

The *Rēs Gestae* of Augustus:

A Teacher's Guide with Text, Translation, Lessons, Supplements, and
Final assessments with Key



Augustus (“*Prima Porta*” type) 20 BCE
http://www.evl.ku.dk/hold/2002e/114/prima_porta.jpg

By Amy Neilson

Introduction:

These passages from the *RES GESTAE* are intended for Latin II students in the latter part of the course. The content of the selections should be of interest, as they include details on Augustus' famous building program. In particular, students will enjoy this as primary source documentation of buildings they may very well have encountered already in their studies such as the Circus Maximus, temples to Mars, Apollo, and Vesta, and the Theater of Marcellus. Additional selections include Augustus' gift of public games involving gladiators, athletic contests, even a lavish *naumachia*. Students of the *Ecce Romani* series will especially enjoy these highlights after learning about public spectacles and touring Rome's public venues throughout the series.

The level of difficulty in the Latin text is quite low and the text may be used even with late Latin I students with some additions to the notes. For the Latin II student, the text provides a concise review of the perfect system tenses, both active and passive, but includes only one subjunctive clause. Augustus' use of participles (one even derived from a deponent verb), comparative adjectives, and more advanced case syntax (partitive genitive, ablative of separation, dative with a compound verb) make it especially pertinent to topics covered early in a Latin II curriculum.

The entire unit of just thirty lines is divided into three short chapters numbered 21-23 corresponding to the traditional numbering of this document. Each chapter includes vocabulary on the facing page and notes, as well as relevant quotes, illustrations, and comprehension/discussion questions (**Quaestiōnēs**) surrounding the actual text. Lesson plans of 50 minutes spread over three days (a day per chapter) provide homework assignments, numbered elements for the teacher to include in class, and corresponding numbered suggestions of how to approach each of the class day's elements. To assist the teacher further, I have included a variety of opportunities for collaborative and independent study. Each day has a target theme (Day 1: review verb synopsis; Day 2: review numbers and dating; Day 3: understanding Augustan propaganda and celebration of new Roman peace) to help focus class and afford opportunity for review drill and supplementary materials.

Finally, following the lesson plans you will find an extensive appendix of materials, to use as you see fit. **In the appendix you will find:**

- literal translation of chapters 21-23
- the answer key for the **Quaestiōnēs**
- mini-synopsis work sheet for reproduction
- Horace's *Carmen Saeculare* for recitation with translation
- a plan diagram of the Augustan Forum and sculptural program for projection
- Mausoleum Complex of Augustus supplement for projection
- annotated primary source list
- 100 pt assessment with answer key
- useful bibliography

Nota bene: Modern scholarship continues to debate the accuracy of plan diagrams I suggest for both the Forum of Augustus and the Augustan Mausoleum Complex. You may wish to research more recent interpretations, which may be more valid.

Lesson Plan Day 1: Chapter 21 With translation/grammar focus, 50 minutes

I. Students' Homework Due for Today:

1. Read introduction to the text.
2. Skim the notes/vocabulary facing the text of chapter 21.

II. Teacher's Goals for the Lesson/In Class Topics to Cover #1-7

1. Review the content of the introduction with students
2. Read text aloud to students, one sentence at a time, with the class echoing back each sentence in chorus.
3. Facilitate group-work translation of text lines 1-11.
4. Review translation together by groups. Pay special attention to new information glossed or commented on in the notes.
5. Review and drill a verb synopsis with special attention to the perfect system tenses and subjunctive mood.
6. If time, begin discussion based on **Quaestiōnēs**.
7. a) Assign **Quaestiōnēs** for homework. Students should write in full sentences and be prepared to share work or turn it in next class. b) Students should skim notes/vocabulary for chapter 22

III. Suggested Approach for Teacher's Goals/In Class Topics #1-7

1. Warm up with a casual question-and-answer review of the content of the introduction. Be sure to highlight the provenance, date, and inscribed nature of the *RG*. Point out the intended audience, its goals, and its obvious and perhaps problematic selectivity. **5 minutes**
2. With slow and careful pronunciation, read the text aloud and ask students to imitate in chorus. **5 minutes**
3. Divide students into co-ed groups of three or more. Monitor group translations of the text. Prompt them to rely on notes rather than ask you directly for clarification on proper names, numbers, or terminology. **15 minutes**

4. Review translation together by asking for volunteers to represent each group's work. You will want to facilitate the correct translation of the perfect tenses and offer help with the **proviso** clause in line 4 (**quod . . .eset**). **10 minutes**

5. Review verb drill with a mini synopsis on the board. Use a verb from the text such as **dō, remittō, appellō**. First and third person would be good choices for this text. Invite students to the board or overhead to fill in synopsis. You may hand out the attached synopsis worksheet for students to record notes from the board. Translation of the synopsis should be reviewed orally together **5-10 minutes**

6. Assign homework questions and reading. If time, begin first **Quaestiō** together.

Supplemental Mini-Synopsis Sheet

Verb Principal Parts: _____

Person and Number: _____

Indicative Mood :

	Active	Passive
Pres.	_____	_____
Imp.	_____	_____
Future	_____	_____
Perfect	_____	_____
Pluperfect	_____	_____
Future Perfect	_____	_____

Subjunctive Mood:

	Active	Passive
Pres.	_____	_____
Imp.	_____	_____
Perfect	_____	_____
Pluperfect	_____	_____

Lesson Plan Day 2: Chapter 22 with focus on numbers and dates, 50 minutes

I. Students' Homework Due for Today:

1. Written responses to chapter 21 **Quaestiōnēs** due.
2. Students should have skimmed notes/vocab for chapter 22.

II. Teacher's Goals For the Lesson/In Class Topics to Cover #1-5

1. Warm up discussion/sharing of responses to homework questions.
2. In class activities to review students' knowledge of numbers, Roman numerals, and systems of yearly dating.
 - a) "Play By Numbers"
 - b) Index Card Exercise
3. Translate together entire text of chapter 22.
4. Wrap up **Quaestiōnēs**.
5. Assign homework: Translate Ch 23 independently and answer questions.

III. Suggested Approach for Teacher's Goals/In Class Topics #1-5

1. Open class by asking students to define the word PROPAGANDA. Ask them to parse the word with the use of both English and Latin dictionaries. Can you use this as an opportunity to highlight the gerundive? Ask students to relate the concept of propaganda to the *RG*, especially in terms of the intended reader, the mode of distribution, and the elements Augustus chooses to include. Be sure to tie in a review of the chapter 21 **Quaestiōnēs** to check for homework and understanding of it. **10 minutes**
2. Review numbers/dates with the activities below.
 - a) For the first activity (a) divide the students into two groups. Review the vocabulary of numbers and system of Roman numerals with students out of their seats in the "**Play By Numbers**" activity. For this activity, divide students in two teams (**factiōnēs**), and explain that you want them to respond actively to the prompts you give them using oral Latin. The answer could be a prescribed action or simply holding up the correct written response on a small white board you have provided to each team.

Sample prompts might be:

1. **“Ferte ad mē trēs stīlōs!”**
 2. **“Quīnque discipulī, ē vestrā factiōne, surgite!”**
 3. **“Scribite in linguā Latīnā: Quōt sunt centum minus vīgintī?”**
 4. **“Respondēte in linguā Latīnā: Quōt discipulī sunt in factiōne?”**
 5. **“Scribite in Romānīs nūmerīs: Ducentī et quīnquāgintā et sex.”**
- b) When students have returned to their usual seats, review both systems of Roman yearly dating: the consular method (briefly) and years counted *A.U.C.* You may want to consult *Ecce II* chapter 36. Give each student an index card. On it, s/he should respond carefully (independently or brainstorming with a neighbor) to trivia questions. Students should provide their answers first in Arabic numerals CE or BCE, then Roman numeral CE or BCE. Finally, they should convert it to Arabic numerals *A.U.C.* **5 minutes**

Sample trivia questions might be:

1. **In what year was Julius Caesar assassinated?**
44 BCE = XLIV BCE. = 710 *A.U.C.*
 2. **In what year were you born?**
e.g. 1992 CE = MCMXCII CE = 1239 *A.U.C.*
 3. **In approximately what year did the Roman monarchy end?**
510 BCE = DX BCE = 244 *A.U.C.*
3. Translate all of chapter 22. Take volunteers at sight as well as randomly calling on other classmates. Prompt students with difficult numerical adverbs and be sure to pay special attention to tricky participles (**accitōrum** and **insequentibus**). Be sure to gloss the Secular games, Martial games, and the role of the Quindecimviri. **20 minutes**
4. Do **Quaestiōnēs** together. If time permits, ask students to remind you of the many public spaces in the Roman city and what sorts of activities were held in each. For example: circus, amphitheater, theater, odeum, basilica, baths, temples, fora. **10 minutes**
5. Assign Homework: Translate chapter 23 on their own and do questions.

Lesson Plan Day 3: Chapter 23 with focus on understanding the program of Augustan propaganda, 50 minutes

I. Students' Homework Due for Today:

1. Translation of Ch 23 lines 25-end.
2. Written responses to chapter 23 **Quaestiōnēs** due.

II. Teacher's Goals For the Lesson/In Class Topics to Cover #1-5

1. Review the chapter 23 translation allowing for student contributions and questions.
2. Review responses to the **Quaestiōnēs**.
3. Handout/Project Horace Supplement: *Carmen Saeculare* for reading aloud in chorus of boys and girls first in Latin, then in English. Discuss.
4. Project supplemental diagram of Forum Augustum for a reading of the sculptural/propagandistic program. Discuss.
5. Assign homework/paper: *RES GESTAE DIVI/AE DISCIPULI/AE*

III. Suggested Approach for Teacher's Goals/In Class Topics #1-5

1. Without too much intervention, facilitate a class translation of these lines in judicious English. **10 minutes**
2. Review homework responses. Be sure to use the board to review the grammar highlighted in the questions, especially the irregular comparisons charts! **10 minutes**
3. Project Horace supplement for oral recitation alternating boys and girls. Then, review the translation of it. Ask students for their responses to poem's purpose, content, and context. **10 minutes**
4. Analyze with students the sculptural program of the Forum Augustum diagram. Ask them about the various foundation myths of Rome (Aeneas, Romulus) and the role of the Divine Julius/Augustus in it. What is the overwhelming purpose of such a program of sculpture? With advanced students, you could include or substitute the *Ara Pacis* procession and iconography in this lesson. **10 minutes**
5. Assign *RES GESTAE* paper. Students should write 10 items (chapters of two to three sentences each) of their own catalog of achievements. Then, they should

pick TWO to translate into Latin prose. Ask them to be truthful as well as creative. This is a great way to learn about your students' lives outside of class. They should imitate Augustus' style and be clear, direct, and unafraid to boast. They should include elements of their character as well as actual events and talents. You could help students generate their own ideas by reading aloud from some other interesting passages of the *RG*. **10 minutes**

Appendix/Supplementary Items

Literal translation of the text:

Chapter 21

On private soil I built the temple of Mars the Avenger and the Forum Augustus from spoils. I built the theater near the temple of Apollo from large part on ground having been purchased from private citizens, provided that it was under the name of my son-in-law Marcellus. From spoils I dedicated gifts on the Capitol and in the temple of the Deified Iulius and in the Temple of Apollo and in the Temple of Vesta and in the Temple of Mars the Avenger, which established [cost] for me around 100, 000, 000 sesterces. As consul for the fifth time, I remitted 35,000 in weight of *aurum coronarium* from the *municipia* and *coloniae* of Italy, bestowing them upon my triumphs, and afterwards, as many times as I have been named *imperator*, I did not accept the *aurum coronarium* from *municipia* and colonies voting it, who had continued to vote it as equally kindly as before.

Chapter 22

Three times I gave gladiatorial games in my name and five times I gave them in the name of my sons and grandsons, in which around 10,000 men fought. Twice in my name I offered to the people the spectacle of athletes summoned from all sides and three times in the name of my grandson. I made games in my name four times, moreover in place of other magistrates I made games 23 times. For the college of Quindecimviri I, as the head of the college, with my colleague Marcus Agrippa, made the Saecular Games in the consulships of Gaius Furnius and Gaius Silanus. As consul for the thirteenth time, I first made the Martial Games, which after this time and continuing in the following years consuls have made by decree of the senate and by law. I gave to the people hunts of African beasts in my name or in the name of my sons and grandsons in the circus or in the forum or in the amphitheaters 26 times, in which around 3,500 of beasts were destroyed.

Chapter 23

I gave to the people the spectacle of a naval battle across the Tiber in ground having been hollowed 1800 feet long and 1200 feet wide (in the place in which now there is a grove of the Caesars) in which 30 beaked triremes or biremes, and even still smaller ones [ships] engaged between themselves; in which fleets around 3000 men fought besides the rowers.

Answer key for chapter Quaestiones:

Chapter 21:

1. Augustus makes it quite clear that he built either on his own private land or on land that was justly purchased from private owners (21.1-3). This is significant because he has made it evident that no one was unnecessarily displaced by the government for these civic projects. This would have been an issue worthy of addressing, especially since many private landowners (Vergil's father, for example) were displaced by various distributions of land during the civil wars when land was repossessed and distributed as reward among veterans.
2. This is one of many examples in the *RG* where Augustus points out his refusal of honors and awards, and his remittance of various tributes. While this may be read superficially as modesty and humility, one could also argue that Augustus was careful not to undermine an important level of independence enjoyed by municipalities, colonies, and provincial governments. In this way, territories were more comfortable under imperial rule and less likely to have cause for revolt against oppression or a feeling of disenfranchisement.

Chapter 22:

1. Augustus gave various games a total of 60 times in this passage. He gave games of gladiators and athletes a grand total of 32 times. He initiated 2 new festivals of games, the Secular and Martial games. Also, he claims to have given beast hunts a grand total of 26 times.
2. 17 BCE = 737 AUC = DCCXXXVII AUC

Chapter 23:

1. Augustus claims that the trench/lake in which the *naumachia* was held was 1800 feet long and 1200 feet wide.
2. The trench was located across the Tiber River, where Augustus claims that the Grove of Caesars has since been planted.
3. Dative of indirect object with a verb of "giving": **dedi**.
4. Feminine nominative plural agreeing with **nāvēs**: **multae, plūrimae**.
5. Feminine nominative plural agreeing with **nāvēs**: **parvae, minimae**.
6. The reflexive pronoun is **sē**. The antecedent is **nāvēs**. It is the accusative direct object of the preposition **inter**.
7. This is a partitive genitive/genitive of the whole.
8. Perfect, indicative, active, third person, plural.

Supplemental Mini-Synopsis Sheet

Verb Principal Parts: _____

Person and Number: _____

Indicative Mood :

	Active	Passive
Pres.	_____	_____
Imp.	_____	_____
Future	_____	_____
Perfect	_____	_____
Pluperfect	_____	_____
Future Perfect	_____	_____

Subjunctive Mood:

	Active	Passive
Pres.	_____	_____
Imp.	_____	_____
Perfect	_____	_____
Pluperfect	_____	_____

Horace's *Carmen Saeculare*

The *Carmen Saeculare* is a choral hymn in Sapphic strophes written by Horace in 17 BCE and commissioned by Augustus, to be performed at the Secular Games by a choir of twenty-seven boys and twenty-seven girls in alternating stanzas. A marble inscription recording the ceremony and the part played by Horace still survives. The ode is in the form of a prayer addressed to Apollo and Diana, and it commemorates the achievements of Augustus. For the purpose of correct oral recitation, I have included the first 16 lines already scanned into long and short syllables in Sapphic meter (additional lines can be found at thelatinlibrary.com) and the entirety of its English translation for additional consideration/discussion with students following the Latin text.

Phoebē sīlvārūmquē pōtēns Dīānā,
lūcidūm caēli dēcūs, ō cōlēndi
sēmpēr ēt cūlfī, dātē quae p̄cāmūr
tēmpōrē s̄acrō,

quō Sībŷllinī mōnūērē vēr̄sūs 5
vīrginēs lēctās pūērōsquē cāstōs
dīs, quībūs sēptēm plācūērē cōllēs,
dicērē cārmēn.

ālmē Sōl, cūrrū nītidō dīēm quī
prōmīs ēt cēlās āliūsque ēt idēm 10
nāscērīs, pōssīs nīhīl ūrbē Rōmā
vīsērē māiūs.

Rītē mātūrōs āpērīrē pārtūs
lēnīs, Ilīthŷiā, tūērē mātērēs,

sīvē tū Lūcīnā prōbās vōcārī
seū Gēnitālis:

15

Translation of *Carmen Saeculare* courtesy of the Ancient History Sourcebook
<http://www.fordham.edu/Halsall/ancient/augustanecomions.html>

Phoebus! and Dian, you whose sway,
Mountains and woods obey!
Twin glories of the skies, forever worshiped, hear!
Accept our prayer this sacred year
When, as the Sibyl's voice ordained
For ages yet to come,
Pure maids and youths unstained
Invoke the Gods who love the sevenfold hills of Rome.

All bounteous Sun!
Forever changing, and forever one!
Who in your lustrous car bear'st forth light,
And hid'st it, setting, in the arms of Night,
Look down on worlds outspread, yet nothing see
Greater than Rome, and Rome's high sovereignty.
You Ilithyia, too, whatever name,
Goddess, you do approve,
Lucina, Genitalis, still the same
Aid destined mothers with a mother's love;

Prosper the Senate's wise decree,
Fertile of marriage faith and countless progeny!
As centuries progressive wing their flight
For you the grateful hymn shall ever sound;
Thrice by day, and thrice by night
For you the choral dance shall beat the ground.

Fates! whose unfailing word
Spoken from lips Sibylline shall abide,
Ordained, preserved and sanctified
By Destiny's eternal law, accord
To Rome new blessings that shall last
In chain unbroken from the Past.
Mother of fruits and flocks, prolific Earth!

Bind wreaths of spiked corn round Ceres' hair:
And may soft showers and Jove's benignant air
Nurture each infant birth!

Lay down your arrows, God of day!
Smile on your youths elect who singing pray.
You, Crescent Queen, bow down your star-crowned head
And on your youthful choir a kindly influence shed.
If Rome be all your work---if Troy's sad band
Safe sped by you attained the Etruscan strand,
A chosen remnant, vowed
To seek new Lares, and a changed abode---
Remnant for whom thro Ilion's blazing gate
Aeneas, orphan of a ruined State,
Opened a pathway wide and free
To happier homes and liberty:---
Ye Gods! If Rome be yours, to placid Age
Give timely rest: to docile Youth
Grant the rich heritage
Of morals, modesty, and truth.
On Rome herself bestow a teaming race
Wealth, Empire, Faith, and all befitting Grace.

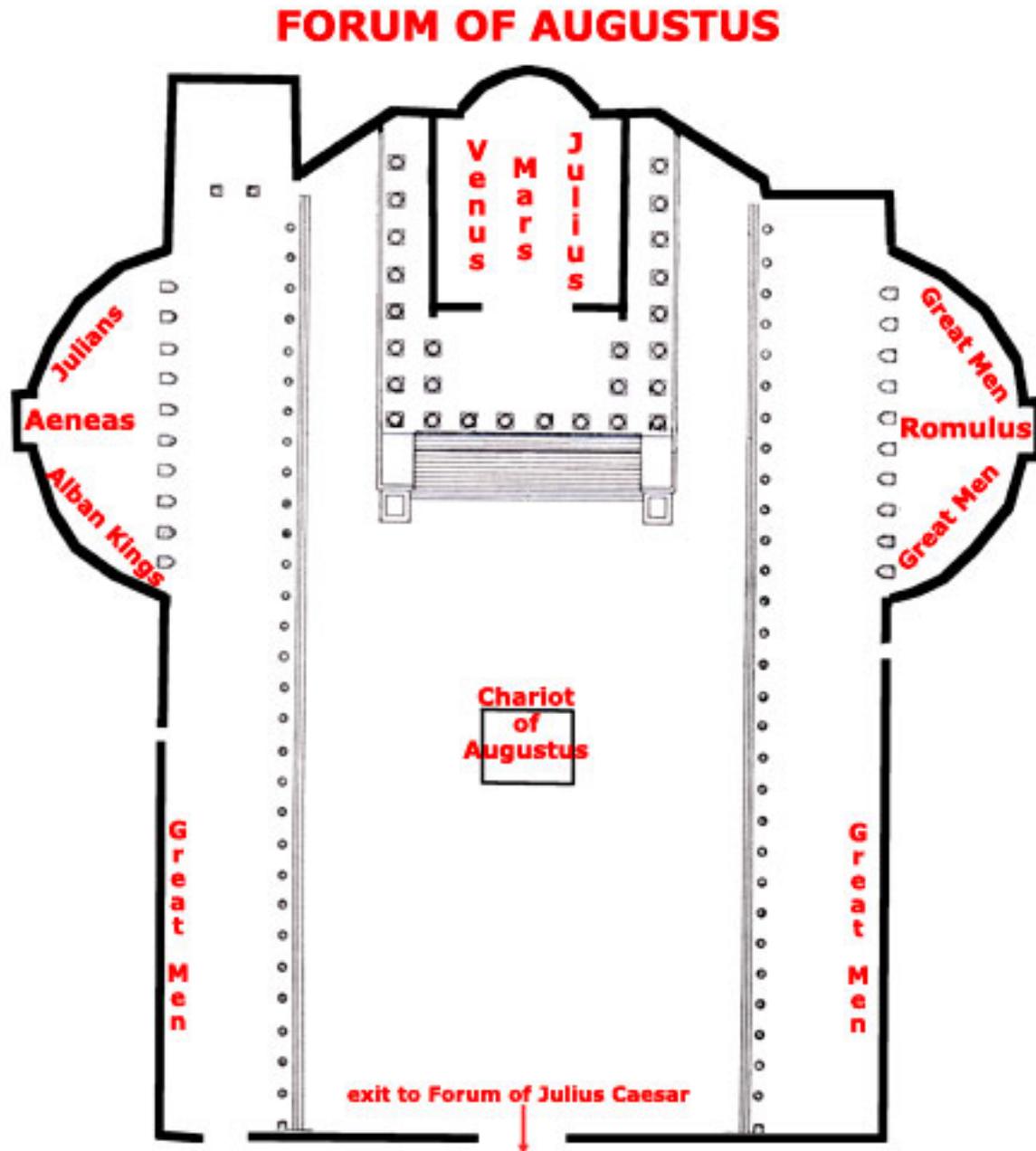
Vouchsafe to Venus' and Anchises' heir,
Who offers at your shrine
Due sacrifice of milk-white kine,
Justly to rule, to pity and to dare,
To crush insulting hosts, the prostrate foeman spare
The haughty Mede has learned to fear
The Alban axe, the Latian spear,
And Scythians, suppliant now, await
The conqueror's doom, their coming fate.
Honor and Peace, and Pristine Shame,
And Virtue's oft dishonored name,
Have dared, long exiled, to return,
And with them Plenty lifts her golden horn.

Augur Apollo! Bearer of the bow!
Warrior and prophet! Loved one of the Nine!
Healer in sickness! Comforter in woe!
If still the templed crags of Palatine
And Latium's fruitful plains to you are dear,
Perpetuate for cycles yet to come,
Mightier in each advancing year,
The ever growing might and majesty of Rome.
You, too, Diana, from your Aventine,

And Algidus[□] deep woods, look down and hear
The voice of those who guard the books Divine,
And to your youthful choir incline a loving ear.

Return we home! We know that Jove
And all the Gods our song approve
To Phoebus and Diana given;
The virgin hymn is heard in Heaven.

Diagram of the Forum of Augustus



http://www.vroma.org/images/mcmanus_images/forumaugplan.jpg

Below is some useful commentary for the Forum Augustum borrowed entirely from the University of Chicago:

http://penelope.uchicago.edu/~grout/encyclopaedia_romana/imperialfora/augustus/forumaugustum.html

The second of the imperial fora, built to rival that of Julius, the Forum of Augustus and its Temple of Mars Ultor (the Avenger) were vowed by Octavian on the eve of the battle of Philippi (42 BC), where he avenged the assassination of Caesar, his adoptive father. Having consolidated his power and then completed the building projects initiated by Caesar, it may not have been until 20 BC, when Augustus negotiated the return of military standards lost by Marcus Crassus to the Parthians (and so avenged Rome a second time), that work on the temple actually began (Dio, LIV.8.3). Or it may have been later still, in 17 BC, when Augustus, having "commanded those who celebrated triumphs to erect out of their spoils some monument to commemorate their deeds" (Dio, LIV.18.2), set the example, himself. The site was on private property and had to be purchased *ex manubiis*, that is, from the spoils of war in Spain and Germany, Dalmatia and Egypt. Augustus, in the *Res Gestae* (XXI), relates the cost to have been a hundred million sesterces. Even then, not all the land could be acquired. There also were architectural delays (Macrobius, II.4.9), and the temple still was unfinished when the forum was dedicated on 2 BC.

The rushed dedication may have been to celebrate the *ludi Martiales*, games which Ovid, who may have witnessed them, says took place on May 12. Too, it may have been associated with the assumption of the *toga virilis* by Lucius, the younger grandson of Augustus, which took place that year, and for whom he had dynastic aspirations. To commemorate the event, two hundred and sixty lions were slaughtered in the Circus, there were gladiatorial displays and a mock naval battle recreating Salamis (and recounting Actium), and thirty-six crocodiles killed in the Circus Flaminius, which was flooded for the occasion (Dio, LV.10.7-8; cf Velleius Paterculus, II.100).

Suetonius (XXIX) says that the forum was built to provide additional space for law courts (the selection of jurors and public prosecutions were to be held there), just as Caesar had constructed his own forum to relieve the congestion of the Forum Romanum (Cicero, *Ad Atticum*, IV.16). But Cassius Dio (LV.10.2-4), in his list of activities decreed to take place in the forum, makes no mention of courts and regards its purpose as provincial administration. It was from there that military governors ceremonially departed and returned, *triumphatores* dedicated symbols of their victory to Mars, and recovered standards should be dedicated. There, too, the senate was to deliberate on war and the awarding of triumphs, and young men to assume the *toga virilis*, signifying their coming of military age. Once, holding court in the forum, Claudius is said to have left the tribunal when he smelled the sumptuous feast of the Salii, a brotherhood of priests who were celebrating the conclusion to the festival of Mars in the temple (Suetonius, *Claudius*, XXXIII). Flanking the temple and running the length of the square were two porticoes, which may have served as venues for the courts of justice. Behind this colonnade were two large hemicycles or semi-circular exedrae. Here, says Suetonius, Augustus

"honoured the memory of the leaders who had raised the estate of the Roman people from obscurity to greatness. Accordingly he restored the works of such men with their original inscriptions, and in the two colonnades of his forum dedicated statues of all of them in triumphal garb, declaring besides in a proclamation: 'I have contrived this to lead the citizens to require me, while I live, and the rulers of later times as well, to attain the standard set by those worthies of old'" (XXXI.5).

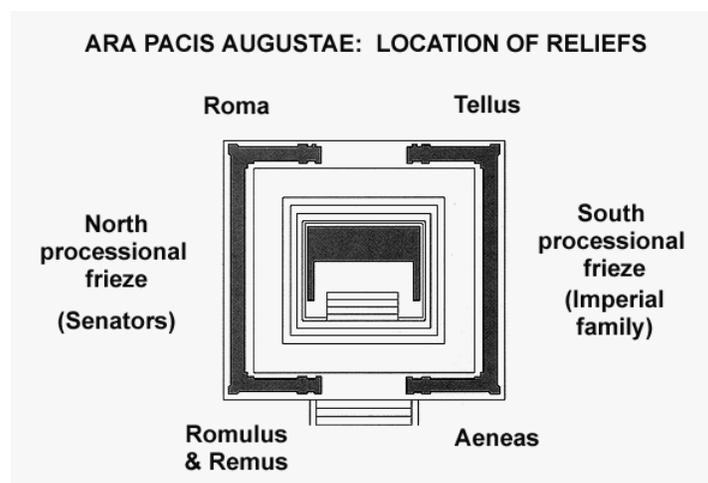
One showed Aeneas, the mythical ancestor of the Julian family, fleeing Troy with his father and son; the other, Romulus, the founder of Rome. Each was surrounded by their respective descendants, the Julio-Claudians and the *illustres viri* of Rome, whose statues had marble plaques recording their deeds to serve as a reminder to all of the standard they had set. Borrowing from Virgil's *Aeneid*, the decorative program of the forum combined myth and history to construct a new national mythology, one that, instead of looking to the future, was directed from the present back to the past.

Dominating the forum at the end of the square was the Temple of Mars Ultor.

A bibliographic note: The most thorough study of the iconography of the Forum is *Forum Augustum: Das Bildprogramm* (1968) by Paul Zanker. A more accessible discussion (in translation) is Zanker's *The Power of Images in the Age of Augustus*.

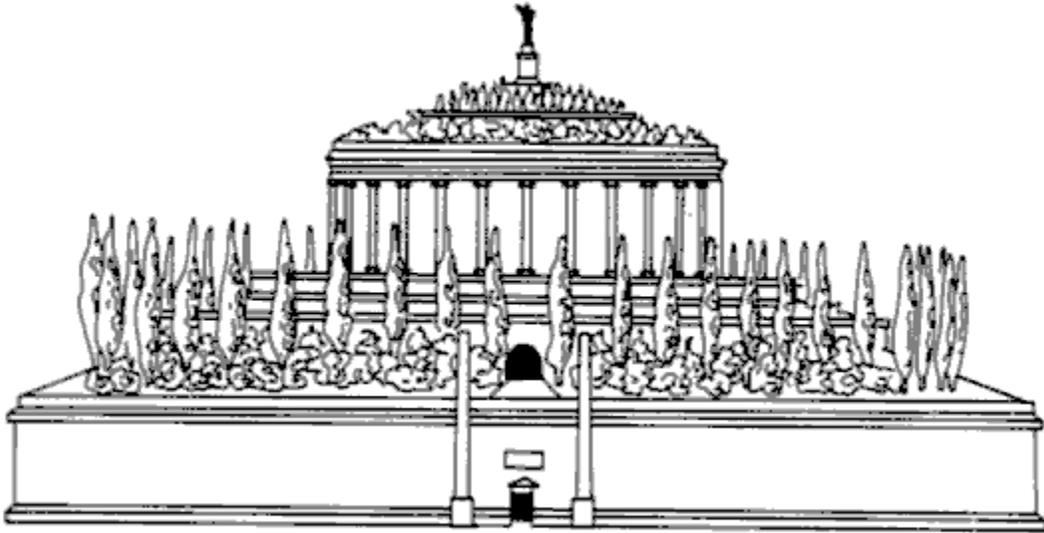
Mausoleum Complex of Augustus: Supplemental Images For Projection

(relief program of *Ara Pacis*, photos of mausoleum ruins and reconstruction, reconstruction diagram of mausoleum complex with altar, tomb, and horologium)



<http://shot.holycross.edu/courses/thumbs/1997.03.0111>

Mausoleum Reconstruction



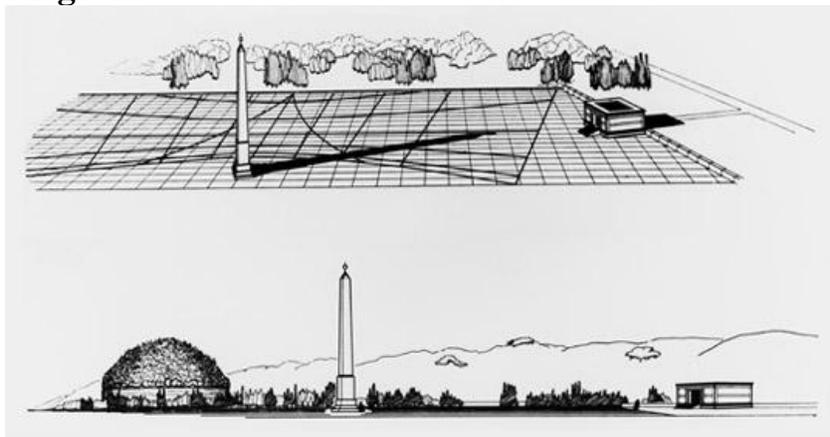
www.koxkollum.nl/.../augustusmausoleum01.gif

Mausoleum Photo



www.italywebzine.com/pic/mausoleo.jpg

Complex Diagram



http://fr.arapacis.it/museo/1_ara_pacis_nel_campo_marzio
Bruchner reconstruction, 1976

Annotated Primary Source List

Cassius Dio: Books 53-56

These books catalogue the deeds of Augustus, beginning with his acceptance of the title *Augustus* and ending with his funeral and the inauguration of Tiberius' reign.

Horace: *Carmen Saeculare*

See previous supplementary material.

Suetonius: *Life of Augustus* chapters 28-29, 43-45

23-29: Suetonius gives reasons why Augustus rejected restoration of Republican government and enumerates the many building projects that Augustus undertook. In these lines, Suetonius reminds us that Augustus claimed to have found Rome a city of brick and left it a city of marble.

43-45: Suetonius discusses Augustus' love of games, the types he gave, and their frequency. He also describes Augustus as unabashedly enjoying this sort of entertainment.

Tacitus: *Annales* Book I

Tacitus, beginning his history in 14 CE, briefly summarizes with much lament the prior history of Rome from the seven kings through Augustus' revolutionizing/destruction of the old Roman republic, morality, and equity.

Vergil: *Eclogue* 4

The poem contains the famous prophecy of a future golden age brought about by the birth of a boy. While Christians have read this as a Messianic prophecy, Vergil was perhaps alluding to Augustus' coming of age and power, the restoration of lands, order. A future child of Pollio, Octavian, or Antony and Octavia are all possible readings for the boy in question.

Vergil: *Aeneid* VI

Aeneas and the Sibyl encounter Anchises, Aeneas' father, at the close of Book VI. Anchises outlines the hero's future Roman lineage stemming from his son Ascanius/Iulus and ending at the present. The parade of heroes that Anchises explicates includes such notable personages such as Romulus, Marcellus, and finally Augustus.

Final Assessment: 100 points, 50 minutes

Nomen: _____

Section I: Chapter 21 15 minutes, 35 points

I. Fill in the mini-synopses below. 7-8 minutes, 20 points

Verb Principal Parts: **accip̄o, accipere, accēp̄i, acceptus**

Person and Number: **third person plural**

Indicative Mood :

	Active	Passive
Pres.	_____	_____
Imp.	_____	_____
Future	_____	_____
Perfect	_____	_____
Pluperfect	_____	_____
Future Perfect	_____	_____

Subjunctive Mood:

	Active	Passive
Pres.	_____	_____
Imp.	_____	_____
Perfect	_____	_____
Pluperfect	_____	_____

II. Identification and Historical Significance 7-8 minutes, 15 points

Choose THREE of the FOUR terms listed below. In 2-3 sentences, define the term (who? what? where? when?) and relate its significance (so what?) to the historical events and documents we've been studying. Be sure to clearly mark which term you are omitting.

a. Marcellus

b. Mārs Ultōr

c. aurum corōnārium

d. mūnicipium

Section II: Chapter 22 20 minutes, 35 points

- I. Fill-in the blanks below based on chapter 22 reprinted below. 10 minutes, 15 points

Chapter 22

1 Ter mūnus gladiātōrium dēdī meō nōmine et quīnquiēns filiōrum
2 meōrum aut nepōtum nōmine, quibus mūneribus dēpugnāvērunt
3 hominum circiter decem mīllia. Bis āthlētārum undique accītōrum
4 spectāculum populō praebuī meō nōmine et tertium nepōtis meī
5 nōmine. Lūdōs fēcī meō nōmine quater, aliōrum autem magistrātuum
6 vīcem ter et vīciēns. Prō conlēgiō XV virōrum magister conlēgiī
7 collēgā M. Agrippā lūdōs saeculārēs C. Furniō C. Silānō cos. fēcī.
8 Cōnsul XIII lūdōs Mārtiālēs prīmus fēcī quōs post id tempus
9 deinceps īnsequentibus annīs s.c.et lēge fēcērunt cōnsulēs. Vēnātiōnēs
10 bēstiārum Āfricānārum meō nōmine aut filiōrum meōrum et
11 nepōtum in circō aut in fōrō aut in amphitheātrīs populō dedī
12 sexiēns et vīciēns, quibus cōnfecta sunt bēstiārum circiter trīa mīllia
13 et quīngentae.

1. In line 1, Augustus claims to have given gladiatorial games in his name only _____ times.
2. In 17 BCE, the Secular games were given when _____ and _____ were consuls.
3. These many men in total fought in the games given by Augustus or in the name of his family members in line 1-3: _____.
4. This is the best translation of **circiter**: _____
5. Augustus was in his _____ consulship when he initiated the Martial Games.
6. You are most likely to see chariot racing in the _____ and gladiatorial combat in a/an _____.
7. The word **tempus** in line 8 is in the _____ case.
8. The abbreviation **s.c.** stands for this legal term: _____ .
9. **Cōnfecta sunt** in line 12 is in the _____ tense, _____ voice, and _____ mood.
10. The case and reason of **magistrātuum** in line 5 are: _____ .

II. Fill in the missing Latin vocabulary, Roman numeral, or Arabic equivalent for the given from. 10 minutes, 20 points

Arabic number	Latin Vocabulary	Roman Numeral
100		
	quīndecim	
		XX
		D
	ūndēvīgintī	
8		
3		
	trīginta	
		M
52		

Section III: Chapter 23 15 minutes, 30 points

Translation. Translate the passage as exactly and literally as possible in the space provided, striking a good balance between the Latin idiom and judicious English.

Nāvālis proeli spectāclum pōpulō dēdī trāns Tiberim in quō locō nunc nemus est Caesārum cavātō sōlō in longitūdinem mīlle et octingentōs pedēs, in lātitudinem mīlle et ducēntī, in quō trīginta rōstrātae nāvēs trirēmēs aut birēmēs, plūrēs autem minōrēs inter sē cōnfīxērunt; quibus in classibus pugnāvērunt praeter rēmīgēs mīllia hominum tria circiter.

ANSWER KEY

Final Assessment:

100 points, 50 minutes

Section I: Chapter 21 15 minutes, 35 points

I. Fill in the mini-synopses below. 7-8 minutes, 20 points

Verb Principal Parts: **accip̄o, accipere, accēp̄i, acceptus**

Person and Number: **third person plural**

Indicative Mood :

	Active	Passive
Pres.	accipiunt	accipiuntur
Imp.	accipiēbant	accipiēbantur
Future	accipient	accipientur
Perfect	accēp̄erunt	acceptī sunt
Pluperfect	accēperant	acceptī erant
Future Perfect	accēperint	acceptī erunt

Subjunctive Mood:

	Active	Passive
Pres.	accipiant	accipiantur
Imp.	acciperent	acciperentur
Perfect	accēperint	acceptī sint
Pluperfect	accēpissent	acceptī esent

II. Identification and Historical Significance 7-8 minutes, 15 points

Choose THREE of the FOUR terms listed below. In 2-3 sentences, define the term (r who? what? where? when?) and relate its significance (so what?) to the historical events and documents we've been studying. Be sure to clearly mark which term you are omitting.

Marcellus

Marcellus was the adopted heir of Augustus, the son of his sister Octavia and the husband of his daughter Julia. The Theater of Marcellus was posthumously dedicated to him, and Augustus was particularly saddened at Marcellus' death because he was his favorite and intended successor

Mārs Ultōr

This is the "Avenger" aspect of Mars, god of war. Augustus built this temple at the head of his forum, commemorating the punishments he exacted on the assassins of his adopted father Julius Caesar in the civil wars.

aurum corōnārium

This is the practice of paying monetary tribute to a king or ruler. Augustus make it clear in the *RG* that he refused such kingly honors or remitted them in order to establish a positive attitude towards his new regime among local governances who enjoyed some autonomy.

mūnicipium

This was a town in the empire that enjoyed local government, some autonomy, and a freer status than most. Augustus carefully and diplomatically carried favor with these town and colonies. See answer above.

Section II: Chapter 22 20 minutes, 35 points

I. Fill-in the blanks below based on chapter 22 reprinted below. 10 minutes, 15 points

Chapter 22

1 Ter mūnus gladiātōrium dēdī meō nōmine et quīnquiēns filiōrum
2 meōrum aut nepōtum nōmine, quibus mūneribus dēpugnāvērunt
3 hominum circiter decem mīllia. Bis āthlētārum undique accītōrum
4 spectāculum populō praebuī meō nōmine et tertium nepōtis meī
5 nōmine. Lūdōs fēcī meō nōmine quater, aliōrum autem magistrātuum
6 vīcem ter et vīciēns. Prō conlēgiō XV virōrum magister conlēgiī
7 collēgā M. Agrippā lūdōs saeculārēs C. Furniō C. Silānō cos. fēcī.
8 Cōnsul XIII lūdōs Mārtiālēs prīmus fēcī quōs post id tempus
9 deinceps īnsequentibus annīs s.c.et lēge fēcērunt cōnsulēs. Vēnātiōnēs
10 bēstiārum Āfricānārum meō nōmine aut filiōrum meōrum et
11 nepōtum in circō aut in fōrō aut in amphitheātrīs populō dedī
12 sexiēns et vīciēns, quibus cōnfecta sunt bēstiārum circiter trīa mīllia
13 et quīngentae.

1. In line 1, Augustus claims to have given gladiatorial games in his name only **THREE** times.
2. In 17 BCE, the Secular games were given when **FURNIUS** and **SILANUS** were consuls.
3. These many men total fought in the games given by Augustus or in the name of his family members in line 1-3:**10,000**.
4. This is the best translation of **circiter**: **AROUND/ABOUT**
5. Augustus was in his **13th** consulship when he initiated the Martial Games.
6. You are most likely to see chariot racing in the **CIRCUS** and gladiatorial combat in a/an **AMPHITHEATER**.
7. The word **tempus** in line 8 is in the **ACCUSATIVE** case.
8. The abbreviation **s.c.** stands for this legal term: **SENATUS CONSULTU**
9. **Confecta sunt** in line 12 is in the **PERFECT** tense, **PASSIVE** voice, and **INDICATIVE** mood.
10. The case and reason of **magistrātuum** in line 5 are: **GEN. POSS.**

II. Fill in the missing Latin vocabulary, Roman numeral, or Arabic equivalent for the given from. 10 minutes, 20 points

Arabic number	Latin Vocabulary	Roman Numeral
100	centum	C
15	quīndecim	XV
20	vīgintī	XX
500	quīngentī, ae, a	D
19	ūndēvīgintī	XIX
8	octō	VIII
3	trēs, tria	III
30	trīginta	XXX
1000	mille	M
52	quīnquāgintā et duo	LII

Section III: Chapter 23 15 minutes, 30 points

Retranslation. Translate the passage as exactly and literally as possible in the space provided, striking a good balance between the Latin idiom and judicious English.

Nāvālis proelī spectāclum pōpulō dēdī trāns Tiberim in quō locō nunc nemus est Caesārum cavātō sōlō in longitūdinem mīlle et octingentōs pedēs, in lātitudinem mīlle et ducēntī, in quō trīginta rōstrātae nāvēs trirēmēs aut birēmēs, plūrēs autem minōrēs inter sē cōnfixērunt; quibus in classibus pugnāvērunt praeter rēmigēs mīllia hominum tria circiter.

I gave to the people the spectacle of a naval battle across the Tiber in ground having been hollowed 1800 feet long and 1200 feet wide (in the place in which now there is a grove of the Caesars) in which 30 beaked triremes or biremes, and still smaller ones [ships] engaged between themselves; in which fleets around 3000 men fought besides the rowers.

Selected Bibliography for Further Study:

Text /Commentary

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Primary Source Materials

See annotated supplement in teacher's appendix.

Secondary Source Materials

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Jackson, Ralph ed. Gladiators and the Caesars: The Power of Spectacle in Ancient Rome. Berkeley: University of California Press, 2000.

Mellor, Richard. Augustus and the Creation of the Roman Empire: A Brief History with Documents. Boston: St. Martin's Press, 2006.

Osgood, Josiah. Caesar's Legacy: Civil War and the Emergence of the Roman Empire. Cambridge: Cambridge University Press, 2006.

Platner, Samuel and Thomas Ashby. A Topographical Dictionary of Ancient Rome. London: Oxford University Press, 1929.

Ramage, Edwin. The Nature and Purpose of Augustus' Res Gestae. Stuttgart: F. Steiner Verlag Wiesbaden, 1987.

Rehak, Paul. Imperium and Cosmos: Augustus and the Northern Campus Martius. Madison: University of Wisconsin Press, 2006

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Ridley, Ronald T. The Emperor's Retrospect: Augustus' Res Gestae in Epigraphy, Historiography, and Commentary. Dudley, MA: Peeters, 2003.

Zanker, Paul. Trans. Alan Shapiro. The Power of Images in the Age of Augustus. Ann Arbor: University of Michigan Press, 1988.

Electronic and Multi-Media Sources

<http://www.thelatinlibrary.com/>

An excellent resource for the Latin texts of all authors in this unit.

<http://www.vroma.org/>

An excellent resource for images of Roman monuments, art, and architecture relevant to this unit.

Unsolved History: The Roman Colosseum. Season 1, number13. DVD March, 2003

This is an excellent class-length video exploring the Colosseum's engineering, architecture, gladiators and games. The entire second half is devoted to a study of the possibility of flooding the Colosseum for purposes of staging *naumachiae*.