

The Romans, expecting to fight the Carthaginians in Spain and Sicily, were unprepared for Hannibal's attack on their home soil. Even with a relatively small army, Hannibal terrorized the Roman countryside and was never defeated in Italy. The Romans ultimately sent their army into Carthage and the panicked Carthaginians called Hannibal back, where he finally fell to another brilliant general, Scipio Africanus, at the Battle of Zama (202 BCE). However, the Romans never forgot their fear of Hannibal, and the phrase *Hannibal ad portās* (Hannibal at the gates) would be used to scare Roman children for years afterward.



TEACHER BY THE WAY

The illustration on this page, from the early sixteenth century, is attributed to Jacopa Ripanda and it is one of four frescoes celebrating episodes from the Punic Wars.

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Standards 1.1, 1.2, 2.1, 3.1, 3.2

TRANSLATION OF ATTICUS HELPS THE ATHENIANS

He (Atticus) transported to the same place (Greece) a large part of his wealth, so that the journeying would not cause damage to his family resources. Here he lived in such a way that he was deservedly the object of deepest affection to all the Athenians. For in addition to <his> winning character, which was already great in the young man, he often relieved the general scarcity among the Athenians with his own wealth. For when it was necessary <for the Athenians> to make an application for a loan on behalf of the commonwealth (*pūblicē*), and they were not getting fair conditions for the loan, Atticus always intervened, and in such a way that he never accepted interest from the Athenians, and did not allow them to owe the money longer than had been specified (*dictum esset*) . . . He also increased this service with another generosity. For he presented all <the Athenians> with grain.



TEACHING TIP

The teacher may choose to ask the following questions as the students read the Latin passage.

Line 2: What is the case and use of *fortūnārūm . . . suārūm*? Answer: partitive genitive/genitive of the whole.

What does *hīc* mean in English? Answer: “here,” not “this” or “he.”

Line 3: What is the tense and mood of *esset*? Answer: imperfect subjunctive.

Line 4: To whom does *adulēscētulō* refer? Answer: Atticus.

Line 5: What is the case and use of *eōrum*? Answer: genitive with *inopiam*.

Line 7: What is the tense, voice, and mood of *accēperit*? Answer: perfect active subjunctive.

Lines 7–8: Ask the students to discuss the terms under which Atticus made the loans to the Athenians. What were the positives? (e.g., no interest). Compare this to loans made today vis-à-vis interest and extensions.

Line 8: Ask the students whether *dēbēre* means “owe” or “ought” and how to determine this in a given sentence. Answer: “owe,” usually by context but if an infinitive depends on a form of *dēbēre* the usual meaning is “ought/should.”