



UNIVERSITY OF
CAMBRIDGE SCHOOL CLASSICS PROJECT

Cambridge Latin Course

Book III Stage 26

Teacher's Guide

FOURTH EDITION

The information contained within this guide comprises advice and guidance for teachers on the use of the Cambridge Latin Course. It does not represent a definitive or 'correct' way of teaching the course, and all teachers should feel confident in adapting their practice to their own classrooms and contexts.



Faculty of Education,
184 Hills Road,
Cambridge
CB2 8PQ

This book, an outcome of work jointly commissioned by the Schools Council before its closure and the Cambridge School Classics Project and is published with the kind permission of the Department for Education and Cambridge University Press.

© University of Cambridge School Classics Project

In the case of this publication the CSCP is waiving normal copyright provisions in that copies of this material may be made free of charge and without specific permission so long as they are for educational and not commercial use. Any material that is used should be attributed to the CSCP clearly and prominently.

First published 1973
Second edition 1985
Third edition 2002
This edition 2020

Produced for digital publication via www.cambridgescp.com

The CSCP has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables and other factual information given in this work is correct at the time of publication.

Illustration and picture editing by Roger Dalladay

STAGE 26 Agricola

<i>Cultural Background</i>	<i>Story line</i>	<i>Main language features</i>	<i>Focus of exercises</i>
Senior army officers and the career of Agricola	At Chester, Agricola hears Salvius' accusations against Cogidubnus and orders military action. Quintus arrives and, recommended by the military tribune, Rufus (lost son of Barbillus), is able to disprove Salvius' lies. As Salvius and Agricola confront each other, Cogidubnus' death is announced.	<ul style="list-style-type: none">• Purpose clauses• Gerundives of obligation <p><i>Word Patterns</i></p> More nouns ending in -or .	<ol style="list-style-type: none">1. Accusative, genitive and dative of nouns.2. Personal endings of imperfect and pluperfect subjunctive.3. Sense and form of nouns and verbs.

Opening page (p.89)

Illustration. Triangular terracotta tile, called an antefix, from Chester (British Museum), made by the Twentieth Legion, known as Valeria Victrix, which occupied Chester after the Second Legion, during the nineties, and had tile works nearby. At the top it shows a victory trophy with crossed spears and shield, and below, a wild boar, emblem of the Twentieth Legion. Antefixes were set at intervals along the eaves of buildings covering the open ends of semi-cylindrical tiles (see p. 59).

adventus Agricolae (p. 90)

Story. The commanding officer of the Second Legion, Gaius Julius Silanus, prepares for the arrival of Agricola by ordering a thorough clean-up of the camp. The soldiers greet the general with enthusiasm and he praises their zeal and efficiency.

New language feature. Purpose clauses introduced from the third paragraph onwards.

First reading. The first two paragraphs set the scene in the legionary camp at Chester where the Second Legion was based. Read them aloud in Latin and elicit the meaning by comprehension questions. The students may need help with **ignārī adventūs Agricolae** (line 6) and **Agricolam diligēbant** (line 9).

After reading the rest of the passage in Latin, ask comprehension questions which enable students to translate the new purpose clauses correctly. In English, why often provokes the response because. To avoid confusion with causal clauses, follow your English question directly with the Latin purpose clause from which students will derive the answer, e.g.:

Why did Silanus put the soldiers in long rows? **ut Agricolam salūtārent.**

Why did the soldiers fall silent? **ut Agricolam audīrent.**

This is more likely to provoke answers like: 'To greet Agricola' or 'So as to hear Agricola'.

Ignore any incorrect answers which you may hear murmured. When you get a correct answer, repeat the whole sentence in English, using several acceptable variations, e.g. 'Yes, Agricola went to the platform so as to say a few words, or he went to the platform to say a few words, or in order to say a few words.'

The aim of the first reading is simply to enable students to translate the new feature correctly. A range of acceptable translations will take them a long way to understanding the meaning.

Consolidation. Reproduce the five examples from the passage in simplified form, e.g.:

Silānus mīlitēs instrūxit ut Agricolam salūtārent (lines 10-11).

Agricola prōcessit ut pauca dīceret (line 14).

omnēs tacuērunt ut Agricolam audīrent (lines 14-15).

Agricola per ōrdinēs prōcessit ut mīlitēs inspiceret (line 19).

Agricola prīncipia intrāvit ut colloquium cum Silānō habēret (line 20).

Once they see the examples together, students readily identify the new feature as *ut* and the subjunctive and, with a little guidance, can explain that (in the last sentence) a talk with Silanus was Agricola's purpose in entering the headquarters.

Ask students to copy these sentences, add translations and underline the purpose clauses in the Latin and English.

There are only two examples of purpose clauses in the next story (lines 8 and 28-9). If you feel the class need more examples, make up some using the situations in the passage just read, e.g.:

Silānus mīlitēs convocāvit ut adventum Agricolae nūntiāret. mīlitēs strēnuē labōrāvērunt ut castra purgārent.

centuriōnēs mīlitēs in ōrdinēs instrūxērunt ut eōs inspicerent. mīlitēs vehementer clāmāvērunt ut studium ostenderent.

Discussion topics

- 1 Agricola, governor of the province, is greeted by the troops with a spontaneous show of enthusiasm. He is portrayed as a successful general and a popular leader.

Discuss the illustrations and the cultural background material (p. 91 and pp. 100-3), then relate the information to the story, e.g.:

- a. Why do you think Agricola is so popular with his troops? Possible reasons include: their respect for his experience and professionalism; his victories in Britain and the steady advance of the frontier; his good discipline; his appreciation of his men's efforts.
 - b. How well do you think Salvius and Agricola will get on?
 - c. What do you imagine Agricola's attitude to Cogidubnus might be (p. 102)?
- 2 The army on parade. Pick out the different officers in the drawing (p. 90).

Illustrations

- p. 90 The army on parade wears full uniform, including helmets. On the tribunal outside the headquarters building, Silanus stands behind Agricola who is seated on a camp stool. Visible in front: centurions with transverse plumes, the aquilifer with the eagle of the legion, one signifer.
- p. 91 Lead pipe from the military baths at Chester (Chester, Grosvenor Museum). Note that 'V' is used for the letters transliterated as 'V' and 'U'.

in prīncipiīs (p. 92)

Story. On hearing Salvius' report, Agricola orders immediate military action against Cogidubnus, but becomes suspicious when Belimicus overstates the case against him. In the nick of time, Quintus arrives, proclaiming Cogidubnus' innocence.

Comment. At this pivotal point in the Course, the focus begins to shift towards imperial politics. Salvius was sent to Britain by the Emperor Titus about AD 81 (Book II, p. 21). The incidents of Book III are set in AD 83. Salvius' plot against Cogidubnus, which has already featured prominently in earlier stories, receives a further gloss in this Stage, and will contribute significantly to the dénouement in Book V.

First reading. Ensure that students have studied pp. 100-3 before they begin to read this story, so that they are in a position to appreciate the power struggle in terms which go beyond personal motivation and character.

Work through the story with the class, eliciting the answers to the comprehension questions as you go. Take the story in two parts:

Lines 1-20 as far as parāre, questions 1-7. Your Latin reading should convey the slyness of Salvius (sibilants in lines 2-5), and the anger and decisiveness of Agricola (short, abrupt phrases).

Lines 20-40, questions 8-15. Enhance the dramatic impact by making Belimicus' Latin rather uncouth, and Quintus' words breathless. When you read the longer sentences, try to aid understanding by indicating clause boundaries and, perhaps, by using a few gestures, e.g. *ecce Belimicus ... corrumpere temptābat* (lines 22-3).

Note the increasing complexity of sentences:

'Nesting' of one clause or participial phrase within another subordinate clause,
e.g. *sollicitus erat quod in epistolā, quam ad Agricolam miserat, multa falsa scripserat* (lines 3-4).

'Stringing' together of subordinate clauses or participial phrases:
e.g. *cognōscere voluit quot essent armātī, num Britannī cīvēs Rōmānōs interfēcissent, quās urbēs dēlēvissent* (lines 31-3).

If students have problems, tackle the sentences with comprehension questions.

Only after extensive discussion of the text should you ask the class to undertake written work on the story, e.g.: a translation of lines 1-9 or 30-40, or the answers to the questions on p. 93.

Discussion. When taking the class through the comprehension questions, stimulate discussion by probing further.

Question 1. What has made Salvius change his mind (see p. 62, line 34-5), and come north to see Agricola in person?

Question 2. *sollicitus.* For the first time we see Salvius at a disadvantage. He is conscious that the case he has to present is based on fabrication. A man making his way in the world, he is facing his social and political superior, someone born into the senatorial class who has already held the consulship and established himself as a successful general. His role in Britain is officially subordinate to Agricola's (Book II, p. 21), concerned with law and administration. Moreover he is not on his own ground in the fortress at Chester, where Agricola has his headquarters.

Question 5. After a period of silence, Agricola bursts out in an angry speech. Note the use of repetition (*quanta* and *insānīvit*, lines 11-13) and contrast with (*numquam...semper*, line 14). Why was Agricola so passionate in his denunciation of Cogidubnus? Can you summarise his speech in one sentence?

Question 6. Why did Agricola fall for Salvius' story? Remember that Salvius holds an official position of some authority, and that Agricola had personal experience of Boudica's rebellion in AD 60-61.

Question 10. Did Salvius make the right decision in bringing Belimicus with him?

Question 11. What kind of a general does Agricola appear to be in this story?

Question 15. **haec locūtus** (line 40). Quintus' opening words, **cīvis ... sum** (line 37), were a way of establishing his credentials. Why was that necessary? Why does he go on to give all three names? What do you think Agricola will do now?

About the language 1: purpose clauses (p. 94)

New language feature. *ut* with subjunctive to express a purpose.

Discussion. The purpose of this note is to confirm what students have already worked out. Do not oblige them to use the translation formula in paragraph 1, if they have already found a satisfactory formula of their own. Use paragraphs 1 and 3 to demonstrate a range of possible English translations and then work through the examples in paragraph 2.

Consolidation. Ask students to identify and translate the two purpose clauses on p. 92 (lines 8 and 28-9). If necessary, make up more examples based on the story, e.g.:

Salvius ad castra vēnerat ut colloquium cum Agricolā habēret. Agricola diū tacuit ut hās rēs cōgitāret.

Agricola multa rogāvit ut vērum cognōsceret.

Agricola Silānum duās cohortēs dūcere iussit ut Rēgnēsēs opprimeret.

**tribūnus (p. 95)

Story. Agricola orders Quintus to receive medical attention and to be questioned by Rufus, a military tribune. Salvius launches into a violent attack on Quintus. Rufus returns to report that Quintus is a very trustworthy young man, vouched for by his own father, from whom he has brought a letter. Agricola sees Quintus privately.

First reading. Read the passage in Latin and help students to explore it with comprehension questions, e.g.:

What did Agricola order the guards to do? What is the name of the military tribune? How does Agricola compliment him?

What order did Agricola give him (lines 5-6)?

valdē commōtus. Why is Salvius described like this?

Make a detailed list of the accusations Salvius made about Quintus (lines 8-16).
What does Agricola say in response (line 18)?

How does Rufus describe Quintus? How does he know (lines 20-3)? *patrem meum* (lines 20-1). Rufus' father is not named, but who was he?

What two things are we told about the interview Agricola then had with Quintus (lines 24-6)?

Discussion

1. What would be Rufus' responsibilities as a military tribune? What can you recall of his family and early life (Book II, pp. 136, 139 lines 14-21)? Did his behaviour in Book II match Agricola's description of him as **prudentissimus**?
2. How much of Salvius' account is true?
3. **sī haec fēcit, moriendum est.** What do these words show about Agricola's opinion of Salvius' account?

Consolidation. Ask students to prepare an expressive Latin reading of Salvius' speech (lines 8-16), either individually or in pairs.

Illustration

p. 96. Reconstruction of a corner of the fortress at Deva in its earlier turf-and-timber period. Note the patrol on duty on the walls, smoke from the ovens beneath them, and the barrack blocks nearby.

About the language 2: gerundives (p. 96)

New language feature. Gerundives expressing obligation.

Discussion. Ask the class to read through paragraphs 1 and 2 and translate the examples in paragraph 3. Let discussion and further explanation occur as you go over their translations. Focus on parallels with *necesse est*, rather than literal translations, e.g. It is for us needing to be run.

Consolidation. Ask them to translate the gerundives on p. 92 (line 17-18) and p. 95 (line 18). There will be more examples in the next Stage.

contentiō (p. 97)

Story. Agricola accuses Salvius of treachery, ordering him to ask Cogidubnus' pardon and explain his behaviour to Domitian. As Salvius retorts that the Emperor wants money rather than empty victories, a messenger interrupts to announce Cogidubnus' death.

First reading. Read the story right through in Latin, stressing important and accessible sentences. Then compile a brief summary from what students have understood of your reading, e.g. Agricola ordered silence. He accused Salvius. He said Cogidubnus was innocent and Salvius was the traitor. Salvius replied angrily, 'You are blind. You are an obstacle to the Emperor.' Someone says Cogidubnus is dead. Then ask half the class to translate Agricola's speech, and half Salvius', before going over them.

They may need help with **quī** (line 2). This is the first instance of a connecting relative, best translated as *He ... rēs ipsa* (line 7), **hanc tantam perfidiam** (line 7-8), **id quod** (line 13-14), **nōn solum ... obstās** (line 19).

Discussion

- 1 Which word indicates Agricola's mood? What is the cause: the deception, or is he angry with himself?
- 2 Why does Salvius start speaking the moment he enters the room?
- 3 Does Agricola's attack put Salvius on the defensive? What is the tone of his reply?
- 4 Can you sum up the speeches of the two men in one line each? Who wins the power struggle?

In discussing this question, help students to interpret the scene as more than a simple battle between right and wrong. It is a power struggle between two strong men, both quick-witted and ambitious.

Agricola. Sent to govern Britain in AD 78 by the soldier-emperor Vespasian. His priorities are to establish peace and Roman government on Rome's frontier. He shows the confidence of a long-established and successful man, popular with the army.

Salvius. Sent out as a lawyer and administrator, he is motivated by the need of Domitian, the new emperor, for money. He has the urgency of a man building a political career for himself and knows how to manipulate the law for his own ends. He launches a strong counter-attack on Agricola, mocking him for being out of touch.

The situation is left open. Salvius is rebuffed for the moment, but he has not necessarily lost his credit with the emperor.

Raise again the possibility that Salvius is lying about the emperor's intentions (see Stage 23 of this Guide). If he is, he is playing a very dangerous game.

Consolidation

1 Ask students to write a translation of the speech they did not work on before.

2 **id quod ... dēbēs** (line 13-14). Gather other examples of this feature, e.g.:

id quod dīcis absurdum est (p. 44, line 15)

ea quae ... scrīpserat (p. 92, lines 8-9)

id quod mihi patefēcistī ... possum (p. 92, line 11-12)

id quod Salvius ... vērūm est (p. 92, line 25)

Reinforce the natural English translation by the single word *what* instead of the literal meaning (that which ..., those things which ...).

Word patterns: verbs and nouns (p. 98)

New language feature. Relationship between cognate nouns and verbs.

Discussion. Let students work on this by themselves, simply picking up their queries.

Practising the language (p. 99)

Exercise 1. Complete the sentences with the noun in the correct case (accusative, genitive, dative).

Exercise 2. Complete the sentences with the correct person of the imperfect or pluperfect subjunctive. The exercise contains *cum* clauses, indirect questions and purpose clauses.

***Exercise 3.* Complete the sentences with the correct Latin word, selecting by sense and morphology.

Language information: revision

1 Work through the section on 'Word order' (p. 165). Draw attention to the special effects that can be achieved in both Latin and English by varying the usual word order, e.g.:

dēcidit pōns, dēcidit Modestus (p. 56, line 12). Down fell the bridge, down fell Modestus

Further examples of phrases with the preposition sandwiched between adjective and noun are: p. 61, line 12; p. 62, line 40-1; p. 74, line 7; p. 75, line 27; p. 95, line 5.

2 There are several examples of ipse in this Stage, e.g.:

Salvius ipse paulō prius ad castra advēnerat (p. 92, line 1). (Quīntus) mē ipsum accūsāvit (p. 95, line 15).

praetereā Imperātōri ipsī rem explicāre dēbēs (p. 97, line 11).

3 Revision of quī (p. 155) can conveniently follow that of ipse. Give particular attention to the genitive and dative singular, comparing them with the same cases of the other pronouns. Then work through the exercise in paragraph 1 orally, before setting it as a written homework.

Paragraph 2 on the connecting relative could be discussed in Stage 28 where there are more examples (see Stage 28 of this Guide).

Cultural background material (pp. 100-3)

Content. This information about the senior officers in the Roman army, and Agricola in particular, is best taken with *adventus Agricolae* (p. 90).

Discussion

Why was Agricola not typical of the senior officers in the Roman army?

How might Agricola have viewed the imposition of Roman culture on the Britons he conquered? How might the Britons have felt about this? This question about cultural assimilation may raise contemporary problems and lead to discussion of how Empires and dominant cultures may attempt to control or eradicate the culture of others. Students should be encouraged to explore this with reference to the experience of people being subjugated, not only the ones doing the subjugation.

Illustrations

p. 100 Bronze statuette, 2nd century AD, from Earith, Cambs (*British Museum*). Mars, god of war, originally holding spear and shield.

p. 101 Antefix. See previous note in this Guide.

Part of Scottish war trumpet from Deskford, Aberdeenshire (*Edinburgh National Museum of Scotland*). Sound emerged at boar's mouth (left); the rest of the trumpet, was broken off at the neck.

p.102 Chew Green, one of a series of camps started by Agricola along Dere Street, north of Cambridge. The photograph shows the most elaborately fortified camp, with three concentric ramparts, shown here bending left at the corner (far right)

-
- p. 103 Distance slab (Edinburgh, National Museum of Scotland), recording the construction by the Second Legion of 4.652 Roman miles of the Antonine Wall (AD 143-5). Roman cavalryman, without stirrups or saddle, jabbing downwards with a spear. He wears a crested helmet, cloak, breastplate and dagger.
- p.104 Pipe-clay statuette of old man with scroll, apparently a teacher, from a grave of AD 50-65 (*Colchester Museum*). Possibly a child's toy.

Suggested Activities

- 1 Students could write, or record on tape, the account that Quintus gave Agricola during his private interview (bottom of p. 95). If necessary, remind them of relevant stories: **in thermīs** (pp. 38-40), **Quīntus cōnsilium capit** (p. 58), **Salvius cōnsilium cognōscit** (pp. 61-2).