions: Read through Thebaid 2.100-13. Mark any words that you do not recognize. In groups of three or four, try to define the words together. If there are words that no one in your group recognizes, find them in the dictionary together. In your notes, make a list of these words (with their full dictionary entry and definition) so that you can refer to them as we translate.

Translation: Jigsaw (Singh 1998: 93; Richards and Rogers 204: 97)\(^{32}\)

Instructions: In their numbered group (1, 2, 3), students will translate the lines assigned below. Afterward, students will move to their “home” group and teach their assigned lines to the rest of their group.

Group 1 - 100 - 104
Group 2 - 104 - 108
Group 3 - 108 - 113

\(^{31}\) For discussion of comprehension drawings, see page 34.

\(^{32}\) For discussion of jigsaw group work, see page 40.
DAY 4:

**Lines:** Eteocles’ Nightmare (*Theb.* 2.114-24)

**Warm-Up:** Participle Charts

**Instructions:** Complete the following chart for the participles of these verbs. Include the translations.

tollo, tollere, sustuli, sublatus-a-um - to lift, to raise, to remove, to destroy
paro, parare, paravi, paratus-a-um – to prepare, to make ready, to provide, to furnish

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<td>Future</td>
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**Translation:** In groups of 3 or 4

**Instructions:** Students break into assigned groups of 3 or 4 and translate for 15 minutes.

**Post-Reading:** Timed Write (Toda: http://todallycomprehensiblelatin.blogspot.com/2014/04/writing-in-latin-part-2.html)

**Prompt:** We just read that the grandfather of Eteocles has come to him in a dream to tell him to take action. Before he departed, he tore off his disguise and simulated suicide. In English, reflect on the similarities and differences between this nightmare passage, and the one we read from *Bellum Civile* (3.8-35). What language is similar? Do the ghosts offer similar or different warnings to the person they are visiting? Write for ten minutes.

DAY 5:

**Lines:** Erichtho (*Luc.* 6.423-30)

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33 For discussion of timed and free-writing activities, see pages 35 and 42.
**Warm-Up:** Short discussion (Richards and Rodgers 2014: 97)

**Prompt:** With your partner, discuss in Latin for five minutes what you remember about the Sibyl, who takes Aeneas to the underworld in *Aeneid* 6. Use the vocabulary posted on the board:

- *secretum, -i n.* – secret
- *vates, vatis m.* – prophet
- *futurum, -i n.* – the future, what is to be
- *responsum, -i n.* – answer, reply
- *votum, -i n.* – vow, offering
- *rabies, -ei f.* – rage, fury, frenzy
- *antrum, -i n.* – cave
- *tremor, tremoris m.* – trembling, shudder
- *prex, precis f.* – prayer
- *fers, -a, -um* – wild, untamed
- *horrendous, -a, -um* – dreadful, dire, revered
- *attonitus, -a, -um* – thunderstruck
- *inspire (1)* – inspire, breathe into

**Pre-Reading:** Sentence Mapping

**Instructions:** Fully map the sentences in the following lines: Luc.6. 423-30 (*Qui...erat*)

1. Circle each main verb
2. Bracket each clause
3. Single underline the subject
4. Double underline the direct object
5. Draw arrows between adjectives and the nouns they modify
6. Put parentheses around prepositional phrases
7. Box adverbs
8. Identify any words remaining

**Translation:** In groups of 3 or 4

**Instructions:** Students break into assigned groups of 3 or 4 and translate for 15 minutes.

**DAY 6:**

**Lines:** Erichtho (Luc. 6.430-40)

**Warm-Up:** Vocabulary Drawings

**Instructions:** Draw pictures of the following vocabulary words and label them with the full dictionary entry.
tristis, -is, -e - sad
moenia, moenium n. - town walls, ramparts, fortifications
castra, -orum n. - army camp
metus, -us m. - fear, anxiety
fulgor, fulgoris m. - flash, flash of lightning, lightning
magus, magi m. - magician


Instructions: The teacher posts the Latin on the board and, using a laser pointer, points to the Latin words in English word order as the students practice choral reading.

Post-Reading: Opinion sharing in pairs (Richards and Rodgers 2014: 97)

Prompt: Erichtho the witch is very different from other people who handle prophecy in the ancient world. Although Lucan writes much more about her, we will not translate the rest of her story. Based on what we have read so far, would you be willing to go visit Erichtho? What adjectives would you use to describe how you picture her? Share your opinion with your partner in three Latin sentences. Use the following partial model sentences as a guide.

Erichthonem invisere nolo quod…
Erichthonem invisere volo quod…
Puto Erichthonem (infinitive) (accusative)
Erichtho mihi esse (adjective) videtur

DAY 7:

Lines: Tiresias (Theb. 4.409-18)


Prompt: Based on the description given by Lucan which we read in the previous class, draw lines 434-40 (Vanum…Magos) of the Bellum Civile. Include as much detail included in the Latin as you can in ten minutes. While you are drawing, consult both your text and your translation. Be prepared to explain your drawing to the class.

Pre-Reading: Sentence Mapping

Instructions: Fully map the sentences in the following lines: Theb.4.414-18 (Letheaque…purgat)
Translation: Jigsaw in Pairs (Singh 1998: 93; Richards and Rogers 204: 97)

Instructions: In their numbered group (1, 2, 3), students will translate the lines assigned below. Afterward, students will move to their “home” group and teach their assigned lines to the rest of their group.

Group 1 - 409 - 414
Group 2 - 414 - 418

Post-Reading: Write your own comprehension questions

Instructions: Pretend that you are writing a test on this passage about Tiresias. What do you think the most important parts of the passage are? On your own, write four comprehension questions which pertain to this passage (including the answers). Be sure to refer to the specific Latin that applies to your questions and be prepared to discuss your questions and answers.

DAY 8:

Lines: Panic at Rome (Luc. 1.466-76)

Warm-Up: Swap yesterday’s comprehension questions

Instructions: In groups of three, swap the comprehension questions that you wrote. Once you have answered the questions of the other two students in your group, discuss how you answered the questions and what differences of opinion you had.


Instructions: The teacher will read a passage in Latin aloud three times. The students will listen to the teacher and write down everything they hear, refining their dictation with each reading. Following the dictatio, the teacher will lead the entire class through the translation chorally.

Caesar cum eius exercitu Romam pervenit.
Omnes Romani territi sunt.
Romano populo Caesar monstrum videtur.
Metu, curia et patres Roma fugiunt.
Populi praecipiti ruunt et salutem petunt.

Translation: In groups of 3 or 4

Instructions: Students break into assigned groups of 3 or 4 and translate for 15 minutes.

DAY 9:

Lines: Panic at Rome (Luc. 1.477-86)


Instructions: The teacher will read a passage in Latin aloud three times. As they listen, the students will draw a picture which includes everything they hear, refining the drawing with each reading. Following the drawing, the teacher will lead the entire class through the translation chorally.

Omnes Romani, viri et feminae libertique, Roma fugerunt.
In longo agmine ex urbe ruunt.
Urbs incensa esse videtur et tecta quatere videntur.
Romani territi sunt, quod exercitus Caesaris pervenit.

Pre-Reading: Sentence Mapping

Instructions: Fully map the sentences in the following lines: Luc. 1.414-18 (ipsum...hoste)

1. Circle each main verb
2. Bracket each clause
3. Single underline the subject
4. Double underline the direct object
5. Draw arrows between adjectives and the nouns they modify
6. Put parentheses around prepositional phrases
7. Box adverbs
8. Identify any words leftover

Translation: Jigsaw (Singh 1998: 93; Richards and Rogers 204: 97)

Instructions: In their numbered group (1, 2, 3), students will translate the lines assigned below. Afterward, students will move to their “home” group and teach their assigned lines to the rest of their group.
Day 10:

**Lines:** Panic at Rome (Luc. 1.486-98)

**Warm-Up:** Synopsis

*Instructions:* Complete a full indicative synopsis of *ferro, ferre, tuli, latus-a-um* in 3rd person singular

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td></td>
</tr>
<tr>
<td>Imperfect</td>
<td></td>
</tr>
<tr>
<td>Future</td>
<td></td>
</tr>
<tr>
<td>Perfect</td>
<td></td>
</tr>
<tr>
<td>Pluperfect</td>
<td></td>
</tr>
<tr>
<td>Future Perfect</td>
<td></td>
</tr>
</tbody>
</table>

**Translation:** Choral (Toda, [http://todallycomprehensiblelatin.blogspot.com/p/ci-reading-strategies.html](http://todallycomprehensiblelatin.blogspot.com/p/ci-reading-strategies.html))

*Instructions:* The teacher posts the Latin on the board and, using a laser pointer, points to the Latin words in English word order as the students practice choral reading.

**Post-Reading:** Interviews (Gruber-Miller 1998:168)\(^{34}\)

*Instructions:* In pairs, one student will be the interviewer, and one will be the interviewee. The interviewee will pretend to have been in Rome and heard about Caesar’s coming invasion. The interviewer will ask questions about what the interviewee saw and experienced. The interviewer will ask at least five questions. These interviews will be conducted in Latin. You will be given ten minutes to look up vocabulary and individually prepare some questions and answers before we begin.

\(^{34}\) For further discussion about the usefulness of interviews in the Communicative Approach, see page 42
DAY 11:

**Lines:** Panic at Thebes (*Theb. 7.452-59*)

**Warm-Up: Vocabulary Drawings**

Instructions: Draw pictures of the following vocabulary words and label them with the full dictionary entry

- minor, minari - to threaten, to jut
- ater, atra, atrum - dark, gloomy, malicious, unlucky
- horror, horroris m. - fear, dread, awe
- fletus, -us m. - crying, tears
- lux, lucis f. - light, light of day
- anguis, anguis m./f. - snake, serpent
- timor, timoris m. - fear, alarm, dread


Instructions: The teacher will read a passage in Latin aloud three times. The students will listen to the teacher and write down everything they hear, refining their dictation with each reading. Following the dictatio, the teacher will lead the entire class through the translation.

Timide, Thebani bellum appropinquare vident.
Populus metu circum moenia urbis ruit.
Rumor et timor bellum nuntiant.
Thebani deos salutem precantur.
Expectantes mortem, populus sibi rogos funeraque parat.

**Translation** - In groups of 3 or 4

Instructions: Students break into assigned groups of 3 or 4 and translate for 15 minutes.

DAY 12:

**Lines:** Panic at Thebes (*Theb. 7.460-69*)

**Warm-Up:** Short discussion

Prompt: Do you think that the Thebans’ reaction to the approaching war is logical or illogical? How do you think you would react if you were in Thebes? Discuss your
opinions with your partner in Latin for five minutes. Be prepared to answer the second question in Latin.

**Translation**: Choral (Toda, [http://todallycomprehensiblelatin.blogspot.com/p/ci-reading-strategies.html](http://todallycomprehensiblelatin.blogspot.com/p/ci-reading-strategies.html)).

**Instructions**: The teacher posts the Latin on the board and, using a laser pointer, points to the Latin words in English word order as the students practice choral reading.


**Prompt**: We have read two examples of an *urbs capta*, one from Lucan’s *Bellum Civile*, and one from Statius’ *Thebaid*. Referring to your text and your own translation, write in English for ten minutes about the differences and the similarities between them. Why do you think the similarities exist? Which text, the *Bellum Civile* or the *Thebaid* do you find more compelling and why?
CONCLUSION

In a world where classicists often are asked to defend their profession, it is important for high school teachers to encourage our students to continue their study of Latin beyond secondary school and into college. Vital toward that goal are (1) keeping students engaged in their learning through communication in the classroom and (2) allowing them the opportunity to read authors with whose work they will connect. The traditional method of teaching Latin through a strict Grammar-Translation Approach with the only pursuit being the ability to read Caesar and Vergil, no longer satisfies these goals.

Despite the fact that second language acquisition practices have progressed substantially since the nineteenth century, when even modern languages were taught using the Grammar-Translation method (Richards and Rodgers 2014: 7), Latin instruction has been slow to follow the examples of its modern language counterparts. This is partly due to tradition, and partly due to the fact that many Latin teachers lack the communicative competence to confidently speak to their students in Latin (Fomin 2005: 205). The Grammar-Translation approach to language learning draws criticism due to the fact that it employs little to no communication in the classroom, focuses on form over function, and emphasizes grammar to the point of tedium. Despite these criticisms, this method of teaching Latin has been shown to improve English speaking students’ understanding of grammar in their primary language (Cardinale 2011: 345). In addition, the Grammar-Translation method, conducted primarily in the students’ first language, provides opportunity for high-level discourse between teachers and students.

The Communicative Approach to language learning emphasizes communication over all else and is a commonly utilized approach in modern language pedagogy (Richards and Rodgers 2014: 84). This approach is praised by linguists who value Comprehensible Input in the
classroom because most classroom time is spent communicating. This allows for a wide range of Comprehensible Input activities. Communicative activities, particularly those which are student-centered, have also been shown to help students remain engaged in their language learning throughout a class period. Criticisms, such as the weak instruction of grammar and syntax, as well as the fact that teachers often do not correct their students’ incorrect grammar and syntax, thus resulting in the students practicing the language incorrectly, have led to hesitation in adopting this method (Chang 2011: 17).

Regardless of the criticisms of both of these methods, each approach possesses aspects which can be useful in a language classroom. When successful teaching strategies of these two methods are combined, students will both speak and hear the language and engage with complicated grammar in directly translating texts. This is accomplished most effectively when a combination of communicative and grammar activities is used in each class period.

The Grammar-Translation Method and the Communicative Approach utilize very different classroom activities. Grammar-Translation classrooms tend to focus on charts, paradigms, sentence mapping, and vocabulary acquisition. Accurate translation of Latin texts is emphasized in this approach, while communicative competence is given little consideration. Classroom activities employed in Communicative Approach classrooms are centered upon communication and inherent human understanding of language (Carlon 2013: 107). These activities include interviews and role playing, all conducted in the target language. Latin teachers should take advantage of the benefits of both these second language acquisition methods in order to increase student participation and engagement in the classroom. Choral translations (Toda, http://todallycomprehensiblelatin.blogspot.com/p/ci-reading-strategies.html), dictationes (Toda, http://todallycomprehensiblelatin.blogspot.com/p/ci-reading-strategies.html), and embedded
readings (Patrick 2015: 120-2) are useful for Latin teachers hoping to increase communication in their translation courses.

This multi-modal approach is most effective when students are introduced to texts and authors that appeal to them. In part because they are post-Augustan authors, and in part because their highlight the horrors of war, even in an undergraduate corpus Lucan and Statius are rarely taught in translation courses. Despite reservations held by many, Lucan’s *Bellum Civile* and Statius’ *Thebaid*, due to their thematic and intertextual kinship with the works of Vergil, are both appropriate and appealing to high school Latin students, provided the passages translated in class are chosen with care. The use of these texts is not an attempt to subvert the canon typically read in a high school classroom, but rather a call to supplement traditional instruction with authors writing outside the Augustan age. We should not abandon Ovid, Cicero and Catullus! We should simply try to incorporate other authors whose works are available and of potential interest to students.

Thematic similarities between Vergil, Lucan and Statius include, e.g. dreams, prophecy, and the *urbs capta*. By pairing relevant passages from Lucan and Statius, a high school teacher can highlight the similarities and differences between the texts of these post-Augustan authors and then compare them with Vergil’s *Aeneid*, a text which will be familiar to students who have completed the readings for the Advanced Placement Exam. When these passages are taught in a multi-modal classroom that combines activities from the Grammar-Translation and Communicative methods, students should more actively engage with the text and be more confident in their ability to use the language.

Latin is a language and should be taught as one. Unless we encourage our students to partake of Latin in a comprehensible and meaningful way, they will be denied one of the most
basic joys of learning a language. Inviting our students to engage with texts that appeal to them while implementing multi-modal instructional techniques will encourage a passionate interest in Latin and a desire to continue to study the language and its literature.
WORKS CITED


