



# NEWSLETTER

No. 41, Spring 2011

## Going Green: Latin Sustainability in Unit 3

A report by Melody Hannegan on the winter Workshop in Arlington, VA, February 26, 2011



Hands up! Workshop participants respond to a question.

Why “Going Green” this year? Granted, “going green” and “sustainability” are catch words associated today not with Latin but with conservation. However, so many of us don’t refer to the third book of the *Cambridge Latin Course* as Unit 3; we call it “the green book” (not to be confused with the red, blue and purple books). Moreover, in the fall survey which appeared on our website, the majority of teachers wanted a workshop focusing on Unit 3, specifically in the areas of reading and language. Through those results and the recent talk on the Cambridge Listserv, it seems that the green book can be either the most exciting book of the series or the most challenging, for teacher and student alike.

So, on the last Saturday in February, fifteen teachers and four presenters converged at the Crystal City Marriott in the heart of Arlington, VA to explore the green book. We began the day with an ice-breaking activity in which we shared what we liked most and least about Unit 3. Under *amo* were the two settings in the Roman Empire, the engaging plot lines, the easy subjunctives first, the difficult grammar in context, the Paris/Domitia stories, and the supplementary *fabulae ancillantes*. The *odi* list included the volume of stories, which grow ever lengthier; introduction of the perfect active participle before the deponent verb and the perfect passive participle before passive voice in verbs; and the Euphrosyne story line.

After **Bobbie Thorpe-Nelson** began with an overview of the *Cambridge Latin Course* structure for introducing language concepts leading to Unit 3, we proceeded to share strategies, worksheets, and student examples from Stage 21 through the latter stages of the book. We laughed through a video presentation of the play, **amor omnia vincit** – created and enacted by her students. **Marlene Weiner** shared a Roman fort project and showed pictures of former students’ models as well as examples of student slide show presentations. She also shared a log worksheet which she created for students to track their results while doing the online activities at [www.cambridgescp.com](http://www.cambridgescp.com).

With a passion for singing in the classroom, **Richard Popeck** shared some of his favorite verb- and noun-endings songs. He also demonstrated how teachers can use “thumbballs” in the classroom for prompting students to answer questions about language and stories. (Check out [www.thumbball.com](http://www.thumbball.com) – a site shared with Richard by **Matt Webb**.) In a character analysis activity, small groups read the dialogue in **dignitas** and shared their thoughts on Haterius and Vitellia. I showed them group responses made by some of my former students and then a similar activity on Euphrosyne’s character in Stages 31 and 32.

I think we realized that sustainability can be defined in different ways. The “green book” provides significant growth opportunities for Latin students as the language and the readings become more complex. Also, it is often the pivotal book for students in deciding to continue their Latin study and prepare for more stylized readings. We hope teachers have taken home many fresh ideas and materials for “going green” in their Latin classrooms.

Many thanks to Bobbie and **Ginny Blasi** for pulling together so many resources and worksheets; to Richard for offering insight on possible directions for the 5<sup>th</sup> edition and for manning the Resource Center Table; to Marlene for giving clerical support and sharing her birthday with us; and to Ginny and Richard for donations to the “gently-used” materials table. Proceeds of \$70.00 from their sale went directly into the Phinney-Gleason Memorial Scholarship Fund. *Multas gratias!*



Adriene Cunningham  
with thumbball

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# Director's Message

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Martha Altieri



First, I would like to provide an update on the status of a 5th edition of the *Cambridge Latin Course*. Outline approval was given by Cambridge University Press in December, and meetings are currently underway to secure final approval of the plans for both books and software. After final approval, draft textbook materials will be produced for review and comment.

Although this is a challenging endeavor, CUP is committed to producing a 5th edition of the *CLC* for publication by the beginning of 2014.

**Ben Harris**, Classics Publisher, Education, Cambridge University Press, and **Will Griffiths**, the Cambridge School Classics Project (CSCP) Director, have been meeting regularly to discuss the enhancement of *CLC* materials. Ben traveled to San Antonio, Austin, Dallas and Atlanta in January to visit teachers and classes in order to better understand their needs for the Course. He was able to visit a wide range of settings from middle school to high school, including both private and public institutions.

We would like to thank Will Griffiths for personally coming to the USA in late December to provide orientation and training for many NACCP Board members in the use of the e-learning materials for Units 1 and 2. CSCP has made a significant investment in the development of this initiative that provides over 2000 activities using video, audio and interactive formats. We are most impressed with the e-learning materials and the benefits they can provide for you and your students. These DVD-based materials are available for Units 1 and 2 only and can be obtained directly from CUP. The invaluable online support for the *CLC* continues to be available via the CSCP website and is now fully aligned with the North American edition (*see also page 5*).

We appreciate your continued interest in NACCP and the *CLC* and welcome your comments and suggestions to help us give better support to you and your *CLC* colleagues in the classroom. A special "thank-you" to those who have provided financial support to the Phinney-Gleason Scholarship Fund. Your financial support as members helps NACCP develop and deliver resource materials and teacher training.

I hope the balance of the school year goes well and that it is not extended unduly to make up for all of those snow days that we experienced this winter! And I look forward to seeing many of you at the American Classical League Institute at the University of Minnesota in Minneapolis on June 25-27.

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## PHINNEY-GLEASON MEMORIAL SCHOLARSHIP



**\$1000  
FOR PARTICIPATION IN A  
NACCP SUMMER WORKSHOP**

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

**Application Deadline: May 1, 2011**

**Scholarship includes workshop tuition, lodging and travel  
expenses, up to a total of \$1000.**

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## The Yahoo CLC ListServ

*a report by Keith Toda*

The *Cambridge Latin Course* Yahoo listserv is alive and well and it continues to bring *CLC* users together into a centralized online community.

Dedicated to providing an online forum for *Cambridge Latin Course* teachers and to connecting *CLC* users from across the country and the world, the Yahoo listserv gives members the opportunity to ask specific *CLC*-related questions and to receive answers from others (in some instances within minutes!). With over 670 members, this community allows for the sharing of ideas, the answering of questions and an ongoing dialogue regarding teaching of the *CLC* text. Recent discussions have included the sharing of video ideas for student-created short movies of *CLC* stories; the use of oral Latin in the *CLC* classroom; how best to prepare students for the National Latin Exam; and Cambridge University Press' new North American E-Learning Resource DVD. In addition, members have uploaded many of their own personal documents into the listserv's files section, such as project ideas for particular Stages and teacher-created ancillaries, stories and PowerPoints. Currently **Ginny Blasi**, **DD Farms** and **Keith Toda** serve as the group's moderators.

Whether as an active participant or a lurker, the Yahoo listserv is a must-join for any *CLC* user.

# Legamus! Increasing Reading Skills in the Classroom

## Make 'em read, Make 'em read, Make 'em read!

*This article is a condensation/summary of a presentation at last summer's ACL Institute (where the photo was taken). Its author, **Kathy McGuigan**, has long been a valued member of the NACCP Board. She taught Latin for 29 years at Lunenburg High School in Lunenburg, MA, teaching courses from the 8th to 12th grade. She served for two years as President of the Classical Association of Massachusetts and was given the Teacher Excellence Award by that organization in 1994. In addition to providing some stimulating suggestions, her article also represents the kind of professional expertise available at the Annual Institute.*



Do you like to read? Then you probably do a lot of reading. We tell our students that the study of Latin will increase their reading ability. This is certainly true - but only if we use techniques in our classrooms that constantly develop their reading skills. To do this, every student must read, in every class, every day. The traditional lesson in which one student at a

time reads aloud while some of the other students listen, some daydream and some start texting, doesn't do the job. Teachers have to keep every student reading and involved in the story at all times. Here are a few interactive techniques that I have used in my classroom:

1 Place students in pairs. Assign the passage for the day's lesson. One student starts by reading the first sentence aloud in Latin. The other student translates the sentence. Then they reverse roles for the next sentence, and so on. Encourage the students to help their partner, if necessary. When they have finished the story, they should discuss what exactly happened in the passage. When the class is ready, have the students close their books. Then hand out a simple follow-up written activity for them to complete. This could include: 10 multiple-choice questions, in Latin, that test their comprehension of the story; 10 random Latin sentences from the passage that students have to renumber into the correct order; a translation of the story that has about 15 mistakes that students must find and fix. Each of these activities gives the students the opportunity to revisit the lines that they have just read.

2 Get the students interested in the characters that are in the story. For example, before reading **finis** in Stage 12, ask students to discuss Clemens' "back story." Why would a slave choose to stay behind to look for his master? Why wouldn't he flee? Increase their interest in the outcome by asking for predictions, e.g. What happened to Metella? Where is Quintus? You've got their attention - now read the story. When reading a dramatic passage like **finis**, I used to put the class into the "Reading Circle." I would read each sentence aloud and then ask the students all to translate, out loud, all together. It was almost like a Greek chorus. They

enjoyed it, and it allowed my theatrical side to shine.

3 Dramatic activities are wonderful ways to keep interest in the story line. Have students act out one of the passages - many of them are already written as plays. Watch one of the dramatizations from the E-Learning Resource. The actors are professionals and their Latin pronunciation is perfect.

4 Use illustrations to their best effect. Take a few minutes before starting each Stage to analyze them for ideas about new characters, settings, furniture, etc. This provokes the students' interest in the upcoming passage. After a particularly visual story (e.g. **fabula mirabilis** in Unit 1 comes to mind) have students make their own cartoon versions, complete with Latin descriptions.

5 Begin character analysis in Latin I. Students will need to be experts at this by the time that they are seniors, so why not start now? Ask them to compare Caecilius/Salvius, the astrologer/Petro or Modestus/Strythio. Instruct your students to use and cite pertinent Latin sentences to prove their point.

6 Set up stations in your classroom. Some possibilities for activities could include: grammar review, city map analysis, foreshadowing inferences, vocabulary activities; character identification, etc. It's a nice change of pace, and students will be reading the entire time.

7 Start your own Latin book club. As I told my students, if Oprah could have one, why can't we? I chose one book per term and offered extra credit to any student who read the book. We met after school at the end of each term for a book talk. I provided milk and cookies and a 10-minute writing prompt. Once the students finished writing, we discussed the book for about 45 minutes. If their oral and written discussion proved to me that they had read the book, I averaged 100 points in with their other grades for that term. The book club was very successful and was one of the highlights of my career. Here are a few suggestions to get you started: *Cleopatra's Daughter* by Michelle Moran; *Pompeii* by Robert Harris; *The Sand-Reckoner* by Gillian Bradshaw; and *Firebrand* by Marion Zimmer Bradley.

In the end, never forget that the teacher sets the tone in the class. If you care about reading, they care. If you are enthusiastic about the next story, they are enthusiastic. Your interest, encouragement and assistance make all the difference. Oh yes - Make 'em read!



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# A. C. L. Institute features E-Learning Workshop

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This year's American Classical League Institute will be held at the University of Minnesota in Minneapolis. The main Institute begins on Saturday, June 25 at noon and ends with the banquet Monday evening, June 27. However, there are a number of Pre-Institute Workshops on Friday evening and Saturday morning, June 24-25. One of these will be of particular interest to *CLC* teachers.



*The Radisson University Hotel in Minneapolis, where the 2011 ACL Institute sessions will take place.*

**Cambridge Latin Course Digital Materials for Beginners: Hands on and Best Practice** is the rather long title for a 6-hour workshop led by **Will Griffiths**, Director of the Cambridge School Classics Project in the UK and **William Lee**, a member of our NACCP Board, who teaches in San Antonio, TX. It will run both Friday evening (from 6 to 9 pm) and Saturday morning (from 8 to 11 am). Here is the description of the workshop on the ACL's website:

If you would like to learn more about using the *Cambridge Latin Course* E-Learning Resource DVDs and website, this session is for you. It is designed for those with little or no knowledge of, or familiarity with, the software and will allow you plenty of hands-on time in a guided, supportive environment. We will start with the very basics of the software and move steadily through to the more advanced features. We'll also discuss and share best practice on the use of the software in the classroom, in the computer lab and at home. Bring your laptop.

The Institute's website can be located at [aclclassics.org/events/2011-Institute](http://aclclassics.org/events/2011-Institute), where you'll find details of the program, accommodation and registration. Be forewarned. There are so many attractive-sounding presentations that you will have difficulty choosing, especially some of the other Pre-Institute Workshops. One involves NACCP Board member **Joseph Davenport** in a Saturday morning session aimed at Middle Schoolers. On Friday evening, Listerv regular **Rachel Ash** is part of a storytelling oral techniques

presentation.

One Plenary Session during the regular Institute will not have any competition! **Father Reginald Foster** will be speaking on "Lingua Latina Nobis Conservanda Est - NUNC!" We know of a number of Latinists who will be heading to Minneapolis simply because Rev. Foster is part of the program. But a glance at the tentative outline reveals a cornucopia of riches scattered throughout the Institute. We will show the flag and mention that the NACCP's **Mark Pearsall** will be a presenter with "The Cambridge Latin Course: *Fines Latiores Officinarum Artibus* (Wider Boundaries for Technology). (*Fines Latiores* is the theme for the entire conference.) But check out the other offerings and the names of the presenters and you'll probably come up with a wish list that we hope will not produce too many conflicts when the final program is printed.

Of course, the Institute has its lighter moments as well. There is a choice of Pre-Institute Excursions on Friday afternoon and evening. From 12:30 to 5:30 pm there is a visit to the Minneapolis Institute of the Arts combined with a late lunch/early dinner. In the evening from 6:00 to 10:00 you can attend a performance of Gilbert and Sullivan's popular operetta, *H.M.S. Pinafore*, in a professional production at the wonderful Tyrone Guthrie Theater. You can combine both excursions for a slight reduction in cost over the two separately.

And following the closing banquet on Monday evening, the NACCP's own **Stan Farrow** will again be at the piano for a singalong in both English and Latin. Stan is actually quite a Gilbert and Sullivan expert, so, in honour of the theater excursion he has written a Latin equivalent to the well-known patter song in which Sir Joseph Porter explains how he came to be "the ruler of the Queen's navee" without ever going to sea. Stan's lyrics are for the Emperor Nero to explain how *ego ipse Imperator sum Romae*. The old third edition of the *CLC* (*pace* Tacitus) provided much of the information Stan used as inspiration. But you don't have to attend the theater to enjoy the sing-along, or the rest of the Institute!



*Mississippi River and Minneapolis skyline*

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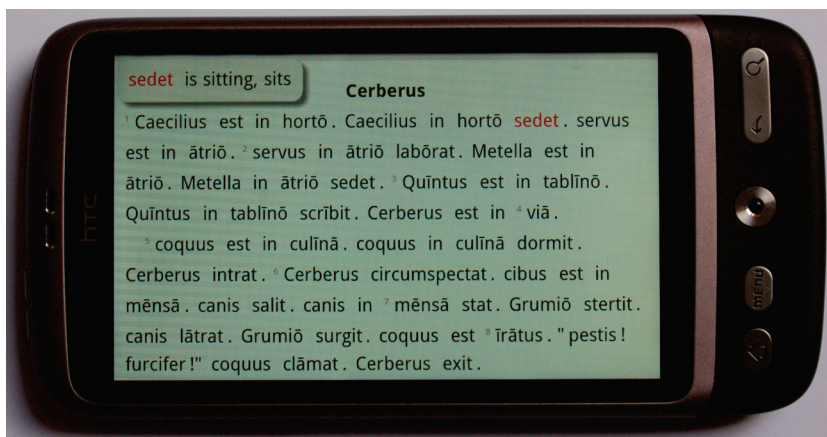
# NA Edition of the CLC Website Launched

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*Will Griffiths, Director of the Cambridge School Classics Project, brings us up to date on some good news.*

There have been a number of major developments on the CSCP website over the last few months. The first, and most important for NACCP members, is the launch of the North American edition of the website. You'll now find a website structured around the 4 Units of the NA edition of the textbooks rather than the 5 Books of the UK edition. As well as a new structure, you'll also get new content: the "Explore the Story" activities now give you the NA version of the stories; so you should now find an exact match between what you see on the page and what you see on the screen. If you don't, let us know!

We have often received emails asking us to develop support for Stages 41-48 in Unit 4. Those of you who follow the Course to the end will now find "Explore the Story" activities for these Stages.



Finally, we are developing support for iPhones and other smartphones. If your students have these devices, they'll now be able to read the CLC stories wherever they go! Again, just go to the normal CSCP website address. The site will realize that you're using a phone and deliver a slightly different version of some of the activities. Because of the small size of mobile phone screens, we have had to drop our usual practice of matching the digital line breaks to the print. Instead, the start of each textbook line is marked with a superscript line number. (You can see the system on display, as Will photographed his own phone, left.)

And the future? We're working on student data capture systems so that, for example, the software captures which words students struggle with, allows the students to print them out, saves them to a data base, puts them into personalized vocabulary testers and so on. These systems will also be able to pass student data to teachers and automatically identify issues common to the whole class. Our hope is that a bit of work at our end can save a lot of work at your end.

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## NACCP Summer Workshop Heads to San Antonio

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We'll finish this newsletter as we began it, with a Workshop report. This time it's advance notice of the annual summer workshop. As you can see from **Melody Hannegan's** page 1 article, she's been rather busy with the winter workshop. When we went to press, not all details had been finalized for her next *magnum opus*, but here's what we know:

What? **cogito "magnum"; ergo linguam Latinam doceo:** Thinking "Big" in the Cambridge Course Classroom!

Where? San Antonio, Texas

When? July 12-14, 2011 (Tuesday through Thursday)

Who? Latin teachers with varying backgrounds: novice through experienced; middle and high, public and private schools

Some Areas of Focus: The Vast Blend of reading, language and culture in the reading method

The Big Picture - Scope and Sequence - planning curriculum

The Magnitude of Technological support in the classroom

The Huge Varieties of Assessing student progress and work

Texas is a Big State and can probably handle all this Ambition. Check [www.cambridgelatin.com](http://www.cambridgelatin.com) for more details as the time approaches. And don't forget to apply for a Phinney-Gleason Scholarship if Large Expenses are a consideration.

*Photos of San Antonio taken during the ACL Institute there in 2001*



*The Alamo*



*San Antonio River and skyline*



*River Walk Dinner Cruise*