

**World Languages
Latin III**

Unit 2: Cicero and Roman Oratory

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"> ▪ Who was Cicero? ▪ Who was Demosthenes? ▪ What is the format of the Classical oration? ▪ What are the Classical fallacies?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Marcus Tullius Cicero was born of an equestrian rank family in 103 B.C. He rose quickly in political prominence in Rome by defeating Hortensius, Rome’s foremost advocate, in the trials against Verres. As a <i>novus homo</i>, Cicero was elected to the offices of the <i>cursus honorum</i>, ultimately achieving the top rank of consul in 63 B.C. The Catilinarian conspiracy of that year almost resulted in the loss of his life and the overthrow of the Roman government. Cicero, however, delivered a series of brilliant speeches condemning Catiline and demanding his exile. ▪ The first Catilinarian Oration is a masterpiece of persuasive rhetoric which has been used as a model of oratorical perfection since its composition.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ oration, rhetoric, classical fallacies, ad iudices, ad quirites, ad patres conscripti, peroration, exordium, narratio
Essential Skills	<ul style="list-style-type: none"> ▪ Read Latin fluently. ▪ Identify and analyze Classical figures of speech and Classical fallacies.
Related Maine Learning Results	<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.</p>

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Results**

- 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.
- B. Culture
- B1. Practice and Perspectives
Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken
- a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.
 - b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.
 - c. Identify differences in cultural practices among peoples that speak the same language.
- B3. Comparison with Own Culture
Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.
- a. Identify and compare influential figures from the two cultures.
 - b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken.

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<p>Related Maine Learning Results</p>	<p>C. Connections</p> <p>C1. Knowledge of Other Learning Results Content Areas Students use the target language to enhance their knowledge of other Learning Results content areas.</p> <ol style="list-style-type: none"> a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English. b. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas. <p>C2. Distinctive Viewpoints Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language.</p> <ol style="list-style-type: none"> a. Interpret short prose, poetry, or plays in the target language that reflect the culture(s) in which the target language is spoken and make connections to the viewpoints of the culture associated with the target language(s). b. Located selected magazines, newspapers, authentic entertainment media an electronic media in the target language and use these media as the basis for describing the viewpoints of the culture associated with the target language(s). c. Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and describe viewpoints of a culture in which the target language is spoken. <p>D. Communities</p> <p>D1. Communities Students demonstrate their understanding an use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21st century.</p> <ol style="list-style-type: none"> a. Interact with people, either in the community or online, who use the target language in their professions. b. Independently access a variety of target language sources for one’s own entertainment or enrichment. c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Translation of prepared passage and at sight. ▪ Discussion of historical setting and rhetorical importance. ▪ Games for review of vocabulary used by Cicero. ▪ Student-composed orations in the style of Cicero.

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Sample Classroom Assessment Methods	<ul style="list-style-type: none">▪ Tests▪ Daily reading assessments▪ Class discussion▪ Oration
Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <i>Oratio Prima in Catilinam</i>○ <u>Catiline's Riddle</u>, a novel by Stephen Saylor about Cicero and Catiline○ <i>I Have A Dream</i> speech – Martin Luther King, Jr.○ Speeches by Winston Churchill▪ <u>Videos:</u><ul style="list-style-type: none">○ several video clips of readings of the oration in Latin
Technology Link	<ul style="list-style-type: none">▪ http://www.brunswick.k12.me.us/curriculum▪ www.perseus.tufts.edu