



NEWSLETTER

No. 44, Autumn 2012

The Power of Three

Melody Hannegan, NACCP Workshop Coordinator, shares her thoughts on this summer's workshops

Three workshops in three locations with three mentors from Great Britain (minus one in Las Vegas) and three American trainers (add two in Las Vegas) plus three times thirty-three teachers from twenty-**three** states equal an infinite number of new learning experiences for all.

This summer in Las Vegas, Dallas and New York, the Cambridge School Classics Project (CSCP, who funded the costs) and the North American Cambridge Classics Project (NACCP) offered workshops on reading pedagogy for North American Latin teachers. The groups of teachers were very diverse: veterans and novices from public and private schools on conventional and non-traditional classroom schedules at a variety of levels, elementary through university. Still, in all three workshops a sense of community prevailed through our love of the language and our students, who always seem to be so much alike.

The first day of each workshop was devoted to defining the reading approach, which integrates language, literature and culture, and then discussing ways in which to plan a year, a stage or chapter and a lesson with the reading approach in mind. On the second day, trainers addressed approaches to reading lengthy stories and creating vocabulary and language activities. Also, we explored how digital technologies play a role in teaching language, literature and culture. The morning of the third day, we examined transitioning to original literature and incorporating culture activities into the curriculum. The afternoon was devoted to assessments and differentiation. With all the materials at hand and excellent questions to field from the participants, we found that the three days were filled, perhaps even overflowing.

Many thanks to **Will Griffiths** and **Steven Hunt** from CSCP and **Martha Altieri**, **Sarah Bjorkman**, **Joseph Davenport**, **Donna Gerard** and **William Lee** from NACCP for presenting the sessions; to Editor **Ben Harris** for representing CUP and seeking input for the design of the 5th edition; and to **Richard Popeck**, Resource Manager, for providing displays and catalogs from the NACCP resource center. I would also like to recognize **Maria Kilby** and **Martin Dawes** at CSCP for 8 months of behind-the-scenes work in organizing the three workshops as well as the events staff at each hotel for preparing such wonderful venues.

On a personal note, I would like to encourage anyone who has never attended a *CLC* workshop to sign up without hesitation. My first workshop in 1994 at UMass was very influential in the course of my professional life. If you have attended a *CLC* workshop, don't hesitate to return. I told a teacher this summer that his return after last summer's workshop was one of the best compliments we could receive. He, in turn, said, "You will see me again. In the world of Latin there is no better support system than the Cambridge folk." How nice!

Now, I am passing the torch of workshop coordinator to the very capable hands of **William Lee** and will direct my energies to planning another tour abroad. I thank all of you who have been involved in the workshops in one way or another over the past four years.



Melody shares a Las Vegas presentation with Sarah Bjorkman.



William Lee leads a Dallas session.

Director's Message

Martha Altieri



Martha leads a Workshop session at Las Vegas

I hope you had a good summer and are enjoying the fresh beginnings of another school year. A few among our ranks have joined that expanding group of retired Latin teachers and will not be returning to the classroom this fall. **Ginny Blasi** founded the listserv in 2000 and continues to serve as one of its moderators. She taught for 32 years, 5 at Red Bank Catholic and 27 at Shore Regional in West Long Branch, NJ. She will continue to serve on the NACCP Board. **Randy Thompson**, a former long-time board member from Texas, who has given numerous presentations and authored several of our materials in the Resource Center as well as serving as one of the revision editors for the 4th edition of Unit 1 of the *CLC*, retired in June. Congratulations to you both as you begin this new phase of life!

There are two other departures to note. **Kathy McGuigan**, who served for four years on the board and also retired from teaching four years ago, completed her final term on the NACCP Board. Kathy

presented at workshops in Pittsburgh and Wake Forest on behalf of NACCP. We thank Kathy for her years of service to the board. **Melody Hannegan**, who has served as Workshop Coordinator since the fall of 2008, is passing the torch to **William Lee** of Texas, who has been assisting her for several years. We welcome William to this new role and hope many of you can attend his next workshop. And we want to thank Melody for her work in planning, promoting and leading our workshops over these years, including the summer workshop / tour in Italy in 2010!

At our annual meeting at UNLV in Las Vegas in June we discussed a new procedure for becoming an NACCP Board member. Currently, our NACCP Board consists of a balance of retired and full-time *CLC* teachers. We are looking for individuals who support the aims and principles of the *CLC* to serve in an advisory position to promote the reading method. Additionally, potential members need to attend our annual meeting at ACL and help with teacher training and presentations. If you are interested in seeking a Board position, the application form can be found on our website at www.cambridgelatin.org. Please contact me via e-mail at: executivedirector@cambridgelatin.org if you have additional questions.

This summer the University of Cambridge School Classics Project conducted three 3-day workshops covering the latest techniques and best practices for teaching students to read Latin. The workshops took place in Las Vegas, Dallas and New York and were offered free of charge to the participants. NACCP supported these workshops by awarding three \$700 scholarships, one for each location, for the recipients to use for travel, lodging and meals. You will read about each of these scholarship winners and their respective experiences in this newsletter. These scholarships were made possible through support for the Phinney-Gleason Scholarship Fund. If you can provide financial support through a donation to the Phinney-Gleason Scholarship Fund and/or annual membership to NACCP, we would be most grateful. See the website for details.

With the success of the summer workshop at Castellammare on the Bay of Naples in 2010, NACCP is considering another overseas summer workshop. There appears to be significant interest in Roman Britain and we hope to offer this trip in the summer of 2014. **Melody Hannegan** will plan and organize the trip.

We are all anxiously awaiting the 5th Edition of Unit 1. and based on the draft I reviewed, I think you and your students will be pleased with the additions and changes. **Will Griffiths** and **Ben Harris**, two thirds of the Cambridge team who are in charge of the revision, were on hand at our annual meeting in Las Vegas to report on progress and field questions about Unit 1 and subsequent Units. They were also actively seeking input from the participants in the summer workshops. As with previous revisions, you can be assured that the voices of practicing teachers are being heard, but that the principles of the *CLC* remain paramount. The revised Unit 1 is still scheduled for release in January 2014.

PHINNEY-GLEASON MEMORIAL SCHOLARSHIPS



TWO SCHOLARSHIPS FOR NACCP SUMMER WORKSHOP 2013

Application Deadline: May 1, 2013

Information and application form at: <http://www.cambridgelatin.com>

Scholarship includes registration, lodging, meals and travel expenses, up to a total of \$1000

Phinney-Gleason Scholarship Winners

This past summer, in place of the usual single NACCP-organized workshop for teachers of the *Cambridge Latin Course*, the Cambridge School Classics Project (CSCP) from Cambridge, England organized three workshops: in Las Vegas, in Dallas and in New York City. Since the CSCP was not charging for registration/attendance, we felt we could offer three scholarships, but at a reduced amount of \$700 each, to help defray travel and accommodation costs. From six highly qualified applicants, we chose the following winners, in chronological order of the workshops they attended:



Mary Jo Behrensmeyer has been teaching Latin and chairing the Global Language Department at Mount Vernon High School in Mount Vernon, OH since 1985. For ten years before that she taught Latin and was the Director of the 6th Grade Latin program in Indianapolis Public Schools, developing a program to improve reading skills for inner-city children reading below grade level which is still in use in Indianapolis, Los Angeles, Philadelphia *et al.* In 1988 she introduced and developed a SCAP (School College Articulation Program) in conjunction with Kenyon College, Gambier, Ohio. MVHS is the only public high school in Ohio to offer this course. Last year she began a Synchronous Interactive Video Distance Learning program, allowing students (currently 166) up to 100 miles away, with no local Latin teacher available, to “sit in” on her Mount Vernon classes.

At Indiana University from 1970 to 1973 she gained her B.S.Ed. with a major in Latin and her M.S.Ed. in Education of Classics, earning Eta Sigma Phi and National Classics Honorary. Over the years she has continued to add graduate hours and qualifications: Latin and School

Administration in 1975-76 and a minor in English Literature (1985), both from Indiana; Education at Ashland University; and Archaeology at California State University, Northridge; Tufts University; McMaster University, Hamilton, Canada; the University of Tennessee, Knoxville; and Harvard. She has been a member of the American Classical League, the Ohio Classical Conference (serving as 2nd Vice President 2008-09, 1st Vice President 2009-10 and President 2010-11), the Smithsonian, Pompeiana Inc., the Indiana Classical Conference, the Greater Columbus Latin Club and the Archaeological Institute of America. She served as Senior Staff Archaeologist at the Ohio State University excavations at Isthmia (ancient Corinth), Greece 1992-2002.

Over the years, she has won numerous grants and scholarships: five Arthur Patch McKinlay Fellowships from the ACL; four Gerrit Roelofs Memorial Fellowships; four Martha Holden Jennings Grants; two NEH Grants and two NEH Foreign Fellowships; two Charles T. Murphy Fellowships; a Fulbright Fellowship; a Fulbright-Hayes Fellowship; a Laurasian Institute Fellowship; a CAMWS Benario Travel Award; and a Vergilian Society Scholarship. These were used for travel and study, for attendance (often as a speaker) at conferences, and for work on learning materials, usually resulting in published aids. Her excellence as a teacher has also been recognized in many ways: the Hildesheim Vase Award for outstanding teacher/program in Ohio (1993); Mount Vernon Outstanding Educator of the Year (1998); Knox County Business Advisory Council Outstanding Educator of the Year (1998); Who’s Who Among America’s Teachers (5 years running); the Ed Phinney Award from the ACL; induction into the Ohio Women’s Hall of Fame (1999); Knox County Excellence in Education Award (2001 and 2005); National Merit Scholars’ Teacher’s Award (2008); American Red Cross “Heroes in Education” Award (2012) and the Dr. Elizabeth Watkins Award from the ACL (2012).

Despite this daunting resumé, Mary Jo has felt a lack of experience with students in READING Latin. Her scholarship application expressed the hope that the workshop would be a major step in remedying that situation, with both her resident and long-distance students. Judging by her background, we are sure that hope will be realized.



Raymond Congo, unlike Mary Jo, is just embarking on his career, having started the Latin program at Bob Jones High School in Madison, AL in 2006. He has a B.A. in History, with a minor in Classical Studies, from the University of North Carolina at Wilmington in 2001 and an M.A. in Classical Languages and Literature from the University of Kentucky in 2005, with the focus on Latin Pedagogy for the AP Latin Classroom. At Kentucky he taught a two-part Elementary Latin course and also facilitated a Classics 100 course: Ancient Stories in Modern Films. Since 2007 he has been teaching Latin 1, 2 and 3 through Alabama’s online high school (ACCESS) in addition to his regular classroom program (Latin 1, 2, 3, AP4). On occasion he has taught Greek 1 and 2 at the University of Alabama - Huntsville.

Raymond is a member of the Alabama Education Association, the National Education Association, the American Classical League and Phi Alpha Theta-History Honors Fraternity.

Continued on page 4. See Phinney-Gleason.

Phinney-Gleason

continued from page 3

Since 2010 he has been a member of the Building Leadership Team at Bob Jones High School; he was on the Professional Development Committee for Madison City Schools in 2010-11; and he has been on the Alabama Junior Classical League State Latin Convention Committee since 2009. He has led Professional Development sessions on Jing, Empowering Instruction (mini-session at Bob Jones, 2011); Schools in Sites Web Page Development (Madison City Schools, 2011); How to Use Prezi (Madison City Schools, 2010) and Using Audacity in the Latin Classroom (ACL Institute, 2009).

His leadership roles have included organizing and hosting the 2010 Alabama Junior Classical League State Latin Convention, acting as Latin Club Sponsor since 2006 and Latin Honor Society Sponsor since 2008 at Bob Jones. In 2007 he created and organized the first annual Bob Jones High School World Language Olympics, an athletic competition between BJHS world language clubs. He is also an active member of St. Stephen's Episcopal Church serving as LEM and Server. After having his home destroyed by a tornado in 2011, he organized high school students to participate in a relief effort in response to the 2012 tornadoes in North Alabama.

Although a huge proponent of the *CLC*, Raymond still finds it difficult to feel comfortable with the reading approach. He also faces the common challenge of getting students to AP level proficiency in just 18 months on his block schedule. His wish in applying for the scholarship was to share conversations with both workshop leaders and fellow participants to help overcome these difficulties.



Amy Greene is a Master Teacher, French and Latin at Nysmith School for the Gifted in Herndon, VA. On the staff since 1999, she has been teaching Latin for the past seven years, using the *Cambridge Latin Course* in Grades 6-8. She has a full Latin schedule at the moment as Head of the Latin Department but also served as Head of the Foreign Language Department from 2001 to 2005. She creates reading comprehension quizzes, grammatical worksheets, study guides, project guidelines, WebQuests, rubrics and other materials to coordinate with the Latin program and make it more applicable to a younger age group. She also prepares students for the National Latin Exam and creates lesson plans for other teachers to use.

Amy earned her B.A. with a major in Latin and a minor in French from DePauw University, Indiana in 1999 (Magna Cum Laude, Phi Beta Kappa, Alpha Lambda Delta, Phi Eta Sigma, Dean's List 1995-99). In 1997 she took courses in French Language and Literature and German Conversation at the University of Strasbourg Institute for International Studies and College of Arts. Her M.A. in Foreign Language came in 2003 from George Mason University, Fairfax, VA, with a thesis based on *Egeria's Travels* showing how Latin developed into French, addressing specifically the syntactical transition from subject-object-verb to subject-verb-object. During her years at DePauw she was a Writing Tutor, proofreading papers and advising students on

writing cover letters and preparing resumé's. She was also a French Teaching Assistant in the summer of 1998 at Northshore Country Day School, Winnetka, IL and a substitute teacher in the spring of 1999 in the Putnam County Schools, IN before arriving at Nysmith.

In addition to her Latin duties there, she has taught French in a semi-immersion program at multiple levels from 2nd Grade to French I, speaking 80% French in the classroom. She selected a new French curriculum for Grades 2-5, trained other teachers in its use and created materials to complement it and integrate it with the school's approach to foreign language learning. She planned and directed presentations such as the annual 4th grade French poetry reading, co-ordinated lesson plans with other subject area teachers, taught logic to elementary school students and advised upper elementary school students in time management and study skills. She was French Summer Camp Teacher/Director 2001-2003 at the Nysmith School and July 2005 at Reston, VA. Finally, she has been an English, French and Latin Tutor since 1999 at both Herndon and Reston. This involves working outside the classroom one-on-one or in small groups with elementary, middle or high school students who may be more or less advanced than their school's language program.

Amy has often looked at workshop notices on the NACCP website, but distance, cost and young children at home have prevented attendance. So we're pleased that circumstances helped solve all these problems at once this year.

Congratulations to all our worthy winners.

*Traditionally, we have asked our scholarship winners to double as reporters, passing along their impressions of the workshops they attended to readers of this newsletter. You will find those reports on pages 5-7 and we urge you to read them, even if you didn't attend. You will find some very useful insights on the CLC: its purpose and its presentation. Thank you to our trio of reporters and to **Melody Hannegan**, whose photographs accompany their reports.*

Las Vegas Workshop

Wit and wisdom, energy and enthusiasm: The NACCP/CSCP workshop abounded in the above - and more.

A “novice” of the *Cambridge* program, I was motivated to apply for the scholarship/program even with 37 years of teaching Latin to actualize interactive techniques in my “face to face” classroom and in my video distance classes. I was not disappointed. The intense program offered objectives, variety, student motivation, format, and meeting standards. Different approaches were offered to create a “lead”, relate to students’ lives, introduce model sentences and ask questions. Inductive approaches to reading, genuine integration of culture and language, and practical demonstrations were part and parcel of every session. Time sequences for assignments provided constructive, practical and realistic approaches to teaching. **Joe Davenport, Will Griffiths, Martha Altieri, Sarah Bjorkman, Donna Gerard** and **Melody Hannegan** were outstanding presenters and very approachable in sessions and in between sessions. Questions were answered promptly and succinctly and with a key to our future successes with the *Cambridge* program.

In addition, concrete and creative handouts were given to facilitate our understanding of all of the sessions, many of which could be used when we return to our respective classrooms. To cite a few: the use of paintings to illustrate myth; Stage 19 - Apuleius *Metamorphoses* XI.5; writing assignments; making brochures; etc. Digital technologies in language, literature and culture were especially fruitful in light of my video distance classes and future video distance programs. As Past President of the Ohio Classical Conference and the current Secretary/Treasurer I keep abreast of the shortage of Latin teachers, especially in Ohio. Video distance is a viable alternative, especially for smaller districts. The components of the *Cambridge* program presented at this workshop made me confident that *Cambridge* is the ideal program for successful video distance.

Add to all of this, **Martha Altieri’s** “Planning a Year” session that went from planning a stage with culture, model sentences, vocabulary, stories and grammar to planning the entire year with a daily calendar, and we participants left the session with a daily schedule. The “Transitioning to Original Literature” session by **Sarah Bjorkman** and **Donna Gerard** was especially informative and entertaining. The “Writing Assignments” session by **Joe Davenport** would make an outstanding outline for any Discovery Channel episode. Higher-level thinking skills would be exercised by the use of *controversia* to elicit debate. Teaching tools abounded. Resources were everywhere and in everyone.

A simple “thank you” for the generous scholarship seems trite in light of the wealth of materials and resources with which I left the workshop, but rest assured I will sing the praises of this workshop and encourage attendance for future *Cambridge* workshops at the Ohio Classical Conference, Ohio Foreign Language Association, the Central States Conference *et al.*

Vobis gratias ago.

Mary Jo Behrensmeyer



Dallas Workshop

What a fantastic opportunity! I was fortunate enough to receive the Phinney-Gleason Memorial Scholarship to attend the workshop in Dallas. Living in Northern Alabama, I do not have many opportunities to connect with other Latin teachers, much less Latin teachers that use the *Cambridge* series. Of course everything is bigger in Texas, including the Latin programs. We had nearly fifty Latin teachers at our workshop, with the majority of them coming from the host state. The teachers from Texas were very accommodating and quick to offer support and advice. Although the official sessions were from 9 to 4:30, many of us were discussing our programs well after the sessions ended.

Our first session was led by **Will Griffiths**. He walked us through the general aims of the *CLC* and how he uses the text. I enjoyed hearing that his main goal is not teaching the language but creating a connection between his students and the Roman culture. I needed the reminder that encouraging this connection is more important than checking off the course of study requirements. One of the great things about Will is that he is truly interested in learning how he can make the *CLC* better. Over the three-day period, he seemed to speak with each participant individually, wanting to know what each of us thought of the text, how it could be better, and what we would change. How many company reps take the time to do that?

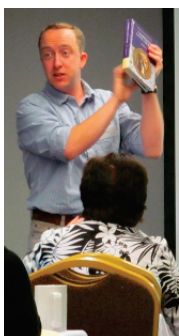
Several of the presenters sparked ideas that I will be implementing in my program this year. **Melody Hannegan** and **William Lee** demonstrated the living map. Melody gave each of us a sign with a prominent building/monument in Rome and then had us step into the hallway to place ourselves in the correct location. I enjoyed this activity because it was more than just the basic “here’s a map, now memorize it.” It gives students a better perspective of the space and grandeur of the Roman Forum. William also gave us some ideas to get the students out of their seats and review vocabulary. **Steve Hunt**, also from Cambridge, explained how he used the images within the text to help draw students into the stories. I have often spent only a few moments glancing at an image, but Steve really showed us how to appreciate these images and how to use them as part of the framework of the *Cambridge* course. **Donna Gerard** reminded us that reading authentic authors begins in level 1. This is one of the ways we can create that connection between students and Roman culture early. Donna also shared her approach of using artwork to encourage discussion of Ovid’s *Daedalus and Icarus*.

Apart from the workshop itself, it was enriching to be around other Latin teachers. It was encouraging to hear that my students face the same “problems” as other programs’ students do. It was also great to hear I use similar techniques in my own classroom as other teachers. (I’m not the only one who has his students write *ioci de matre tua* when covering result clauses.) I am very grateful for this opportunity.

Raymond Congo



Dallas Photo
Album



New York Workshop

I was fortunate to be able to attend the NACCP NYC Workshop as a recipient of the Phinney-Gleason Memorial Scholarship. After teaching the *CLC* for 8 years, this was my first opportunity to receive formal training in how it was meant to be used. The experience was eye-opening and inspiring. Although it is impossible to tell you everything I learned in this article, I intend to provide the highlights!

Will Griffith, from the Cambridge School Classics Project, began the conference by explaining why the *CLC* was developed and by focusing on its goals of reading Latin and understanding the Roman civilization specifically of the 1st century AD. It was great to hear him talk about language “not as an end in itself, but as a means to gaining access to literature and culture.” So often, teachers can get caught up in the details (do the students really understand relative clauses?); it was great to be reminded of the bigger picture and the ultimate end goal.

Our session “Planning for Success” also featured Will. He began by having us calculate the hours per year we see our students and then work out how many hours we have available per Stage. He suggested that in Unit 1, 4-5 hours is sufficient per stage, meaning that the entire book, Stages 1-12, should be completed in 48-60 teaching hours. In the discussion of pace that followed, it became clear that most American teachers have significantly more time with students in their class schedule than our British counterparts. Thus, they seem to be very good at focusing in on specific goals for each stage and for each lesson within a stage. We talked about setting goals for All, Many and Some of our students in terms of language, plot and culture. Recognizing that the “All” goal can be as simple as understanding that a noun with an –m on the end is NOT doing anything was a good reminder not to overcomplicate the grammar.

Steven Hunt, also from Cambridge, picked up on these themes later as he discussed handling longer stories and differentiation. In terms of pace, he suggested that the model sentences should never take much more than 5 minutes to go over and that they should be read in conjunction with the first story in any given stage. Another point Steve made that resonated with me was that we should give students all the resources they need to succeed when they are learning. The moment we give them a sentence to translate orally or on paper without giving them access to the vocabulary, the exercise has become a test. If they are looking at new material for the first time, we need to help them learn that material by providing dictionaries, fill-in-the-blanks versions of translations, grammar tables and even friends.

Melody Hannegan took us through planning a stage as well. Starting with flashcards and moving through each part of the stage, she gave us some great ideas, especially for vocabulary review. She is organized and focused but also full of energy and enthusiasm. **William Lee** led us in a game of *Caesar dicit* and presented creative concepts for involving students in class through singing Latin songs or assigning personal projects based on Latin stories. The student projects he shared with us proved his ability to get his students personally involved in the literature and culture he is teaching. **Joe Davenport** demonstrated techniques for dealing with longer stories as well as classroom management skills. He generously shared many of his own materials and talked about the lessons he has learned over the years, such as how reading the culture section first helps the students better assimilate the cultural material embedded in the stories.

Throughout the conference, there was a dynamic discussion both in and out of “class” about the differences between the British way of teaching the *CLC* and the American way. Obviously, the structure of our school systems and mindsets of citizenry mean that some of these differences cannot be helped. It was interesting, however, to note that most of the American presenters were sharing ways to add to the curriculum while the British presenters were focusing almost entirely on using the textbook. As in all of life, I hope to find balance between these two schools of thought. I was inspired by the possibility of picking up the pace with my students but also appreciate the creative techniques for reviewing vocabulary and approaching stories. **Joe Davenport** had suggested during one of the sessions that each teacher should try to take one thing - and only one! - back from the workshop to incorporate into his/her program. With such a plethora of information available, I had to choose two: pick up the pace and set more precise goals for each lesson. With this in mind, I am looking forward to the start of a new school year. Thank you to all the presenters and organizers. This was a great workshop!

Amy Greene





*New York
Photo Album*



Saluting the Workshop Presenters



Las Vegas:

*Will Griffiths, Melody Hannegan, Joe Davenport, Martha Altieri,
Donna Gerard, Sarah Bjorkman*



Dallas:

*Will Griffiths, Donna Gerard, Steve Hunt, Melody Hannegan,
William Lee, Ben Harris*



New York:

*Ben Harris, William Lee, Will Griffiths, Melody
Hannegan, Steve Hunt, Joe Davenport*

This year's summer workshops were the brainchild of **Will Griffiths**, of the Cambridge School Classics Project. British compatriots, **Steve Hunt** and **Ben Harris**, formed part of the team of presenters. But he also leaned on the expertise of the NACCP Board, especially the advice and support of **Donna Gerard**, to help organize the programs and to recruit North American teachers to balance the presentations. **Melody Hannegan**, **William Lee**, **Joe Davenport**, **Donna Gerard**, **Martha Altieri** and **Sarah Bjorkman** each attended at least one workshop. We conclude our workshop reports with their group photos.