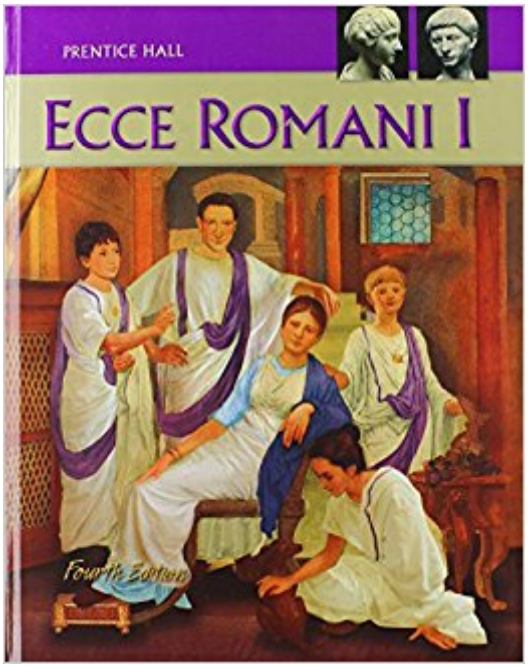
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Ecce Romani, Vol. 1: A Latin Reading Program, 4th Edition



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Synopsis

This hardcover edition contains Chapters 1 through 27 of the storyline, plus outstanding support for Word Study, Roman Life, Frontier Life, History, and Mythology. View the Ecce Romani Interactive Textbook

Book Information

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Best Sellers Rank: #31,954 in Books (See Top 100 in Books) #62 inÃ Â Books > Politics & Social Sciences > Politics & Government > Elections & Political Process > General #79 inÃ Â Books > Textbooks > Education > Secondary Education #368 inÃ Â Books > Textbooks > Humanities > Foreign Languages

Customer Reviews

Daughter says it is nice to have a physical book for her on-line Latin course.

Required for my son’s Latin class.

Great

This was probably the worst rental I have ever gotten,due to the drawings and doodles throughout the textbook. The textbook had many written notes as well.

I understand that the book was written for 9th graders. However, the story-line is more appropriate for 5th and 6th graders.Aside from this... Although there is grammar in the text, it is located after the readings, and sometimes several chapters later. Such is the "inductive" approach to learning a language - learn by doing, and then figure out why later. Having used this text in addition to several others, I’ve found that is just does not work very well. Students (unconsciously or not) learn to find

"crutches" in the readings (e.g. similarity to English, understanding by context, and reading the glosses). They show all the outward signs of textual comprehension without real understanding of what is going on. When they reach more advanced Latin, they have not yet learned the art of grammatical analysis, and they crash into a glass ceiling. Hard! Frustrated, they give up on Latin because it is "too difficult". Of course, I spent the better part of my time trying to offset these natural tendencies of the textbook with more intensive formation in grammar and vocabulary.But why not just use a text that is more logical and age-appropriate in the first place? The series is not bad for a supplementary reader at the 5th to 8th grade levels, but hardly an appropriate choice for a high school. I've never understood why this seems to be the preferred series for high school Latin programs. The best I can figure is that the explicit multiculturalism in the textbook matches the philosophy that reigns in educational circles, and that the text doesn't make serious demands on the students. I think, however, that there are better ways to make Latin relevant and interesting to the student - without pandering or coddling.

As someone who has used this textbook in high school Latin courses, I will say that Ecce Romani is one of THE most confusing books I have ever used.Ecce teaches not by introducing new concepts one at a time, but by shovelfeeding students mountains of information with each chapter. While it does a decent job at teaching vocabulary terms, it takes its own, sweet time introducing Latin grammar, and doesn't do a very good job at that either ÃƒÂ¢Ã â ¬Ã â œ through monstrous graphic organizers, walls of text, and confusing jargon. For a textbook adorned with sweet images of Roman children having playing and laughing, its entire premise is just plain intimidating. I found myself quickly falling behind in class while using Ecce. It was awful.The only redeeming qualities are the artwork and storyline (one star for each), which are creative and (admittedly) somewhat interesting, soÃƒÂ¢Ã â ¬Ã Â¦ great job, Pearson? I guess?All I can really say about Ecce without going too deep into it. However, if you're someone who doesn't do well with Ecce's teaching style, and you actually want to LEARN the Latin language, try "Getting Started With Latin," which can be found through a search on this very site. Not only does it work, but it also isn't overwhelming or as difficult as Ecce is.

This is a frustrating text. On the on hand, it is the best of the modern textbooks, with a nice balance between the inductive and grammar/translation approaches. This balance is a real advantage: students need to know grammar to learn the language. How else would they be able to talk ABOUT the language, including its grammar? They also need to recognize and interpret the forms. Not

being native speakers, the easiest way for them to accomplish these goals is methodical study of accidence, syntax, and grammar. And the inductive approach helps them recognize that the language is not a series of unconnected sentences: students need to be aware from early on that they will be reading passages, not snippets. So, I like this book's adherence to a golden mean between the two standard approaches.On the other hand, however, the book is simply too busy. First, there is too much vocabulary. Much of it is there simply to serve the story. It should be halved, even if this means the story is less involved. Second, there are too many passages, particularly near the end of the text, which, because they appear at at the very busy end of the year, must be jettisoned by the teacher. Third, the book attempts too much grammar. For instance, there is no reason to introduce so many uses of the dative case. Finally, the later passages are too long. A paragraph is sufficient to introduce the (reduced) vocabulary and new syntax.There is so much good about this text that I don't like to disparage it, but future revisions should really focus on reducing the content introduced at the end of the text, reducing vocabulary throughout the text and the number of passages in each chapter (no chapter should have more than one passage, of one paragraph in length), and ensuring that all cases of the noun are introduced before chapter 17.

This book is awful at teaching grammar and really deprives students of learning the language properly. The stories throw in grammatical terms that the students are in no way ready to learn in the early chapters, and justifies it by giving them direct translations instead of giving them the translation for the word and making them figure out the grammar. Students learning with this book will have a difficult time when they reach higher levels of Latin, because they do not have a proper foundation for the language.

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