MONUMENTS OF ROME
IN ENGLISH CULTURE
A National Endowment for the Humanities Summer Institute

Lesson 2	Grades 11-12 and AP classes. English Language and Composition Six 20 min. periods	Roman Forum Video Student Resource Packet Two Graphic Organizer	Related Lessons Lesson 1.

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 Roman Forum. https://www.youtube.com/watch?v=BlNjM6BvhWs&feature=youtu.be Download and print copies of Student Resource Packet 2 http://layersofrome.utep.edu/images/studentresourcepackettwo.pdf and the Graphic Organizer. http://layersofrome.utep.edu/images/GraphicOrganizer.pdf

Lesson Activities	Activity One
	    Instructors should review with students the elements of the rhetorical triangle of Prof. David Jolliffe as presented by Clori Rose.
	    https://www.tes.com/lessons/dKTdCEIiVObbSQ/jolliffe-s-rhetorical-framework-and-the-rhetorical-triangle
	
	Activity Two
	  • Have students open their Student Resource Packet Two to source one.
	    http://layersofrome.utep.edu/images/studentresourcepackettwo.pdf
	
	  • Explain to students that they will watch a video depicting a monument

of Ancient Rome. Watch the video of the The Roman Forum & The Temple of Saturn through once.
https://www.youtube.com/watch?v=BlNjM6BvhWs&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 Two to source two.
 http://layersofrome.utep.edu/images/studentresourcepackettwo.pdf
- Read *De Architectura* and previous 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 Roman Forum 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 Two to source three.
 http://layersofrome.utep.edu/images/studentresourcepackettwo.pdf
- Read the excerpt of Cicero's First Oration against Catiline and highlight for key ideas, questions, and insights.
- Discuss the main ideas of the excerpt of Cicero's speech.
- 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 Two to source four.
 http://layersofrome.utep.edu/images/studentresourcepackettwo.pdf
- Examine the map of the Roman Forum and highlight for students the location of the Temple of Saturn (10) and the rostra (8). Identifying that Cicero would have given his speech from the rostra.
- Students should identify what the view of the listener would be.
- Have students use the guiding question at the bottom to develop relationships between sources.

Activity Six

	• 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 Cicero use rhetoric to develop his case against Catiline? • Students can use the graphic organizer http://layersofrome.utep.edu/images/GraphicOrganizer.pdf developed in step one to practice transfer of skills and or provide further scaffolding. Students must develop the rhetorical situation (audience, exigence, and purpose) as well as the visual and written rhetorical features that help Cicero achieve rhetorical success. • The graphic organizer has students identify elements of Cicero and how these are present in the written text. This is only one way to organize and synthesize the material. Students that are up to the challenge can generate their own argument and organization 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.