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# SUBURANI: A NEW LATIN TEXTBOOK

HANDS UP EDUCATION



[www.hands-up-education.org](http://www.hands-up-education.org)

Twitter & Facebook: HandsUpEduc

## About us



Will



Laila



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Hands Up Education, a not for profit organisation from the UK. The core team are all Classics teachers.



SUBURANI

Hands up

A new Latin course for students age 11 – 16

First trials in schools  
September 2019

Our new Latin course for Secondary schools (aimed at students from 11 to 16 years old, starting Latin from scratch)  
Suburani = people from the Subura, a poor neighbourhood in Ancient Rome



**Not-for-profit**

All proceeds from sales will go back into supporting Classics teachers

All income generated by Suburani will be invested into supporting and growing Classics teaching in the UK and internationally.





**International outlook**  
Storylines exploring range of locations and cultures across the empire

**Women & girls**  
Balanced representation of women and girls from different social classes

**Diversity of population**  
Appropriate representation of diversity of the population

Our course aims to redress the balance and have storylines focusing on people from across the Roman Empire (not just Rome/Britain), have women and girls feature as primary characters in the narrative, write about an ethnically, geographically and socially diverse group of people, from slaves and poor people to the wealthy and powerful.



Reading method course, with a focus on inductive language teaching (students pick up their language skills through reading a lot of stories that gradually increase in difficulty, with grammar and syntax knowledge there to support their understanding only. However, we aim to work with a wider variety of teaching situations too:

Those on tight timetables

Those doing English - Latin translation

Those speaking Latin in the classroom

Those with a lot of teaching time who want to delve deeper into grammatical discussions than reading courses normally do

Civilisation source-based approach: start from sources and let children make decisions themselves about what they tell us about the ancient world

Our team has unparalleled experience in creating software to help Latin teaching in the classroom. Our new course will be supported by:

Interactive text explorers (SPQR)

Auto-marking software

Pupil tracking

Attractive online version of the textbook & activities for use on interactive whiteboards, student computers, iPads etc



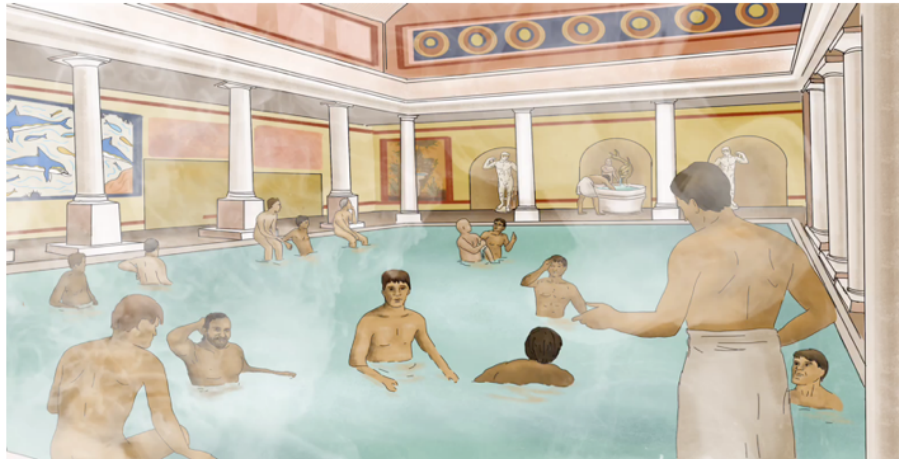
### History

Introduction to key topics  
in Roman history



### Mythology

Introductory selection of  
Roman and Greek myths



Suburani will include pages on history topics and mythology sections to introduce students to a wider understanding of the classical world



Set in Rome, to begin with, in 64 AD (year of the Great Fire of Rome), starting out in the Subura



A street scene from the Subura: does this match your expectations of Ancient Rome?  
(If not: why not?)

## Chapter 1: Subūra



1  
ego sum Sabina.

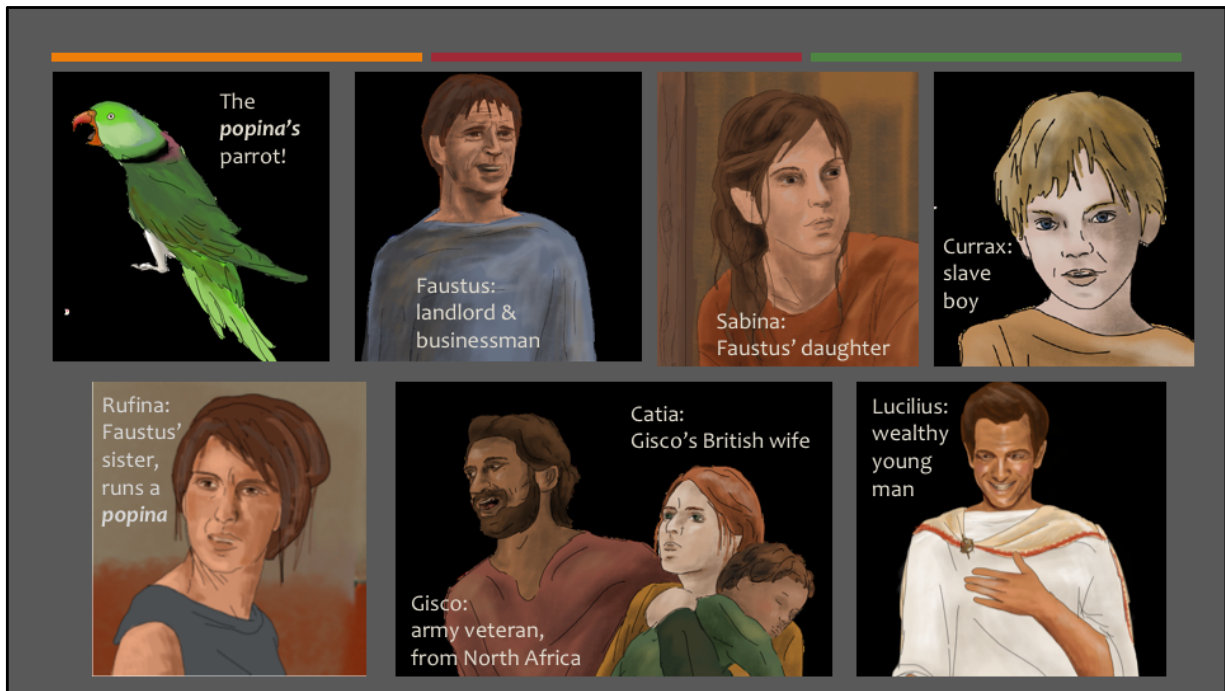
Sabīna



2  
ego in Subūrā habitō. ego sum in Insulā.

[Link to Story 1: Sabbina \(read Latin together\)](#)





A cast of characters from the poorer end of the city: Faustus, Rufina, Sabina, Gisco & Catia, Currax & the parrot  
As well as a wealthy young man (Lucilius)



Overview of the topics of the first six chapters:

The Subura (life for the poor)

Rome (the layout of the city in 64 AD)

Ludi: chariot racing, the Circus Maximus

Religio: religion in the city of Rome (including Christianity, Vestal Virgins)

Sanitas: bathing, water, and sanitation in Rome

Servitudo: slavery



Chapters 7 – 10: Roman Britain  
Boudica, Gisco in the army  
Catia's life in Iron Age Britain

Chapters 11 – 15:  
France & Portugal  
Sabina's travels,  
adventures & marriage

Chapter 16:  
Great Fire of Rome

Book 2:  
Faustus & Gisco in Pompeii  
Sabina in North Africa  
Lucilius with Nero in Greece & the East  
Rufina in Judaea  
... the death of Nero?

Overview of the plot of the rest of the course

Ch. 1 Lūcilius + - \*

STORY ROOTS


Lūcilius

hōra octāva est. Subūra nōn est quiēta. Subūra est clāmōsa.  
 Faustus est in īnsulā. filia est in popīnā. Sabīna in popīnā labōrat.  
servus est in viā. servus prō lectīcā ambulat. iuvenis est in lectīcā.  
iuvenis est Lūcilius. mendīcus est in viā. mendīcus est Mānius.  
*Mānius* salvē! ego sum mendīcus! 5  
*servus* tū in viā obstās!  
 Sabīna ē popīnā exit.  
*Sabīna* Mānius est senex!  
 Lūcilius ē lectīcā exit. hercle! tēgula cadit.  
*Sabīna* cavē! 10  
 tēgula in viā cadit. Lūcilius est perterritus.  
*Sabīna* Subūra est periculōsa! certē tū in Subūrā nōn habitās.

**filia** daughter

- *En* filial, affiliate, affiliation
- *Fr* filial, fille
- *Es* hidalgo, hidalgoz, hijear, hijo
- *Pt* filha(o), afilhado(a), afiliação, filiação, filial, filicida, perfilhação

Digital learning resources: interactive text readers (links through to “nox”)



1 2 3 4 5 6

ego in īnsulā habitō.

I am sleeping living in the tenement building.

Digital resources: auto-marking translation activities

## Charioteers

This mosaic shows four charioteers, one from each of the four teams or factions (*factiones*). They wear tunics in the colour of the team they represent, just like a modern football strip or a jockey's shirt. Their chests are bound with leather straps for protection and they wear helmets, possibly of leather, in their team colours. Each charioteer is holding a whip. Four teams of chariot racers competed regularly in Rome: green, blue, red and white. Each had their fans. The green team was the most popular with the common people. Juvenal says that some people even clothed their children in green shirts.

### Status and fame

Most charioteers were slaves or ex-slaves. Although they belonged to the lowest class of Roman society, they could win fame and fortune if they were lucky and skilful enough to survive - they were the pop stars and celebrities of their day. A charioteer who started out as a slave could win enough money to buy his freedom.



Study these sources. What can we learn from them about charioteers and their place in Roman society?

Source 3:  
An inscription from the tomb of a charioteer called Polynices.

*M. Aurelius Polynices, a home-born slave, lived 29 years, 9 months and 5 days. He won 739 races, receiving the palm of victory. Of these victories, 655 came with the red team, 55 with the greens and twelve with the blue, and 17 with the white. He won a 40,000 sesterces purse three times, a 30,000 purse 26 times, and exhibitions with no prize purse 11 times. He raced in an 8-horse chariot 8 times, in a 10-horse chariot 9 times, and in a 6-horse chariot 3 times.*



Mosaic showing charioteers from the four factions, dressed in their colours - red, green, white and blue. Notice their protective clothing: caps and leather straps bound round their bodies.

Source 1:  
*ego sum Scorpus, clamōsi gloria Circi  
I am Scorpus, the glory of the noisy Circus,  
your much-applauded, short-lived darling, Rome.  
Envious fate snatched me away in my twenty-sixth year.  
She counted my victories and thought I was an old man.*

Martial wrote this poem about the charioteer Scorpus, who had died. Scorpus is speaking.

Source 2:  
Pliny the Elder recorded a story he had read about in the 'Daily Records'.

At the funeral of Felix the charioteer of the Reds one of his supporters threw himself on the pyre.

Source 4:  
From Suetonius' biography of the emperor Caligula.  
*He was so devoted and dedicated to the green team that he often stayed in the stable and ate there. At a party he gave a charioteer called Eutyclus a gift of two million sesterces.*



### Source-based teaching

Sources as a way of interrogating the Roman world, from Chapter 1

Civilisation source-based approach: start from sources and let children make decisions themselves about what they tell us about the ancient world

**Hands Up**

**Language note 1\***

1. Look at the following sentences:

to in pagina laboras.                      to in cenaculo dormis.

You work in the bar.                      You sleep in an apartment.

Both verbs mean 'you' are doing something, to end -i. If you look more closely, you'll see that **laboras** ends -as and **dormis** ends -is. That's because they are different types of verbs which have very slightly different endings.

2. There are four main types of verbs in Latin and these four types are known as **conjugations**. Notice the difference in their endings:

	1 <sup>st</sup> Conjugation	2 <sup>nd</sup> Conjugation	3 <sup>rd</sup> Conjugation	4 <sup>th</sup> Conjugation
I	laboras	sedes	legis	dormis
you (s.)	laboras	sedes	legis	dormis
he, she, it	laborat	sedet	legit	dormit

3. When reading Latin, the -s, -t and -m 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.

**Language check 1\***

1. Complete the following translations:


- You are reading in the apartment.  
to in cenaculo .....
- Marius is sitting in the street.  
Marius in via .....
- I am working in the bar.  
ego in pagina .....
- Lucilius is sleeping in the litter.  
Lucilius in lectica .....

Secondary Latin Course-Additional Evidence

**The Subura: additional literary and epigraphical evidence**

1. A funerary inscription from the first or second century AD.

The inscription records the death of a young boy, Publius Papirius Proculus, who was killed by a falling roof tile while visiting Rome from Salona in Dalmatia (modern Croatia). The funerary inscription was set up by his mother. 'Papirius' age is not clear as the stone is damaged: it is variously transcribed as eleven, twelve, thirteen or nineteen.



**The key words are:**  
**sigilla** nam **Romae** **Proculus** **prolapsa** **perimit**  
 in **Rome** a fallen roof tile killed **Proculus**

Pick out Proculus' name, Romae and the Latin word for a roof tile (sigilla).

**CK 10 2003.** The inscription is now in Zagreb Archaeological Museum and can be viewed online at: <https://web.archive.org/web/20160601090506/http://www.ancient.eu/article/?title=Publius-Papirius-Proculus>  
 Images: <https://goo.gl/images/8ughMM> and <http://iupa.uz/22326>

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Secondary Latin Course Teacher Guidance

**Chapter overview**

**Language development**

- 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons singular of the present tense.
- Reading Latin from left to right.

**Cultural context**

- The Subura
- The population of the city of Rome
- Women at work
- Living in an insula

**History**

- Rome in AD 64

**Character/plot development**

We meet Sabina, her aunt Rufina and her father Faustus, living and working in the Subura, a noisy and dangerous district of Rome. Marius, an old beggar, stops Lucilius, a young nobleman, who is saved from a falling roof tile by Sabina. And at night there's a thief or two at work in the bar.

**Introduction**

Chapter 1 presents life in the Roman district of the Subura. Set the geographical context by first investigating the map of the Roman empire (pp. xxx-xxx) and establishing the location of Rome, then locate the Subura within the city of Rome (pp. 2-3). The three Latin stories give us snapshots of a typical day in the Subura and are set respectively at dawn, the eighth hour (about 3.30 p.m.) and night.

**Story 1: Sabina (pp. 5-9)**

**Synopsis**

As dawn breaks over a noisy Subura, Rufina and Faustus are hard at work. Sabina, meanwhile, thinks she has found a quiet place to hide away and read.

**Aims**

- To introduce Sabina, Rufina and Faustus.
- To introduce 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular verbs, present tense.
- To begin to explore the Subura and insulae.

**Main contextual patterns**

- Sabina est celsior.**
- ego sum in pagina.**
- is in lectica laborat?**
- amita misit!**

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Other resources: more in depth language notes, civilization notes, teacher's guides



### **Not-for-profit**

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### **International outlook**

Storylines exploring range of locations and cultures across the empire



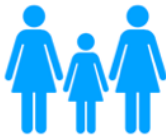
### **Teaching approaches**

Created to support a wide range of pedagogies and teaching situations



### **Digital learning**

Suite of digital learning resources including student specific data



### **Women & girls**

Balanced representation of women and girls from different social classes



### **Diversity of population**

Appropriate representation of diversity of the population



### **History**

Introduction to key topics in Roman history



### **Mythology**

Introductory selection of Roman and Greek myths

**A new Latin course for every country?**

Partnerships with teachers in other countries who are interested in translating & publishing the Suburani course in their language.

**Get Involved!**

[contact@hands-up-education.org](mailto:contact@hands-up-education.org)

### Portugal case study

Opportunities for other countries: we will give the rights to use the course, you translate it, make edits if desired, create your own ancillary materials and publish: you take the profits, as long they go back into supporting Classics teaching in your country