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December 29, 2008

LATIN 4770: Methods and Materials for Teaching Latin

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<u>Preface</u>

This portfolio contains work performed and assembled from May through December 2008. In that time, as a Latin teacher (first of homeschoolers, and then as a teacher of adolescent boys at a Catholic prep school) and student in Latin 4770/6770 at the University of Georgia (Independent and Distance Learning), I have had the opportunity to not only do work that I love with interesting and engaging people with whom I love to work (my students and colleagues) but also have had the time to reflect on this work so as to become a better Latin teacher.

One who reads this document will have a window into the mind and soul of one solitary Latin teacher who has come via a serendipitous route to a second career as a Latin teacher. As a child I was entranced by Greek and Roman mythology, and fascinated with languages and words. As a high-schooled, I excelled at the study of Latin and history. As a college student, I studied Greek, Ancient Philosophy, and Ancient History before following another interest – Psychology – to become a social worker. Not until I was offered a chance to teach homeschooled students when I was home raising my own children did I ever consider teaching Latin as a possible career. I believe I was given a second chance to find career fulfillment, and am very grateful for that chance.

In addition to my very simple personal philosophy of education, the reader will find a sample lesson plan, a quiz, a test, and a worksheet that have been designed to complement a chapter of a well-known Latin text series. I have included slides from a PowerPoint presentation designed to complement one of the readings from this text, a TPR scenario that I have written, and a sample conversation that I have composed. Additionally, I have included some grammar handouts that I created prior to enrolling in the course for which this portfolio was compiled.

<u>My Philosophy of Education</u>

G.K. Chesterton once wrote that "Education is simply the soul of a society as it passes from one generation to another." This quotation, as well as the English meaning of the Latin noun *ēducātiō* (bringing up, rearing) captures in a few words my basic philosophy of education: my responsibility as educator is to assist in bringing up the younger members of our society by passing on the wisdom and knowledge that have been imparted to me. I am awed and humbled by the weight of this responsibility when I take time to reflect upon it. As one to whom society has entrusted the minds of its young, I need to proceed carefully, with compassion, love, and patience. I need to be firm, but kind. I need to find out how each student learns best, how I can reach him or her, and how I can best assist him or her in achieving his or her own goals. Each student must be viewed and respected as a unique, precious individual. For this reason, I must be aware of different methodologies of teaching that can benefit students with different needs, abilities, backgrounds, and ways of learning.

As a Latin teacher, specifically, I value not only the individual student who may be best reached for instance, by the grammar-translation method, rather than the direct method, but also the *Standards for Classical Language Learning* of the American Classical League (1997). While taking into account the needs of the individual students that sit in my classroom, I must bear in mind simultaneously my duty to the profession as a whole.

Sample Two-Day Lesson Plan from Jenney's First Year Latin, Chapter 4

Day 1:

Objectives for this lesson:

1) Discipulī will learn the case endings of 2nd declension masculine

2) Discipulī will be able to use and translate nouns in the genitive case as possessive nouns

3) Discipulī will continue practicing oral/aural skills, reading comprehension, composition, and translation.

Steps:

I.      Anticipatory set: decline *Agricola* (review from lesson 1)

II.     Oral/Aural:

   A.  Magistra will take attendance using Roman names, while students respond either "adsum" or "abest."

   B.  Magistra will ask students to rise (*Surgite*) and call students to prayer (*Ōrēmus)*. Students will recite the *Signum Crucis* and the *Pater Noster.*

   C.  Magistra will instruct the students to return to their seats *(Cōnsīdite)*

III.    Vocabulary/Grammar

   A.  2<sup>nd</sup> declension masculine nouns):

      1.  Magistra will introduce new vocabulary and ask how these words are different from the nouns already learned

      2.  Magistra will review 1st declension form and endings, then remind students that since there is a 1st declension, it follows that there are other declensions as well.

3. Magistra will compare 1st and 2nd declension noun endings on board for benefit of all, especially those who are more visually-oriented.

4. Magistra will model pronunciation of endings, and then ask students to repeat after her.

5. Magistra will model, with assistance of students, the declension of a 2nd declension masculine noun.

6. Magistra will ask for a volunteer to come to board and decline a noun from vocabulary.

B. Syntax (Genitive of Possession):

1. Magistra will remind students that the genitive case is used to express possession

2. Magistra will read "The Trojan War" aloud. With her help, the discipulī will explore the grammar and vocabulary in the reading, "The Trojan War, " page 23.

Homework: Each discipulus will pick 3 new vocabulary words from list and decline them. Then, each discipulus will read over "The Trojan War" in preparation for tomorrow's class, making margin notes as necessary.

Day 2:

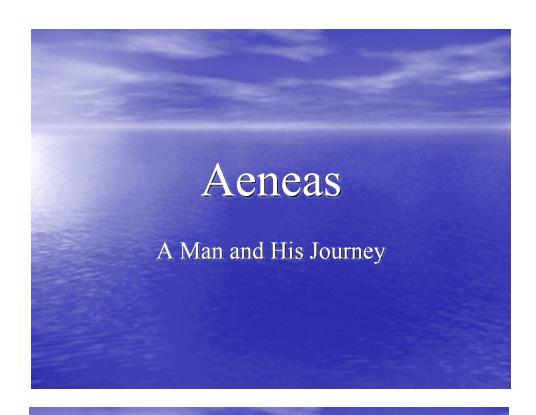I. Anticipatory set: decline *vir* (from this Chapter's vocabulary)

II. Oral/Aural:

A. Magistra will take attendance using Roman names, while students respond either "adsum" or "abest."

B. Magistra will ask students to rise (*Surgite*) and call students to prayer

(*Ōrēmus)*. Students will recite the *Signum Crucis* and the *Pater Noster.*

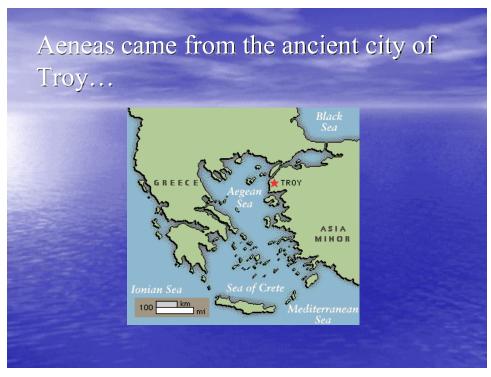C. Magistra will instruct the students to return to their seats *(Cōnsīdite)*

III. <u>Reading comprehension/ composition</u>:

A. Magistra will post on the Smartboard the following questions while

discipulī, working in small groups (pre-formed by Magistra) will answer

2-3 questions in Latin (possible answers are provided in parentheses):

1. *Quis est Anchīsēs?  (Anchīsēs est vir clārus in Asiā.)*

2. *Quis Anchīsēn amat?  (Dea Anchīsēn amat.)*

3. *Quis est Aenēās? (Aenēās est fīlius deae et Anchīsae.)*

4. *Quis est Creūsa? (Creūsa est fēmina Aenēae.)*

5. *Quis est Ascānius? (Ascānius est fīlius Aenēae et Creūsae.)*

6. *Ubi Aenēās habitat? (Aenēās habitat in Trōiā).*

7. *Ubi est Trōia? (Trōia est in Asiā.)*

8. *Quī  Trōiam occupant? (Graecī Trōiam occupant.)*

9. *Quem Aenēās portat? (Aenēās Anchīsēn portat.)*

10. *Quem Aenēās vocat? (Aenēās Creūsam fīliumque vocat.)*

11. *Ubi Aenēās et Trōiānī nāvigant hodiē?(Nāvigant ad Eurōpam*

*hodiē.)*

B. Discipulī will share answers to the questions.

C. Taking turns, discipulī will translate the reading. One discipulus will act as

a scribe, generating a MS Word Document which will be posted on the class

website.

<u>Homework</u>: Study for quiz on grammar form and vocabulary.

PowerPoint Presentation Created to Accompany Reading "The Trojan War" from Chapter 4 of Jenney's <u>First Year Latin</u>

# Aeneas

A Man and His Journey

One of the most famous poems of all time, the

*Aeneid,* was written by the Roman poet Vergil about a hero named Aeneas.

Aeneas came from the ancient city of Troy…



Aeneas' father was a Trojan mortal, Anchises.

His mother, however, was the immortal goddess Venus…the goddess of Love.

Aeneas' wife was Creusa, the daughter of King Priam and Queen Hecuba of Troy…

# And their son was Ascanius…

The Greeks had laid siege without success to the city of Troy for 10 years…

They finally resorted to trickery to win the war…

Odysseus, a Greek king, came up with an idea …

When Troy was destroyed,
Aeneas escaped with only his
wife, his son, his
father, and his household gods.
The gods had a mission for
him…

Unable to walk, Anchises needed to be carried…

to be continued…

Discipulus, please fill in the blanks below:

| Nominative | Genitive | Gender | Meaning |
|---|---|---|---|
| puer | _____ | _____ | _____ |
| _____ | _____ | _____ | goddess |
| gladius | _____ | _____ | _____ |
| _____ | _____ | _____ | game, school |
| fīlia | _____ | ____ | _____ |

Discipulus, please decline the 2nd Conjugation Masculine Noun "campus" below.

| | Singular | Plural |
|---|---|---|
| Nominative | _____ | _____ |
| Genitive | _____ | _____ |
| Dative | _____ | _____ |
| Accusative | _____ | _____ |
| Ablative | _____ | _____ |

Now, draw a family tree for Aenēās. Include the following members of his family: mother, father, wife, and son.

ANSWER KEY

Discipulus, please fill in the blanks below:

| Nominative | Genitive | Gender | Meaning |
|---|---|---|---|
| puer | PUERĪ | M | BOY |
| DEA | DEAE | F | goddess |
| gladius | GLADĪ | M | SWORD |
| LUDUS | LUDĪ | M | game, school |
| fīlia | fīliae | F | DAUGHTER |

Discipulus, please decline the 2nd Conjugation Masculine Noun "campus" below.

| | Singular | Plural |
|---|---|---|
| Nominative | CAMPUS | CAMPĪ |
| Genitive | CAMPĪ | CAMPŌRUM |
| Dative | CAMPŌ | CAMPĪS |
| Accusative | CAMPUM | CAMPŌS |
| Ablative | CAMPŌ | CAMPĪS |

Now, draw a family tree for Aenēās. Include the following members of his family: mother, father, wife, and son.

ANSWERS MAY VARY.

Sample Unit I Test for Jenney's <u>First Year Latin</u>

<u>Latin I: Unit I Test</u>

<u>Part I: Vocabulary (30 points):</u>

Discipule, please fill in the blanks. You may add derivatives for extra credit (only 5 points will be given).

| <u>Nominative</u> | <u>Genitive</u> | <u>Gender</u> | <u>Meaning</u> | <u>Derivative</u> |
|---|---|---|---|---|
| Ager | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | life | _____ |
| Amīcītia | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | farmhouse | _____ |
| Campus | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | slave | _____ |
| Fīlius | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ gate | | _____ |
| Īnsula | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | sailor | _____ |

<u>Part II: Grammar (22 points):</u>

A.  <u>Nouns:</u> please decline the following noun: *lēgātus*

|  | Singular | Plural |
|---|---|---|
| Nominative: | _____ | _____ |
| Genitive | _____ | _____ |
| Dative | _____ | _____ |
| Accusative | _____ | _____ |
| Ablative | _____ | _____ |

B.     Verbs: please conjugate the following verb, both in Latin and English: *occupō*

|      | Singular Latin | Singular English | Plural Latin | Plural English |
|------|----------------|------------------|--------------|----------------|
| 1st  | _____    | _____     | _____    | _____     |
| 2nd  | _____    | _____     | _____    | _____    |
| 3rd  | _____    | _____     | _____    | _____     |

Part III:     Translation (32 points):

A.     Please translate the following sentences from Latin to English:

1.     Agricola equum amat.


2.     Poetae deās et deōs  laudant


3.     Tubam et aquam portō.


4.     Patriam amō; patriam nōn amās.


B.     Please translate the following sentences from English to Latin:


1.     The messenger is calling the girl and the boy.


2.     You do prepare the field.


3.     We are looking at the women.


4.     The sailors are sailing and the sons of the servant are fighting.


Part IV:  Colloquāmur! (11 points)

1. What do I (Magistra) say to you when I want you to stand up? _____

2. What do I say to you when I want us to pray? _____

3. How do I tell you to sit down? _____

4. When I greet you in the beginning of class, what do I say? _____, _____

5. How do you say, "Goodbye" to me? _____, _____

6. What command would I give you to come to the whiteboard? _____ ____

_____ _____

Part V: History/Myth (5 points):

    1. Who attacked the city of Troy?

    2. Why did this group of people do this?

    3. Which side was victorious?

    4.. How did the victorious side win?

    5. Who were the survivors, if any, of the losing side?

ANSWER KEY

Latin I: Unit I Test

Part I: Vocabulary (30 points):

Discipule, please fill in the blanks. You may add derivatives for extra credit (only 5 points will be given).

| Nominative | Genitive | Gender | Meaning | Derivative |
|---|---|---|---|---|
| Ager | AGRĪ | M. | FIELD | (AGRICULTURE) |
| VITA | VITAE | F | life | (VITAMIN) |
| Amīcītia | AMĪCĪTIAE | F. | FRIENDSHIP | (AMICABLE) |
| VILLA | VILLAE | F | farmhouse | (VILLA) |
| Campus | CAMPĪ | M. | FIELD, PLAIN | (CAMPUS) |
| SERVUS | SERVĪ | M. | slave | (SERVANT) |
| Fīlius | FĪLĪ/FĪLIĪ | M. | SON | (FILIAL) |
| PORTA | PORTAE | F. | gate | (PORTAL) |
| Īnsula | ĪNSULAE | F. | ISLAND | (INSULATION) |
| NAUTA | NAUTAE | M. | sailor | (NAUTICAL) |

Part II: Grammar (22 points):

A.　　Nouns: please decline the following noun: *lēgātus*

| | Singular | Plural |
|---|---|---|
| Nominative: | LEGATUS | LEGATĪ |
| Genitive | LEGATĪ | LEGATŌRUM |
| Dative | LEGATŌ | LEGATĪS |
| Accusative | LEGATUM | LEGATŌS |
| Ablative | LEGATŌ | LEGATĪS |

B.     Verbs: please conjugate the following verb, both in Latin and English: *occupō*

| | Singular Latin | Singular English | Plural Latin | Plural English |
|---|---|---|---|---|
| 1st | OCCUPŌ | I SEIZE | OCCUPĀMUS | WE SEIZE |
| 2nd | OCCUPĀS | YOU SEIZE | OCCUPĀTIS | YOU SEIZE |
| 3rd | OCCUPAT | HE/SHE/IT SEIZES | OCCUPANT | THEY SEIZE |

Part III:     Translation (32 points):

A.     Please translate the following sentences from Latin to English:

1.     Agricola equum amat.

THE FARMER LOVES HIS HORSE.

2.     Poetae deās et deōs laudant.

POETS PRAISE THE GODDESSES AND GODS.

3.     Tubam et aquam portō.

I AM CARRYING MY TRUMPET AND MY WATER.

4.     Patriam amō; patriam nōn amās.

I LOVE MY COUNTRY; YOU DO NOT LOVE YOUR COUNTRY.


B.     Please translate the following sentences from English to Latin:


1.     The messenger is calling the girl and the boy.

NUNTIUS PUELLAM ET PUERUM VOCAT.

2.     You do prepare the field.

AGRUM/CAMPUM PARĀS/PARĀTIS.

3.     We are looking at the women.

FĒMINĀS SPECTĀMUS.

4.     The sailors are sailing and the sons of the servant are fighting.

NAUTAE NAVIGANT ET FĪLIĪ SERVĪ PUGNANT.

Part IV:  Colloquāmur! (11 points)

1.    What do I (Magistra) say to you when I want you to stand up?  SURGITE

2.    What do I say to you when I want us to pray? ŌRĒMUS

3.    How do I tell you to sit down? CŌNSĪDITE

4.    When I greet you in the beginning of class, what do I say? SALVĒTE, DISCIPULĪ

5.    How do you say, "Goodbye" to me? VALĒ, MAGISTRA .

6.    What command would I give you to come to the whiteboard? AMBULĀ AD TABULAM ALBAM .

Part V: History/Myth (5 points):

1. Who attacked the city of Troy? THE GREEKS.

2.Why did this group of people do this? BECAUSE PARIS "STOLE" HELEN FROM MENELAUS.

3.Which side was victorious? THE GREEKS.

4.  How did the victorious side win? BY TRICKERY—THE TROJAN HORSE

5. Who were the survivors, if any, of the losing side? AENEAS, HIS FAMILY, SOME OF HIS FRIENDS WHO ESCAPED.

Sample Worksheet: <u>Comparing 1st Declension and 2nd Declension Masculine</u>

Below, I have listed the first declension endings. Using your textbook, please fill in the 2nd declension Masculine endings in the spaces provided.

|  | 1st Sing. | Plural | 2nd Sing. | Plural |
|---|---|---|---|---|
| <u>Nominative</u> | -a | -ae | _____ | _____ |
| <u>Genitive</u> | -ae | -ārum | _____ | _____ |
| <u>Dative</u> | -ae | -īs | _____ | _____ |
| <u>Accusative</u> | -am | -ās | _____ | _____ |
| <u>Ablative</u> | -ā | -īs | _____ | _____ |

Now, please translate the following English words, making sure they are in the proper cases:

boy (as the d.o.): _____          girl (as the d.o.) _____

by a sword _____          by a gate _____

the man's _____          the woman's _____

fields (as the S.) _____          islands (as the S.)_____

the sons' _____          the daughters' _____

to/for the slave _____          to/for the sailor _____

(from the) fields_____          (from the) farmhouses _____

messengers (as the p.n.) _____          lives (as p.n.) _____

to/for the lieutenants _____           to/for the countries _____

(with) horses _____          (with) farmers _____

What are the similarities that you see between the two declensions? _____
_____

What differences do you see? _____
_____

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What gender are the nouns in the left column? _____ What gender are most of the nouns in the right-hand column? _____ What noun(s) in the right-hand column is/are of a different gender than the others?

_____

What gender is/are that/those noun(s)? _____

Sample Handout Key

Comparing 1st Declension and 2nd Declension Masculine

Below, I have listed the first declension endings. Using your textbook, please fill in th2nd declension Masculine endings in the spaces provided.

| 1st Sing. | Plural | | 2nd Sing. | Plural |
|---|---|---|---|---|
| Nominative | -a | -ae | -US/R/ER | -Ī |
| Genitive | -ae | -ārum | -Ī | -ŌRUM |
| Dative | -ae | -īs | -Ō | -ĪS |
| Accusative | -am | -ās | -UM | -ŌS |
| Ablative | -ā | -īs | -Ō | -ĪS |

Now, please translate the following English words, making sure they are in the proper cases:

boy (as the d.o.): PUERUM          girl (as the d.o.) PUELLAM

by a sword: GLADIŌ          by a gate: PORTĀ

the man's: VIRĪ          the woman's: FEMINAE

fields (as the S): AGRĪ          islands (as the S.): ĪNSULAE

the sons': FĪLIŌRUM          the daughters': FĪLIĀRUM

(from the) fields: CAMPĪS        (from the) farmhouses: VILLĪS

messengers (as the p.n.): NUNTIĪ        lives (as p.n.) VĪTAE

to/for the lieutenants: LEGATĪS        to/for the countries: PATRIĪS

(with) horses: EQUĪS        (with) farmers: AGRICOLĪS

to/for the slave: SERVŌ        to/for the sailor: NAUTAE

What are the similarities that you see between the two declensions? ENDING WITHIN EACH DECLENSION MATCH FOR GENITIVE SINGULAR, NOMINATIVE PLURAL; -M ENDING ON ACCUSATIVE SING. FOLLOWING VOWEL; -S ENDING IN ACCUSATIVE PLURAL FOLLOWING VOWEL; -ĪS ENDINGS IN BOTH DATIVE AND ABLATIVE PLURAL; VOWEL/DIPTHONG ENDING IN DATIVE/ABLATIVE SINGULAR; -RUM FOLLOWING VOWEL IN GENTIVE PLURAL

What differences do you see? "A" IS PREDOMINANT VOWEL IN 1ST DECLENSION, WHEREAS "O" IS PREDOMINANT IN 2ND MASCULINE; DIPTHONG ENDINGS IN 1ST DECLENSION.

What gender are the nouns in the left column? MASCULINE

What gender are most of the nouns in the right-hand column? FEMININE

What noun(s) in the right-hand column is/are of a different gender than the others? NAUTA AND AGRICOLA

What gender is/are that/those noun(s)? MASCULINE

Sample Conversation: "Pets"

For this conversation, two students, ideally one male and one female, should participate. Stuffed animals (a cat and a dog, possibly a bird), can also be employed if available.

L: Salvē, Mārce! Quid agis?

M: Salva sīs, Lūcia! Bene, grātiās! Et tū?

L: Nōn male. Habeō in dēliciīs catulum novum.

M: Quid est nōmen eī?

L: Nōmen eī est Rex. Habēsne in dēliciīs canem?

M: Nōn habeō. Habeō fēlem.

L: Quid est nōmen fēlī tuae.

M: Nōmen eī est Cleopatra.

L: In quālibus dēliciīs habet Claudia?

M: Claudia habet in dēliciīs avem.

L: Eu! Fēlēs tua eius avem potest edere! Hahahae!

M: Ita verō! Hahahae!

Target Words: Taken from Chapters 1-12 of <u>First Year Latin</u> (1987). This list assumes knowledge of words already contained in McCarthy's curriculum, as well as parts of my classroom that are labeled. In this lesson, I am attempting to distinguish between *Ablative of Place Where* and *Accusative of Place to Which*. I have used the Roman names of my Latin I students from an all-boys' Catholic prep school.

portā, portāte: carry

puer, -ī, m. boy (material needed: a photograph or picture of a boy)

dōnum, -ī, n. gift (material needed: a wrapped gift, sitting on teacher's desk)

volā, volāte: fly

ante: in front of

inter: between, among

in (w/ ablative): in/on

in (w/acc.) into

post: behind

nunc: now

Lesson Plan:

I. Greetings and Prayer:

        M: Salvēte, discipulī!

        D: Salvē, Magistra!

        M: Surgite! Ōrēmus! (Pater Noster, etc.)

        Cōnsīdite, discipulī. Grātiās.

II. Attendance:

        M: "Adesne Tite?  Darī? Dave? Tiberī? Apollo? Audax? Mercurī? Neptūne?

        Lucī, Sexte, Tenax, Orion, Pyrame, Spurī?"

D: "Adsum, " or "Abest."

III.  TPR Commands:

1.  Tite, surge, ambulā ad mensam. Tange mensam. Sume dōnum et portā ad Davum. Cōnsīde. Grātiās.

2. Dave, portā dōnum ad iānuam. Pone dōnum ante iānuam. Ambulā ad sellam et cōnsīde. Grātiās.

3. Darī, surge, ambulā cito ad iānuam. Sume dōnum. Portā dōnum post mensam. Ambulā ad sellam et cōnsīde. Grātiās.

4. Discipulī, spectāte dōnum. Ubi est dōnum?

   Discipulī respondent: "Post mensam."

5. Tiberī, surge, ambulā ad tabulam albam. Sume puerum. Pone puerum inter sellās. Cōnsīde in sellā tuā. Grātiās.

6. Apollo, surge, volā ad puerum. Portā puerum ad lēctōrium (lectern). Pone in lēctōrium. Euge! Volā ad sellam et cōnsīde.

7. Audax, surge, ambulā lente ad lectorium. Sume puerum. Pone puerum in lēctōrium. Nunc, volā ad sellam. Optime!

IV. Discussion: Magistra will lead discussion, particularly drawing attention to the differences between placing a "boy" into versus onto the lectern.

# Future Tense Formation: 1st and 2nd Conjugations

Formula: present stem + tense sign + personal endings

<u>1st Conjugation:</u>  *vocō, vocāre*

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1PS : | vocā | + | bi | + | ō | → vocābō * | → | *I shall call* |
| 2PS: | vocā | + | bi | + | s | → vocābis | → | *you will  call* |
| 3PS | vocā | + | bi | + | t | → vocābit | → | *he/she/it will call* |
| 1PP: | vocā | + | bi | + | mus | → vocābimus→ | *we shall call* | |
| 2PP: | vocā | + | bi | + | tis | →  vocābitis | → | *you will call* |
| 3PP: | vocā | + | bi | + | nt | → vocābunt * | → | *they will  call* |

<u>2nd Conjugation: *moneō, monēre*</u>

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1PS: | monē | + | bi | + | ō | → monēbō  * | → | *I shall warn* |
| 2PS: | monē | + | bi | + | s | → monēbis | → | *you will  warn* |
| 3PS: | monē | + | bi | + | t | → monēbit | → | *he/she/it will warn* |
| 1PP: | monē | + | bi | + | mus | → monēbimus | → | *we shall warn* |
| 2PP: | monē | + | bi | + | tis | → monēbitis | → | *you will warn* |
| 3PP: | monē | + | bi | + | nt | → monēbunt * | → | *they will warn* |

* In 1PS, "i" drops out; in 3PP, it changes to "u"

# Imperfect Tense Formation: 1ˢᵗ and 2ⁿᵈ Conjugations

Formula: present stem + tense sign + personal endings

<u>1st Conjugation:</u>  *vocō, vocāre*

1PS :   vocā   +   bā   +   m   → vocābam *   →   *I was calling*

2PS:   vocā   +   bā   +   s   → vocābās   →   *you were calling*

3PS   vocā   +   bā   +   t   → vocābat *   →   *he/she/it was calling*

1PP:   vocā   +   bā   +   mus   → vocābāmus   →   *we were calling*

2PP:   vocā   +   bā   +   tis   →  vocābātis   →   *you were calling*

3PP:   vocā   +   bā   +   nt   → vocābant *→   *they were calling*

<u>2nd Conjugation:</u> *moneō, monēre*

1PS:   monē +   bā   +   m   → monēbam *   →   *I was warning*

2PS:   monē +   bā   +   s   → monēbās   →   *you were warning*

3PS:   monē   +   bā   +   t   → monēbat *   →   *he/she/it was warning*

1PP:   monē +   bā   +   mus   → monēbāmus   →   *we were warning*

2PP:   monē   +   bā   +   tis   → monēbātis   →   *you were warning*

3PP:   monē   +   bā   +   nt   → monēbant *   →   *they were warning*

* ā shortened before m, t, nt

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**Present Tense Formula:** <span style="color:green">**present stem**</span> **- e** **+ i +** <span style="color:blue">**personal endings**</span>

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1PS: | age - | e | + | i | + | ō | → | agō | → | _I lead_ |
| 2PS: | age - | e | + | i | + | s | → | agis | → | _you lead_ |
| 3PS | age - | e | + | i | + | t | → | agit | → | _he/she/it leads_ |
| 1PP: | age - | e | + | i | + | mus | → | agimus | → | _we lead_ |
| 2PP: | age - | e | + | i | + | tis | → | agitis | → | _you lead_ |
| 3PP: | age - | e | + | i | + | nt | → | agunt * | → | _they lead_ |

**Future Tense Formula**: <span style="color:green">present stem</span> + <span style="color:red">tense sign</span> + <span style="color:blue">personal endings</span>

_agō, agere_

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1PS : | age | + | ē | + | m | → agam * | | → | _I shall lead_ |
| 2PS: | age | + | ē | + | s | → agēs | | → | _you will lead_ |
| 3PS | age | + | ē | + | t | → aget * | | → | _he/she/it will lead_ |
| 1PP: | age | + | ē | + | mus | → agēmus | | → | _we shall lead_ |
| 2PP: | age | + | ē | + | tis | → agētis | | → | _you will lead_ |
| 3PP: | age | + | ē | + | nt | → agent * | | → | _they will lead_ |

_* In 1PS, ē changes to_ **a;** _in 3PS and 3PP, it is shortened to_ **e.**

Imperfect Tense Formula: <span style="color:green">present stem</span> + <span style="color:red">tense sign</span> + <span style="color:blue">personal endings</span>

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1PS : | age | + | ēbā | + | m | → agēbam * | | → | _I was leading_ |
| 2PS: | age | + | ēbā | + | s | → agēbās | | → | _you werel leading_ |
| 3PS _leading_ | age | + | ēbā | + | t | → agēbat * | | → | _he/she/it was_ |
| 1PP: | age | + | ēbā | + | mus | → agēbāmus | | → | _we were leading_ |
| 2PP: | age | + | ēbā | + | tis | → agēbātis | | → | _you were leading_ |
| 3PP: | age | + | ēbā | + | nt | → agēbant * | | → | _they were leading_ |

_* Long vowel is shortened before ending -m, -t, -nt._

# 3rd Conjugation "-iō": _capiō, capere_

Future Tense Formula: present stem (with the i) + tense sign + personal endings

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1PS : | capi | + | ē | + | m | → | capiam * → | *I shall capture* |
| 2PS: | capi | + | ē | + | s | → | capiēs → | *you will capture* |
| 3PS | capi | + | ē | + | t | → | capiet * → | *he/she/it will capture* |
| 1PP: | capi | + | ē | + | mus | → | capiēmus → | *we shall capture* |
| 2PP: | capi | + | ē | + | tis | → | capiētis → | *you will capture* |
| 3PP: | capi | + | ē | + | nt | → | capient * → | *they will capture* |

*\* In 1PS, ē changes to **a;** in 3PS and 3PP, it is shortened to **e.***

Imperfect Tense Formula: present stem ( with the i) + tense sign + personal endings

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1PS : | capi | + | ēbā | + | m | → | capiēbam *→ | *I was capturing* |
| 2PS: | capi | + | ēbā | + | s | → | capiēbās → | *you werel capturing* |
| 3PS | capi | + | ēbā | + | t | → | capiēbat * → | *he/she/it was capturing* |
| 1PP: | capi | + | ēbā | + | mus | → | capiēbāmus → | *we were capturing* |
| 2PP: | capi | + | ēbā | + | tis | → | capiēbātis→ | *you were capturing* |
| 3PP: | capi | + | ēbā | + | nt | → | capiēbant *→ | *they were capturing* |

*\* Long vowel is shortened before ending -m, -t, -nt.*

# 3rd Conjugation "-iō": *capiō, capere*

Future Tense Formula: present stem (with the i) + tense sign + personal endings

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1PS : | capi | + | ē | + | m | → | capiam * | → | *I shall capture* |
| 2PS: | capi | + | ē | + | s | → | capiēs | → | *you will capture* |
| 3PS | capi | + | ē | + | t | → | capiet * | → | *he/she/it will capture* |
| 1PP: | capi | + | ē | + | mus | → | capiēmus | → | *we shall capture* |
| 2PP: | capi | + | ē | + | tis | → | capiētis | → | *you will capture* |
| 3PP: | capi | + | ē | + | nt | → | capient * | → | *they will capture* |

*\* In 1PS, ē changes to **a;** in 3PS and 3PP, it is shortened to **e.***

Imperfect Tense Formula: present stem ( with the i) + tense sign + personal endings

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1PS : | capi | + | ēbā | + | m | → | capiēbam * | → | *I was capturing* |
| 2PS: | capi | + | ēbā | + | s | → | capiēbās | → | *you werel capturing* |
| 3PS | capi | + | ēbā | + | t | → | capiēbat * | → | *he/she/it was capturing* |
| 1PP: | capi | + | ēbā | + | mus | → | capiēbāmus | → | *we were capturing* |
| 2PP: | capi | + | ēbā | + | tis | → | capiēbātis | → | *you were capturing* |
| 3PP: | capi | + | ēbā | + | nt | → | capiēbant * | → | *they were* |

*capturing*

*\* Long vowel is shortened before ending -m, -t, -nt.*

# LATIN NOUNS

**Formula:** Stem + case endings

Find stem of any noun, no matter what declension, by dropping <u>genitive singular</u> ending

| **1st Declension (mostly feminine)** | | | **2nd Declension Masculine** | | **2nd Declension Neuter** | |
|---|---|---|---|---|---|---|
| | *Singular* | *Plural* | *Singular* | *Plural* | *Singular* | *Plural* |
| *Nominative* | -a | -ae | -us/r/er | -ī | -um | -a |
| *Genitive* | -ae | -ārum | -ī | -ōrum | -ī | -ōrum |
| *Dative* | -ae | -īs | -ō | -īs | -ō | -īs |
| *Accusative* | -am | -ās | -um | -ōs | -um | -a |
| *Ablative* | -ā | -īs | -ō | -īs | -ō | -īs |

| **E.g.:** | **puella, puellae, stem: puell-** | | **amīcus, amīci, stem: amīc-** | | **bellum, bellī, stem: bell-** | |
|---|---|---|---|---|---|---|
| *Nominative* | puella | puellae | amīcus | amīcī | bellum | bella |
| *Genitive* | puellae | puellārum | amīcī | amīcōrum | bellī | bellōrum |
| *Dative* | puellae | puellīs | amīcō | amīcīs | bellō | bellīs |
| *Accusative* | puellam | puellās | amīcum | amīcōs | bellum | bella |
| *Ablative* | puellā | puellīs | amīcō | amīcīs | bellō | bellīs |

<u>Observations of Mentor's Teaching</u>

5/13/08

I thoroughly enjoyed my observation of my mentor's classes (Latin I-V). I arrived shortly after the beginning of 1st period and stayed nearly to the end of the day. Her physical environment was very stimulating of learning. Many cultural artifacts (e.g. a model aqueduct) were displayed. Classroom items were labeled with Latin names.

I noticed that my mentor uses the schema of the students to help them make connections with vocabulary (e.g. driver license to teach meaning of "licet").

She used songs with melody and rhythm to help reinforce learning of noun endings and numbers. She also used gestures and facial expressions to help students distinguish between related words (timeō vs. terreō).

. In her lowest level class (7th grade, Latin I), she used oral/aural tasks more frequently than in other levels. She had the students act out the story they were reading in <u>Ecce Romani.</u> With older students who were focusing on higher level readings, she used questioning to help students identify key concepts. Overall, I was amazed at the number of different methods my mentor employed. Students seemed to be very engaged in what they were learning. No one was really slacking off.

10/27/08

I again observed my mentor as she taught all 5 levels of Latin. I observed how she seamlessly worked in TPR to her class. I also observed as she acted out <u>Ecce Romani</u> stories, helped the students to act out the stories, worked with students on oral presentations about mythology, and translated a difficult passage with her Latin V class. It was good for me to see a full range of activities being used.

<u>Self-Observations</u>

<u>Lesson Plan 5/7/08</u> *Prima Latina* (homeschoolers' class)

I. Prayers: Signum Crucis, Pater Noster, Ave Maria, Gloria Patri

II. Review of adverbs and question words

III. Introduction to 1st Declension

    A. Reviewed "inflection" vs. word order as syntax

    B. Showed PowerPoint presentation "Endings Are Everything" found on

       http://ablemedia.com/ctcweb/showcase/hedricksthelatinteacher11.html

    C. Assigned memorization of 1st declension case endings (singular)

IV. Conversational practice using Traupman's chapter 2 (family relationships), Level I

<u>Analysis</u>: Use of PowerPoint fascinated the kids, who range in age from 6-9. That kept their attention. I needed to redirect behavior more than once (interruption, sibling disputes). The students also love practicing the conversations, although lots of giggling occurs. We had fun switching off partners. Most of the kids were engaged, except one, who is not able to read well, yet, and seems to be intimidated by his elder brother.

<u>Lesson Plan Latin II Friday 9/26/08</u>

1) General subject matter covered

   This Friday, I worked in both Latin II sections on using the relative pronoun.

2) Detailed outline of class activities (the "lesson plan"), in order observed/taught; attach your lesson plan, if this was a practicum.

I. Oral Latin: "Surgite, Ōrēmus" We rose and said the Signum Crucis and Pater Noster. Then: "Cōnsīdite." At this time I took attendance and the students took a quiz.

II. Quiz on Chapter 27 vocabulary

III. Discussion of relative pronoun.

   Using English examples, I discussed how the relative pronoun is used in both Latin and English. I then showed them the paradigm and discussed the need to memorize it. We then worked as a class on translating relatives clauses into English and parsing the relative pronoun. The class had some difficulty at first (especially with the fact that the case is not the same as that of the antecedent) but eventually they caught on.

Homework:
p. 153 (Jenney's <u>First Year</u> Latin) Exercise B (all -- this will require them to translate into Latin); Exercise C (odds) sentence translation; memorize relative pronoun, p. 151, for quiz Monday 9/29.

3) 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?)

       I think that using oral Latin at the beginning of class is a good anticipatory set. I find that praying in Latin (it is required/strongly suggested that we start each day with a prayer) gets the students on track as well.
       It helped the students to discuss how the relative pronoun is employed in English before we used it in Latin. These two groups of students have rather weak Latin skills and don't seem to be strong English students, either. Therefore, they need the review.   Because this subject matter was so difficult for them, I chose to work on an exercise as a large group rather than to split them into smaller groups. Again, this strategy worked well, for the most part.
       I am having some problems with these two classes, in general, with behavior. I have discussed this issue with fellow teachers, and we think part of the problem is that I am a woman and part is that I am a new teacher. For both reasons, these students are testing me. I also think that some of these students are not as highly motivated to learn Latin as my

Honors students. Third, as my mentor has pointed out, they are not "mine"
but I have inherited them from 2 other teachers, both of whom have different requirements
from me. For instance, neither of the other teachers required them to translate English into
Latin (which I find problematic). Regardless of these issues, I feel confident that we will be
able to have a good working relationship.

11/7/08 Latin II

On the day that my mentor visited, after saying our Latin prayers, I spent the
remainder of the class period using the GRASP method (GRadual Aggregative Syntactic
Praxis -- see the following URL
http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/pedagogy/grasp.html)

with one section of Latin II in order to improve the dismal reading comprehension of these
students. I started with a reading that the students were to have translated for homework the
night before. I presented one word or small chunk of text at a time to students whom I
called on randomly, and asked the students called upon to first parse the word(s) presented
and then to translate what they had parsed. Over the course of the period, the students
started losing interest, and I wasn't sure what to do in order to keep them. My mentor
suggested that I use my Smartboard and highlight a section of text at a time, with the lights
off in the classroom, in order to help the students keep their focus. She also suggested that I
digress a bit when it is appropriate. Since we were reading something based on the *Aeneid*,
I think I might be able to stop at appropriate places and read the original Latin or at least a
translation so that the students could hear a more complex rendering of the story. I also
could intersperse the reading with images of art works that have been inspired by the story,
or maybe photos of the locations where the action occurred.

Lesson Plan:

I. Surgite, Ōrēmus: Pater Noster, Ave Maria, Requiem Aeternam (new prayer)
II. Use GRASP in order to review syntax and vocabulary, as well as to improve

comprehension

   A. randomly call upon students to parse and translate words and phrases

III. HW: translate the next reading

Follow-up: we are re-translating readings from Latin I as the students are struggling. GRASP really seems to be helping.

11/17/08 Latin I

I. Surgite, Ōrēmus: Lead students in prayer (Pater Noster, Ave Maria, Requiem Aeternam)

II. Discussion of Roman history from 509 B.C. until 279 B.C. The students had read a chapter of a packet entitled Children of Romulus and had outlined it. I basically went over high points with the students by posing questions to them.

III. Introduction of Principal Parts of Verbs Jenney introduces this in Chapter 10. I would have preferred that they learn about this earlier; I will probably approach it differently later. I gave the students notes (lots from Wheelock) regarding the function of each Ō, and tried to relate to what they already know from English. I drew their attention to the fact that they will be quizzed on this material

HW: study for history quiz.

Evaluation of self:

     This was a pretty straightforward lecture/discussion lesson (a/k/a a "dry" lesson). I have a few kids in the class who may have ADHD (according to self-report and observed behaviors) so by the end of it, I was pretty worn out from correcting their impulsive behaviors. I am not entirely sure how to approach such subject matter differently. I would love any suggestions.

Honors Latin II  12/8/08

Lesson Plan:

I.        Surgite, Ōrēmus (Gloria Patrī, Ave Maria, Pater Noster), Cōnsīdite

II.        Students began by comparing the sentences they wrote for Ecce Romani, Chapter 35, exercises B and C (writing sentences        using direct comparison of adjectives and using superlatives.) They then assisted each other in making corrections. Afterward, groups volunteered members to share the sentences that they had written.

III.        As a class, we orally translated sentences from Latin to English that use direct comparison and superlatives. (Ex. 35d, which they were to have read for homework).

III.        I began review of adverb formation from 1st/2nd Declension Adjectives; I introduced adverbs formed from 3rd declension adjectives.

Homework: Ex. 35e (identifying adverbs from reading and analyzing them as to whether they are formed from adjectives or not)

Analysis:

I found that students worked well together as long as I circulated to make sure they were on task. I was able to figure out easily when they felt comfortable with their work and then they felt comfortable placing their sentences on the board. I found that although I had assigned Ex. 35 D to be read in preparation for discussion, many had not. I then asked for volunteers to read and translate the sentences. That worked better. I was only able to begin the review of adverbs. I will pick up on that tomorrow.