

Teaching Portfolio

for

Latin 4770: Methods and Materials for Teaching Latin

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May 28, 2012

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Dean of Students	
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Preface

One year ago my school's Latin teacher moved away and I found out that I would be taking over her Latin classes. This was great news, but it meant that I had to dust off my college Latin skills (30 years distant!) and become certified to teach Latin in Nevada. This is how I have come to be taking Latin 4770 with the incomparable Dr. LaFleur through UGA's independent and distance education program.

This next school year will be my eleventh at my private Catholic high school. For most of those years I've taught a full load of English classes, so the addition of three Latin classes has been such a blessing, serving to re-ignite my enthusiasm and creativity in teaching. My school offers Spanish, French, and Latin to fulfill foreign language requirements. Currently we have three year-long Latin classes: Latin I, Latin II, and a combo Latin III/IV which alternates each year between prose and poetry. Enrollment is small but increasing. This makes my teaching load half Latin and half English: 3 classes of Latin and 3 classes of senior English.

Before I launched my secondary level teaching career, I lived overseas for eleven years, in South Korea, Pakistan, and Russia. And before that I taught in various colleges and universities, mainly Speech Communication and English.

This portfolio is a partial chronicle of my efforts to become a good Latin teacher, a journey ostensibly begun a year ago, but really begun back in the 7th grade when I fell in love with Latin.

Teaching Philosophy

I've written various statements of teaching philosophy over the years, each one influenced by my own experiences and contemporary educational theories. My approaches to teaching have shared several characteristics, but in general they have progressed from being "teacher centered" to being "student centered" in focus and tone. When I first started teaching, as a teaching associate in graduate school, I was concerned primarily with my own knowledge of the subject. Since I had received no training in teaching theories or techniques at that point, I was free to presume that my enthusiasm and desire to teach would suffice and produce good results. However, by the time I embarked on my high school teaching career I realized that good teaching is not so haphazard an endeavor. Each student is a unique individual, with various aptitudes and learning styles given by God, and each student deserves a caring, professional approach in his/her education.

Beyond this, though, my teaching is grounded in other, parallel beliefs. I am convinced that people learn best when they feel secure, successful, and motivated. True, a great deal of learning can happen under pressure, for example, on the night before a test. However, this can be positive pressure if the overall learning climate is good. People need to feel that the classroom is nonthreatening, that their efforts are rewarded, and that their learning will benefit them. Therefore, I consciously take steps to ensure that students feel that they are an appreciated member of a cohesive group, that they are rewarded for any genuine achievement, and that they understand the many advantages that learning Latin can give to them.

In practical application of these beliefs, I am guided by certain educational theories. Each student has a distinct cognitive or learning style, composed of multiple aptitudes and preferences. What is easy for one student may be rather difficult for another, equally bright student due to differences in how each one learns. While these varying cognitive styles can be indicated by personality tests such as the Myers-Briggs Type Indicator, it is equally effective to simply presume that a classroom will be filled with learners of every type and to use multiple teaching strategies in order to appeal to as many as possible. It is crucial to “mix it up” regarding teaching techniques both to avoid monotony and to reach students with varying learning styles. Another educational theory that influences my teaching strategies is Vygotsky’s Zone of Proximal Development, which regulates the pacing of instruction. This theory underscores the importance of presenting new material when the student is ready for it. In addition, I am very influenced by theories supporting students’ cooperative learning (including Vygotsky’s emphasis on social factors). In almost every class I include some form of cooperative learning. The importance of developing good social skills in learning cannot be overestimated, as these skills can help a person cope lifelong.

Socrates asserted that “the unexamined life is not worth living” and I believe that this also can be extended to a teaching career. Those teachers who do not take time to reflect on their craft are losing a valuable chance to improve and increase their positive impact on students. Being “teacher centered” in this regard is positive and valuable!

Day One Plan

- I. Greeting: Salvēte, Discīpulī et Discīpulae! Lead students in saying Pater Noster. Call roll in Latin. Ask if any student has a Latina in Verō Mundō presentation. If so, let student present. If not, do brief presentation with Smart Board to model Latina in Verō Mundō for students. (A good one would be “First Latin Mass in 40 Years!”)
- II. Review of last lesson: reflexive pronouns; correct homework.
- III. New Grammar: Lesson LXVI in *Latin for Americans* on duo, trēs, mīlle, and mīlia. Before students open their books, preview the grammar by asking what they know about Latin numbers (accessing prior knowledge). Write these examples (possible answers: Roman numerals, numbers 4 – 100 are indeclinable, already studied ūnus this year in Lesson LVI, etc.) on the Smart Board. Explain that duo, trēs, mīlle, and mīlia are declined, and write their forms on the Smart Board with examples. Then have students read the textbook explanation, pp. 450-451, by popcorn oral reading.
- IV. Drill: Have students work in pairs (chosen by random popsicle stick drawing) to do Exercises A & B on p. 451. Have students read the Latin sentences orally first and then translate. After about 15-20 minutes, do the exercises together as a class, typing the answers on the Smart Board. Students correct their own papers.
- V. Vocabulary: Read new vocabulary words aloud with comments. Ask students for English derivatives.
- VI. Valēte: Students spend last minutes of class working on their homework for next time: the Workbook pages for Lesson LXVI of *Latin for Americans*.

Day Two Plan

- I. Greeting: Salvēte, Discīpulī et Discīpulae! Lead students in saying Pater Noster. Call roll in Latin. Ask if any student has a Latina in Verō Mundō presentation. If so, let student present. If not, do brief presentation with Smart Board to model Latina in Verō Mundō for students.
- II. Review of last lesson: Declension of duo, trēs, mīlle, and mīlia. Go over answers to Workbook pages for Lesson LXVI; students correct their own work.
- III. Reading/Translation: Give context of the story (First Punic War, look at photo of Carthage in text, etc.) and ask what students know already about this subject. Explain that Regulus was a Roman hero. Read the story for Lesson LXVI, “Rēgulus,” aloud in Latin with expression and drama. Ask some easy content questions to see what students have understood. Go back to the first paragraph and, with the passage projected on the Smart Board, model translation of the first sentence, with students helping. Explain that we are trying to read and understand as the Romans did. Progress through the first paragraph, asking different students to help translate. Then have students, in random pairings, work with a partner to translate the rest of the story, with my help if necessary.
- IV. Post-Text: After students have finished translating, ask comprehension questions, followed by analytical/evaluative questions (“Do you think that Regulus did the right thing?”). Answer any questions. Point out use of duo, trēs, mīlle, and mīlia in the story.
- V. Valēte: Homework for next class is to study for the quiz on this lesson, covering vocabulary on p. 449 and use of duo, trēs, mīlle, and mīlia.

Nōmen _____

Quiz on Day 1 of Lesson LXVI: Declensions of *duo*, *trēs*, *mille*, and *mīlia*

I. Matching—Match each English meaning to its correct Latin word.

- a. emō, -ere, ēmī, ēmptus
- b. trādō, -ere, trādidī, trāditus
- c. mīlle
- d. imperium, imperī n.
- e. perficiō, -ere, -fēcī, fectus
- f. incolō, -ere, incoluī, incultus
- g. duo, duae, duo
- h. centum
- i. mīlia, mīlium
- j. trēs, tria

- ___ 1. hundred
- ___ 2. two
- ___ 3. command, power
- ___ 4. three
- ___ 5. thousands
- ___ 6. take, buy
- ___ 7. thousand (indeclinable)
- ___ 8. finish
- ___ 9. give over, hand over, surrender
- ___ 10. live, inhabit

II. Fill in the Blank—Provide the requested form of the designated Latin word.

- 11. Genitive masculine of **duo** _____
- 12. Accusative feminine of **duo** _____
- 13. Accusative neuter of **duo** _____
- 14. Ablative masculine of **duo** _____

15. Dative neuter of **trēs** _____
16. Accusative feminine of **trēs** _____
17. Nominative neuter of **trēs** _____
18. Genitive masculine of **trēs** _____
19. Ablative of **mīlia** _____
20. Genitive of **mīlia** _____

Answer Key for Quiz for Day 1, Lesson LXVI:

Each answer slot is worth 5 points, so 5 x 20 = 100 points.

1. H
2. G
3. D
4. J
5. I
6. A
7. C
8. E
9. B
10. F
11. duōrum
12. duās
13. duo
14. duōbus
15. tribus
16. trēs
17. tria
18. trium
19. mīlibus
20. mīlium

Nōmen _____

Quiz on Day 2 of Lesson LXVI: *Rēgulus*

Multiple Choice:

- ___ 1. Where was ancient Carthage located?
- across the Adriatic Sea east from Italy in modern Albania
 - across the Mediterranean Sea south from Italy in Africa
 - across from the toe of Italy in Sicily
 - across the Tyrrhenian Sea west from Italy in Sardinia
- ___ 2. After Regulus defeated the Carthaginian generals, why didn't Carthage accept peace?
- They thought that Regulus could be defeated since his lines of supply were cut off.
 - Since Rome's strength was in land warfare, they thought they could win in a naval battle.
 - They heard from spies that many of the Roman troops were weakened by fever.
 - They felt that the terms of peace offered by Regulus were much too hard.
- ___ 3. After this, how were the Romans defeated and Regulus captured by the Carthaginians?
- The Carthaginians, along with Spartans assisting, attacked the Romans with 4,000 soldiers and 100 elephants.
 - Some of the Roman troops deserted, leaving Regulus' army weakened.
 - Too many Roman soldiers were ill, so Regulus sought peace.
 - The Carthaginians lured the Romans into a naval battle and defeated them.
- ___ 4. Why, after years of captivity, was Regulus sent to Rome by the Carthaginians?
- The Carthaginians wanted him to persuade Rome to stop attacking them.
 - The Carthaginians returned him to Rome, no longer a prisoner, because they admired his honesty and courage.
 - The Carthaginians wanted Regulus to obtain peace from Rome and an exchange of prisoners.
 - The Carthaginians wanted to taunt Rome because Regulus had come over to their side.
- ___ 5. Why did Regulus return to Carthage?
- Although unsuccessful in his mission to Rome, Regulus wanted to return to his Carthaginian wife and son.
 - His honesty and sense of honor prevented him from deceiving the Carthaginians.
 - The Romans sent him back to Carthage to serve as a double agent.
 - Actually, he did not return to Carthage since he had been set free.

Translation: Translate the following into English.

6. Multa mīlia captīvōrum in Italiam mīsīt.
7. Sed ipse, opere difficulī nōn perfectō, in Āfricā remānsit.
8. Contrā trēs Carthāginiēnsium ducēs pugnāns victor fuit.
9. Hostēs ā Rōmānīs pressī pācem petīvērunt.

Answer Key for Quiz for Day 2, Lesson LXVI:

Each answer slot for the multiple choice is worth 10 points, so $5 \times 10 = 50$ points. The translation section has 25 “answers” (for example, most of the Latin words count 2 points each, but I counted ā Rōmānīs and the like as one “answer”), so $25 \times 2 = 50$ points. Total = 100 points

1. B
2. D
3. A
4. C
5. B
6. He sent many thousands of captives to Italy.
7. But he himself, the difficult work not being finished, remained in Africa.
8. Fighting against 3 Carthaginian leaders, he was the victor.
9. The enemies, pressed hard by the Romans, sought peace.

Nōmen _____

Probātiō—Pēnsūm LXV, LXVI, et LXVII in *Latin For Americans*

- I. Dictation—As I say the sentence, write it first in Latin and then in English. (10 pts)

Latin: _____

English: _____

- II. Vocabulary—Match each Latin word to its correct English meaning. (10 pts)

- A. Cōnspiciō, cōnspicere, cōnspexī, conspectus
- B. Emō, -ere, ēmī, ēmptus
- C. Perficiō, -ere, -fēcī, -fectus
- D. Exerceō, -ēre, -exercuī, exercitus
- E. Crēdō, crēdere, crēdidī, crēditus (with dat.)
- F. Fallō, fallere, fefellī, falsus
- G. Imperium, imperī, *n.*
- H. Negōtium, negōtī, *n.*
- I. Autem
- J. Postquam

- | | | | |
|-----|------------------|-----|---------------------|
| ___ | keep busy, train | ___ | catch sight of, see |
| ___ | command, power | ___ | take, buy |
| ___ | believe, entrust | ___ | after |
| ___ | finish | ___ | business |
| ___ | however | ___ | deceive |

- III. Derivatives—Write 5 English words that are derived from the vocabulary words listed above. (5 pts)

_____	_____
_____	_____

IV. Fun With Prepositions—Draw a scene to illustrate the meaning of the following prepositions in relation to the forest. (2 pts)

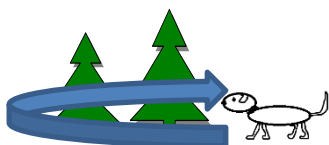
Exemplum:

canis *circum* silvam

Your Turn (Illustrate A and B):

A. canis *prae* silvā

B. canis *super* silvam



V. Grammar (17 pts)

T F Suus, -a, -um is a reflexive adjective; it refers to the subject of the verb, but its case, number, and gender are determined by the thing possessed, not the possessor.

T F Suī is a reflexive pronoun; it is used in place of 1st and 2nd person pronouns.

Identify whether a reflexive pronoun (P) or reflexive adjective (A) should be used.

___ 1. He wanted to see *his own* house.

___ 2. Anna saw *herself* in the mirror.

___ 3. The general gave *his own* troops a compliment.

___ 4. Julia walked around the garden with *her own* dogs.

___ 5. Cornelia was arguing with *herself* about what to wear to the party.

Provide the requested form of the designated Latin word.

6. Genitive feminine of **duo** _____

7. Accusative masculine of **duo** _____

8. Nominative neuter of **trēs** _____

9. Genitive feminine of **trēs** _____
10. Dative of **mīlia** _____
11. Genitive of **mīlia** _____

Translate the italicized words in the following sentences into Latin:

12. He remained for *two years*. _____
13. The river is *ten feet* deep. _____
14. *Afterwards*, I read many books. _____
15. *After* I slept, I read many books. _____

- VI. Reading—Read the following story about Fabricius and answer the following comprehension questions. (12 pts)

Fabricius, quī erat inferior genere quam alīi Rōmānī, tamen ab omnibus amātus est quod optimus fortissimusque miles erat. Itaque Rōmānī cīvitātis suae salutem eī crēdidērunt et eum inter aliōs legātōs ad Pyrrhum mīsērunt. Multa quae dē Fabriciō et eius summā honestāte Pyrrhus audīverat vēra esse crēdidit. Ad extrēmum eī dīxit: “Cūr nōn in Ēpīrum mēcum venīs et ibi manēs? Tibi quārtum rēgnī meī partem tribuam.” Sed Fabricius respondit sē neque partem rēgnī sibi tribuī cupere neque sūmptūrum esse.

1. Although Fabricius was from an inferior class, the Romans still loved him. Why?
2. Why does Pyrrhus want Fabricius to go to Epirus with him?
3. What does Pyrrhus offer to give to Fabricius if he will do this?
4. What answer does Fabricius give to Pyrrhus?

VII. Translation (44 pts)

Multōs annōs Rōmānī hōs barbarōs īstantēs timuerant, sed Alpēs post hanc victōriam Rōmam ā perīculō prohibēbānt. Postquam Rōmānī intellēxērunt necesse esse bellum cum Mithridāte gerere, hoc negōtium Sullae commīsērunt. Sed postquam Sulla ex urbe discessit, Marius, quī ipse cupīvit hoc negōtium super omnia suscipere, summam potestātem obtinuit.

KEY

Probātiō—Pēnsūm LXV, LXVI, et LXVII

- VIII. Dictation—As I say the sentence, write it first in Latin and then in English. (10 pts)

Latin: In īnsulā multōs colōnōs vidēbō.

English: On the island I will see many settlers.

- IX. Vocabulary—Match each Latin word to its correct English meaning. (10 pts)

K. Cōnspiciō, cōnspicere, cōnspexī, conspectus

L. Emō, -ere, ēmī, ēmptus

M. Perficiō, -ere, -fēcī, -fectus

N. Exerceō, -ēre, -exercuī, exercitus

O. Crēdō, crēdere, crēdidī, crēditus (with dat.)

P. Fallō, fallere, fefellī, falsus

Q. Imperium, imperī, *n.*

R. Negōtium, negōtī, *n.*

S. Autem

T. Postquam

N keep busy, train

K catch sight of, see

Q command, power

L take, buy

O believe, entrust

T after

M finish

R business

S however

P deceive

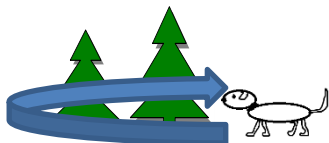
- X. Derivatives—Write 5 English words that are derived from the vocabulary words listed above. (5 pts)

Too many to list them all!

Credible, false, peremptory, negotiate, imperial, conspicuous, negotiable, fallacy, exercise, perfection, etc.

XI. Fun With Prepositions—Draw a scene to illustrate the meaning of the following prepositions in relation to the forest. (2 pts)

Exemplum:
canis *circum* silvam
silvam



Your Turn:

A. canis *prae* silvā

(dog in front of forest)

B. canis *super*

(dog above forest)

--a little humor here

XII. Grammar (17 pts)

I F Suus, -a, -um is a reflexive adjective; it refers to the subject of the verb, but its case, number, and gender are determined by the thing possessed, not the possessor.

T E Suī is a reflexive pronoun; it is used in place of 1st and 2nd person pronouns.

Identify whether a reflexive pronoun (P) or reflexive adjective (A) should be used.

A 1. He wanted to see *his own* house.

P 2. Anna saw *herself* in the mirror.

A 3. The general gave *his own* troops a compliment.

A 4. Julia walked around the garden with *her own* dogs.

P 5. Cornelia was arguing with *herself* about what to wear to the party.

Provide the requested form of the designated Latin word.

6. Genitive feminine of **duo** duārum

7. Accusative masculine of **duo** duōs

8. Nominative neuter of **trēs** tria

- | | |
|-------------------------------------|---------|
| 9. Genitive feminine of trēs | trium |
| 10. Dative of mīlia | mīlibus |
| 11. Genitive of mīlia | mīlium |

Translate the italicized words in the following sentences into Latin:

- | | |
|--|-------------|
| 12. He remained for <i>two years</i> . | duōs annōs |
| 13. The river is <i>ten feet</i> deep. | decem pedēs |
| 14. <i>Afterwards</i> , I read many books. | postea |
| 15. <i>After</i> I slept, I read many books. | postquam |

XIII. Reading—Read the following story about Fabricius and answer the following comprehension questions. (12 pts)

Fabricius, quī erat inferior genere quam aliī Rōmānī, tamen ab omnibus amātus est quod optimus fortissimusque mīles erat. Itaque Rōmānī cīvitātis suae salute eī crēdidērunt et eum inter aliōs legatos ad Pyrrhum mīsērunt. Multa quae dē Fabriciō et eius summā honestāte Pyrrhus audīverat vēra esse crēdidit. Ad extrēmum eī dīxit: “Cūr nōn in Ēpīrum mecum venīs et ibi manēs? Tibi quārtum rēgnī meī partem tribuam.” Sed Fabricius responded sē neque partem rēgnī sibi tribuī cupere neque sūmptūrum esse.

1. Although Fabricius was from an inferior class, the Romans still loved him. Why?
He was the best and bravest soldier.
2. Why does Pyrrhus want Fabricius to go to Epirus with him?
He had heard and believed much about Fabricius' highest honor/honesty.
3. What does Pyrrhus offer to give to Fabricius if he will do this?
A quarter part of his kingdom
4. What answer does Fabricius give to Pyrrhus?
He doesn't want a quarter of his kingdom nor will he take it.

XIV. Translation (44 pts)

Multōs annōs Rōmānī hōs barbarous īstantēs timuerant, sed Alpēs post hanc victōriam Rōmam ā perīculō prohibēbānt. Postquam Rōmānī intellēxērunt necesse esse bellum cum Mithridāte gerere, hoc negōtium Sullae commīsērunt. Sed postquam Sulla ex urbe discessit, Marius, quī ipse cupīvit hoc negōtium super omnia suscipere, summam postestātem obtinuit.

For many years the Romans had feared these threatening foreigners, but the Alps, after this Roman victory, were keeping (them) from danger. After the Romans understood that it was necessary to wage war with Mithridates, they entrusted this business to Sulla. But after Sulla departed from the city, Marius, who himself desired to undertake this business above all, obtained the highest power.

Nōmen _____

Pēnsūm LXVI—Exercise Handout

I. Numbers—Duo (II) et Trēs (III)

Most of the numbers in Latin are indeclinable (for example, 4-100). However, duo and trēs function as adjectives and must agree with the noun modified in gender, number, and case. Remember, though, that they are always plural. (That’s logical!) So you don’t have to worry about singular forms. :-)

Now, some practice with duo & trēs—(Remember that duo is irregular, but it shares some forms with 1st & 2nd declension adjectives; trēs is declined as a 3rd declension adjective.) Transfer in Latīnam.

- two consuls (Nom.) _____
- for two women (Dat.) _____
- out of two towns (Abl.) _____
- of two girls (Gen.) _____
- three temples (Acc.) _____
- of three wars (Gen.) _____
- three poets (Nom.) _____
- to three cities (Dat.) _____
- with three swords (Abl.) _____

II. Numbers—Mīlle (M) et Mīlia (MM+)

Mīlle, when used to mean 1000, is an indeclinable adjective. When used for 2 or more thousands, it is a plural neuter i-stem noun. Remember, though, that the word used with the plural of mīlle must be genitive: duo mīlia hominum = two thousand men. Transfer in Latīnam.

- 1000 houses (Nom.) _____
- of 1000 horses (Gen.) _____
- 2000 women (Nom.) _____
- by 3000 sailors (Abl.) _____
- against 5000 soldiers (Acc.) _____

Pēnsūm LXVI—Exercise Handout

I. Numbers—Duo (II) et Trēs (III)

Most of the numbers in Latin are indeclinable (for example, 4-100). However, duo and trēs function as adjectives and must agree with the noun modified in gender, number, and case. Remember, though, that they are always plural. (That's logical!) So you don't have to worry about singular forms. :-)

Now, some practice with duo & trēs—(Remember that duo is irregular, but it shares some forms with 1st & 2nd declension adjectives; trēs is declined as a 3rd declension adjective.) Transfer in Latīnam.

two consuls (Nom.)	duo consulēs
to two women (Dat.)	duābus fēminīs
out of two towns (Abl.)	ē duōbus oppidīs
of two girls (Gen.)	duārum puellārum
three temples (Acc.)	tria templa
of three wars (Gen.)	trium bellōrum
three poets (Nom.)	trēs poētae
to three cities (Dat.)	tribus urbibus
with three swords (Abl.)	tribus gladiīs

II. Numbers—Mille (M) et Mīlia (MM+)

Mille, when used to mean 1000, is an indeclinable adjective. When used for 2 or more thousands, it is a plural neuter i-stem noun. Remember, though, that the word used with the plural of mille must be genitive: duo mīlia hominum = two thousand men. Transfer in Latīnam.†

1000 houses (Nom.)	mīlle casae
of 1000 horses (Gen.)	mīlle equōrum
2000 sailors (Nom.)	duo mīlia nautārum
by 3000 women (Abl.)	ā tribus mīlibus fēminārum
against 5000 soldiers (Acc.)	contrā quīnque mīlia mīlitum

Dialogue for Pēnsūm IX

Erīna, Tīrōnus, Sirēna, Tannerus, et Līsa in conclāvī sunt. Jettus pervenit.

Tīrōnus: Salvē, Jette! Nōs domesticum Latīnum scibimus, sed pēnsūm difficile est.

Jettus: Salvēte, omnēs! Cupisne auxilium, Tīrōne?

Tīrōnus: Minimē, quod labōrāre dūrē bonum est.

Tannerus: Auxilium cupiō!

Erīna: Tannere, semper auxilium cupis! Quid tū faciēs proximō annō?

Tannerus: Cūr? Proximō annō Jettum rogābō.

Sirēna: O dī bonī! Putāsne?

Līsa: Proximō annō Jettus ad collēgium discēdet. Tīrō erit.

Erīna: Nōn iam auxilium donāre poterit.

Tannerus: Heu heu!

Omnēs: Male dē Tannerō!

TPR Scenario

General Notes:

This TPR scenario is based on vocabulary introduced in the first two units of *Latin For Americans*, Book 1. It concentrates on use of imperative mood verbs and vocative, accusative, and dative nouns.

Target Words:

dōnā	give	cibus	food	magnus	big
portā	carry	equus	horse	parvus	little
mōnstrā	point out	filia	daughter		
occupā	seize	pecūnia	money		
spectā	look at	rēgīna	queen		

Preparation Checklist:

queen doll girl doll horse toy food dollar bill/coins

Script: *Ask for two volunteers from the class to come to the front and follow directions. The teacher should say the following, giving hints when necessary.*

Jette (student #1), mōnstrā equum.

Jette, dōnā equum Līsae.

Līsa (student #2), spectā cibum.

Līsa, dōnā cibum equō.

Jette et Līsa, occupāte pecūniās.

Jette, portā magnam pecūniam.

Līsa, portā parvās pecūniās.

Jette, dōnā magnam pecūniam Līsae.

Līsa, dōnā parvās pecūniās Jettō.

Jette et Līsa, mōnstrāte rēgīnam et fīliam.

Rēgīna, amā fīliam.

Fīlia, dōnā cibum rēgīnae.

Valēte, Jette et Līsa!

Observation of Middle School classes on February 13, 2012

Both classes were about 45 minutes long. The 6th grade class was just starting to learn Latin this semester (about 4 weeks along) since the students had Spanish in the fall. They get an exposure to both languages in the 6th grade so that they can decide which language to focus on in 7th and 8th grades.

6th grade class: I arrived about 10-15 minutes after the class began since my school had had a snow delay, so the class was already occupied with a review of their homework and parts of speech.

8th grade class: This was a “work on projects” day, with students in groups, first building a Roman arch with cookies and then designing their own Roman bath.

6th Grade LATIN:

- I. Introduction (Missed this since my school had delayed classes for snow, so my 3rd period ran late and my prep period didn't start until later)
- II. Review of Homework—Students were correcting their own homework which focused on adjectives. The teacher gave many examples, reviewed what was learned last week, and ended this segment with an exercise to match Latin adjectives with nouns.
- III. Review of Verb sum—Two students collaborated to write the present tense of sum on the whiteboard.
- IV. Review of Parts of Speech—The teacher explained and gave examples of nouns (common, proper), pronouns, verbs, adjectives, and adverbs.
- V. Goodbye—no homework except that the teacher hinted that there might be a pop quiz on the present tense of sum.

8th Grade LATIN:

- I. Introduction—Brief greeting in English, reminder of Roman Bath Project (The teacher said they would have a test on Roman baths, that their design presentations would be due after the February break, reminded them of the movie they'd watched, gave them a handout of the bath floor plan of Pompeii, and showed from a book the plans of other famous baths), followed by an overview of the class for today: to make a Roman arch with sugar wafer cookies and then to work on Roman bath design project
- II. Roman Arch: Students chose their own partners. The teacher handed out the supplies, and students worked for about 20 minutes. They had a competition to see who would succeed first, and then students were allowed to eat their cookies.

- III. Roman Bath Design Project: Students got into groups (assigned previously) and started to plan and draw their baths. Required rooms included hot room, warm room, cold room, exercise room, furnace room, etc. This segment was about 15 minutes.
- IV. “Freeze! Thirty seconds left!” Students cleaned up, the teacher reminded them to work on their projects, and goodbye (in English).

This teacher is a terrific middle school teacher. She’s animated and forceful, always directing the students’ attention to the subject matter. I admire her dynamism and charisma. (My husband taught middle school for 17 years, and when he started teaching high school he was surprised that he didn’t “have to yell all the time to be heard”!) Students were engaged/involved all the time in the 6th grade class and most of the time in the 8th grade class. The teacher gives examples galore, praises students often, disciplines gently (“Shh, ladies” “Paul, you with me?”), and keeps the pace going nonstop.

The room has many Latin/Roman posters: Gifts of Ancient Rome, Latin is the Basis of Spanish, Italian, and French, Latin/Greek are Key to the 206 Bones in Your Body, etc. In fact, since I noticed a poster of the pledge of allegiance in Latin, it gave me the idea to type the pledge, print it, and have one of my artistic seniors illustrate it (in progress!). She also had students make Latin Valentines and put them up (a wonderful idea for me for next year). Students have individual desks which the teacher has arranged in groups of three, facing in to each other. The 6th grade class had 11 students, mostly girls with 2 boys. The 8th grade class had 10 students: 7 boys, 3 girls.

Suggestions for improvement are few since the classes were successful, especially the 6th grade class. I did notice, though, that the teacher could have used comparisons, with the 6th graders, to Spanish (when she was comparing use of inflection) as well as to English, since the students had just had a semester of Spanish. With the 8th graders there were some discipline issues (kids didn’t want to settle down for the Roman Bath Project), which the teacher did handle. However, I would suggest that she could have them work on their bath projects first and then end up with the arch activity. It’s hard for students to go from eating cookies to settle down and quietly work. In general, I like to have students do their serious work first and then relax a little, rather than the reverse.

The final comment is that this teacher didn’t use TPR, much oral Latin, or any composition, but this is not surprising since she had said that she uses only traditional strategies and a grammar-translation focus.

Observation of High School class on March 5, 2012

This 45-minute Latin III class was devoted to translating approximately 10 lines of Caesar's *De Bello Gallico*.

- VI. Introduction—Teacher greeted students in English
- VII. Translation of *De Bello Gallico* 7.1-10
The teacher had small segments of the text projected onto the screen. She called on students individually to read a sentence first in Latin and then to translate. Students translated while looking at the screen, rather than at their notes. The teacher helped whenever a student faltered, and she interspersed many explanations of grammar.
- VIII. Goodbye—Homework was to study for their upcoming test.

The focus in this class was translation-grammar, although students also got practice in speaking/hearing Latin when they read aloud. All students were engaged, and the teacher called on each student to translate. Apparently their homework had been to translate this passage, but not to write it down, since I didn't see any student simply reading the translation. Students referred to "hard parts" which they had not been able to figure out, and they translated at a rather slow pace, so I concluded that they had prepared for class in this way. The teacher stepped in to help with reminders, explanations, hints, etc. any time a student hesitated or gave up. She also explained the historical and cultural background of the text, pointing out the significance of Caesar remembering what the Helvetii had done before and explaining the meaning of the army being made to "go under the yoke," for example. She also asked the students to parse certain words as they went along in translating and reminded them of relevant grammar (historical present, ablative of description, types of ablative absolutes, etc.).

I thought that the teacher did a great job with this class. She has good rapport with the students and was able to correct their translating gently but clearly. All of these students are very intelligent and self-motivated, so there were no discipline issues and students were focused throughout. The teacher is animated and appealing, and she kept the pace going.

I don't think that this particular class, with these particular students, needed any improvement, but perhaps over the course of the semester/year there would be a need for more variety in class activity. Maybe the teacher does this already, but she did say before that she uses only the grammar-translation approach. I think that any student would appreciate an occasional *Latina in Verō Mundō* presentation! (My Latin III/IV students certainly do.) She could also have an ongoing composition project, in which students could write in Latin for a few minutes (perhaps describing their day) during each class; or partners could compose a story together and then share with the class. Students at this level of ability could do a terrific job! And TPR Latin could be used, even at this level, to help students internalize the language.

Self-Evaluation of High School class on April 5, 2012

This 55-minute Latin I class introduced Lesson XXVIII in *Latin for Americans*. Objectives were for students to start to learn the difference between transitive and intransitive verbs, the ablative of agent construction, vocabulary, and correlative conjunctions

LATIN I:

- I. Introduction—*Salvēte! Quid agitis?*, etc. Call roll in Latin; students answer with *hic* or *adsum*; *Quis abest?*
- II. Homework Check: Students preview 3rd Declension on pp. 280-281 and decline *mīles* and *lĕx* on review form, while teacher checks their homework which was to translate the story *Ad Italiam* on p. 185.
- III. Correct translation homework—Divide students into 4 groups (with 13 students the groups had 3 or 4 members, of mixed ability levels). Each group had responsibility for approximately 5 lines of the translation; the goal for each group was for all members to be able to explain the translation to the class, along with any grammar questions. 10 minutes
- IV. Presentation of translation—Group members come up to the SmartBoard to read in Latin first and then explain their translation, referring to text of *Ad Italiam* on the SmartBoard; all members answer questions from classmates and the teacher. Other group's members listen, ask questions, and correct their homework. 10-15 minutes
- V. Lesson XXVIII 15-20 minutes
 - a. Read new lesson, pp. 192-194, with popcorn oral reading by students. Teacher interjects explanations and answers questions at times.
 - b. Do the Oral Practice on p. 194 together as a class.
 - i. Section A, which is in English, is read by the teacher with the whole class giving answers out loud together (for example, "Tell whether the words in italics require the ablative of means of the ablative of agent construction. 1. I was hit *by a stone*." The class answers in unison "ablative of means.")
 - ii. Answers to Section B, which is in Latin, are typed onto the SmartBoard by the teacher, as the students yell out the answers. (for example, "Change the following from active to passive, or from passive to active. Then translate each sentence. 1. *Vir librum videt*." Individual students call out suggestions and together we come up with answers: "*Liber ā virō vidētur*. The book is seen by the man.")
- VI. Start Homework: Students can work with a partner to translate Exercise A, sentences 1-7, from Latin to English. Approximately 10 minutes

For this class I tried to use many techniques recommended in the readings for Pēnsūm IX, particularly for the foreign language learning disabled (FLLD). Although I usually try to plan varied, active classes using multiple approaches which appeal to many learning styles, for this class I intentionally planned in addition to use methods for the FLLD, since I do have two students who are struggling (they have D's right now) and one student who is perhaps borderline (with a C average) out of this class of 13 students. The rest of the students are doing well (with two who are superstars!), but these FLLD methods are described as beneficial to all, so no one will be "shorted." Specifically I tried for a multisensory approach, with students hearing, saying, reading, and writing for as many activities as possible.

I have had students preview the 3rd declension for a few classes, mainly on the theory that FLLD and all students benefit from multiple exposures. Our textbook introduces the 3rd declension rather late in the first year, so I want the students to have plenty of time (another FLLD recommendation) to learn and use the 3rd declension before the end of the school year.

During the homework check I could see which students had trouble with the translation. The previous class we had sight-read the story, so students had some understanding of it. Nevertheless, some students had not been able to finish, so I put them into the first groups, which would be assigned parts of the story that they had been able to do. These students benefited from the cooperative learning provided by the group members. All students got a multisensory experience of the text, through writing, discussing, presenting, and teaching the other classmates.

In the Oral Practice of the new lesson, I didn't call on individual students for answers but instead had the whole group respond (based on the recommendation to avoid putting FLLD students "on the spot" and to minimize their experience of "being wrong."). I also allowed students to volunteer answers in Section B, and we all worked together to come up with answers (with lots of modeling of the thought processes involved). By saying the Latin and typing it on the SmartBoard as well, I employed at least the students' hearing and seeing.

I thought the class was successful, but despite the efforts to engage all the students (and most of them were engaged the whole time) still the three "at risk" students were the least involved. They didn't suggest many answers, and I noticed that one had a "worried" look a few times. Of course these perceptions are subjective, so perhaps the students were more involved than they seemed (hope so). I'll keep trying the FLLD techniques and persevere.

Teaching Improvement Objectives

My self-improvement objectives are many! Foremost among them is my desire to increase my knowledge of Latin and the Greco-Roman world. Of course I will continue to learn by teaching, but I would also like to take more distance learning classes. I'm tempted to aim for an M.A. in Latin, but summers are precious and short here at Lake Tahoe. At the least I would like to progress in my own learning so that I will be able to offer AP Latin at my high school in the future. I would also like to increase my repertoire of Latin teaching techniques, exercises, handouts, etc. My Latin students have asked to play the games that my English students do, such as Vocab Baseball, Vocab Dodge Ball, Vocab Basketball, and Vocab Football, but they are a bit tricky to adapt to Latin vocabulary, so I'd like spend some time developing a Latin version (*Expulsim Ludere?*). I think also that the concept of circuit training has possibilities for a review game. Finally I would like to enrich my classroom environment by adding more posters, artwork, etc. and to purchase some reward items like stickers, buttons, and especially those magic pencils (I could use one myself)!