

Ethan R. White's  
Latin Teaching Portfolio

for

"LATIN 4770: Methods and Materials for Teaching Latin,"  
Professor R. A. LaFleur

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## *INTRODUCTION*

Salvē!

Adventus tuus grātissimus est!



I am delighted to present to you a portfolio that demonstrates my **experiences** and **development** as a Latin teacher and student of the classical world.

The items inside are meant to express my **personality** and **skill** as a teacher and invite you into our classroom, our own little piece of the ancient Roman world! In the **beginning**, you will find some basic items that help **introduce me**, my background, and my thought processes. After that, the bulk of the portfolio features **plans and materials** that I have used in the classroom and devised for the classroom. Reflective of my teaching, they feature and combine **several methodologies** and appeal to **varied learning styles**. This section of the portfolio includes a self-contained eight-day teaching unit on gladiators and their combat, with all materials included. To accompany Lesson 6 in this unit, please also see the brief PowerPoint file “pastor et leō background”.

My hope is that your time spent browsing these materials not only introduces you to me as a teacher, but also incites a passion and eagerness to study and know the ancient world!



My thanks are due to Dr. Ric LaFleur, Dr. Paul Christesen, Edward Bradley, Dr. Roger Ulrich, and Dr. Michael Burer for introducing me to the ancient world and helping to fuel my passion for the ancient world, its language, literature, history, art, and people.

## CURRICULUM VITAE

### EDUCATION

**B.A., Classical Archaeology**                      **Dartmouth College, Hanover, NH**

- Rome Foreign Study Program
- Latin & Greek
- Minor in Education

**M.A., Biblical Studies**                      **Dallas Theological Seminary, TX**

- Intermediate Greek
- Introduction to New Testament Exegesis

**Continuing Education**                      **University of Georgia IDL**

- Methods and Materials for Teaching Latin
- Vergil's *Aeneid*

### EXPERIENCE

**Latin I and II Teacher**                      **Denton Calvary Academy, Denton, TX**

- 7<sup>th</sup> and 8<sup>th</sup> grade students
- Used *Cambridge Latin Course*, Units I and II
- A total of four years of experience
- Wrote course curriculum guides based on Cambridge

**Literature Teacher**                      **Denton Calvary Academy, Denton, TX**

- 10<sup>th</sup> and 11<sup>th</sup> grade students
- American Literature (five years) and Western Literature (one year)
- Course content in literary analysis, composition, and grammar/mechanics

**Secondary Principal**                      **Denton Calvary Academy, Denton, TX**

- Developed and introduced school-wide Advanced Placement program
- Textbook coordinator for 7-12 courses
- Evaluated teachers and collaboratively developed improvement plans
- Total of three years of experience

### ASSOCIATIONS

**American Classical League, Member**

**latinteach Listserve, Member**

## *STATEMENT OF TEACHING PHILOSOPHY*

The Latin classroom is a macrocosm of the ancient world that we study, a place where discovery, illumination, and wonder bloom from students in the same way that an artifact buried by millennia emerges from the soil or a text slowly sings its song of beauty and timeless truth as its verses are strung together, word by word and line by line. The task of the Latin teacher is to shine light into students' dark places of understanding so that they might begin to share their own light of understanding with one another.

Relationship, activity, and variety are fundamental to the process of learning in my Latin classroom. The relationship between my students and me is essential, and they must trust me as I lead them and believe in my guidance. This relationship derives from equal parts preparation and praise. Preparation lends confidence to my instruction and peace to students. Praise helps students know that they belong, are accepted, and can succeed at this new task of learning a new language. Students also know that they belong when they help each other learn through collaborative learning relationships. Language is all about communication, and only part of communication is verbal. So we spend a lot of time in my classes using physical activity, including brief actions and developed drama to help interpret and comprehend text. These activities help to add variety to the other teaching styles I use, including formal grammar instruction, reading for comprehension, discussion, questioning, dictation, verbal repetition, composition, expressive reading, multi-media activities, and some translation exercises.

In all of this, I hope that my students, whatever their interests, reach their full potential and become helpful, engaged members of society, ready to do good to their fellow man.

## COURSE MATERIALS – CONVERSATION

A conversational dialogue using vocabulary that students have mastered through Stage 8 of *Cambridge Latin Course Unit 1*. The dialogue features a typical situation with a family in their household.

**Mater** Ubi est tuus frāter? Eum nōn vīdī hodiē.

Where is your brother? I haven't seen him today.

**Filius** Ego nōn sciō. Nōlī mē rogāre!  
Fortasse pater scit.

I don't know. Don't ask me! Perhaps dad knows.

**Mater** Ēheu! Iussī vōs labōrāre in culīnā hodiē.  
Adī patrem rogāre. In via est. Negōtium agit.

Oh dear! I told you two to work in the kitchen today. Go ask your father. He is in the street. He is conducting business.

**Filius** Vīdistīne Marcum hodiē, Tata?

Have you seen Marcus today, Dad?

**Pater** Eum nōn vīdī. Num Marcus dormit adhūc?  
Dixī vōs in hortō labōrāre hodiē.

I have not seen him. He's not still sleeping, is he? I told you two to work in the garden today.

**Filius** Inspicam.

I will go check.

Marcē! Excitā! Surge! Mater et pater nōs  
quaerent. Nōs cupiunt labōrāre!

Marcus! Wake up! Get up! Mom and dad are looking for us. They want us to work!

**Marcus** Nōlī mē exercēre, pestis! Cupiō dormīre.

Don't bother me, pest! I want to sleep.

**Filius** Nōlī recumbere! Sī tū manēs, labōrābis.  
Vēnī cum mihi ad thermae!

Don't lie down! If you stay, you will work. Come with me to the baths!

**Marcus** Valē. Abī – celeriter et tacitē. Dormiō!

Goodbye. Go away, quickly and quietly. I am sleeping!

## *COURSE MATERIALS – DRAMA PROJECT*

Background: The culminating project that I had for my 8<sup>th</sup> grade Latin II students was a translation project of Latin literature, somewhere in the range of 20-40 lines of text, dependent upon the level of difficulty. Students selected Caesar, St. Augustine, and Pyrramus and Thisbe (three girls combined their efforts for an 80-line passage). This was a fairly ambitious task, given that some fairly major grammar issues have still not been introduced by the end of Cambridge's Unit 2 (including the future tense, passives, moods) and that they had not had much experience with literature. All the same, I was amazed at how well they rose to the occasion and produced remarkably accurate and well-written translations. But I have a better idea!

In Brief: The entire class will prepare and present a theatrical presentation of a dramatic excerpt. Students would act out the scenes, speaking in Latin all the while. A student could operate a slideshow with translation for the audience, additionally.

Learning Outcomes:

- Students will commit Latin text to memory, thereby ensuring their integration of it into their thought processes and their functional use of it in scripted situations.
- Students will use the Latin language, along with action, interaction, and environment, to produce meaning for an audience.
- Students will comprehend spoken Latin and respond, either in spoken Latin or in operation of PowerPoint translation.
- Students will work collaboratively to accomplish various tasks in comprehending Latin and staging a drama.

## *COURSE MATERIALS – DRAMA PROJECT*

The Text: Ideally, I could give the students some choices, but they would certainly need some limiting of the field. Names with which they will have interacted via Cambridge include Plautus and Terence. This would be the main area of research that I (and my students!) would need to do for this project. In fact, this could become a year-long project, as students daily or weekly present authors and excerpts in translation that they have discovered. This would then serve as fodder for further review. Such a method would make for an easy way to sift through the many texts that we could use and would involve students in the process. The only concern would be students running into questionable ribaldry in the midst of their innocent (or not so innocent!) searching.

Roles:

- Actors & actresses, based upon text
- Wardrobe managers
- Constructors of backdrop & scenery
- Technicians of lighting, sound, & PowerPoint (with translation of text)

Time Required: This is an area where we could not skimp, especially if we would go public with our finished product, and of course we should. The translation project had used about two weeks of the school year, so that time is available. If students are committed to memorizing lines on their own time, then I think it would be reasonable to put together a one-act play of this scope in three full weeks.



## *COURSE MATERIALS – DRAMA PROJECT*

### Schedule:

(All year – preview texts)

(Weeks leading up to project – solicit parental help!)

Day 1 – Choose text for project (after previewing no more than three options for homework); read through for comprehension

Day 2 – Group work on translation

Day 3 – Group work on translation

Day 4 – Assemble class translation and make corrections as needed; discuss play as literature – what’s it mean? Therefore, what are we trying to communicate? What are some ways that we can do that in acting it out?

Day 5 – Assign roles, form teams, and outline work to accomplish (Actors read over lines during weekend; Set construction team begins sketching ideas; Wardrobe team envisions costumes)

Day 6 – Set: Begin construction; Wardrobe: plans for acquiring costumes; Technicians: develop ppt; Actors: collaborative read-through – expressive reading

Day 7 – Set, Technicians, Wardrobe: Continue construction; Actors: Add gestures and interaction to lines

Day 8 – Set, Technicians, Wardrobe: Continue construction; Actors: Continue to build actions into scenes, focus on key portions of text

Day 9 – Set, Technicians, Wardrobe: Continue construction; Actors: Try to run through individual scenes

Day 10 – Set, Technicians, Wardrobe: Assemble backdrop/stage; Actors: Full run-through of each individual scene; combine scenes (time permitting)

Day 11 – Full rehearsal, with no scripts; adjust errant lines as needed; videotape second run-through

Day 12 – Review videotape; full rehearsal, start to finish, with final tweaks

Day 13 – Full rehearsal – two times through

Day 14 – Dress Rehearsal

Day 15 – Performance!

## *COURSE MATERIALS*

### *SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"*

#### **OVERVIEW**

Lead-In: The cultural topic of Roman slavery was discussed in Stage 6; as a bridge from this topic and to Stage 8's focus on gladiators and their combat, students spend approximately six days viewing, discussing, and evaluating for historicity the Stanley Kubrick film *Spartacus* (pp. 10-11; and self-assessment of *Spartacus* unit, p. 32).

Unit Schedule:

Day 1 – Introduction to Gladiator Culture, Using Total Physical Response (pp. 12-13)

Day 2 – Stage 8 Models Sentences, Using TPR & Conversational Latin (pp. 14-15)

Day 3 – Sequenced Composition Based Upon the Text "gladiātōrēs" (pp. 16-17)

Day 4 – Reading Passage: "in arēnā" (p. 18)

Day 5 – Grammar: Accusative Plural in the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> declensions (pp. 19-22)

Day 6 – Reading through Acting: "pastor et leō" (pp. 23-24)

Day 7 – Superlative Adjectives Collaborative Activity (pp. 25-26)

Day 8 – Review and Wrap-Up

Documents: In addition to lesson plans, I have included a grammar worksheet (pp. 22-22), a quiz (p. 24), and the Stages 7-9 Comprehensive Exam (pp. 27-31).

Learning Objectives:

1. Students will recognize and use the grammatical forms of the accusative plural and superlative adjectives in reading, conversation, and composition.
2. Students will collaborate with one another in compositional, interpretive, and physical activities.
3. Students will continue developing reading comprehension using a range of learning styles.
4. Students will integrate prior knowledge and acquired knowledge to predict successive narrative events and synthesize their own versions of those events.

# *COURSE MATERIALS*

## *SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"*

### **LESSON PLAN**

Lesson: "Spartacus" 1-6

Unit: "Spartacus" film

Date:

Texts: None

Visuals: "Spartacus" DVD, History Channel's "Spartacus"

Hand Outs: 3 worksheets with questions based on the film (one sheet per two viewing days)

Equipment: TV  
DVD Player

Objectives: Students will:

1. Learn about slaves and freedmen as an aspect of Roman culture.
2. Begin to develop the cognitive skill of assessing historical accuracy in film.
3. Students will compare and contrast Roman slavery to issues in contemporary history.
4. Develop a burgeoning familiarity with gladiators and their combat.

|           |  |
|-----------|--|
| Schedule: | Finalize A-V set-up; pass out worksheets, if needed                                  |
|           | Attendance   |
| 2 mins.   | Preview of day's activities - explain/review objectives & summarize/review film plot |
| 35 mins.  | View "Spartacus"   |
| 17 mins.  | Discuss day's viewing  |
| 1 min.    | Clean up   |
|           | Dismiss  |

Notes:

# *COURSE MATERIALS*

## *SAMPLE UNIT FROM CAMBRIDGE UNIT 1: STAGE 8, "GLADIATORES"*

### **STUDENT WORKSHEET**

Name \_\_\_\_\_

"Spartacus" Questions 1

Instructions: Complete this worksheet as you view the film. Be as thorough as possible in your answers, but also be direct in answering the specific question. Please use complete sentences.

1. Who is Glaborus?
2. Where is Varinia from?
3. Who is Crassus, and what have we learned about him so far?
4. Describe the weapons used by the Ethiopian gladiator.
5. Why didn't the Ethiopian kill Spartacus?
6. What caused the gladiators' rebellion? (Two answers: 1 immediate, 1 indirect)
7. Describe how the Roman Senate operates, according to the movie.
8. Why is Crassus upset at Glaborus?
9. Why doesn't Spartacus allow the gladiators to make the noblemen fight one another?
10. Who is Gracchus? What you learned about him so far?

# COURSE MATERIALS

## SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"

### LESSON PLAN 1

Lesson: 1 - Gladiator Culture TPR Unit: Stage 8 Gladiātōrēs

Date:

Objectives:

1. Students will acquire and use vocabulary and build comprehension through multi-sensory activity, including physical activity, visual aides, and conversation.
2. Students will reinforce the accusative case as the direct object and accusative singular and plural forms in first and second declensions.
3. Students will activate prior knowledge about gladiatorial games and build upon their prior knowledge with new general information and Latin technical vocabulary to explain details.

Materials/Equipment:

1. Basic phrases of greeting from Traupman
2. Overhead/ppt of new TPR phrases (Gladiators, part I)
3. Overhead projector/CPU with LCD projector
4. Pictures of gladiatorial games on overhead/ppt/posters
5. List of new phrases
6. Color-coded cards of new phrases

Lesson Plan:

1. (5 mins.) As class opens, spend a few moments in greetings:

Questions - Ut vales?/Ut valete? - Quid agis? - Quis abest?

Answers - Valeo - Non male - Bene mihi est (etc. Traupman pp. 15-19)

2. (5 mins.) Give each student a card with a word for our TPR lesson (teacher gets one, too!). The student will be responsible for educating the rest of the class about this word when the time comes to use it, whether through pantomime, drawing, etc. All words introduce new material. Cards are color-coded and include the entire phrase, with one particular word highlighted. Students collaborate in color-coded groups to discern how their words combine.
3. (5 mins.) Cultural Introduction to Gladiatorial Games, Setting Context for TPR

- a. (5 mins.) Activate prior knowledge.

What do you know about Roman gladiators?

## *COURSE MATERIALS*

### *SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"*

b. (5 mins.) Describe the basics of gladiatorial games in this initial lesson, orienting students to the type of competition, the amphitheater, the relationships between sponsors, spectators, and gladiators. A high level of visual support (PPT or physical pictures will enhance student comprehension). Several lessons will cover the games, with increasing specificity, building upon the vocabulary below.

c. (10 mins.) Begin TPR with new phrases.

1.) "State, omnes!" Teacher reads phrase twice.

2.) Students with cards act out phrase while teacher reads a third time.

3.) All students recite phrase and act out phrase.

imperator ludos nuntiat.

cives imperatorem laudant.

multi cives ad amphitheatrum ruunt.

turba in amphitheatrum sedet.

imperator spectatores salutatur.

spectatores imperatorem plaudunt.

nuntius gladiatores nuntiat.

spectatores gladiatores plaudunt.

gladiatores "Morituri te salutamus!" ad imperatorem dicunt.

cives ludos spectant.

gladiatores pugnant.

gladiator gladium verberat, et inimicum pulsat.

turba "habet, hoc habet" dicet.

imperator victorem nuntiat.

victor donum accipit.

victor palmam quoque accipit.

4. (5 mins.) Spelling - Teacher reads phrase and students make best effort to spell in Latin. Teacher displays correct form on overhead/ppt after each phrase.

5. (5 mins.) Debrief

# COURSE MATERIALS

## SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"

### LESSON PLAN 2

Lesson: 2 – Stage 8 Model Sentences Incorporating TPR and Conversational Latin

Unit: Stage 8 Gladiātōrēs

Date:

Objectives:

1. Students will acquire and use vocabulary and build comprehension through physical activity and integration of vocabulary in acting scenarios.
2. Students will reinforce the accusative case as the direct object and accusative singular and plural forms in first and second declensions.
3. Students will develop their ability to comprehend meaning from gestures and actions and communicate more effectively using gestures and acting.

Materials/Equipment:

1. List of yesterday's phrases
2. *CLC* pp. 122-24

Lesson Plan:

1. As students arrive, spend a few moments in small talk, using yesterday's TPR commands as questions.

Attendance

2. (5 mins.) Review prior TPR exercises as a group.
  - a. Read sentence. "Nunc, omnes."
  - b. All recite phrase and act. Repeat once.
3. (5 mins.) Model Sentences (Cambridge, Unit I, pp. 122-24)
  - a. (5 mins.) I read #1. Volunteers read 2-9. Read slowly and read faces to assess any comprehension difficulties. Fix major pronunciation errors as appropriate.
  - b. (10 mins.) Close books. Call on students to act out Model Sentences while I read them. I act out any words that students don't recall.
  - c. (15 mins.) Go through Model Sentences a third time, integrating new TPR descriptors to further describe the action of the sentences. These TPR commands aim to integrate additional Stage 8 vocabulary. Students selected for each

## COURSE MATERIALS

### SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"

numbered scenario act out the Model Sentences and additional descriptors.  
(Repeat new phrases as needed.)

- 1.) (add to Model Sentences) "Pompēiānī nūntiōs incitābant. Pompēiānī spectaculum postulābant."
- 2.) tubae sonābant. Pompēiānī clamābant.
- 3.) iuvenēs ignavī nōn contendēbant. iuvenēs ignavī recubuērunt.
- 4.) servī fēminās agitābant. servī fēminae saepe pugnābant.
- 5.) puerī puellās salūtāvērunt. omnēs cīvēs ad spectaculum ruērunt.
- 6.) urbs tota erat clausa. nēmō hodiē ad tabernam consumēbat.
- 7.) turba erat turbulenta. cīvēs vehementer clamābant.
- 8.) postquam cīvēs sanguinem conspexērunt, tacuērunt. Pompēiānī nōn celebrāvērunt.
- 9.) murmillōnēs erant ferōcēs. Pompēiānī rētiāriōs nōn laudābant quod rētiāriī erant expeditī.

4. (10 mins.) Begin reading "gladiatores," p. 125 – finishing this story will be included in tonight's homework

Notes:

Translate/explain select phrases as needed in discussion format

(Students will have a quiz on "gladiatores" during the next class period; the quiz will assess comprehension of the story and vocabulary through matching of phrases/words to pictures)



# COURSE MATERIALS

## SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"

### LESSON PLAN 3

Lesson: 3 - Sequenced Composition Based on "gladiātōrēs"

Unit: Stage 8 Gladiātōrēs

Date:

**Texts:** (all completed for last night's homework) CLC pp. 125 ("gladiātōrēs"), 134-35 ("Gladiatorial Shows"), 136 ("Gladiators' Armor"), 137 ("Animal Hunts"), and 138 ("The Riot at Pompeii")

**Visuals:** brainstorming on board

**Hand Outs:** vocab list for next class' quiz

**Equipment:**

**Objectives:** Students will:

1. Incorporate details related to Roman gladiatorial contests through synthesis of such details within story.
2. Use sequenced composition activities based upon a text and historical-cultural information to develop their ability to communicate and express themselves in Latin.
3. Work in pairs to stimulate creative thinking and foster sensitivity to other readers' perspectives.
4. Predict future action based upon known information and eventually receive the opportunity to check their predictions for accuracy or appropriateness.

**Schedule:** Attendance

**5 mins.** Review English articles, pp. 134-38 (can use omnibus workbook questions)

**5 mins.** Review "gladiātōrēs," p. 125 and address any student questions

**5 mins.** Quiz on "gladiātōrēs" (the quiz will assess comprehension of the story and vocabulary through matching of phrases/words to pictures)

**5 mins.** Grade quiz

## COURSE MATERIALS

### SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"

- 15 mins.** Composition exercise, building on "gladiātōrēs"
1. Students should open books to "gladiātōrēs," p. 125. "If you were going to continue this story and tell what happened next, who would be in the story? Whom would you be telling about?" Have students list characters from story – write on board. "Where would the action take place?" Write any suggestions on board. "What might each of these different characters be doing? Tell me with Latin verbs." Write possibilities on board. "What parts of the story suggest clues about what might happen next?"
  2. "Now that you have some phrases that describe some action, with a partner, create more phrases of your own, and begin to put them in order to tell a story. Don't get too concerned with detail yet – we will fill in more details later on. And remember, you are writing this story in Latin!"
- 10 mins.** Share phrases and discuss ways to elaborate and add further detail to phrases
- 5 mins.** In same groups, students elaborate on phrases and add detail
- 3 mins.** Discuss the next step (for homework):
1. Develop a minimum ten-sentence paragraph/story from your phrases
  2. Use the information found within the English articles to spur your creative thinking. Look at the glosses from the other stories in Stage 8 for additional vocabulary that you can use.
  3. Students will read their compositions for the class during the next class meeting.
- 2 mins.** Clean Up  
Dismiss

#### Notes:

#### Vocab List for Next Class's Quiz

- |                              |                        |                          |
|------------------------------|------------------------|--------------------------|
| 1. ludus                     | 11. accipit            | 22. statim               |
| 2. nuntius, nuntiat          | 12. agitat: agitavit   | 23. totus                |
| 3. civis                     | 13. ducit: duxit       | 24. turbulentus          |
| 4. imperator                 | 14. ignavus            | 25. postulat: postulavit |
| 5. ruit                      | 15. incitat: incitavit | 26. expeditus            |
| 6. spectaculum,<br>spectator | 16. ferox              | 27. bestia               |
| 7. gladius                   | 17. facile             | 28. quam celerrime       |
| 8. verberat                  | 18. pes                | 29. edit: edidit         |
| 9. pugnāt: pugnavit          | 19. porta              | 30. vehementer           |
| 10. victor                   | 20. saepe              |                          |
|                              | 21. sanguis            |                          |

# COURSE MATERIALS

## SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"

### LESSON PLAN 4

Lesson: 4 – Reading Passage “in arēnā”      Unit: Stage 8 Gladiātōrēs      Date:

**Texts:** CLC p. 127 “in arēnā”

**Hand Outs:** vocab quiz (20 questions, 30 words supplied; fill in the blanks in Latin sentences with appropriate Latin word – 10 sentences from past reading, 10 new)

**Objectives:** Students will:

1. Consolidate and review key vocabulary words from Stage 8.
2. Assess the effective composition of peers and receive peer critique on own written compositions.
3. Use prior reading and student compositions to predict the next events in reading.
4. Build ability to comprehend Latin text through group reading and discussion with as little translation as possible.

**Schedule:**

|                 |  |
|-----------------|--|
|                 | Attendance   |
| <b>10 mins.</b> | Vocab quiz   |
| <b>5 mins.</b>  | Grade quiz   |
| <b>15 mins.</b> | Students read compositions created in last class period/homework   |
| <b>5 mins.</b>  | Discuss compositions – What do you think is going to happen as we read the next story?   |
| <b>20 mins.</b> | Read “in arēnā,” p. 127 (students read sentence by sentence, with minimal translation)   |
|                 | 1. lines 1-3 – postquam: what happened first? Second? Third? Fourth?   |
|                 | 2. lines 4-5 – Who do the Pompeians like?  |
|                 | 3. lines 7-9 – What tension is arising?  |
|                 | 4. Why is this tension a matter of concern or predictable? What did we read in our previous story about the Pompeians and Nuceriensians? |
|                 | 5. lines 15-16 – What is the result of the combat?   |
|                 | Dismiss  |

**Notes:**

Homework – read “vēnātiō,” p. 128 and complete Questions, p. 129

Comprehension quiz next class period – with Latin questions and requiring Latin answers.

# COURSE MATERIALS

## SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"

### LESSON PLAN 5

Lesson: 5 – Grammar: Accusative Plural      Unit: Stage 8 Gladiātōrēs

Date:

**Texts:** CLC pp. 127, 130; Ex. 8.6

**Visuals:** Quiz 3.5 transparency

**Hand Outs:** Accusative Plurals

**Equipment:** overhead

**Objectives:** Students will:

1. Learn to recognize by sight **accusative plural** forms of nouns in the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> declensions.
2. Learn to recognize by sound **accusative plural** forms of nouns in the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> declensions.

**Schedule:** Attendance

**10 mins.** Review p. 129 comprehension questions & "vēnātiō," p. 128 (homework)  
(without translating whole story, ask students to translate instances of acc. plur.)

**10 mins.** "vēnātiō" quiz (Comprehension quiz – with Latin questions and requiring Latin answers)

**10 mins.** Grade Quiz 3.5

**10 mins.** Teach accusative plural, p. 130  
(follow explanations and model sentences on p. 130;

## COURSE MATERIALS

### SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"

demonstrate on board how different endings are added to the same stem; continue building on our declension charts:

|     |          |            |
|-----|----------|------------|
| 1   | S        | P          |
| Nom | femina   | feminae    |
| Acc | feminam  | feminas    |
| 2   | S        | P          |
| Nom | amicus   | amici      |
| Acc | amicum   | amicos     |
| 3   | S        | P          |
| Nom | mercator | mercatores |
| Acc | mercator | mercatores |

highlight similarity betw. 3<sup>rd</sup> decl. nominative and accusative plural

**13 mins.** Practice 8.6  
(then practice forming accusative plural with p. 140 words)

**2 mins.** Clean Up  
Dismiss

#### Notes:

In Lesson 7, students will have a 5-minute quiz on aspects of the accusative plural, allowing them time to complete and review a homework assignment on the topic.

# COURSE MATERIALS

## SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"

### GRAMMAR WORKSHEET

Name \_\_\_\_\_ Latin I, Stage 8: **Accusative Plural** Date \_\_\_\_\_

#### Review

As you saw in your textbook (p. 130), these are the case endings for the nominative and accusative cases in declensions 1-3:

| 1 <sup>st</sup> Declension |                                 |        |
|----------------------------|---------------------------------|--------|
|                            | SINGULAR                        | PLURAL |
| NOMINATIVE                 | - a                             | - ae   |
| ACCUSATIVE                 | - am                            | - ās   |
| 2 <sup>nd</sup> Declension |                                 |        |
|                            | SINGULAR                        | PLURAL |
| NOMINATIVE                 | - us                            | - ī    |
| ACCUSATIVE                 | - um                            | - ōs   |
| 3 <sup>rd</sup> Declension |                                 |        |
|                            | SINGULAR                        | PLURAL |
| NOMINATIVE                 | - or / - ex / - is / - ō / etc. | - ēs   |
| ACCUSATIVE                 | - em                            | - ēs   |

#### Practice

Complete the chart below with the words indicated in the nominative case. Look at the **nominative plural** form if you are uncertain about the word's **stem**. (The **genitive singular** will eventually be the source for this information, but you have not yet learned the genitive case!)

| 1 <sup>st</sup> Declension |            |            |
|----------------------------|------------|------------|
|                            | SINGULAR   | PLURAL     |
| NOMINATIVE                 | cēna       | cēnae      |
| ACCUSATIVE                 | [cēnam]    | [cēnās]    |
| 2 <sup>nd</sup> Declension |            |            |
|                            | SINGULAR   | PLURAL     |
| NOMINATIVE                 | lībertus   | lībertī    |
| ACCUSATIVE                 | [lībertum] | [lībertōs] |
| 3 <sup>rd</sup> Declension |            |            |
|                            | SINGULAR   | PLURAL     |
| NOMINATIVE                 | pēs        | pedēs      |
| ACCUSATIVE                 | [pedem]    | [pedēs]    |

## COURSE MATERIALS

### SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES" GRAMMAR WORKSHEET

Fill in the blanks below with an appropriate noun in the proper case.

1. centuriōnēs \_\_\_\_\_ pulsant.
2. \_\_\_\_\_ fūrēs perterritōs videt.
3. libertus \_\_\_\_\_ narrābat.
4. \_\_\_\_\_ infantem terrent.
5. cūr \_\_\_\_\_ servōs vituperābat?
6. avārus \_\_\_\_\_ nōn offert.

#### Notā Bene

In the **third declension**, the case ending is – **ēs** ... in both the **nominative plural** and the **accusative plural**. Normally, you will be able to discern from the context whether the plural third declension noun is functioning as the **subject (nominative)** or the **direct object (accusative)**. Here is an example of an ambiguous case:

centuriōnēs amphithēatrum intrāvērunt et spectatorēs conspexērunt.  
(which case is spectatorēs?)

#### Coming Attractions

Consider the variant forms in the **second declension** noun

**puer** (Nom., Sing.), **puerum** (Acc., Sing.), **puerī** (Nom., Plur.), **puerōs** (Acc., Plur.)

and **third declension** nouns

**senex, senecem, senecēs, senecēs**

**gēns, gentem, gentēs, gentēs**

**mater, matrem, matrēs, matrēs**

**leō, leōnem, leōnēs, leōnēs**

There is a rule to help you work with 3<sup>rd</sup> declension stems; with exposure, you will grow accustomed to the stem changes, and this will not prove a major obstacle to you. But it can be daunting right now.

# COURSE MATERIALS

## SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"

### LESSON PLAN 6

Lesson: 6 – Reading through Acting: “pastor et leō”      Unit: Stage 8 Gladiātōrēs      Date:

**Texts:**      CLC pp. 131

**Visuals:**      Quiz 3.7 transparency, (“Androcles and the Lion” background PowerPoint)

**Equipment:**      overhead

**Objectives:**      Students will:

1. Use recall of the story “vēnātiō” to inform their proper use of key Stage 8 vocabulary words.
2. Practice comprehending Latin with no English intervention, and using both aural and visual sensory.
3. Use acting as a means of translating text.
4. Reflect and evaluate their individual performance, as well as the performance of their peers.

**Schedule:**

- |                 |   |
|-----------------|---|
|                 | Attendance  |
| <b>10 mins.</b> | Quiz 3.6 – placing vocab into proper context in story (“vēnātiō,” and translating)        |
| <b>5 mins.</b>  | Grade Quiz 3.6  |
| <b>38 mins.</b> | Read “pastor et leō,” p. 131  |
|                 | <b>1. explain process</b>   |
|                 | 2. read glossary words and write them on board  |
|                 | 3. read in Latin (teacher – slowly and clearly; students – books closed)                  |
|                 | 4. address any questions (both during and after reading)                                  |
|                 | 5. re-read in Latin (teacher – slowly; students – books open)                             |
|                 | 6. recruit 4 brave student volunteers to act out the story (pastor, leō, 2 Romans)        |
|                 | 7. students act out as they listen a third time   |
|                 | 8. group evaluation of comprehension and accuracy of acting                               |
|                 | What makes this difficult?  |
|                 | What particular areas in the story presented a problem?                                   |
|                 | What did the actors do well?  |
|                 | How does this process improve (or detract from) your understanding of the story in Latin? |
| <b>2 mins.</b>  | Clean Up, Dismiss   |

**Notes:**

Tomorrow’s quiz will feature aspects of the accusative plural; ideally this would be in conjunction with today’s story, but the story is unfortunately not especially conducive.



# COURSE MATERIALS

## SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"

### QUIZ

Name \_\_\_\_\_ "pastor et leō" comprehension quiz Date \_\_\_\_\_

Refer to the full text of "pastor et leō" with glossed vocabulary on the overhead projector.

1. Write an English paraphrase of the story in two sentences. (20 points)

[A shepherd meets a hurt lion in the forest (5 points) and heals the lion's paw (5 points). Some time later, the lion is to devour the shepherd in the arena (5 points) and spares him (5 points).]

2 and 3. Write a Latin sentence in response to each question below and indicate in parentheses the line number of the sentence that provides this information. It's OK to copy the text for your answer, but you must correctly answer the question.

2. cūr leō lacrimat? (20 points: 1-point deduction for each egregious composition mistake (subject/verb agreement, improper noun case, incorrect vocabulary))

[leō spīnam in pede habet (10 points) et pēs dolet (10 points). (5, 7)]

3. cūr pastor adiuvat leōnem quī est in dolore? (20 points: 1-point deduction for each egregious composition mistake (subject/verb agreement, improper noun case, incorrect vocabulary))

[pastor est benignus (10 points) et fortis (10 points). (9)]

4. What phrase explains why the lion did not attack the shepherd in the arena? (10 points; 5 points partial credit for other, less applicable suggestions)

[tē agnōscō!]

Identify and translate two words in the story that help the reader recognize the timing of events. (10 points)

[(2.5 points for each word/definition)

ōlim – once upon a time

postquam – after/when

postea – afterwards

tum – then]

Extension Question (20 points)

Rōmānī pastorem in arēnam dūxunt. quid pastor debet facere in arēnā?

[pastor est gladiātor. pastor cum bēstiās pugnat. (at least 2 details necessary for full credit; 1-point deduction for each egregious composition mistake (subject/verb agreement, improper noun case, incorrect vocabulary))]

# COURSE MATERIALS

## SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"

### LESSON PLAN 7

Lesson: 7 – Superlative Adjectives Collaborative Activity Unit: Stage 8 Gladiātōrēs Date:

**Texts:** CLC pp. 125, 128, 131  
Dictionaries

**Visuals:** PPT on positive-comparative-superlative

**Hand Outs:** quiz on Accusative Plural

**Equipment:** computer & projector

**Objectives:** Students will:

1. Evaluate their comprehension of the grammatical concept of direct object and Latin's use of the accusative plural case to express the direct object.
2. Use context of previously read texts to help deduce the meaning of the superlative adjective.
3. Compare the superlative adjective to the positive and comparative.
4. Learn the form and function of the superlative adjective and learn to recognize it in Latin text, including the special construction.
5. Integrate recognition and comprehension of the superlative adjective by composing forms based on key vocabulary and newly discovered vocabulary.

**Schedule:** Attendance

**5 mins.** Quiz on Accusative Plural

**5 mins.** Grade quiz

**20 mins.** Grammar Lesson on Superlative Adjectives

1. Refer to examples in previous stories – ask for explanations of description
  - a. "venatio" (p. 128), l. 7
  - b. "venatio" (p. 128), l. 8
  - c. "venatio" (p. 128), l. 13
  - d. "venatio" (p. 128), l. 15
2. PPT illustrating concept of positive (pono), comparative, and superlative
3. "About the Language II," p. 132
4. Explain "quam + SUPERLATIVE" construction
  - a. Ex. "gladiatores" (p. 125), l. 12
  - b. Ex. "pastor et leo" (p. 131), l. 13

## *COURSE MATERIALS*

### *SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"*

- 25 mins.** Pairs Activity – Forming Superlatives from Positive Forms
1. Using vocab words from textbook, make as many superlatives as you can
  2. Compare lists and award:
    - a. Most words – check for accuracy
    - b. Rare words – nobody else got them
  3. Using dictionaries, create more superlative adjectives and write translation
  4. Compare lists and hand out awards again

Dismiss

**Notes:**

Homework assignment will be to compose 5 Latin sentences using the superlative adjective.

## *COURSE MATERIALS*

### *SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"*

#### **STAGES 7-9 EXAM**

**(TPR: To be performed prior to students receiving/beginning exam; 5 Pts. – teacher must keep record of students' performance):**

1. "Discipulī, silēntium, quaesō!" (1 pt., dependent upon compliance)
2. "Omnēs, in mensā unam pennam ponite. Rēs cetera sub sellā ponite." (1 pt., dependent upon compliance)
3. "Surgite, et ambulāte ad mē." (1 pt., dependent upon compliance)
4. "exāminātiōnem ab mē accipite, ambulāte ad sellam, et cōnsīdite." (1 pt., dependent upon compliance)
5. "exāminātiōnem aspicite, et exspectāte." (1 pt., dependent upon compliance)

# COURSE MATERIALS

## SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"

### STAGES 7-9 EXAM

Name \_\_\_\_\_

Latin I Exam – Stages 7-9

#### I. Conversational Latin – 5 Pts. (5 mins.)

Listen to the five sentences read by your teacher. For each number below, circle the best choice to indicate an appropriate reply.

- [Salvē! Ut valēs?]                      Quid est nōmen tibi? / Salvē! Bene mihi est.
- [Quō tē agis?]                              Valeō, grātiās. / Ad bibliothēcam.
- [Quid est nōmen tibi?]                      Em vīvō. / Nōmen mihi est Paulus.
- [Pāllida es. Quid est tibi?]                Stomachus meus dolet. / Trāde mihi.
- [Salvē, medice. Aegrōta sum.]            Caput meum dolet. / Quid dolet? Habēsne febrem?

#### II. Vocabulary – 20 Pts. (5 mins.) [absolutely correct or incorrect, no partial credit]

Write a correct English translation next to each Latin word below.

- |                  |                                 |               |                                      |
|------------------|---------------------------------|---------------|--------------------------------------|
| 1. nōtus         | <u>well-known, famous</u>       | 11. paulisper | <u>for a short time</u>              |
| 2. gladius       | <u>sword</u>                    | 12. nūntius   | <u>messenger</u>                     |
| 3. nārrat        | <u>he/she/it tells, relates</u> | 13. recumbit  | <u>he/she/it lies down, reclines</u> |
| 4. pulcher       | <u>beautiful</u>                | 14. medius    | <u>middle</u>                        |
| 5. ostendit      | <u>he/she/it shows</u>          | 15. recubuit  | <u>he/she/it lay down, reclined</u>  |
| 6. cupiō         | <u>I want</u>                   | 16. saepe     | <u>often</u>                         |
| 7. postulāvērunt | <u>they demanded</u>            | 17. suus      | <u>his/hers/its</u>                  |
| 8. statim        | <u>at once, immediately</u>     | 18. iterum    | <u>again</u>                         |
| 9. silva         | <u>woods, forest</u>            | 19. habitat   | <u>he/she/it lives</u>               |
| 10. tacitē       | <u>silently, quietly</u>        | 20. hic       | <u>this</u>                          |



## COURSE MATERIALS

### SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"

#### STAGES 7-9 EXAM

#### IV. Comprehension and Composition – 25 Pts. (10 mins.)

Read this story and answer the questions which follow it. Write your answers in Latin and do your best to write complete phrases/sentences.

Caecilius ad thermās vēnit. argentārius, postquam apodytērium intrāvit, servō togam trādidit. subitō Caecilius Milōnem in tepidāriō cōspexit, ubi āthlēta amīcīs discum ostendēbat. Milō, quod Caecilium vīdit, ad argentārium celeriter cucurrit et īrātus clāmāvit.

“furcifer! fīlius tuus statuam meam heri percussit. nunc statua mea nāsum frāctum habet.”

Caecilius et Milō togās induērunt et ad palaestram ambulāvērunt, ubi statuam inspexērunt. in palaestrā erant multī cīvēs quī discōs ēmittēbant. ēheu! discus Milōnem percussit. nunc āthlēta ipse nāsum frāctum habuit!

*nāsus* nose

*frāctus* broken

*induērunt* (they) put on

*quī* who

*ipse* himself

1. Where does Caecilius leave his toga?

[Caecilius togam servō tradit. – communicating phrase/sentence is most important criterion; need Caecilius in nom., togam in accusative, and some reference to the slave for full credit; 1-pt. deduction for any error on these details]

2. Describe Milo’s mood when he sees Caecilius. How do we know?

[Milō est īrātus (1 pt.). Milō ad Caecilium clāmāvit (1 pt.) et Caecilium “furcifer” vocat.]

3. When does Milo say that Quintus struck his statue? What happened to the statue?

[Quīntus statuam heri (1 pt.) percussit. discus nāsum percussit et nāsus est frāctus (1 pt.).]

4. What do Caecilius and Milo do before they go out to the palaestra? Where do they do this?

[Caecilius et Milō in apodytēriō (1 pt.) togās induērunt.]

5. Who hit Milo (the person) with a discus? What do you think will happen next?

[cīvis (1 pt.; for singular form 1 pt.) Milōnem percussit. Milō est īrātus/ad cīvem currit/lacrimat/etc.]

## COURSE MATERIALS

### SAMPLE UNIT FROM CAMBRIDGE UNIT I: STAGE 8, "GLADIATORES"

#### STAGES 7-9 EXAM

##### V. Essay – 25 pts. (15 mins.)

Given your knowledge of the Roman Empire and the ideas discussed in the History Channel's documentary on the historical person of Spartacus, how accurate is the movie *Spartacus* in its portrayal of these historical events? You should address four general areas of the film and supply examples in each area.

Areas you may consider include (but are not limited to) historical events, places, and individuals, slavery, gladiator culture, religion, roles of women in society, the workings of Roman democracy, and the Roman military. You may bring notes with you to the exam to help you for this portion of the exam only. You may not bring a pre-written copy of the essay to the exam.

[5 pts. for expressing a clear opinion in answer to the question; 5 pts. (up to 20) for each area discussed with adequate substantiation]

[POSSIBLE ANSWERS:

Historical events – inaccurate: implies that Spartacus led the only slave revolt in Rome when there were at least 2 others; progression of battles abbreviated in film; unity of slave army probably overexaggerated; no reference to Spartacus' crucifixion of Roman soldier

Historical places – accurate: depiction of Vesuvius, Rome

Historical individuals – accurate: Spartacus a "barbarian" (bites slavedriver's ankle); Gracchus, Batiatus, Crassus, Caesar were all real people who occupied positions as depicted

Gladiator culture – accurate: a form of popular entertainment, but gladiators generally despised; *murmillo*, *retiarius*, Samnite, Thracian depicted

Roman slavery – accurate: depictions of slave quarters; statistic of one in three was a slave

Roman democracy – accurate: intrigue, plotting, and manipulation; depiction of Senate at work  
inaccurate: perhaps implies too much that individuals with power could control events – presents the Senate as ineffective

Roman military – accurate: machinistic operation of Roman legions; uniforms  
inaccurate: seizure of standard (?) when slave army actually seized the *Fasces* (a really important error because of the symbol's connection to the brutal "civilization" of the "barbarian hordes")

General inaccuracy – liberties taken to fill in gaps of historical record (Spartacus born a slave, Silesian pirates' help, introduction of Varinia and their son, mercy fight between Spartacus and Antoninus)]



## SELF-EVALUATION

Self-Assessment of Past Teaching - 7th Grade Latin I (10/27/08-11/07/08)

General subject matter covered:

A six-class unit on the film "Spartacus," as a consolidation of concepts contained in CLC Stage 6 "Slaves and Freedmen" (also introductory for Stage 8 "Gladiatores").

Comments on methods, techniques, strategies observed/employed (what were they? did they work well?--why? did they not work well?--why? suggested alternatives? how were students actively engaged in the class activities?)

The Assignment - This is a popular unit with students, both because of the variety it offers to the routine and also because of the popularity of movies. The three question sheets that I have developed are effective and feature a mix of factual and interpretive questions. The format is not perfect, since students miss portions of the film while writing. That limitation seems tolerable since the goal of note-taking is to help them remember the film. While it can be easy to focus in the worksheets and in our discussions upon the cultural, narrative, and cinematic details, there is a conscious effort by the film-makers to use Latin derivatives in dialogue ("your pulchritude"). This is a great opportunity to use the film to enhance language learning and something about which I can be more intentional.

The Day's Schedule - "Evaluated experience is the best experience." While devoting so much time to this unit might seem excessive, including significant time for discussion after each viewing is necessary for effective learning. The schedule is manageable and six days is not too great a bite out of the school year. In a different matter, a difficulty that arises is how an absent student rejoins our discussion, having missed portions of the film. Given the relatively easy availability of this film, this should not be too great an obstacle.

Student Response - "Spartacus" has many true-to-life elements across the range of history, art & architecture, geography, and Roman culture. The students enjoy this aspect of the film and appreciate the ability to "see" Rome in the flesh. They also engage well with the characters and the plot of this film. These are all good and helpful things. Most students have difficulty understanding the intrigue, political maneuvering, and deception of characters like Crassus, Gracchus, and Batiatus, but this provides good fodder for discussion. Unfortunately, even then some students miss the significance of such scheming, both for plot implications and for Roman history. Generally students value the worksheets and appreciate that the questions help highlight important information; they also enjoy receiving easy quiz grades from them. In conclusion to this unit, students watch the History Channel documentary about the historical Spartacus and then write an essay comparing Stanley Kubrick's version with history's. Some essays are quite thorough and insightful, while others focus only on surface issues. Regardless of quality, the fact that students are challenged to assess the veracity of history-based entertainment is a good thing; it's just the students who only summarize the film in their essays that I worry about!

## TEACHING IMPROVEMENT OBJECTIVES

1. The Need: I need to **increase my facility with advanced Latin**, specifically in two areas where I need to gain confidence and experience with regard to my ability to read and comprehend Latin text. First, I need to build my vocabulary. Second, I need to gain familiarity with Latin usage. At my current level of reading comprehension, most of the usages I encounter that are out of the ordinary always look new to me. I have not had enough repeated exposure to yet be familiar with advanced Latin text.

The Solution: I am currently completing an undergraduate-level course on the *Aeneid*. My next goal for formal schooling is to take the Ovid course with the U. of Georgia's IDL program. Aside from formal schooling, I would like to begin a regular practice of daily reading – a modest fifteen minutes, at first – so as to provide regular exposure and repetition. Authors of interest include Horace and Catullus. Pearson's materials seem well suited to the task.

2. The Need: Now that I have learned all that I have in "Methods and Materials for Teaching Latin," **I need to get into a classroom environment** where I can begin using, testing, and refining my theoretical and contrived ideas. As Dr. LaFleur has frequently reminded us, "*discimus docendō*," so I must find myself a classroom in order to foster my own continued learning and growth!

The Solution: New hire season is about to dawn. Thankfully I now have a teaching portfolio that I can put to use in the application process. Furthermore, I will benefit from getting opportunities to observe other teachers, getting involved with local classics/Latin associations, and sending out dozens of applications and following up.