

# Classical to the Core

Latin as the Lynchpin to the Goals of the Standards

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# Vita militum

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Vindolanda inv. no. 85.244

While the censorship tended to be held at the end of one's career, any Roman aspiring to office would first serve in the military, which brings us to our next topic.



# Watch Roman Fighters Come to Life

CNN.com

[Http://www.cnn.com/video/data/2.0/video/international/2013/10/02/spc-inside-middle-east-jordan-theater-troupe.cnn.html](http://www.cnn.com/video/data/2.0/video/international/2013/10/02/spc-inside-middle-east-jordan-theater-troupe.cnn.html)

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As we watch this short video [video not embedded now; use link], let's consider observations students might make. One thing that stands out in the first half is the in-step marching. We're used to seeing modern troops marching this way; what evidence do we have of Roman practice?

**[Primum] tirones militarem edocendi sunt gradum.**

Nihil enim magis in itinere vel in acie custodiendum est, quam ut omnes milites incedendi ordinem servent.

Quod aliter non potest fieri, nisi assiduo exercitio ambulare celeriter et aequaliter discant. Periculum enim ab hostibus semper gravissimum sustinet divisus et inordinatus exercitus. **Militari ergo gradu XX milia passuum horis quinque dumtaxat aestivis conficienda sunt. Pleno autem gradu, qui citatior est, totidem horis XXIII milia peragenda sunt.**

*Vegetius De re militari 1.9*

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In fact, we have a whole treatise on military matters to explore with students, and the first thing that recruits learned was, in fact, the *gradus militaris*.

This passage is pretty dense with gerundives. If that's too hard, rewrite using *debeo* + *inf*, or just put the whole thing into the present.

The second highlighted section, which refers to the faster pace of the *gradus plenus*, and their speed in summer hours, allows for a little digression, and still more primary source reading, on time-keeping.

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Hours are flexible, being 1/12 the time between sunrise and sunset.

Vitruvius 9.3

Ita sol ea signa circum pervagando certis temporibus auget aut minuit dierum et horarum spatia.

# Military march activity

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- ❖ Deploy troops from, e.g., Rome to Capua.

This is like a classic word problem in math, but you can ask it in Latin and/or have the students write their responses in Latin. Go from the ablative to the accusative using the ablative, etc. So you can even dabble in the Math standards that include word problems. (See Part 3 for more on the online Tabula Peutingeriana, which can be used to plot routes).

**Praeterea non caesim sed punctim ferire discebant. Nam caesim pugnantes non solum facile vicere sed etiam derisere Romani. Caesa enim, quovis impetu veniat, non frequenter interficit, cum et armis vitalia defendantur et ossibus; at contra puncta duas uncias adacta mortalis est ... Deinde, dum caesa infertur, brachium dextrum latusque nudatur; puncta autem tecto corpore infertur et adversarium sauciat, antequam videat.**

*Vegetius De re militari 1.12*

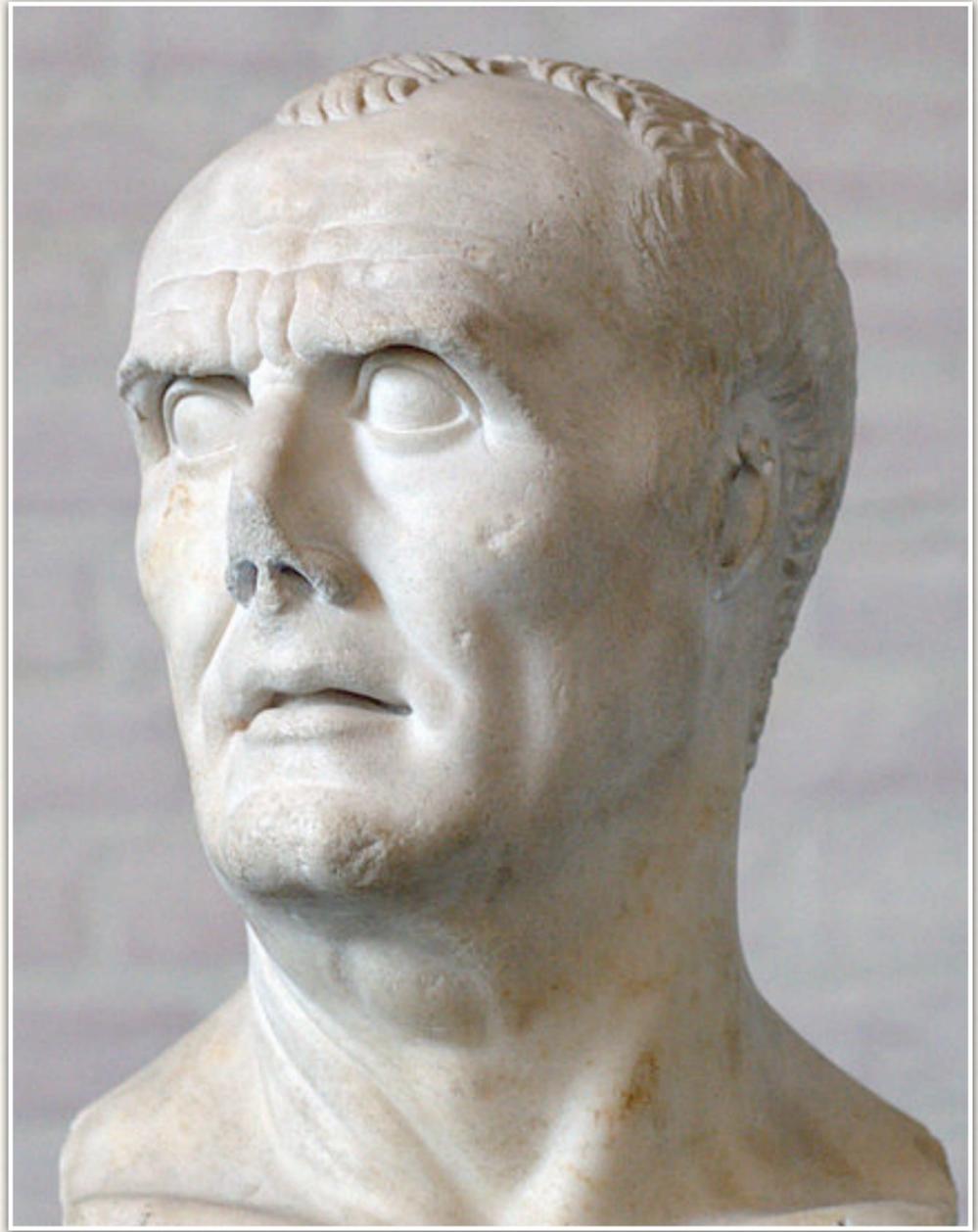
Returning to the video, we also observe swordplay. Again, this recreation is fairly faithful to the evidence. Note also that the Romans considered stabbing, rather than slashing, as their trademark fighting style and ridiculed those who slashed with the sword.

# RST.6-8.9

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Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

# Gaius Marius



So-called "Marius" bust. Glyptothek Munich. Inv. 319.

[http://commons.wikimedia.org/wiki/File:Marius\\_Glyptothek\\_Munich\\_319.jpg](http://commons.wikimedia.org/wiki/File:Marius_Glyptothek_Munich_319.jpg) (public domain)

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No discussion of the Roman military would be complete without mentioning the reforms of Gaius Marius. We're not going to go into detail about the changes to property requirements here, but we will touch on the restructuring of the legions.

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Marius professionalized the army by changing the property requirement. He also brought his troops into Rome, allegedly to restore order.

# Pre-Marian military organization

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- ❖ Contubernium habet VIII milites. Dux contubernii est decanus.
- ❖ Manipulus habet CXX milites.
- ❖ Turma habet XXX equites.
- ❖ Legio habet LX manipulos et X 10 turmas. Consules sunt imperatores legionum.

# Post-Marian military organization

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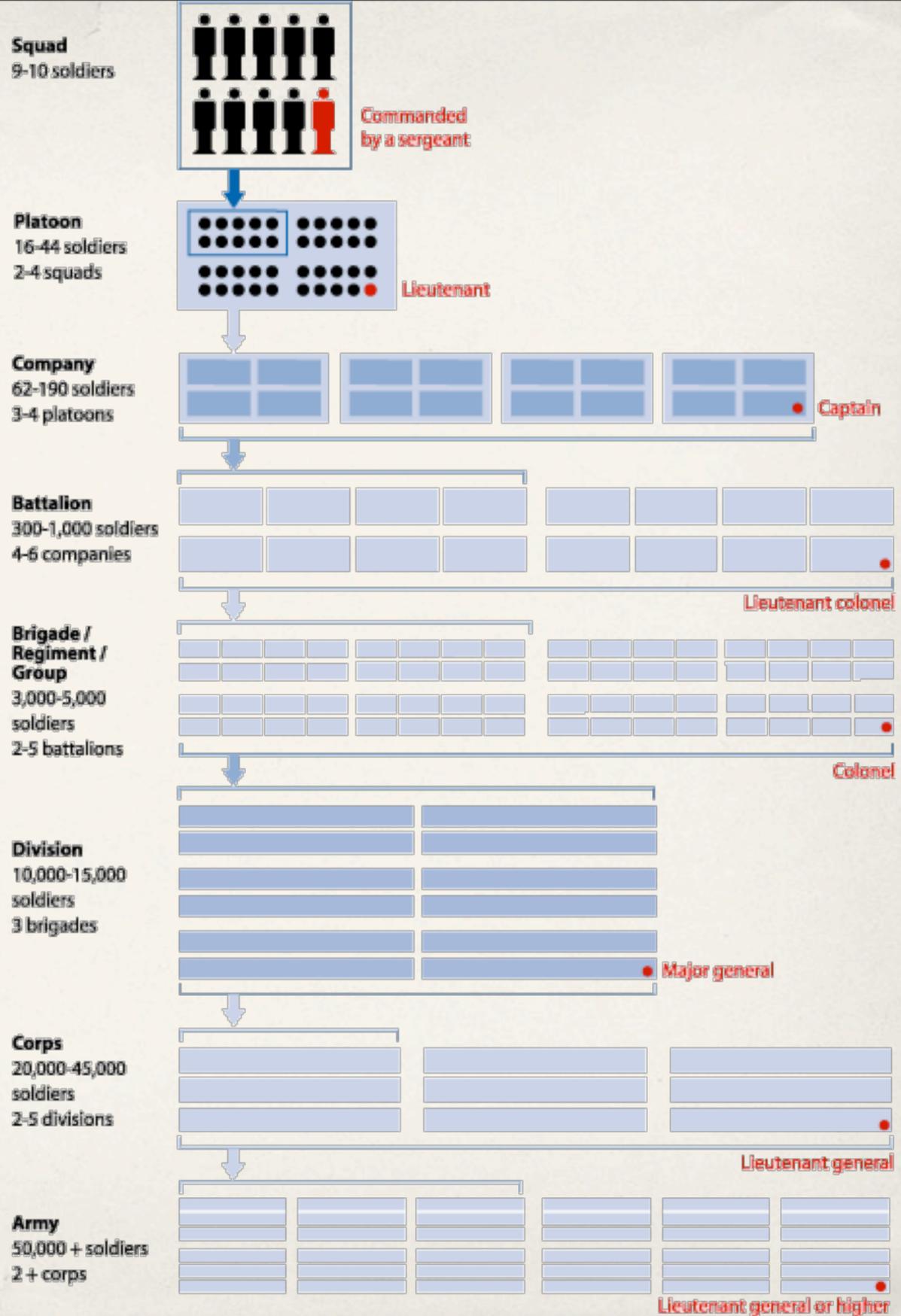
- \* Contubernium - The smallest organized unit of soldiers in the Roman Army. It was composed of eight legionaries led by a non-commissioned officer called a decanus. Ten contubernia formed a centuria.
- \* Centuria - A centuria consisted of 80 men under the command of a centurion and his *optio*. Six centuria formed a cohort.
- \* Cohors (Cohortes) - A cohort consisted of 480 men. The most senior ranking centurion of the six centuria commanded the entire cohort.
- \* First Cohort (Cohors Prima) - The first cohort was a double strength cohort (consisting of five double-strength centuria) with a size of 800 men (excluding officers). The centurion of its first centuria, the *Primus Pilus*, commanded the first cohort and was also the most senior centurion in the legion.
- \* Legio (Imperial) - A legion was composed of nine cohorts and one first cohort. The legion's overall commander was the *legatus legionis*, assisted by the *praefectus castrorum* and other senior officers.

And then using it as a model, students can use the above information (From Wikipedia) to write their own description of the structure of the army after Marius' reforms.

# Military organization

Create a diagram of the Pre-Marian military organization.

[https://www.vetfriends.com/military\\_structure/index.cfm](https://www.vetfriends.com/military_structure/index.cfm)



And/or to construct a infographic. As a preparation, consider this diagram of the US army. Is it clear? How else could such info be displayed?

# RST.9-10.7

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**Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.**

# Britannia Romana



*[Hadrianus] Britanniam petiit, in qua murum ... per octoginta milia passuum primus duxit, qui barbaros Romanosque divideret.  
(Historia Augusta, Hadrianus 11.2)*

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Some of our best evidence for Roman military life comes from another far-flung province, Britain, especially the area around Hadrian's Wall ...

-----  
A good example of *duco* not meaning to lead people.  
A nice relative clause of purpose.



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and the forts like Vindolanda and Housteads.

<http://www.ancient.eu/image/575/> (public domain)

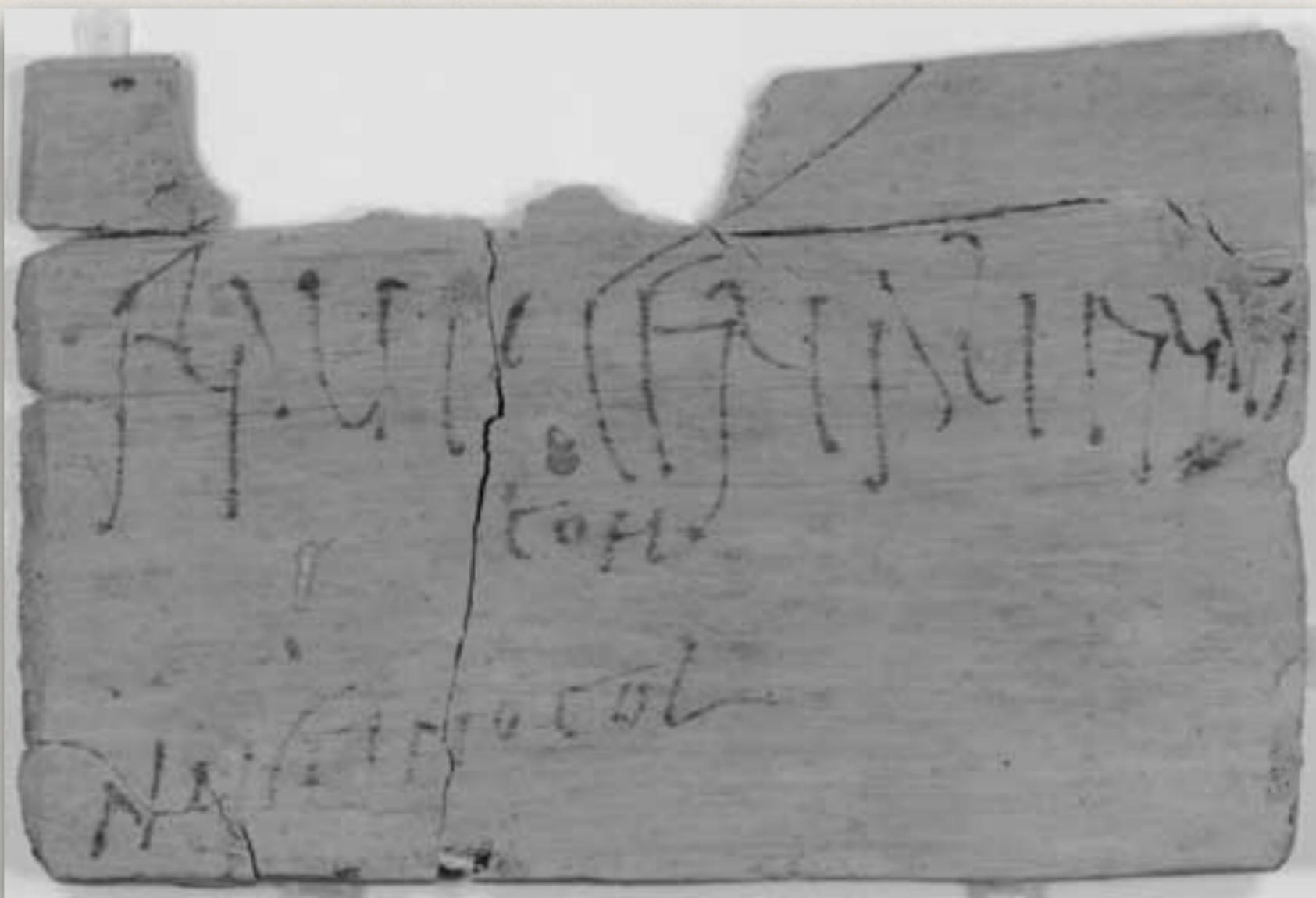
<http://british-history.net/roman-britain/gabrosentum-inscriptions-and-kanovium-milestones/>



IMP CAES  
TRAIANI HADRI  
ANI AVG PP  
LEG XX VV



The army built roads all over Britain, often signing their handiwork.



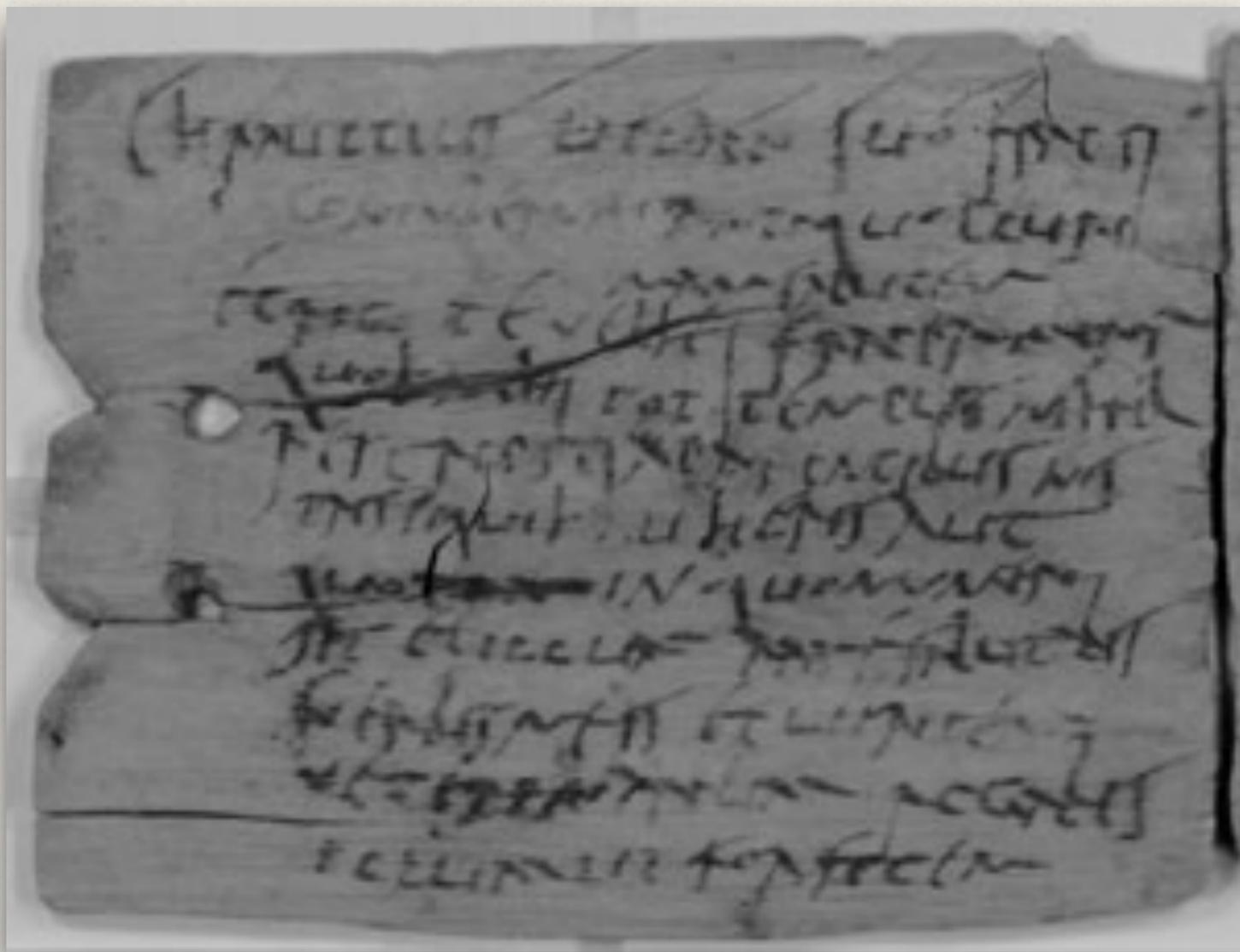
Flavio Ceriali praef(ecto)

Vindolanda inv. no. 86.412

coh(ortis)

a Iustino col(lega)

The Vindolanda tablets are almost exclusively written by residents of military communities. Notice the abbreviation for the unit COH(ors)  
You can use the tablets to establish guidelines for epistolary writing (at least, non-literary).

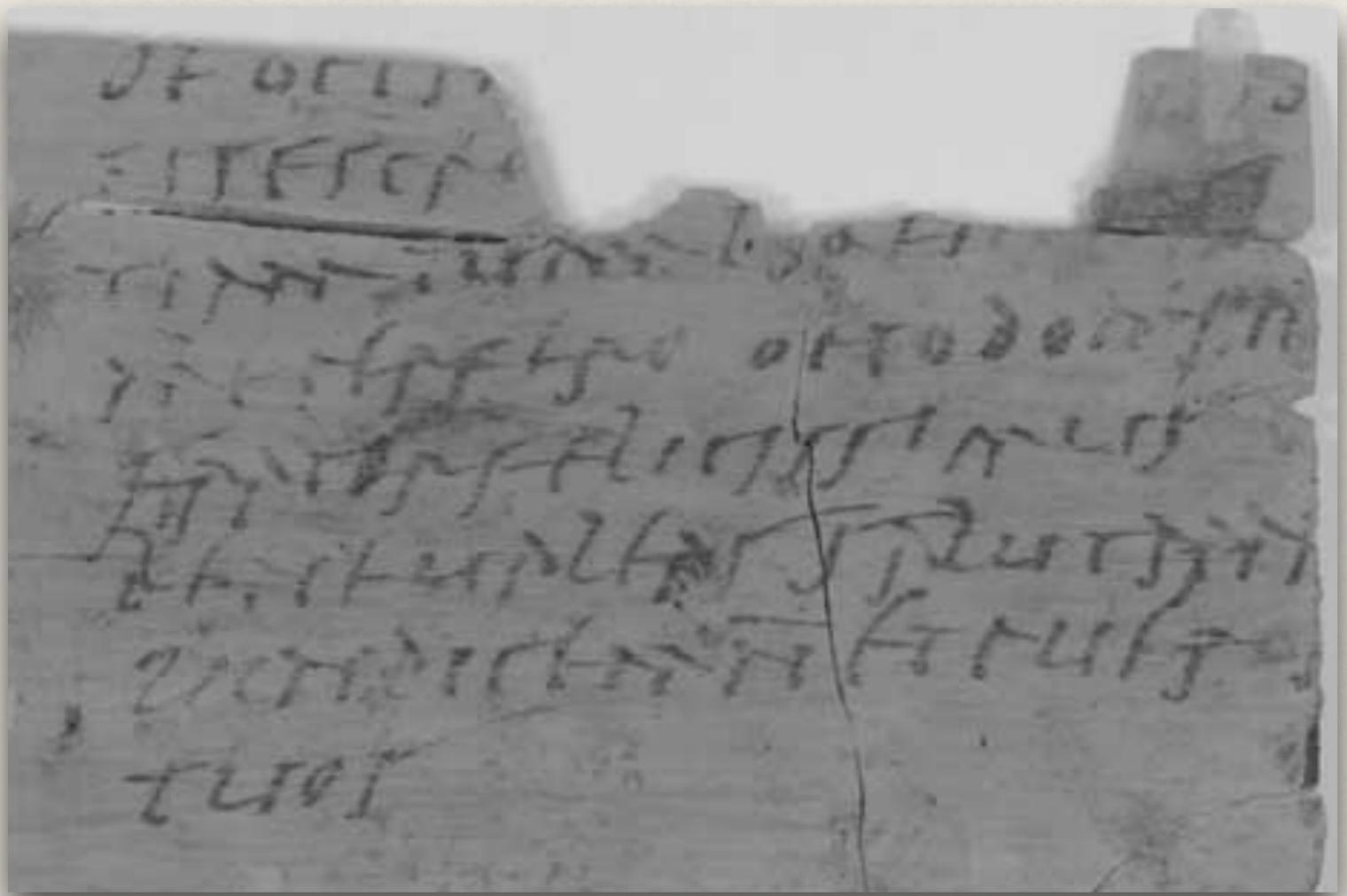


Chrauttius Veldeio suo fratri  
contubernali antiquo pluri-  
mam salutem ...

Vindolanda inv. no. 86.470

For example, this letter to an old contubernalis provides a model for a greeting.

-----  
The troops at Vindolanda were probably allied auxiliaries.  
Non-Romans would receive citizenship after their term of service (major incentive) and land.



... opto domin[e]

frater felicissimus

bene valeas saluta a m[e]

Vindicem n(ostrum) et pueros

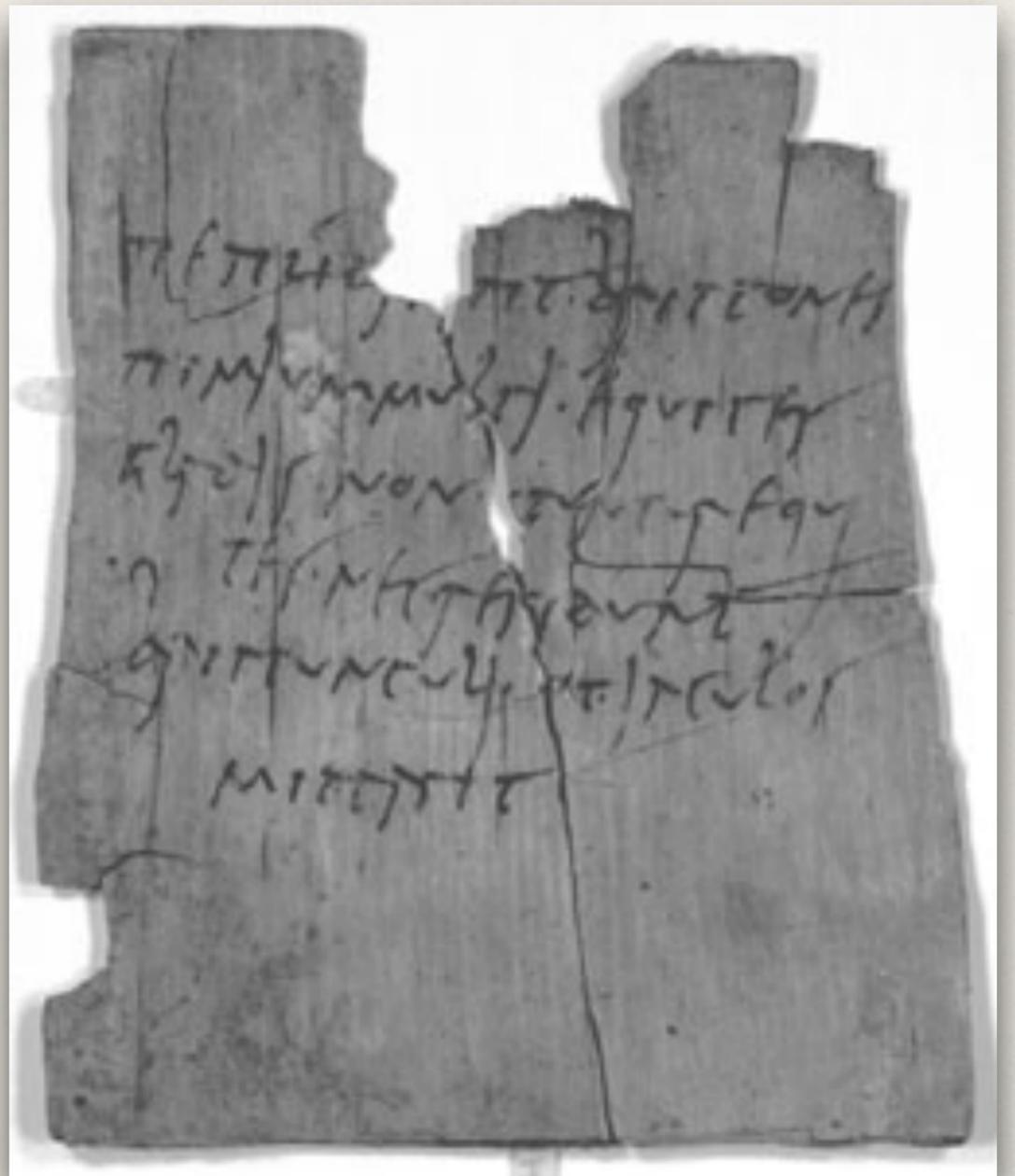
tuos

Vindolanda inv. no. 86.412

And this one for a closing.

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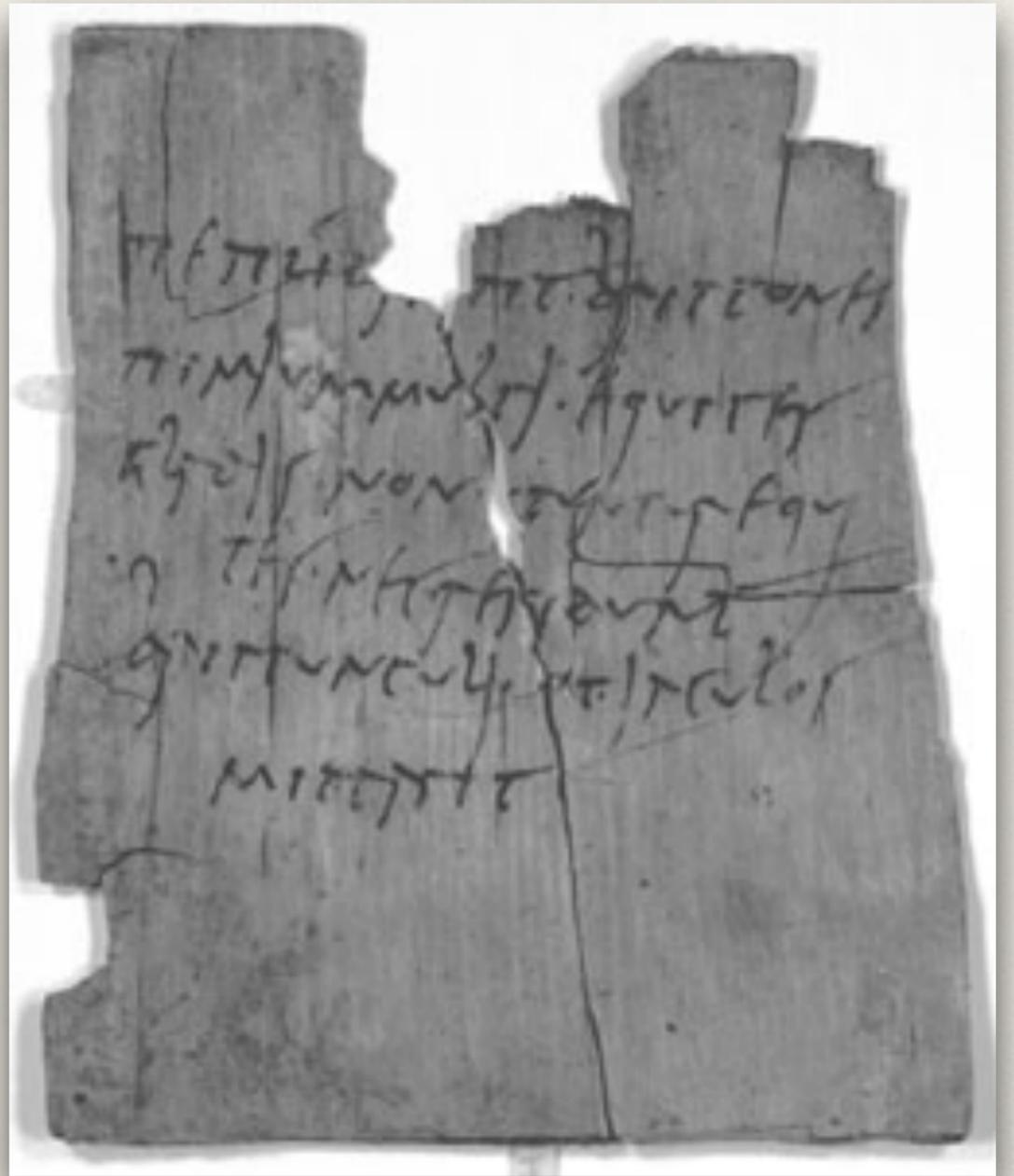
Wives and children lived with (or near) the soldiers.



Vindolanda inv. no. 85.032.a

Ask students what is implied by the terms Brittones and Brittunculi.  
Cf. Eng. homonculus.

... nudi sunt Brittones.  
nimium multi equites.  
gladis non utuntur equi-  
tes nec residunt  
Brittunculi ut iaculos  
mittant.



Vindolanda inv. no. 85.032.a

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... nudi sunt Brittones.  
nimium multi equites.  
gladis non utuntur equi-  
tes nec residunt  
Brittunculi ut iaculos  
mittant.

“... the Britons are unprotected  
by armour (?). There are very  
many cavalry. The cavalry do  
not use swords nor do the  
wretched Britons mount in  
order to throw javelins.”



Vindolanda inv. no. 85.032.a

Ask students what is implied by the terms Brittones and Brittunculi.  
Cf. Eng. homunculus.

“At the ninth annual Jeanne S. Chall Lecture on Wednesday, October 9, University of Michigan Professor Nell Duke, Ed.M.’95, Ed.D.’99 ... helped educators navigate shifts in educational practice in response to Common Core State Standards (CCSS) ...

The eight shifts Duke highlighted included having more students write for a variety of tasks, purposes, and audiences; connecting more reading and writing together; reading and writing using a wide variety of text types ...

Among the various ways Duke noted how to incorporate these shifts in the classroom are by creating more project-based learning opportunities, **incorporating reading and writing assignments together such as writing and receiving letters ...”**

Jill Anderson for Harvard GSE blog

Again, the standards encourage the incorporation of reading and writing assignments such as writing and receiving letters.

# The Legions in Britain

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As I mentioned, they signed their work. These are all abbreviated makers' marks from Hadrian's Wall and students can apply their previous experience with abbreviations to a more challenging collection.

----

Addition of fecit.

6th legion. Why does 6 seem to be repeated? Can gradually discover that the second "VI" isn't 6 at all.

And also determine other abbreviated epithets.

# The Legions in Britain

❖ LEG II AVG COH I

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- ❖ LEG II AVG FECIT

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- ❖ LEG II AVG COH I
- ❖ LEG II AVG FECIT
- ❖ LEG VI VI F

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- ❖ LEG VI V

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- ❖ LEG II AVG COH I
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- ❖ LEG VI VI F
- ❖ LEG VI V
- ❖ LEG VI V P F F

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# The Legions in Britain

- ❖ LEG II AVG COH I
- ❖ LEG VI VICT P F
- ❖ LEG II AVG FECIT
- ❖ LEG VI VI F
- ❖ LEG VI V
- ❖ LEG VI V P F F

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# The Legions in Britain

- ❖ LEG II AVG COH I
- ❖ LEG VI VICT P F
- ❖ LEG II AVG FECIT
- ❖ LEG VI VIC PIA FID F
- ❖ LEG VI VI F
- ❖ LEG VI V
- ❖ LEG VI V P F F

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- ❖ LEG II AVG COH I
- ❖ LEG VI VICT P F
- ❖ LEG II AVG FECIT
- ❖ LEG VI VIC PIA FID F
- ❖ LEG VI VI F
- ❖ LEG VI VICTRIX PIA FID
- ❖ LEG VI V
- ❖ LEG VI V P F F

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- ❖ LEG II AVG FECIT
- ❖ LEG VI VI F
- ❖ LEG VI V
- ❖ LEG VI V P F F
- ❖ LEG VI VICT P F
- ❖ LEG VI VIC PIA FID F
- ❖ LEG VI VICTRIX PIA FID
- ❖ LEG VI VIC P FIDELIS F

As I mentioned, they signed their work. These are all abbreviated makers' marks from Hadrian's Wall and students can apply their previous experience with abbreviations to a more challenging collection.

----

Addition of fecit.

6th legion. Why does 6 seem to be repeated? Can gradually discover that the second "VI" isn't 6 at all.

And also determine other abbreviated epithets.



[http://www.livius.org/le-lh/legio/vi\\_victrix.html](http://www.livius.org/le-lh/legio/vi_victrix.html)

The sixth legion Victrix left their mark on lots of things, including this roof tile to the right. They used this interesting ligature of TR (by the way, does this occur anywhere else?).



VEXILLATIO  
LEG VI VIC P F F  
SVB CVRA SEX  
CALPVRN AGRICO  
LAE LEG AVG PR PP

Photo: Alun Salt. Creative Commons  
Attribution Share Alike 2.0 license.

Here's a dedicatory inscription by the legion. Abbreviations, sometimes obscure to the uninitiated, are not unique to the Roman military ...



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How many people know what a PFC is? We have the rank, unit, and larger unit.

P SVLPICIO  
L F OVF  
PEREGRINO  
MEDIOLANIENS  
EQVITI SPECVLAT  
VIXIT ANNIS  
XXVIII  
MILITAVIT  
ANNIS VIII  
L SVLPICVS  
C F OVF MESSOR  
PATER ET FRATER

Photo copyright: MrJennings <<http://www.flickr.com/photos/mrjennings/5638959394/>>



Similarly, this epitaph gives the deceased soldiers “rank” of eques speculator, term of service, along with other funerary formulae, i.e, name, tribe (Oufetina), length of life, dedicator of the memorial, including relationship to the deceased.



M METTIVS  
EPAPHRODITVS  
GRAMMATICVS GRAECVS  
M METTIVS GERMANVS L FECIT

Photo copyright: MrJennings <<http://www.flickr.com/photos/mrjennings/62612812/>>

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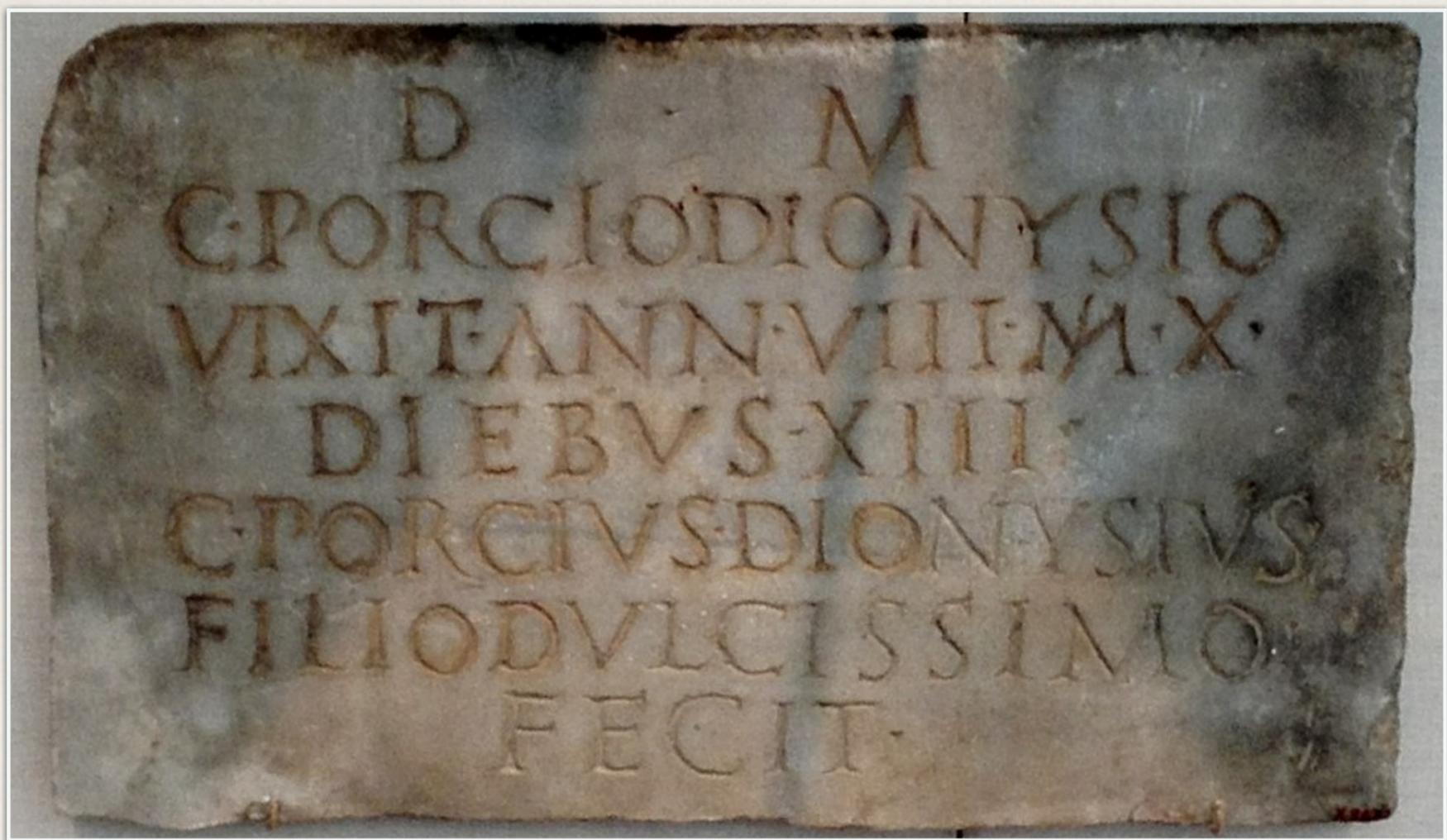
Images representing the person's profession were not uncommon. You might have noticed the horseman at the top of the previous monument. Here we have a grammaticus. We know that he is a freedman because he shares a name with the dedicator, who has the designation "L" for "Libertus." If you didn't talk about freedman's names before, now would be the time.

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CIL VI.9454 (Antonine period?)

Names of freedmen.

Could form part of a discussion of clientela.



D M  
C PORCIO DIONYSO  
VIXIT ANN VIII M X  
DIEBVS XIII  
C PORCIVS DIONYSIVS  
FILIO DVLCISSIMO  
FECIT

Photo copyright: MrJennings  
<<http://www.flickr.com/photos/mrjennings/8287856277/>>

Perhaps the most common funerary formula is the "D. M."  
Here we have the verb fecit expressed.



P. AIEDIVS P. L  
AMPHIO

AIEDIA P. L  
FAVSTA MELIOR

[http://db.edcs.eu/epigr/bilder.php?bild=\\$CIL\\_06\\_11284.jpg](http://db.edcs.eu/epigr/bilder.php?bild=$CIL_06_11284.jpg)

These are all examples that students can ponder. So if they know that the upper names follow the tradition for freedmen, what are the other names?  
Note their clasped right hands.



DIS MANIBVS  
SACRVM  
VALGIA SILVILLA  
SIBI ET  
TI CLAVDIO AVXIMO  
CONIVGI SVO  
BENEMERENTI ET  
LIBERTIS LIBERTABVS  
QVE SVIS ET AVXIMI  
POSTERISQ EORVM

Photo copyright: MrJennings <<http://www.flickr.com/photos/mrjennings/5610941521/>>

This is a really interesting monument commissioned by a woman for herself and her husband and for their freedmen, but note how the wording implies that she had freedmen (and hence slaves) of her own. It could be used to solve the mystery of “DM” for students.



DIS MANIBVS  
 CIVLIVS HERMES  
 VIX ANN XXXIII MV  
 DIEB XIII  
 CIVLIVS ANDRONICVS  
 CONLIBERTVS FEC  
 BENE MERENTI DE SE

Photo copyright: MrJennings <<http://www.flickr.com/photos/mrjennings/61673916/>>

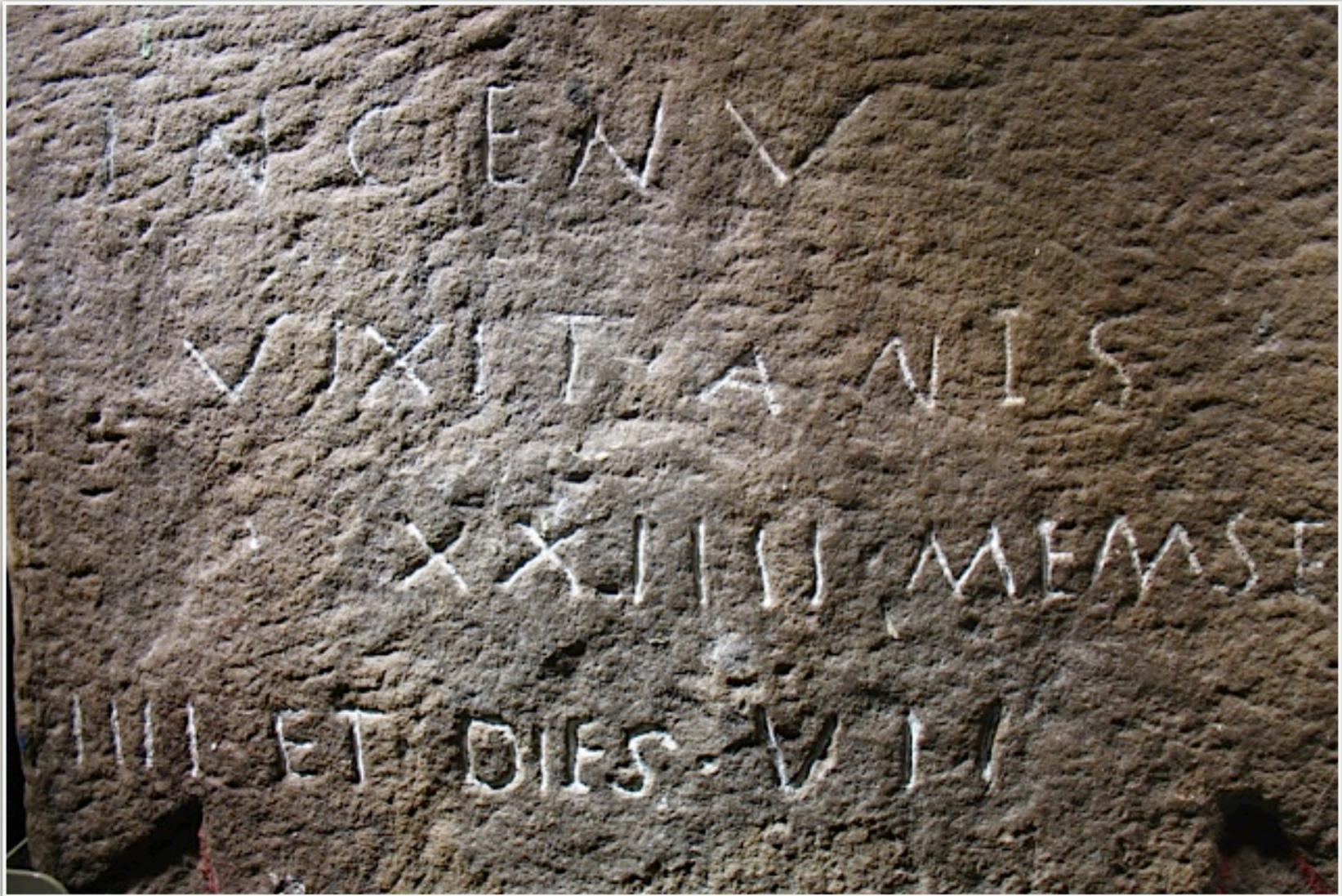
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This tomb would remind students that freedmen could be quite wealthy and also wanted to leave impressive memorials to themselves and their dedicatees. We might just also note that the iconography on this tomb of two freedmen is that of a married couple, clasping hands.

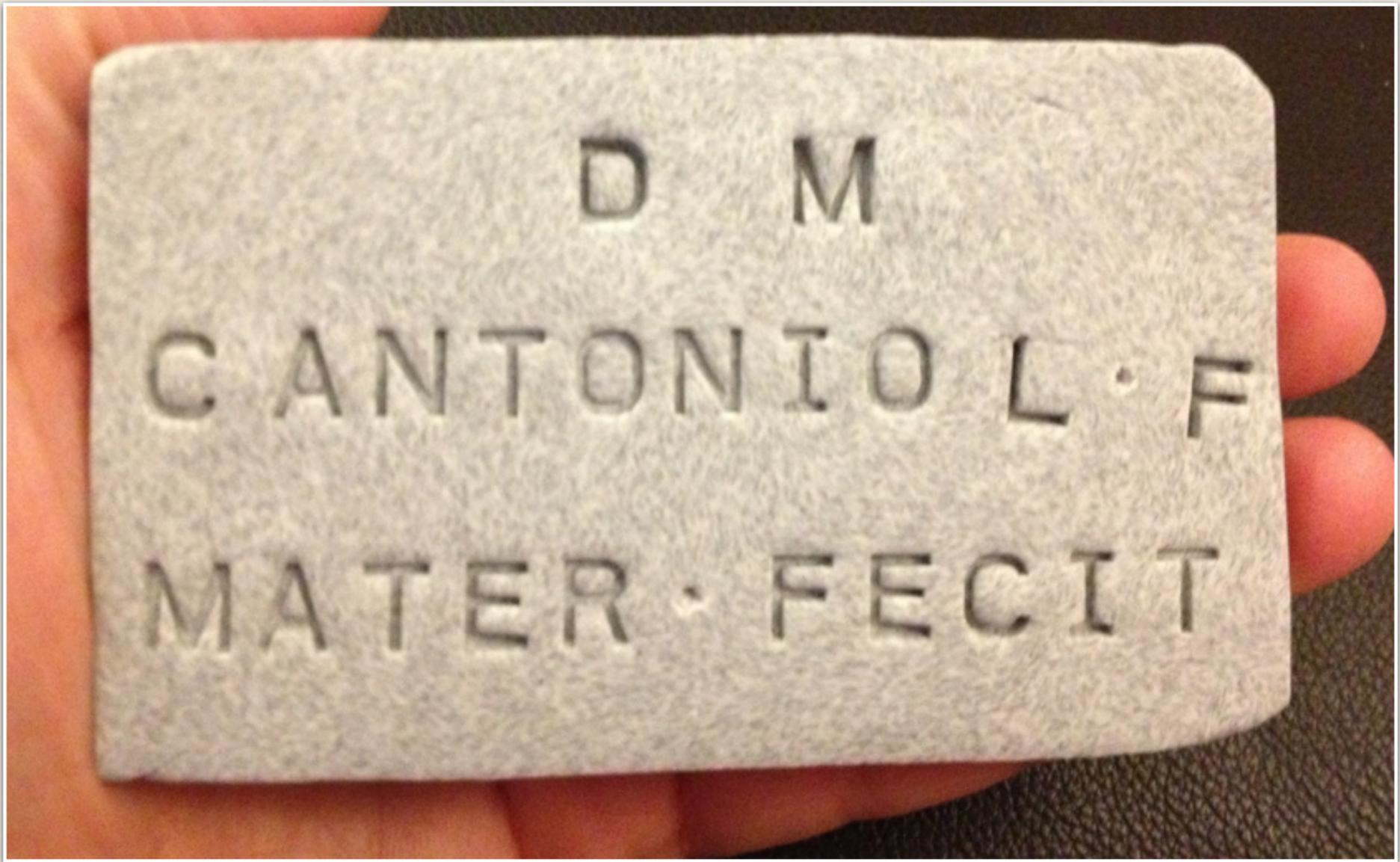
Dis Manibus  
 C. Iulius Hermes  
 vix(it) ann(is) XXXIII m(ensibus) V  
 dieb(us) XIII  
 C. Iulius Andronicus  
 Conlibertus fec(it)  
 bene merenti de se. (CIL VI 5326)

Formulaic language of dis manibus and bene merenti.  
 Image of handshake normally between husband and wife

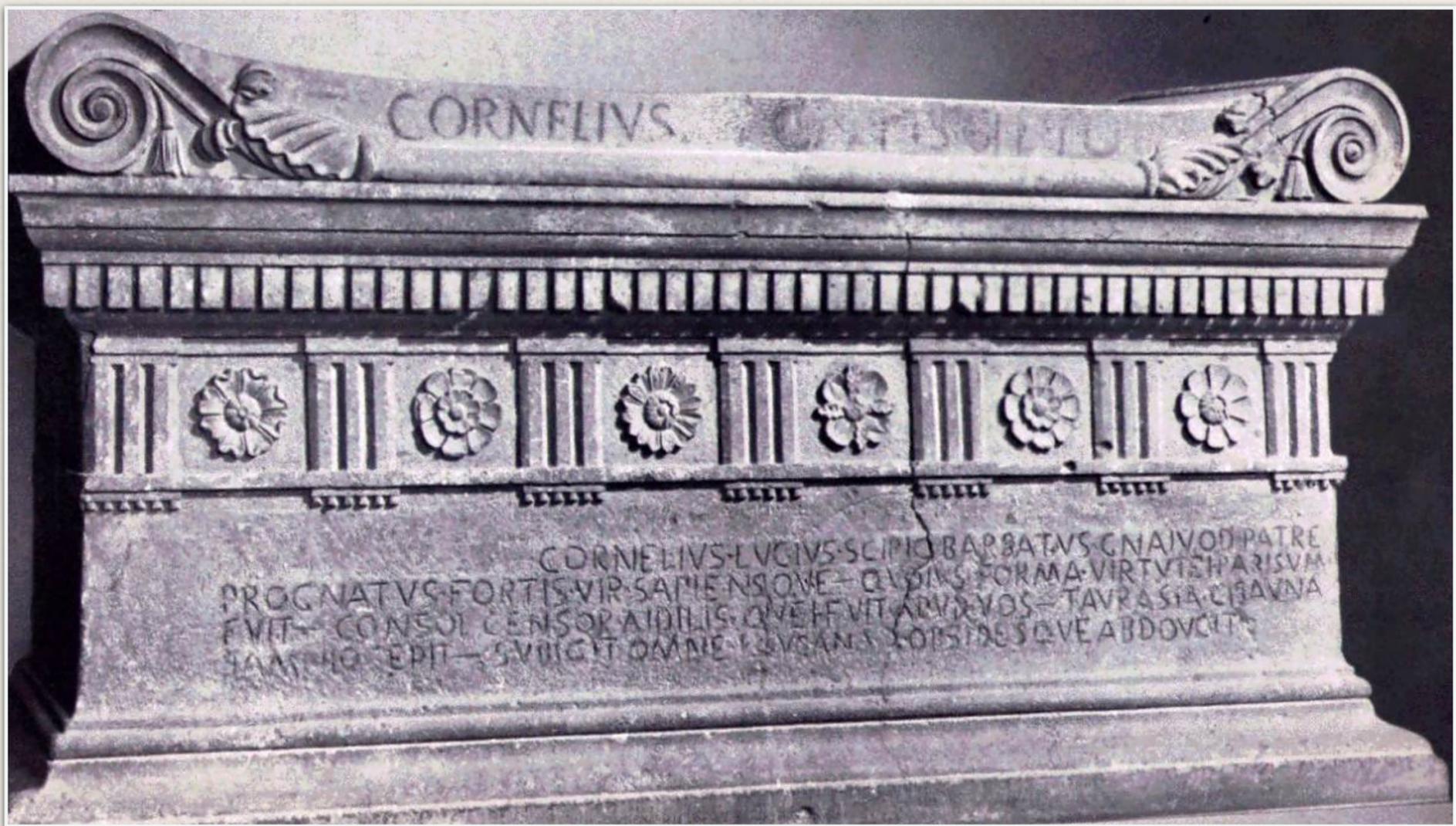


CENV  
VIXIT ANIS  
XXIII MENSE[S]  
DIES VII

Not all tombs were so elaborate. This might be more the speed that you would expect from a student project.



Or you can use letter stamps in clay to make something like this.



CORNELIVS·LVCIVS·SCIPIO·BARBATVS·GNAIVOD·PATRE  
 PROGNATVS·FORTIS·VIR·SAPIENSQVE—QVOIVS·FORMA·VIRTVTEI·PARISVMA  
 FVIT—CONSOL·CENSOR·AIDILIS·QVEI·FVIT·APVD·VOS—TAVRASIA·CISAVNA  
 SAMNIO·CEPIT—SVBIGIT·OMNE·LOVCANA·OPSIDESQVE·ABDOVCIT

<http://commons.wikimedia.org/wiki/File:Scipio-tomb.jpg> (public domain)

Finally, one last elaborate piece of family propaganda from the Tomb of the Scipios, just off the Via Appia.

Things to consider:

The object itself

What's been erased

Order of names

Archaic language

Phrasing of patronymic

Lack of abbreviations

Addition of "apud vos" after offices

In Saturnian meter

# RH.6-8.6

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Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

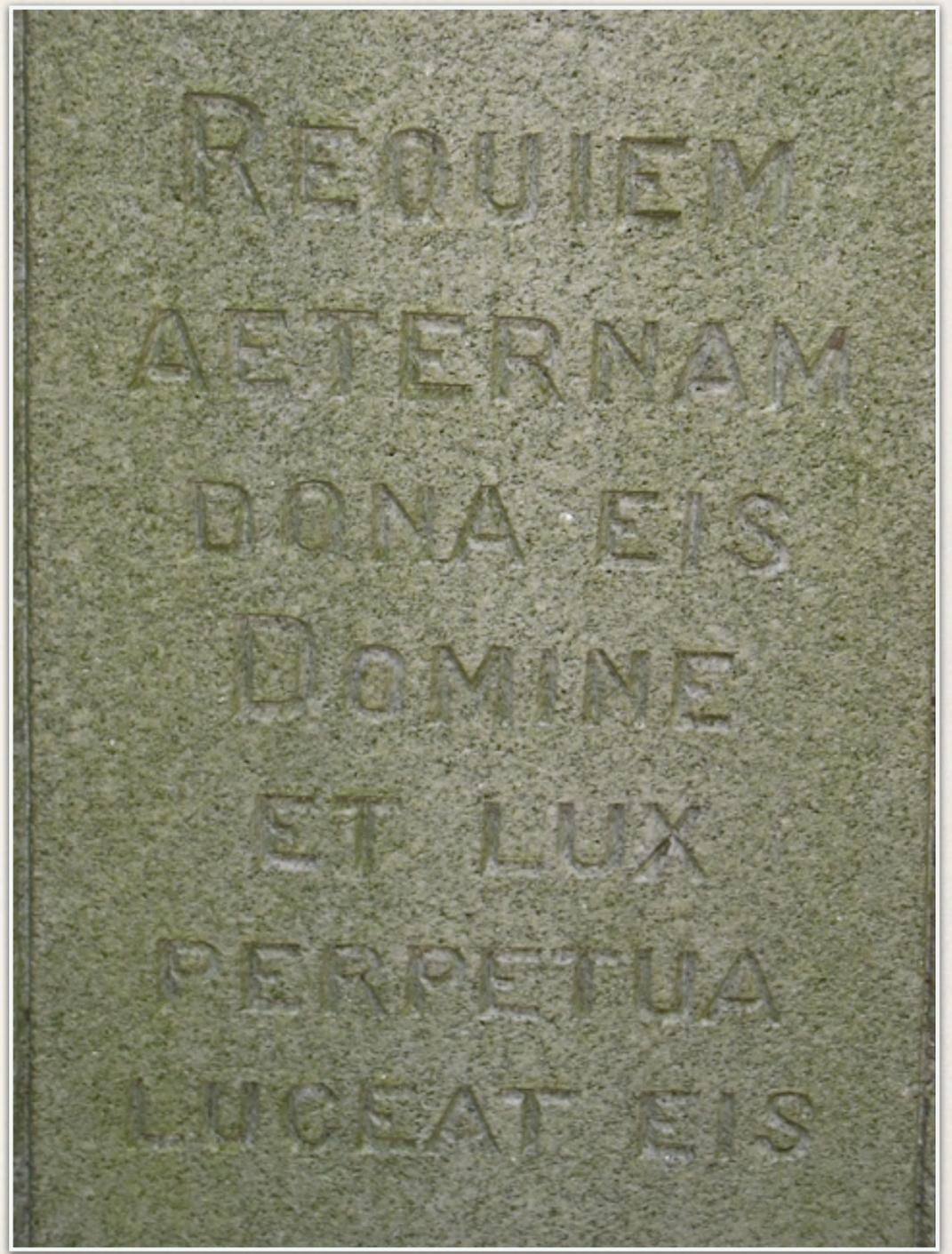
# Model or Virtual Road

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Create an imaginary Roman road incorporating features studied such as

- ❖ Funerary monuments
- ❖ Milestones
- ❖ Other inscriptions (on buildings, bridges)

If the project is a physical model, it could be digitally annotated.





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An example of a digital annotation project. While walking into Mt. Auburn Cemetery, one might catch a glimpse of an unusual monument ...



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... which gradually reveals itself as a sphinx.



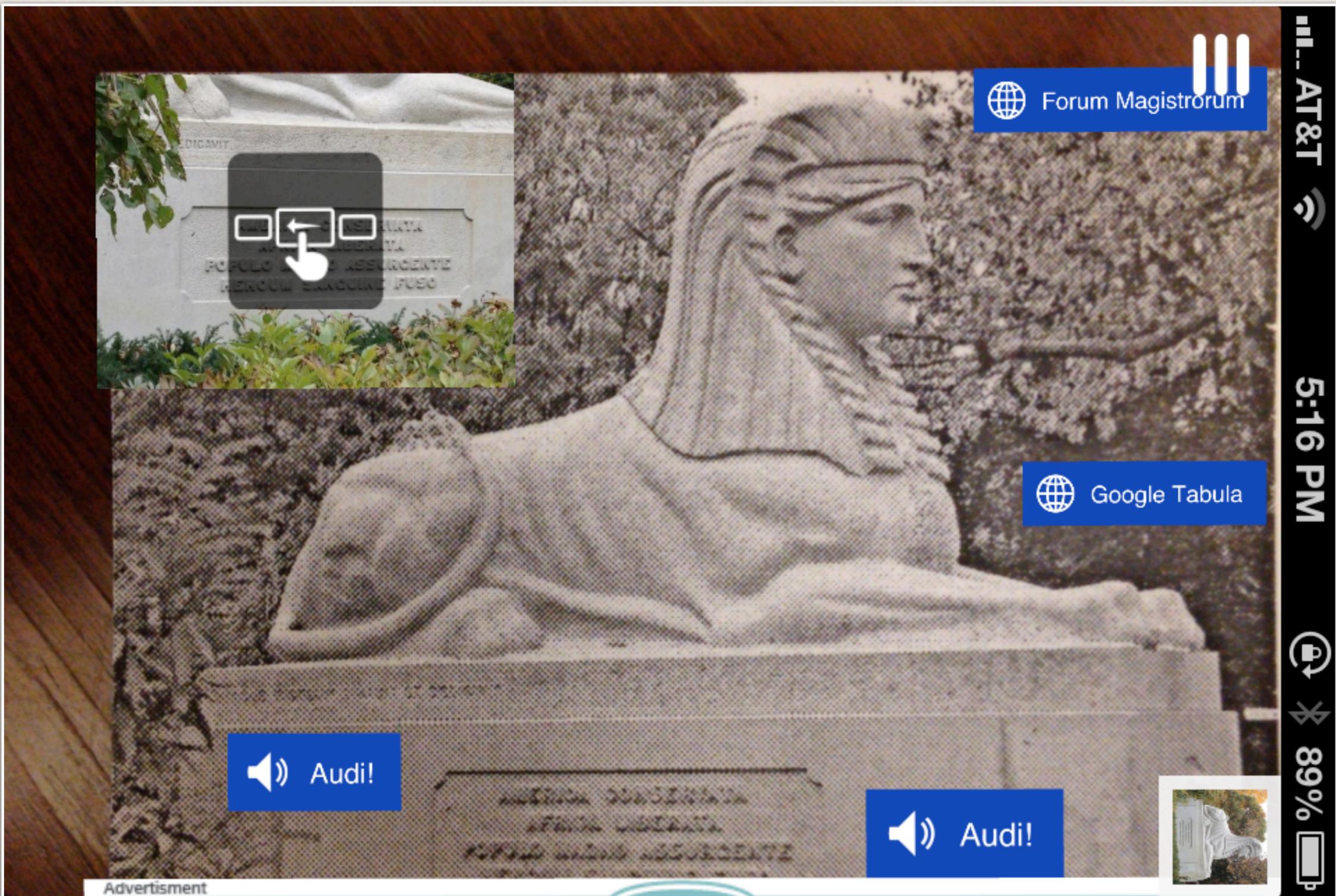
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The sphinx has a Latin inscription on one side (as well as a Latin statement of the monument's dedicator).



AMERICA CONSERVATA  
AFRICA LIBERATA  
POPULO MAGNO ASSURGENTE  
HEROUM SANGUINE FUSO



Advertisement

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The photo from 2 slides ago was annotated using a product called “Layar” <[www.layar.com](http://www.layar.com)>. When a copy of the image (which now happens to be printed on a business card, hence the grainy B&W) is scanned using the Layar app on a smartphone, you see something like the iPhone screen capture above. The annotations show an image gallery (upper right, which shows, among other things, the close-up of the inscription), audio files (of the Latin read aloud), a link to where the Sphinx may be found on Google Maps, and a link to our website. So how are these annotations added to the image?

[← Campaign Overview](#)

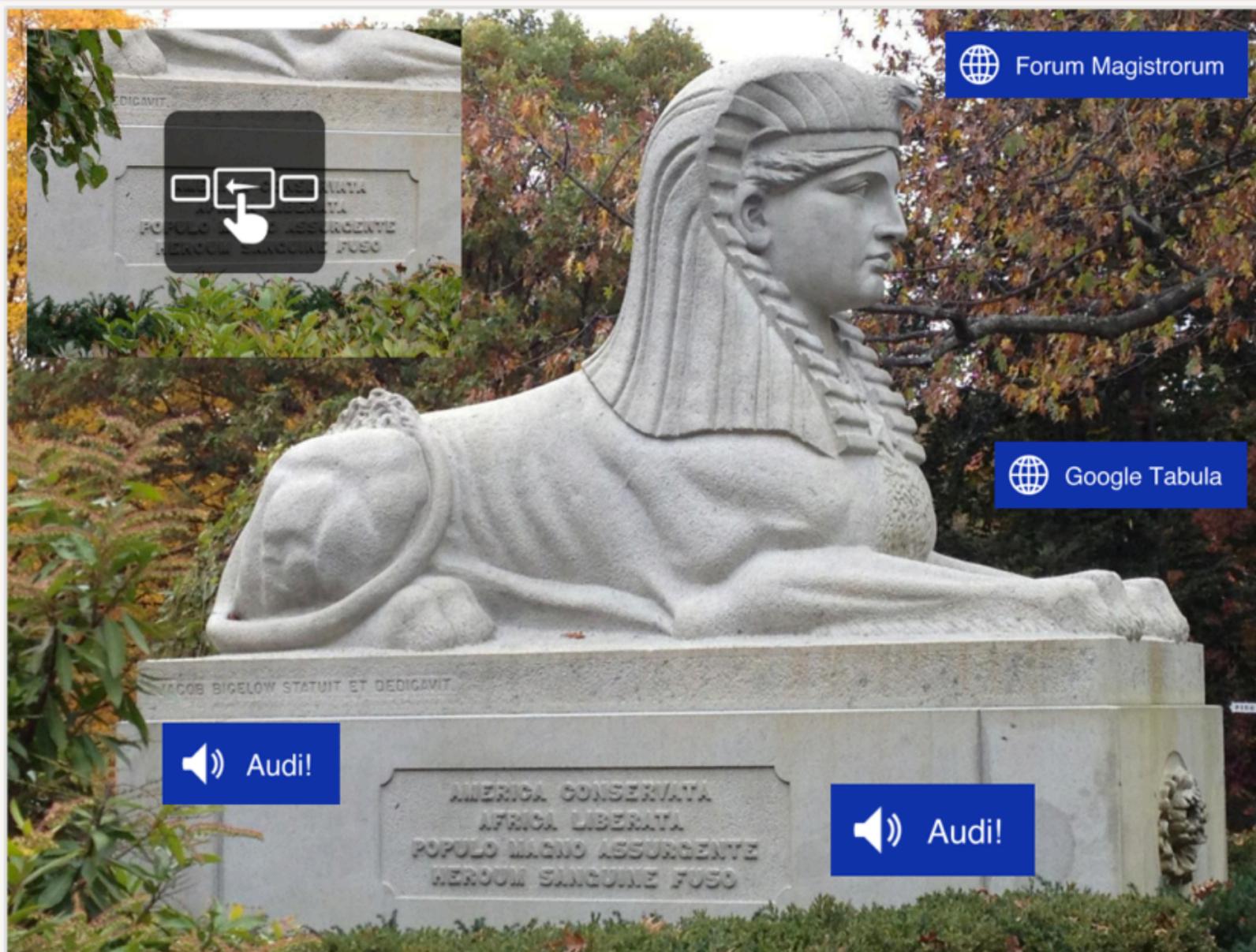
Mount Auburn Sphinx – MtAuburnSphinxLatin.JPG

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Image Carousel



Clickable Carousel



Audio



SoundCloud

[Social](#)[Advanced](#)

This image shows what the web-based creator interface for Layar looks like. This website is what students would use to annotate images of either existing objects or ones that they create. Note that the images should be distinctive; although if the app finds more than one set of annotations for what seems to be the same image, it will offer the user a choice of which set to view). Note that video annotations and various other things are also possible. [Note that this set of annotations is no longer alive; there is a 60-day limit]

# WHST.9-10.6

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Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.