

Where Did It Go?

Barbara ("Bobbie") Thorpe-Nelson reports on some of the changes she has noticed in switching to the CLC Fifth Edition from the Fourth. Bobbie teaches Latin at High Technology High School in Lincroft, NJ.

I remember how long I had waited for the Fifth Edition. It may seem silly but for a veteran teacher it was like a holiday waiting to unwrap shiny presents! I had seen some sample copies BUT... it just wasn't the same as receiving that shipment at my school. They were BEAUTIFUL! Yes, still *Cambridge Latin Course*...with more colorful pictures and model sentences that no longer looked like the black and white line drawings I had become very accustomed to.

I really thought that the Fifth Edition would be very similar to the Fourth - and that's true. There are some differences though. And these are the kinds of differences that will make you want to sit down and pay attention while planning your lessons. I'll admit it - I have become comfortable with the tried and true. I knew exactly what was on the pages and how I was going to handle every Stage. Nothing different had happened in my classroom life for years. The Fifth Edition shook me up in both positive and negative ways.

First off, let me put this in a "teacher-planning-the-year" kind of way. I received my Unit 1 and Unit 2 books in the summer. That meant I could have those books for the duration of the year. I started with them, and the Level 1 kids never knew the Fourth Edition. No need to explain "Where did it go?" to those kids! It was a different story for the Units 3 and 4 books.

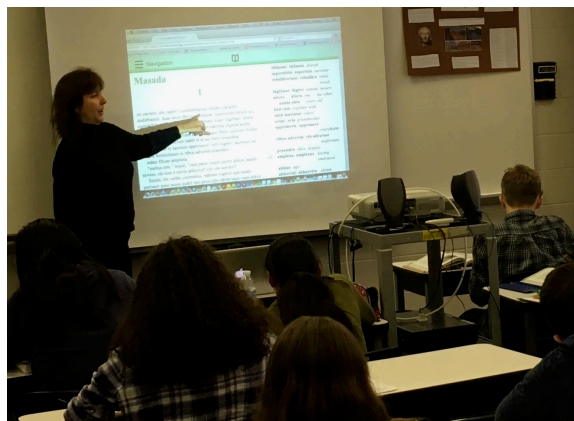
They arrived in December. December in the northeast is a month before mid-term exams for many schools. This was not the time to change horses. My Fourth Editions were falling apart after years of well-worn adventures with Quintus, but I really needed to wait until post exams to distribute the new books. I also needed to get those little codes off the stickers in the backs of the books. As you read this now, no need to fret. Cambridge University Press has changed its methods, and that will no longer matter.

Now back to my "Where did it go?" theme. There are no longer derivative exercises in the text. These were known as "Word Study" and appeared on the second-to-last page in each Stage. Not to be concerned. I had the derivative exercises from NACCP and would continue to use those. But wait again! The vocabulary checklists are not exactly the same. They have been condensed from the Fourth Edition version, a size perhaps more palatable for the students. I have been figuring out how to handle the differences in my materials. I've come to terms with letting them complete old derivative sheets and then quizzing on the new lists from the text. Not an issue.

The Model Sentences are just beautiful. The students no longer have to resist the urge to color in the pictures in their texts (*eheu!*). I just love these! They look even better when I use the new **Elevate** platform and have the students follow along with the sentences/text projected on my classroom wall. I have also noticed that all of the former black line drawings have been colorized, adding interest for the reader. A lovely example of this is the picture in Unit 1, Stage 3, page 28. There is a very green and vibrant Mt. Vesuvius in the background, as opposed to the black and white doom of the prior version.

Some stories have been slightly shortened. One example that comes to mind is the *Belimicus rex* story in Stage 28. If you are familiar with the story you know that Belimicus gets in one last jab at Salvius. No such throw of the

continued on page 3



Bobbie in action

Director's Message

Martha Altieri

Cambridge Elevate



It has been a challenging year for those of you who use the online *Cambridge Latin* materials. After a security breach last summer, the materials were moved last fall to a temporary website, which allowed teachers and students free access.

After many months of hard work by CSCP and CUP teams, *Cambridge Latin Course* 4th and 5th Edition WebBooks and online activities have been moved to their new permanent home on the **Cambridge Elevate** platform. This means the temporary website has been discontinued, as of mid-February. If you are a current *CLC* user, you should have received an email with details about the change. If you did not receive an email, please contact CUP at the address below:

4th Edition resources contact: subscriptions@cambridgescp.com

5th Edition resources contact: worldlanguagesonline@cambridge.org

New customers wanting to purchase 5th Edition resources should contact customer service at 800-872-7432 to order both print and digital materials. For the 4th Edition, both individual subscriptions and school accounts are available. To calculate costs and/or purchase a subscription, please refer to the website: <http://www.na.shop.cambridgescp.com/>

Summer Workshops



Atlanta

This summer, the Cambridge School Classics Project and Cambridge University Press are again funding (tuition free) three 3-day workshops. The first of these will be in Atlanta, GA on June 13-15, followed by San Antonio, TX on July 11-13 and Meadowlands, NJ on August 8-10. Whether you are a novice or an experienced Cambridge user, these in-depth workshops will provide various strategies and practice to assist you with the reading approach

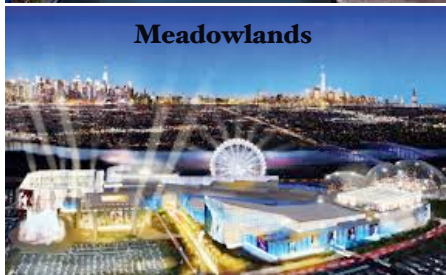


San Antonio

The Phinney-Gleason Scholarships

NACCP is committed to helping teachers attend the summer workshops. So we are again providing ten \$500 scholarships. The application form can be found on the Scholarships page of the NACCP website: <http://www.cambridgelatin.org>.

Your support of the Phinney-Gleason Scholarship Fund makes it possible to provide the scholarships for deserving teachers. If you can make a donation to the fund, please go to the Scholarships page on the NACCP website, make your donation online using PayPal or a credit card, or download the donation form to fax or mail.



Meadowlands

Teaching Materials

From its inception, NACCP has provided teacher-made materials to support you in the classroom. Our website has a Teaching Materials page with materials for the 4th Edition in five categories: Culture, Derivatives, Language, Reading and Vocabulary. These items are very reasonably priced and are available for immediate digital download after purchase.

Training

Recently added to the website is a Training page with the schedule for upcoming Webinars (1 hour) and Virtual Workshops (3 hours) that will be offered during the school year. Follow the links there for detailed information and to register. There is also an Archive section with links to previous Webinars and Virtual Workshops.

Resources

In addition, on our website is a Resources page that provides links to sources that can complement your CLC program. Recently added are “What’s Changed” documents for the 5th Edition, Units 1-4. They are available at no cost as downloadable PDFs. If you are using these documents for lesson planning, please check for accuracy. If you find any inaccuracies, please contact me at:

executivedirector@cambridgelatin.org.

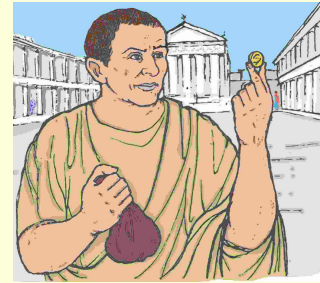
ACL Annual Institute



Before we finish with enrichment and professional development reminders, you can also check out the program for the American Classical League’s annual Institute, to be held this year on the campus of Grand Valley State University near Grand Rapids, MI. The main Institute runs from

Thursday, June 29 to Saturday, July 1, with Pre-Institute Workshops Wednesday evening on the 28th and Thursday morning on the 29th. Check the website www.aclclassics.org for full details and registration information.

PHINNEY-GLEASON MEMORIAL SCHOLARSHIP



**Ten \$500 Scholarships for
Cambridge School Classics Project
Summer Workshops in 2017**

**Lodging, meals and/or travel
up to a total of \$500**

**Information and application forms at
<http://www.cambridgelatin.org>**

WHERE DID IT GO? (cont. from page 1)

pugio happens in the new edition. I was a little confused at first. I had to look back at my old edition and realized that it was edited out. There are many such small editing changes, none of which has changed the overall story line. I will admit, though, that I have had the students do the *mercator Arabs* story as a fun in-class activity. It’s the only story that I have noticed has been completely removed. Occasionally a story has been renamed, e.g. *Modestus attonitus* no longer, now *Modestus promotus I* and *II*. I notice that I really need to make sure that my ancillary activities match up with my current edition. Planning time is critical here! I have become rather proficient at looking at those ancillary items that have been amended to suit the Fifth Edition and are now downloadable from the **Elevate** site. I love that the page numbers, line numbers and often-quoted words, etc. are already corrected and available for my use. This is true for Stages 1-40.

The number of “Practicing the Language” exercises in the new edition is smaller. Some Stages have dropped one of the three or four from the former edition. The only real difference I have found is that I have had to adjust my plans and I can move a little faster. Formerly I always felt compelled to complete every single exercise in every Stage. Now my pace is faster, and the students will never miss those extra bits. I have to keep telling myself that the differences are only on my end; students have no awareness that things are different.

I would be remiss if I did not mention the assessments available through the **Elevate** site. Currently Stages 1-20 have a major assessment uploaded. I have used quite a few of these, and my students have performed well. I formerly was a devotee of the old Stage Tests available through CUP. I have not noticed that students have done better or worse at either kind of testing; rather now I have options.

In closing, I have a few reflections about the new edition and its available resources: I love that I can put any of the 48 Stages up in front of the class using the web books on my white board. I love that the students can access those videos for Units 1 and 2 previously only available through the e-learning resource. I eagerly await more assessments for Units 3 and 4. I also hope there will be updated ancillary materials for beyond Stage 40. I urge you all to give the new edition a try. I’m pleased and I hope you will be too.

Where Did It Go? - Part 2

Bobbie's article on the changes in the *CLC* 5th Edition, especially from the 4th Edition, prompted your editor to cast his mind back on some of the changes our editorial team for that edition made from previous versions of the *Course*. While it sometimes puzzles outsiders that the teaching of a language that is thousands of years old might require changing at all, we obviously beg to differ.

One change which remains a source of satisfaction to our team was the retention of the story **animal ferox** in Stage 7, but with a new title and an altered story line. We had learned that the British revision team had cut the



story completely in their 4th Edition. We initially agreed with that decision, since the story involved a character, Gaius, who never appeared before or afterwards in the whole series - poor novel construction! But it did serve to illustrate the popularity of hunting on the slopes of Mt. Vesuvius and it also introduced a number of new ways to form the perfect tense for 3rd conjugation verbs. To justify retention of the episode, we substituted Felix, the freedman, for Gaius, and had Quintus save him from the wild boar, just as Felix had earned his freedom by saving the baby Quintus from a kidnapper. Now the story had a much better connection to the overall narrative, while still keeping the cultural and linguistic features that made it useful on those grounds. Justification of sorts for our decision has come with the inclusion of this story (with an

illustration!) in the 5th Edition, albeit as a Practicing the Language exercise and with a few deletions in the story and especially in the vocabulary glossing.

That shortening of the list of glosses is a small example of an important behind-the-scenes factor governing many changes over the years - space on the page! Our team has many rueful memories of our Cambridge editor, **Fiona Kelly**, whipping out her dreaded ruler to show us that there were too many inches or centimeters of text on a certain page. What were we going to cut to make everything fit? The 5th Edition cut our last two verb examples (*capit* and *venit*) from paragraph 2 of About the Language 2 in Stage 7 and also eliminated a final paragraph explaining how future Checklists would include the perfect as well as the present tense of verbs.

One cut that we decided to make, contrary to our British friends, was the graphic illustration of the thugs beating up the glass merchant at the beginning of Stage 18. Feedback from teachers, students and parents reported that many felt uncomfortable with this image. Since it also served to introduce a "model paragraph" showing adjective agreement, that had to be cut as well. The drawing has been restored in the 5th Edition but not the sentences which accompanied it in the 3rd Edition.



Your octogenarian editor can also remember a cut that was made from



the 1st Edition to the 2nd. In the original version of what is now Stage 28, when Salvius decides to profit by selling some of Cogidubnus's property, there was an episode where he decided to cover his twin slaves in black dye and pass them off as Ethiopian royalty belonging to the king. He anticipated the problem that the dye would wear off by having Belimicus persuade the British chiefs to buy them and then make them a gift to Salvius as a gesture of appreciation! The story was cleverly written, especially the concept that the boys would be worth more as black rather than white! But it obviously created a lot of problems and disappeared with the first revision.

Still, as I wrote a year ago, **Clarence Greig** and **Robin Griffin** deserve praise for integrating a fascinating story line with language and culture that has stood the test of time with minimal alterations. - *Stan Farrow*