

It should be noted that Eiffel's engineering genius also bore fruit in the construction of the Statue of Liberty, a gift of the people of France to the United States. For further information about the Statue of Liberty, see p. 310 in this teacher's manual.



### TEACHING TIP

Teachers may ask students in what ways the Colosseum and the Eiffel Tower are similar. Answer: They both serve as icons for their respective cities. Remind students of the Colosseum's power as a symbol. (See p. 6 in this teacher's manual where Bede's mention of the Colosseum is explicated.)

Ask the students how the Eiffel Tower serves a similar purpose to the Romans' triumphal arch. Lead students to see that both the Eiffel Tower and the Roman triumphal monuments celebrate and memorialize achievements. While the Roman monuments provided a narrative format with both inscriptions and relief sculptures, the Eiffel Tower communicates French achievement by its very construction. One might note, however, that the names of some seventy-two French scientists are inscribed on the four facades of the tower. The triumphal arch served as the ongoing reminder of a Roman victory and its triumphal procession while the Eiffel Tower served to celebrate the 100th anniversary of the French Revolution.

## PAGE 30

Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

### TRANSLATION OF ATTICUS EXCELS IN SCHOOL

There was, (however,) in the boy, besides his aptitude for being taught, supreme sweetness of mouth and voice, so that he would not only swiftly take in (i.e., receive) the things that were being taught, but also pronounce them in an excellent way. Because of this in his childhood he was regarded among the people of the same age as noble and he shone forth more brilliantly than his classmates of noble birth were able to bear. And so he stimulated everybody with his eagerness. And in that number were Lucius Torquatus, Gaius Marius the son, Marcus Cicero, whom he attached <to himself> through his companionship in such a way that nobody was ever dearer to them.



### TEACHING TIP

The teacher may choose to ask the following questions as the students read the Latin passage in order to help the students understand the passage or to assess their progress.

Line 2: What is the mood and tense of *acciperet*? Answer: imperfect subjunctive.

What is the case, gender, number, and use of *quae*? Answer: nominative neuter plural, subject of *trādēbantur*.

Line 4: What degree and part of speech is *clārius*? Answer: comparative adverb.

Line 7: What is the case and use of *cōnsuētūdine suā*? Answer: ablative of means or cause.

What is the case and use of *his* and to whom does the word refer? Answer: dative with *cārior*, referring to Torquatus, Marius, and Cicero.

Line 8: What is the degree of *cārior* and what word does it modify? Answer: comparative, modifying *nēmō*.