UNIVERSITY OF CAMBRIDGE SCHOOL CLASSICS PROJECT

CSCP Support Materials
for
Eduqas GCSE Latin
Component 2

Latin Literature and Sources (Themes)
Travel by Land and Sea

For examination in 2021-2023

Introduction

Candidates are expected to be familiar with the following aspects of the theme:

- types of boats and ships as shown in the prescribed material

- types of transport on land

- the difficulties and dangers of travel by land and sea

Candidates should study the pictures in the Eduqas Prescribed Material Booklet, one or more of which will be used as a basis for questions in each question paper. Candidates will also answer questions on the texts in the Eduqas Prescribed Material Booklet.

Exploration of the theme

In this theme, the following topics will be covered:

- travel by land
    - o Roman roads
    - o milestones
    - o carriages and carts
    - o travel by foot
    - o travel by litter

- travel by sea
    - o travel by ship
    - o travel by barge
    - o harbours

- the dangers and difficulties of travel
    - o accommodation and food
    - o delays
    - o traffic
    - o shipwrecks
    - o seasickness

This introduction contains notes on all these topics to assist in the teaching of the literature. **Candidates will only be examined on the content of the prescribed material.**

Travel by Land

The streets in towns were of variable construction. Well-preserved town like Pompeii can give a false impression that paving was normal but this was not necessarily the case as we can see from **Juvenal's** text. In Rome, the streets varied in width from 4.8m to 6.5m, and where pavements were in existence they were frequently blocked by over-spilling merchandise from shops.

Roman roads criss-crossed the empire, and formed a remarkable network which allowed the army, officials, traders and others to travel efficiently. As far as possible, they were laid out in straight lines although they did deviate around obstacles such as mountains. They were designed to be long-lasting, well-drained, and easily used by a range of traffic.
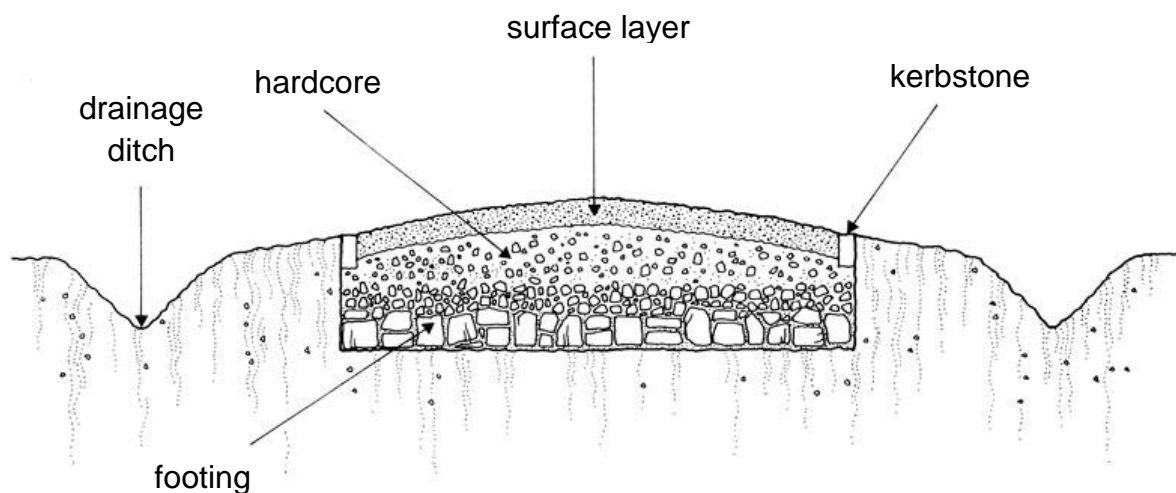
The use of stones, especially the hardwearing metalling (large flat stones) on the top, ensured that the road would endure for many years. The camber (curve) on the top, and the ditches at the side kept them well-drained. The width, and in some places paths at the side, ensured that they could be used by carriages as well as horses and mules and pedestrians. From around 250BC, Roman roads began to be marked to show distances. There is more information on milestones with the notes for **picture 1** in the prescribed material.

These roads could be dangerous, especially at night and around the tombs which lined the stretches near towns and cities. Bandits were not uncommon and Romans either travelled in groups or, if they were wealthy enough, hired a bodyguard to accompany them.

There was clearly a lot of traffic, both in towns and on longer journeys. **Juvenal** gives us an impression of the chaos in the city, including traffic jams and noise. The ruts made by carts in the roads suggests that they drove straight down the middle of the road – no wonder Juvenal describes so many disputes about right-of-way! Outside the city, the **Horace** text shows us that there was enough traffic to support roadside inns and taverns, and regular ferry services where they were needed.

Many travellers would use inns as stopping points and these varied considerably in reputation and comfort. In many literary texts they are portrayed as filled with thieves and prostitutes. The wealthy would have lodged with acquaintances along their route.

Methods of travel by land varied considerably too, mainly dictated by the wealth of the traveller. **Juvenal** describes the experience of a typical pedestrian. The wealthy would have used litters to travel and more information can be found on this in the notes on **Cicero**. For faster and longer-distance travel, there were various wheeled options. **Picture 3** shows the Roman mule taxi service which operated out of Ostia. The notes have more information on how this system operated. **Picture 2** shows a fast horse drawn carriage, and the notes explain how the wealthy made use of covered carriages when travelling distances. Most wheels on ancient vehicles were iron-rimmed, and only a few vehicles had any sort of suspension. Despite the relative luxury, this must have still have been an uncomfortable way to travel.

There were many other types of wagon and carriage used in the ancient world. Whilst students are not expected to be familiar with the different types and their names for this examination, there is plenty of scope for further investigation for the curious.

Travel by Sea

Although the road infrastructure was very important in connecting the towns of the Roman world, it was an expensive way to travel and transport goods. Travel by sea and river was much cheaper, although this was not without its dangers and difficulties.

Rome was served by two ports. Ostia was near the mouth of the River Tiber and initially was sufficient for transferring cargo from sea-going craft to alternative transport into the city. As Rome grew, it required another harbour to deal with the volume of ships and so Portus was constructed on the coast to the north of Ostia. There were several other points along the Italian coast where goods were transferred onto land or coastal transport: one of the most important was Puteoli. There is more information about harbours in the notes with **picture 6**.

Different types of ship were used for different types of journey. Our sources deal with sea-going ships, coastal ships, and river barges. The bulk of these were engaged in trade. Whilst some wealthy people may have owned their own luxury craft and there were boats for the military and some official business, for most Romans passage would have simply been negotiated with a captain sailing in the desired direction.

Sea-going ships like those transporting **Pliny** and **Ovid**, and depicted in **picture 6**, had a mast and square sail – frequently more than one – and many also had oars. They were steered using twin steering-rudders which resembled large oars, located at the stern of the ship and operated by a helmsman standing at the stern using a steering pole which connected the rudders. These ships had deep hulls suitable for withstanding the open sea, but this made them unsuitable for navigating coastal areas and rivers, especially the silt-laden Tiber. Goods and passengers had to be disembarked and put onto more suitable transport. The large ships would have been guided into the harbour by small tug boats, and then either moored at a deep dock or weighed anchor further out and were then unloaded by boat. A Roman anchor (left) has been reconstructed by the Malta Maritime Museum.

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Picture 5 depicts this transference of goods happening at Ostia. The coastal ships had a shallower draught and were modified to accommodate towing as well as having a mast and sail. These would carry both goods and passengers. **Pliny** made his way partly by these craft up the coast from Ephesus. Barges were also towed, as can be seen in **picture 4** (where goods are being moved) and in the **Horace** text (where they are acting as a ferry service). The towing was done by animals such as mules or by slaves (as in **picture 4**).

If students are interested, there is a wealth of information on ancient shipbuilding at: https://www.futurelearn.com/courses/shipwrecks/0/steps/7964

Navigation of these craft was tricky and required specialised knowledge. As far as possible, Romans preferred to sail in sight of a coastline, using landmarks to navigate. This would require knowledge of potential hazards such as hidden reefs and sandbanks. Out at sea, navigators made use of the position of the sun, the direction of prevailing winds, and the stars. Written instructions were passed on between master helmsmen as well as the skills of reading these signs.

Pliny the Elder gives us some information about travel time: he says that it took two days to travel between Ostia and North Africa, seven days to reach Alexandria in Egypt. Of course, this varied considerably, and all commercial sailing was suspended over the four winter months (known as *mare clausum*).

The ORBIS project has mapped the ancient world and calculated travel times: http://orbis.stanford.edu/ This site can be used to map the journeys in these sources: Horace, Pliny and Ovid can be followed easily. If students have used *The Cambridge Latin Course*, the various travels of Quintus can be calculated as well.

List of sources prescribed for Eduqas Component 2

Source	Type	Writer and context	Subject and themes
IMAGES			
Picture 1: typical Roman Road	section of the *Via Appia*		• Roman roads • milestones
Picture 2: fast horse-drawn carriage	relief		• carriages and carts
Picture 3: mule carriage	mosaic		• carriages and carts
Picture 4: barge on a river	relief		• travel by barge
Picture 5: ship being loaded	fresco		• travel by ship • harbours
Picture 6: ship entering the harbour at Ostia	relief		• travel by ship • harbours
TEXTS			
Cicero *in Verrem* II.5. 26-27	speech excerpt	• influential orator and politician • a speech prosecuting the governor of Sicily	• the governor hates travelling, and is carried everywhere in a litter
Horace *Satires* 1.5.1-26	poetry excerpt	• writer of a wide variety of poetry • describes the start of a journey south along the *Via Appia* from Rome to Brundisium	• accommodation, food, fellow travellers, • travel by road and by canal-barge
Juvenal *Satires* 3.234-248	poetry excerpt	• writer of satire • written from the point of view of a friend who is leaving Rome • all the unpleasant features of living in Rome which are causing him to leave	• the noise and traffic in the streets of the city • the differences between rich and poor travellers

Martial *Epigrams* XI.79	poetry	• writer of poetry, especially epigrams • the poet is running late for a dinner party	• a slow journey by mule
Ovid *Tristia* 1.2.1-2 & 21-34	poetry excerpt	• writer of a wide range of poetry • the poem recalls his enforced journey into exile from Rome	• a sea-voyage through rough seas
Pliny *Letters* 10.15, 16, 17a	letters	• writer and politician, appointed as governor to the province of Bithynia • correspondence between Pliny and the Emperor Trajan • the lengthy journey from Rome to Bithynia	• a journey to the eastern part of the Empire • travel by sea and land • the delays and setbacks on his journey
Seneca *Letter* 53	letter excerpt	• influential writer, philosopher and statesman • a philosophical letter to a friend • a brief voyage causes him to be so sea-sick that he prefers to abandon ship	• a short ferry-trip across the Bay of Naples • seasickness • typical sailing routines and manoeuvres

As is usual with Latin literature, we should bear in mind that the authors we are hearing from are male and upper-class. In some cases we may also suspect that what they write is either exaggerated or even a totally fictitious composition.

Suggestions for reading and teaching

Key aims are:

- Understanding the meaning of the Latin
- Literary appreciation
- Developing an understanding of the topic

It is often useful to adopt the following approach when introducing students to original literature:

- Read the Latin aloud to emphasise phrasing and stress word groups
- Break up more complex sentences into constituent parts for comprehension
- Focus on comprehension of the text and understanding the content through questioning and using the vocabulary
- Look closely at how the Latin is expressed and the ways in which the literary devices enhance the meaning.
- Although a sample translation is provided in the course resources, teachers might want to encourage their students to make their own version after various options have been discussed and evaluated. The first step is a literal translation, then something more polished in natural English that is as close to the structure and vocabulary of the original Latin as possible. Students will soon see that a degree of paraphrasing may be required when the Latin does not readily translate into correct and idiomatic English.

Ways to start might include discussing modern journeys and the benefits and drawbacks of different methods of travel today. The Romans travelled for a wide range of reasons including trade, tourism and business: how does this compare with modern reasons for travel? Many Roman concerns are mirrored in travel today: poor quality of food, lack of sleep, and being caught in traffic jams for example!

It may also be useful to look at the experience of travel which may be outside the experience of the students themselves. This could include looking at the perils of sea-crossing for migrants and refugees in the Mediterranean and world cities suffering from severe traffic problems and pollution, especially due to rapid economic growth.

It may be useful to tackle the source material thematically. The texts are presented in the booklet in alphabetical order according to author in order that the teacher is free to use their professional judgement in presenting the material to their students in whatever order seems best.

About the Teacher's Notes

The following *Notes* focus on language, content, style and literary effect. The *Discussion* and *Questions* focus mostly on literary appreciation and interpretation. Rhetorical and technical terms are used throughout the notes. Some of these may be unfamiliar to teachers new to teaching Latin literature; a definition will be supplied. As the teacher is free to teach these sources in any order they wish, there will be duplication within the notes from time to time.

The notes are designed to provide for the needs of a wide spectrum of teachers, from those with limited knowledge of Latin and who are perhaps entirely new to reading Latin literature, to teachers experienced in both language and literature. It is hoped that all will find something of use and interest. **Teachers should not feel that they need to pass on to their students all the information from these notes; they should choose whatever they think is appropriate.**

Some of the information contained in the notes is for general interest and to satisfy the curiosity of students and teachers. **The examination requires knowledge outside the text only when it is needed in order to understand the text.**

The Teacher's Notes contain the follow:

- An **Introduction** to the author and the text, although students will only be asked questions on the content of the source itself.

- **Notes** on the text to assist the teacher.

- **Discussion** suggestions for students and overarching **Themes** which appear across more than one source.

- **Suggested Questions for Comprehension, Content, Style and Culture** to be used with students.

- **Further Information and Reading** for teachers who wish to explore the topic and texts further. None of this is intended for examination.

Further reading on Travel by Land and Sea

Cambridge Latin Course Book 3, Stage 24, pages 66-69 (Travel and Communication)

Jerome Carcopino, *Daily Life in Ancient Rome 2nd edition,* (Yale 2003)

Lionel Casson, *Travel in the Ancient World,* (JHU 1994)