



Navigating the 5 Cs

Melanie Stowell (Arlington, VA, Public Schools)

Ivy J. Livingston (Harvard University)

Photo by Hansueli Krapf.
CC 3.0 license

Domus Romana

PRIMARY GRAMMATICAL OBJECTIVE

- ❖ To review the use of *in* with ablative and accusative

PRIMARY CULTURAL OBJECTIVE

- ❖ To learn about the arrangement and management of a Roman house

SECONDARY GRAMMATICAL OBJECTIVES

- ❖ To review the forms of the ablative and accusative

OTHER CS

- ❖ To consider the role of slaves in the household



C. Can you describe your own house as if you were living in Roman times? You may find the following nouns and prepositions helpful. Draw a floor plan of your house and label the rooms in Latin.

- | | |
|-------------------------------------|--|
| <i>āla</i> side room | <i>triclinium</i> dining room |
| <i>ātrium</i> central hall | <i>latrina</i> bathroom, toilet |
| <i>cubiculum</i> bedroom | <i>cella</i> storeroom, attic |
| <i>culina</i> kitchen | <i>apud mē</i> at my house |
| <i>vestibulum</i> entranceway | <i>ante</i> (+ acc.) in front of, before |
| <i>hortus</i> garden | <i>post</i> (+ acc.) behind, after |
| <i>impluvium</i> pool | <i>super</i> (+ acc.) above |
| <i>peristylum</i> courtyard (porch) | <i>sub</i> (+ abl.) below |
| <i>tablinum</i> den, study | <i>prope</i> (+ acc.) near |

In this section of a Roman house, you can visualize the rectangular shape as you enter from the street at the right into the vestibule. Rooms on each side of the vestibule served as shops. Guests were received in the atrium and the master of the house often had his office in the **tablinum**. Often an **impluvium** would be found in the center of the atrium.

Mōrēs Rōmānī

Domī Rōmānae

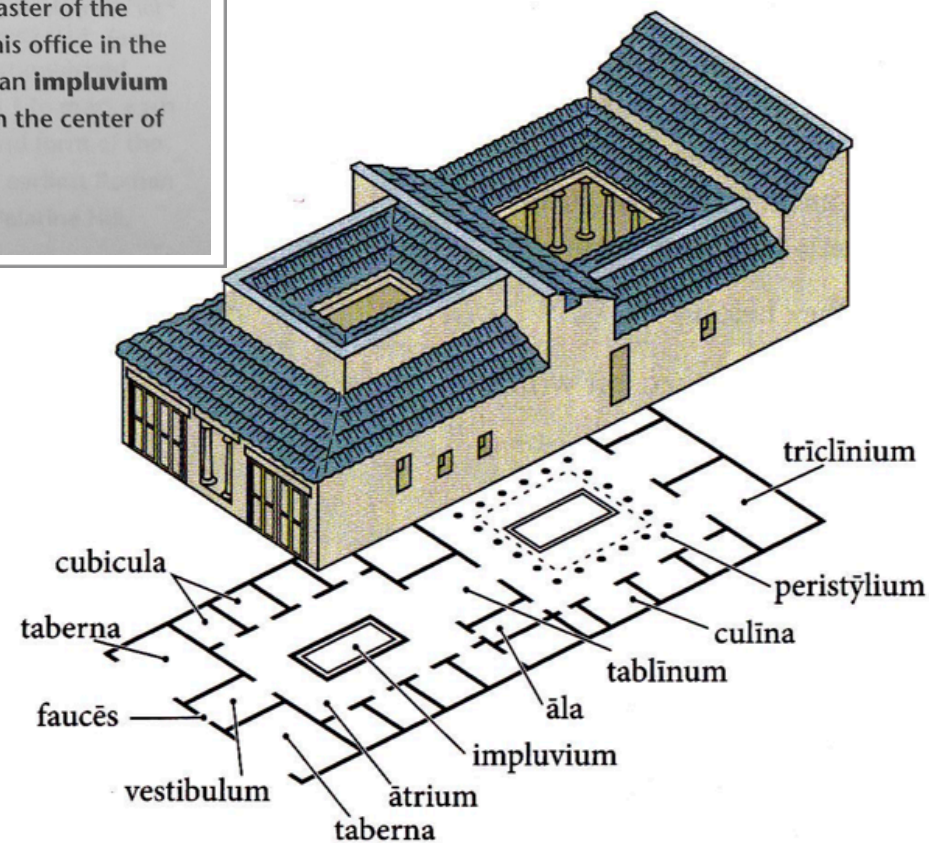
The house of the Servilii is a more modest version of an upwardly-mobile Roman's residence, both in the city and throughout Italy. (The best examples survive in the city of Pompeii.) The façade of this building would have little ostentation. Indeed the house would look little different from storefronts, warehouses, and apartments in the same block. Romans put their money and effort into decorating the inside of the dwelling. Sometimes shops were built into the front wall of the house and rented out for income or used in a family business. Two such shops are at the front of the house of the Servilii.

The front door was large, heavy, and strongly bolted. A prosperous family like the Servilii would have a *iānitor*, a slave who guarded the door and controlled access to the home. Some of these "janitors" were even chained to the spot and not allowed to leave. Just inside the door was a passageway called the *vestibulum*, originally a place to hang one's cloak (*vestis*). The

vestibulum is also sometimes called the *faucēs* (jaws) or *ostium* (mouth). This leads into the *ātrium*, the main public room of the house where guests were greeted. In the center of the atrium was the *impluvium*, a pool intended to catch water from the *compluvium*, a hole in the roof directly above the *impluvium*. The *compluvium* let in light and allowed the household to collect drinking water in a cistern. By the time of the first century B.C., however, most of the *impluvia* were merely decoration and the rainwater ran out through a channel into the street.

The rooms on either side of the *ātrium* often served as *cubicula* or bedrooms. Sometimes a small shrine to the household gods was located in the corner of the atrium, near the front door. The Servilii had such a shrine in their house, and as you will see later, exhibited the death masks of their ancestors in the *ātrium*. All of this was done partly out of piety and partly to remind visitors that the Servilii came from good stock.

Beyond the *ātrium* was the *tablinum* or office where the head of the house conducted business. It often had screens that could be drawn to close it off from the *ātrium* (and from



Domus Rōmāna

Latin for Americans

Disce!

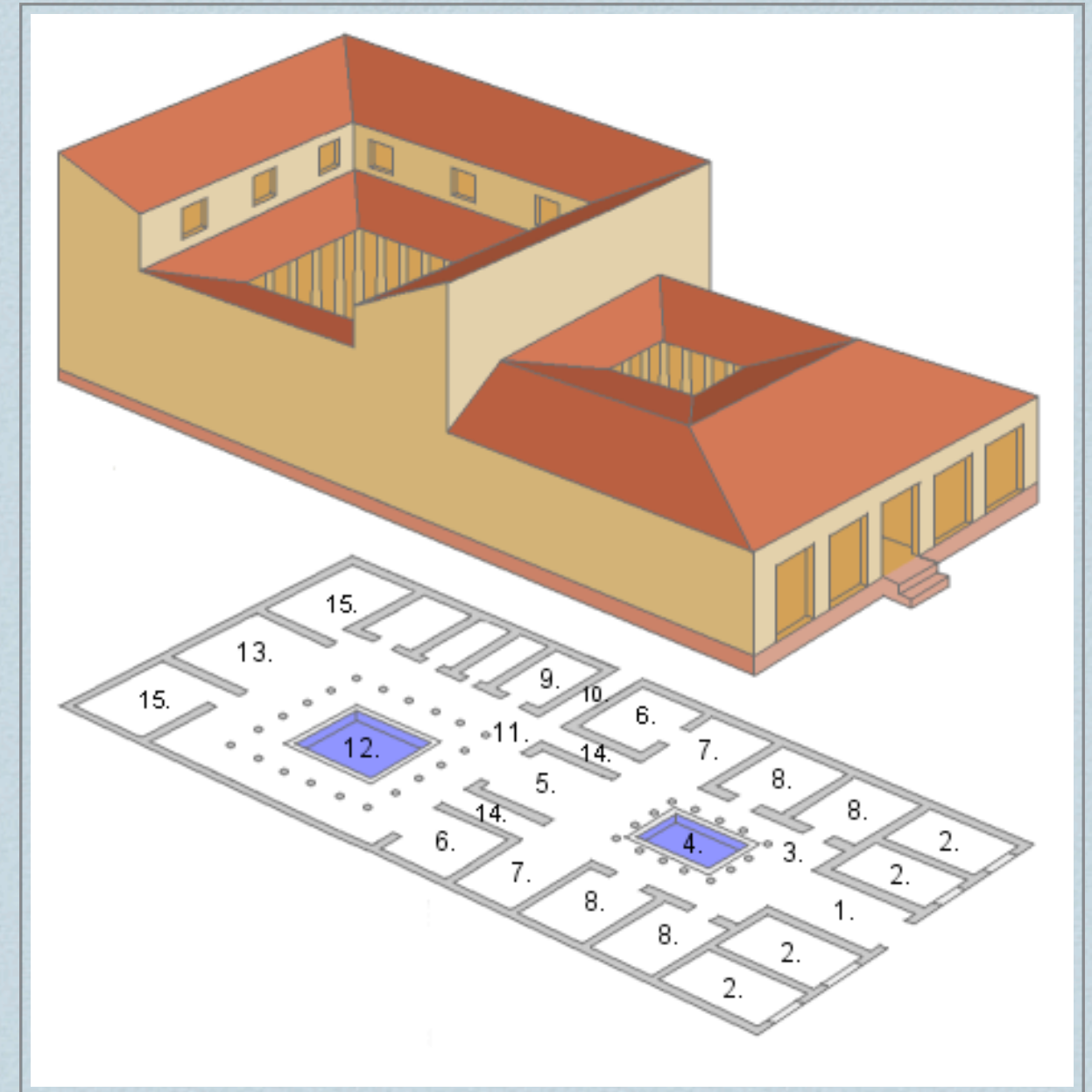
Sunday, February 10, 13

Even in the recent textbook Disce! (which generally does prioritize active use of the language), you can see that the description of the domus is almost entirely in English. But locations are perfect for practicing the use of prepositions and, in fact, the preposition "in" with abl. and acc. was already introduced in Disce! several chapters earlier. So the house gives us a convenient cultural topic around which to focus a grammar review. If you've already had "ex", you can work that in too.

Domus Romana

Pars prima: Virtual tour

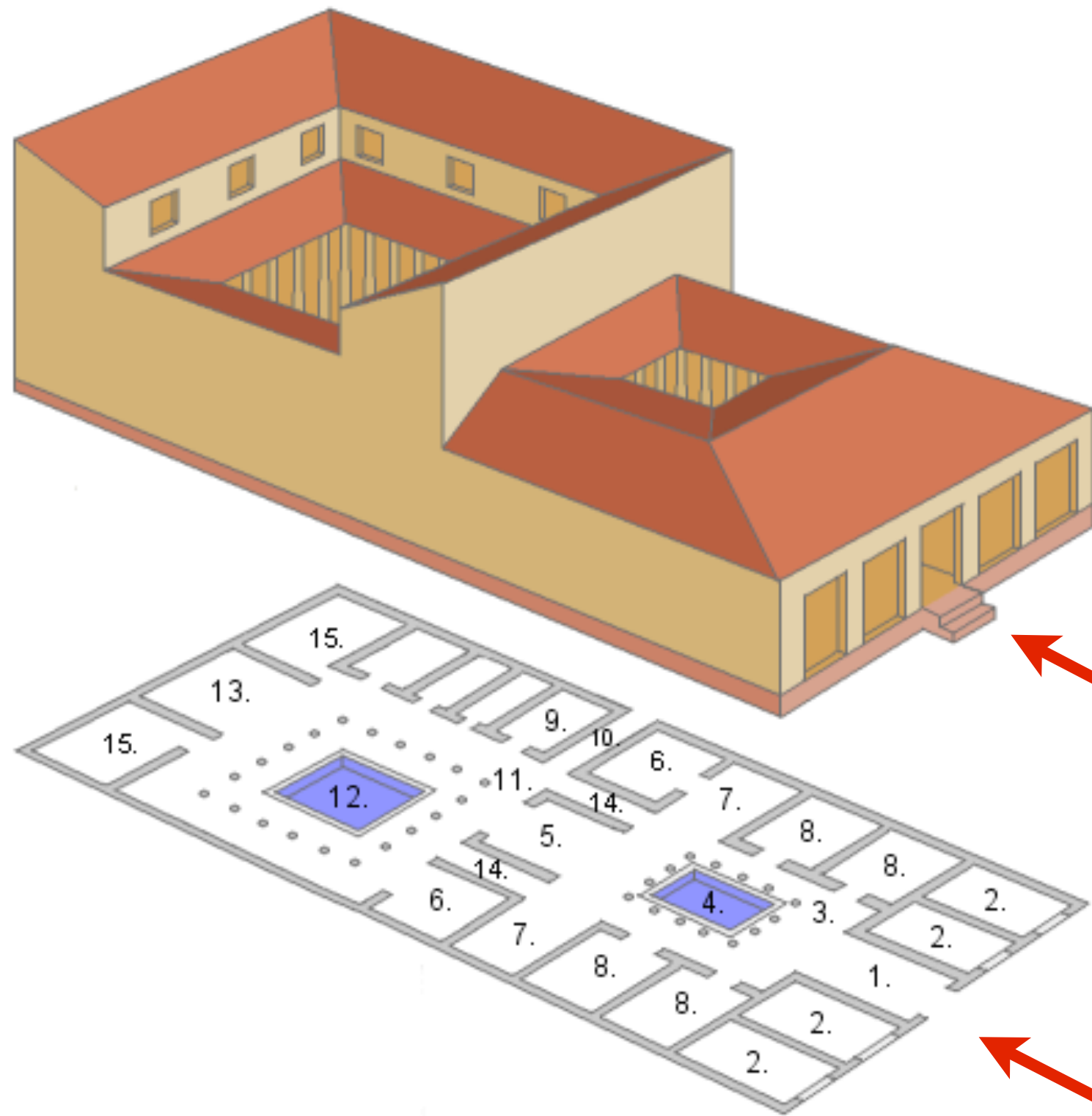
http://commons.wikimedia.org/wiki/File:Domus_latina.png
By Ohto Kokko. cc 3.0 license.



Sunday, February 10, 13

We have two activities related to the domus Romana. Both activities can be done by students at quite early stages. Circumstances permitting, you can get really ambitious and arrange your classroom as a domus.

Intramus in _____.



<http://www.vroma.org/~bmcmanus/vestibulum2.html>

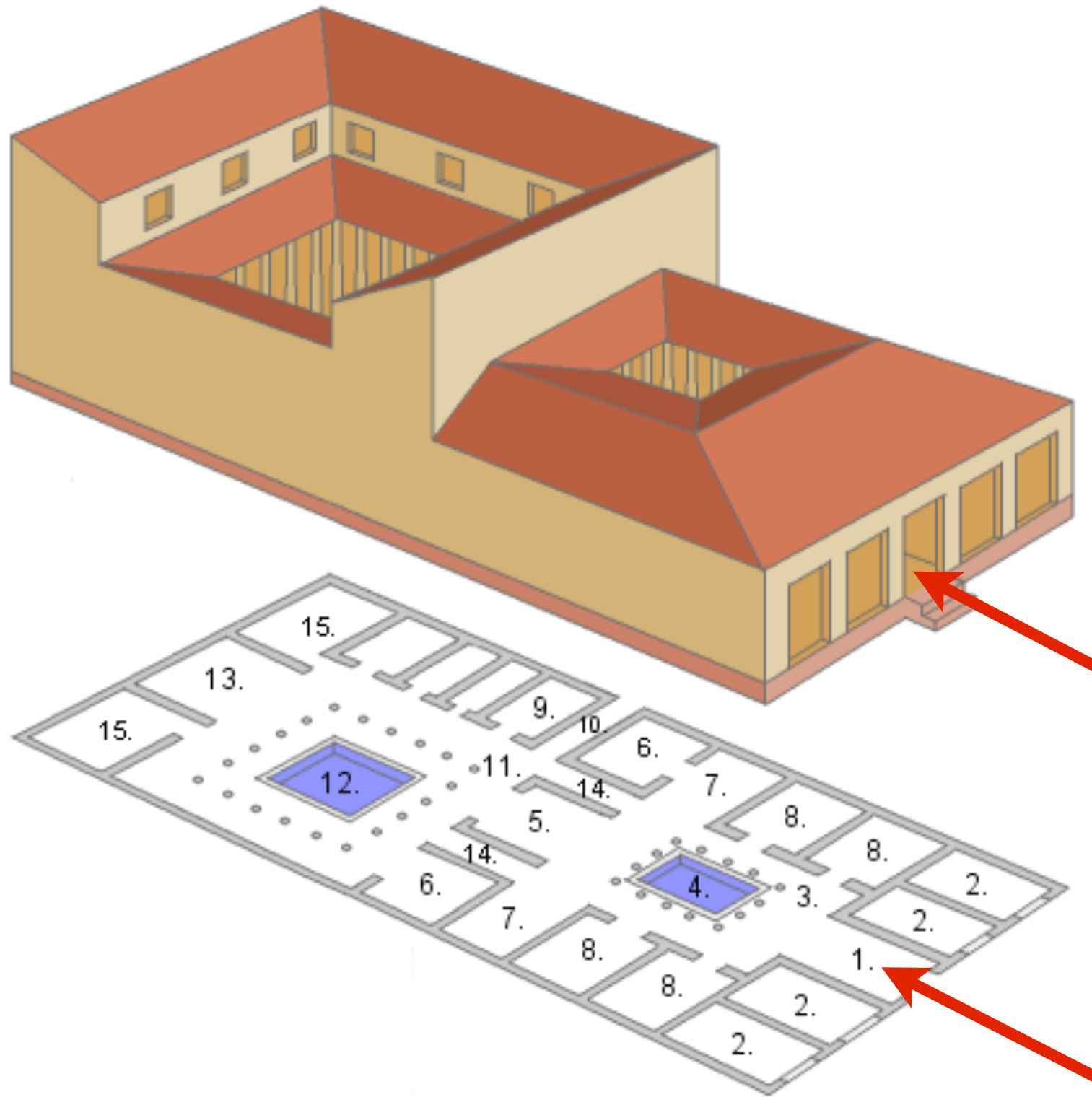
Sunday, February 10, 13

Ask students to supply the missing word based on the visual prompts; notice how we have an animated arrow to indicate motion. If you want to go lower tech, you can print paper copies of the floor-plan and supply cutouts of your textbook's characters; just place an separate paper arrow under a character to indicate that the person is in motion.

Intramus in _____.



<http://www.vroma.org/~bmcmanus/vestibulum2.html>



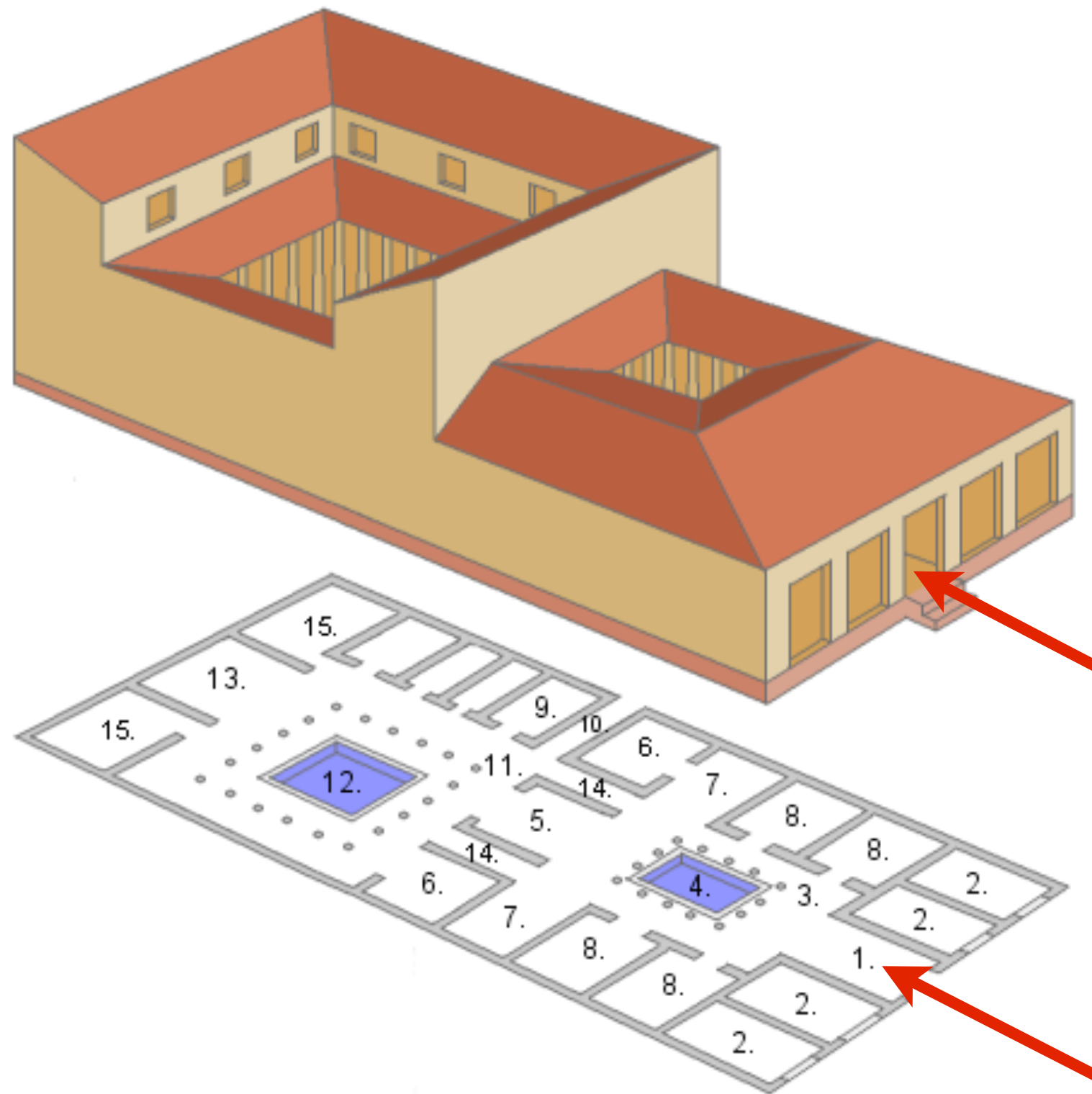
Sunday, February 10, 13

Ask students to supply the missing word based on the visual prompts; notice how we have an animated arrow to indicate motion. If you want to go lower tech, you can print paper copies of the floor-plan and supply cutouts of your textbook's characters; just place an separate paper arrow under a character to indicate that the person is in motion.

Intramus in vestibulum.

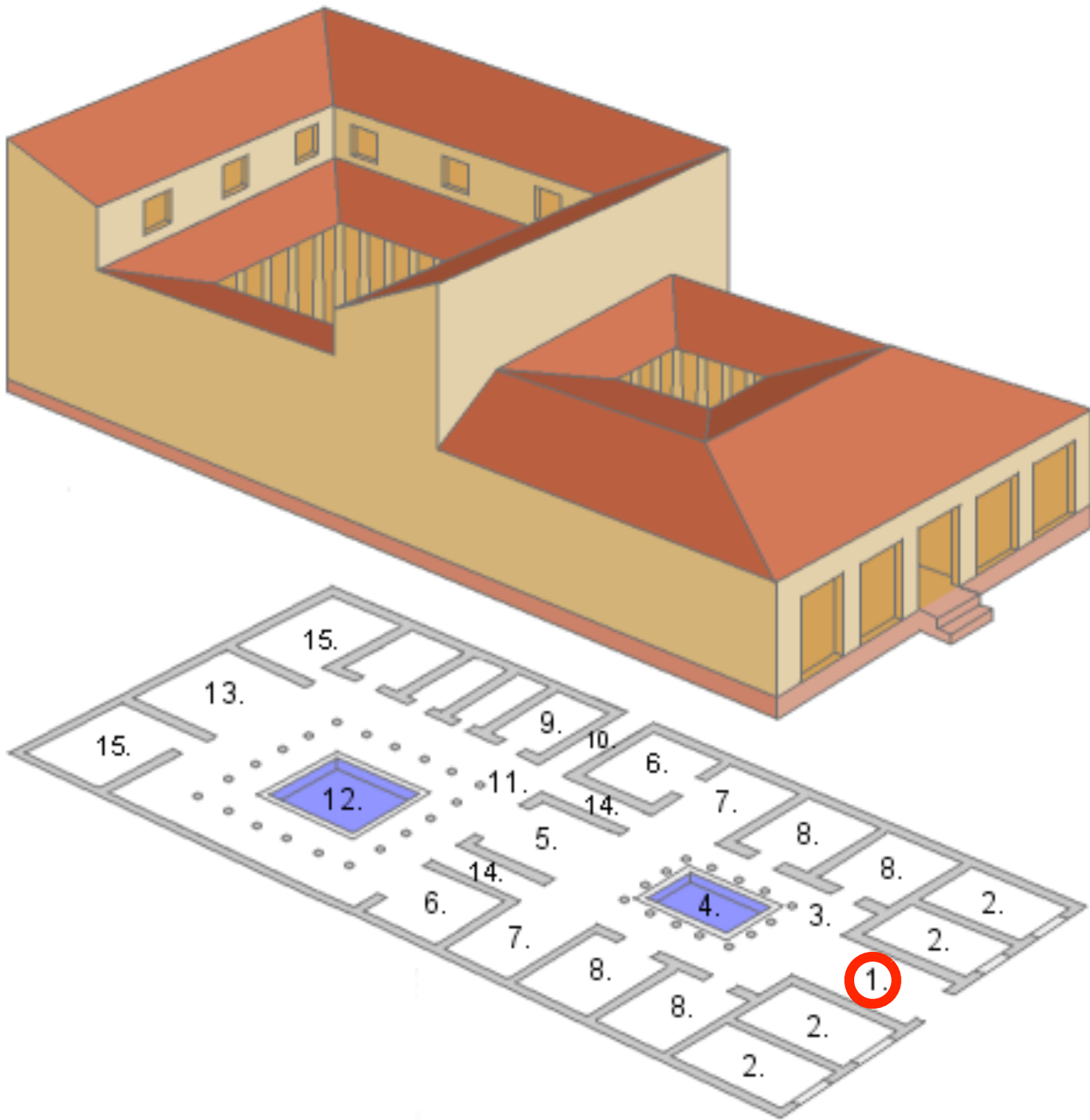


<http://www.vroma.org/~bmcmanus/vestibulum2.html>



Sunday, February 10, 13

Ask students to supply the missing word based on the visual prompts; notice how we have an animated arrow to indicate motion. If you want to go lower tech, you can print paper copies of the floor-plan and supply cutouts of your textbook's characters; just place an separate paper arrow under a character to indicate that the person is in motion.

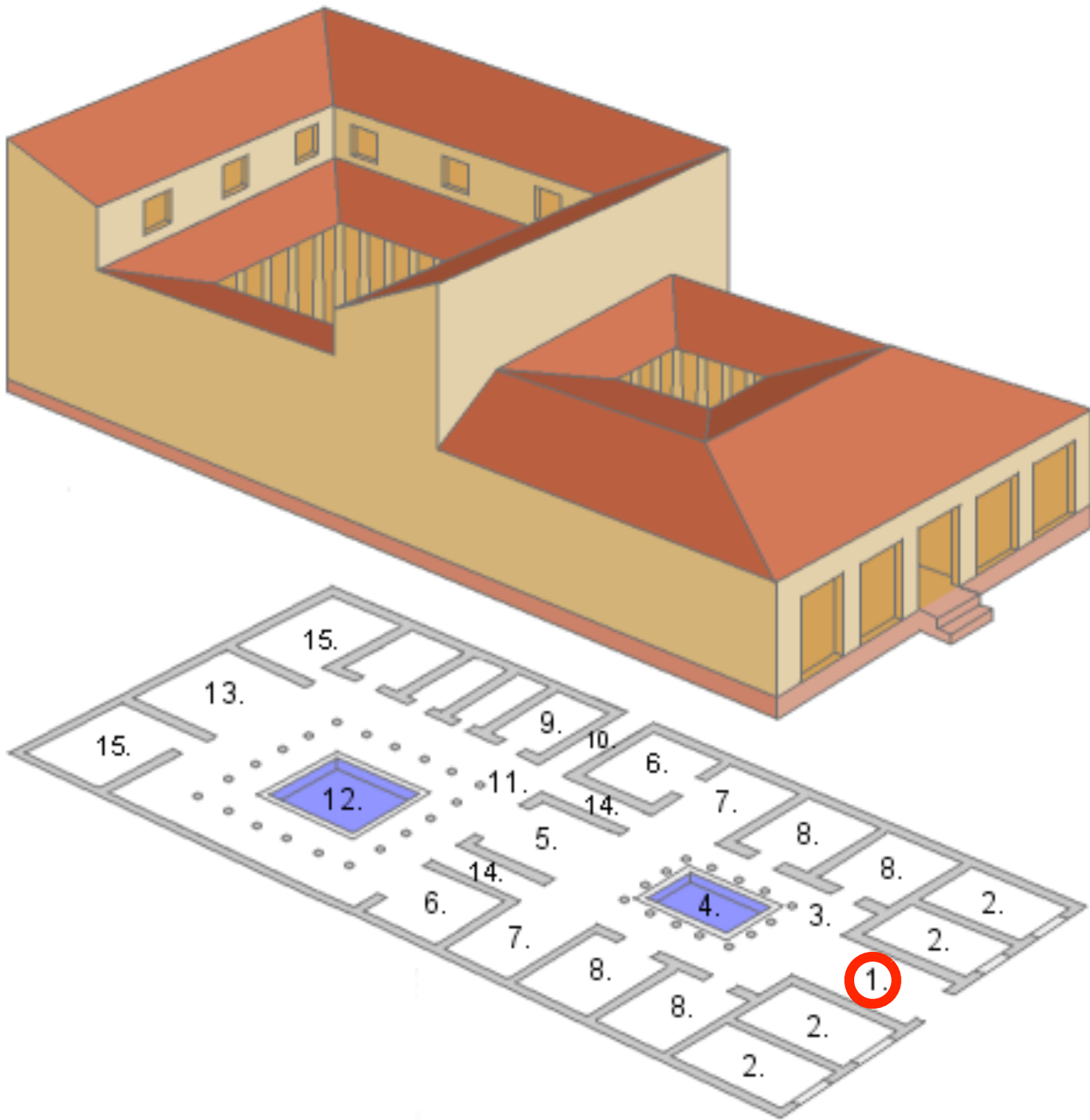


In _____ sumus.



Sunday, February 10, 13

But once we are in a place, the indicator is a static circle, instead of an arrow. [The text above looks garbled, but run the slideshow to see how the animated text works]



In vestibulo sumus.



Sunday, February 10, 13

But once we are in a place, the indicator is a static circle, instead of an arrow. [The text above looks garbled, but run the slideshow to see how the animated text works]

Intramus in _____.

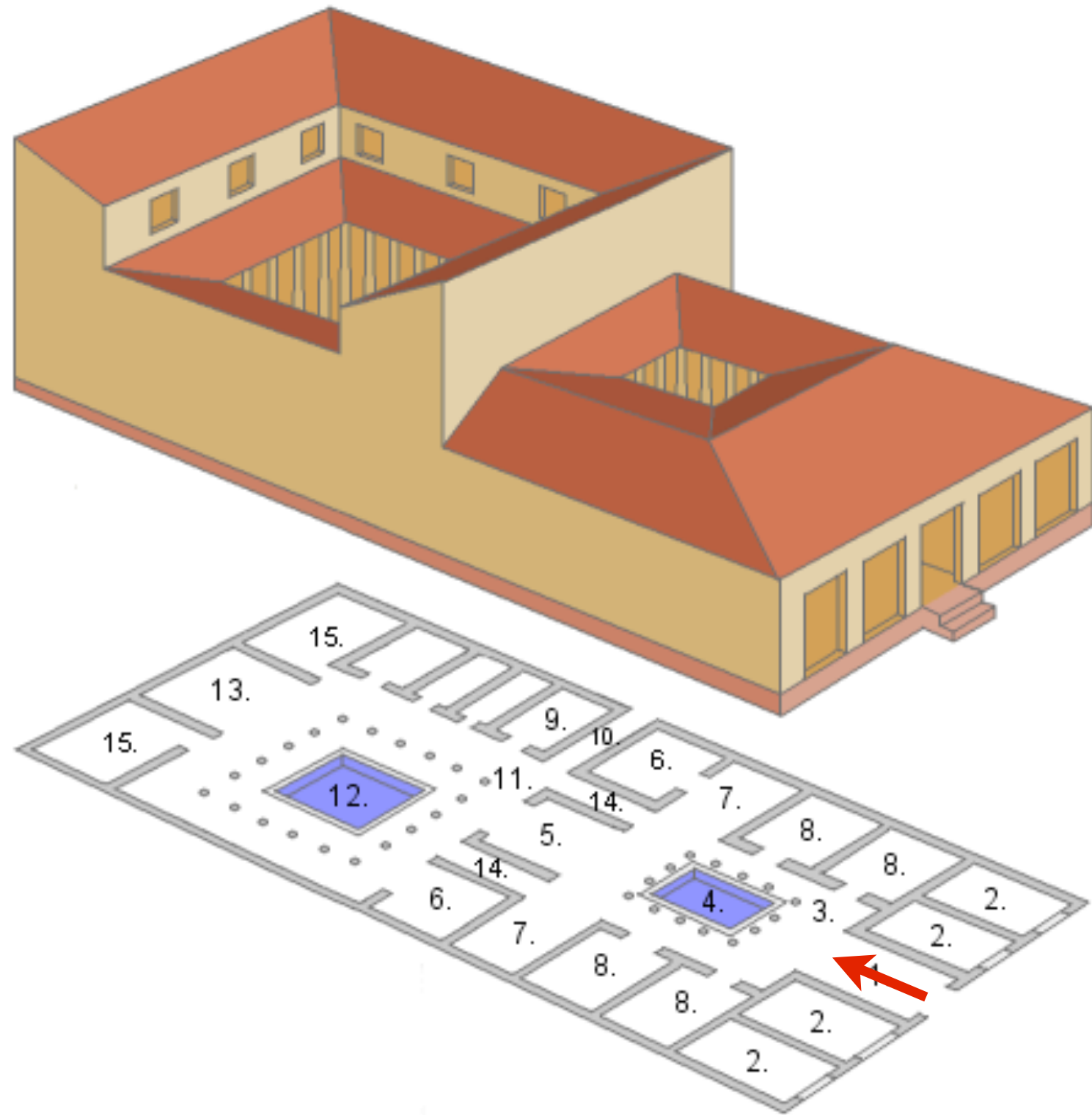


Photo by Mentnafunangann via Wikimedia Commons. CC 3 license

Sunday, February 10, 13

And we carry on through the house going into the atrium.

Intramus in _____.

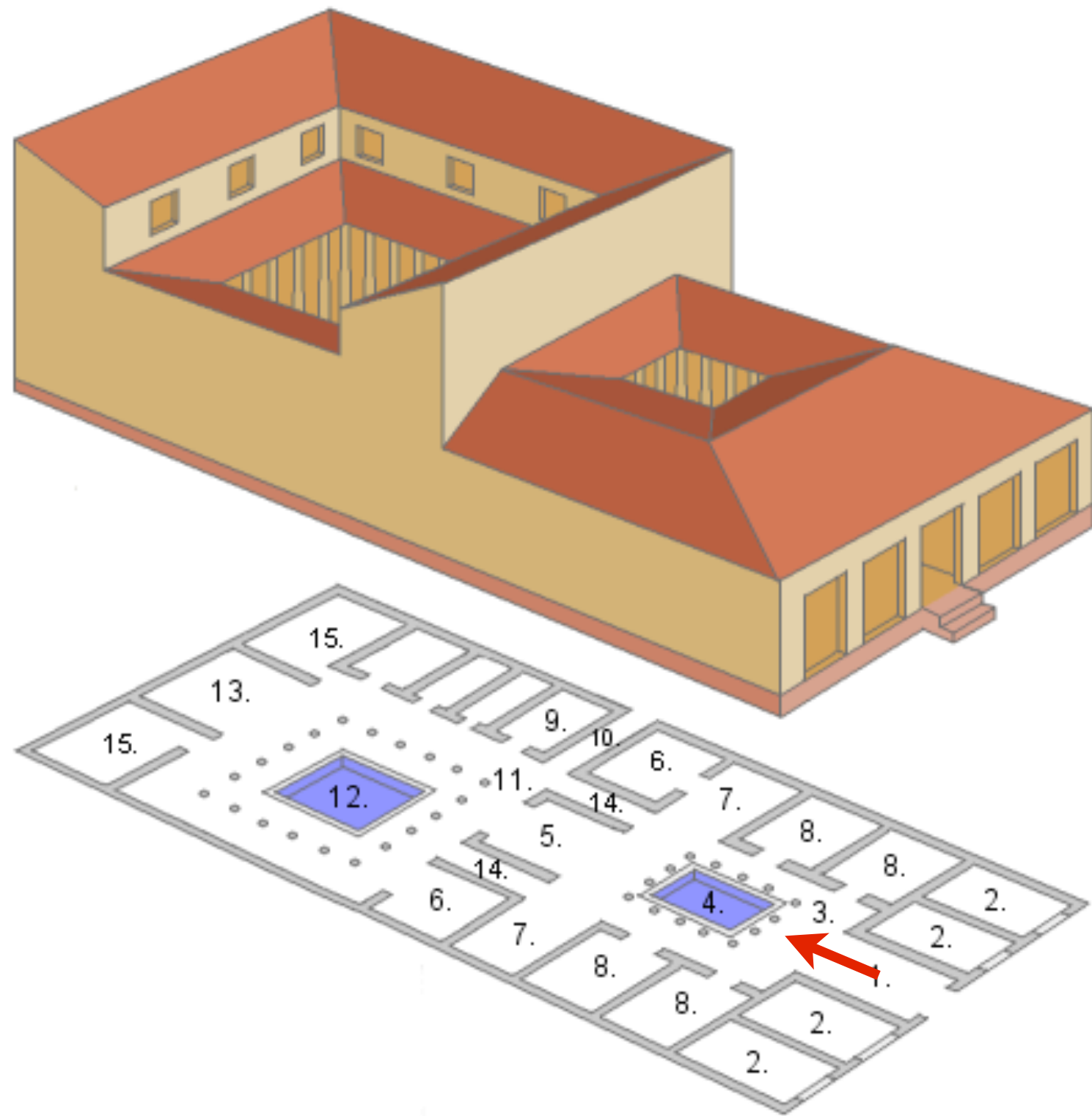


Photo by Mentnafunangann via Wikimedia Commons. CC 3 license

Sunday, February 10, 13

And we carry on through the house going into the atrium.

Intramus in atrium.

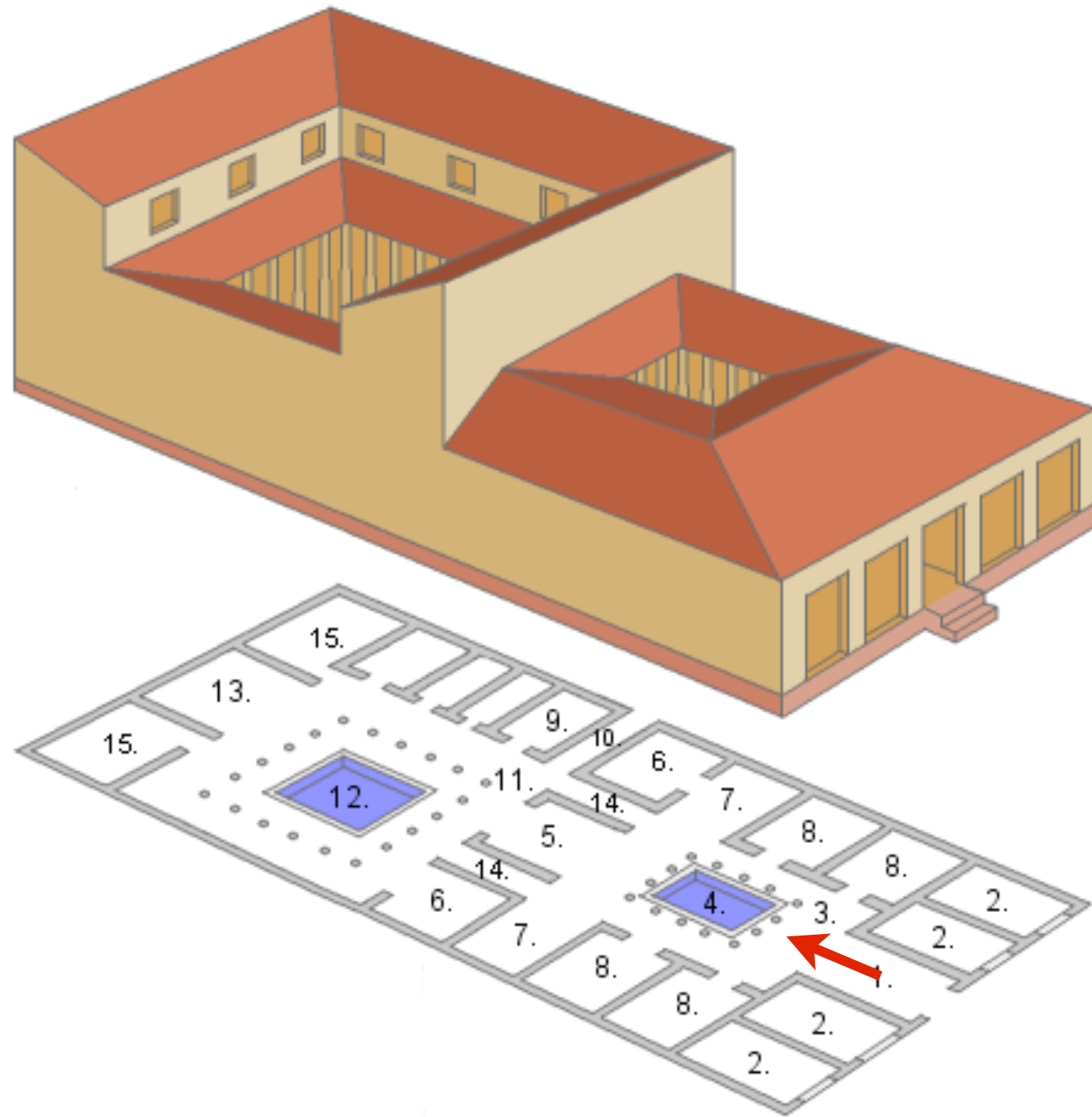
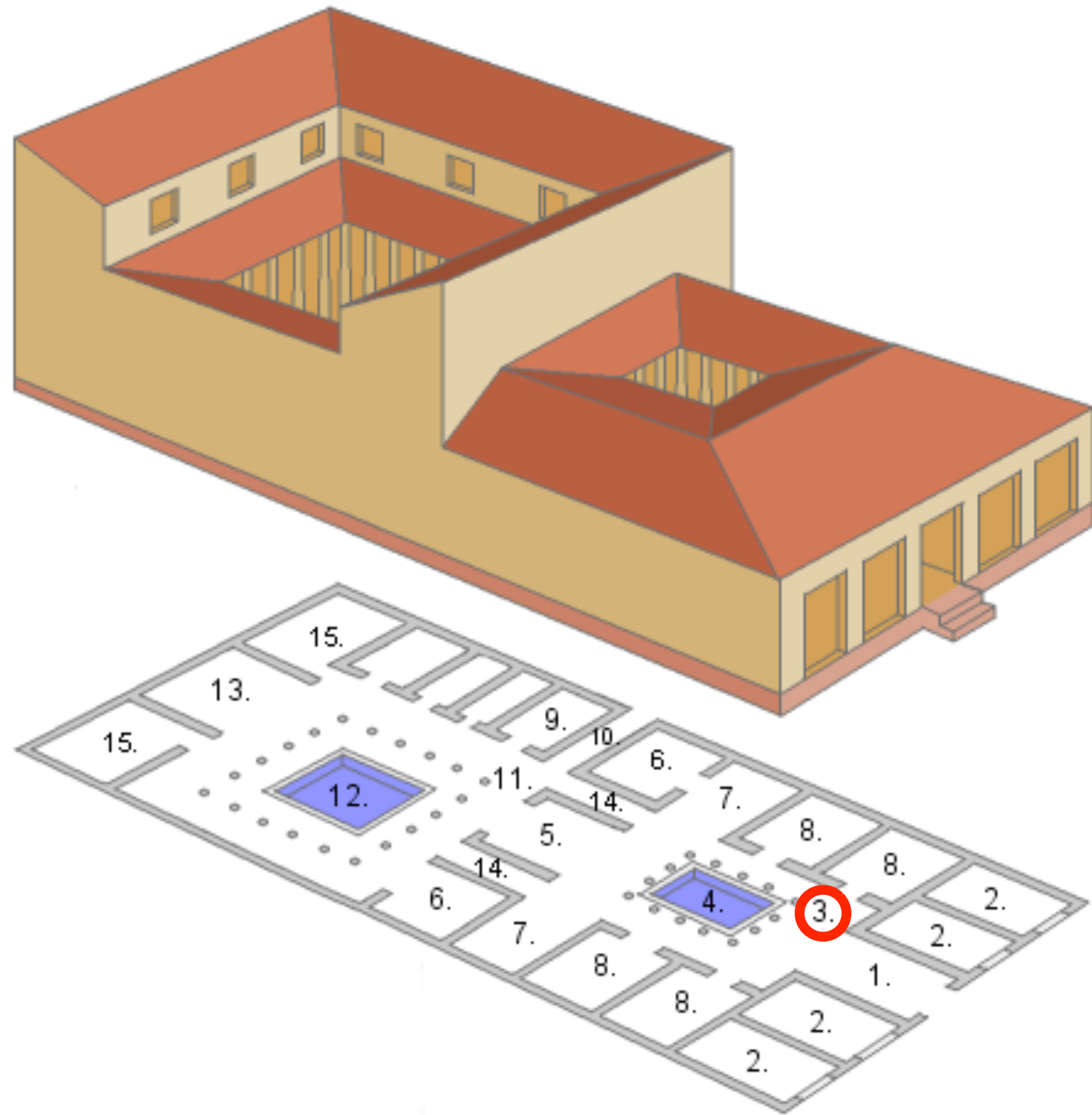


Photo by Mentnafunangann via Wikimedia Commons. CC 3 license

Sunday, February 10, 13

And we carry on through the house going into the atrium.

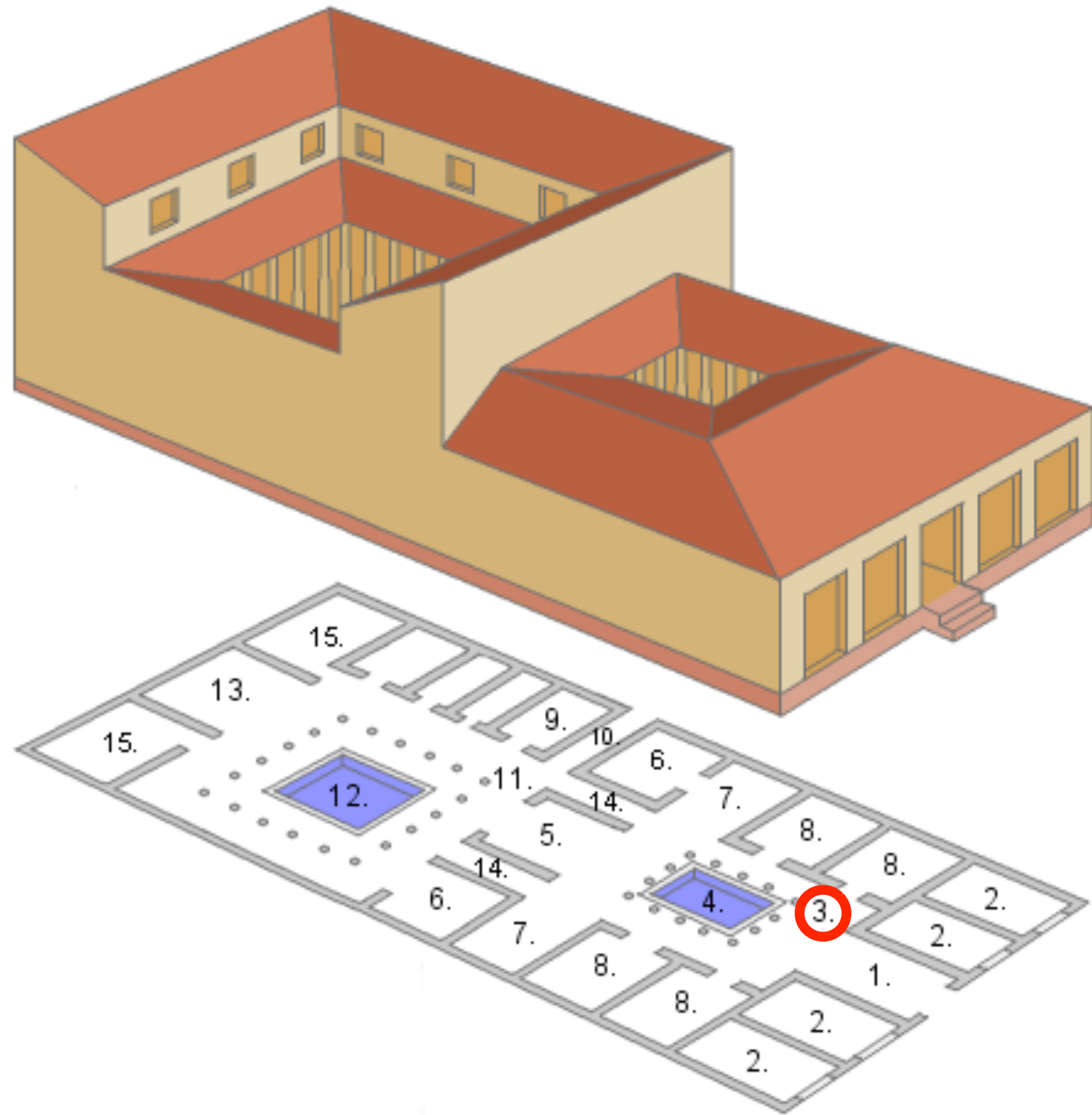
In _____ sumus.



Sunday, February 10, 13

And standing in the atrium.

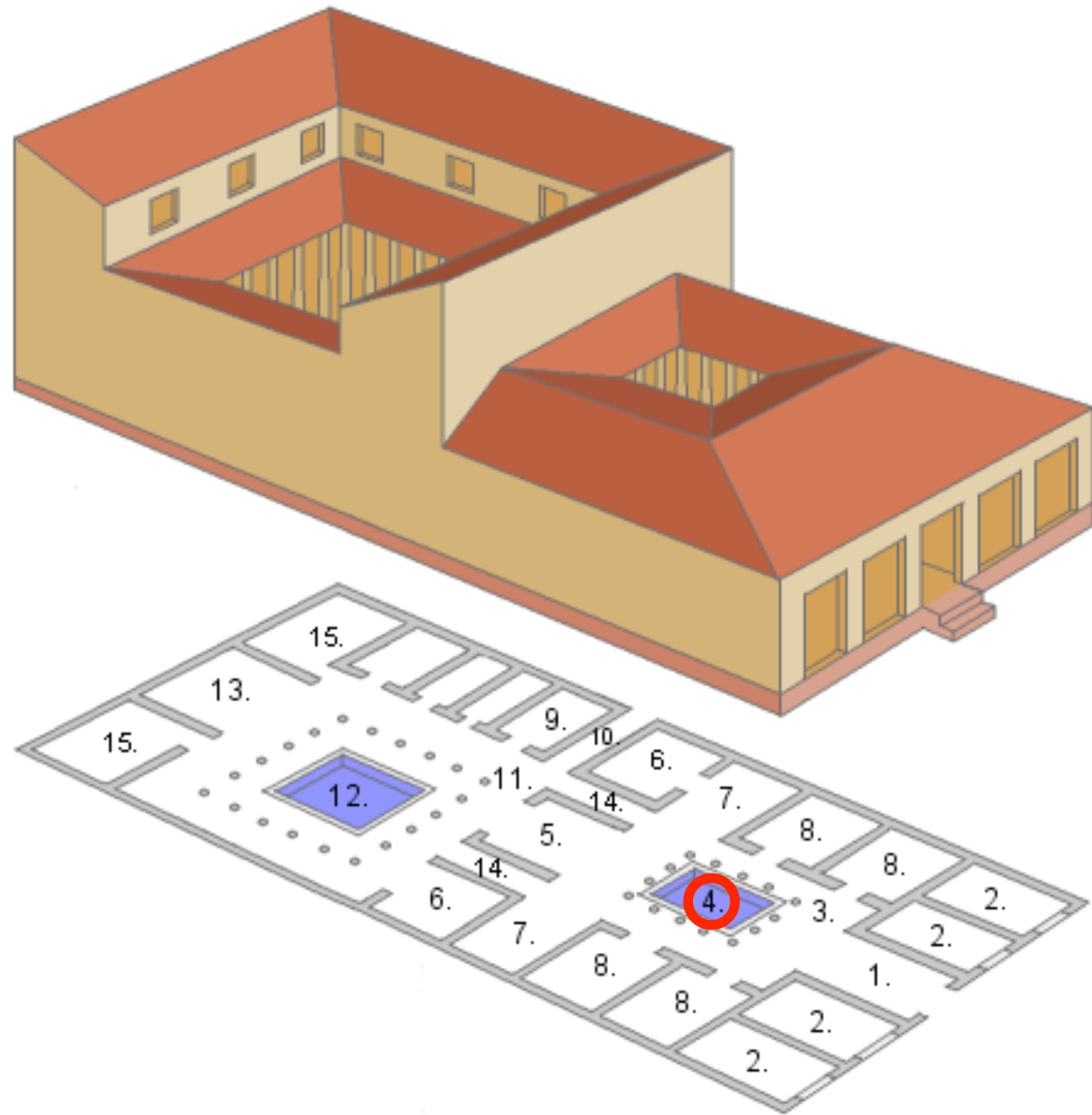
In atrio sumus.



Sunday, February 10, 13

And standing in the atrium.

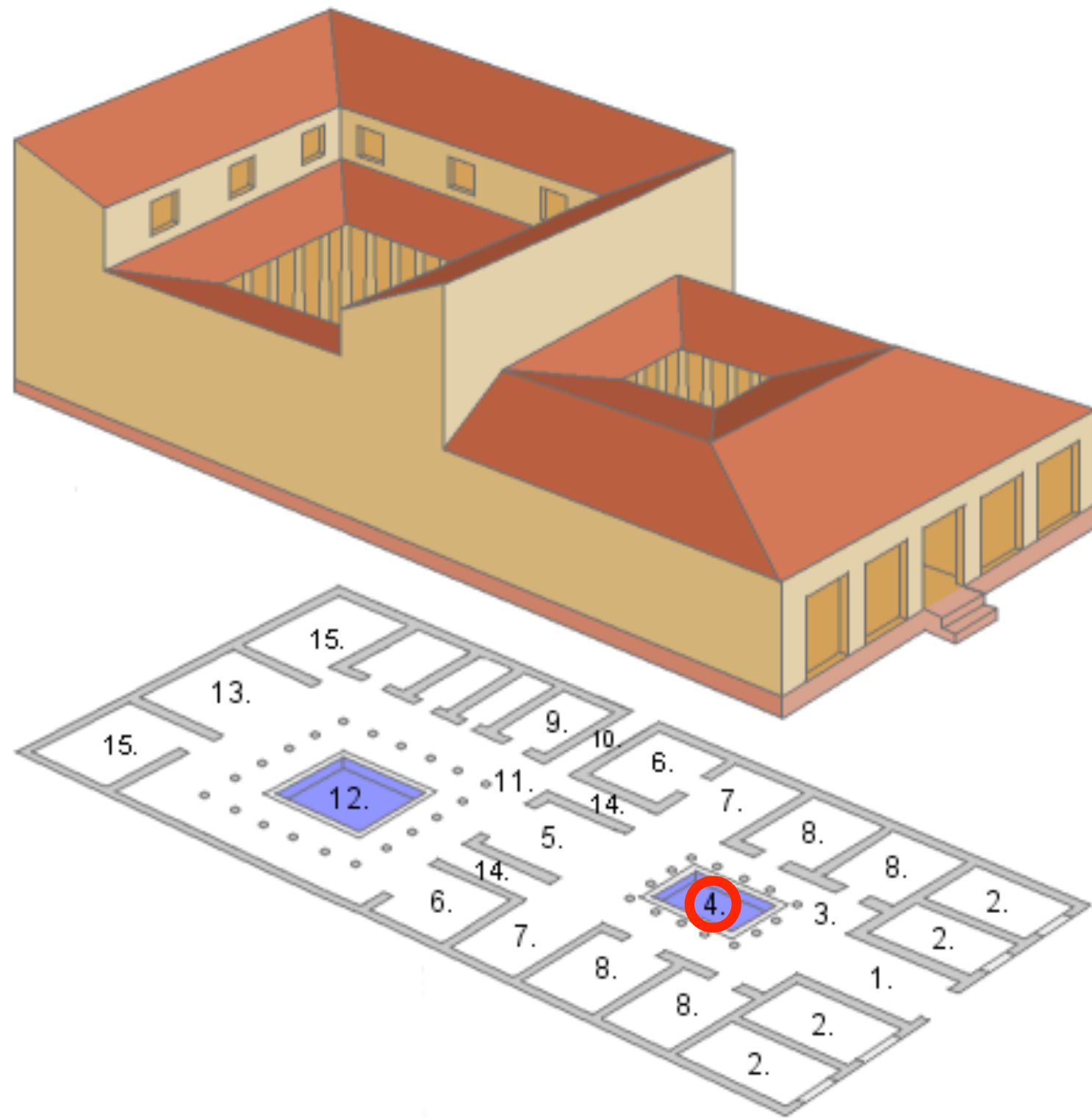
(4) in _____ est.



Sunday, February 10, 13

You can do as many or as few rooms as you like, of course, although it probably be best to do at least one room with a feminine-gendered name. You'll probably want to mention key features like the impluvium and compluvium. Depending on your circumstances, you could make this into a more elaborate sentence "Impluvium in medio atrio est."

Impluvium in atrio est.



Sunday, February 10, 13

You can do as many or as few rooms as you like, of course, although it probably be best to do at least one room with a feminine-gendered name. You'll probably want to mention key features like the impluvium and compluvium. Depending on your circumstances, you could make this into a more elaborate sentence "Impluvium in medio atrio est."

Domus Romana

Pars secunda: Household activities

Sunday, February 10, 13

In this activity, we'll go over what sorts of things were done in each room.

Household Activities

- ❖ coquo
- ❖ ceno
- ❖ custodio
- ❖ dormio
- ❖ scribo

Sunday, February 10, 13

This will be more of a speaking exercise. Assign each student a household activity which only (s)he knows. Have students break into pairs (you can have them write things down, if you want to be able to check them later or if your group is small enough you can just wander around and listen).

Guided Dialogue

Sunday, February 10, 13

At this stage the dialogue would need to be partially scripted. The first student asks the second: “Quid agis?” The second replies with his/her assigned action. The first student then determines where the other is based on the action. And the second confirms that it is correct. If Student A replies incorrectly, then Student B is responsible for correcting the sentence. [Again, the text looks garbled, but run the slideshow to see it animated.]

Guided Dialogue

Student A: “Quid agis?”

Sunday, February 10, 13

At this stage the dialogue would need to be partially scripted. The first student asks the second: “Quid agis?” The second replies with his/her assigned action. The first student then determines where the other is based on the action. And the second confirms that it is correct. If Student A replies incorrectly, then Student B is responsible for correcting the sentence. [Again, the text looks garbled, but run the slideshow to see it animated.]

Guided Dialogue

Student A: “Quid agis?”

Student B: “Dormio.”

Sunday, February 10, 13

At this stage the dialogue would need to be partially scripted. The first student asks the second: “Quid agis?” The second replies with his/her assigned action. The first student then determines where the other is based on the action. And the second confirms that it is correct. If Student A replies incorrectly, then Student B is responsible for correcting the sentence. [Again, the text looks garbled, but run the slideshow to see it animated.]

Guided Dialogue

Student A: “Quid agis?”

Student B: “Dormio.”

Student A: “In cubiculo es.”

Sunday, February 10, 13

At this stage the dialogue would need to be partially scripted. The first student asks the second: “Quid agis?” The second replies with his/her assigned action. The first student then determines where the other is based on the action. And the second confirms that it is correct. If Student A replies incorrectly, then Student B is responsible for correcting the sentence. [Again, the text looks garbled, but run the slideshow to see it animated.]

Guided Dialogue

Student A: “Quid agis?”

Student B: “Dormio.”

Student A: “In cubiculo es.”

Student B: “Ita. In cubiculo sum.”

Sunday, February 10, 13

At this stage the dialogue would need to be partially scripted. The first student asks the second: “Quid agis?” The second replies with his/her assigned action. The first student then determines where the other is based on the action. And the second confirms that it is correct. If Student A replies incorrectly, then Student B is responsible for correcting the sentence. [Again, the text looks garbled, but run the slideshow to see it animated.]

Guided Dialogue

Student A: “Quid agis?”

Student B: “Dormio.”

Student A: “In culinā es.”

Sunday, February 10, 13

At this stage the dialogue would need to be partially scripted. The first student asks the second: “Quid agis?” The second replies with his/her assigned action. The first student then determines where the other is based on the action. And the second confirms that it is correct. If Student A replies incorrectly, then Student B is responsible for correcting the sentence. [Again, the text looks garbled, but run the slideshow to see it animated.]

Guided Dialogue

Student A: “Quid agis?”

Student B: “Dormio.”

Student A: “In culinā es.”

Student B: “Non. In cubiculo sum.”

Sunday, February 10, 13

At this stage the dialogue would need to be partially scripted. The first student asks the second: “Quid agis?” The second replies with his/her assigned action. The first student then determines where the other is based on the action. And the second confirms that it is correct. If Student A replies incorrectly, then Student B is responsible for correcting the sentence. [Again, the text looks garbled, but run the slideshow to see it animated.]

Revisiting the Domus Romana

Imperatives and vocatives

Sunday, February 10, 13

As we try to stress throughout this presentation, cultural topics shouldn't be discussed once and never again. In this case, when students are bit more advanced, you could review the architecture of the home and composition of the familia when you want to practice imperatives and vocatives.

Roles and Actions

- ❖ coquus, -i, m.
- ❖ dominus, -i, m.
- ❖ domina, -ae, f.
- ❖ janitor, janitoris, m.
- ❖ paedagogus, -i., m
- ❖ scriba, -ae, m.
- ❖ serva, -ae, f. /
servus, -i m.
- ❖ coquo
- ❖ custodio
- ❖ duco
- ❖ laboro
- ❖ porto
- ❖ scribo

Sunday, February 10, 13

If you think it necessary, have students first match roles to appropriate actions.

Give each student a role. Some are family members in the English sense and some are servi (general or specific).

Have the family members address each other and their servi in the vocative and give instructions in the imperative, like this ...

Example Commands

Sunday, February 10, 13

Students should recognize when their “character” has been addressed and respond in some appropriate manner. You can have people physically move around acting out their actions; you can have them say that they are doing the action; or both. While we’re talking about imperatives and vocatives, another opportunity to practice those would of course be in the context of the Roman army. The “dux” would order people of various ranks to perform activities, like digging fossa, carrying messages, feeding horses, etc.

Example Commands

Coque, i in culinam et coque cenam.

Sunday, February 10, 13

Students should recognize when their “character” has been addressed and respond in some appropriate manner. You can have people physically move around acting out their actions; you can have them say that they are doing the action; or both. While we’re talking about imperatives and vocatives, another opportunity to practice those would of course be in the context of the Roman army. The “dux” would order people of various ranks to perform activities, like digging fossa, carrying messages, feeding horses, etc.

Example Commands

Coque, i in culinam et coque cenam.

Servi, portate vinum cibumque in triclinium.

Example Commands

Coque, i in culinam et coque cenam.

Servi, portate vinum cibumque in triclinium.

Paedagoge, duc discipulum ad ludum.