

**World Languages
Latin III**

Unit 1: Figures of Speech and Rhetoric

Essential Understandings	<ul style="list-style-type: none"> ▪ Classical literature forms the foundation for all Western literature. ▪ Reading the poetry, prose, and history of the ancient world allows us to understand Western history, philosophy, and religion, as well as to gain insight into our own culture and literature.
Essential Questions	<ul style="list-style-type: none"> ▪ What are the classical figures of speech? ▪ What is rhetoric?
Essential Knowledge	<ul style="list-style-type: none"> ▪ The classical figures of speech, first identified by Aristotle in his poetics, are language tools used by authors to persuade or embellish poetry and oratory. They belong predominantly to four categories: <ul style="list-style-type: none"> ○ figures of word order ○ figures of sound ○ figures of imagery ○ figures of emphasis
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ <u>Figures of Word Order:</u> <ul style="list-style-type: none"> ▪ chiasmus, synchysis, graphic word order, symmetry, tmesis ○ <u>Figures of Sound:</u> <ul style="list-style-type: none"> ▪ onomatopoeia, assonance, consonance, alliteration, homoteleuton, poluptoton ○ <u>Figures of Imagery:</u> <ul style="list-style-type: none"> ▪ metaphor, simile, personification, graphic word order, thematic word choice, anadiplosis ○ <u>Figure of Emphasis:</u> <ul style="list-style-type: none"> ▪ anaphora, tricolon, crescens, ellipsis, prolepsis, asyndeton, polysyndeton, aposiopesis, zeugma
Essential Skills	<ul style="list-style-type: none"> ▪ Identify and analyze effectiveness of figures of speech in Latin and English literature.

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<p>Related Maine Learning Results</p>	<p><u>World Languages</u> A. Communication A2. Interpretive Students comprehend conversations, narratives, and recoded material in familiar contexts that are longer and/or more complex than those in the 6-8 span. a. Identify main ideas, topics and specific information in a variety of authentic written materials. A3. Presentational Students express their own thoughts to describe and narrate in oral and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners. a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation. f. Paraphrase and/or summarize texts orally or in writing in a presentation format using the target language or English. A4. Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language. a. Compare a variety of grammatical structures and syntax between languages. b. Identify examples of vocabulary in both languages that do not translate directly from one language to another. c. Use idiomatic expressions and/or proverbs in the target language. d. Identify examples of how vocabulary (in English and the target language) that convey different meanings in different contexts.</p>
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Listen to popular music, brought in by students to identify figures of speech ▪ Games to practice identifying figures of speech ▪ Lecture and essays on using figures of speech to evaluate effectiveness of literature
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Essays analyzing figures of speech in poetry/oratory ▪ Tests ▪ Translation of literature and interpretation of figures of speech
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Other Resources:</u> <ul style="list-style-type: none"> ○ AP curriculum list of figures of speech ○ Popular music containing vivid examples of figures, such as “The Piano Man”

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Technology Link	<ul style="list-style-type: none">▪ http://www.brunswick.k12.me.us/curriculum▪ www.perseus.tufts.edu▪ http://www.humanities.byu.edu/rhetoric/Silva.htm
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