THE RECITĀTIŌ PROJECT

DIĒS ULTIMĪ IN POMPEĪĪS:
A STORY AND ITS PRESENTATION ABOUT THE LAST DAYS OF
DAILY LIFE IN POMPEII

A Guide for
Getting Started

Throughout the last two years, going back to September of 2017, you have been working at the process of building for yourself a rather sizable vocabulary of **challenging English words** based upon your study of their **Latin antecedents** (from *ante + cēdit*, or literally, things “coming before”). You have labeled them by their parts of speech, you have given their roots, you have made observations and you have spotted context clues; you thus defined them, and you then figured out the meanings of similar unseen derivatives, also in context and through that same process; and for quite some time now – three times on reading check-ins, during several trips to the Met, and in full-length during last year’s spring project – you have been writing sentences that have illustrated your understanding of how we use them in modern American English idiom today.

And so, in order to take this process to that higher level one last time in Middle School, you will now take that familiar but assuredly larger step towards **ownership**, so to speak, of some of these abstruse (from *abstrūdit*, meaning “to conceal”), yet highly common (you might say “ubiquitous,” from *ubi* in Stg. 5!) words by **using them to express your own thoughts** in a short story, this time about life during those fateful final days in ancient Pompeii, which you will then share with your classmates by reading it aloud (in a *recitātiō*, or “recital”) like the ancient writers did two thousand years ago.

Here are the parameters...

1. You **must** use **fifteen** of the English derivatives you have covered in the Útilitās Lātinae handouts from Stgs. 1 through 11. (You may also choose from the list of words we are going to cover in Stg. 12, available in the MyHewitt topic box entitled “The Recitatio Project.”)

2. You **must** follow the guidelines on the **Recitātiō Project Feedback Form** (to be distributed in an upcoming class period).

3. You **must** keep your story to **2-3 pages**, double-spaced,* with an MLA-formatted heading and title at the top.

*That is, double-spaced using a standard 12-pt. font, with 1” margins throughout, unless otherwise approved.

**Oh, and one more thing...**

4. The work of art from your fall Docent Project **must** appear in some way, large or small, within the narrative of your short story!

More on the Format

*Dramatic Fan Fiction...* This year’s short story is a unique challenge, as you might write thoughtfully, with genuine empathy, about the lives of characters whose time in Pompeii will be ending abruptly in a few short days. The setting of your story is the city you have come to know; the exact timing is about three days to a week before the eruption of Mt. Vesuvius in the late summer of 79 AD. What happens to these characters is up to you. Most importantly, though, you must approach this assignment with the compassion that it deserves.
Due Dates

Before the story itself is due, you will be submitting a title and one-sentence teaser via e-mail before the start of class on Tuesday, Apr. 23rd (Day 3).

An example might look something like this:

Melissa & Mattathias

A story about a mountain whose wrath destroyed everything... including a city, its civilization, and the love contained therein.

As for the short story and the recitatio itself, because of scheduling challenges, we will be turning Latin class into a writers workshop only after the completion of the Stg. 12 quiz. (We’ll look at the calendar in a moment.) As such...

Everyone’s final version is due Thursday, May 23rd (Day 6), via old-timey paper.

And as always, an optional rough draft (if you’d like feedback from me along the way) is due no later than two class periods beforehand, which is Tuesday, May 7th (Day 6), via old-timey paper as well.