



## Notes for the teacher: Chapter 8

*de Romanis has been designed for a selective approach. Students need to learn the new vocabulary and grammar from each chapter's Core Language section, but teachers should select a suitable combination of introductory and practice material to suit the time available and the needs of their students.*

### INTRODUCTORY MATERIAL

The notes which follow aim to highlight areas of interest within the theme for each chapter; teachers are encouraged to be selective in accordance with the age and interest of their classes.

#### Overview

Chapter 8 focuses on oratory, and in particular the life of the statesman and orator Cicero. It looks at the art of oratory as a key element which a Roman needed to master in order to achieve political advancement and personal power. The focus on oratory builds on the content from Chapter 7, which introduced the idea that in Republican Rome decisions were made through debate and discussion in the senate and assembly. The focus on the life of Cicero, and in particular his championing of Republican values, provides a view against which to compare the actions of power-hungry Romans such as Julius Caesar, Mark Antony and Octavian.

The idea of the route to power will be developed in later chapters: Chapter 9 looks at the role of military success; Chapter 10 explores the link between wealth and power through the story of Cleopatra.

#### How to begin

*For all chapters, it is beneficial to read and discuss the introduction in overview before beginning the Core Language material: students will find the Latin sentences and stories more interesting (and more accessible) if they are already familiar with the context behind them. The PowerPoint slides available online might be helpful for teachers keen to offer a compressed introduction; in addition the worksheets (also available online) will direct students' attention to the most important details in the introduction. As students progress through each chapter, the Latin stories will provide opportunities to return to aspects of the introduction in greater depth. Detailed at the end of these notes is a breakdown of which material might work best alongside each Latin story.*

Students could be asked to find a video of a speech which they think is particularly persuasive, or they could be given a speech and asked to explain why it might be considered effective oratory. They might then like to consider why oratory is important, and particularly why it might have been important in the Roman Republic, where elections were common, and decision-making was shared and based on discussion. Source 8.2 could be used as a hook: it gives a Roman perspective on what counts as a good speech. Students could consider how it compares with what we think today.

**What's interesting**

Chapter 8 introduces the formal career path for an ambitious Roman. Students might like to consider what this shows about the qualities the Romans valued in their leaders and the pros and cons of the age limits set for different positions.

The life of Cicero is interesting for a number of reasons. He lived a long and eventful life, he was extremely successful despite his non-elite background, but he had a tragic personal story: he was committed to defending the Republic, hailed as its saviour, but then cruelly butchered. The loss of his beloved daughter is also particularly moving.

Chapter 8 further adds to students' understanding of social status in Rome. The terms *patrician* and *plebeian* have already been introduced, and students should be familiar with the idea that Romans were divided by ancestry into different social tiers. The label *nobilis*, however, is a new one (and is also introduced in the Chapter 8 vocabulary). It is important to understand that social status depended partly on the achievements of a Roman's ancestors and that it was possible for families to move up in social status once they could claim a consul among their ranks. A reminder of *auctoritas*, the inherited influence which a *nobilis* would have had, and Cicero's lack of *auctoritas* as a *novus homo*, brings into view the idea that Cicero was an underdog, and makes his meteoric rise all the more impressive.

Chapter 8 also provides an opportunity to think about other divisions within Roman society. Men were given the opportunity to speak in public, but women were not, and students might like to reflect upon this. Source 8.4 adds further nuance and offers an insight into the downside of the need for ambitious men to have a public persona. It also helps to extend the students' understanding of slavery: it is easy for students to assume that all slaves were ill-treated, and Cicero's respect for his ex-slave Tiro is a useful counterpoint to this.

The theme of oratory allows teachers to explore again the connection between Greek culture and Roman: the introduction to the chapter refers to the Greek rhetorician Demosthenes as a leader of Classical oratory. Students will be familiar from Book 1 with the idea that Greek culture had a major influence on many aspects of Roman culture, but the story of Cato told in Exercise 8.4 introduces the idea that not all Romans welcomed its impact on traditional Roman values. The story also provides a hook to remember the threat posed to Rome by Carthage in the 3rd and 2nd centuries BC.

The story of Pliny and the eruption of Vesuvius is included in Exercise 8.12. This links to the theme of the chapter, as Pliny preferred to stay at his books and focus on his education, rather than accompany his uncle to investigate the eruption. It also provides a useful opportunity for teachers to discuss Pompeii, or perhaps do some research or project work on the topic.

**What's difficult**

From this point on in Rome's history, events can become confusing, particularly as allegiances between powerful men are made and broken. By looking at Cicero's life and times as a single linear narrative, the turbulent events of the late Republic are first introduced in a more manageable way and from one point of view.

It is helpful if students can keep a firm grip on the identity of the key players at this stage in Roman history: repeated summaries of an individual's life-story will really help students build a clear understanding of this period, and to remember that Roman history is focussed on the characters of individual people and not just on facts or events.



### Suggestions for cultural comparisons and wider discussion

- **How important is oratory in our society?** Is debate still important? How has social media changed the way debates take place? Students might like to consider the limit of 280 characters which Twitter puts on tweets. Students could compare the oratorical style of Barack Obama and Donald Trump and consider which has had a greater impact and why.
- **Social class and ancestry:** is status in Britain shaped by ancestry? Do we have anything similar to the idea of a *novus homo* and a *nobilis*? Students might like to consider how many British politicians are white, male and privately educated and what this suggests about social mobility within Britain today.
- **What would we consider slander today?** What counts as acceptable within public speaking today? What could or could not be said about a political opponent? Students might like to compare Cicero's defamation of Mark Antony in Source 8.3 with modern examples such as David Cameron's 'calm down, dear' to Angela Eagle MP, or the language used by Boris Johnson which was criticised as incendiary. Students might find it interesting to watch debates on BBC Parliament, or arrange a visit to the House of Commons to watch and listen in the gallery.
- **Are there events which are more important than reading books and education?** What sort of event would students consider more important than a day at school? They could consider climate change protests, for example.
- **How surprising is it to read about Cicero's grief for his daughter?** Traditional Roman values encouraged toughness and endurance (see Source 7.2). How did we traditionally deal with grief, and is this now different in the modern age? Students might like to compare the Victorian style of mourning with the more public and less boundaried outpourings of grief on social media today. Was Cicero's interest in reading and writing similar to a form of modern-day therapy?
- **What is the relationship between speech and freedom?** Students might like to consider the meaning behind the Libertas coin, shown in Source 8.1. Why is it important to have a voice? How has silence been used in history to disenfranchise or disempower people? Students could consider the campaigns for women's suffrage, for example, or the Civil Rights Movement in the USA.

### Suggested extension and creative activities

- students could imagine they are a Roman standing for office and write a speech explaining all the ways in which they are qualified for the role (military, administrative, financial, legal experience, personal wealth)
- students could have a go at an archetypal piece of Roman rhetorical training: they could practise writing two separate speeches, one for and one against the same idea
- students could write a guide for an aspiring modern-day orator, explaining all the qualities needed to deliver a speech well
- students could take the text or video of a modern-day speech (such as those given by Barack Obama or Martin Luther-King) and look for elements of their speech which are particularly powerful, such as repetition, patterns or emotive language



## LANGUAGE MATERIAL

### Overview

| <b>vocabulary</b>  | <b>practice material</b>   |
|--|--|
| Chapter 8 CL vocabulary list   | <a href="#">AL Exercise A8.1</a><br><a href="#">AL Exercise A8.2</a><br><a href="#">AL Exercise A8.3<sup>1</sup></a><br><a href="#">AL Exercise A8.4</a><br>online Quizlet vocabulary flashcards |
| <b>grammar</b>   | <b>practice material</b>   |
| pronouns <ul style="list-style-type: none"> <li>• <i>ego, nos, tu, vos</i></li> <li>• <i>se</i></li> </ul>       | CL Exercise 8.1<br>CL Exercise 8.2<br><a href="#">AL Exercise B8.1</a><br><a href="#">AL Exercise B8.2</a>   |
| further notes on Latin word order  |  |
| further notes on <i>eo</i>   | CL Exercise 8.3<br><b>CL Exercise 8.4<sup>2</sup></b>  |
| adjectives <ul style="list-style-type: none"> <li>• superlatives</li> </ul>                                      | CL Exercise 8.5<br><b>CL Exercise 8.6</b><br><a href="#">AL Exercise B8.3</a>  |
| comparison <ul style="list-style-type: none"> <li>• comparative adjectives</li> <li>• comparing nouns</li> </ul> | CL Exercise 8.7<br><b>CL Exercise 8.8</b><br><a href="#">AL Exercise B8.4</a>  |
| adverbs <ul style="list-style-type: none"> <li>• comparatives and superlatives</li> </ul>                        | CL Exercise 8.9<br><b>CL Exercise 8.10</b>   |
| verbs <ul style="list-style-type: none"> <li>• the pluperfect tense</li> </ul>                                   | CL Exercise 8.11<br><b>CL Exercise 8.12</b><br><a href="#">AL Exercise B8.5</a><br><a href="#">AL Exercise B8.6</a>  |
| <b>consolidation / revision</b>  | <b>practice material</b>   |
| vocabulary and grammar   | online vocabulary quiz   |
| all syntax   | <a href="#">AL Exercise C8.3</a>   |

<sup>1</sup> As a progression from Book 1, some of the Additional Language A exercises from Chapter 7 onwards also practise manipulation of key verb and case endings.

<sup>2</sup> Latin stories are denoted in bold



|   |   |
|---|---|
| vocabulary from chapters 1-8 <ul style="list-style-type: none"><li>• 2nd declension nouns</li><li>• 2nd conjugation verbs</li></ul> | online <a href="#">AL Section D exercises</a> |
|---|---|

### What's difficult, and how best to teach it

- **Translating sentences** is likely to be more challenging than the stories, because a wider range of vocabulary from previous chapters reappears. It might be useful to consolidate vocabulary as a warm-up before beginning a set of sentences. The grammar practised will also be more wide-reaching, as within a set of ten sentences a range of different endings has been built in. If teachers wish to focus on just one aspect of grammar, they may decide to side-step a particular sentence.
- **The quantity of known vocabulary is 240 words by Chapter 8.** Therefore vocabulary consolidation tasks become increasingly important. It is very useful to do a mini test or flashcard review of vocabulary before embarking on an exercise, so that students go into the exercise confident that they can remember a significant number of the words contained within it. Additional Language B exercises provide an excellent opportunity for targeted revision of prior vocabulary, since they always focus on a specified range of words, e.g. adjectives from Chapters 7 and 8. Additional Language Section D now provides further consolidation of vocabulary met so far: this revisits words by category, which is a very accessible way of consolidating endings and practising the manipulation of words which all follow the same pattern, e.g. nouns in the 2nd declension only.
- **There is now greater complexity of adjective forms.** Students will have to handle the differences between adjective, comparative adjective, superlative adjective, adverb, comparative adverb and superlative adverb. Students find it fairly straightforward to recognise a superlative but often miss a comparative adjective or adverb. Irregular forms need to be learned as pieces of vocabulary, since students are often uncertain about the English irregular forms e.g. *many, more, most*. Students should be taught that a comparative is not always used as a direct comparison with something, but can simply mean *rather...* or *too...*
- **The ablative of comparison adds yet another use of the ablative.** The ablative case can now be translated in a number of ways: *by, with, from*, after certain prepositions, *in* or *at* for time phrases, and now *than* for comparison. Students need to be familiar with the range of possible words which might need to be supplied in English when translating an ablative noun. It is worth reiterating to students just how often the ablative appears (especially at the start of a sentence), and continue to chant the endings *-a, -o, -e / -i, / -is, -is, -ibus* to encourage easy recognition of the ablative in translation.
- **Personal pronouns should be distinguished from possessive adjectives**, which were introduced in Chapter 6. The case endings for personal pronouns are different from noun paradigms, but chanting *ego, me, mei, mihi, me / tu, te, tui, tibi te* etc. is quite catchy and the similarities across the different pronouns are obvious. It is also worth pointing out that English still uses cases for personal pronouns (e.g. *I / me, we / us* etc), and that *me* is used for the object in both languages. Students often confuse these pronouns, however, with possessive adjectives, and it can be useful to make sure students practise remembering that *meus* means *my*, but *ego / me* means *I / me* etc.
- ***se* can be difficult to understand:** students are now familiar with *is, ea, id* as the word for *he, she, it* and it is important to explain that *se* is only used to refer back to the subject of the main verb. To help this idea stick, it can be helpful to ask students to try to explain why *se*



does not have a nominative form.

- **The notes on Latin word order are a useful reminder** for students who enjoy writing in Latin and the principle of emphatic word order is introduced here. *de Romanis* encourages students to start looking for examples of Latin literary style from Book 2 onwards, and the online comprehensions from Chapter 6 include questions asking students to comment on the impact of e.g. repetition, word order, choice of vocabulary and so forth. It is worth pointing out to students that unusual word order often carries just as much (if not more) emphasis than other forms of patterning such as alliteration or repetition.
- **The verb *eo* is often forgotten** because it has such a short stem, and in certain forms it can look quite odd, such as the perfect *ii* or the imperative *i*. The compounds of *eo* listed here provide an opportunity for students to revise the forms of this verb. The present participle (*iens, euntis*) deserves particular mention because its stem is quite different from its nominative form.
- **The pluperfect tense is less common in Latin than in English.** This tense is common in English, especially in subordinate clauses, but in Latin the perfect tense is more typical in clauses such as *because the senators had approached*. Its form is easy to recognise and translate, but students should be careful not to confuse the pluperfect endings with the imperfect tense of *esse*; this applies especially in the context of compounds of *sum* such as *aderam, aberam, poteram*.

### What to prioritise if you are short of time

*de Romanis has been designed for a selective approach: it is highly unlikely that any student will have the time to do all the exercises within it. Teachers will need to make a decision about which Core Language practice material to use to help students understand new vocabulary and grammar, and which Additional Language or online materials to use to reinforce or extend the core content of each chapter. For an explanation about the differentiation built into the different categories of Additional Language and online exercises, see the Teachers' Introduction to Book 1.*

For students and teachers who are short of time, the following are the key things to focus on within the Core Language section.

- learning new vocabulary and consolidating prior vocabulary
- recognising comparatives and superlatives, and learning irregular forms (in English as well as Latin) as individual pieces of vocabulary
- noticing (and enjoying) the emphasis within a text (either by strong vocabulary choice, such as a superlative, or use of unusual word order)
- the principle that Latin verbs have more than one stem: the pluperfect tense provides a good opportunity to revise the principle that whereas the present, future and imperfect tenses make use of the 1st principal part, the perfect and pluperfect tense both use the perfect stem

## LATIN STORIES

The Latin stories are a good opportunity to connect with material from the Introduction to each chapter. Below is a list of material which would work well alongside each Latin story.



- **Exercise 8.4: Cato the Elder**
  - Chapter 8: Introduction - Oratory
  - Figure 8.1 An orator
  - Source 8.1: Coin depicting Libertas and the rostra
  - Source 8.2: How to be a good speaker
- **Exercise 8.6: Cicero and Catiline**
  - Chapter 8: Introduction - The cursus honorum
  - Chapter 8: Introduction - Cicero
  - Figure 8.2 Cicero
  - Chapter 8: Introduction - Consulship and the Catilinarian Conspiracy
  - Figure 8.3 Cicero denounces Catiline
- **Exercise 8.8: Cicero and his daughter**
  - Chapter 8: Introduction - Cicero
  - Chapter 8: Introduction - Cicero's family
  - Source 8.4: Cicero's letters to his family and friends
  - online comprehension and audio file
- **Exercise 8.10: Cicero's death**
  - Chapter 8: Introduction - Cicero
  - Chapter 8: Introduction - Decline and exile
  - Chapter 8: Introduction - Cicero's death
  - Figure 8.4 Bust of Mark Antony
  - Figure 8.5 The rostra in the Roman forum
  - Source 8.3: Cicero attacks Mark Antony
- **Exercise 8.12: Pliny prefers to study**
  - Chapter 8: Introduction - The cursus honorum
  - Chapter 8: Introduction - Oratory
  - online comprehension and audio file