Latin 2, 05.01 Note Guide–Augustan Expansion

**Culture: Rise of the Roman Empire**

What did you learn?

* How did Rome become the capital of the world?
* How did individual men begin to corrupt Rome?
* In what year did the Roman Republic end?
* Which leader claimed to be the restorer of Rome?

**Audi et Dic: Vocabula**

|  |  |  |  |
| --- | --- | --- | --- |
| **Latin Entry** | **English** | **Part of Speech** | **Derivative(s)** |
|  | bird |  |  |
|  | tooth |  |  |
|  | freedom, liberty |  |  |
|  | monster |  |  |
|  | a series, line, row, order |  |  |
|  | foot |  |  |
|  | ship, boat, vessel |  |  |
|  | rock |  |  |

**Participles + Present Active Participles**

What is a participle?

How does a participle function as an adjective?

|  |  |  |
| --- | --- | --- |
| **Sentence Containing Participles)** | **Participle(s)** | **Participle Explanation** |
| With a **convincing** mindset, Augustus instituted his programme onto the newly **formed** Roman Empire. | ***convincing; formed*** | What kind of mindset is it? It’s a ***convincing*** one.  What type of Roman Empire is it? It’s the one that has been **formed** just now.  *Verbal Adjective Nota Bene:* See how ***convincing*** is both a verb action that Augustus is taking to institute his programme and how ***convincing*** alsodescribes the type of mindset Augustus has. Then, ***formed*** represents the action which has been applied to the Roman Empire, and it also describes the state of the Roman Empire. |
| The education of the ***children called forth*** to school by their mother and father had been taught by the teacher. | ***called forth*** | What action describes the children? They have been ***called forth*** by their parents.  *Verbal Adjective Nota Bene:* See how the ***called forth*** is both a verb action that has happened to the children, and it also describes the purpose of these children in the sentence. |
| The citizens, ***about to move out*** of Rome because of fear, would soon love the *Pax Romana* of Augustus. | ***about to move out*** | Which citizens are described? The citizens are those folk who were ***about to move out***of Rome.  *Verbal Adjective Nota Bene:* See how ***about to move*** is both a verb action that has happened to the children and also describes the purpose of these children in the sentence. But in reality, these citizens could still move out of Rome and be in the presence of the *Pax Romana* because it stretched into so many provinces. |

How does a participle function as a noun?

|  |  |  |
| --- | --- | --- |
| **Sentence Containing Participles)** | **Participle(s) + Explanation** | **Participle Explanation** |
| Paige loves ***teaching*** because she has a big heart. | ***teaching*** | **Teaching** stands alone in the sentence and is in the form of a participle (verbal-adjective). But since it stands alone, it is functioning as a noun. Think of it as “the act of teaching.” |
| ***Surfing*** might be Janeen’s favorite sport. | ***surfing*** | **Surfing** stands alone in the sentence and is in the form of a participle (verbal-adjective). But since it stands alone, it is functioning as a noun. Think of it in our head to read as: “the act of *surfing*…”  And if it’s not her favorite sport, time to grab that surfboard! |
| Instead of ***criticizing***, Diondra empowers her teachers. | ***criticizing*** | **Criticizing** stands alone in the sentence and is in the form of a participle (verbal-adjective). But since it stands alone, it is functioning as a noun. Think of it as “the act of criticizing.” |

**Present Active Participles**

Fill out this chart to practice identifying the form and function of the participles in these sentences.

|  |  |  |
| --- | --- | --- |
| **English Sentence** | **Present Active Participle Identification + Explanation** | **Function of Participial Phrase** |
| The ***running*** soldier leaped into the ditch. |  |  |
| The craftsman with his ***drinking*** friend, go into the city. |  |  |

**Culture: Call me Caesar Augustus!**

In a 3–4 sentences, summarize how Octavian became Caesar Augustus. Be sure to include the direct steps you think were most prominent in his rise in power.

**Present Active Participles in Latin**

Complete this participle chart by declining the verb *amo, amare, amavi, amatus,-a,-um = to love*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Singular** | **English** | **Plural** | **English** |
| **Nominative** |  |  |  |  |
| **Genitive** |  |  |  |  |
| **Dative** |  |  |  |  |
| **Accusative** |  |  |  |  |
| **Ablative** |  |  |  |  |

Complete this participle chart by declining the verb *moveo, movere, movi, motus,-a,-um = to move*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Singular** | **English** | **Plural** | **English** |
| **Nominative** |  |  |  |  |
| **Genitive** |  |  |  |  |
| **Dative** |  |  |  |  |
| **Accusative** |  |  |  |  |
| **Ablative** |  |  |  |  |

Complete this participle chart by declining the verb *statuo, statuere, statui, statutus, -a, -um = to establish*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Singular** | **English** | **Plural** | **English** |
| **Nominative** |  |  |  |  |
| **Genitive** |  |  |  |  |
| **Dative** |  |  |  |  |
| **Accusative** |  |  |  |  |
| **Ablative** |  |  |  |  |

Complete this participle chart by declining the verb *capio, capere, cepi, captus,-a,-um= to seize*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Singular** | **English** | **Plural** | **English** |
| **Nominative** |  |  |  |  |
| **Genitive** |  |  |  |  |
| **Dative** |  |  |  |  |
| **Accusative** |  |  |  |  |
| **Ablative** |  |  |  |  |

Complete this participle chart by declining the verb *audio, audire, audivi, auditus,-a,-um = to hear*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Singular** | **English** | **Plural** | **English** |
| **Nominative** |  |  |  |  |
| **Genitive** |  |  |  |  |
| **Dative** |  |  |  |  |
| **Accusative** |  |  |  |  |
| **Ablative** |  |  |  |  |

**Translating with Present Active Participles**

* What ending is used in English when translating a present Active participle?
* How do you decide if the translated participle goes before or after the word it modifies?

**Augustan Propaganda**

Name the ways in which Augustus crafted his lofty image in these segments:

|  |  |
| --- | --- |
| **Art & Imagery** |  |
| **Mythology & Religious Devotion** |  |
| **Literature** |  |
| **Government & Culture:** |  |
| **Expansion & Building Plan:** |  |