
**A LESSON PLAN IN COUNTERPOINT:
WORLDS OF ROMAN WOMEN ALONGSIDE ECCE ROMANI III**

This lesson plan was used in the Latin 3 classroom with high-school students at Edmund Burke School, Washington, DC, in the academic year 2005-2006. Our class was able to finish and be assessed on the texts outlined here in one trimester, roughly about twelve calendar weeks where roughly three hours' time per week is dedicated to this course.

Prior to this survey, students had completed the *Oxford Latin Course* Part III. They had also met with two other types of assignments in my course, namely, an Indo-European etymology report assignment, and several opportunities to gain exposure to poetry. The poems that students read (some part of and others in addition to the *Oxford Latin Course*) were: Horace *Ode* 1.11 ("Tu ne quaesieris... / Carpe diem quam minimum credula postero."); *Epode* 2 ("Beatus ille ..."); *Ode* 2.7 (O saepe mecum... reperto / dulce mihi furere est amico."); Catullus 51 ("Ille mi par esse deo videtur..."); and a few epigrammatic verses from *Classical Love Poetry* (Williams and Cheesman, eds., Getty, 2004).

First Unit: "Personalities: Social and Private"

Eutropius, *Breviarium* 6.15-7-1 ("Cicero and Caesar" through "The Death of Caesar and the Rise of Octavian" *ER* III pp. 7-21).

Inscriptions, *CLE* 1518 "Sum castae..." and *ILS* 5213 "Heus! Oculo errante..." [Eucharis] (*WRW*, p. 9 and p. 11).

Marcus Valerius Martialis, *Epigrammata* 5:34 "Hanc tibi Fronto pater genetrix Flaccilla..." [Erotion] In the Online Companion for *WRW*:

<http://www.cnr.edu/home/sas/araia/erotion.html>

Here are my renderings of these inscriptions, created for my classroom:

I. "I am the gravestone..." (p. 9; *CLE* 1518)

Source Text: Buecheler, Franz and E. Lommatzsch, eds. 1972. *Carmina Latina Epigraphica* (*CLE*), 3 vols. Leipzig: Teubner, 1895-; reprinted Amsterdam.

SUM CASTAE CINERUM LAPIS PUELLAE
CUSTOS. ME RELEGENS PIUS VIATOR
HUIUS COGNITA SI TIBI FUISSET
VIRTUS LACRIMULIS TUIS RIGARES.

I am the gravestone, guardian of the ashes of a chaste girl.
As you read me over, o devoted traveler,
You would shed tears of pity
If her virtue were known to you.

WHAT STUDENTS FIND CHALLENGING:

a. compounds of common verbs (*re+legens*); b. the parts of speech governing the genitives in line 1; c. apposition (“*ego*”+*custos*; “*tu*”+*viator*); d. participles and *concordia* with implied subject; e. direct address as opposed to narrative; f. building diminutives from known vocabulary (*lacrimulis* from *lacrima*); g. pluperfect and imperfect subjunctive in contrary-to-fact condition (*fuisse*...*rigares*); h. poetic license in word order.

II. Eucharis, from the household of Licinia (p. 11; *ILS* 5213)

Source Text: Dessau, Herman, ed.. 1979. *Inscriptiones Latinarum Selecta (ILS)*. Chicago: Ares Publishers, reprint.

Eucharis Liciniae l. docta erudita omnes artes virgo vixit an. XIII. (1)

Heus! oculo errante qui aspicias leti domus
morare gressum et titulum nostrum perlege,
amor parentis quem dedit natae suae,
ubi se reliquiae conlocarent corporis. (5)
Hic viridis aetas cum floreret artibus
crescente et aevo gloriam conscenderet,
properavit hora tristis fatalis mea
et denegavit ultra vitae spiritum.

(Continued...)

Docta erudita paene Musarum manu, (10)
quae modo nobilium ludos decoravi choro
et Graeca in scaena prima populo apparui.

En hoc in tumulo cinerem nostri corporis
infestae Parcae deposierunt carmine. (15)
Studium patronae, cura, amor, laudes, decus
silent ambusto corpore et leto tacent.

Reliqui fletum nata genitori meo
et antecessi, genita post, leti diem.
Bis hic septeni mecum natales dies
tenebris tenentur Ditis aeterna domu. (20)
rogo, ut discedens terram mihi dicas levem.

INSCRIPTION TITLE: Eucharis, freedwoman of the household of Licinia, educated and learned in all arts; she lived as an unmarried maiden (*virgo*) for fourteen years.

Alas! You who observe this gravestone: as your eye scans it over,
Stay your step and read through my inscription.
Regard this marker which the love of a parent donated for a daughter,
Where the remains of her body settle themselves to rest.
While the springlike-green of youth’s prime flourished through the arts,
And, as my life was ripening it ascended to its peak of brilliance,

Here is where my sad, fatal hour outsped me,
 And death denied me any further spirit of life.
 Educated was I, and learned too, as if by the hand of the Muses themselves,
 And it was I who not long ago graced the nobles' entertainments with dance;
 And I appeared before the people, on the Greek stage, a headline starlet.
 Behold! The wicked Fates set down, in this mound,
 The ash of my body – and did so with a wail of lament.
 My patroness' fervor, care, love, praises and beauty – all those things
 Are hushed when the body is burned, and fall silent in death.
 I, the daughter, left behind the weeping of my parents,
 And I raced to death ahead of them, although I was born after they themselves were.
 Here, twice-seven of my birthdays are entombed,
 By the shades of Pluto, in an eternal home.
 I pray you, when you depart, ask that the dust may lie lightly on me.

WHAT STUDENTS FIND CHALLENGING:

a. literal vocabulary vs. figurative elegance, such as using English synonyms to nuance their reading (ie *dedit* l. 4; *silent* & *tacent* l. 16; *tenentur* l. 20); b. ablative absolute (*crescente et aevio* l. 7); c. conventions of abbreviation in the title (same with Roman dating in historical writing, or abbreviations of common given names); d. *cum* with the subjunctive; e. direct address and shifting points-of-view in verb persons; f. meter, namely teaching them long/short syllables in a bit of verse that contains so many variations of the meter; g. students remain dependent on macrons to help with scansion; h. deponent verbs (*morare* vs. *perlege*).

Second Unit: “Making Speeches: Famous Men and Famous Women”

Asconius, *Oratio in Milonianum Ciceronis* (ER III pp. 43-47, 60) and particularly, Cicero, *pro Milone* 10 (ER III pp. 53-59).

Marcus Fabius Quintilianus, *Institutiones* 1.1.4-6 (WRW p. 33).

The Letter attributed to Cornelia, mater Gracchorum, found in Cornelius Nepos *Fragmenta, De Viris Illustribus* (WRW p. 77).

(As yet, no classroom renditions are provided here)

Third Unit: “Biography and Autobiography”

Augustus Caesar, *res gestae divi Augusti* 1, 2, 3, 12, 13, 20, 25, 26, and 34 (ER III, pp. 105-111).

Titus Livius, *ab urbe condita* 1:39 and 1:41 “Tanaquil,” 1:47-48 “Tullia Minor,” and 4:44 “a Vestal regrets” (WRW p. 111, p. 113, and p. 103)

(As yet, no classroom renditions are provided here)