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### Oral Exercise 3

#### ORAL EXERCISE 3

This exercise may be used after the locative case and prepositional phrases without a preposition after cities, towns, and small islands have been presented.

The teacher creates a title “Aquigrānum,” “Rōma,” “Athēnae” for certain spots in the classroom and asks individual students to approach a place, to remain at a place, and to leave a place, as if it were an actual city. At each stage the teacher asks some of the remaining students the following questions:

1. Quō (whither, to what place) ambulat Mārcus?
2. Ubi (where) manet Mārcus?
3. Unde (whence, from where) discēdit Mārcus?

The answers to 1. would be: Aquigrānum, Rōmam, Athēnās.

The answers to 2. would be: Aquigrānī, Rōmae, Athēnīs.

The answers to 3. would be: Aquigrānō, Rōmā, Athēnīs.

More names may be used, should the teacher want to continue the game, and the whole classroom can become the equivalent of a map.

Alternatively teachers could work with the two-page map on pages xxviii–xxix.



#### TEACHER BY THE WAY

##### Iconography of the Dome

Domed early Christian churches like that of San Vitale in Ravenna were modeled on Roman mausoleums. The Church of Santa Costanza in Rome, today a favorite site for weddings, originally served as the mausoleum for Constantine’s daughter. The adaptation of the “pagan” mausoleum into a church showed the Christian belief in eternal life. At Santa Costanza, we see the transformation of a typical Roman scene of wine making take on Christian meaning—with Christ as the vine and humans as the branches. In a similar transformation of iconography, the Christians would use the same domed building form used by the Romans for mausoleums for baptisteries, like the famous baptistery at Florence. Such a transformation is meant to communicate the idea that Christian baptism is a triumph of life over death.



#### TEACHING TIP

The teacher may ask students why Charlemagne might have consciously echoed Emperor Justinian’s church.

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