

attempt to include every possible answer but are instead offered as a starting point for the teacher's own consideration of what type of answer will be considered acceptable.

Cicero's Latin is a challenge even for the student who has studied the language for three years or more. It is important for the teacher to make good use of the notes in the student text and to break down the long periodic sentences into workable units. This kind of analysis, when done slowly at the outset, can be incorporated more efficiently as the year moves along.

It is also helpful to remind the students that these words were meant to be spoken and the audience had the additional benefit of watching Cicero "in action," with all his gestures and movements, and of hearing the rise and fall of his voice. Experiencing the oration on the written page is much the same as reading rather than seeing Shakespeare.

It is not easy for students, as they come into the Latin classroom from their various modern subjects, to make the transition to the world of no computers, television, recorded music, instant communication via the internet, cellphones, etc. Thus it is important for the teacher to recreate the scene of Rome during the late Republic as accurately and as vividly as possible. Such an approach will make Cicero's words come alive. Students can take virtual tours of ancient Rome and the Forum Romanum online rather easily. Sometimes simply having one image displayed for the class can help create the scene immediately. Teachers can also draw the obvious analogies to current courtroom cases, politicians, and public figures.

The *pro Archia* does provide the teacher with good opportunities to discuss the values of a society, and, in particular, how Cicero tried to stress what he considered to be most important in life—the role of the artist, and how society treats its artists. These are topics on which all students can comment.

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