

S·U·B·U·R·A·N·I

“

I've used the same course for over 30 years. I switched to *Suburani* this year and I love it.

Middle school teacher

”



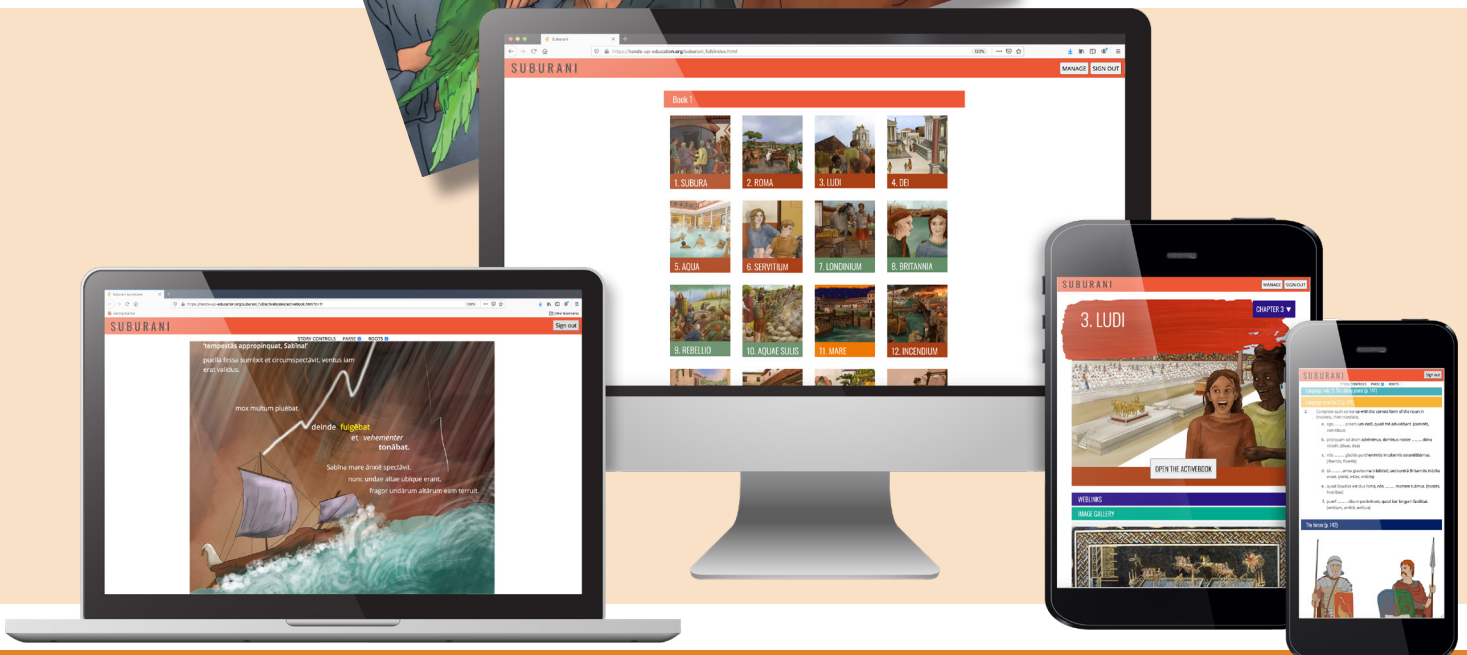
SUBURANI

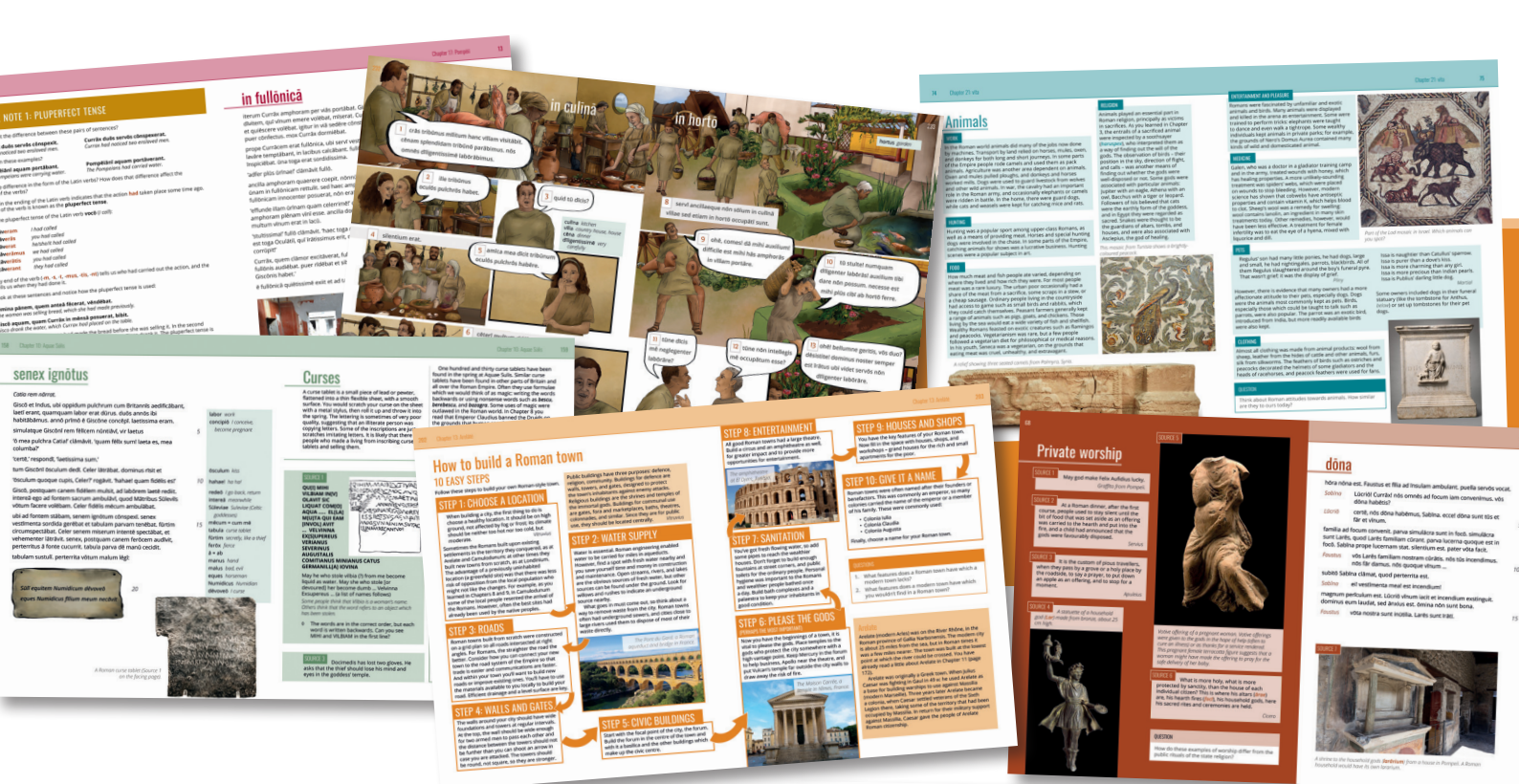
Suburani is a new Latin course that looks at the ancient world with fresh eyes. Beginning in AD 64, it follows the stories of a diverse cast of characters from the Subura in Rome, and their travels through the Empire.

Each chapter of *Suburani* includes Latin stories, language notes and exercises, civilization text, and a history or mythology page. Each book can be taught in one to two years, depending on teaching time and students' age, and covers the content of Latin I and Latin II.

- designed to work with different pedagogies, age ranges, and teaching times
- includes civilization, mythology, and history topics
- non-profit: all proceeds from *Suburani* support Classics teaching

“We are beyond thrilled with the course.
High school teacher”



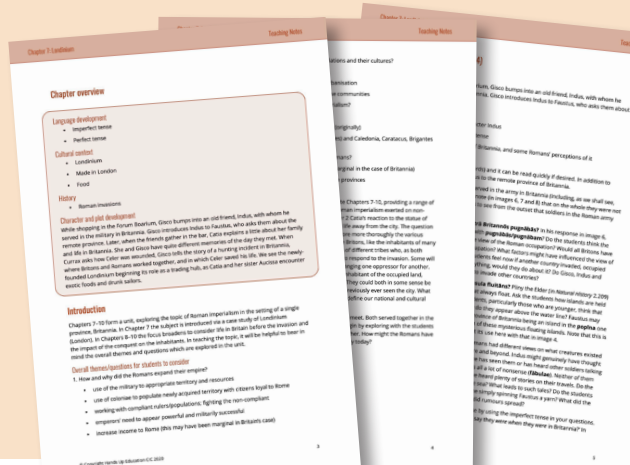


Hundreds of online resources

- further language notes
- differentiated exercises
- derivations
- comprehensions
- additional civilization, myth, and history materials
- chapter by chapter assessments
- hundreds of high-quality community resources created and shared by *Suburani* teachers across the globe
- English into Latin activities (forthcoming)

Teacher support

Extensive teacher notes are provided for each chapter.



Online training videos are available on the Hands Up website.

See more on page 17.

We can provide free training for you and your department.

Email us to arrange a call.

To arrange a call email contact@hands-up-education.org

DIGITAL RESOURCES



age-appropriate weblinks for follow-up research of the culture, history, and mythology topics

hundreds of interactive resources and activities

easy access to reference materials including vocabulary for learning

SUBURANI

MANAGE SIGN OUT

17. POMPEII

CHAPTER 17 ▼



WEBLINKS

IMAGE GALLERY

ACTIVITIES AND GAMES

MAPS

REFERENCE (inc. Vocabulary for learning)

DICTIONARY

Online edition

The online edition of *Suburani* includes all the content of the print edition, plus additional digitally-enhanced materials and teacher tools. Its responsive design adapts to the size of the user's screen, enabling students to study from home or school using smartphones, iPads and tablets, desktops and laptops.

image galleries enabling in-depth study of the material sources shown in the book

high-resolution maps with added interactivity

digital dictionary



audio recordings of Latin stories available online

“

The online edition has been a lifesaver – especially during Covid lockdowns!

High school teacher

”

Activebook

- the entire content of each textbook
- immediate parsing and dictionary look-up, which can be disabled by teacher
- derivations of Latin words
- designed to resize responsively to fit user's screen

Try the online edition for free at Suburani.com

SUBURANI

Sign out

STORY CONTROLS PARSE ✓ ROOTS ✓



domus dēserta: read the story (p.10)

The domus (p.12)

Language note 1: Pluperfect tense (p.14)

in fullōnicā: read the story (p.15)

Automated grading of translation exercises

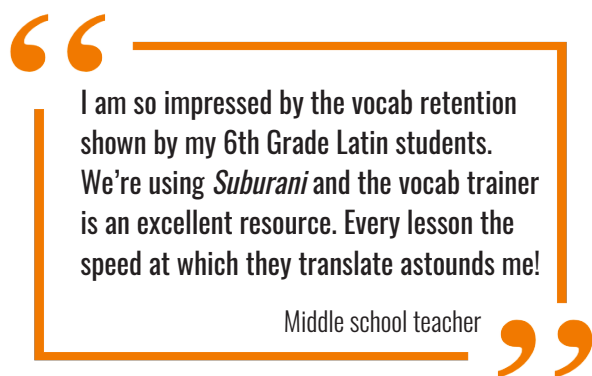
Our software is able to automatically grade translations and provide immediate feedback to students, correcting errors in grammar and vocabulary. This allows students to improve sentence by sentence as they complete the activity. In this way, errors are quickly addressed and students learn from the corrections before misunderstandings are embedded.

Individualized vocabulary trainer

The *Suburani* vocabulary trainer provides each student (and their teacher) with both an overview and a detailed analysis of their vocabulary acquisition. Using spaced repetition, the software focuses on the vocabulary which the student needs to practice more, shows when they last logged in, how long they have spent on the trainer, their overall score to date, and precise word-level progress.

Interactive activities

Each chapter has additional interactive activities, including grammar categorization exercises and a verb trainer.



STUDENT PROGRESS TRACKING

Student progress is recorded in:

- vocabulary trainer
- sorting exercises
- auto-graded translations

Graded activities are visible to teachers, allowing you to set homework and review the students' graded responses before preparing the next lesson. This approach enables teachers to focus on preparation rather than grading, and plan lessons based on students' performance.

The software also creates an automated online grade book for the teacher, which can be downloaded as a spreadsheet.

SUBURANI Autograded translations SIGN OUT

BACK TO CLASS LIST

Ada White exercise 2-6 31 Jan 06:56pm 59%

a. ego equum videō.
I am seeing a knight. horse

b. puella canem vocat.
The girl was is calling the dog.

c. tū pecūniam habēs?
Do you have money?

Chapter 15 49%

Chapter 16 58%

1 ac and

10 auferō, auferre, abstulī steal, carry off

3 brevis, brevis, breve short, brief

5 cēlo, cēlare, cēlāvī hide

9 hic, haec, hoc this, he, she, it

10 ille, illa, illud that, he, she, it

2 lūx, lūcis, f. light, daylight

10 malus, mala, malum bad, evil

5 ōrō, ōrāre, ōrāvī beg

6 prōmittō, prōmittere, prōmisi promise

7 quō? where to?

4 rapio, rapere, rapui seize, grab

6 rēgina, rēginae, f. queen

6 resistō, resistere, resisti resist

8 reveniō, revenire, revēni come back, return

9 scio, scīre, scīvī know

5 sentiō, sentire, sēnsi feel, notice

3 sī if

as soon as

without

HELP SET-UP REVIEW LAT-ENG ENG-LAT RESULTS 3/7

Type the Latin for:

we were/used to be

sum: imperfect active indicative

1st person plural

eramus

NEXT

HELP SET-UP REVIEW LAT-ENG ENG-LAT RESULTS 2/6

Translate into English:

oriuntur

they rise

TELL ME MORE NEXT

SUBURANI Automarked translations SIGN OUT

Automarked translation: progress for your classes

FIRST NAME	SURNAME	1-1	1-2	1-3	2-1	2-3	2-4	3-1	3-2	4-2	5-1	5-2	6-1	10-1
Dan	Henney	75	83	84	71	66	72	-	72	80	78	82	76	-
Bethan	Williams	75	-	84	-	66	-	-	72	-	78	82	-	-
Ada	White	75	83	84	71	66	72	79	72	80	-	82	76	72
Jose	Oliveira	-	-	-	-	-	-	-	-	-	-	-	-	-
Nelson	Blakeman	75	83	84	71	66	72	79	72	80	78	-	-	72
Asad	Faruqi	75	83	84	71	66	72	79	72	80	78	-	76	72

SUBURANI Class vocabulary MANAGE SIGN OUT

BACK TO YOUR CLASSES DOWNLOAD RESULTS

Total scores up to chapter 32

Progress by chapter: select a row to see more details.

'score' is the average for non-zero chapters up to chapter 32.

Click the column headers to sort the table up and down.

first	last	last session	score	duration	seen	correct	1	2	3	4	5	6	7	8	9	10	11	12	13
Lydia	Abel	Fri, 10 Dec 21, 06:52 AM	66%	1:31	1127	1071	51	32	0	24	0	0	100	94	98	0	0	0	0
Tyra	Anderson	Thu, 9 Dec 21, 05:32 PM	100%	3:30	2662	2449	100	100	100	100	100	100	100	100	100	0	0	0	0
Matt	Bell	Sat, 15 Jan 22, 02:42 PM	87%	3:48	2509	2308	94	87	88	71	60	69	100	100	100	100	0	0	0
Ritik	Bowers	Sun, 5 Dec 21, 04:31 PM	95%	3:09	2962	2502	100	100	100	97	79	83	100	100	100	0	0	0	0
Moesha	Chang	Mon, 1 Nov 21, 12:15 PM	84%	16:15	1581	1404	100	100	100	100	74	0	0	32	0	0	0	0	0
Vikash	Devgan	Thu, 9 Dec 21, 07:44 PM	87%	21:25	3266	2619	100	100	100	91	93	47	100	100	50	0	0	0	0
Amy	Evans	Thu, 9 Dec 21, 06:43 PM	100%	6:17	2416	2309	100	100	100	100	100	100	100	100	100	0	0	0	0
Jacob	Elliot	Fri, 10 Dec 21, 07:08 AM	99%	2:56	2574	2355	100	99	100	99	98	100	100	100	100	0	0	0	0
Constance	Fatei	Sat, 15 Jan 22, 02:42 PM	87%	3:48	2509	2308	94	87	88	71	60	69	100	100	100	100	0	0	0
Colin	Haynes	Thu, 9 Dec 21, 08:22 PM	100%	10:11	3549	2995	100	100	100	100	100	100	100	100	100	0	0	0	0



A DIVERSE CAST OF CHARACTERS

In *Suburani*, students meet characters from all corners of the Empire and all levels of society. This approach aims to make the study of the ancient world engaging and relevant to all of today's students.

- a focus on the lives of ordinary Romans
- representation of ethnic diversity in the population
- following the stories of women and men, young and old, enslaved and free

SABINA



A teenage girl growing up in the Subura

FAUSTUS



Sabina's father, the landlord of an insula

RUFINA



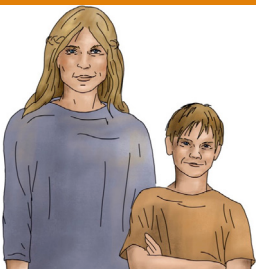
Sabina's aunt who runs a bar in the Subura

GISCO AND CATIA



A Roman veteran from North Africa and his British wife and child

QUARTILLA AND CURRAX



Mother and son, enslaved in the household of Faustus

LUCILIUS



A wealthy young Roman

MANIUS



An elderly beggar on the streets of Rome

JULIA FELIX



A perfume-maker and property owner in Pompeii

BARCA



An escaped gladiator in Carthage

“

Most impressive is the commitment to inclusiveness; we see a wider variety of Romans, and that is something all my students have noticed.

High school teacher

”

Social justice

Suburani takes social justice seriously and gives a voice to those who were marginalized in Roman society and are under-represented in archaeological and literary evidence. Alongside the study of primary sources, the characters and the storyline offer varying perspectives for the students and encourage them to question the narrative commonly found in Latin literature.

RESEARCH

Suburani takes advantage of advances in archaeology and technology, and incorporates the latest research and interpretations to present an up-to-date understanding of the Roman world.

The research behind the illustrations

The illustrations in *Suburani* are based on in-depth literary, archaeological, and demographic research to represent the Roman world accurately. A case study of the Circus Maximus is presented below.

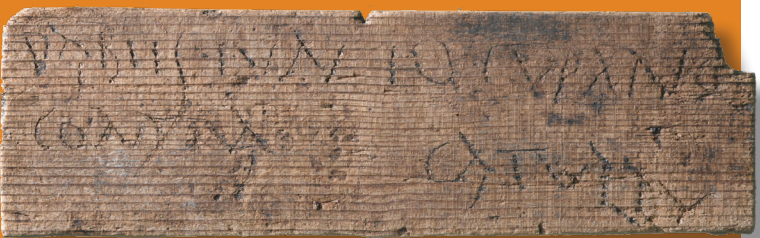
The red granite obelisk, which was a memorial of Augustus' victory over Egypt (Pliny NH 36.71), now stands in the Piazza del Popolo in Rome.



Modern scholars prefer the name **euripus** (channel of water) for the central barrier, instead of **spīna**. Originally the euripi were channels of water dug in 46 BC around the perimeter of the Circus between the track and the seating areas to protect the spectators. These channels were filled in AD 63 and the space was used to provide seating areas for the equites. (H. Dodge, 2014, and J. Humphrey, 1986.)

The seats were erected in three tiers, the lower section built of stone, and the two upper of wood. (Dionysius of Halicarnassus, Ant. Rom. 3.68)

Emperor Claudius gilded the metae in bronze. (Suetonius, Claudius 21.3)



RECENT DISCOVERIES

The recently-published Bloomberg tablets bring to light people of different classes, trades, and nationalities, revealing the diverse make-up of newly-founded Londinium.



REAL CHARACTERS

Our character Hermione, who is a teacher, is based on a real person, known from a mummy portrait from Egypt, which has **Hermione Grammatike** written on it in Greek.

Linguistic research

Digital versions of thousands of Latin texts are now available for analysis, and new and revealing word-frequency research enables us to align *Suburani*'s use of language closely with that of ancient authors, thereby smoothing the transition to reading original Latin.

magna pecūnia – found in Seneca, Cicero, Quintilian, Livy, Sallust, Varro, Tacitus (and more!)

cf. **multa pecūnia** – not found in any extant Latin

hercule! – 847 instances in Latin authors

cf. **mehercule!** – 442 times, **ēheu!** – 68 times

Lūcriō ecce! senātor adest. tū magnam pecūniam dēbēs ...
Faustus hercle!

Authors	Word Search	Concordance	About
PHI Latin Texts			
magna pecunia			
VarL.5.92.6 Cic.Ver.2.1.17.3 Liv.AUC.29.4.6.3 Var.R.3.17.5.2 Quint.Inst.5.13.12.5 Cic.Rep.2.34.9 Just.Dig.34.5.1.pr.4 Tac.Hist.1.66.11 Cic.Att.1.13.2 SenPhil.Ep.22.12.3 Pl.Rud.1396 Apol.Apol.101.13 Just.Dig.35.1.27.pr.3 Curt.Alex.2.3.3.2 Auc.Cors.52.29 Nep.Vit.Alc.9.2.2			
ab eodem fonte copij] ac copiosus. pecuniosus a pecunia magna, pecunia a pecu: a pastoribus enim horum vocabulorum origo. etus modi dissipasset, quo animos testium retardarent, me magna pecunia a vera accusatione esse deductum, tametsi probabatur pedum, octingenti equites, septem elephantis, ad hoc magna pecunia ad conducenda auxilia quibus fretus proprius urbem Romanam Quintus, familiaris noster, cum pincinas haberet magna pecunia aedificatas ad Baulos, ita saepe cum eo ad villam fui, ut erant, ut, quod paulo ante dixi: heres eras et pauper et magna pecunia appellabaris a creditoribus et offendens et mutaturum tyrannum Cypselum ferre non potuisset, fugisse cum magna pecunia dicitur ac se contulisse Targintio, in urbem Etruriae si fundi Seiani pretium a fundi Maeuiani pretio non magna pecunia distinguere. Idem libro nono responsum. iuvare militem. sed fama constans fuit ipsum Valentinem magna pecunia emptum. is diu sordidus, repente dives mutationem fortunae perrexit. Caelius, avunculus tuus, a P. Vario cum magna pecunia fraudaretur, agere coepit cum eius fratre Caninio Satyro ut circumagere quantum fene tecum et quam magna pecunia infestare otiis, numquam exulum invenire: nemo cum sarcinis illud mancipium meum est: ego tibi hunc porro servavi cum magna pecunia . Lahe. Gratiam habeo, et de talento nulla causa est priusquam perero, falso obiectum reuincam. dixisti me magna pecunia mulieris pulcherrimum praedium meo nomine emisse. dico Septimii Demetrii, fure: nisi factum esset, heredes magna pecunia multare et cum id monumentum Publii Septimii Demetrii Ignem LX diebus gentem Euergetarum ordinavit magna pecunia ob egragium in Cyrum fidem donata. Relicto deinde, qui autem magna infamia flagravissent vendidisse silentio magna pecunia . Sequentes deinde anno L. Cotta L. Torquato cons., quo occidi posse. falso nam Threces, postquam eum cum magna pecunia venisse senserant, insidias fecerunt: qui eo quae			

The Packard Humanities Institute Latin Texts, used to check language usage by Roman authors.

THE LANGUAGE OF SUBURANI



Central to *Suburani* is a reading approach.

- new language features are introduced in illustrated stories
- images aid comprehension of the Latin text
- changing forms highlight the new language feature
- illustrations in the style of a graphic novel bring the Roman world to life
- language notes then guide students through the new language feature with an inductive approach

LANGUAGE NOTE 1: WHO'S DOING WHAT?

- Look at these sentences:
ego semper labōrō. **ego in Subūrā habitō.**
tū in īnsulā labōrās? **tū in popinā dormīs.**
amita in popinā labōrat. **Sabīna in īnsulā legit.**
- In Latin, the **ending** of the verb tells us who is carrying out the action.
-ō e.g. **ego labōrō** *I work, I am working*
-s e.g. **tū dormīs** *you sleep, you are sleeping*
-t e.g. **pater intrat** *the father enters, the father is entering*
- The verb in the following sentences follows a slightly different pattern:
ego sum Sabīna. *I am Sabina.*
tū es mendāx. *You are a liar.*
Subūra est clāmōsa. *The Subura is rowdy.*
- Note that **est** can mean *is, it is, or there is*:
hōra prīma est. *It is the first hour.*
popīna est in Subūrā. *There is a bar in the Subura.*

Language extension

Printable additional language notes allow teachers to explore language points in more depth.

Language note 1+: Four conjugations

- Look at the following sentences:
tū in popinā labōrās. **tū in cellā dormīs.**
You work in the bar. *You sleep in the room.*
 Both verbs mean you are doing something, so end **-s**. If you look more closely, you'll see that **labōrās** ends **-ās** and **dormīs** ends **-īs**. That's because they are different types of verbs which have very slightly different endings.
- There are four main types of verbs in Latin and these four types are known as **conjugations**. Notice the difference in their endings:

	1 st Conjugation	2 nd Conjugation	3 rd Conjugation	4 th Conjugation
I	labōrō	sedēō	legō	dormiō
you (s.)	labōrās	sedēs	legīs	dormīs
he, she, it	labōrat	sedet	legit	dormit
- When reading Latin, the **-ō, -s** and **-t** endings are enough to tell us who is carrying out the action. However, when writing Latin, we need to know which conjugation the Latin verb is.

Check ✓

Complete the following translations:

- You are reading in the room.
tū in cellā
- Manius is sitting in the street.
Mānius in viā

Word order

Regular patterns of word order are sometimes altered, both for dramatic emphasis and to ensure students are correctly interpreting noun endings.

In Latin, the order of information is usually, but not always, nominative accusative verb:

Catīa filiū tenet.
tū mendicū vidēs.
Giscō canem vocat.
mercātōrem spectat Quārtilla.

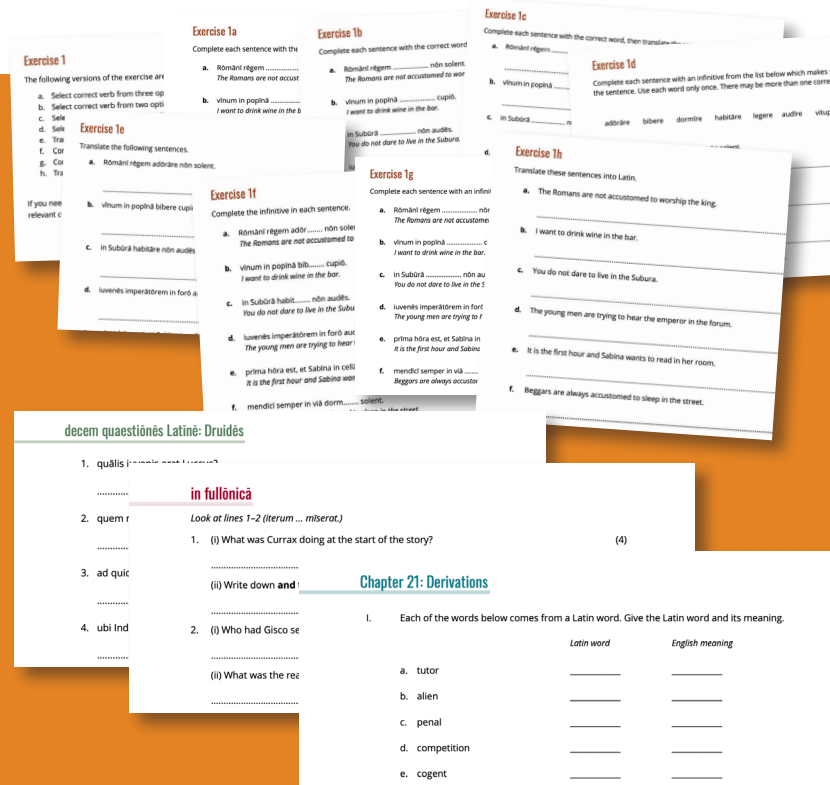
In the last example, how can you tell that it's Quartilla who is watching the merchant, rather than the merchant watching Quartilla? Why might the writer have changed the usual order of information?

Differentiation

Differentiated versions of the language exercises can be downloaded and printed to enable teachers to meet the individual needs of their students.

Further practice

To supplement the book, there's a host of online resources. For every chapter, printable resources are provided including comprehension questions on the stories, English into Latin sentences, and derivation activities. Digital subscriptions also give access to hundreds of interactive resources, such as auto-graded translation activities and grammar categorization exercises.



Preparation for literature

Suburani creates a smooth transition to reading authentic Latin literature. As the course progresses the stories increase in complexity and gradually develop into adaptations of original Latin texts, with some passages designed to give students practice in literary analysis.

“

The stories contain great instances of foreshadowing, motifs, literary devices, and opportunities to form opinions about characters and their actions. You can teach the stories as a literature teacher would.

High school teacher

”

Several of the stories are adapted from original texts, including Catullus' poems, the letters of Pliny, and Vergil's *Aeneid*.

solve cūrās tuās

tum ex umbrīs prōcessit uxor, oculīs fulgentibus in maritum fixīs, et verbīs dūris Giscōnem adlocūta est: *'quid iuvat tantō īnsānō dolōrī indulgēre? cūr respōnsa ā mortuīs exspectās dē rēbus viventium? tūne vitam facilem esse putāvistī? est in tē pietās et industria, summaque virtūs. nunc pelle lacrimās, solve cūrās tuās. vitam longam cum liberīs atque uxōre ducēs. iamque valē, et filiī servā nostrī amōrem.'* quae cum dixisset, Giscōnem lacrimantem et multa dicere volentem dēseruit, et in tenebrās regressa est coniūnx.

Text in green: Vergil *Aeneid* 2.775–789

flammae

postquam ad Forum Boārium advēnimus, ego et Rūfina ad Subūram statim festināvimus. in aliīs partibus urbis nūllum incendium erat, sed in aliīs partibus, fūmus dēnsissimus viās implēbat. flammae maximae multās domōs delēbant. violentia ventī et inertia hominum incendia augēbant. aestus flammārum in viīs angustīs erat intolerābilis.

5

tandem ad Forum Rōmānum advēnimus, fessī et anxīī. tum rem terribilem audīvī et vidī: templum et domus virginum Vestālīum ardēbant. nōnnullae virgīnes Vestālēs etiam nunc in domō erant. vigilēs, cīvēs, servī servāre temptābant virgīnēs. equī siphōnēs ad incendium trahēbant. ubique clāmōrēs hominum et equōrum hinnītus aurēs nostrās implēbant.

10

Teaching suggestions

There are plenty of literary techniques employed in this passage, and the story can therefore be used to discuss how an author uses language. Some examples for discussion points are given below, but teachers and students may identify others.

violentia ventī et inertia hominum (line 4) This phrase is adapted from Pliny (*Letters* 10.33), writing to the Emperor Trajan about factors that led to the spread of a fire at Nicomedia.

est autem latius sparsum, primum violentia venti, deinde inertia hominum quos satis constat otiosos et immobiles tanti mali spectatores perstisse;

Note the contrast between the **violentia** of nature and the **inertia** of people. The same letter is quoted as a source on p. 186 (*Fighting the fire*) – see the notes in the relevant section below.

vigilēs, cīvēs, servī (line 10) The lack of conjunctions demonstrated here is common in Latin, and helps to create pace. The technique is known as *asyndeton*. Discuss possible translations (e.g. adding *and*, reflecting the force by collating with *all: firemen, citizens, slaves, all were ...*). It is also common in Latin to find words, phrases, or clauses in groups of three (known as *tricolon*). Can students think of similar examples in other languages? (Friends, Romans, Countrymen; Liberté, égalité, fraternité) What is it about three examples, rather than one, two, four, or more, that is appealing?

vigilēs, cīvēs, servī servāre temptābant virgīnēs. (line 10) **virgīnēs** has been withheld until the end of the sentence. Why might the author have separated the **virgīnēs** from the **vigilēs, cīvēs, servī**?

clāmōrēs hominum et equōrum hinnītus (lines 11-12) This symmetry of the word order (*shouts – of men – and – of horses – neighing*) can lead the reader to compare and contrast the various elements (the shouts with the neighing, and the men with the horses). This word order is known as *chiasmus*. To what extent does this word order present the men and the horses as equals, working together in the struggle to control the fire? Will the shouting and the neighing blend together in the noise and confusion, or be distinct from one another?

[illegible]

The stories and the culture sections give an honest reflection of life in the Roman Empire, for the enslaved and the poor as well as the wealthy and powerful, for the provincials and the city-dwellers, with the aim of broadening students' perceptions of the realities of life in the Empire.

The civilization notes are interspersed among the stories and language teaching materials, to encourage stories and culture topics to be approached jointly.

Topics have been selected with care and in consultation with teachers. They include many topics in the NLE's syllabus (such as the city of Rome, daily life, entertainment, and religion) but the culture sections also include topics such as animals in the Roman world, poisoning, the sea, and the Silk Routes, as well as STEM-related topics (e.g. bread production, water supply, mining techniques, Roman medicine).

[illegible]

- detailed illustrations and diagrams based on extensive research
- maps based on the latest archaeological evidence, which give a strong understanding of the geography of the Empire and the cities where the stories are set
- high-quality images of objects, sites, and art from the Roman world
- online high-resolution image gallery for each chapter
- curated weblinks for each chapter, which direct students to further images and videos

This textbook is transformational and the supplementary material provided in the text as well as the resources online has led to some great conversations in class. I have never found it this easy to help my students immerse themselves into the world of the peoples about whom they are reading!



- Wool and weaving
 - Four sisters in Ancient Rome
 - A 9-minute TED-Ed video with Jay Laurence about the daily life of Roman girls. It covers various aspects from this chapter including weaving and marriage.
- Wool in Ancient Rome
 - An engaging article discussing the importance of wool to Roman society.
- Dressmaking in the Roman Empire
 - A detailed article explaining how the Romans made cloths in their own homes by Dr Mary Harlow from the University of Leicester.
- How to Spin Yarn Using A Drop Spindle
 - A 5-minute tutorial on how to spin fleece into yarn using a drop spindle.
- Roman marriage
 - Engagement
 - The website of the MET, New York has a photograph and brief description of the ring on p. 256 of the student's book.
 - Harshate and Costume of the Roman Bride
 - A video tutorial showing how to recreate the traditional hairstyle and costume of a Roman bride
 - Betrothal and Childhood in Ancient Rome
 - An article on Roman betrothal with links to ancient sources.
 - Marriage in Ancient Rome
 - An in-depth account of the reasons for marriage as well as common rituals (some of which have lasted to the current days).
 - What is meant by 'maritus'
 - A description of 'maritus' and the relationship between a wife and her husband.
- Husbands and wives
 - Landolfi Turian
 - Translation of the Laudatio Turian (Source 5 on p. 258).
 - Source: Sittius Flaccus
 - Anale of the tombstone of Quintus Titius Flaccus (Source 1 on p. 258).
 - Aurelia thermira and Aurelia Plautianus
 - Detailed description and commentary by John P. Porter (Source 6 on p. 259).



- literary sources, including in Latin where accessible, introducing students to evidence from a variety of authors
- epigraphic evidence, including inscriptions and graffiti
- archaeological evidence, including art, artifacts, coins, monuments, and sites

tes
y evidence

2. The modern expert

Expert A - Gerhard Baudy
Professor

(in Rome, Christians were circulating prophecies: In all of these crises, the destruction of Rome by fire is prophesied, that is the constant theme: Rome must burn. This was the long-cleaved objective of all the people who felt persecuted by Rome.)

Expert B - Archambault

Year instance
wholes and
fire was not
how could
Aurea within
that no me
started the f
profited from

3. The suspects

Nero

Nero was known for his cruelty and eccentricities. Could he have been driven by a mad rush of power and a desire to see his city burn? Or was it a means to clear land for his new palace, the Domus Aurea?

Accident

In Rome were common were made of tile materials and so close together. Innocent of turn have started the fire can spread with a and the summer heat.

Your decision

Consider everything you have read about chapter and what you know about the

1. What evidence is available?
2. How reliable are the sources?
3. How do you think the fire started?

the fire. Many people
to put out the flames,
out threats. Others were
riches and yelling that
. Either they wanted more
e they were under orders.

HISTORY

- [illegible]

150 Chapter 9: History

Caesar in Gaul

The map illustrates the strategic layout of the Alesia battle site. The Roman camp is depicted as a large, irregularly shaped area in the center, surrounded by a double line of watchtowers. The Gauls' position is shown as a smaller, more compact area to the left of the Roman camp. The map also indicates the locations of the 'River Chaux' and 'River Marne'. A legend in the bottom right corner identifies the symbols for 'Watch tower' and 'Camp'.

The battle of Alesia

Vercingetorix and his 80,000 men decided to withdraw to the well-fortified hilltop town of Alesia. Caesar, calculating that a force of so many soldiers, together with the local population, would soon run out of food, decided to lay siege to Alesia. Noticing what was happening, Vercingetorix dispatched his cavalry to seek reinforcements across Gaul.

Then, in order to defend his reinforcements Vercingetorix had ordered a second set of defenses facing the opposite direction. This ran for 13 miles. The Romans had last about a month. They positioned

One episode shows a Roman soldier, after capturing Gauls, being ordered by a Roman centurion to spare the Gauls' lives as provisions for his marching army. The Gauls, however, are so angry at the Roman soldiers' behavior that they decide to fight back. The Gauls are so determined to fight back that they refuse to allow the Roman soldiers to leave the Gauls' area, either for their own safety or to show the Gauls their power. When the Roman soldiers refuse to leave, the Gauls starve in no-man's-land.

Finally, the Gauls decide to fight back. The battle began. The Gauls were outnumbered, but the Romans were not. The Gauls were not as well equipped as the Romans, but the Gauls prevailed. Victory was theirs. Five years later, the Gauls were still in Gaul. Rome had not been able to conquer Gaul. The Gauls were still in Gaul. The Gauls were still in Gaul.

The storyline of Chapter 9 covers the rebellion of Boudica in Britannia. The history topic for the chapter provides an example of resistance from elsewhere in the Empire, allowing the students to compare the two cases and discuss Roman governance and rule more broadly.

The statue of Vercingetorix can be compared with that of Boudica on page 135.

- What do the two statues have in common?
- In what ways do they represent a sense of national identity or contribute to the creation of a national myth?
- Can you think of other statues which are symbols of national identity?

The study of ancient Rome is often highly Eurocentric, and little time is given to its neighboring civilizations. Roman authors liked to present Rome as the most civilized and sophisticated society in the world, and for a long time archaeologists and historians followed the same narrative. Some history sections look at Roman interactions with civilizations outside of the Empire, widening students' understanding of the ancient world and acting as a springboard for further research.

198 Chapter 28: History

archers on horseback developed into a formidable force as a result of a simple innovation: he kept 1,000 camels in the rear with a fresh supply of arrows – the horsemen fired off their quiverful of arrows, and went back to the camels to reload. They would gallop at speed at the enemy, then turn their horses round, and fire their arrows as they *advanced to retreat*.

In Rome, meanwhile, the general and politician Crassus was permitted to raise an army to invade Parthia. For Crassus, it was a catastrophic failure. At the battle of Carrhae, in 53 BC, Crassus and half his army were killed. The precious eagles, standards of three Roman legions, were captured. The Parthians

In the next 250 years many Romans attempted to copy the actions of Alexander by invading Parthia. Julius Caesar was assassinated before he could do so, but there were three more unsuccessful invasions (including a disastrous one by Mark Antony) before Augustus humbled himself to make peace, and the captured eagles were finally

returned to Rome. When the Parthians did invade Roman territory, they themselves were defeated, but saved from conquest by an outbreak of plague. Emperor Severus' final invasion in AD 198 ended in utter failure.

However, by now the Parthian Empire was falling apart. Civil war, the independence of great families like the Suren, and reliance on these nobles to provide the army all undermined the authority of

This stone carving of two lion griffins comes from Hatra, town on the western border of the Parthian Empire.

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Numidia

As far back as the ninth century BC, the Numidians lived in small urban settlements, in what is now northern Algeria. When the neighbouring civilization, the Carthaginians, went to war with the Romans, the Numidians provided some of the elite cavalry troops in Hannibal's army. At different times the Numidian kings used these troops to support either the Carthaginians or the Romans, in an attempt to maintain their own independence from both major powers.

After the defeat of Carthage, the Numidians remained independent for 100 years, until 46 BC when much of the area became a Roman province. However, in AD 17 Tacfarinas, a Numidian who may have been an auxiliary in the Roman army, led a rebellion against Roman rule. He organized local men into a Roman-style army, and engaged the Romans in guerrilla warfare and open battle for the best part of seven years, before finally being defeated.

An African imperial dynasty

By AD 200, at the peak of the imperial period, Roman control in North Africa had expanded to five provinces: Aegyptus, Cyrenaica, Africa Proconsularis, Mauritania Caesariensis, and Mauritania Tingitana.

Furthermore, Septimius Severus, from Lepcis Magna in Africa Proconsularis, was emperor. The Severan dynasty which he founded ruled the Roman Empire for over forty years, until AD 235.

- The female leaders Cleopatra and Amaniren
- An African civilization that the Romans came into contact with: for example, the Numidian Garamantes, Gaetuli.
- Septimius Severus.

BOOK 1

Chapter	Language	Culture	History/Mythology
Roma – life in the city			
1: Subūra	<ul style="list-style-type: none"> 1st, 2nd and 3rd pers. sg., present tense Reading Latin 	Life in the city Subura; Population of city of Rome; Women at work; Living in an insula	History: Rome in AD 64
2: Rōma	<ul style="list-style-type: none"> Nominative and accusative sg. Declensions Gender 	Building Rome Geography and growth of Rome; Public buildings and spaces of Rome; Forum Romanum	Mythology: Romulus and Remus
3: lūdī	<ul style="list-style-type: none"> Nominative and accusative pl. 3rd pers. pl., present tense 	Entertainment Public festivals; Chariot-racing; Charioteers	History: Three phases of ruling
4: deī	<ul style="list-style-type: none"> Neuter nouns 1st and 2nd pers. pl., present tense 	Religion Christianity; State religion; Homes of the gods; Sacrifice; Private worship	Mythology: Deucalion and Pyrrha
5: aqua	<ul style="list-style-type: none"> Present infinitive possum, volō, and nōlō 	Public health Baths; Public toilets; Water supply; Sanitation	History: Rome under attack!
6: servitium	<ul style="list-style-type: none"> Ablative case Prepositions + acc./+ abl. Time 	Slavery How were people enslaved? Life of a slave; Seeking freedom; Manumission	Mythology: Theseus and the Minotaur
Britannia – establishing a province			
7: Londīnium	<ul style="list-style-type: none"> Imperfect tense Perfect tense (-v- stems) 	London Londinium; Made in Londinium; Food	History: Romans invading
8: Britannia	<ul style="list-style-type: none"> Perfect tense (all stems) Superlative adjectives 	Britain Britannia; Camulodunum; Resist or accept? The Druids	Mythology: The Amazons
9: rebellīō	<ul style="list-style-type: none"> Dative case Verbs with dative 	Rebellion – hard power Chain of command; Competing forces; Women and war; Why join the army?	History: Resistance
10: Aquae Sūlis	<ul style="list-style-type: none"> 1st and 2nd decl. adjectives 3rd decl. adjectives 	Aquae Sulis – soft power Aquae Sulis; Different gods; Curses; Military life; People of Roman Britain	Mythology: The Gorgons
Gaul and Lusitania – life in a province			
11: mare	<ul style="list-style-type: none"> Genitive case Enclitics -ne and -que 	The sea Romans and the sea; Underwater archaeology; Navigation and maps; Dangers at sea	History: Pirates in the Mediterranean Sea
12: incendium	<ul style="list-style-type: none"> Imperatives (inc. nōlī/nōlīte + infinitive) Vocative case 	Great Fire of Rome Fighting the fire; Vesta and Vulcan; Fuel and fire; After the fire; Finding a scapegoat; Domus Aurea; What caused the Great Fire of Rome?	Mythology: Prometheus
13: Arelātē	<ul style="list-style-type: none"> Relative clauses Relative pronouns 	Arelate – a provincial town How to build a Roman town; Theater; Making bread	Mythology: Pyramus and Thisbe
14: artifex	<ul style="list-style-type: none"> Future tense (1st and 2nd conj.) Comparative adjectives 	Mosaics Creating mosaics; Mosaic pattern books. Mining Mining at Las Medulas; Mining techniques	History: Women
15: vīlla	<ul style="list-style-type: none"> Ind. statement (pres. + pres. infin.) Ind. statement (perf. + pres. infin.) Ind. statement: se vs. eum 	Country villas Country estates; Gardens; Dinner Parties; Menus	History: Civil war
16: nūptiae	<ul style="list-style-type: none"> hic and ille is, ea, id 	Marriage Wool and weaving; Marriage; Husbands and wives; The ceremony	Mythology: Arachne

Chapter	Language	Culture	History/Mythology
Pompeii – daily life in a town			
17: Pompēī	<ul style="list-style-type: none"> Pluperfect tense Adverbs Conjugations 	Life in Pompeii The domus; Making perfume; Shops and businesses; Cleaning clothes	History: Archaeology of Pompeii
18: libertās	<ul style="list-style-type: none"> Future tense (3rd and 4th conjugations) necesse and placet eō and its compounds 	Freedom and business Patrons and clients; Becoming a citizen; Daily routine; Garum; Wine	Mythology: Bacchus
19: lacrimae	<ul style="list-style-type: none"> Present participles ferō and its compounds Use of present participles 	Death in the Roman world Death and funerals; Isis; Ideas of the afterlife	Mythology: Orpheus and Eurydice
Africa – family and spectacle			
20: mūnera	<ul style="list-style-type: none"> Present passive Imperfect passive Ablative with passive verbs 	Entertainment Amphitheaters; Gladiators; Watching the games; Animals in the arena	History: Hannibal
21: vīta	<ul style="list-style-type: none"> Perfect passive participles Perfect passive tense Pluperfect passive tense 	Animals and fashion Animals; Adorning the body; Fashion; Cosmetics	History: Kingdom of Kush, Meroë, Kandace Amanirenas
22: liberī	<ul style="list-style-type: none"> Deponent verbs Present passive infinitive (+ dep.) 	Growing up Birth, children, and childhood; Education	Mythology: Dido and Aeneas
Roma – managing the Empire			
23: honor	<ul style="list-style-type: none"> cum + pluperfect subjunctive cum + imperfect subjunctive 	Politics cursus honorum; Managing an empire; Imperial freedmen; Poison	History: Octavian and the establishment of the Principate
Achaea – philosophy and the arts			
24: Achaea	<ul style="list-style-type: none"> Result clauses Compounds and prefixes 4th declension 	Greek architecture and thought The Acropolis and Parthenon; Rhetoric and oratory; Philosophy	History: Greece and Rome
25: Olympia	<ul style="list-style-type: none"> Indirect commands Indirect questions 5th declension 	Sport and the body Sport and exercise; The body in art; The Olympic Games	Mythology: Echo and Narcissus
26: Delphī	<ul style="list-style-type: none"> Purpose clauses dum + pres. indic. 	Music Music; Poetry; Recitations	Mythology: Marsyas
Ephesus – truth and learning			
27: Ephesus	<ul style="list-style-type: none"> Ablative absolute ipse 	Medicine Doctors; Surgery; Drugs and medicines	History: East and West
28: itinera	<ul style="list-style-type: none"> Imp. and plup. passive subjunctive Connecting relatives Comparative adverbs 	Ephesus Temple of Artemis; Palmyra and the Silk Routes; Travel and communication	History: The Parthians
29: lēx	<ul style="list-style-type: none"> Perfect active and passive infinitives Indirect statements (cont.) 	Control Emperor worship; Imperial propaganda; Law	Mythology: Actaeon
Roma – war and omens			
30: ōmina	<ul style="list-style-type: none"> Future passive tense Future participles and infinitives Indirect statements (cont.) 	Omens and magic Augurs and augury; Magic; Ghosts	Mythology: Circe
31: bellum	<ul style="list-style-type: none"> Verbs of fearing Ablative of comparison mālō 	War and the military Legions; A career in the army; Loyalty and leadership; Military engineering	History: Succession
32: finis	<ul style="list-style-type: none"> ad + gerundive idem 	After Nero Guarding the emperor; Reception of Nero; Future of the city of Rome	Mythology: Homecoming

SCOPE AND SEQUENCE

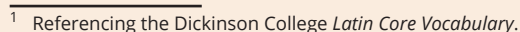
The linguistic scope and sequence of *Suburani* has been developed following many years of research, in close consultation with teachers, and with careful regard to the NLE syllabus. Books 1 and 2 are designed to provide syntax and accidence for Latin I and Latin II courses respectively.

- ✓ focus on high-frequency vocabulary
- ✓ mapped to NLE accidence and syntax
- ✓ content for Roman civilization, history, and mythology
- ✓ preparation for literature

Vocabulary

All vocabulary used in *Suburani* is carefully chosen and precisely tracked throughout the course. As a result, high-frequency vocabulary is regularly repeated and accounts for two out of every three words that students meet in the stories.

In each chapter, 20 words are set for learning and almost all are drawn from the 1,000 most frequently occurring words in Latin literature¹. Students therefore master over 250 high-frequency words by the end of Book 1 and over 500 by the end of Book 2.



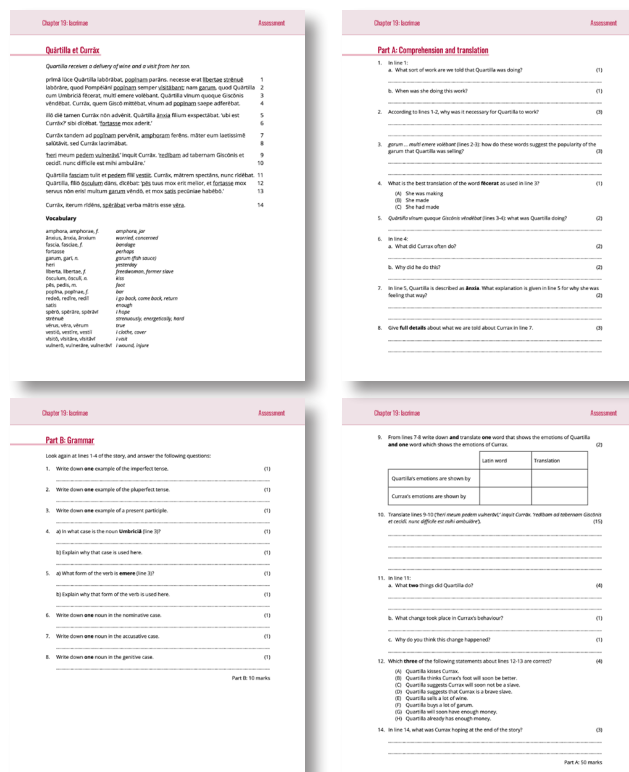
Translation and comprehension

- the reading approach provides extensive preparation for **translation and comprehension**
- **story length controlled** to facilitate classroom use
- passages **gradually develop** in difficulty throughout course
- **comprehensions** give students regular practice in exam-style questions



ASSESSMENTS

- **language assessments** after every 2–3 chapters
- assessments contain **new stories** written to the level of the chapter; new vocabulary is glossed
- **Part A:** 50 marks on comprehension and translation
- **Part B:** 10 marks on grammatical analysis
- **mark schemes** also provided
- **culture** and **English-Latin** assessments in preparation
- assessments forthcoming for **every** chapter, enabling chapter-by-chapter progress checking



SUPPORT FOR TEACHERS

Teacher notes

Each chapter of *Suburani* is supported by extensive teaching notes, available online as pdfs to teachers with a digital account.

Detailed notes on cultural material, with information on all sources and images included in the textbook.

For each story:

- **Synopsis** – quick overview of the plot
- **Aims** – key points on which to focus teaching
- **Teaching suggestions** – ideas for discussion, and cultural, linguistic, and literary elements to bring out
- **Sample translation**

There are also ideas for further activities and research.

Community

There is an active international community of *Suburani* teachers who share their experiences and resources online. The Hands Up Community Resources forum hosts a wealth of activities, worksheets, lesson plans, and assessments created by *Suburani* teachers, managed by the Hands Up team. A dedicated Facebook group allows teachers to share experiences and ideas and to ask questions.

Online training videos

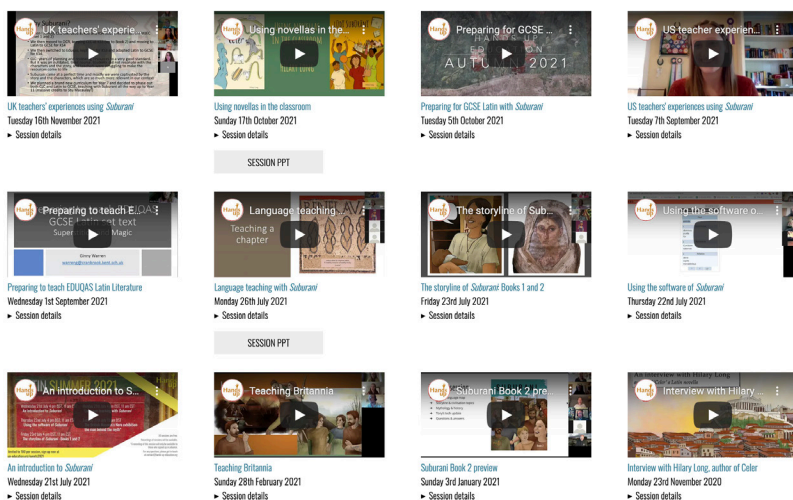
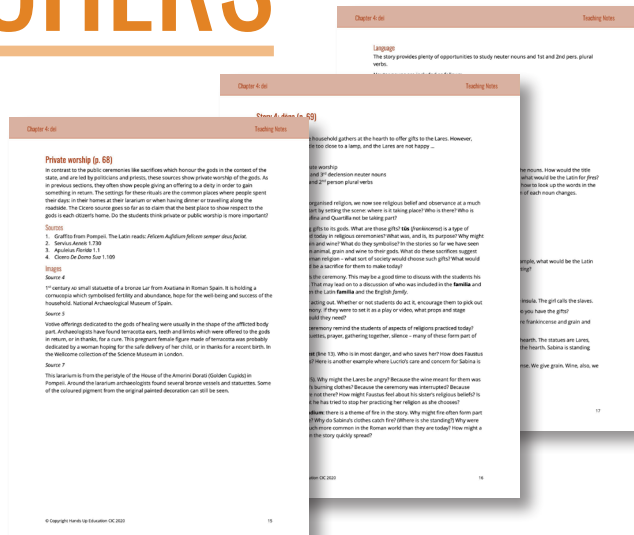
The Hands Up Education website hosts a wealth of freely accessible training videos on a range of topics related to *Suburani*, including:

- introductions to the digital resources
- the storyline
- the course's approach to language teaching
- teacher experiences



Support from the Hands Up team

We provide free training online (via Skype, Teams, Zoom, Google Meet, etc.). You can also schedule a chat with one of the team at any time on our website or send us an email to contact@hands-up-education.org.



MORE FROM HANDS UP

Latin novellas

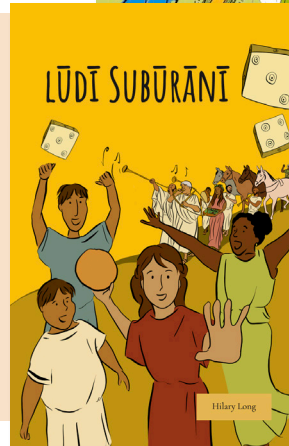
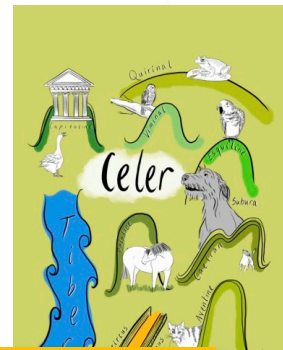
Two Latin novellas have been written to accompany *Suburani* by teacher Hilary Long. These short books with a light-hearted plot are designed to be read by students, either independently or as a class. A fun storyline, word order that matches English, highly repetitive language using high-frequency vocabulary, and supportive illustrations make the text as accessible as possible for students in their first year of Latin. For sale for \$6.99 each on Suburani.com.

Celer

In *Celer*, the friendly dog visits his animal friends on the seven hills of Rome. Suitable for beginner students, who might be in Chapters 1–3 of *Suburani*.

Iudi Suburani

In *Iudi Suburani*, Sabina and her friends entertain themselves with games on a public holiday. Suitable for advanced beginners, who might be coming up to Chapter 9 of *Suburani*.



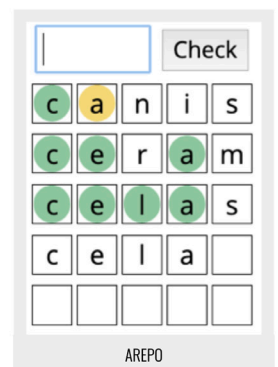
Latin games

Catena

Fast-paced and highly addictive, this free online Latin version of Boggle can be a quick lesson starter, or a game that keeps your students up late into the night to see if they can beat their friends' high scores.

Arepo

Fans of Wordle who prefer to challenge their brains in Latin, will love our version of this word-guessing game. Freely accessible at the Hands Up website, and with no limit to the number of goes you can have ...



SUBURANI Verb trainer

HELP SET-UP REVIEW LAT-ENG ENG-LAT RESULTS 1/1

Translate into English:

capiens

taking



TELL ME MORE

NEXT

Latin verb trainer

The Latin verb trainer allows students to review and practice verb forms. The program can be configured to allow students to practice forms of their choosing:

- three modes: English-Latin, Latin-English, or 'review' mode
- test parsing or translation
- selection of regular and irregular verbs
- tense and voice
- also includes subjunctives, infinitives, imperatives, participles



Primary Latin Course - primarylatin.com

This free, online course has been designed with elementary school teachers to help schools deliver Latin and Roman civilization – without the need for a background in Latin. It provides a gentle introduction for students aged 8–11, aiming to establish reading fluency of simple sentences through a one-year course.



Six chapters introduce students to a range of inhabitants of ancient Herculaneum, including the freedman Dama and his children, a schoolteacher, a fish-seller, a merchant, a wealthy couple, and the wandering cat Ulysses. Vivid illustrations and light-hearted stories gradually introduce simple sentence

patterns using nominative and accusative singular and plural, and establish a core vocabulary.

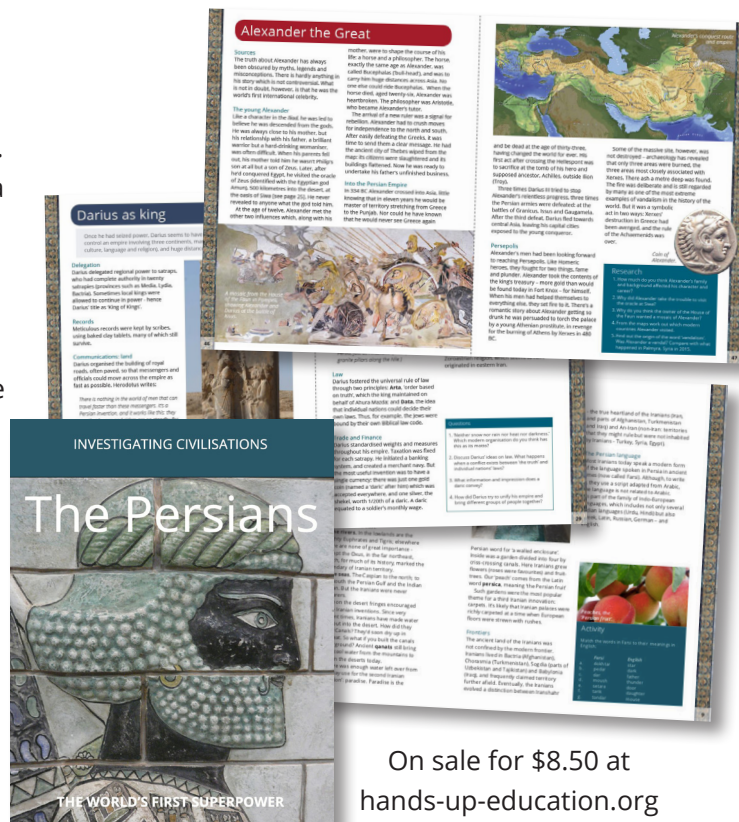
All materials are online and are available for free. There are Latin stories with clickable vocabulary and embedded audio, interactive reconstructions, online games, and downloadable print worksheets. The course is supported by teacher's guides and sample lesson plans.

The Persians – the world's first superpower

The Persians is a 58-page textbook for students aged 11–16. Each double-page spread (there are 26 in total) focuses on a particular topic and provides a mini area of study for one or two lessons. Topics include:

- the geography of Iran
- our sources of knowledge about the Persians
- Cyrus' empire
- Persepolis
- the Ionian revolt
- Xerxes' invasion of Greece
- Alexander the Great
- the Parthians
- Darius as king

The book includes questions for discussion and further research activities, designed to encourage classroom debate and independent investigation. The supporting Teacher's Handbook is an entirely free online website, designed for specialist and non-specialist teachers.



On sale for \$8.50 at hands-up-education.org

Classical Greek resources

The Hands Up website hosts freely available activities for Classical Greek, including the addictive and fiendishly hard principal parts tester, which tests principal parts of common irregular verbs. Head to hands-up-education.org/greek to find out about a proposed one-year introductory Greek course.

Show verb list

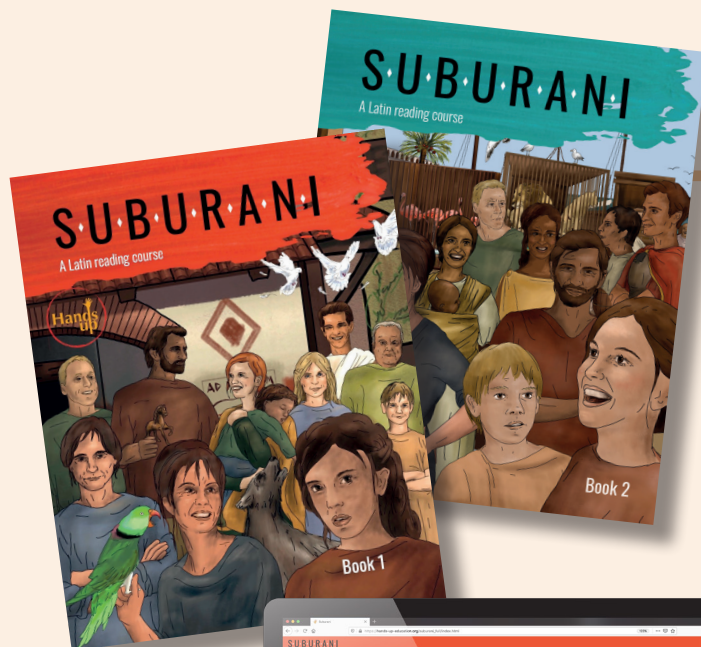
Score: 4 / 6

Present	Future	Aorist	Perfect	Perf Pass	Aor Pass	Fut Pass
αἰσθάνομαι	αἰσθήσομαι	ἤσθονην	-	ἤσθημαι	-	-

α	β	γ	δ	ε	ζ	η	Clear
θ	ι	κ	λ	μ	ν	ξ	Delete
ο	π	ρ	σ	τ	υ	φ	
χ	ψ	ω	'	1	2	3	Next

You can type Greek with the English letters shown on the keys above.





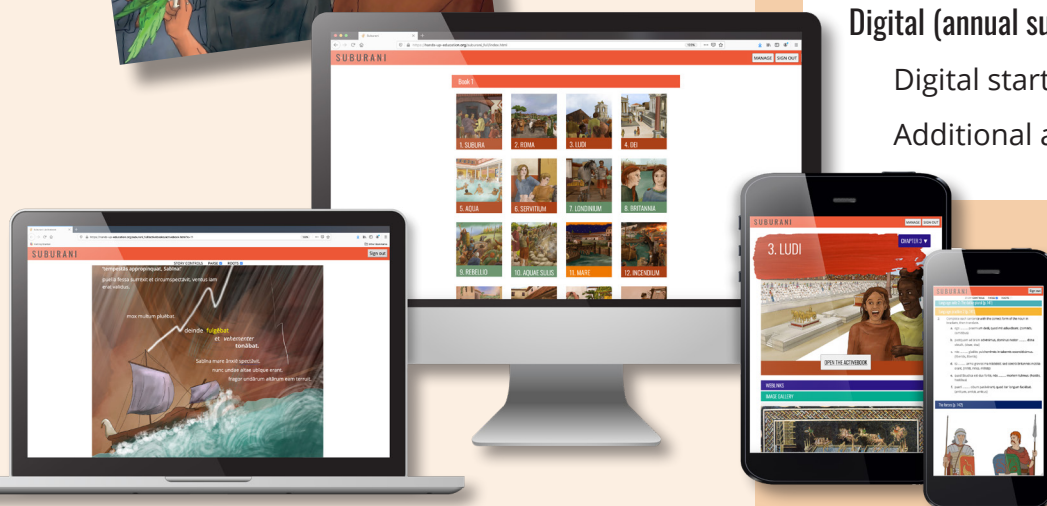
PRICES

Textbooks

<i>Suburani</i> Book 1	
Hardcover	\$75
Paperback	\$55
<i>Suburani</i> Book 2	
Hardcover	\$75
Paperback	\$55

Digital (annual subscriptions)

Digital starter pack (8 accounts)	\$40
Additional accounts	\$4



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ABOUT HANDS UP EDUCATION

We established Hands Up Education, a non-profit community interest company, in 2017 in recognition of the need for materials that reflect the priorities of today's students and teachers. Our core team are all classicists, and we have long worked together to support Classics teaching. Between us we have many years' experience of classroom teaching, curriculum design, software development, teacher training, Classics education research, illustration, and design. Hands Up has also created the entirely free online *Primary Latin Course* and published *The Persians*, the first in a series of Classical Civilization books, and our website hosts a range of free games, as well as AP Latin support. The proceeds of all our materials are used to support and develop Classics in schools.

ABOUT THE COMMUNITY

Suburani has been developed and trialed in collaboration with hundreds of teachers who continue to be part of a growing community, sharing expertise and creating shared resources. We invite you to get involved – order a free desk copy for your school and review the first two chapters online today.

