



MONUMENTS OF ROME IN ENGLISH CULTURE

A National Endowment for the Humanities Summer Institute

Lesson 1	Grades 11-12 and AP classes. English Language and Composition Six 20 min. periods	Ara Pacis Video Student Resource Packet One Graphic Organizer	Related Lessons Lesson 2
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Introduction	In this lesson students will study rhetoric in both visual and written forms. Students will build visual frameworks for identifying written rhetorical strategies and analyzing their use in visual and written examples. (W.11-12.1, RI.11-12.6, RI.11-12.7)
Learning Objectives	Students will be able to analyze how written rhetoric works. Students will be able to identify and analyze how visual rhetorical devices are similar to written rhetorical devices. Students will be able to analyze how written and visual rhetoric works to accomplish a similar purpose.
Preparation and Resources	Download the video of the Ara Pacis. https://www.youtube.com/watch?v=MfV8BhkQ3Ys&feature=youtu.be Download and print copies of Student Resource Packet 1 http://layersofrome.utep.edu/images/videoplay1.png Download and print the Graphic Organizer. http://layersofrome.utep.edu/images/GraphicOrganizer.pdf
Lesson Activities	Activity One Instructors should either summarize the elements of the rhetorical triangle to students or view the explanations of the rhetorical triangle by Prof. David Jolliffe. https://www.tes.com/lessons/dKTdCEIiVObbSQ/jolliffe-s-rhetorical-framework-and-the-rhetorical-triangle Instruct students on the process of reading a monument by using the D-S-S-E-C-T method. How to Read a Monument http://layersofrome.utep.edu/images/How_to_Read_a_Monument.docx

Activity Two

- Have students open their Student Resource Packet One to source one.
- Explain to students that they will watch a video depicting a monument of Ancient Rome. Watch the video of the [Ara Pacis](https://www.youtube.com/watch?v=MfV8BhkQ3Ys&feature=youtu.be) through once. <https://www.youtube.com/watch?v=MfV8BhkQ3Ys&feature=youtu.be>
- Students should write down what they notice and questions and wonderings on the two-column chart.
- Watch the video again stopping at several places to allow students to record observations and questions. If you have a one-to-one program at your school, students can also watch and pause the video independently.
- Discuss what students notice, avoiding inferential claims at this point, and sticking to the visual evidence existing in the monument.
- Pull up still images from the video to aid in discussion.

Activity Three

- Have students open their Student Resource Packet One to source two. <http://layersofrome.utep.edu/images/videoplay1.png>
- Read the selection from Vitruvius' *De Architectura* and highlight for key ideas, questions, and insights
- Discuss the main ideas of Vitruvius' writing.
- Have students use the guiding question at the bottom of source two to compare the Ara Pacis with what Vitruvius wrote.
- Discuss the comparisons as a class as students continue to take notes.

Activity Four

- Have students open their Student Resource Packet One to source three. <http://layersofrome.utep.edu/images/videoplay1.png>
- Read *Res Gestae Divi Augusti* and highlight for key ideas, questions, and insights.
- Discuss the main ideas of Augustus' writing.
- Have students use the guiding question at the bottom of the page to develop relationships between sources.
- Discuss relationship as a class as students continue to take notes.

Activity Five

- Have students open their Student Resource Packet One to source four. <http://layersofrome.utep.edu/images/videoplay1.png>
- Read the excerpt of the forward to *Res Gestae Divi Augusti* and highlight for key ideas, questions, and insights.
- Discuss the main ideas of the forward with relation to the rhetorical situation (audience, exigence, and purpose).
- Have students use the guiding question at the bottom to develop relationships between sources.

Activity Six

- Review Jolliffe rhetorical triangle lecture.
<https://www.tes.com/lessons/dKTdCEiVObbSQ/jolliffe-s-rhetorical-framework-and-the-rhetorical-triangle>
- As a class, discuss the relationships between all the sources considered so far as students continue to take notes.
- Introduce students to the central question for writing and planning: How does the Emperor Augustus use rhetoric to establish his position?
- Use the [Graphic Organizer](#) to develop the rhetorical situation (audience, exigence, and purpose) as well as the visual and written rhetorical features that help Augustus achieve rhetorical success.
<http://layersofrome.utep.edu/images/GraphicOrganizer.pdf>
- The Graphic Organizer has students identify elements of Vitruvius and how these are present in both the visual monument and the written text. Students then relate back to the purpose of Augustus' argument. This is only one way to organize and synthesize the material. Students that are up to the challenge to generating their own argument and organization with only the question can be allowed the opportunity.
- The Graphic Organizer can be used as a formative assessment or students can develop a full essay on this question for assessment.