

CORINTH EXCAVATIONS

K-12 EDUCATIONAL RESOURCES



Latin Inscriptions from Corinth, Greece

Lesson Plan: Latin Inscriptions from Corinth, Greece

Mission: The American School of Classical Studies at Athens (ASCSA) advances the knowledge of Greece in all periods, as well as other areas of the classical world, by training young scholars, sponsoring and promoting archaeological fieldwork, providing resources for scholarly work, and disseminating research. The ASCSA is also charged by the Hellenic Ministry of Culture and Sports with primary responsibility for all the American archaeological research, and seeks to support the investigation, preservation, and presentation of Greece's cultural heritage.

Title: Latin Inscriptions from Corinth, Greece

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Overview:

This lesson introduces students to epigraphy and the use and importance of Latin inscriptions in the ancient Roman world using artifacts found in the Roman colony of Corinth. Students will be able to use their Latin skills in a new way by learning abbreviations used in these real inscriptions, and recognizing grammar usage in this context, while broadening their understanding of political and social structures at Corinth.

Goal:

- Students will be able to explain why and how inscriptions were used in the ancient world.
 - Learning experience(s): Students are epigraphers in this lesson, applying their Latin skills joined with their newly acquired knowledge of Latin abbreviations to identify the letters, draw what they see, and proceed to translate an inscription.
 - Optional extension: Using details provided about their inscription (size, location, etc.) students present to the class about their artifact
 - Optional extension: Students create their own inscription, either 3D or on paper.
 - Optional math extension: Students create a scale model of inscription, either 3D or on paper.

Class Time:

- Two class periods, minimum.

Grade level:

This lesson meets the requirements for Latin grades 9-12 of the American Classical League: Standards for Classical Language Learning.

Culture

- Goal 2: Gain Knowledge and Understanding of Greco-Roman Culture
 - Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
 - Sample Progress Indicators: Advanced level
 - Students demonstrate a knowledge of archaeological evidence, art forms, and artifacts of the Greeks or Romans and use it in analyzing Greek or Roman culture.

Materials:

- Appendix A: Images to Be Used in Lesson
 - Map
 - Map of Greece
 - Alphabets
 - Latin Alphabet
 - Greek Alphabet
 - Introduction
 - Ring, Front
 - Ring, Band
 - Ancient Lamp
 - Bronze Pendant
 - Plate
 - Inscriptions
 - Arch of Titus, Rome
 - T MANLIO
 - T MANLIO Archaeologist Notebook Entry
 - LIBERTI
 - LIBERTI Archaeologist Notebook Entry
 - QUOD NEQUE
 - QUOD NEQUE Drawing
 - QUOD NEQUE Transcription
 - DIVO NERVAE
 - DIVO NERVAE Archaeologist Notebook Entry
 - V L CORANUS
 - V L CORANUS Transcription
 - IMP CAESARI
 - IMP CAESARI Transcription
 - CALLICRATEAE
 - CALLICRATEAE Archaeologist Notebook Entry
 - CALLICRATEAE Transcription
 - IMP CAESAR DIVI
 - IMP CAESAR DIVI Transcription
 - TI CLAUDI CAESAR
 - TI CLAUDI CAESAR Transcription

- BABBIUS
- TI CLAUDIO
- TI CLAUDIO Archaeologist Notebook Entry
- VICT....
- VICTORIAI SACRUM Archaeologist Notebook Entry
- Appendix B: Vocabulary List
- Appendix C: Latin Inscription Abbreviations
- Appendix D: Student Notebook
- Appendix E: Inscriptions

Preparation:

- Download "Latin Inscriptions from Corinth, Greece" lesson plan and PowerPoint available here: <http://www.ascsa.edu.gr/index.php/ExcavationCorinth/lesson-plans>
- Read lesson plan and accompanying "Latin Inscriptions from Corinth, Greece" PowerPoint with all images and text from lesson.
- Review and download the PowerPoint previous to class, as important information including transcriptions and translations appear in the "Notes" area of the PowerPoint in Presenter Mode.
- Test PowerPoint compatibility with classroom technology resources.
 - Specifically, select or check the "Use Presenter View" box found in the Slide Show tab. This feature allows you to view the images and notes section in Presenter View on your monitor while the audience views the notes-free presentation on a different monitor such as a larger screen.
- Provide a physical copy of Appendix B: Vocabulary List and Appendix C: Latin Inscription Abbreviations for each group.
- Provide a physical copy of Appendix D: Archaeologist Notebook for each student.
- Print one copy of the Appendix E: Inscriptions section, and provide one inscription page per group (or multiple inscriptions per group if less than 11 groups total).
 - Optional: Laminate the pages.
- Using the Teacher Reading: What's the Evidence? section titled "Inscriptions: What is their purpose? Background information adapted from Kent 1966, Corinth 8.3, p. 17-30", prepare a summary of epigraphy and inscriptions from Corinth for your students based on their prior knowledge.

TEACHER READING: What Is the Evidence?

- Location:
 - Corinth is located eighty kilometers west of Athens on the south side of the Isthmus, a narrow neck of land connecting the Peloponnese to mainland Greece. It also separates the Corinthian Gulf from the Saronic Gulf and ultimately, the Ionian and Aegean Seas. By land, traffic moving north and south was channeled into a narrow corridor. At the east end of the corridor, routes fanned out to Athens, Thebes, and beyond; at the west end, routes led along the coast west towards Patras, to other nearby cities like Epidaurus, and through passes on either side of Acrocorinth to the Argolid and Arcadia regions. Corinth possessed four harbors. Two, Schoenus and Poseidona, were presumably fairly simple docking facilities that served either end of the Diolkos, or paved portage road built in the 6th century BCE across the 6 kilometer width of the Isthmus. Historical sources mention five successful and one unsuccessful attempt to

portage warships over the isthmus between 428 and 30 BCE; centuries later Niketas Oryphas, revealing his familiarity with ancient literature, affected a sixth crossing in 881 CE. From the vulgar humor of Aristophanes' *Thesmophoriazousae* 648, one can surmise that the Diolkos was regularly used for hauling merchant ships. With water, ports, the imposing acropolis of Acrocorinth, a large fertile coast, and a position between two seas, Corinth commanded the principal nodal point in land and sea communications of southern Greece. Its strategic and commercial position was supplemented by valuable natural resources for export, including building materials and excellent clays for ceramics and mortars, plus wood and agricultural produce. It is not so much that Corinth's own riches were being moved, however. The importance of Corinth was as an entrepôt engaged in the movements, industry, and produce of other regions.

- Habitation:
 - The area of the archaeological site excavated to date concentrates largely on the Roman Forum and its surrounds. This zone is the transition, marked by a steep 15 meter, ten to twenty percent slope, between the two terraces on which Corinth was built. Here the Peirene Valley allowed the easy transition for wheeled and pedestrian traffic between the upper and lower terraces. The upper valley is occupied by the Roman Forum; the lower valley by the Lechaion Road.
- Time periods of history in Corinth during the Roman Empire:
 - Early Roman (44 BCE-1st half 2nd century CE)
 - Middle Roman (2nd half 2nd century CE-4th century CE)
 - Late Roman (5th-6th century CE)
- Timeline of events in Corinth during the Roman Republic and Roman Empire:
 - **146 BCE** Corinth sacked by the Roman consul and general Lucius Mummius after ill-judged war against Rome
 - **44 BCE** Roman colony of Laus Julia Corinthiensis founded by Julius Caesar
 - **52 CE** Apostle Paul visits Corinth
 - **67 CE** Excavation of Corinth Canal begun
 - **2nd century CE** Many public buildings built under patrons including Herodes Atticus
 - **306-337 CE** Reign of Roman Emperor Constantine (first Christian Emperor)
 - **370-395 CE** Reign of Roman Emperor Theodosius I (first Emperor to make Christianity the official religion of the Roman Empire)
 - **375 CE** Earthquake causes serious damage
 - **395 CE** City "burned" and conquered by the Visigoths under Alaric the Goth
 - **521 CE** Major earthquake severely damages Corinth
 - **542 CE** Plague kills half the population that survived the 521 earthquake
 - **551 CE** City destroyed by earthquake
 - **6th-8th centuries CE** Repeated invasions by Slavic tribes, settlement moves to Acrocorinth
- Interim Period in Corinth, 146 BCE-44 BCE:
 - In 146 BCE, after defeating the Achaean League led by the Corinthians at Lefkopetros on the Isthmus, the Roman Republic General Mummius sacked Corinth. He sold the women and children into slavery, and killed the male population. It has long been thought that after this devastation, Corinth no longer was a political entity but instead an almost deserted ghost town occupied

by a small non-Corinthian population engaged in the cultivation of the rich agricultural land. However, this idea is becoming more and more debated by modern archaeologists who are rethinking this so-called "interim period" of Corinthian history. Finds identified as dating to the interim period include 42 amphoras (transport vessels) from Knidos, Megarian bowls with relief decoration, and at least 90 coins; proving that some exchange and trade is still happening in the region. Additionally, three religious cults carried on from Greek to Roman periods: those of Apollo, Asklepios, and Demeter; the former Assistant Director of Corinth Excavations, Dr. Nancy Bookidis, has studied three. The prestige and income from the Isthmian games was transferred to Corinth's neighbor, Sikyon, as well as control over the rich agricultural land, which was auctioned off as *ager publicus*, or public Roman land, every two years in Rome. In 44 BCE, Julius Caesar, dictator and Consul of the Roman Republic, re-founded Corinth as a Roman colony for 16,000 colonists. The Corinthian territory was measured out into portions for the colonists and the city was redeveloped following a regular, orthogonal city plan.

- Roman Corinth:
 - In the Early Roman period, the Forum was a large, open space about 200 meters east-west and 100 meters north-south, approximately 656 feet by 328 feet (just under two football fields side-by-side widthwise). The Forum takes its orientation from the South Stoa, a building which survived from the Greek period to define the southern edge of the Forum.
 - The South Stoa was modified, with some of its smaller spaces converted into larger rooms, but retaining its columned colonnade on its front face.
 - Dominating the skyline to the north, the Temple of Apollo built during the Archaic period sat high on Temple Hill. The temple was flanked by colonnades to the north and south. The Early Roman colonists changed access to Temple Hill, rotating its orientation by 180 degrees to face an approach from the road out of the Forum. Its interior colonnade was removed and re-erected in a line running north from the west end of the South Stoa along the road to Acrocorinth.
 - Also, to the north was a long basilica flanking the Lechaemum road on one side and the cliff of Temple Hill on the other. The Lechaemum road, leading from the harbor to the north, ended with a broad, ascending stairway through a three-bayed monumental arch and entering the Forum on its north side. East of the Lechaemum Road, the long-standing Peirene Fountain was refurbished and extended; the former simple façade of the draw basins was walled off with a series of arches and a rectangular two-story court enclosing a rectangular pool was added to in front of the draw basins.
 - On the east side of the Forum stood the Julian Basilica. This government building was raised up from ground level; the basement of the Julian Basilica was at the level of the Forum. The main entry on the first floor was reached by a staircase of 14 steps up to a porch with an open rectangular space 38 meters by 24 meters (124 feet by 79 feet). The porch featured Corinthian columns supporting a clerestory and marble decoration on the lower part of the walls. Inside the Julian Basilica, sculptures of the Imperial family were set up. These included a sculpture of Augustus made from Athenian Pentelic marble, dressed in a toga with a fold draped over his head and portrayed as engaged in a sacrifice. He was flanked by his adopted sons Gaius and Lucius Caesar portrayed in heroic nudity

with a chlamys over the shoulder perhaps, appropriately, representing the Dioscuri. Clearly, this building had a high civic function.

- o To the west of the Forum stood Temple E. This was a 6 by 11 column peripteral temple on a low base with long stoas flanking it to the north and south. The identification of the temple has been hotly debated. Some consider it to be dedicated to Jove or Zeus based on its size and location; others regard it as the Temple of Octavia (sister of the Roman Emperor Augustus).
- o In front of Temple E was a range of smaller Roman temples and monuments. Two prostyle temples, named Temple F and Temple G by archaeologists, were dedicated to Venus and to Clarion Apollo respectively. Built in the Roman style, they stood on high concrete and rubble base clad in marble and approached from the east by a staircase. To the north, a fountain house dedicated to Poseidon was decorated with a statue of the god and dolphins and a circular monument with Corinthian columns and dedicated by Gnaeus Cornelius Babbus.
- o In the Forum itself, just south of the center of the Forum was the rostra considered by many to be the Bema (Apostle Paul was brought here by the elders of the Jewish community). A second topos for those following the travels of Paul in Greece was found east of the Theater (which also remodeled to suit Roman taste). The inscription reads: "Erastus Proaedilitate Suae Pecuniae Stravit". This more or less translates to "Erastus, while Aedile, paid for the paving". Since the office of Aedile can be pretty much equated with that of Economist, it is thought that this is the specific person named Economist Erastus whose greetings Paul forwards in his letter to the Romans.
- o A hundred years later, the form of the Forum remained the same but with additions such as the Odeion (a musical performance theater), another temple at the west end of the Forum, shops to the west of the rostra and a new basilica south of the South Stoa.
- Many of the inscriptions in this lesson were found near the Roman Forum.
 - o Quick overview of the Forum: Lying at the heart of the Roman City, the Forum was the commercial and administrative center of the city. Its orientation conforms to the surviving Classical and Hellenistic buildings, such as the South Stoa, the Southeast Building and the Temple of Apollo, which were refurbished for use in the Roman Period. The entire area, almost 200m long and 100m wide, was paved with slabs made of hard Jurassic limestone. It was divided into upper (south) and lower (north) levels by the Central Shops which flanked the rostra, or speaking platform. In Late Antiquity, the two levels were united by a broad series of steps which replaced the shops. The buildings around the Forum were largely administrative and religious. They include three large civil basilicas, rows of shops, temples, and offices.
- A few inscriptions in this lesson were found in the area of the Northwest Shops.
 - o Quick overview of the Northwest Shops: The shops were built immediately in front of the Northwest Stoa in the 1st century CE. The large central chamber still preserves its stone vault. It is flanked by seven shops, which originally had concrete vaults, on either side. The original colonnade of 28 Corinthian columns was curtailed to 25 columns when the nearby Captives Façade was constructed.
- One inscription in this lesson was part of the Babbus Monument.
 - o Quick overview of the Babbus Monument: The Babbus Monument is a circular building on a podium dating to the early 1st century CE. It consisted of eight

Corinthian columns arranged in a circle supporting an epistyle and a conical roof. The high concrete podium was originally clad with marble revetment. The epistyle bears an inscription in Latin which reads "Cnaeus Babbius Philinus, aedile, pontifex, undertook the construction at his own expense, and the same, as duovir, approved it." Babbius Philinus was a rich freedman of Greek descent who served as a local official in the region. The same individual also built the Fountain of Poseidon. The fountain was replaced by Temple J, perhaps also dedicated to Poseidon, during the reign of Commodus.

- Inscriptions: What is their purpose? Background information adapted from Kent 1966, Corinth 8.3, p. 17-30:
 - Corinth was destroyed at the order of Mummius in 146 BCE and was resettled as a Roman colony at the order of Julius Caesar in 44 BCE. The American excavations have recovered approximately one hundred inscriptions from the time of Roman settlement.
 - The many powerful earthquakes with which Corinth has been visited may be blamed for much of the damage to many of the inscriptions. Yet there can be little doubt that most of the destruction is attributable to human agency. It is not surprising to find that Roman inscriptions have been re-cut for architectural use in Byzantine times, of that many large entablature blocks have completely disappeared victims of various fates.
 - Nearly all of the inscriptions used here are what might be termed official documents. They consist to divinities and to Emperors, texts that record gifts of buildings or parts of buildings, copies of official rescripts, gravestones, and statues erected or honors bestowed by vote of the city council.
 - The inscriptions we will look at are using the Latin language since after 27 BCE Corinth was the official residence of the Roman governor and was therefore the "capital" of Achaea.
 - It might also be assumed that as time went on and more and more Greeks settled in the city, Corinth would first become bilingual and eventually almost entirely Greek-speaking. In official documents, however, we might expect the Latin language would be used exclusively for some time after the language in the city was largely Greek, and that Latin would never be completely supplanted by Greek as long as the Roman provincial government lasted.
 - The value of inscriptions as primary sources for historical information is both priceless and limited. It would be difficult to find a better summary than this of the historical virtues and historical shortcomings of the inscriptions of Roman Corinth. The inscriptions contain a great amount of miscellaneous information, both explicit and implicit, concerning local affairs of the Roman colony. Indeed when texts are supplemented by other archaeological evidence, they furnish a sufficient number of facts to enable us to...reconstruct several aspects of the city's history during the first two centuries after Christ.
 - The first settlers of *Colonia Laus Julia Corinthiensis* were for the most part Italian freedmen who doubtless attracted mainly by the prospect of capitalizing on the commercial advantages of their new location. They came to an old Greek city which had suffered from a century of neglect. They reconstructed this city using cheap stone but also took advantage of recycling Greek blocks, Mark Antony's defeat at Actium may have hindered a quick prosperity but during the Christian

era many inhabitants had gained Roman citizenship and some considerable wealth.

- o They had acquired also a taste for displaying their civic pride in the form of architectural gifts to the city. This pattern of generosity took the form of donating new buildings of marble or adorning old ones with marble revetments, this continued to be norm of wealthy benefactors throughout the next two centuries.
- o While the inscriptions of Roman Corinth yield only a partial and somewhat clouded outline of economic growth and development of the city, they reveal a reasonably clear and detailed picture of her local political institutions. From its beginning the colony was organized on a tri-partite basis of an assembly of citizen voters, a city council, and annual magistrates; her civic government, continued to function as such until Byzantine times, conforming to the typical pattern of the great majority of Roman *coloniae*, and was in effect a miniature replica of the civic government of Republican Rome.
- o In addition to *duoviri* (two chief magistrates annually elected, they also served in a censorial capacity every five years) the only regularly elected official in a Roman colony were the aediles. These were also chosen annually and in pairs, and in many colonies (though not in Corinth) the four annual magistrates were known collectively as *quattuorviri*. Aediles were primarily city business managers, being responsible for the upkeep and welfare of city property such as streets, public buildings, and especially the market places, as well as the public revenue the reform. They also served as judges, and it is probable that most of a colony's commercial and financial litigation was decided by them rather than the duoviri. The third responsibility of colonial aediles was for public games.
- o We know that either the aedileship of the duovirate was prerequisite for membership in the city council (*decuriones*).

Vocabulary:

- See Appendix B: Vocabulary List.

Procedures:

- Introduce the lesson and the goal to students.
- Activate prior knowledge of material related to the Roman world covered in previous classes for students.
- Display Appendix A: Map.
 - o Familiarize students with map of Greece, show where Corinth is located, observe its importance geographically, and why the Romans might desire to have control over this area.
- Display Appendix A: Alphabets.
 - o Ask students about what we do as a society to commemorate accomplishments, deaths, or identify important buildings. What language are they written in and is this the only language?
- Display Appendix A: Introduction.
 - o Let's at real examples of artifacts that contain some Greek, some Latin, and some that we are not sure whether the language is Greek OR Latin!
- These are all examples of ancient writing. But where we find the most examples of ancient writing is in inscriptions found by archaeologists.

- Share your prepared summary of epigraphy and inscriptions at Corinth for your students based on their prior knowledge using the “Inscriptions: What is their purpose?” teacher reading background information.
 - What languages should we expect to see in an area of the ancient world where Greek was spoken in the houses and markets as the common, daily language, but Latin was the official language for government and political business?
 - Allow students time to think about this tough question, and find or talk about multi-lingual examples that they have experienced in their own lives.
- Display Appendix A: Inscriptions: Arch of Titus, Rome.
 - Model how to read an inscription, or ask for volunteers to read and translate this very well-known inscription.
 - Remind students to use their vocabulary list and abbreviations list as needed.
 - Summarize the process of how to read an inscription by drawing attention to the image, and searching for words, any missing letters, or abbreviations.
- Tell students they will be doing the work of an archaeologist, of an epigrapher to be exact.
- Assign students into groups, up to 11 groups total. Each group gets one inscription (or more, if less than 11 groups are necessary due to class size) to research, draw, and use to complete their Student Notebook.
 - Tell students to study the inscription, transcribe it, and translate it together using the graph paper provided in their Student Notebook.
 - Remind students that they will need to use the provided vocabulary and abbreviations in order to “reconstruct” what their inscription might be saying.
- Distribute one image from Appendix E: Inscriptions to each group.
- If needed, model how to read an inscription using Appendix A: Inscriptions: T MANLIO. Otherwise, encourage students to begin working on these inscriptions found in Corinth, Greece.
- Remind students to use their vocabulary list and abbreviations list.
- After a set period of time (depending on class length), encourage groups to present their inscription to the class. Select group order based on the order of inscriptions on the PowerPoint.
- Supplement information shared by each group with the Artifact Description Notes in the “Notes” section of the PowerPoint, which can be seen in Presenter View.
- Congratulate students on doing real archaeological work today, and using archaeological evidence to learn more about the Roman Empire and the lives of the people who lived in Corinth.

Assessment:

Teachers can decide the brevity or length of this activity depending upon whether it is being used as a formative or summative assessment. Student Notebooks can be assigned as homework, turned in, and graded.

Summing Up:

- As a “ticket to leave” informal assessment have students compare/contrast how the ancients used inscriptions and how they are used today.

Pitfalls:

- Students may have trouble determining what letters are to appear in an area where text is missing, have them guess to the best of their ability using the provided vocabulary, abbreviations, etc.
- Allay frustrations that students may not be able to exactly decode the inscriptions. This is something even professional archaeologists often deal with when studying ancient writing. Share this lesson sometimes uses the best guess or interpretation available, which may change as archaeologists and epigraphers continue to study the past.

Following Up:

- Do your students have more questions? Would your class like to meet Corinth Excavations archaeologists and see real artifacts up close? Corinth Excavations is available to Skype, plan a Facebook Live Video feed for your students, or host your class on-site in Ancient Corinth, Greece, as a follow-up after students have completed the lesson plan. Send an email to Corinth Excavations (contact.corinth@ascsa.edu.gr) and we will plan a special follow-up interaction with your class.
- Please contact Corinth Excavations (contact.corinth@ascsa.edu.gr) with any feedback about the lesson plans, images, texts, or any comments from teachers and students.
- For information on the Roman Empire in Corinth, see Corinth Excavations lesson plans "Cultural Achievements and Conservation of the Roman Empire" about a Middle Roman mosaic connected to ancient athletic games.
 - <http://www.ascsa.edu.gr/index.php/ExcavationCorinth/lesson-plans>
- For information on the Roman period and religion in Corinth, see Corinth Excavations lesson plans "Contemporary Connections to Christianity in the Roman World" about Christianity in Corinth during Roman times and its legacy today.
 - <http://www.ascsa.edu.gr/index.php/ExcavationCorinth/lesson-plans>

Resources:

- Cartwright, Mark. "Inscription, Arch of Titus." Ancient History Encyclopedia. Web. 10 Aug. 2018.
 - <https://www.ancient.eu/image/1289/>
- "Corinth Monument: Babbus Monument." *Corinth Excavations*. American School of Classical Studies at Athens. 27 Aug. 2018.
 - <http://corinth.ascsa.net/id/corinth/monument/babbus%20monument?q=babbus&t=&v=list&sort=&s=1>
- "Corinth Monument: Forum." *Corinth Excavations*. American School of Classical Studies at Athens. 27 Aug. 2018.
 - <http://corinth.ascsa.net/id/corinth/monument/forum?q=forum&t=&v=list&sort=&s=1>
- "Corinth Monument: Northwest Shops." *Corinth Excavations*. American School of Classical Studies at Athens. 27 Aug. 2018.
 - <http://corinth.ascsa.net/id/corinth/monument/northwest%20shops?q=northwest%20shops&t=&v=list&sort=&s=2>
- "History and Timeline." Excavations in Ancient Corinth. American School of Classical Studies at Athens. Web. 28 Apr. 2016.
 - <http://www.ascsa.edu.gr/index.php/excavationcorinth/corinth-history>
- "Make Your Own Maps of Corinth and Greece." Corinth Excavations, American School of Classical Studies at Athens. Web. 27 Aug. 2018.

- o <http://www.ascsa.edu.gr/index.php/excavationcorinth/maps-and-gis-data-for-corinth-and-greece>
- Kent, John Harvey. The Inscriptions, 1926-1950. Corinth 8.3. American School of Classical Studies at Athens, 1966.
 - o http://www.ascsa.edu.gr/pdf/uploads/oa_ebooks/oa_corinth/Corinth_VIII_3.pdf
 - o <http://corinth.ascsa.net/id/corinth/publication/kent%2c%20corinth%208.3%2c%201966?q=&t=&v=list&sort=&s=22>
- "Standards for Classical Language Learning." American Classical League, Society for Classical Studies, Archaeological Institute of America, et al., rev. 2017. Web. 10 Aug. 2018.
 - o https://www.aclassics.org/Portals/0/Site%20Documents/Publications/Standards_for_Classical_Language_Learning_2017%20FINAL.pdf
- West, Allen Brown. Latin Inscriptions, 1896-1926. Corinth 8.2. American School of Classical Studies at Athens, 1931.
 - o http://www.ascsa.edu.gr/pdf/uploads/oa_ebooks/oa_corinth/Corinth_VIII.2.pdf
 - o <http://corinth.ascsa.net/id/corinth/publication/west%2c%20corinth%208.2%2c%201931?q=&t=&v=list&sort=&s=21>

Student Handouts

- Appendix B: Vocabulary List (one per student)
- Appendix C: Latin Inscription Abbreviations (one per student)
- Appendix D: Student Notebook (one per student)
- Appendix E: Inscriptions (one image per group)

Contact information

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APPENDIX A: IMAGES TO BE USED IN LESSON

Map

Map of Greece

Label Corinth, Athens, Corcyra, Thebes, Sparta, Delos, the Peloponnese, Corinthian Gulf, Saronic Gulf, and the Aegean Sea. What direction is Rome from this map? Why do you suppose that this city became so important in the ancient world? What could be the advantages of colonizing an area such as Corinth?



Alphabets

Latin alphabet

Copy the Latin alphabet in your Student Notebook (Appendix D). How many letters there are? Which letters are missing, and why? Example: "J" versus "I".

A	B	C	D	E	F	G	H
I	K	L	M	N	O	P	Q
R	S	T	V	X	Y	Z	

Greek Alphabet

Copy the Greek alphabet in your Student Notebook (Appendix D). How many letters there are? Which letters are missing, and which letters are new to you? Example: "Ω".

A	B	Γ	Δ	E	Z
H	Θ	I	K	Λ	M
N	Ξ	O	Π	P	Σ
T	Υ	Φ	X	Ψ	Ω

Introduction

Ring, Front

Describe what you see in detail. Does the design on the flat disk bezel remind you of anything? What do you see on the band, the part which goes around your finger?



Ring, Band

Study this ring band, and in your Student Notebook reproduce any letters you can see on the ring. Are they Greek or Latin?



Ancient Lamp

Many types of artifacts have inscriptions on them, for example this oil lamp! Oil lamps were used for continuous light in the ancient world, where the oil was the fuel. Copy this inscription in your Student Notebook. Make predictions of what this inscription might be! What could these letters mean, or represent?



Bronze Pendant

This bronze pendant could be worn on a necklace sometime after the year 1622 CE. Is anyone wearing a pendant necklace today? What do you see on this post-medieval pendant? Copy the letters in your Student Notebook, and describe the decorations on this pendant.



Plate

What would the letters be in Greek, and in Latin? Which language do you think it is? Copy the inscription on the bottom of this plate into your Student Notebook. What do you think, do you see Greek letters OAH? Or do you see Latin letters HVC?



Inscriptions

Arch of Titus, Rome

Create your own drawing of this world-famous inscription on the Arch of Titus in Rome in your Student Notebook. Then, translate it.



T MANLIO

Which group had the T Manlio inscription? Please tell us what you translated here. (See PowerPoint for more details.)



T MANLIO Archaeologist Notebook Entry

Here you can see the actual archaeologist's notebook who discovered this inscription in 1907. Why did they make a drawing of the inscription?



LIBERTI

Which group had the Liberti inscription? Please tell us what you translated here. (See PowerPoint for more details.)



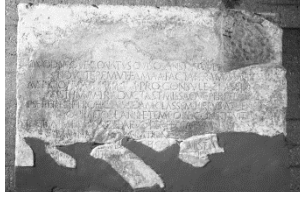
LIBERTI Archaeologist Notebook Entry

Here you can see the actual archaeologist's notebook who discovered this inscription on April 4, 1902. Why did they make a drawing of the inscription? What other information is on the page?



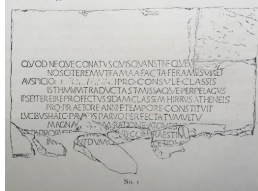
QUOD NEQUE

Which group had the Quod Neque inscription? Please tell us what you translated here. (See PowerPoint for more details.)



QUOD NEQUE Drawing

*What does this drawing show, that may have been hard to see in the archival photograph?
What is happening in the 3rd line?*



QUOD NEQUE Transcription

According to Kent, the translator, these verses were written by some unknown poet who probably served under Mark Antony's grandfather, during his campaign against pirates in 102 BCE. The erasure of Mark Antony's name is interesting, and could have been erased when Antony's memory was condemned in 30 BCE. Later in Rome, his name was reinstated to its place in records, but perhaps no one took the trouble in Corinth to do the same? (See PowerPoint for more details.)

DIVO NERVAE

Which group had the Divo Nervae inscription? Please tell us what you translated here. (See PowerPoint for more details.)



DIVO NERVAE Archaeologist Notebook Entry

Here you can see the actual archaeologist's notebook with a drawing of the inscription. What do the different colors of ink represent? (Answer: The ink shows which parts of letters have been found, and which are restored.)



V L CORANUS

Which group had the V L CORANUS inscription? Please tell us what you translated here. (See PowerPoint for more details.)



IMP CAESAR DIVI Transcription
(See PowerPoint for more details.)

TI CLAUDI CAESAR

Which group had the TI CLAUDI CAESAR inscription? Please tell us what you translated here.
(See PowerPoint for more details.)



TI CLAUDI CAESAR Transcription
(See PowerPoint for more details.)

BABBIUS

Which group had the BABBIUS inscription? Please tell us what you translated here. (See PowerPoint for more details.)



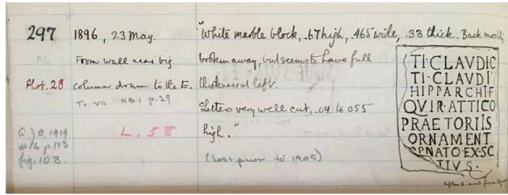
TI CLAUDIO

Which group had the TI CLAUDIO inscription? Please tell us what you translated here. (See PowerPoint for more details.)



TI CLAUDIO Archaeologist Notebook Entry

Here is what the archaeologist recorded in the excavation records. What information do you see, and why might it be significant?



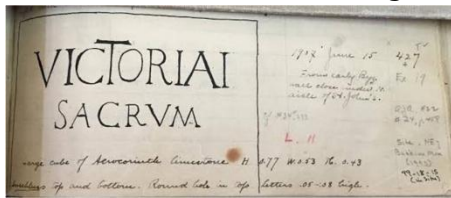
VICT...

Congratulations, you all have successfully translated real inscriptions from Corinth, Greece, just like the archaeologists who work there. Here's one last inscription... (See PowerPoint for more details.)



VICTORIAI SACRUM Archaeologist Notebook Entry

One last look at the archaeologist's notebook. Why might the T be larger?



APPENDIX B: VOCABULARY LIST

Type of Inscription	Explanation
Building /Dedicatory	Records individual or group responsible for the work, on altars consecrated to the gods, name in dative
Epitaph	Labels grave markers, tombs, walls, niches
Honorific	Honors a life or achievement, often on a statue base
Inscriptions on objects	Labels of manufacture or ownership, often on rings, pottery, lamps

Adnepos: Great-great-great-grandson.

Aedile: Either of two (later four) Roman magistrates responsible for public buildings and originally also for the public games and the supply of corn to the city.

Agnothete: In the ancient Greek or Roman world, a person who presides over public games; a director or overseer of the games.

Archaeologist: A person who studies human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.

Augur: A religious official who observed natural signs, especially the behavior of birds, interpreting these as an indication of divine approval or disapproval of a proposed action.

Bene merens/bene meritus: An idiom meaning well-deserving.

Curator: Manager.

Duovir: Tried cases of crime against the state, and also arranged the athletic games.

Duovir quinquennalis: A duovir appointment lasting five years.

Faciendum: Having accomplished.

Epigrapher: One who studies and translates ancient inscriptions.

Inscribe: To write or carve words or symbols, especially for formal or permanent recording.

Interpunct(·): Also known as an interpoint, middle dot, middot, and centered dot, this punctuation mark consists of a vertically centered dot used for word separation in ancient Latin script. Word-separating spaces did not appear until sometime between 600 and 800 CE.

Isthmia: An ancient city located on the isthmus of Corinth.

Iure dicundo: The highest judicial magistrates.

Isthmus: A narrow strip of land with sea on either side, forming a link between two larger bodies of land.

Ligature: When two or more letters are combined in order to conserve space.

Nepos: Grandson.

Pontifex: Member of a council of priests who were responsible for the administration of civil law.

Praefectus: An agent appointed by a Roman magistrate to perform a specific task for a definite period of time.

Pronepos: Great-grandson.

Sacerdos: Priest/priestess.

Tribu: Tribe; hereditary division.

Tribules: Fellow tribesman.

APPENDIX C: LATIN INSCRIPTION ABBREVIATIONS

AED	aedilis
AGONOTHET	agonothetes
AVG	Augustus or augur
AVR	Aurelius
BM	bene merens or bene meritus
C	Gaius
CN	Gnaeus
COS	consul, consules
CVR	curator
F	filius
FAB	Fabia tribu
FAC	faciendum
FIL	filia
GER	Germanicus
I D	iure dicundo
II VIR	duovir
II VIR QVINQ	duo vir quinquennalis
IMP	Imperator/Emperor
ISTHM	Isthmia
LEG	legatus
M	Marcus
N	nepos
PERPET	perpetuum
PONT	pontifex
PONTIF	pontifex
PRAE	praefectus
PRAEF I D	praefectus iure dicundo
PROV	provincia
Q	Quintus
QVINQ	quinquennalis
SACERD	sacerdos
T	Titus
TI	Tiberius
TRIBVL	tribules
VXO	uxor

APPENDIX D: STUDENT NOTEBOOK

Latin Inscriptions from Corinth, Greece Student Notebook

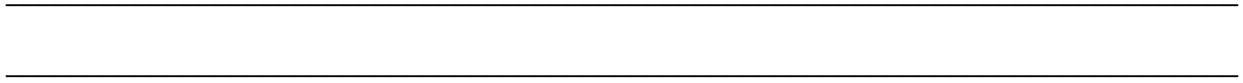


Label Corinth, Athens, Corcyra, Thebes, Sparta, Delos, the Peloponnese, Corinthian Gulf, Saronic Gulf, and the Aegean Sea. What direction is Rome from this map?

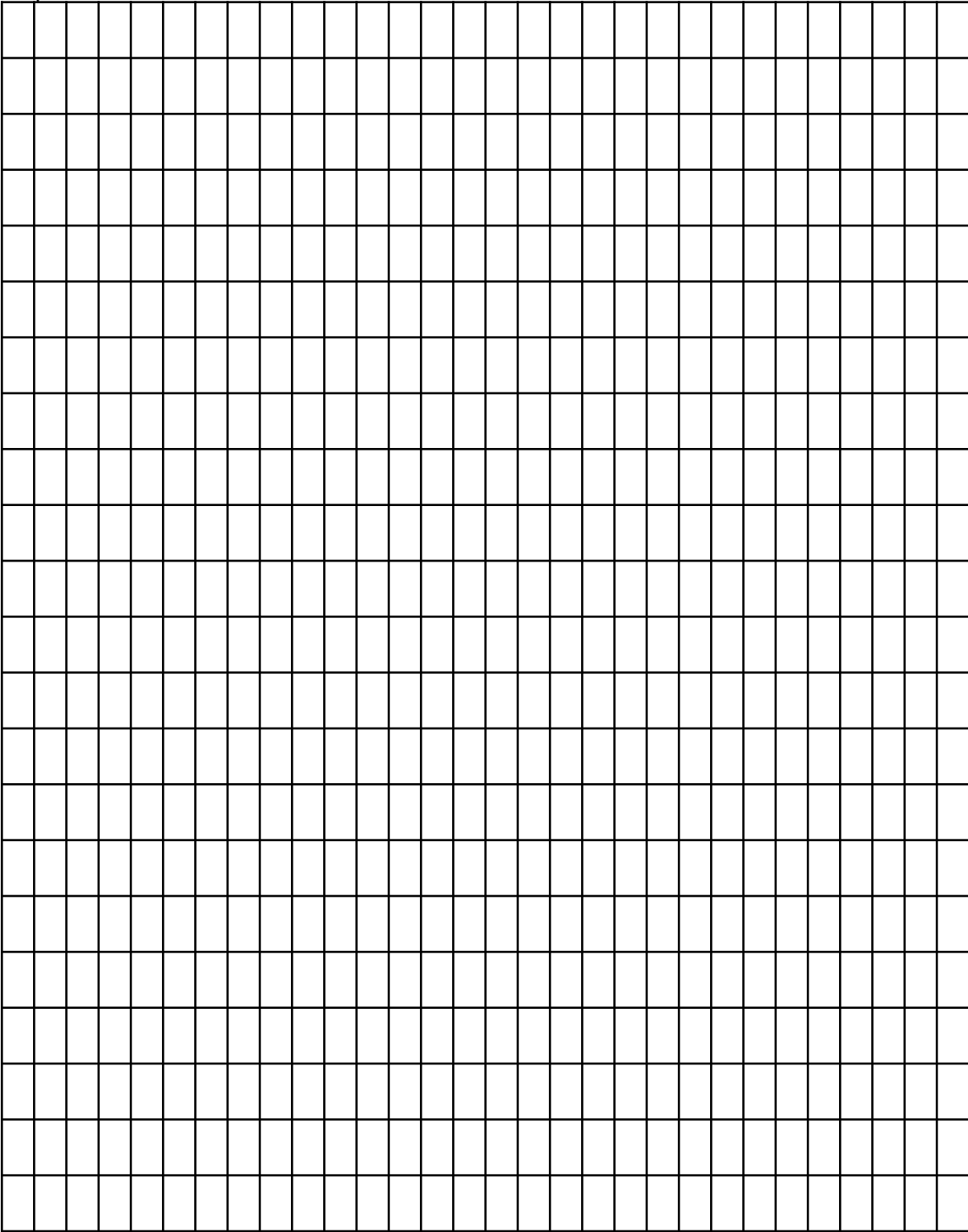
Why do you suppose that this city became so important in the ancient world?

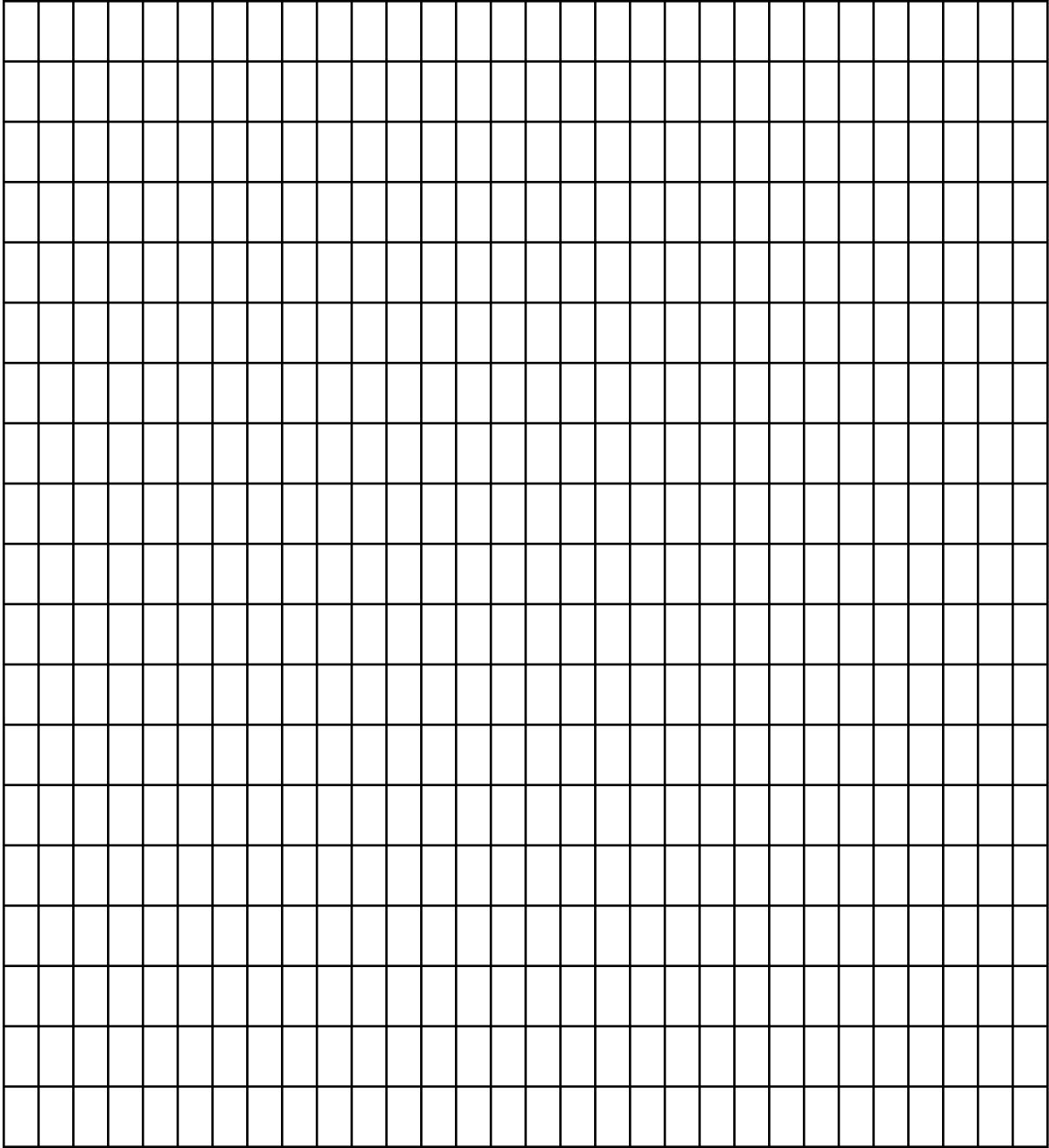
Latin Alphabet

Greek Alphabet



As the epigraphy expert at Corinth Excavations, you must record and study an inscription using the graph paper below. Draw a rendering of the object, including the inscription. Use a dictionary to try to reproduce words if any letters are missing. Transcribe and translate the inscription.





APPENDIX E: INSCRIPTIONS

Teacher Directions: Print one copy of Appendix E: Inscriptions.

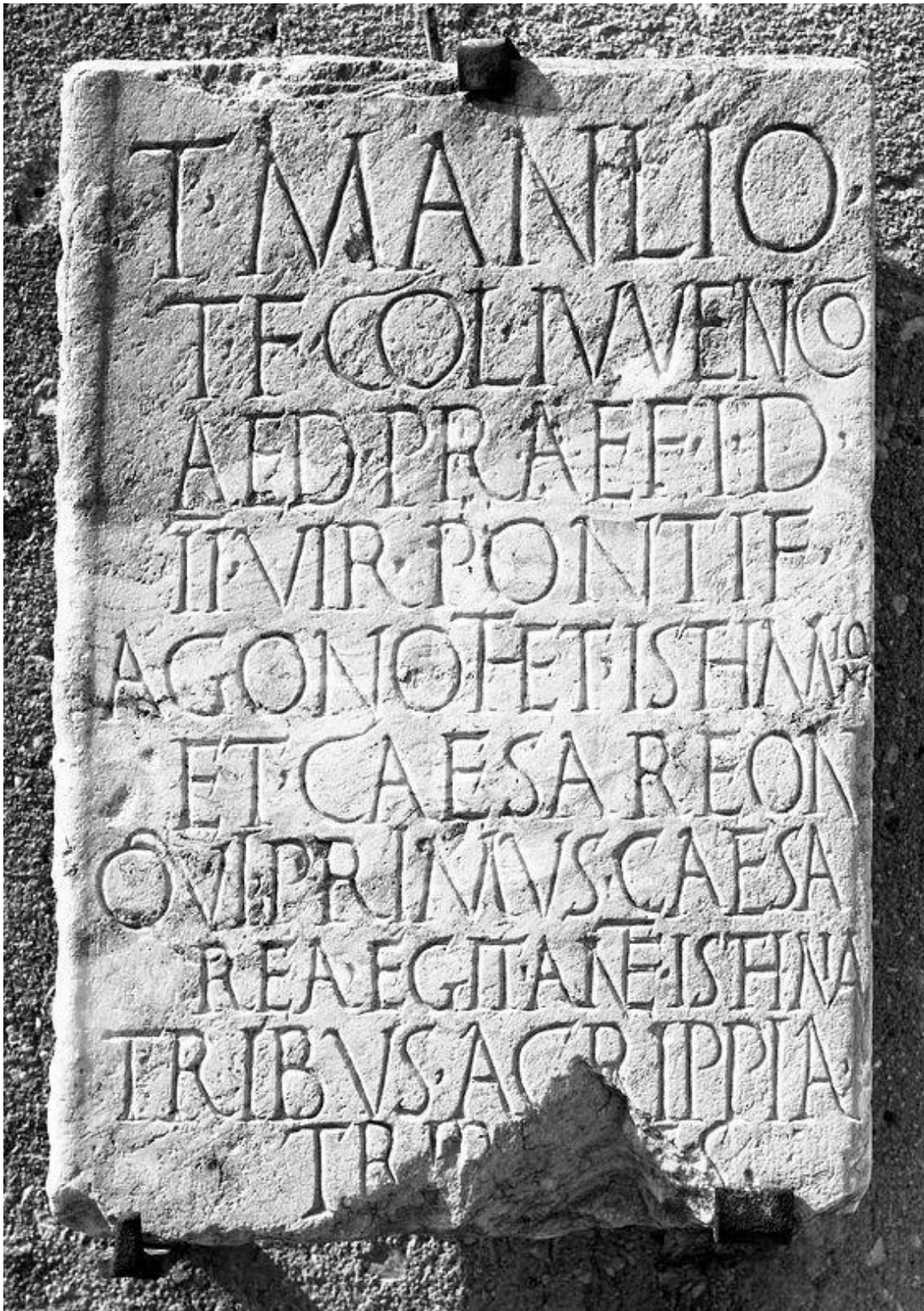
Optional: Laminate the inscriptions.

Assign one inscription to each group of students to transcribe and translate in their Student Notebooks.

List of inscriptions:

- T MANLIO
- LIBERTI
- QUOD NEQUE
- DIVO NERVAE
- V L CORANUS
- IMP CAESARI
- CALLICRATEAE
- IMP CAESAR DIVI
- TI CLAUDI CAESAR
- BABBIUS
- TI CLAUDIO

T MANLIO



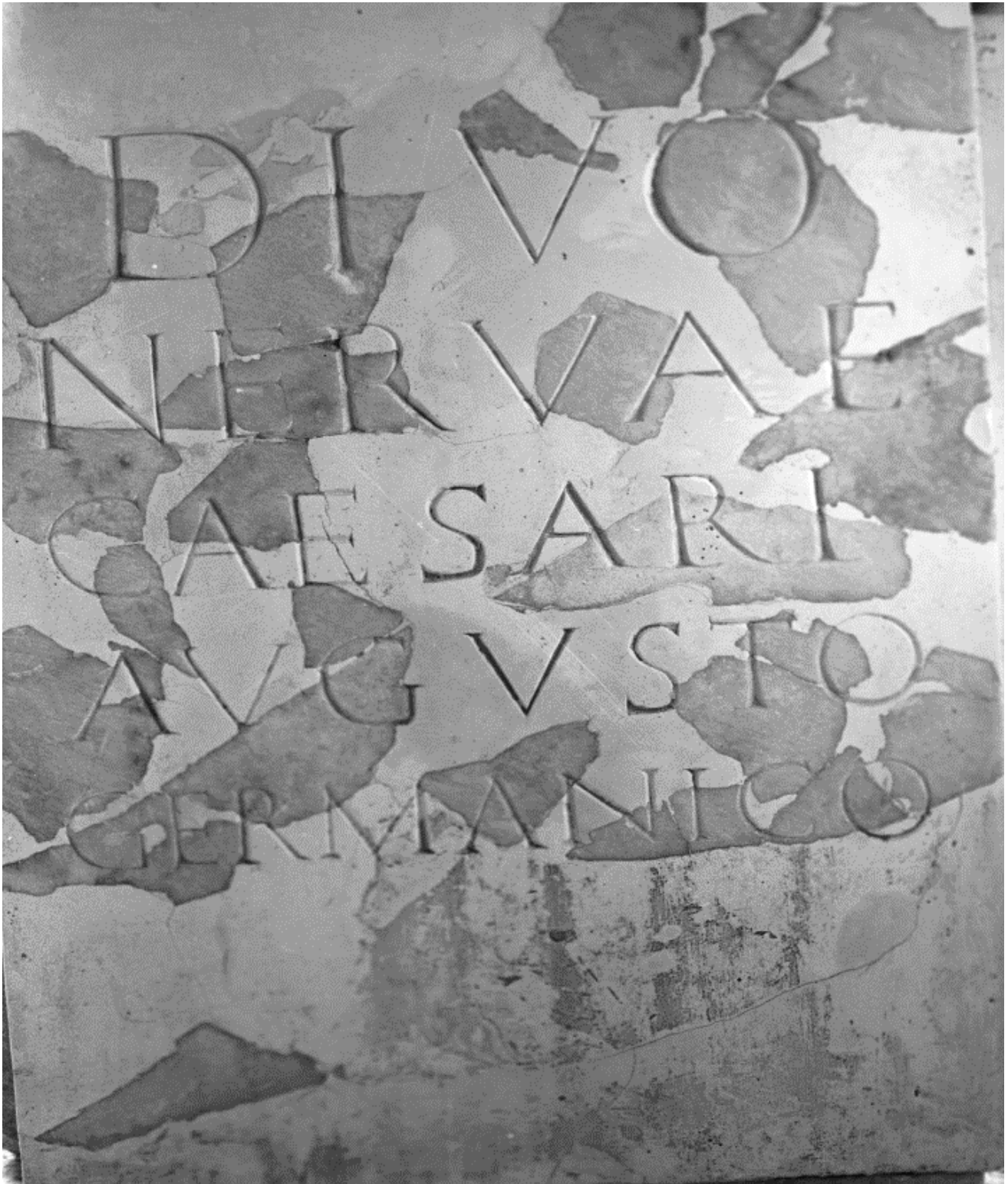
LIBERTI



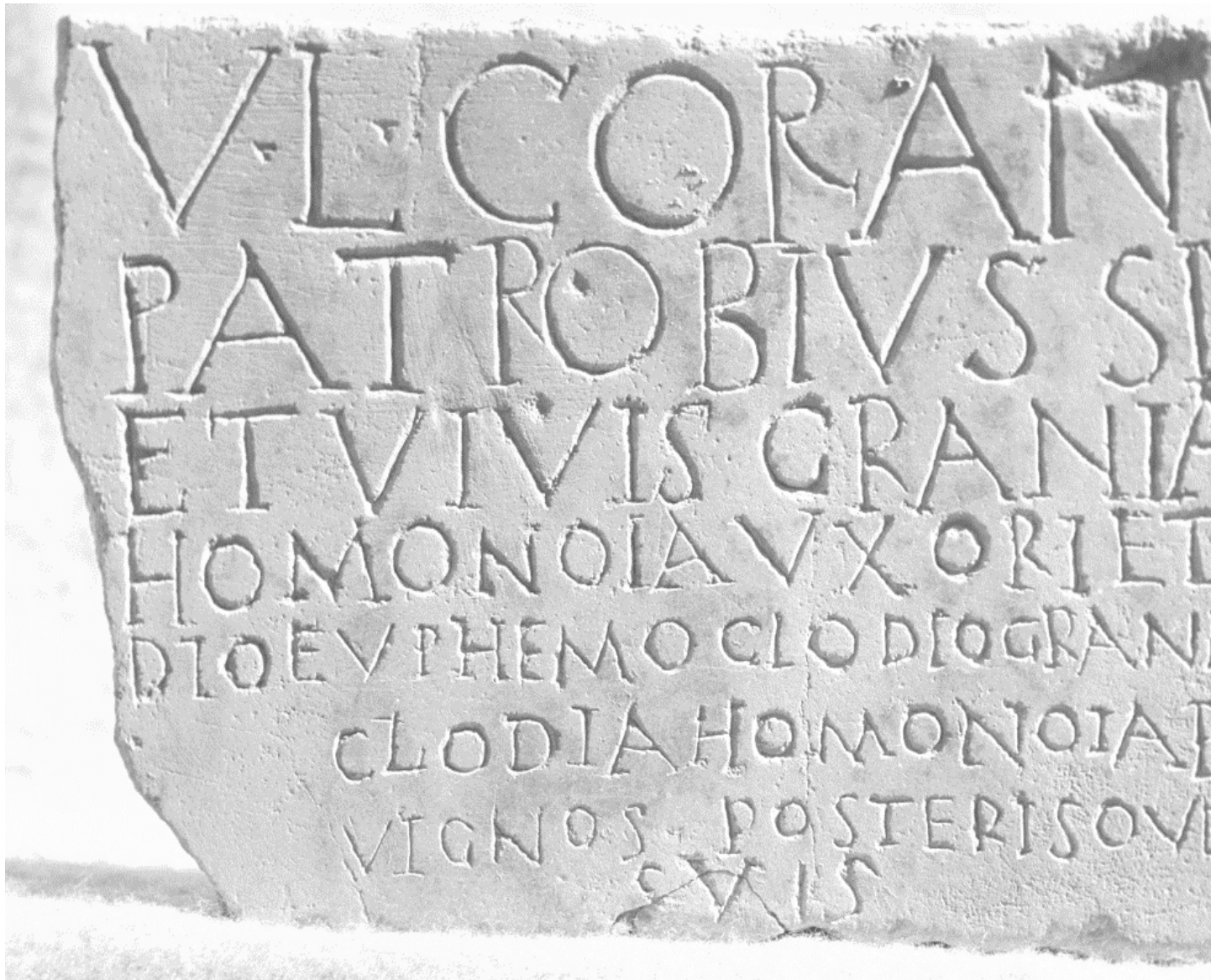
QUOD NEQUE



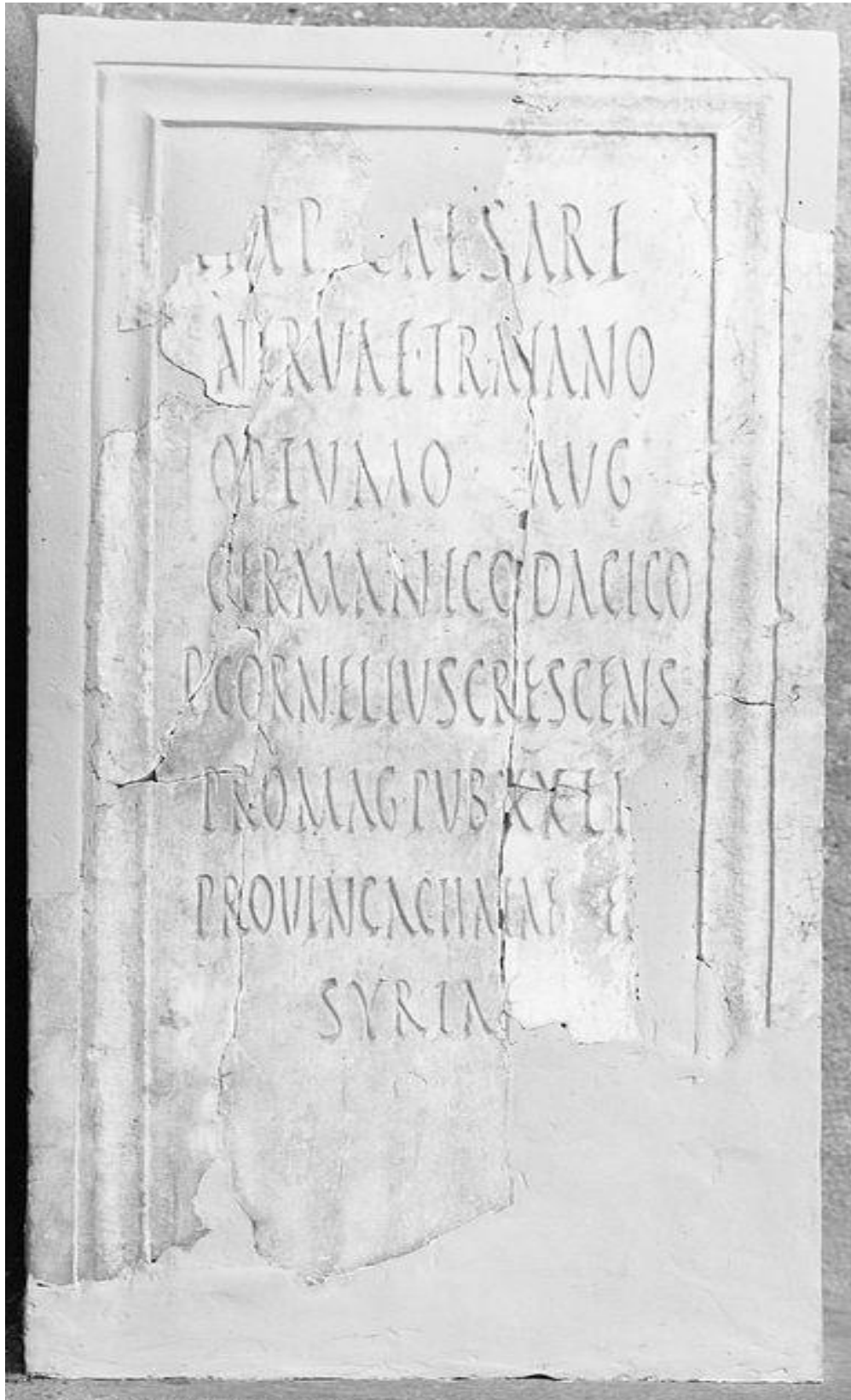
DIVO NERVAE



V L CORANUS

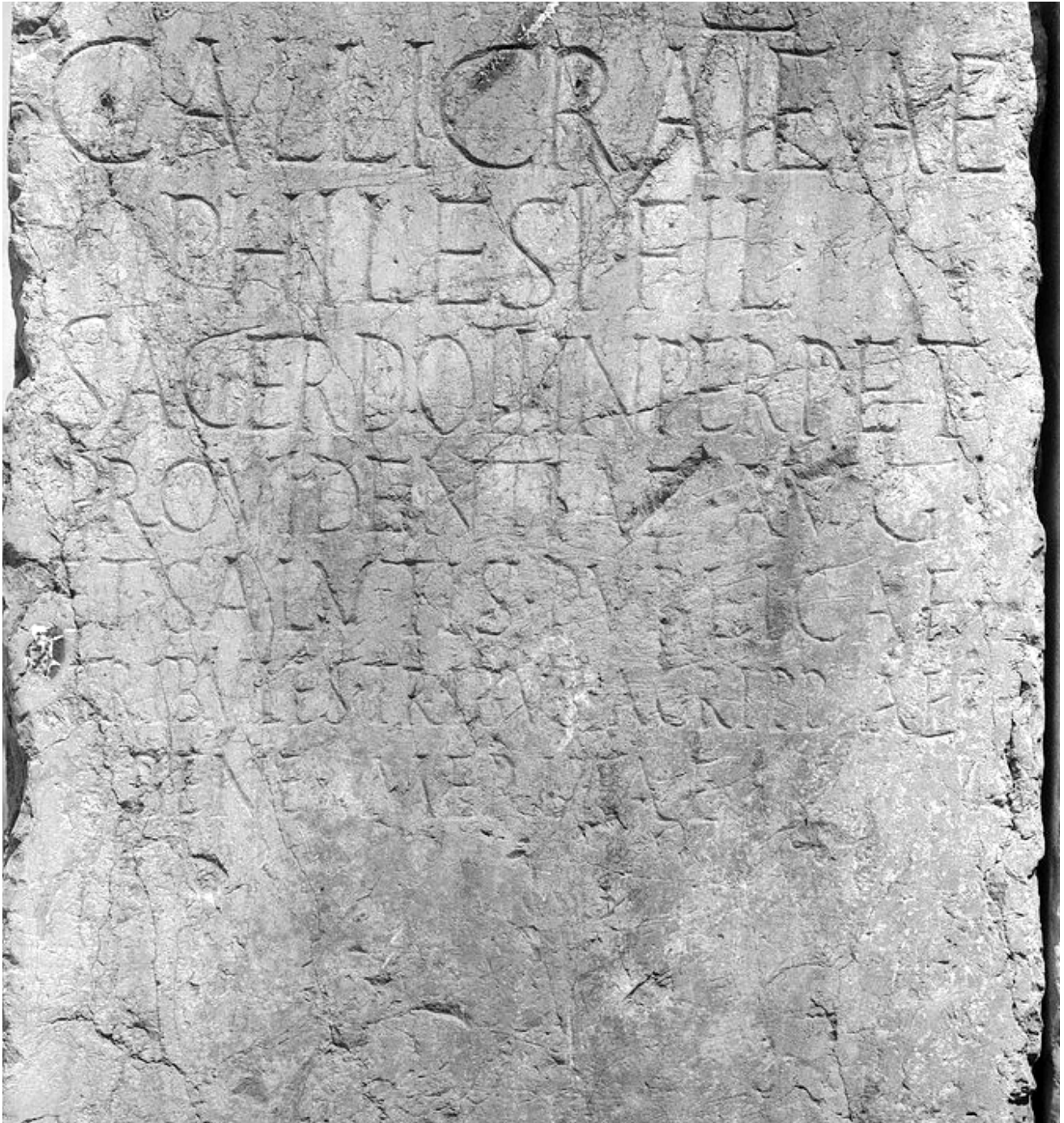


IMP CAESARI



IMP CAESARI
NERVAE TRAIANO
OPTIMO AVG
GERMANICO DACICO
P CORNELIVS CRIESCENS
PRO MAG PVB KXLI
PROVINCE CHALCIS ET
SYRIA

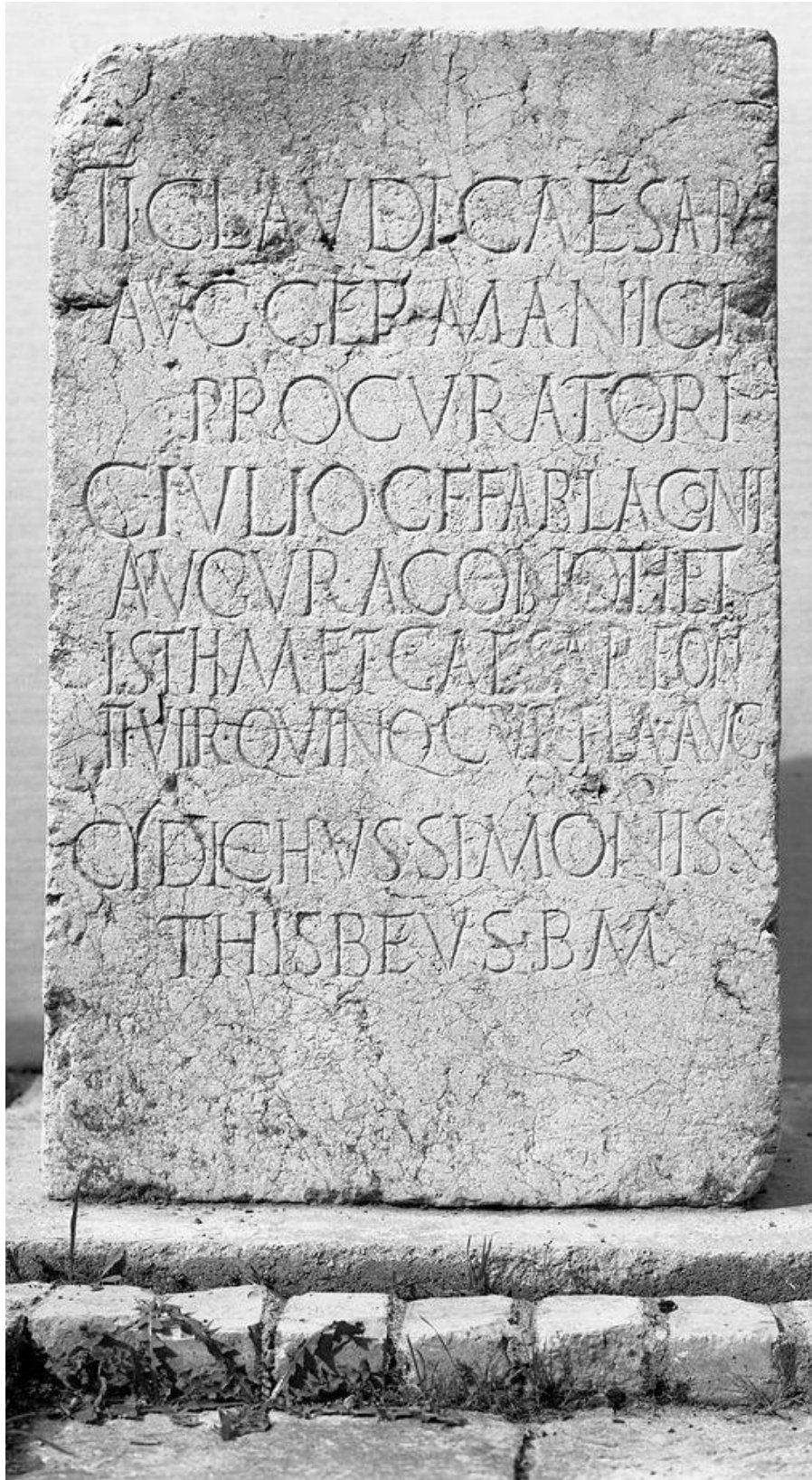
CALLICRATEAE



IMP CAESAR DIVI



TI CLAUDI CAESAR



BABBIUS



TI CLAUDIO

