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Latin 4770: Methods and Materials for Teaching Latin

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Contents

Preface	2
Statement of Teaching Philosophy.....	3
Lesson Plans	5
Assessments.....	7
Handouts.....	15
PowerPoint	19
Conversational Dialogue	20
TPR Scenario.....	21
Observation Journal	22

Preface

This portfolio is formative in nature. I enrolled in Latin 4770 to help discern the depth of my interest in changing careers to become a Latin teacher. My love of Latin began with my own experiences in high school under the watchful eye of Shirley Wyatt, an enthusiastic and gifted teacher, and continued on through my undergraduate days at the University of North Carolina at Chapel Hill. Although I majored in English and journalism and went on to law school, I always felt a strong pull to the Classics Department there. My maternal grandmother studied Latin in UNC's Murphey Hall and taught both high school Latin and history for a time. I have her Latin book from UNC on my desk. My paternal grandmother plays a role in this voyage of self-discovery as well. A mid-westermer and the consummate homemaker, hostess and "people-person," she graduated from Kansas State University with a degree in home economics and was employed as a dietician as a young woman. She was the only one of her siblings (including a sister) who did not follow her father and become a lawyer. She was like my own father and daughter -- an extremely bright person for whom language study did not come easily. I am keenly interested in how the study of Latin can benefit people who have language-related learning disabilities and how I might assist such students. I am also well aware of how the study of Latin sharpens language skills and benefits all students regardless of learning styles and differences.

Statement of Teaching Philosophy

Education is not the filling of a pail, but the lighting of a fire. -- William Butler Yeats

Great teachers inspire. They motivate and enable all students to reach their potential as independent thinkers and learners. I will facilitate learning in my classroom by creating a classroom environment that is student centered and contains many of the features typically contained in a primary grade setting but with a focus on transmitting a love of and understanding of the Latin language. For example, I will put up the Roman alphabet over the board in the front of the room and have a poster reminding students of pronunciation of consonants, vowels and diphthongs. Items in the classroom will be labeled in Latin. The weather, current events, and Latin in the real world will have a prominent place in our daily discussions. Art work of all types, including posters and maps of Italy and the ancient world, will abound. Audio visual equipment will enable students to listen to Latin on a regular basis and access Classics media in a variety of formats. I will challenge students academically by differentiating instruction and by assigning projects and activities that allow students to engage with material in creative ways and in ways that may push them outside their comfort zone. I will support different learning abilities by using approaches that focus on using all the senses. Students will regularly watch, listen, speak, do, read, and write Latin.

Learning happens when students are both engaged by the teacher and the material and also see the relevance of the subject matter in their own lives. Learning happens in classrooms where students are comfortable making mistakes. Learning happens when the expectations are high, the praise is liberal, and the criticism gentle and sparingly used. Stickers, stamps, and

small prizes for work well done are effective motivators. I consider teaching a form of parenting. It is my job to be nurturing, organized, and flexible. It is also my job to provide order, structure, and security. It is my job to see each student as an individual, to challenge each child appropriately, to recognize individual strengths and weaknesses, and to provide multiple avenues for learning so that all students can be successful.

My students will become enthusiastic learners of Latin. The skills and talents that they will develop center around the ability to communicate in Latin. In addition, they will increase their knowledge of Greco-Roman culture, make connections with other disciplines, and develop insights into their own native language and culture. The activities and assignments in my classroom will enable my students to achieve these goals and will foster communication skills that will benefit them whether they go on to become Classicists or carry their experience to other fields. By studying Latin, they will learn not only how language works but also how to concentrate, analyze, think logically and express themselves with clarity and precision.

Great teachers are life-long learners themselves. My own goals for continued professional growth include: substitute teaching in the public schools; attending Rusticatio in Charles Town, West Virginia; traveling to Rome and Pompeii; and exploring the NC Teach program for English teachers. Completing the Latin 4770 course has helped me refine my goals to consider pursuing lateral entry as an English teacher who is also highly qualified to teach introductory high school Latin courses.

Lesson Plans

Day 1 Plan

Goals

Grammar: Nominative singular/ linking verb

Culture: Caecilius/Metella/orient story in time and place

(email class night before with homework assignment reminder: read pp. 10-12--Caecilius & Metella; study guide sheet provided with blanks and possibly word bank if needed; look over time chart p. 256 request for volunteers for boardwork(opus in tabulā): Mark location of Europe, Italy, Pompeii, and Rome on world map on board in front of room. Mark location of CLC story on time line posted in room. List 3 other events happening elsewhere in the world about that time.)

- Salvēte- call roll (hīc adsum)
- Latīna in vērō mundō

(Hall of Fame board -- for evidence of student's later use outside of class)

tabula rāsa erased tablet minds of young before education (cf. opus in tabulā)
alma māter life- giving mother school attended

- Preview of day's objectives:
 - Understand setting of Cambridge Latin stories
 - Read some Latin sentences
 - Remember what nouns, verbs, linking verbs and prepositions are

Discussion: Refer to board work--when, where of story; Pompeii--preservation; dēpōnite librōs et libellōs what do we know about Caecilius? Metella? Oral discussion of reading with study guide worksheet to fill in; Ask questions about facts in text, thoughts on names in our own and Roman cultures, cf. slavery in US, role of women in US and world history. Closely examine some details of Book 1 cover, photos & line drawings & info revealed there.

READ LATIN Read sentences on pp. 2, 3, 4, 5, 6 (I read first, student volunteers read 2d tollite manūs and translate. Talk about derivatives and picture clues.)

- Power point: noun, verb, linking verb, preposition defined with some silly examples --ask class for examples of each in English and in Latin (practice pronunciation).
- Randomly pass out index cards with either Latin or English word on each-- labelled part of speech containers at front of room--go around room and ask for word (correct pronunciation) and which bucket--come to front and drop as appropriate
- Assign Homework (give orally and write on board): read Houses in Pompeii pp. 13 pass out study/reading guide. Go online and use CLC tools to preview Cerberus story.
- Valēte

Day 2 Plan

Goals

Grammar: Latin word order / Person / 3d person singular verbs

Culture: Houses in Pompeii

(email class night before: homework assignment reminder; email for volunteers for opus in tabulā:

1. write out three prepositional phrases we have learned in Latin;
2. write three nouns we have learned in Latin;
3. what linking verb have we learned in Latin ?)

- Salvēte- call roll (hīc adsum)
- Latīna in vērō mundō

(Hall of Fame board -- for evidence of student's later use outside of class)

magnum opus great work (cf. opus in tabulā; opera)
i.e. id est that is

- Preview of day's objectives:

Learn about houses in Pompeii

Read a paragraph in Latin

Talk about word order in Latin/verbs/concept of person

- Discussion talk about houses and fill in study guide sheet (could view vroma virtual tour <http://www.vroma.org/~bmcmanus/house.html>) & REVIEW nouns/prepositions/linking verb --- refer to and group check board work and then use labelled house on overhead (copy floor plan and characters from book onto transparencies) Play Ubi est . . . ? Point out Stage 1 vocabulary words p. 18 (get them to articulate pattern change in form following in-- ō and ā)

READ LATIN

- hodiē fabulam nōmine "Cerberus" legimus. I read Cerberus story out loud in entirety while they follow text. Choral reading of passage, I walk around and listen. Pass out Ginny Lindzey's notched reading cards. (Use shuffled index cards to call on people: One sentence apiece. (Focus on 3d p sing verbs/-t pattern/comment on various ways to translate present tense) Ask comprehension questions. Lots of Ubi? and Quis? questions Ask them to point to specific text.
- Play flyswatter (game courtesy of my mentor teacher) on overhead with vocabulary words.
- Assign Homework (orally and written on board): In Cerberus story underline all prepositional phrases. Circle all nouns. Highlight verbs. Do online CLC vocabulary practice. Tomorrow's board work will include at least few comprehension question from today's reading and alternate ways to translate present tense.
- Valēte

Assessments

nōmen mihi est _____

Latīna I

Period

Date

Parva Probātiō Practica (i.e. quiz) 1

I. Trānsfer in Anglicam (i.e. Translate into English)(25%):

Cerberus est in viā. _____

Metella est māter. _____

II. What part of speech is "est"(25%)?

- A. Noun (nōmen)
- B. Verb (verbum)
- C. Preposition (prae-positus)

III. What part of speech is "pater"(25%)?

- A. Noun (nōmen)
- B. Verb (verbum)
- C. Preposition (prae-positus)

IV. In what century is the story of Caecilius set(25%)?

PRAEMIUM ADDITUM (i.e. extra credit 10 points each)

What does "i.e." stand for in Latin? What does it mean in English?

Dēpinge (i.e. "draw"--and no fear--this is most definitely NOT an art class ☺):

"Canis in hortō"

nōmen mihi est _____

Latīna I

Period

Date

Parva Probātiō Practica (i.e. quiz) 2

I. Trānsfer in Anglicam (i.e. Translate into English)(25%):

Quīntus est in tablīnō. Quīntus in tablīnō scrībit. . . . Coquus est in culīnā. coquus in culīnā dormit.

II. Circle all correct translations of " filius bibit"(25%)

The son drinks.

The son is drinking.

The father is drinking.

The father drinks.

The son sleeps.

The son slept.

III. Scrībe in Latīnā

(i.e. Write in Latin)(25%):

The slave works in the garden. _____

IV. A Roman would most likely (25 %):

A. dine in tricliniō and have food prepared in culīnā

B. dine in ātriō and have food prepared in hortō

C. dine in tablīnō and have food prepared in viā

PRAEMIUM ADDITUM(i.e. extra credit 10 points each):

a)Write the name of your alma mater:

b)The English word "sedentary" comes from your Latin vocabulary word _____, which means in English_____.

KEY

nōmen mihi est _____
Latīna I
Period
Date

Parva Probātiō Practica (i.e. quiz) 1

I. Trānsfer in Anglicam (i.e. Translate into English)(25%):

Cerberus est in viā

A. Cerberus is in the street.

Metella est mater. Metella is the mother.

II. What part of speech is "est"(25%)?

A. Noun (nōmen)

B. Verb (verbum)*

C. Preposition (prae-positus)

III. What part of speech is "pater"(25%)?

A. Noun (nōmen)*

B. Verb (verbum)

C. Preposition (prae-positus)

IV. In what century is the story of Caecilius set (25%)?

First century A.D. (or CE)

PRAEMIUM ADDITUM (i.e. extra credit 10 points each)

What does "i.e." stand for in Latin? What does it mean in English?

id est = that is

Dēpinge (i.e. "draw"--and no fear--this is most definitely NOT an art class ☺):

"Canis in hortō"

nōmen mihi est _____

Latīna I

Period

Date

KEY

Parva Probātiō Practica (i.e. quiz) 2

I. Trānsfer in Anglicam (i.e. Translate into English)(25%):

Quīntus est in tablīnō. Quīntus in tablīnō scrībit. . . . Coquus est in culīnā. coquus in culīnā dormit. Quīntus is in the study. Quīntus writes (or is writing) in the study. . . . The cook is in the kitchen. The cook sleeps (or is sleeping) in the kitchen.

II. Circle all correct translations of " filius bibit"(25%).

The son drinks.*

The son is drinking.*

The father is drinking.

The father drinks.

The son sleeps.

The son slept.

III. Scrībe in Latīnā (i.e. Write in Latin)(25%):

The slave works in the garden. Servus in hortō labōrat.

IV. A Roman would most likely(25 %):

A. dine in triclīniō and have food prepared in culīnā*

B. dine in ātriō and have food prepared in hortō

C. dine in tablīnō and have food prepared in viā

PRAEMIUM ADDITUM(i.e. extra credit 10 points each):

a)Write the name of your alma mater: Northern High School

b)The English word "sedentary" comes from your Latin vocabulary word **sedet** , which means in English **sits or is sitting**.

Test CLC Stages 1-3

nōmen:

I. Sentence dictation (Audīte et scrībite) (10 pts):

1. "Clēmēns cibum ad Caecilium portat."
2. "coquus nōn est in culīnā."

II. Lege (read) and answer the questions that follow (12 points):

Magistra est māter et coquus. Magistra est in culīnā. Magistra labōrat. Canis cibum expectat. Fīlius sedet in lectō.

Magistra vituperat fīlium. Fīlius surgit. Fīlius nōn est laetissimus. Canis est laetissimus. Canis cōnsūmit.

1. The teacher is in the garden.
 - a. true
 - b. false
2. The son is working in the garden.
 - a. true
 - b. false
3. The teacher speaks kindly to her son.
 - a. true
 - b. false
4. At the end of the story, the dog is very happy.
 - a. true
 - b. false

III. Trānsfer in Anglicam (Translate into English) (18 pts) and answer the grammar questions that follow (12 pts):

Metella est in culīnā. Quīntus mātrem vocat. Metella ātrium intrat. pictor Metellam salūtat. Metella pictōrem ad triclinium dūcit.

1. The case of mātrem is
 - a. nominative
 - b. accusative
 - c. ablative

2. The declension of mātrem is
 - a. first
 - b. second
 - c. third

3. The case of culīnā is
 - a. nominative
 - b. accusative
 - c. ablative

4. The declension of culīnā is
 - a. first
 - b. second
 - c. third

IV. Trānsfer in Anglicam (Translate into English) (20 pts) and answer the questions that follow (12 pts):

coquus cibum in mēnsā videt. Grumiō cibum cōnsūmit et vīnum bibit! Caecilius Grumiōnem nōn videt. coquus in tricliniō magnificē cēnat.

Underline all of the verbs in the Latin passage above.

Circle an adverb in the above Latin passage.

V. Match the definition with the correct derivative(14 pts):

- ___ 1. canine
- ___ 2. maternity
- ___ 3. dormant
- ___ 4. amicable
- ___ 5. ancillary
- ___ 6. horticulturist
- ___ 7. laudatory

- A. motherhood
- B. a person who works with plants
- C. pertaining to dogs
- D. friendly
- E. helpful
- F. inactive, as if asleep
- G. expressing praise

VI. Culture multiple choice (2 pts)

1. In Pompeii, the center for business, local government and religion was called the
 - a. forum
 - b. amphitheātrum
 - c. palaestra
 - d. templum
2. Triclinium means
 - a. dining room
 - b. room with three couches
 - c. neither of the above
 - d. both of the above

KEY Test CLC Stages 1-3

nōmen:

I. Sentence dictation (Audīte et scrībite) (10 pts):

1. "Clēmēns cibum ad Caecilium portat."
2. "coquus nōn est in culīnā."

II. Lege (read) and answer the questions that follow (12 points):

Magistra est māter et coquus. Magistra est in culīnā. Magistra labōrat. Canis cibum expectat. Fīlius sedet in lectō. Magistra vituperat filium. Fīlius surgit. Fīlius nōn est laetissimus. Canis est laetissimus. Canis cōnsūmit.

(***The teacher is a mother and the cook. The teacher is in the kitchen. The teacher works/ is working. The dog waits/is waiting for food. The son sits/is sitting on the couch. The teacher finds fault with/curses/tells off the son. The son gets up. The son is not very happy. The dog is very happy. The dog eats.)

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. The teacher is in the garden. <ol style="list-style-type: none"> a. true *b. false 2. The son is working in the garden. <ol style="list-style-type: none"> a. true *b. false | <ol style="list-style-type: none"> 3. The teacher speaks kindly to her son. <ol style="list-style-type: none"> a. true *b. false 4. At the end of the story, the dog is very happy. <ol style="list-style-type: none"> *a. true b. false |
|--|--|

III. Trānsfer in Anglicam (Translate into English) (18 pts) and answer the grammar questions that follow (12 pts):

Metella est in culīnā. Quīntus mātre[m] vocat. Metella ātrium intrat. pictor Metellam salūtat. Metella pictōrem ad triclinium dūcit. (p. 37) Metella is in the kitchen. Quintus calls his mother. Metella enters the ātrium. The painter/artist greets Metella. Metella leads the artist to the dining room/triclinium.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. The case of mātre[m] is <ol style="list-style-type: none"> a. nominative *b. accusative c. ablative 2. The declension of mātre[m] is <ol style="list-style-type: none"> a. first b. second *c. third | <ol style="list-style-type: none"> 3. The case of culīnā is <ol style="list-style-type: none"> a. nominative b. accusative *c. ablative 4. The declension of culīnā is <ol style="list-style-type: none"> *a. first b. second c. third |
|--|--|

IV. Trānsfer in Anglicam (Translate into English) (20pts) and answer the questions that follow (12 pts):

coquus cibum in mēnsā *videt. Grumiō cibum *cōnsūmit et vīnum *bibit! Caecilius Grumiōnem nōn *videt. coquus in tricliniō **magnificE *cEnat. (p.25) (**The cook sees food on the table. Grumio eats the food and drinks the wine! Caecilius does not see Grumio. The cook dines magnificently/in style in the triclinium/dining room.)

Underline all of the verbs in the Latin passage above.

Circle an adverb in the above Latin passage.

V. Match the definition with the correct derivative(14 pts):

_C_1. canine

__A_2. maternity

_F_3. dormant

_D_4. amicable

_E_5. ancillary

__B_6. horticulturist

_G_7. laudatory

A. motherhood

B. a person who works with plants

C. pertaining to dogs

D. friendly

E. helpful

F. inactive, as if asleep

G. expressing praise

VI. Culture multiple choice (2 pts)

1. In Pompeii, the center for business, local government and religion was called the

*a. forum

b. amphitheātrum

c. palaestra

d. templum

2. Triclinium means

a. dining room

b. room with three couches

c. neither of the above

*d. both of the above

Handouts

THE GRAMMAPHOBE'S GUIDE TO GRAMMAR

Why is grammar important?

Grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make up sentences not only in [Latin and] English but in any language. As human beings, we can put sentences together even as very young children--we can all *do* grammar. But to be able to talk about how sentences are built, about the types of words and word groups that make up sentences--that is *knowing about* grammar.

People associate grammar with errors and correctness. But knowing about grammar also helps us understand what makes sentences and paragraphs clear and interesting and precise. Grammar can be part of literature discussions, when we closely read the sentences in poetry and stories. And knowing about grammar means finding out that all languages and all dialects follow grammatical patterns.

(Adapted from Assembly for Teaching English Grammar
<http://www.ateg.org/>)

When we talk about grammar, all we are doing is putting words in categories.

Consider categories bins for storing different types of words.

Understand first that there are TWO (and only two) BIG CATEGORIES:

parts of speech or parts of a sentence.

The Eight Parts of Speech (Dē Partibus Ōrātiōnis)

Noun (nōmen)
Pronoun (prōnōmen)
Verb (verbum)
Adjective (adiectīvum)
Adverb (adverbium)
Preposition (praepositiō)
Conjunction (coniūctiō)
Interjection (interiectiō)

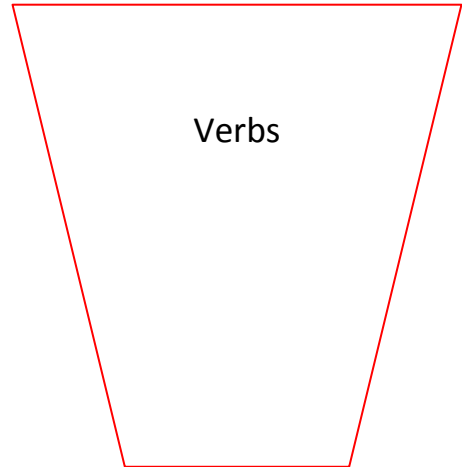
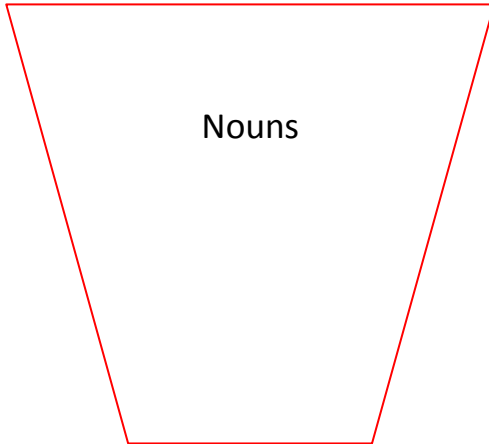
II Parts of a Sentence*

subject
object
predicate
prepositional phrase

*we will continue to add to this list

PARTS of SPEECH

Nouns are names. Verbs describe action or state of being.

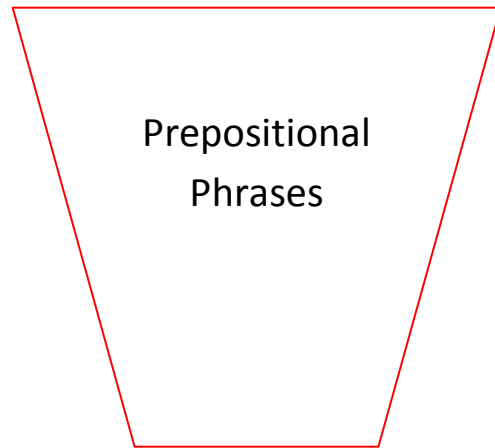
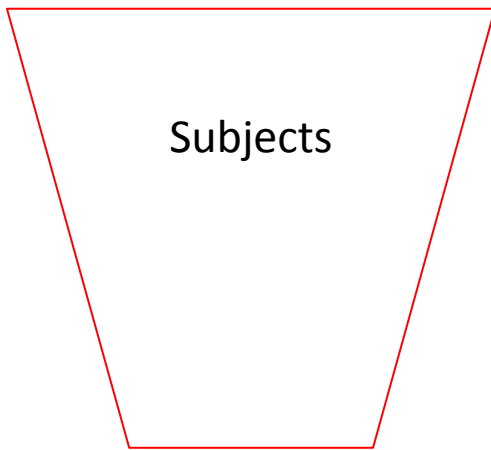


Sc̄r̄ibite these Latin words in the appropriate bin above.

est	pater	māter	filius	servus
bibit	coquus	canis	scr̄ibit	dormit
labōrat	sedet	stat	pestis!	furcifer!
exit	tabl̄inum	hortus	Caecilius	ātrium

PARTS of a SENTENCE

The subject does the action (including just being). A preposition is a word placed before (prae-positus) a noun to show that noun's relationship to another word in a sentence. The preposition and the noun that follows are called a prepositional phrase.

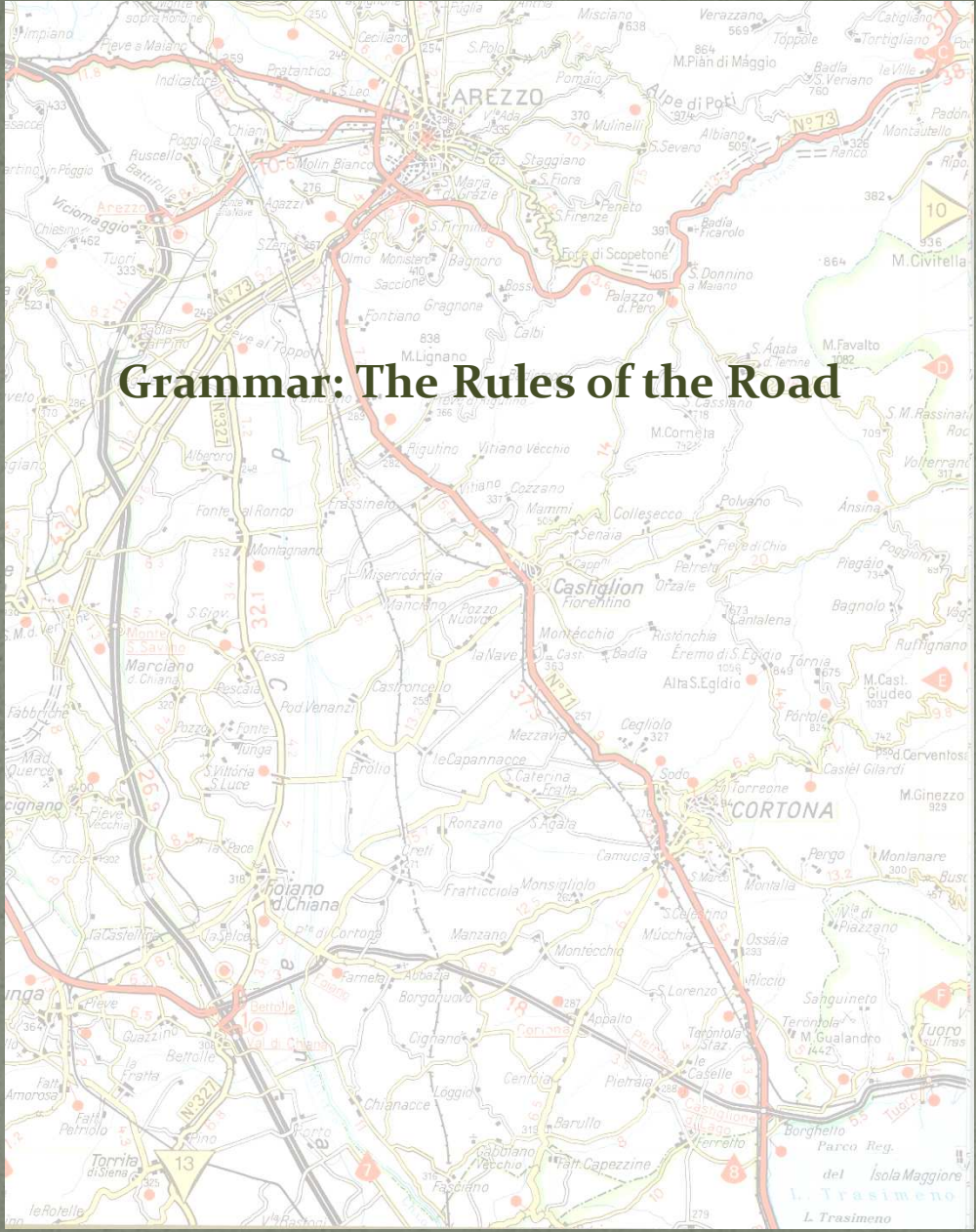


Scrībite the subjects and the prepositional phrases from each of these sentences in the appropriate bin above.

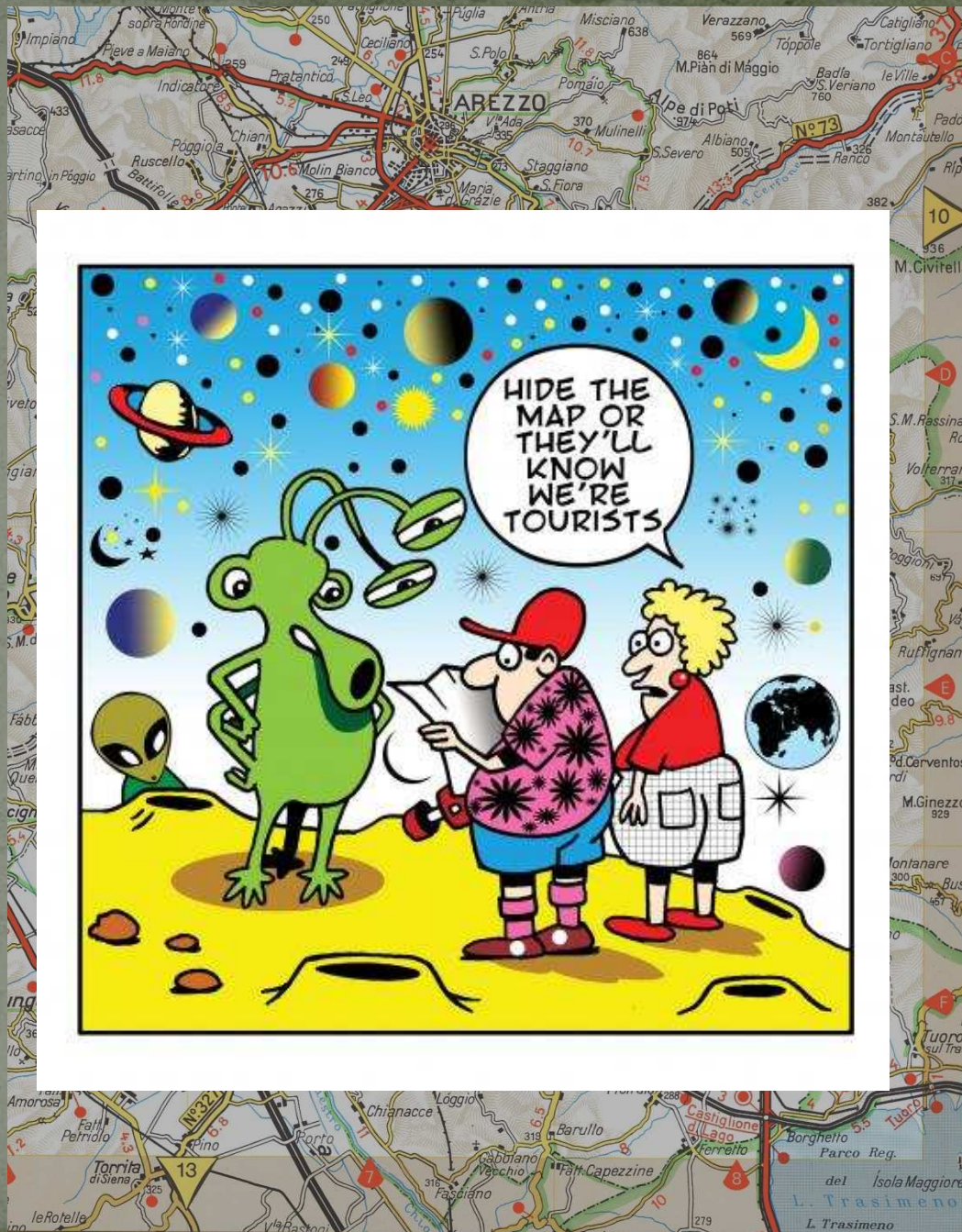
- i. māter est in ātriō.
- ii. Cerberus est in viā.
- iii. coquus in culīnā labōrat.
- iv. Caecilius est pater.
- v. coquus est irātus.

PowerPoint

See separate file: Nouns are names.pdf



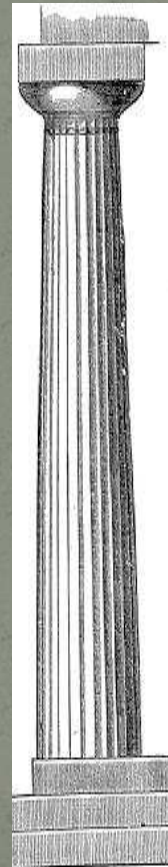
Grammar: The Rules of the Road



Descriptive Grammar

8 parts of speech

- nouns
- pronouns
- verbs
- adjectives
- adverbs
- prepositions
- conjunctions
- interjections



Parts of a sentence

- subject
- predicate
- object
- (more to come)

You are here

8 parts of speech

- **nouns** 
- pronouns
- **verbs** 
- adjectives
- adverbs
- prepositions
- conjunctions
- interjections

Parts of a sentence

- subject
- predicate
- Object
- object of preposition
- (more to come)

Nouns are names.

You can name

people

places

things

people

- Michael Phelps
- mother
- Caecilius
- servus
- Principal
- Lady Gaga

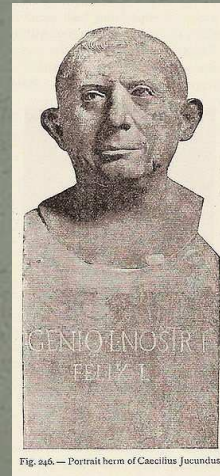


Fig. 246. — Portrait herm of Caecilius Jucundus.

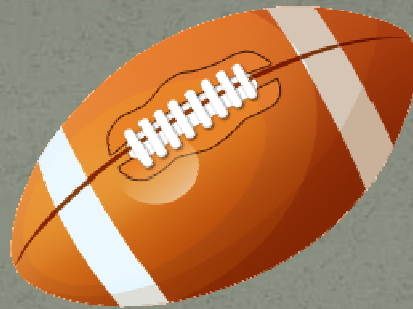
Places

- Northern High School
- shopping mall
- Pompeii
- tablinum
- atrium
- Appalachian Trail



things

- caterpillar
- football
- cibus
- mēnsa
- canis 🐕



What are some other examples of English nouns?

What are some other examples of Latin nouns?

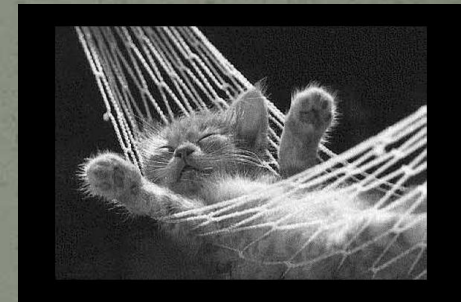


verbs

- describe action
- Or just being

Action verbs

- plays
- is sitting
- dormit
- cōnsūmit
- reads
- is reading



Linking verbs



Connect the subject with more information that describes or explains:



- Latin is fun.



- The alligators are hungry.



- Ms. Wilson is the teacher.



- My car is in the shop.



Linking verbs

- Est is a Latin linking verb:

• Caecilius est pater. Caecilius  pater.

• Cerberus est in viā. Cerberus  in viā.

• Cibus est parātus. Cibus  parātus.

Remember:

- Nouns are Names. We name people, places and things.
- Verbs describe action or state of being.

You were here today

8 parts of speech

- **nouns** 
- pronouns
- **verbs** 
- adjectives
- adverbs
- prepositions
- conjunctions
- interjections

Parts of a sentence

- subject
- predicate
- Object
- object of preposition
- (more to come)

Conversational Dialogue

Julia: Amanda, do you have a pet?

Amanda: I do have a pet. I have a dog. Here's a picture on my cell phone.

Julia: Cute! What is the name of your dog?

Amanda: Lucky. He is an old dog. He loves to eat and sleep.

Julia: How old is he?

Amanda: He is fifteen years old. Do you have any pets Julia?

Julia: I have two cats. Their names are Muffin and Honey. Muffin is afraid of dogs. If she sees a dog, she hisses like a snake. Honey is not afraid of anything.

Iūlia: Amanda, Habēsne dēliciās?

Amanda: Habeō dēliciās. Habeō canem. Haec est imāgō phōtographica in meō tēlephōnulō portābilī.

Iūlia: Bellus canis! Quid est nōmen tuī canis?

Amanda: Fēlīx. Est canis vetus. Edere et dormīre amat.

Iūlia: Quot annōs nātus est?

Amanda: Quīndecim annōs nātus est. Habēsne dēliciās Iūlia?

Iūlia: Habeō duās fēlēs. Nōmina fēlium sunt Scriblīta et Melilla. Scriblīta timet canēs. Sī videt canem, sībilat similis anguī. Melilla nihil timet.

TPR Scenario

Props: Chair and table/ whiteboard or chalk board. Pitcher of water, small paper cups, plate of cookies, stuffed toy dog, few coins.

Individual students take turns performing tasks in varying order while others watch.

Surge. Ambulā ad mēnsam. Tange mēnsam.

Cōnsīde in sellā. Numerā pecūniam. Surge.

Ambulā ad tābulam. Scrībe nōmen in tābulā.

Ambulā ad mēnsam. Cōnsīde in sellā.

Tange pecūniam. Bibe aquam.

Pōne canem sub mēnsam. Pōne canem in mēnsā.
Pōne pecūniam prō cane.

Surge. Dūc canem circum mēnsam.

Cōnsīde in sellā. Gustā cibum. (Unum crūstulum!)

Claude oculōs. Dormī.

Observation Journal

Observation

X High School Raleigh NC

Latin 2

3/19/2009

Cambridge Latin Course Book 2 / Step 16

Lesson Plan

1. Administrative matters -- the teacher began by checking attendance, collecting AP agreements, etc. She had put out sets of vocabulary puzzle cards on different desks around the room (10 sets so that kids could work in groups of 3). The cards were small squares with an English word on one edge and a Latin word on the opposite edge. When the students matched the correct cards together (English to Latin), the completed puzzle formed a circle. The kids worked on this activity for 10 minutes or so.
2. The teacher next reminded students of the goals for the week. She employs a large white board with the lesson plan for week for each section of Latin that she teaches (see attached drawing). This board is a permanent fixture in classroom with sections divided off with colored tape. She also reminded students of the various tools that were available to aid them in their vocabulary study including online tools and making flashcards by hand. She urged them to find the method that worked best for each of them individually.
3. The next time segment involved focusing on the English meaning of 15 vocabulary words from CLC Step 16. These words had been written on the whiteboard at the front of the room before class in black marker (including 5 new words for day which were written in Latin). Students volunteered to come up and write the Latin vocabulary word or English meaning in colored marker until all of the words were taken. She encouraged (but did not force) some of the more reticent students. Once all words were defined, the teacher went through the list asking for examples of derivatives, which she then wrote on board in colored marker. Students volunteered -- some raising hand and some calling out. (Teacher said she adds 5 new words each day so I assume by Friday there would be 20 words on an entire vocabulary list for a chapter.)
4. Using overhead, the teacher then pronounced and wrote five new vocabulary words-- each time discussing derivatives, asking which conjugation etc.
5. The teacher had large handmade flash cards with Latin words on them -- all from CLC Step 16. She held them up one at a time, and students called out answers regarding meaning.

6. Homework Review. Students had been assigned some vocabulary homework and a worksheet that required them to translate 10 or so sentences. I observed that most students had written translations over the sentences. Teacher has an ingenious sheet to quickly assess homework (which she noted she had borrowed from one of her daughter's teachers -- see attached example.) She went around the room marking each student's log (31 kids-probably took 5 minutes). A few did not have homework -- she seemed to go with the flow, and she did not try to make them uncomfortable about it. She used the shuffled index card method to call on students to translate homework sentences. If she came to a student who did not have complete homework, she passed over them. She encouraged a few shy students to take a shot translating.
7. Next the class listened to Part II of the story on CD while following along in the textbook. Teacher asked a few questions about what happened. Then the class listened a second time and the teacher asked a few more questions. The students are working in pairs to write out an English translation of this story (2 parts--both what they had covered earlier in the week and today's portion). The translation is to be written out on a separate sheet of paper.
8. The teacher conducted a verb review on overhead projector using a standard form to review verbs (see attached chart). The class went over imperfect tense using *nāvigō* (vocabulary word) as an example.
9. The students were given a few minutes (10 or so) to work on translation from part 7 above.
10. As students prepared to leave, the teacher asked them to recite imperfect tense endings. Students called out answers. (class is about 80 minutes)

Comments: I was very impressed at how well she was able to keep 30 some high school students focused and engaged for 80 minutes. That is a considerable block of time to fill. I attribute much of her success to good planning and organization. She had a clear goal for the day and a roadmap for each activity. She had good techniques for keeping students productively busy while she handled administrative matters. The activities in the lesson involved multiple senses (listening, speaking, reading and writing) and allowed students to use their hands to manipulate puzzle pieces and get up out of their seats to come to the board. She also employed activities that involved both individual and group work. Her demeanor was always kind and gentle, but it was also clear who was in charge. This is my first real exposure to the reading approach so I was a little surprised when she had to remind second year students what an infinitive was. However, I have no doubt that they are reading much more fluently than I did as a second year Latin student. I am fascinated to learn more about the reading approach and to compare the experience with my own.

Whiteboard grid updated each week:

	Objective	Pēnsūm (Homework)	Probātiō (Test)	JCL	Office hours
Latīna Secunda					
Latīna Tertia					
Latīna Quārta					

Opus Domi Log

Nomen

Datum:	Datum:	Datum:	Datum:	Datum:
Quid:	Quid:	Quid:	Quid:	Quid:
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
Datum:	Datum:	Datum:	Datum:	Datum:
Quid:	Quid:	Quid:	Quid:	Quid:
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2

0=no homework 1=partial credit 2=homework complete

Example of Verb Chart put on overhead (Teacher reminded students to read verbs back to front to get person, then tense, then finally meaning. Second principal part *-re* means *to_____*; take it off, then add personal endings.)

nāvigō nāvigāre nāvigāvī: to sail active

conjugation: 1

imperfect -bam -bās -bat -bāmus -bātis -bant	present	future
pluperfect	perfect	future perfect

Observation

X High School Raleigh NC

Latin III

5/7/2009

Cambridge Latin Course Book 4/ Step 31

1. Salvēte. Overview of Plan for Day. Administrative matters including attendance -- some students out for AP exams.
2. The class began with discussion of patronage from textbook. Texts were open on desks. Class reviewed handout that students had received the prior day with assignment including comprehension questions and place to record answers. The teacher clearly expected students to have read short assignment, but it was optional whether students came to class with answers to questions written out. Teacher led a class discussion of content of patronage section generally following the order of the handout. The teacher also provided some additional information and asked students' opinions of patronage system and made comparisons to modern day -- class differences, discrimination, prejudices, etc. Students volunteered answers and called out responses.
3. The teacher went over answers on grammar homework page -- discussed answers while using white board. The teacher wrote the English portion of the English/ Latin translation section on board and invited students to come up and write their answers on board. Reviewed answers.
4. Lunch break
5. The class finished up the English to Latin translations. For pre-reading, the teacher pointed out illustrations that accompanied reading assignment in text-drawing page 191. Class listened to story at 31.3 in its entirety. Class then listened paragraph by paragraph, and the teacher asked comprehension questions and a few grammar/form questions. She pointed out that C.= Gaius. She also talked about the effect of word order in one of the sentences- effect was to create suspense.
6. The teacher assigned homework for that evening -- worksheet similar to sheet that was reviewed today. The teacher told students that it was due tomorrow. She allowed them about 10 minutes to work on it as students desired either individually or in pairs. Some did pair up while some did not. Some students finished it in allotted time while others did not. The teacher did come around and check completeness of 2 homework sheets that were assigned for this day. She was available to answer individual questions. She also promised

Latin 3 a chance to play the flyswatter game (which Latin 2 was doing in earlier period). Kids seemed excited.

Comments: I think the teacher does a great job of making each activity accessible to a variety of learning styles -- visual, auditory, kinesthetic, etc. She provides opportunities for risk takers and non-risk takers and opportunities for kids to move (e.g. go up to board, get in groups). She will answer questions in front of the whole class but also always makes some time during class for individual attention. She moves around the desks so kids can just quietly ask her questions. She provides options for students to work together and individually both on in-class activities and homework. I was surprised how much difference I observed in different students even in that one class period. Some kids who were very engaged by some activities would tune out of other portions of the class. I did not notice anyone who was completely disengaged.

It was a good experience to observe a class with an eye to learning differences. I saw a layer of complexity that I might have missed otherwise. Part of what makes this person an exceptional teacher is that she does not exclude anyone. As long as kids are not disruptive, she does not force them to participate in what does not engage them. She also seems interested and willing to make the effort to find out what makes each kid tick.

stage 31 culture, part 2
pp. 202-203

nomen mihi est _____

1. Give a definition of patronage
2. Give four examples of patronage.
 - a.
 - b.
 - c.
 - d.
3. In each case, what did the patron expect and how was this regarded by Roman society?
4. What Roman author gives us a look at patronage in operation?
5. What were three examples of the author's role as patron?
 - a.
 - b.
 - c.
6. What was the most common type of patronage?
7. Define these terms associated with patronage.
 - a. *patronus*
 - b. *clientes*
 - c. *salutatio*
 - d. *sportula*
 - e. *domine*
8. Describe four ways besides the *sportula* that the patron could help his clients.
 - a.
 - b.
 - c.
 - d.
9. Describe the *salutatio* procedure.
10. What were two reasons patrons would often serve two different types of food and wine at dinners?
 - a.
 - b.
11. What did the patron expect from the clients besides the attendance at the *salutatio*?
Give four examples.
 - a.
 - b.
 - c.
 - d.
12. How were the duties in #11 considered by many clients?
13. What did patronage supply for the clients?
14. What did patronage supply for the patron?
15. Describe the relationship between ex-master and freedman.
16. Who was the head patron?

Stage 31.3 nomen _____

A. DEFINE:

1. praeco- praecōnis- _____
2. rationēs- _____

B. DEFINE THESE ADJECTIVES:

1. progressus, -a, -um _____
2. publicus, -a, -um _____
3. serenus, -a, -um _____

C. DEFINE THIS VERB:

1. praeterēō, praeterite, praeteritī- _____
2. reficō, reficere, reficēt, refectus- _____
3. secō, secāre, secūt, sectus- _____

D. DECLINE:

Nominative	Praeco
Genitive	praecōnis
Dative	
Accusative	
Ablative	

E. CONJUGATE SECŌ, SECĀRE, SECUI, SECTUS IN INDICATIVE ACTIVE/PASSIVE

		Imperfect			Present		
Sing.		pl		Sing		pl	
1st				1st			
2nd				2nd			
3rd				3rd			
		Pluperfect			Perfect		
Sing		pl		Sing		pl	
1st				1st			
2nd				2nd			
3rd				3rd			

ACTIVE

		Imperfect			Present		
Sing.		pl		Sing		pl	
1st				1st			
2nd				2nd			
3rd				3rd			
		Pluperfect			Perfect		
Sing		pl		Sing		pl	
1st				1st			
2nd				2nd			
3rd				3rd			

PASSIVE

SUBJUNCTIVE ACTIVE:

		Imperfect			Present		
Sing.		pl		Sing		pl	
1st				1st			
2nd				2nd	NOT YET!		
3rd				3rd	NOT YET!		
		Pluperfect			Perfect		
Sing		pl		Sing		pl	
1st				1st			
2nd				2nd	NOT YET!		
3rd				3rd	NOT YET!		

TRANSLATE INTO LATIN!

1. they were cutting
2. He had been cut
3. so that he was cutting
4. you have cut
5. we are cutting
6. I have cut
7. ...so great that he had cut...
8. ~~he~~ is cut
9. they had been cut
10. I have cut

he

Observation
X High School Raleigh NC
Latin III
10/7/2009
Cambridge Latin Course Book 3/Stage 25

1. Salvēte. Agenda on Board and announced orally at beginning of class (weekly overview is permanent post in classroom on side board)

- Review for assessment
- Homework study guide about Roman Soldier
- Read Modestus Perfuga I and II

2. With overhead the teacher reviews and discusses format for tomorrow's test on Stage 25 (slowly uncovering each section as works through to keep focus on item being discussed).

- Latin sentence--translate and answer comprehension question (6 items 5 pts each)
- Derivatives (7 items 1 pt each) taken directly from textbook
- Vocabulary--(30 items 1 pt each) Latin sentence with underlined vocabulary words--match Latin word with its definition.
- Grammar (4 items 8 pts each) The teacher shows exact format of question. Read sentence in Latin and underline subjunctive verb (1pt) circle use of subjunctive (cum clause or indirect statement) 1 pt, circle tense of subjunctive verb(imperfect or pluperfect) (1 pt), translate sentence (5 pts)
- 1 pt for free for 100 pts.

The teacher gives very specific information about what test will look like and length. She gives test taking tips--such as mark through the matching answers as they are used to assist in shortening list of possible choices. She reminds students not to forget to underline the subjunctive verb in part IV.

The teacher asks for volunteers to come to board and write out conjugation of two verbs from vocabulary list in imperfect and pluperfect subjunctive.

The teacher reviews orally derivatives for Stage 25 on page 87-- group calls out answers.

3. The teacher walks around room and checks for completion of Culture Reading Guide for Roman Soldier. The teacher goes over it orally. She asks some questions of whole class and occasionally asks an individual. She notes that this information will NOT be tested tomorrow.

4. The class listens to Stage 25 Story on CD p. 76 of text--students were given comprehension questions prior day. The teacher reminds them what happened most recently in story. She draws attention to picture. She plays first 3 paragraphs on CD. She stops and asks questions: What was Modestus doing at first? What was he thinking? What was beverage? What are two characteristics of Strythio? The class answers in English, and teacher points to specifics in text.

5. The teacher starts CD again repeats process with next paragraph.

She points out new form "mihi fugiendum est" asks them to guess what it might mean. She does not give it a name yet (Later said she would do that tomorrow).

6. For Last 35 lines, she tells them to break up into groups of two and then assigns each group roughly 3 lines to translate. At beginning of class, they will go around to each group and read through translation.

Then teacher gives them about 10 minutes to work on it--can finish for homework. Kids pack up -- day is over.

Stage 25

Nomen:

Directions

Read each Latin sentence below. Indicate whether the comprehension statement following the sentence is true or false by selecting a for true or b for false.

- ___ 1. Modestus et Strythio, e carcere egressi, ad horream festinare coeperunt.

Modestus and Strythio had arrived at the granary.

- a. true
b. false

- ___ 2. nam Strythio, vir summae prudentiae, proposuerat quo modo sub horreo se celare possent.

posuerat – had proposed

Strythio thought up a silly plan because he had very little common sense.

- a. true
b. false

- ___ 3. Iamen, duo milites cum per castra tacite procederent, subito hominem per portam intransem conspexerunt. Modestus, quod intellexit quis esset homo, Strythio susurravit.

susurravit- whispered

Modestus recognized the person entering the gate.

- a. true
b. false

- ___ 4. "necesse est nobis hinc effergere," Modestus inquit.

hinc – from here

Modestus felt that he and Strythio needed to flee from there.

- a. true
b. false

- ___ 5. "hic enim est Salvius, vir magnae auctoritatis," Modestus inquit. "cum in istum fontem cecidissent, defixionem a Salvio paratam inveni. regem Cogidubnum necare vult."

defixionem – curse tablet

Modestus had found in the sacred spring a curse tablet against Salvius.

- a. true
b. false

- ___ 6. "hic enim est Salvius, vir magnae auctoritatis," Modestus inquit. "cum in istum fontem cecidissent, defixionem a Salvio paratam inveni. regem Cogidubnum necare vult."

defixionem – curse tablet

King Cogidubnus wanted Salvius dead.

- a. true
b. false

Derivatives. Match the definition with the correct derivative.

- ___ 1. to give evidence A. aperture
___ 2. an opening B. captivate
___ 3. humiliation, degradation C. depose
___ 4. having a smooth or charming manner D. indignity
___ 5. underlying E. latent
___ 6. to remove from office; to dethrone F. suave
___ 7. to fascinate G. testify

Directions

In each Latin sentence below, underline the subjunctive verb. Circle the use of the subjunctive verb. Then circle the tense of the subjunctive verb. Finally, translate the sentence.

1. Strythio proposuerat quo modo sub horreo se celare possent.

Use: cum clause or indirect question
Tense: imperfect or pluperfect

Translation:

2. cum per castra processissent, milites hominem conspexerunt.

Use: cum clause or indirect question
Tense: imperfect or pluperfect

Translation:

3. Modestus scivit quis Cogidubnum necare voluisset.

Use: cum clause or indirect question
Tense: imperfect or pluperfect

Translation:

4. "cum in fontem cecidisset, defixionem invenit."

defixionem – cause tablet

Use: cum clause or indirect question
Tense: imperfect or pluperfect

Translation:

vocabulary. Match the Latin word with its definition.

1. nesciebat enim cur Modestus clamaret.
2. magna erat poena militum, qui Durmorigem custodiverant.
3. Modestus haesitans constiit.
4. Vercobrix te laedere non potest.
5. Vercobrix poenas dare debet.
6. vox eius est suavissima.
7. captivum, qui intus latebat, verberabat.
8. aliquis portam cellae aperire temptabat.
9. Strythionem, ad castra regressum, vidit.
10. Vercobrix est iuvenis magnae dignitatis.
11. cellas in quibus captivi erant inspiciebant.
12. num vivus es? cur vivus es? sceleste!
13. difficile est tibi rem explicare.
14. "di immortales!" clamavit permolus.
15. haec locutus, in cellam Iurens irrupit.
16. Modestus irursus haesitavit.
17. Strythio, miles legionis, centurioni salutem dicit.
18. Modestus autem anxius manebat.
19. aranea trans os Modesti cucurrit.
20. habuit libellum in quo nomina captivorum scripta erant.
21. Modestus nesciebat quid Strythioni accidisset.
22. volo te mihi portam aperire.
23. debes maxima cum diligentia audire.
24. deos laestes facio.
25. lingua Latina est immortalis!
26. mi Modeste, desine me verberare!
27. Strythio, coequisi me stationem deserere.
28. Strythio attonitus extra cellam siabat.
29. invitus stationem desero.
30. Modestus e cullina exiit, immemor pecuniae.

- A. you have forced
- B. witnesses
- C. wicked
- D. very sweet
- E. to pay the penalty
- F. to open
- G. stop
- H. someone
- I. prisoners
- J. post
- K. penalty
- L. outside
- M. names
- N. names
- P. immortal
- Q. hesitating
- R. heavens above!
- S. he was hiding
- T. he didn't know
- U. harm
- V. had happened
- W. furious
- X. forgetful
- Y. face
- Z. explain
- AA. diligence
- BB. camp
- CC. built
- DD. built
- EE. (C) the legion
- FF. (C) dignity